Affiliated to Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang

Accredited by University Grants Commission (UGC) Nepal (2015)

"Academic excellence for a civilized, advanced and just society"

Education Management Information System (EMIS)

Annual Report 2076

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2076

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INSTITUTIONAL INFORMATION AND CONTACT DETAILS

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FOREWORD

I am pleased to bring out the first annual report of Education Management Information System (EMIS). The EMIS Unit of the campus was given responsibility to study all possible aspects related to information system, and this report is the output of the study. The report covers the key areas of information in the campus including students, teachers, non-teaching staff, examination, library, financial status, research, scholarships, freeships and so on. I hope that the report will provide required information to the stakeholders.

After the campus has been officially accredited by University Grants Commission Nepal in 2015, we have made significant progress in our academic activities. New programs have been added, student enrollment has increased, and examination results have improved. Recently we have concentrated on use of technology in classrooms and creation of student friendly environment. In the past years, record of campus record was paper work only, but now it is digitalized through the use of software. I believe that the publication of this report will encompass the progress made by the campus recently.

I appreciate the efforts of the EMIS Unit to make the report as comprehensive as possible by including analysis of all possible aspects. I request all the readers to provide feedback so that improvements will be made in future reports.

Chandra Mani Rai

Campus Chief

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Sukuna Multiple Campus gives top priority to keeping records of its valuable information and disseminating it to the stakeholders. To ensure availability of information when required, the Education Management Information System (EMIS) unit has been given responsibility to collect, store, process, analyze and keep records of relevant data. The unit has been assigned the task of keeping a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps a record of infrastructure, land, equipment and other assets of the campus. Previously activities related to information system of the campus were primarily performed manually, but with the use of EMIS software, this institution has been better able to bring efficiency in data processing, storage, analysis and supply of educational management information.

The report is organized in 12 different sections presenting analysis of campus information. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections presenting brief background and scope of the report, methodology adopted and limitations. The second section presents information related to different programs and departments under four faculties. The third, fourth, fifth, sixth and seventh sections present the analysis of the number and ratio of students, teachers, non-teaching staff and graduates. The eighth, ninth, tenth, eleventh and twelfth sections report information related to examination results, financial status research and publications, library, and scholarships and freeships. The major sections covered by the report include the following

Programs, Faculties and Departments

Including seven programs of study in Bachelors level and two in Masters level, there are nine academic programs in four faculties. Both programs in Masters level are run under semester system. In Bachelors level, two programs (B Ed ICT and BBA) programs are run under semester system, and all the other programs are run under annual system. One-Year B Ed is the oldest program and BBA is the newest program.

The faculties include Education, Humanities and Social Sciences, Management, and Science. Education is the largest faculty in terms of the number of programs and specialization subjects. It includes four programs and 10 specialization subjects. Faculty of Humanities and Social

Sciences and Faculty of Science are running with single programs. Faculty of Management has three programs with thee specialization subjects in each.

Department of English, Department of Nepali, Department of Mathematics, Department of Social Studies, Department of Health and Population Education, Department of ICT, Department of Practice Teaching, Department of Management and Department of Science are the departments. Department of Management is the largest department in teachers' number. Department of Science is the second largest department.

Student Enrollment

In various programs of Bachelors and Masters levels, the number of enrolled students was 1873 in 2074/75. The number increased to 1930 in 2075/076. This year the number has reached 2108.

BBS program is the largest program and One Year B Ed is the smallest program in terms of the number of enrolled students. Four-Year B Ed and B Sc programs appear in the second and third number respectively in students' enrollment in both years. Comparison of enrollment in two years also shows that the number of students has increased by 336 students in the latter year, with the increment in the number of both male and female students. The number of male students has increased by 193, and the number of female students has increased by 143.

Department of Management is the largest department, with more than fifty percent of the enrolled students. Department of Health and Population Education contains least number of students. While the number of students in programs under faculties of 'Humanities and Social Sciences' and 'Education' is decreasing, there is significant increment in students' number in the programs under faculty of Management. The enrollment of students in Faculty of Science is constant for some years.

Comparison of the data in 2075/076 and 2076/077 shows that enrollment has increased in Faculty of Education, Faculty of Management and Faculty of Science in the latter year.

Bachelors level occupied 91.14% of the enrolled students in 2075/076. In 2076/077 Bachelors level has 84.87% of the total enrollment. Masters level has just 15.13% enrollment at the campus. In both programs female enrollment is larger than male enrollment

The largest number of students have been enrolled from Morang district. More students have been enrolled from hilly districts like Bhojpur, Sankhuwasabha, Dhankuta and Terhathum than from the Tarai districts sharing borders with Morang. 2092 (99.24%) students are from Province No. 1

Gender Parity Index

In 2075/076, average GPI was 1.67, which has decreased to 1.46 in 2076/077. In Bachelors programs, GPI has decreased from 1.68 in the former academic year to 1.44 in the latter year. On the other hand, GPI has increased from 1.53 in 2075/076 to 1.55 in 2076/077. Management and Education and Humanities and Social Sciences have GPI value of more than 1, indicating gender disparity in favor of female students. Faculty of Science has lower number of female students, having GPI value of less than 1, suggesting gender disparity in favor of male students. Comparison of the data in 2075/076 and 2076/077 shows that in the latter year GPI has increased in Faculty of Humanities and Social Sciences and Faculty of Science, but it has decreased in Faculty of Education and Faculty of Humanities and Social Sciences.

Program-wise comparison of GPI shows that One-year B Ed, B Ed ICT and B Sc have gender disparity in favor of male students. Other programs have gender disparity in favor of female students.

Department of Health and Population has the highest GPI and Department of ICT has lowest GPI. Only Department of Mathematics has parity of gender.

Teaching and Non-Teaching Staff

There are 78 (47 full-time and 31part-time) teachers and 16 non-teaching staff. The number of female teachers (3 full-timers and 5 part-timers) and non-teaching (3female non-teaching staff) staff is far smaller compared to male staff.

Most of the teachers are Masters Degree passed. There is only one teacher with PhD degree, and two teachers with MPhill. There is no teacher at the level of Professor and only one teacher working as an Associate professor. 30 teachers are working as Lecturers and 47 teachers are working as Teaching Assistants.

3 non-teaching staff are Masters Degree passed, 2 are Bachelors passed, 5 have qualifications of PCL or equivalent, 4 are SLC passed and 2 are literate. The positions held by the staff are: 3 Subba, 3 Kharidar, 4 Mukhiya, 1 Lab Assistant, and 5 Office Assistants.

Student-Teacher Ratio

The overall STR of the campus is 1:27.03. This means that in average a teacher teaches about 27 students.

Graduate Information

The campus produced 103 graduates in 2014, 106 in 2015, 231 in 2016, 221 in 2017 and 251 in 2018. This indicates the number of graduates gradually increasing every year. The number of employed graduates is gradually increasing. Most of the graduates are involved in teaching profession. The number of graduates pursuing further studies in declining in the recent years.

Examination and Result Analysis

1571 students appeared and 470 (23.03%) students were dropped out in the annual examinations held in 2074. The largest number of students were from BBS program, and the lowest number of students were from One-Year B Ed Program. The average pass percentage was 28.71%. BA was the program with highest dropout rate (39.76%), and One-Year B Ed had no dropouts. Program with highest pass rate was B Sc (42.61%). Program with lowest pass rate was One-Year B Ed (6.25%). Class with highest dropout rate was B Sc fourth year (57.14%). Class with lowest dropout rate was One-Year B Ed (0%). Class with highest pass rate was BA second year (76.92%) Class With lowest pass rate was B Ed first year (5.12%)

Out of 1552 students appeared students in annual examinations of 2075, 203 (11.57%) were dropped out. The largest number of examinations appeared students were from BBS program, and the lowest number of students were from MBS Program. The average pass percentage was 30.22%. BBS was the program with highest dropout rate (16.85%), One-Year B Ed had no dropouts. Program with highest pass rate was One-Year B Ed (63.64%) Program with lowest pass rate was BBS (25%). Class with highest dropout rate was B Ed second year (29.38%). Classes with highest dropout rates were One-Year B Ed, BA second year, BA third year, B Sc third year, B Sc fourth year, BBS fourth year and MBS second year (0%). Class with highest pass rate was B Sc third year (72.5%) Class With lowest pass rate was BBS (20.94%)

A total of 228 students appeared in the semester examinations in 2075. The overall dropout rate seems lower than that of semester exams in the same year. The highest dropout rate was found in the fifth batch of B Ed ICT program and lowest rate is found in the sixth batch of the same program. Similarly, MBS program had the highest pass rates and B Ed ICT fourth batch has lowest pass rate. In fact, no student from B ED ICT fourth batch passed the fourth and fifth semester examinations held for this batch.

Financial Aspect of the Campus

The total assets of the campus are worth Rupees 130,924,518. Total land area of the campus is 3.23 hectors. The building area covers 20558 sq./ft. The four buildings have 77 rooms. Other fixed assets include laboratory equipment, electronic equipment and furniture.

Total incomes of the campus in 2074/075 and 2075/076 were Rupees 83,533,348 and 85,269,701 respectively. The income has increased by Rupees 1736353 in the latter year. The total expenditures in these years were Rupees 57,002,787 and 65,061,093 respectively. The expenditure has increased by Rupees 8,058,306 in the latter year.

The average unit cost of the campus in 2074/075 was Rupees 18096.12, but in 2075/076 it has increased by 2703.46 to become 20799.58 per student.

Research and Publications

So far, three mini research projects have been accomplished. The academic publications of the campus include Academic Journal of Sukuna (AJOS), Sukuna Saurav and Sangyan.

Library and Learning Resources

Recently, the library has completed some important tasks including addition construction of reading room, e-library and sections, addition of department libraries, use of software, automation, open access and tracking the library users.

The total number of collections in the library include 22834 circulating textbooks, 1559 reference books, 108 books in special collection, 4824 books in special collection, 1431 theses, 155 printed journals, 431 printed magazines and 264 e-resources.

The total number of book issues in 2075/076 was 4537. Chaitra was the month with largest number of book issues. Flax Golden Tales by Moti Nissani and Shreedhar Lohani was the most issued book in 2075/076. Susma Basnet from BA second year was the student with most book issues in the year, and Narendra Rai was the teacher with most book issued.

Scholarships and Freeships

The scholarships are collected from various endowment funds raised by in individuals, donations provided by individuals and institutions, and the internal source of the campus. The amount of endowment funds is increasing every year. By this year Rs. 3, 624,116 have been collected in endowment funds.

In 2075/076 the different scholarships of worth Rs. 1,205,000 were provided to 193 students. The scholarships amounts ranged from Rs. 5,000 to 35,000. Similarly, freeships of worth Rs. 8,49,155 were provided to 295 students.

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ABBREVIATIONS AND ACRONYMS

BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
BS	Bikram Sambat
B Sc	Bachelor of Science
CMC	Campus Management Committee
DLI	Disbursement Linked Indicators
EMIS	Education Management Information System
EPM	Education Planning and Management
F	Female
FA	Financing Agreement
FNCCI	Federation of Nepalese Chamber of Commerce & Industry
FSU	Free Students Union
GoN	Government of Nepal
GPA	Grade Point Average
GPFS	Graduates Pursuing Further Studies
GPI	Gender Parity Index
HEIs	Higher Education Institutions
H-EMIS	Higher Education Management Information System
HERP	Higher Education Reform Project
HoD	Head of Department
HPE	Health and Physical Education

HSEB	Higher Secondary Education Board
ICT	Information Communication Technology
IDA	International Development Association
Ltd.	Limited
M	Male
M Ed	Master of Education
MBS	Master of Business Studies
MPhil	Master of Philosophy
PCL	Proficiency Certificate Level
PhD	Doctor of Philosophy
No.	Number
RMC	Research Management Cell
SLC	School Leaving Certificate
SMC	Sukuna Multiple Cmapus
SN	Serial Number
STR	Student-Teacher Ratio
T	Total
TU	Tribhuvan University
UGC	University Grants Commission

SECTION 1: INTRODUCTION

After Financing Agreement (FA) was made between Government of Nepal (GoN) and International Development Association (IDA) of the World Bank in 2014, Higher Education Reforms Project (HERP) has been activated since 2015. University Grants Commission (UGC) Nepal has played the key role in implementing this project by allocating and disbursing government grants to universities and higher Educational Institutions (HEIs), and taking appropriate steps for the promotion and maintenance of standards of higher education in Nepal. The main purpose of this project is to support reform activities of HEIs for improving quality, relevance and efficiency of education; and to assist underprivileged students for equitable access. Sukuna Multiple Cmapus (SMC) was accredited for quality assurance meeting the target of DLI1 for year one of HERP implementation. Since then, the campus has been making continuous efforts to strengthen quality. Education Management Information System (EMIS) is a part of the campus's efforts for quality improvement. Based on Higher Education Management Information System (H-EMIS) developed by UGC Nepal, this campus has made an attempt to develop the first EMIS report.

SMC has implemented comprehensive education management through the application of integrated information system. For this purpose, EMIS Unit has been formed to collect, compile, analyze and publish various academic data available in the campus. The unit has been assigned the task of keeping a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps a record of infrastructure, land, equipment and other assets of the campus.

With the official accreditation received from University Grants Commission (UGC) Nepal in 2015, the campus has determined more to improve its quality. Quality comes about in many forms, but information management system the campus has used lies at the heart of its primary activities, along with teaching, learning and research. Information in terms of its collection, relevance, dissemination, and retrieval supports integral functions of the campus.

It has been realized that the application of information management system has helped to improve our efficiency in data processing, storage, analysis and the timely supply of educational information. Using information management system, the campus has started working on collecting, processing, storing and transmitting its relevant information. With the recent application of

centralized information system, the campus has been able to generate relevant, accurate, consistent and timely data, and positioned to meet its internal aims and objectives and serve its stakeholders.

It is expected that the publication of this report will make positive impact on the overall performance of the campus. Through the careful examination of this report, it will be easier for the campus management to monitor the distribution of resources and allocation of budget among various aspects of institutional development.

1.1 Organization of the Report

The report is organized in 12 different sections presenting analysis of information in the aforementioned areas. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections presenting brief background and scope of the report, methodology adopted and limitations. The second section presents information related to different programs and departments under four faculties. The educational programs run at the campus are affiliated to Tribhuvan University (TU), Nepal. It provides higher education through four different streams: Education, Humanities and Social Sciences, Management and Science. While there is only one program under faculty of Humanities and Social Sciences (Three Year BA), and faculty of Science (Four Year B Sc), three programs are offered Under the faculty of Education (One Year B Ed, Four Year B Ed and M Ed), and the faculty of Management (Four Year BBS, MBS and BBA).

The third, fourth, fifth, sixth and seventh sections present the analysis of the number and ratio of students, teachers, non-teaching staff and graduates.   The third section presents the number students enrolled in various programs of study. The fourth section compares the male and female students through Gender Parity Index (GPI). The fifth section shows the number and academic qualifications of teaching and non-teaching staff. The Sixth section presents analysis of student-teacher ratio. The seventh section summarizes the information of graduates in the recent years.

The eighth section of the report presents a glimpse of examination results of various programs. Similarly, the ninth section reports information related to fixed and capital assets of the campus as well as analysis of income and expenses. The tenth section includes information related to research activities and publications of the campus. The eleventh section presents information related to collection and circulation of library resources. Final section of the report is related to scholarships and freeships distributed to students. The eighth section presents analysis of examination results of various programs. The ninth, tenth, eleventh and twelfth sections report information related to research and publications, library, and . Final section of the report is related to scholarships and freeships distributed to students.

1.2 Methodology

1.2.1 Data collection source

Data were collected from secondary source for the study. While bulk of information has been extracted from the EMIS software, publications released by the campus are also source of data for this report. SMC has been using 'Siksha software' to store, process, and analyze information obtained from different sections of the campus. With the application of this software, fragmented data in different sections are easily accumulated within a single framework, which makes possible to record and disseminate campus information. Most of the information related to student enrollment, teaching and non-teaching staff, examination, library has been taken from 'Shiksha' software' used by the campus. Besides, Annual Progress Report, Graduate Tracer Study Reports of last five years, Annual Report Submitted to Campus Council and Audit Report have also been consulted to draw information related to finance, graduates, research and publications, and scholarships and freeships.

1.2.2 Data analysis tools and procedure

The data presented in this report have been compiled and analyzed in the EMIS software used in the campus. Mostly, data related to student enrollment, teachers, non-teaching staff, examination and library were analyzed in the software. Since information related to research, publications, scholarships and freeships were not collected in the software, separate statistical tools were designed to process and analyze such data.

1.3 Scope and Limitations

The report attempts to be comprehensive by covering analysis of information related to 12 areas. Mostly, the analysis is based on quantitative information. There are some areas which are deliberately ignored because of lack of official record. The report does not include information related to extracurricular activities and activities and public information. Similarly, the report presents information related to programs conducted in Bachelors and Masters levels. Although the campus has been running +2 program as a self-sustaining program, almost no information has been included related to this program in the report. Department-wise enrollment of students has been calculated considering specializations in relevant subjects. Thus, Compulsory subjects assigned to all the students specified programs have been ignored in department-wise analysis. Moreover, information related to internal examinations have been excluded because of lack of systematic records. Gender-wise analysis has not been made in Examination and Result Analysis section.

SECTION 2: PROGRAMS, FACULTIES AND DEPARTMENTS

Sukuna Multiple Campus has been running nine different programs under four faculties. All the programs run at the campus are affiliated to Tribhuvan University (TU). Therefore, all the programs follow TU regulations for admission, teaching and learning and evaluation.

2.1 Academic Programs

Including seven programs of study in Bachelors level and two in Masters level, there are nine academic programs. Both programs in Masters level are run under semester system. In Bachelors level, B Ed ICT and BBA programs are run under semester system, and all the other programs are run under annual system. Details of the programs are outlined in the table below.

Table 1: Programs Run at SMC

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
Bachelors	One-Year B Ed	1	2052/16/03 (June 30, 1995	Annual	Class 12 passed or equivalent
	B Ed	4	2054/03/25 (July 9, 1997)	Annual	Class 12 passed or equivalent
	B Ed ICT	4	2069/08/28	Semester	Class 12 passed or equivalent
	BBS	4	2060/05/04 (August 21, 2003)	Annual	Bachelor's degree in any stream
	BA	4	2066/04/25 (August 9, 2009)	Annual	Class 12 passed or equivalent
	B Sc	4	2069/01/05 (April 17, 2012)	Annual	Class 12 passed with science specialization or equivalent

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
	BBA	4	2075/09/19 (January 3, 2019)	Semester	Class 12 passed with Management specialization or equivalent
Masters	M Ed	2	2061/09/15 (December 30, 2004)	Semester	B Ed with specialization in relevant subjects
	MBS	2	2066/08/01 (November 16, 2009)	Semester	Bachelor's degree with management specialization

The table shows that there are seven programs in Bachelors and two programs in masters. Five programs are run under annual system and four are run under semester system. One-Year B Ed is the oldest program and BBA is the newest program. The table does not show the addition of any program in 2076. A per TU policy, programs that were conducted under annual system are being changed to semester system.

2.2 Faculties and Departments

sThe academic programs of SMC are conducted under four faculties: Education, Humanities and Social Sciences, Management and Science. The programs and specialization subjects in each of these faculties is presented in the following table.

Table 2: Faculties run at the campus

SN	Faculty	Programs	Specialization subjects
1	Education	One Year B Ed	English, Nepali, Mathematics, Science, Population, HPE, Economics
		Four Year B Ed	
		B Ed ICT	ICT
		M Ed	English, Nepali, Mathematics, Population, HPE, Curriculum, EPM
2	Humanities and Social Sciences	BA	English, Nepali, Economics, Sociology
3	Management	BBS	Accountancy, Finance, Marketing
		BBA	Accountancy, Finance, Marketing
		MBS	Accountancy, Finance, Marketing
4	Science	B Sc	Physics, Chemistry, Biology

As the table shows, Education is the largest faculty in terms of the number of programs and specialization subjects. It includes four programs and 10 specialization subjects. Faculty of Humanities and Social Sciences and Faculty of Science are running with single programs. Faculty of Management has three programs with thee specialization subjects in each.

Nine programs of study are run under nine departments. There is not neat division of departments across faculties. Most programs of Education and Humanities and Social Sciences are run under common departments. The departments under each faculty are represented in the following figure.

Figure 1: Faculties and departments at SMC
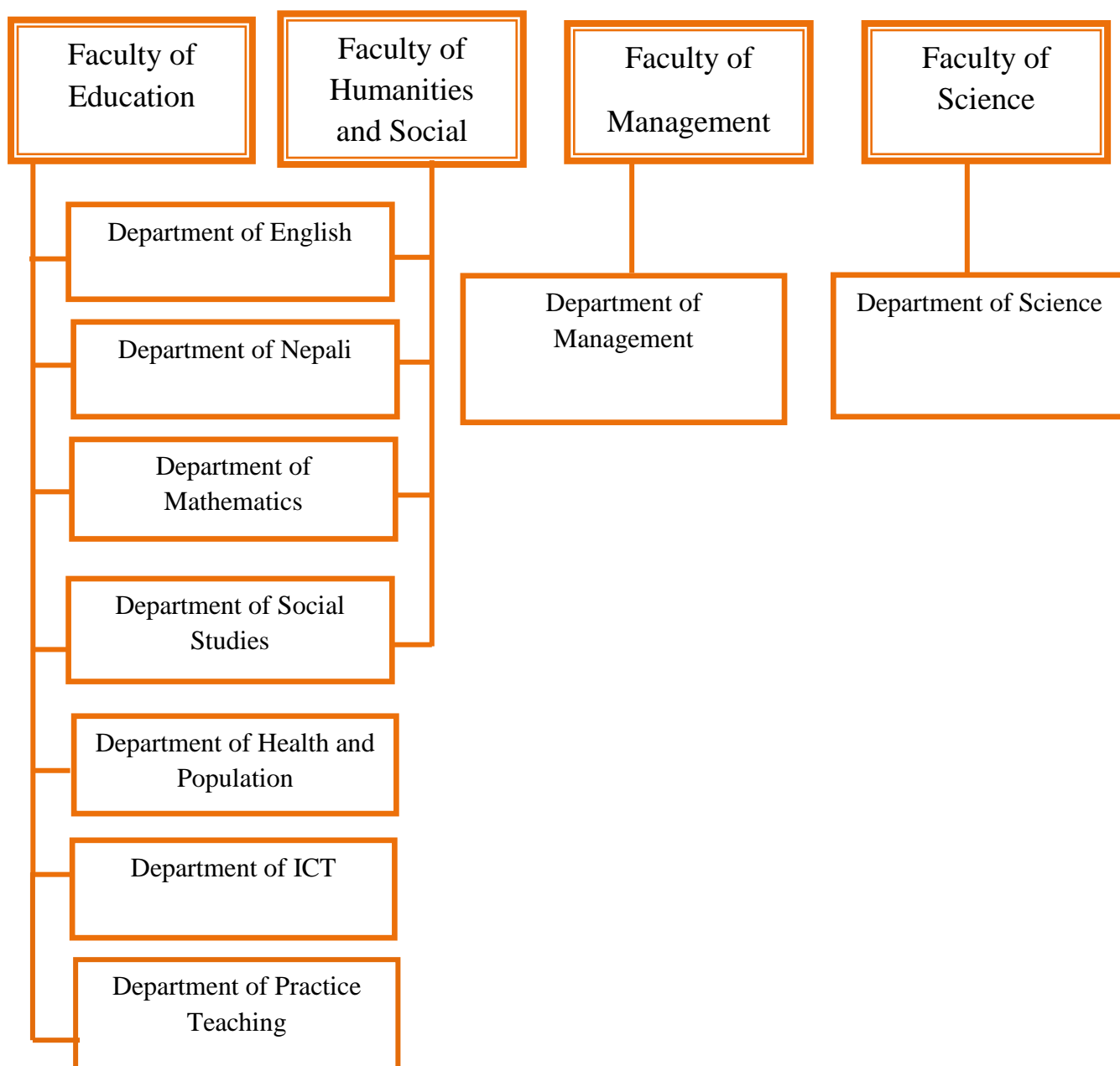
The figure shows nine departments in four faculties. There is no neat division of departments in different faculties. Faculties of Management and Science have not been fully

departmentalized. The campus's plan of setting separate departments in these faculties has not been materialized yet. Faculty of Humanities and Social Sciences and Faculty of Education run their academic programs in the common departments. Department of Health and Population Education and Department of ICT are under Faculty of Education only. Moreover, Department of Practice Teaching serves all students in Faculty of Education. Details of the departments at SMC are outlined in Table 3.

Table 3: Departmental information

SN	Department	Name of HoD
1	English	Guru Prasad Adhikari
2	Nepali	Umanath Bhattarai
3	Social Studies	Sukdal Limbu
4	Mathematics	Prem Bahadur Tamang
5	Health and Population Education	Janardan Guragain
6	Management	Balaram Pokhrel
7	Science	Indra Prasad Timsina
8	Department of ICT	Atul Bhattarai (Focal Person)
9	Department of Practice Teaching	Bidur Subedi

Department of Management is the largest department in terms the number of teachers and students. Since Faculties of Management and Science have not been departmentalized according to specialization subjects, departments in these faculties are bearing a lot pressure in keeping records of students, assigning teaching loads and analyzing results of students.

SECTION 3: STUDENT ENROLLMENT

With the introduction of new programs, the number of enrolled students is gradually increasing every year at SMC. In various programs of Bachelors and Masters levels, the number of enrolled students was 1873 in 2074/75. The number increased to 1930 in 2075/076. This year the number has reached 2108.

3.1 Program-wise Enrollment

The total enrollment in 2075/076 was 1772. This year the number has reached 2108. In most programs the number of students has increased. In both years, the number of female students is higher than that of male students. Table 4 presents a summary of enrolled students in 2075/76 and 2076/077.

Table 4: Program-wise enrollment in 2075/076 and 2076/077

Program	2075/076					2076/077				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
One Year B Ed	26	11	37	70.27	29.73	12	7	19	63.16	36.84
Four Year B Ed	118	277	395	29.87	70.13	154	340	494	31.17	68.83
B Ed ICT	62	32	94	65.96	34.04	78	28	106	73.58	26.42
BA	35	40	75	46.67	53.33	27	32	59	45.76	54.24
BBS	256	566	822	31.14	68.86	340	543	883	38.51	61.49
BBA	10	19	29	34.48	65.52	28	34	62	45.16	54.84
B Sc	95	68	163	58.28	41.72	93	73	166	56.02	43.98
M Ed	26	58	84	30.95	59.05	54	103	157	34.39	65.61
MBS	36	37	73	49.32	50.68	71	91	162	43.83	56.17
Total	**664**	**1108**	**1772**	**37.47**	**62.53**	**857**	**1251**	**2108**	**40.65**	**59.35**

The study of enrollment in two years shows that BBS program is the largest program and One Year B Ed is the smallest program in terms of the number of enrolled students. Four-Year B Ed and B Sc programs appear in the second and third number respectively in students' enrollment in both years. Comparison of enrollment in two years also shows that the number of students has increased by 336 students in the latter year, with the increment in the number of both male and female students. The number of male students has increased by 193, and the number of female

students has increased by 143. Although the number of the male students is smaller in both years. The study of male students' enrollments in two years shows that there is slight increment in their proportion. Yet, the overall proportion of male students is still smaller over the proportion of female students. While enrollment has increased in most programs, it has decreased in One-Year B Ed and BA programs. Student enrollment in BBA program is same in both years.

In 2076/077 BBS occupies more than 41 per cent of the total enrolled students. One Year B Ed is the smallest program, which has enrollment of less than one per cent. The table also shows higher proportion of female students over male students in general. One Year B Ed, B Ed ICT and B Sc have larger numbers of male enrollments than female enrollments. In all the other programs the number of female students is larger. The largest proportion of male students is found in B Ed ICT occupying almost three fourth of the enrolled students. Similarly, Four Year B Ed shows the largest proportion of the female students occupying more than two third of the enrolled students in that program. Proportion of female students is also significantly large in M Ed program, which shows slightly more than two third of the female students.

3.2 Department-wise Enrollment

In terms of the number of enrolled students, Department of Management is the largest department, with more than fifty percent of the enrolled students. Department of Health and Population Education contains least number of students. The number of students with male-female proportion is presented in the following table.

Table 5: Department-wise enrollment in 2076/077

Department	Number of Students			Proportion (%)	
	Male	**Female**	**Total**	**Male**	**Female**
English	72	140	212	33.96	66.04
Nepali	73	132	205	35.61	64.39
Mathematics	114	132	246	46.34	53.66
Social Studies	160	303	463	34.58	65.42
Health and Population Education	6	21	27	22.22	77.78
ICT	78	28	106	73.58	26.42
Management	439	668	1107	39.66	60.34
Science	93	73	166	56.02	43.98

The table shows that Department of Management contains 52.51% of the enrolled student at the campus. The number of female students is higher in all departments except Department of ICT and Department of Science. The largest proportion of female students is found in department of Health and Population. Since this department contains Masters level students only, enrollment is very low in this department.

3.3 Faculty-wise Enrollment

While the number of students in programs under faculties of 'Humanities and Social Sciences' and 'Education' is decreasing, there is significant increment in students' number in the programs under faculty of Management. The enrollment of students in Faculty of Science is constant for some years. The following figure reflects the summary of enrollment of students in different faculties of the campus

Figure 2: Faculty-wise enrollment in 2075/076

	Education	Humanities and Social Sciences	Management	Science
Male	232	35	302	95
Female	378	40	622	68
Total	610	75	924	163
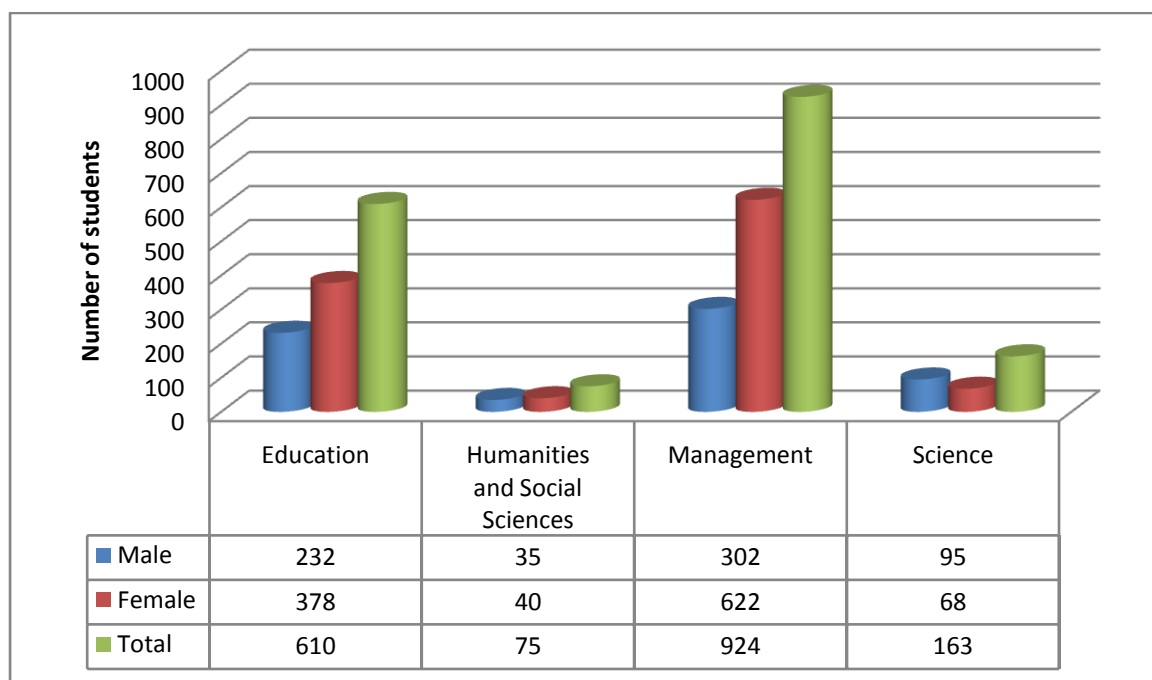
As the diagram shows that Faculty of Management was the largest faculty in terms of the number of students in 2075/076. This faculty occupies more than 50% of total enrollment at the campus. Another large faculty was Faculty of Education, which occupied slightly more than one third of the total enrollment. Faculty of Humanities and Social Sciences and Faculty of Science had very low enrollments. Faculty of Science enrolled more male students than female students.

The enrollment has increased in all the faculties except the Faculty of Humanities and Social Sciences in 2076/077. The faculty-wise enrollment in 2076/077 is presented in the following diagram.

Figure 3: Faculty-wise enrollment in 2076/077

	Education	Humanities and Social Sciences	Management	Science
■ Male	298	27	439	93
■ Female	478	32	668	73
■ Total	776	59	1107	166
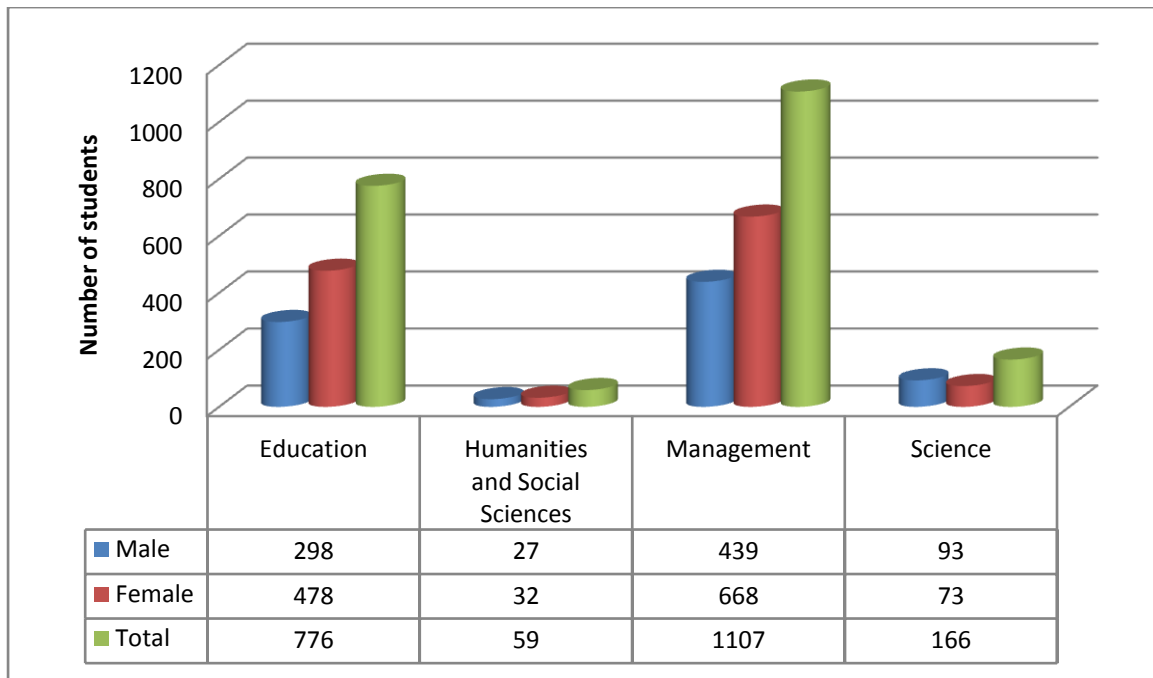
As the figure shows, Faculty of Management is the largest faculty in terms of the number of students. This faculty occupies more than 50% of total enrollment at the campus. Another large faculty is Faculty of Education, which occupies slightly more than one third of the total enrollment. Faculty of Humanities and Social Sciences and Faculty of Science have very low enrollments having 2.78% and 7.87% of the students' total number. Faculty of Science has more enrollment among male students than female students. In all other faculties female students have more enrollments.

Comparison of the data in 2075/076 and 2076/077 shows that enrollment has increased in Faculty of Education, Faculty of Management and Faculty of Science in the latter year. Both male and female students' enrollments have increased in the Faculty of Education and Faculty of Management. In Faculty of Humanities and Social Sciences, enrollments of both male and female students have declined. In Faculty of Science, male students' enrollment has decreased but female students' enrollment has increased.

3.4 Level-wise Enrollment

Sukuna Multiple Campus conducts various academic programs in Bachelors and Masters levels. Bachelors level has seven programs and Masters level has only two programs. The following figure represents the level-wise enrollment in 2075/076.

Figure 4: Level-wise enrollment in 2075/076

	Male	Female	Total
■ Bachelors	602	1013	1615
■ Masters	62	95	157
■ Total	664	1108	1772
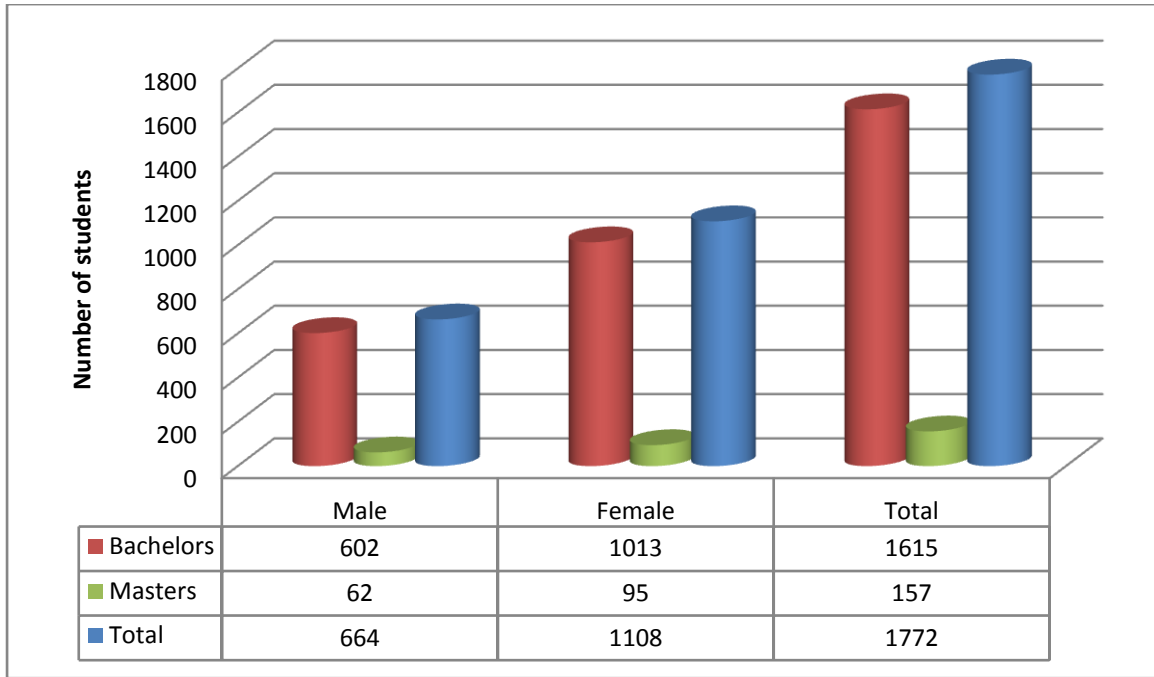
The diagram shows that Bachelors level occupied 91.14% of the total enrollments. The number of female students was higher in both levels.

The enrollment trend can be studies through comparison the number of students in different years. The following diagram shows level-wise enrollment in 2076/077.

Figure 5: Level-wise enrollment in 2076/077

	Male	Female	Total
■ Bachelors	732	1057	1789
■ Masters	125	194	319
■ Total	857	1251	2108
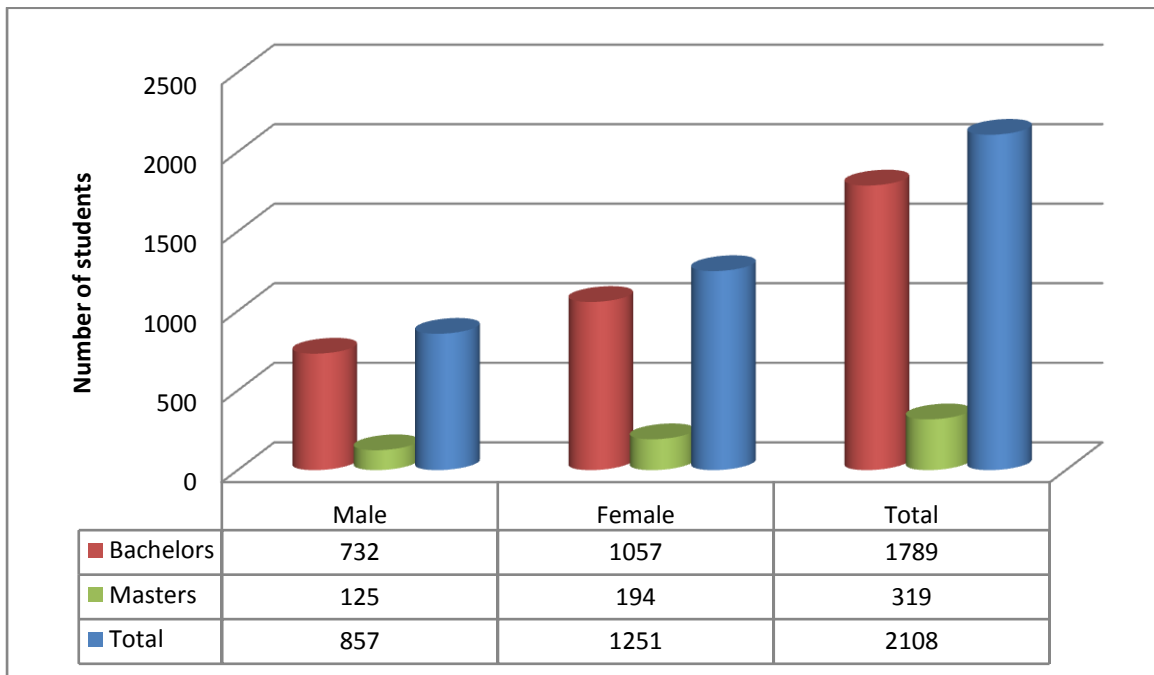
As there are more programs of study in Bachelors level, it has higher enrollment than Masters level. Bachelors level has 84.87% of the total enrollment. Masters level has just 15.13%

enrollment at the campus. In both programs female enrollment is larger than male enrollment. In Bachelors level, nearly 60% of the enrolled students are female. In Masters level, the Proportion of female students is more than 60%. Thus, the figure shows male-female proportion is similar in Bachelors and Masters levels.

Comparison of student enrollment in two years shows that the number of students has increased in both levels in 2076/077. In Bachelors level, total enrollment was 1615, which increased to 1789 in 2076/077. Similarly, the number of male students has increased from 602 in 2075/076 to 732 in 2076/077. In the same way, the number of female students has increased from 1013 to 1057.

Table 6: Student enrollment from different districts in 20776/077

SN	District	Number of Students			Proportion (%)
		Male	**Female**	**Total**	
1	Morang	553	871	1424	67.55
2	Bhojpur	47	67	114	5.40
3	Sankhuwasabha	52	48	100	4.74
4	Dhankuta	32	55	87	4.13
5	Terhathum	30	49	79	3.75
6	Jhapa	35	33	68	3.22
7	Sunsari	34	26	60	2.85
8	Khotang	17	25	42	1.9
9	Ilam	15	21	36	1.7
10	Panchthar	14	17	31	1.47
11	Taplejung	9	14	23	1.09
12	Udayapur	9	13	22	1.04
13	Saptari	4	2	6	0.3
14	Siraha	1	3	4	0.2
15	Okhaldhunga	1	2	3	0.15
16	Solukhumbu	0	3	3	0.15
17	Dhanusha	1	0	1	0.05
18	Sarlahi	1	0	1	0.05
19	Rautahat	0	1	1	0.05
20	Ramechhap	0	1	1	0.05
21	Kathmandu	1	0	1	0.05
22	Bajhang	1	0	1	0.05
	Total	**857**	**1251**	**2108**	**100%**

The table shows that largest number of students have been enrolled from Morang district. More students have been enrolled from hilly districts like Bhojpur, Sankhuwasabha, Dhankuta and Terhathum than from the Tarai districts sharing borders with Morang. 2092 (99.24%) students are from Province No. 1 alone. Only 16 (0.76%) of the enrolled students are from outside Province No.

1. More than two thirds of the students are from this district. of the students have been enrolled from Province No. 1.

Number of male students from Sankhuwasabha, Jhapa, Sunsari, Saptari, Dhanusha, Sarlahi, Kathmandu and Bajhang is higher than that of female students. Among the students from other districts, female enrollment is higher.

SECTION 4: GENDER PARITY INDEX

Gender parity generally refers to equal participation of girls and boys in education. Gender parity in enrollment is a key indicator of success in educational institutions. It is calculated by dividing the female value of an indicator by the male value for the given level of education

$$\text{GPI for given indicator} = \frac{\text{Female Value in given indicator}}{\text{Male Value in given indicator}}$$

GPI of one (1) indicates parity between the genders. A GPI that varies between zero (0) and one (1) means a disparity in favor of males, and a GPI greater than one (1) indicates a disparity in favor of females. As GPI value of 1 is highly unlikely, the value ranging from 0.97 to 1.03 has generally been considered gender parity. An increase in the GPI can mean that girls' enrollment or completion has improved or that boys' enrollment or completion has decreased.

4.1 Overall GPI

The number of female students is higher than that of male students. Nearly 60% of the enrolled students are female. This indicates that the value of overall GPI is more than 1The following table summarizes overall GPI in student enrollment.

Table 7: Overall GPI in 2075/076 and 2076/077

Level	2075/076			2076/077		
	Male	Female	GPI	Male	Female	GPI
Bachelors	602	1013	1.68	732	1057	1.44
Masters	62	95	1.53	125	194	1.55
Total	664	1108	1.67	857	1251	1.46

The table reveals lack of gender parity in both levels. Average in both years indicates gender disparity in favor of female students. This indicates significantly higher proportion of female students' proportion. The average GPI has decreased in 2076/077. In the similar way, GPI of Masters level has slightly increased, but it has decreased in Bachelors level. While Bachelors

level had higher GPI than Masters level in 2075/076, opposite is the case in 2076/077. Very high average GPI also indicates similar statistics in most faculties and programs.

4.2 Faculty-wise GPI

The large faculties at the campus are Management and Education, which have more female enrollments. Faculty of Humanities and Social Sciences occupies very small portion of Student enrollment with higher number of female students. Thus, these faculties have GPI value of more than 1. Faculty of Science has lower number of female students, having GPI value of less than 1. The following table summarizes the GPI in different faculties.

Table 8: Faculty-wise GPI comparison

Level	2075/076			2076/077		
	Male	**Female**	**GPI**	**Male**	**Female**	**GPI**
Education	232	378	1.63	298	478	1.60
Humanities and Social	35	40	1.14	27	32	1.18
Management	302	622	2.06	439	668	1.52
Science	95	68	0.72	93	73	0.78

The table shows lack of gender parity in all the faculties. All faculties except Faculty of Science have disparity in favor of female students. In 2075/076, the largest disparity was found in faculty of Management in favor of female students, but in 2076/077 it is in the Faculty of Education in favor of female students. The GPI of both years shows that Faculty of Humanities and Social Sciences has smallest disparity. Faculty of Science has disparity in favor of male students in both years. Comparison of the data in 2075/076 and 2076/077 shows that in the latter year GPI has increased in Faculty of Humanities and Social Sciences and Faculty of Science, but it has decreased in Faculty of Education and Faculty of Humanities and Social Sciences.

4.3 Program-wise GPI

Most of the programs at SMC have larger proportion of female enrollments. It is only in newly launched programs the proportion of male students is larger than that of the female students. This indicates that the GPI value is more than 1 in most of the programs conducted at the campus.

The comparison of GPI of different programs in 2075/076 and 2076/077 reveals some changes, which is presented in Figure 6 below.

Figure 6: Program-wise GPI in 2075/076 and 2076/077

	One Year B Ed	Four Year B Ed	B Ed ICT	BA	BBS	BBA	B Sc	M Ed	MBS
2075/076	0.42	2.35	0.52	1.14	2.21	1.9	0.71	2.23	1.02
2076/077	0.58	2.21	0.36	1.19	1.6	1.21	0.78	1.91	1.28
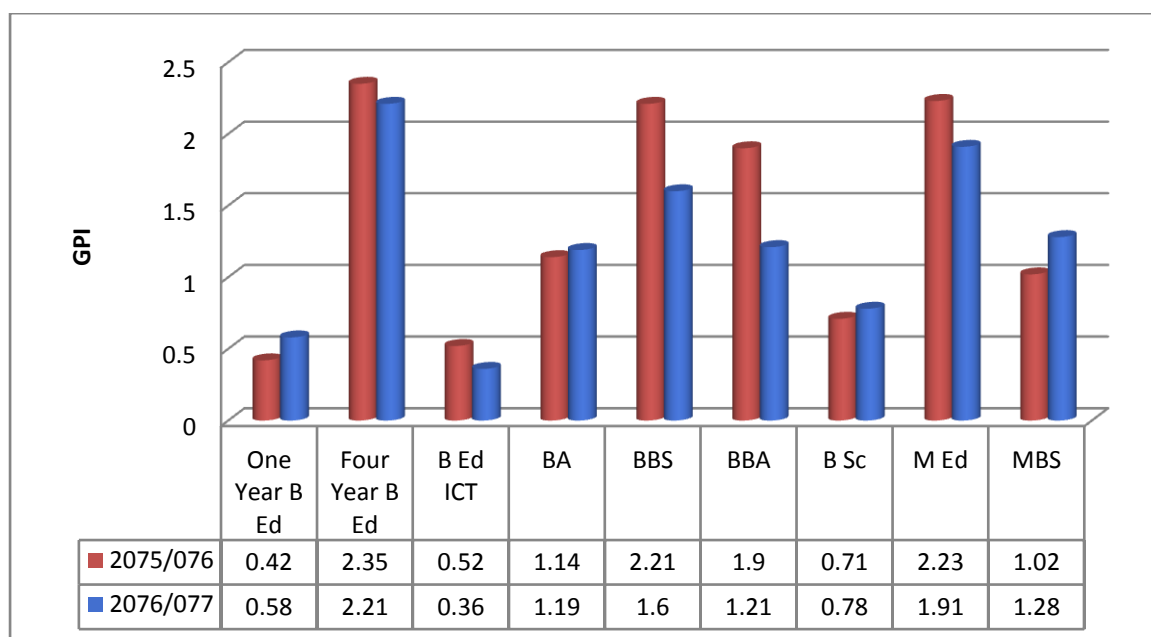
The above diagram shows gender disparity in all the programs, except MBS in 2075/076. One-year B Ed, B Ed ICT and B Sc have gender disparity in favor of male students. Other programs have gender disparity in favor of female students. Among different programs, GPI of Four-Year B Ed is highest in both years with GPA value of 2.35 in 2075/076 and 2.21 in 2076/077. In 2075/076 the lowest GPI was in One-Year B Ed with the GPI value of 0.42, but in 2076/077 the lowest GPI has been found in B Ed ICT with the GPI value of 0.36. Although no programs show parity in gender, BA and MBS programs have comparatively lower level of disparity, indicating nearly balanced proportion of male and female enrollments. The diagram also shows that in 2076/077, GPI has increased in One-Year B Ed, BA, B Sc and MBS. In other programs, GPI has increased.

Since department-wise information of student enrollment was not available for 2075/076, department-wise GPI enrollment has been analyzed for 2076/077 only.

Table 9: Department-wise GPI in 2076/077

Program	Number of Students		GPI
	Male	**Female**	
English	72	140	1.94
Nepali	73	132	1.81
Mathematics	114	132	0.97
Social Studies	160	303	1.9
Health and Population Education	6	21	3.5
ICT	78	28	0.36
Management	439	668	1.52
Science	93	73	0.78

The table shows that Department of Health and Population has the highest GPI and Department of ICT has lowest GPI. Only Department of Mathematics has parity of gender. All the other departments have disparity. Department of ICT and Department of Science have disparity in favor of male students. Department of English, Department of Nepali, Department of Social Studies, Department of Health and Population Studies, and Department of Management have disparity in favor of female students.

SECTION 5: TEACHING AND NON-TEACHING STAFF

Sukuna Multiple Campus aims at promoting high standards in teaching, research and student service. As teaching-learning is at the center of institutional ethos, it has a policy of attracting eminent scholars known for diligence, experience and commitment in its faculty, and professionally dedicated people in non-teaching service. There are currently 78 teachers and 17 non-teaching staff working at different positions of SMC.

Overall composition of teaching and non-teaching staff is represented in table 10.

Table 10: Teaching and non-teaching staff

| | Teachers | | | | | | | | | Non-teaching staff | | | All staff | | |
| | Full-time | | | Part time | | | All teachers | | | | | | | | |
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Permanent	29	2	31	-	-	-	29	2	31	10	2	12	39	4	43
Temporary	15	1	16	26	5	31	41	6	47	4	1	5	45	7	52
Total	44	3	47	26	5	31	70	8	78	14	3	17	84	11	95

The table shows nearly hundred staff working at the campus. There are two categories of teachers: full-time and part-time. About 60% of the teachers are full-time. Among them, permanent teachers are almost double number compared to temporary teachers. About 40% of the teachers are part-timers. The number of non-teaching staff looks small to serve a large number of students. The number of female teachers and non-teaching staff is far smaller compared to male staff. Number of full-time teachers is higher than that of part time teachers.

8.1 Teachers

Since Faculty of Management and Science operate with single departments, they have large number of faculty members. English is taught in all levels and faculties, and therefore also has a remarkable number of teachers. Table 11 represents the number of teachers in different departments.

Table 11: Number of teachers in different departments

SN	Department Name	Number of Teachers			Proportion
		M	F	T	
1	Department of English	11	1	12	15.38%
2	Department of Nepali	6	1	7	8.97%
3	Department of Mathematics	7	0	7	8.97%
4	Department of Social Studies	6	2	8	10.26%
5	Department of Health and Population	3	0	3	3.85%
6	Department of ICT	4	2	6	7.69%
7	Department of Management	18	1	19	24.36%
8	Department of Science	15	1	16	20.51%
Total		**70**	**8**	**78**	**100%**

The table shows that Department of Management is the largest department in teachers' number. Department of Science is the second largest department. The reason for large number of teachers in these departments is that they represent whole faculties. Including all the departments, the number and proportion of female teachers is very low (10.26%).

Although the campus has an objective to strengthen quality-driven capacity development of teachers by encouraging them to upgrade qualifications, very few seem motivated. Department wise representation of teachers is captured in the following figure.

Figure 7: Department-wise qualifications of teachers

	English	Nepali	Mathematics	Social Studies	HPE	Management	Science
PhD	1	0	0	0	0	0	0
Mphil	2	0	0	1	0	0	0
Masters	14	10	6	8	5	17	10
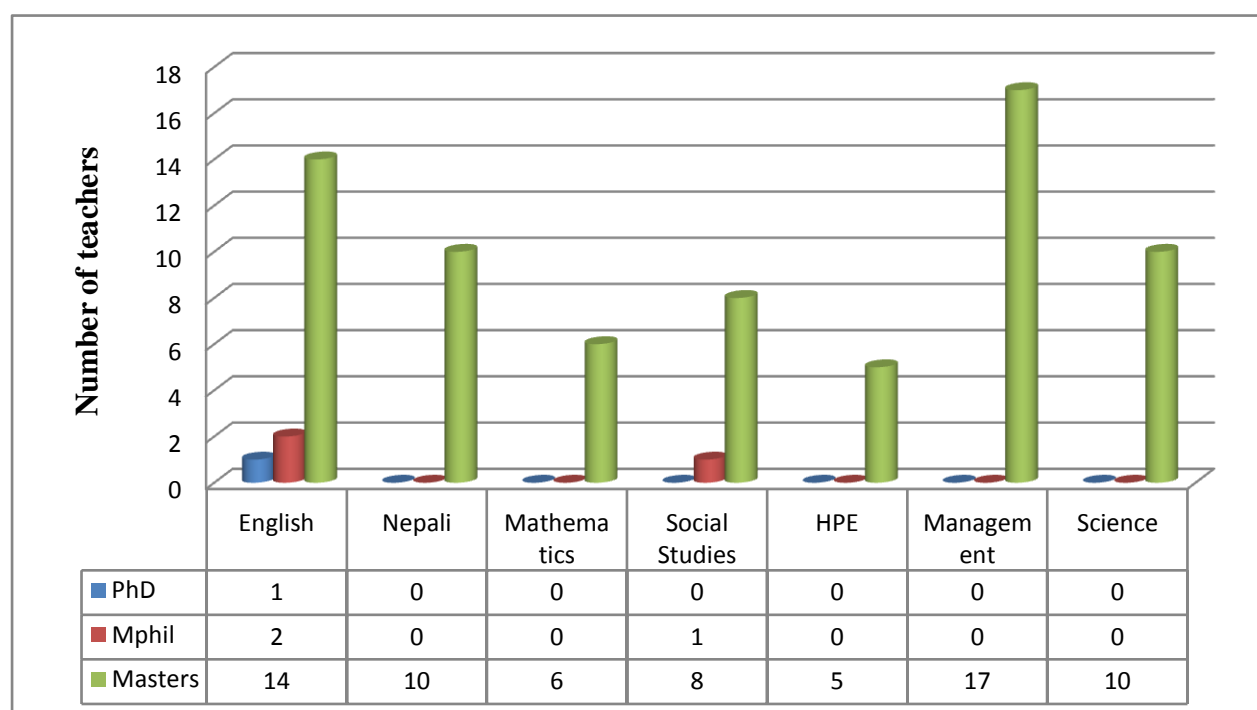
Most of the teachers at SMC are working at the level of Teaching Assistant. There is no teacher at the level of Professor and only one teacher working as an Associate professor. Position-wise distribution of teachers is presented in the following table.

Table 12: Positions held by teachers

Position	Number and share					
	Male		Female		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
Professor	0	0%	0	0%	0	0%
Associate Professor	1	1.28%	0	0%	1	1.28%
Lecturer	28	35.89%	2	2.56%	30	38.46%
Teaching Assistant (Full time)	15	19.23%	1	1.28%	16	20.51%
Teaching Assistant ((Part time)	26	33.33%	5	6.41%	31	39.74%
Total	**70**	**89.74%**	**8**	**10.25%**	**78**	**100%**

The number of male teachers is almost nine times greater than that of female teachers. Majority of teachers are working at the position of Teaching Assistant. Part-time teaching assistants occupy largest proportion of the teaching faculty. Lecturers occupy nearly equal proportion. No teachers are found at the level of Professor, and only one teacher is working at the level of Associate Professor. Thus, only limited teachers are working at higher positions. This shows that the campus needs to work more on the faculty development of teachers.

8.1 Non-teaching staff

There are only 16 non-teaching staff working at the campus. As some of them have been assigned over time work responsibilities, the number looks small as per the number of teachers and students. Academic qualifications of the non-teaching staff are represented in figure 6 below.

Figure 8: Academic qualifications of non-teaching staff

	Masters	Bachelors	PCL or equivalent	SLC	Literate
Male	3	2	3	3	2
Female	0	0	2	1	0
Total	3	2	5	4	2
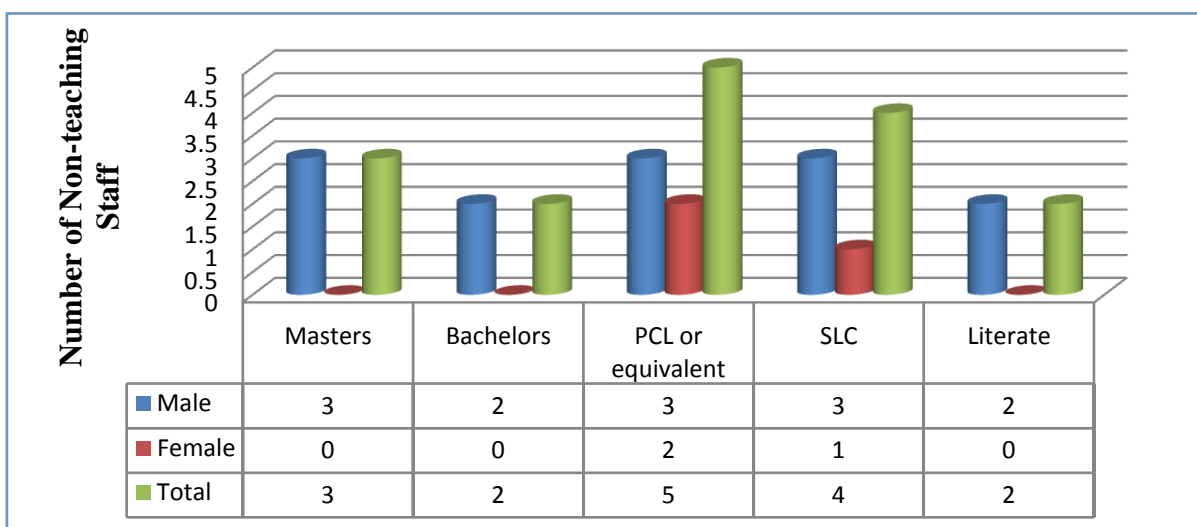
Most of the teaching staff have academic qualification above SLC. Majority of the staff have academic qualification above Proficiency Certificate Level (PCL) or equivalent. Average qualification of male staff is higher than that of female staff. None of the female staff have completed Bachelors and Masters.

The non-teaching staff have been working at different positions which are presented in table 13 below.

Table 13: Positions held by non-teaching staff

Position	Number and share					
	Male		Female		Total	
	Number	Share	Number	Share	Number	Share
Section Officer	0	0	0	0	0	0
Subba	3	18.75%	0	0	3	18.75%
Kharidar	1	6.25%	2	12.5%	3	18.75%
Mukhiya	4	25%	0	0	4	25%
Lab Assistant	0	0	1	6.25%	1	6.25%
Office Assistants	5	31.25%	0	0	5	31.25%
Total	**13**	**81.25%**	**3**	**18.75%**	**16**	**100%**

The table shows lack of officers in different sections of the campus. The number of female staff is very low as more than 80 percent of non-teaching division is occupied by male staff.

SECTION 6: STUDENT -TEACHER RATIOS

Student-teacher ratio (STR)is generally perceived as the number of enrolled students per teacher. It is therefore calculated by dividing the number of students by number of teachers at a given level of education. It is one of the key determinants of the quality of education. It is also an indicator of teacher workload and teacher availability to students. Lower student-teacher ratios are highly beneficial because they allow for large amount of attention teachers give to individual students. However, they will also result in higher expenditure per student. Although quality delivered by teacher is the most influential factor of educational quality, STR is still an important determinant of learning achievement of students and overall quality of education in an institution.

Total enrollment of students in Bachelors sand Masters levels is 2108. Total number of teachers available to teach these students is 78. STR is obtained by using the following formula:

$$STR = \frac{\text{Number of enrolled students}}{\text{Number of Teachers}}$$

Using this formula, overall STR of the campus in 2075/076 is calculated as:

$$\frac{2108}{78}$$

$$= 27.03$$

Thus, the overall STR of the campus is 1:27.03. This means that in average a teacher teaches about 27 students.

Since Most of the teachers have been assigned teaching load in more than one level, program and department, level-wise, program-wise and department-wise calculation of STR has not been possible.

SECTION 7: GRADUATE INFORMATION

After the accreditation given by UGC Nepal in 2015, this campus has determined more to improve its quality. This institution produces hundreds of graduates every year with the expectation that their qualification is valued in the job market. The campus regularly conducts tracer study survey to fulfill both accreditation and quality requirements. The campus has kept the record of its graduates since 2014. The information obtained from the graduates serves as the basis for the institutional reform of the campus.

6.1 Number of graduates

The number of graduates is gradually increasing each year. The following figure incorporates graduates from SMC in the last five years.

Figure 9: Traced graduates in the last five years

	2014	2015	2016	2017	2018
Male	59	57	131	118	117
Female	44	49	78	103	134
Total	103	106	231	221	251
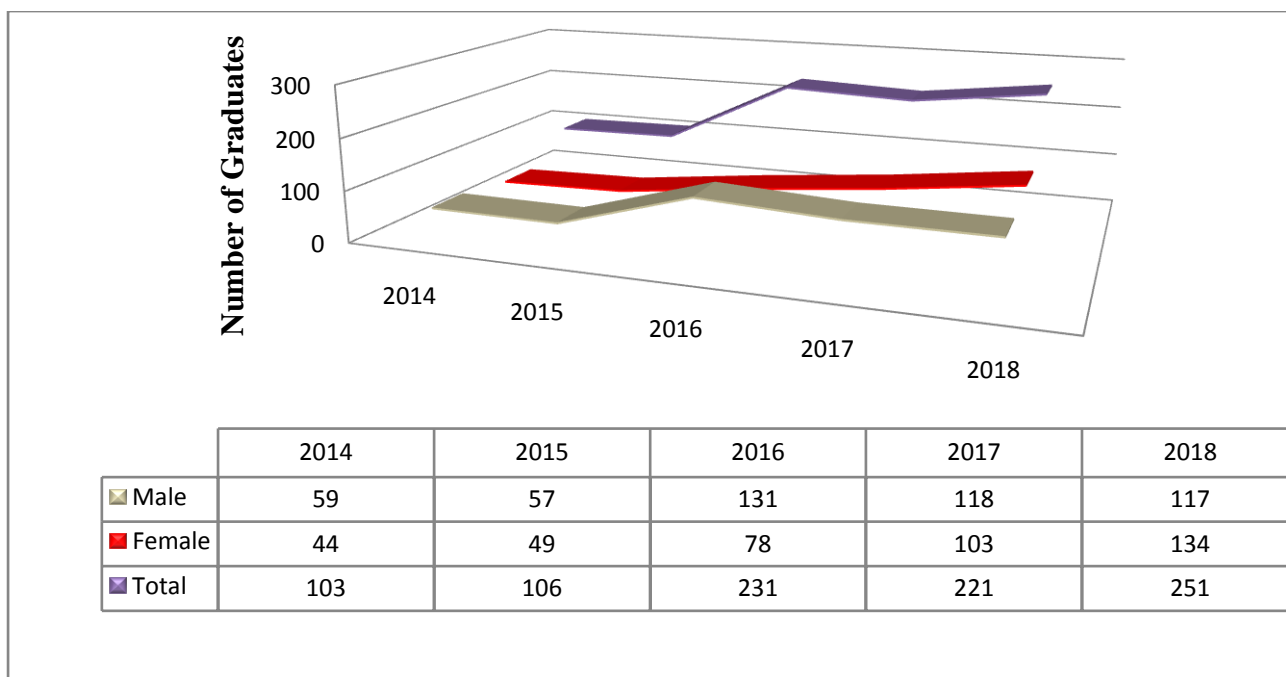
The figure shows that the number of female graduates is gradually increasing every year, but there is slight fluctuation in the number of male graduates.

6.2 Employment Status

In the tracer studies, the graduates were asked about their current position with regard to paid work. The number of employed and unemployed graduates in the last five years is represented in table 14 below.

Table 14: Employed and unemployed graduates

Year	Employed			Unemployed		
	Male	Female	Total	Male	Female	Total
2014	22	17	39	9	14	23
2015	29	13	42	6	10	16
2016	75	27	102	36	31	67
2017	74	53	127	16	29	45
2018	88	65	153	28	70	98

The table shows discrepancy in number of employed and unemployed graduates because of graduates pursuing further studies, who are not counted in either of the categories. The number of employed graduates is gradually increasing whereas the number of unemployed graduates is

fluctuating. Deeper observation of graduates can be obtained in the employed rates, which are presented in figure 8 below.

Figure 10: Employment rates in the last five years

	2014	2015	2016	2017	2018
Male	37.28	50.87	57.25	62.71	75.21
Female	38.64	26.53	34.18	51.45	48.5
Total	37.87	39.62	48.57	56.19	60.95
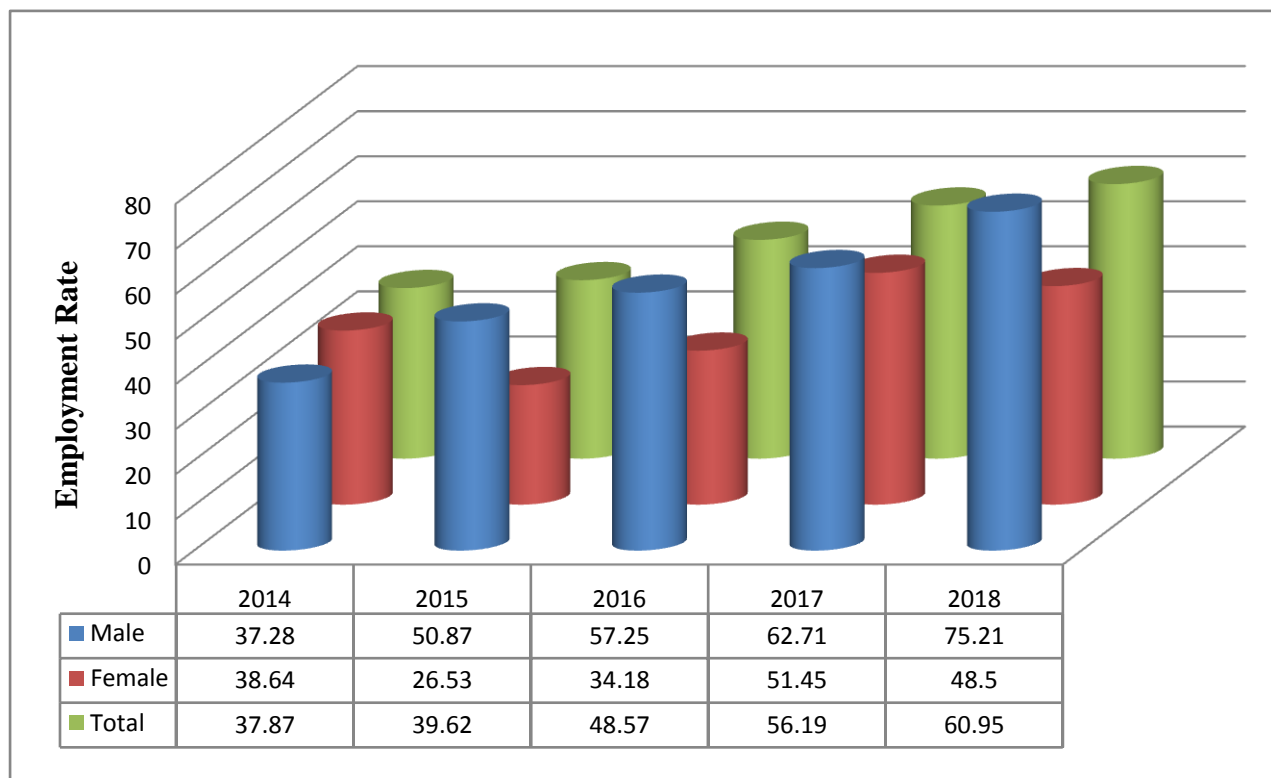
Gradual increment in overall employment rate among graduates shows improving employments prospects at SMC. The figure also shows consistently increasing rates among male graduates. Female employment rates are rather fluctuating in the figure. Also, except 2014, male employment rates are higher than female employment rates.

Analysis of the employed graduates' profession shows that largest number of graduates is involved in teaching. Profession-wise representation of in the last five years is presented in the following figure.

Figure 11: Graduates' professions
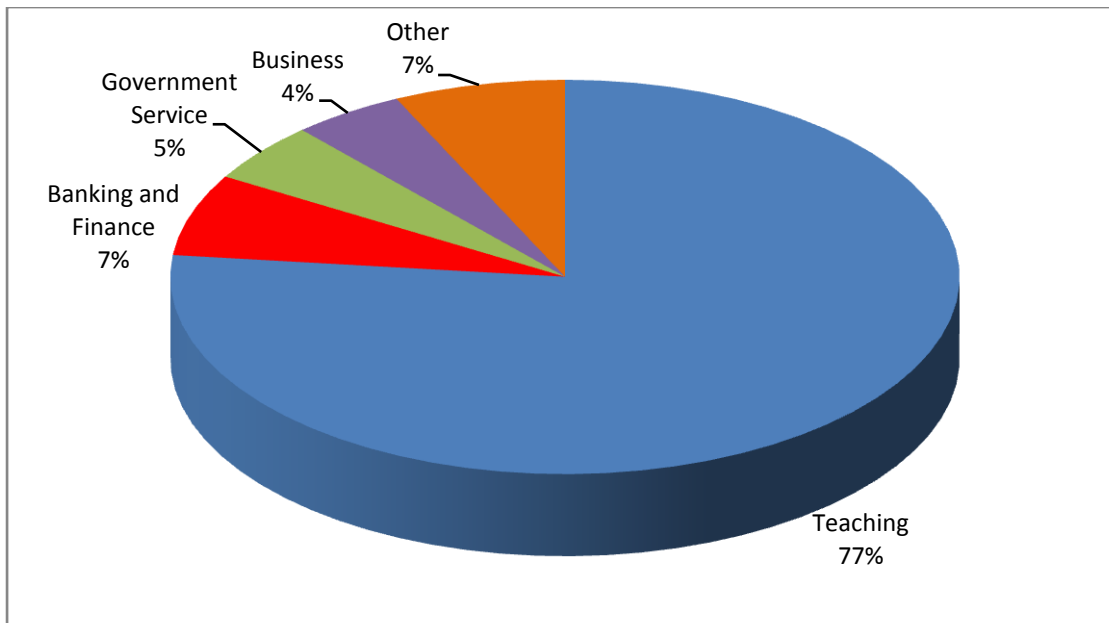
[Note: Graduation batch 2017 has been excluded as no data regarding graduates' professions are available in the tracer study report for that batch]

The figure clearly shows that SMC is primarily a producer of teachers required for educational institutions. More than three quarters of the employed graduates from this campus are involved in teaching. Some graduates from faculty of Management, especially form MBS program were found to be working in banks and financial institutions. Very small number of graduates was found to be doing government service (teaching excluded).

6.3 Graduates pursuing further studies (GPFS)

The tracer study reports provide information about proportion of graduates pursuing further studies in different educational institutions. In all tracer studies, GPFS were found from Bachelors programs only. There was no record of GPFS in foreign countries. Figure 10 represents the number and proportion of GPFS.

Figure 12: Percentage of graduates pursuing further studies

	2014	2015	2016	2017	2018
■ Male	38.98	36.84	16.52	23.72	20.51
■ Female	25	55.1	26.56	20.38	14.17
■ Total	33.09	45.28	19.52	22.17	17.13
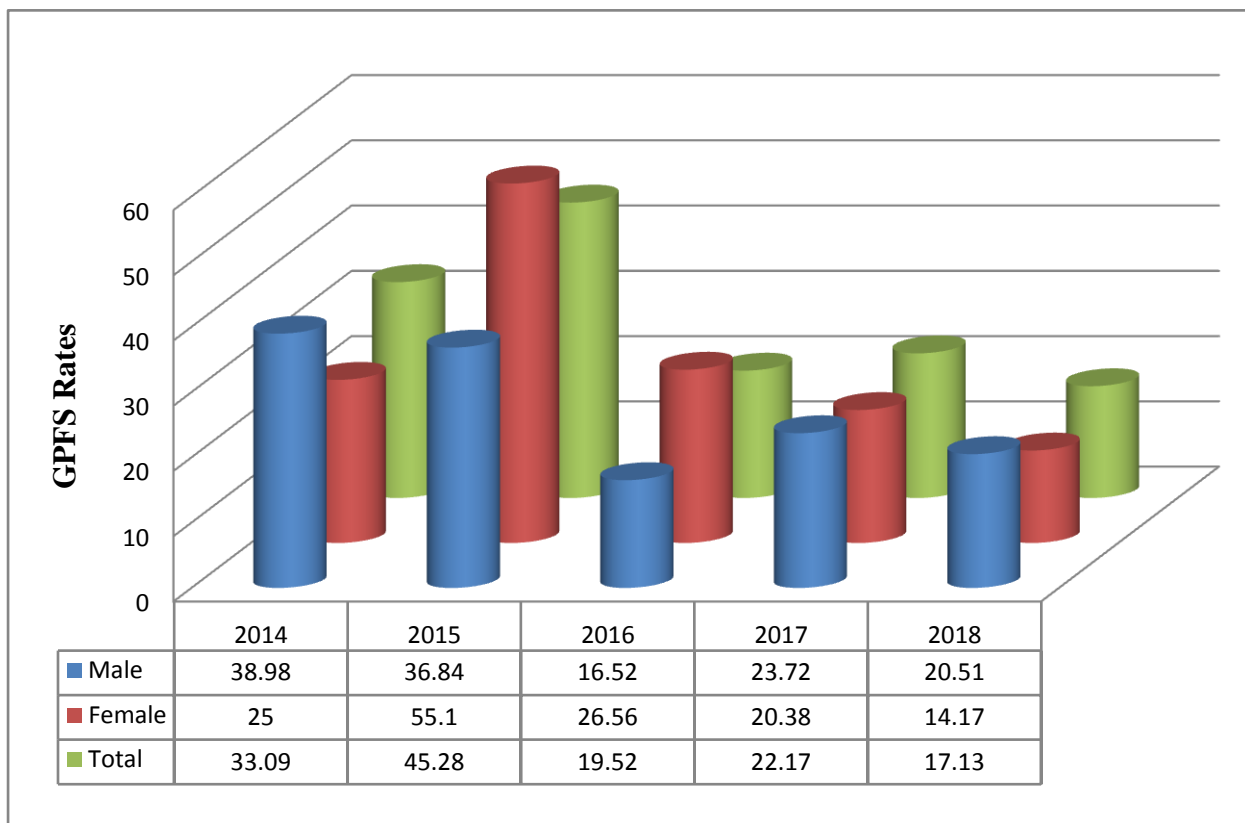
The figure shows diminishing number of GPFS in the recent years. Except 2015 and 2016, the rates of male GPFS are higher than those of female GPFS.

SECTION 8: EXAMINATION AND RESULT ANALYSIS

Examinations are crucial part of evaluation and are carried out to fulfill the academic requirements. They are the most reliable method in assessing students' academic progress. which are related to effective teaching and learning activities. Although each day spent at campus is important, how students perform in examinations will identify their skill and capability. Sukuna Multiple Campus conducts different types of examinations to reflect students' academic achievements.

Results Analysis provides valuable information about how students are learning, and how they have performed each year/semester of their studies. The information obtained from the results will help to identify overall trends in the performance of the campus and provide constructive feedback for individual students. It will also help to identify areas of strengths and weaknesses in order to focus the areas where teaching needs improvement. It can also be used to provide support in overall administration decisions.

Sukuna Multiple Campus conducts two internal examinations within an academic year. The information related to internal examinations and their results have been excluded from this report. The report only analyzes the information related to final examinations of different programs. The number of examinations per year vary in programs under annual system and programs under semester system. Examination and evaluation systems are also different in these programs. Therefore, the details of students in annual examinations and semester examinations are separately presented.

8.1 Annual Examinations

The number of students is significantly high in the programs under annual system. Therefore, the numbers of examinations appeared students, dropouts and passed students are also high in these programs.

8.1.1. Results of annual examinations held in 2074

In 2073/074, 2041 students were enrolled in programs of annual system. Among them 1571 students appeared in the annual examinations held in 2074. This shows that 470 (23.03%) students were dropped out. The largest number of students were from BBS program, and the lowest number of students were from One-Year Program. The following table represents enrolled, exam appeared, dropouts and passed students from programs under annual system in 2073/074.

Table 15: Results of annual examinations held in 2074

Year	Student Category	Bachelors						Masters			Total
		One Year B Ed	B Ed	BA	BBS	B Sc.	Total	M Ed	MBS	Total	
1st Year	Enrolled	16	190	42	298	44	**590**	221	34	**255**	845
	Appeared	16	137	27	261	43	**484**	190	31	**221**	705
	Dropouts	0	53	15	37	1	**106**	31	3	**34**	140
	Dropout Rate (%)	0	27.9	35.71	12.41	2.27	**17.97**	14.02	8.82	**13.33**	16.57
	Passed	1	7	7	61	16	**92**	23	2	**25**	117
	Pass Rate	6.25	5.12	25.93	23.37	37.21	**19.01**	12.11	6.45	**11.31**	16.6
2nd Year	Enrolled	-	137	27	275	40	**479**	190	48	**238**	717
	Appeared	-	95	13	165	40	**313**	157	37	**194**	507
	Dropouts	-	42	14	110	0	**166**	33	11	**44**	210
	Dropout Rate (%)	-	30.66	51.86	40	0	**34.66**	17.37	22.92	**18.48**	29.29
	Passed	-	25	10	50	18	**103**	52	18	**70**	173
	Pass Rate	-	26.32	76.92	30.30	45	**32.91**	33.21	48.65	**36.08**	34.12
3rd Year	Enrolled	-	121	14	169	40	**344**	-	-	-	344
	Appeared	-	108	10	112	23	**253**	-	-	-	253
	Dropouts	-	13	4	57	17	**91**	-	-	-	91
	Dropout Rate (%)	-	10.74	28.57	33.73	42.5	**26.45**	-	-	-	26.45
	Passed	-	51	4	35	9	**99**	-	-	**-**	99
	Pass Rate	-	47.22	40	31.25	39.13	**39.13**	-	-	**-**	39.13
4th Year	Enrolled	-	-	-	114	21	**135**	-	-	-	135
	Appeared	-	-	-	97	9	**106**	-	-	-	106
	Dropouts	-	-	-	17	12	**29**	-	-	-	29
	Dropout Rate (%)	-	-	-	14.91	57.14	**21.48**	-	-	-	21.48
	Passed	-	-	-	56	6	**62**	-	-	**-**	62
	Pass Rate	-	-	-	57.73	66.67	**58.49**	-	-	**-**	58.49
Total	Enrolled	16	448	83	856	145	1548	411	82	493	2041
	Appeared	16	340	50	635	115	1156	347	68	415	1571
	Dropouts	0	108	33	221	30	392	64	14	78	470
	Dropout Rate (%)	0	24.11	39.76	25.81	20.69	25.32	15.57	17.07	15.82	23.03
	Passed	1	83	21	202	49	356	75	20	95	451
	Pass Rate	6.25	24.41	42	31.81	42.61	30.8	21.61	29.41	22.9	28.71

The table shows that enrolled and examinations appeared students' number has gradually decreased from first to fourth year in Bachelors programs. It also shows an alarming dropout rate in all the programs except One-Year B Ed, which does not have any dropouts. The number of student dropouts is largest in second year in most of the programs. The above table shows the following findings.

- **Total number of examinations appeared students:** 1571
- **Total number of dropouts**: 470
- **Average dropout rate:** 23.03 %
- **Total number of passed students:** 451
- **Average pass rate:** 28.71%
- **Program with largest number of examinations appeared students:** BBS (635)
- **Program with smallest number of examinations appeared students:** One-Year B Ed (16)
- **Program with largest number of dropouts:** BBS (221 dropouts)
- **Program with smallest number of dropouts:** One-Year B Ed and MBS (no dropouts)
- **Program with highest dropout rare:** BA (39.76%)
- **Program with lowest dropout rate:** One-Year B Ed (0%)
- **Program with largest number of passed students:** BBS (202)
- **Program with smallest number of passed students:** One-Year B Ed (1)
- **Program with highest pass rate:** B Sc (42.61%)
- **Program with lowest pass rate:** One Year B Ed (6.25%)
- **Class with largest number of examinations appeared students:** BBS first year (261)
- **Class with smallest number of examinations appeared students:** B Sc fourth year (9)
- **Class with largest number of dropouts:** BBS second year (110 dropouts)
- **Class with smallest number of dropouts:** One-Year B Ed (no dropouts)
- **Class with highest dropout rate:** B Sc fourth year (57.14%)
- **Class with lowest dropout rate:** One-Year B Ed (0%)
- **Class with largest number of passed students:** BBS first year (61)
- **Class With smallest number of passed students:** One-Year B Ed (1)
- **Class with highest pass rate:** BA second year (76.92%)
- **Class With lowest pass rate:** B Ed first year (5.12%)

8.1.2. Results of annual examinations held in 2075

Out of 1755 students enrolled in different programs under annual system in 2074/075, a total of 1552 students appeared in the annual examinations held in 2075. Of the total appeared students in annual examinations, 469 (30.22%) were passed. The following table summarizes the details of enrolled, exam appeared, dropped out and passed students.

Table 16: Results of annual examinations held in 2075

Year	Student Category	Bachelors						Masters			Total
		One Year B Ed	B Ed	BA	BBS	B Sc.	Total	M Ed	MBS	Total	
1st year	Enrolled	33	150	24	318	72	**597**	-	-	**-**	**597**
	Appeared	33	135	21	277	66	**532**	-	-	**-**	**532**
	Dropouts	0	15	3	41	6	**65**	-	-	**-**	**65**
	Dropout Rate (%)	0%	10%	12.5	12.89	8.33	**10.89**	-	-	**-**	**10.89**
	Passed	21	31	9	58	19	**138**	-	-	**-**	**138**
	Pass Rate	63.64	22.96	42.86	20.94	28.79	**25.94**	-	-	**-**	**25.94**
2nd Year	Enrolled	-	160	24	295	44	**523**	195	31	**226**	**749**
	Appeared	-	113	24	217	40	**394**	192	31	**223**	**617**
	Dropouts	-	47	0	78	4	**129**	3	0	**3**	**132**
	Dropout Rate (%)	-	29.3	0	26.4	9.1	**24.67**	1.54	0	**1.32**	**17.62**
	Passed	-	41	11	47	13	**112**	53	10	**63**	**175**
	Pass Rate	-	36.28	45.83	21.66	32.5	**28.43**	27.60	32.26	**28.25**	**28.36**
3rd Year	Enrolled	-	89	12	143	40	**284**	-	-	**-**	**284**
	Appeared	-	88	12	138	40	**278**	-	-	**-**	**278**
	Dropouts	-	1	0	5	0	**6**	-	-	**-**	**6**
	Dropout Rate (%)	-	1.12	0	3.5	0	**2.11**				**2.11**
	Passed	-	29	4	33	29	**95**	-	-	**-**	**95**
	Pass Rate	-	32.96	33.33	23.91	72.5	**34.17**	-	-	**-**	**34.17**
4th Year	Enrolled	-	-	-	104	21	**125**	-	-	**-**	**125**
	Appeared	-	-	-	104	21	**125**	-	-	**-**	**125**
	Dropouts	-	-	-	0	0	**0**	-	-	**-**	**0**
	Dropout Rate (%)	-	-	-	0	0	**0**				**0**
	Passed	-	-	-	46	15	**61**	-	-	**-**	**61**
	Pass Rate	-	-	-	44.23	71.42	**48.8**	-	-	**-**	**48.8**
Total	**Enrolled**	33	399	60	860	177	**1529**	195	31	**226**	**1755**
	Appeared	33	336	57	736	167	**1329**	192	31	**223**	**1552**
	Dropouts	0	63	3	124	10	**200**	3	0	**3**	**203**
	Dropout Rate (%)	0	15.79	5	16.85	5.65	**13.08**	1.54	0	**1.33**	**11.57**
	Passed	21	101	24	184	76	**406**	53	10	**63**	**469**
	Pass Rate	63.64	30.06	42.11	25	45.51	**30.55**	27.60	32.26	**28.25**	**30.22**

The table shows enrolled, exam appeared, dropped out and passed students from seven programs. There is gradual decrement of enrolled, and examinations appeared students from first to fourth year in Bachelors programs. Largest number of enrolled and examinations appeared students are from BBS Program. This program covers nearly fifty per cent of the total enrolled and examinations appeared students. In Bachelors programs, student dropouts seem higher in second

year than first year, but in third and fourth years, there is sharp decrement. The following findings have been drawn from the above table.

- **Total number of examinations appeared students:** 1552
- **Total number of dropouts**: 203
- **Average dropout rate:** 11.57 %
- **Total number of passed students:** 469
- **Average pass rate:** 30.22%
- **Program with largest number of examinations appeared students:** BBS (736)
- **Program with smallest number of examinations appeared students:** MBS (31)
- **Program with largest number of dropouts:** BBS (184 dropouts)
- **Program with smallest number of dropouts:** One-Year B Ed and MBS (no dropouts)
- **Program with highest dropout rate:** BBS (16.85%)
- **Program with lowest dropout rate:** One-Year B Ed and MBS (0%)
- **Program with largest number of passed students:** BBS (184)
- **Program with smallest number of passed students:** MBS (10)
- **Program with highest pass rate:** One-Year B Ed (63.64%)
- **Program with lowest pass rate:** BBS (25%)
- **Class with largest number of examinations appeared students:** BBS first year (278)
- **Class with smallest number of examinations appeared students:** BA third year (12)
- **Class with largest number of dropouts:** BBS second year (78 dropouts)
- **Class with lowest number of dropouts:** One-Year B Ed, BA second year, BA third year, B Sc third year, B Sc fourth year, BBS fourth year and MBS second year (no dropouts)
- **Class with highest dropout rate:** B Ed second year (29.38%)
- **Classes with lowest dropout rate:** One-Year B Ed, BA second year, BA third year, B Sc third year, B Sc fourth year, BBS fourth year and MBS second year (0%)
- **Class with largest number of passed students:** BBS first year (58)
- **Class With smallest number of passed students:** BA third year (4)
- **Class with highest pass rate:** B Sc third year (72.5%)
- **Class With lowest pass rate:** BBS first year (20.94%)

8.1.3 Comparison of examination and results (2074 and 2075)

The study of examinations held in 2074 and 2075 reveals that the numbers of enrolled students, exam appeared students and dropouts, and dropout rate has decreased in the latter year. On the other hand, the number of passed students and pass rate has increased.

a. Examinations appearance

The total numbers of examinations appeared students in 2074 and 2075 were 1571, and 1552 respectively. Thus, the number has decreased by 19 students in the latter year. No students appeared in M Ed first year and MBS first year in 2075 because no students had been admitted in these years in academic year 2074/075. All the students enrolled to BA program appeared in the annual examinations held in 2074 and 2075. Program-wise comparison shows that in 2075 the examinations appeared students have increased in One-Year B Ed, BA, BBS and B Sc programs, but it has decreased other programs. The number of examinations appeared students has decreased in BA first year, BBS first year, B Ed third year and MBS second year. In all the other programs the number of examinations appeared students has increased.

b. Dropout

The total number of enrolled students in 2073/074 was 2041. Out of these students, only 1571 appeared in the annual examinations held in 2074. This indicates that a total of 470 students were dropped out with 23.03% rate. Unlike this, out of 1755 students enrolled in the academic session 2074/075, 1532 students appeared in the annual examinations held in 2075, with 203 dropouts, with 11.57% rate. This indicates that there was significant improvement in the dropout rate of students in the latter year. Overall dropout rate is lower in 2075 in both Bachelors and Masters levels. In 2074 dropout rate of Bachelors level was 25.32%, which decreased to 13.08% in 2075. Likewise, the dropout rate of Masters levels decreased from 15.82% in 2074 to 1.3% in 2075.

Program-wise comparison shows that no students from One-Year B Ed program were dropped out in 2074 and 2075. In all the other programs dropout rate decreased in 2075.

The class-wise comparison of dropout rates of students 2074 and 2075 is presented in the following figure.

Figure 13: Dropout rates in 2074 and 2075

	One Year B Ed	B Ed first	B Ed second	B Ed third	BA first	BA second	BA third	BBS first	BBS second	BBS third	BBS fourth	B Sc first	B Sc second	B Sc third	B Sc fourth	M Ed first	M Ed second	MBS first	MBS second
■ 2074	0	27.	30.	10.	35.	51.	28.	12.	40	33.	14.	2.2	0	42.	37.	14.	17.	8.8	22.
■ 2075	0	10	29.	1.1	12.	0	0	12.	26.	3.5	0	8.3	9.1	0	0		1.5		0
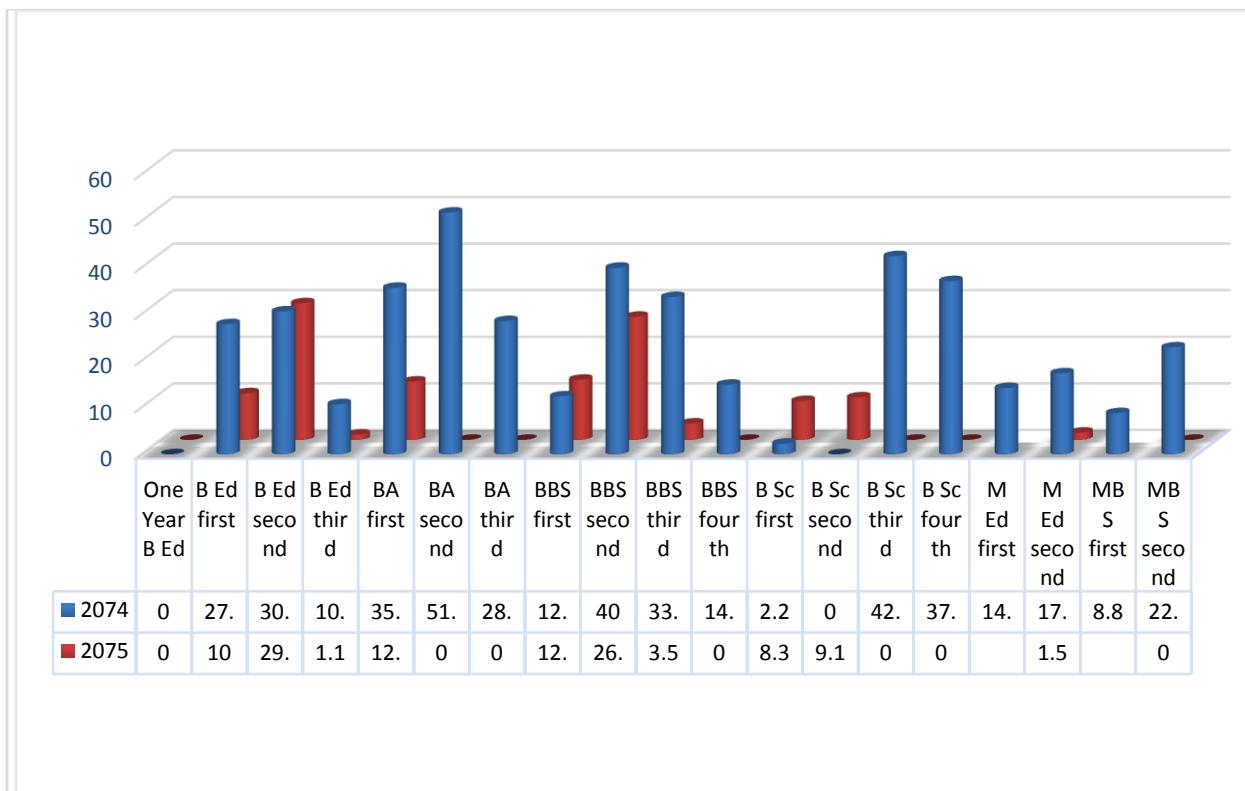
As can be seen in the above diagram, dropout rate has decreased in most of the classes. The figure shows 0% dropouts in One-Year B Ed in both years. The dropout rate has increased in BBS first year, B Sc first year and B Sc second year. In all the other classes the rate has decreased.

c. Pass percentage

Out of 1571 students appeared in various annual examinations held in 2074, only 471 students (28.71%) had passed. In 2075, out of 1552 examinations appeared students, a total of 469 (30.22%) passed. This shows that the pass rate has improved in the latter year.

Level-wise comparison of pass rates in 2074 and 2075 shows that in Bachelors level it slightly decreased from 30.8% 30.55% in the latter year. On the contrary, there was significant improvement in Masters level with the increment form 22.9% in 2074 to 28.25% in 2075.

The results of examinations have increased in 2075 in all the programs except BBS, in which pass rate has decreased from 31.81% in 2074 to 25% in 2075. Pass rate has slightly increased in BA program from 42% in 2074 to 42.42.11% in 2075. Most noticeable improvement in pass rates is seen in One-Year B Ed, as it has just increased from just 6.25% in 2074 to 63.64% in 2075.

The following figure summarizes the comparison of class-wise pass rates in 2074 and 2075 annual examinations.

Figure 14: Pass rates in 2074 and 2075

	One Year B Ed	B Ed first	B Ed second	B Ed third	BA first	BA second	BA third	BBS first	BBS second	BBS third	BBS fourth	B Sc first	B Sc second	B Sc third	B Sc fourth	M Ed first	M Ed second	MBS first	MBS second
2074	6.2	5.1	26.	47.	25.	76.	40	23.	30.	31.	57.	37.	45	39.	66.	12.	33.	6.4	48.
2075	63.	23	36.	33	42.	45.	33.	20.	21.	23.	44.	28.	32.	72.	71.		27.		32.
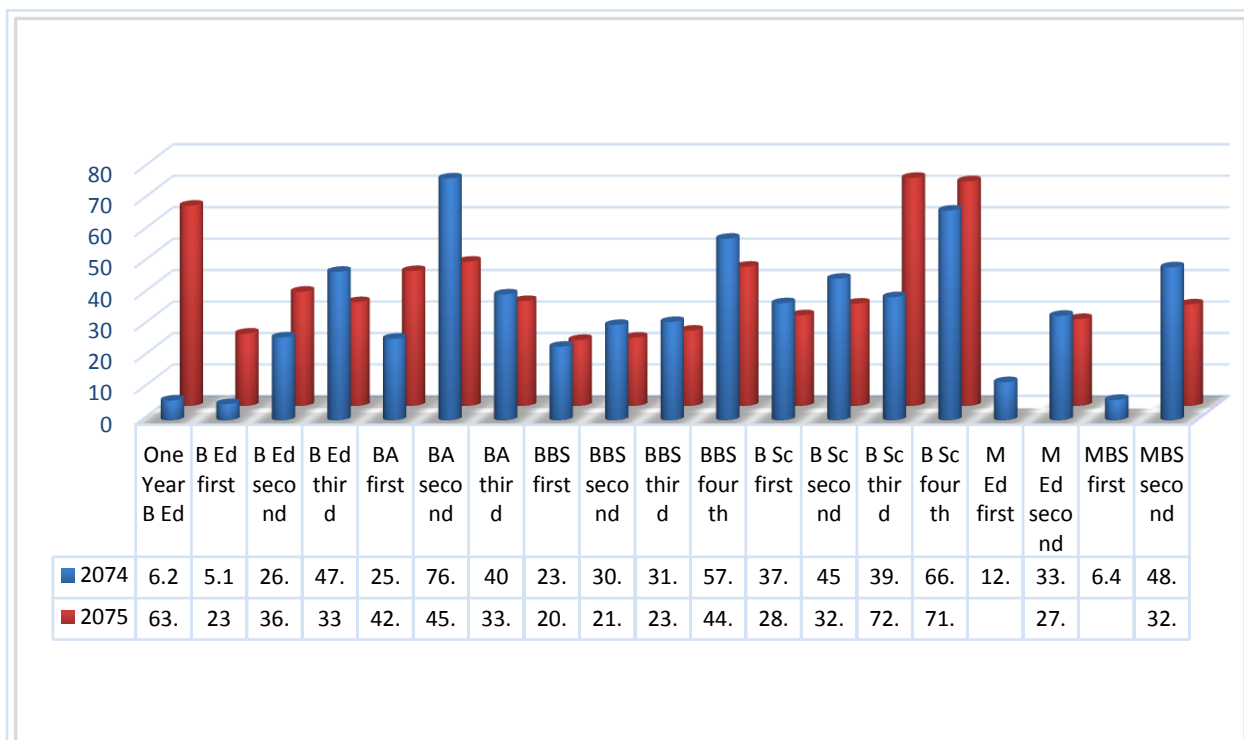
The figure shows that results have improved in most of classes in 2075 examinations. Particularly, while the pass percentage of One-Year B Ed in 2074 was just 6.25%, it has impressive results in 2075 with 63.6% pass percentage. Including One-Year B Ed, pass percentage has improved in B Ed first year, B Ed second year, BA first year, B Sc third year, B Sc fourth year and M Ed second year. Surprisingly, pass percentage of all classes in BBS and MBS programs has decreased in results of annual examinations held in 2075. In the same way the pass percentage of B Ed third year, BA second year, BA third year B Sc first year and BSc second year has decreased in 2075.

8.2 Semester Examinations

In comparison to programs under annual system, there are fewer students in the programs under semester system. Therefore, the numbers of examinations appeared students, dropouts and examinations passed students are smaller in these programs.

In 2074 only B Ed ICT program conducted semester examinations. The following table summarizes details of enrolled, exam appeared, dropped out and passed students from B Ed ICT.

Table 17: Results of B Ed ICT examinations held in 2074

Semester	Student Category	Batch 4	Batch 5
First Semester	Enrolled	-	30
	Appeared	-	28
	Dropouts	-	2
	Dropout Rate		6.67 %
	Passed	-	9
	Pass Rate	-	32.14%
Second Semester	Enrolled	-	28
	Appeared	-	25
	Dropouts	-	3
	Dropout Rate		10.71%
	Passed	-	10
	Pass Rate	-	40%
Third Semester	Enrolled	18	-
	Appeared	16	-
	Dropouts	2	-
	Dropout Rate	11.11%	
	Passed	4	-
	Pass Rate	25%	-

The table shows details of only three classes under semester system in 2074. There was only one examination of the fourth batch in 2074, and two examinations of the fifth batch (first and second semester). Among the three examinations results presented in the table, the third semester examinations held for the fourth batch has highest dropout rate, and the first semester examinations held for fifth batch have the lowest rate. In terms of the pass rates, the second semester examinations held for the fifth batch has best results among others. In the same way third semester examinations held for the fourth batch have lowest pass rate. The Batch-wise comparison passed students shows that fifth batch have better results than the fourth batch.

In comparison to 2074, more semester examinations were held in 2075. Such examinations were held only in B Ed ICT program in 2074, but M Ed and MBS programs also held semester examinations in 2075. Thus, it has been possible to compare the results for different programs. Table 18 presents the details of semester examinations held in 2075.

Table 18: Results of semester examinations held in 2075

Semester	Student Category	B Ed ICT			M Ed	MBS	Total
		Batch 4	Batch 5	Batch 6			
First Semester	Enrolled	-	-	16	45	28	**89**
	Appeared	-	-	16	40	24	**80**
	Dropouts	-	-	0	5	4	**9**
	Dropout Rate			0%	11.11%	14.29	**10.11%**
	Passed	-	-	2	15	17	**34**
	Pass Rate	-	-	12.50	37.5	70.83	**42.5%**
Second Semester	Enrolled	-	-	16	40	24	**80**
	Appeared	-	-	15	38	24	**77**
	Dropouts	-	-	1	2	0	**3**
	Dropout Rate			6.25%	5.26%	0%	**3.75%**
	Passed	-	-	4	16	14	**34**
	Pass Rate	-	-	26.67	42.11	58.33	**44.16**
Third Semester	Enrolled	-	25	-	-	-	**25**
	Appeared	-	22	-	-	-	**22**
	Dropouts	-	3	-	-	-	**3**
	Dropout Rate		12%				**12%**
	Passed	-	9	-	-	-	**9**
	Pass Rate	-	40.91%	-	-	-	**40.91%**
Fourth Semester	Enrolled	16	22	-	-	-	**38**
	Appeared	16	19	-	-	-	**35**
	Dropouts	0	3	-	-	-	**3**
	Dropout Rate	0%	13.64%				**7.9%**
	Passed	0	11	-	-	-	**11**
	Pass Rate	0%	57.89%	-	-	-	**31.43**
Fifth Semester	Enrolled	16	-	-	-	-	**16**
	Appeared	14	-	-	-	-	**14**
	Dropouts	2	-	-	-	-	**2**
	Dropout Rate	12.5	-	-	-	-	**12.5**
	Passed	0	-	-	-	-	**0**
	Pass Rate	**0%**	**-**	**-**	**-**	**-**	**0%**
Total	**Enrolled**	**32**	**47**	**32**	**85**	**52**	**248**
	Appeared	**30**	**41**	**31**	**78**	**48**	**228**
	Dropouts	**2**	**6**	**1**	**7**	**4**	**20**
	Dropout Rate	**6.67%**	**12.77%**	**3.12%**	**8.24%**	**7.7%**	**8.06%**
	Passed	**0**	**20**	**6**	**31**	**31**	**88**
	Pass Rate	**0**	**48.78**	**19.35%**	**39.74%**	**64.58%**	**38.59%**

The table shows a total of 228 students appeared in the semester examinations in 2075. The overall dropout rate seems lower than that of semester exams in the same year. The highest dropout rate was found in the fifth batch of B Ed ICT program and lowest rate was found in the sixth batch of the same program. Similarly, MBS program has the highest pass rates and B Ed ICT fourth batch has lowest pass rate. In fact, no student from B ED ICT fourth batch passed the fourth and fifth semester examinations held for this batch.

The comparison of semester examinations and results with annual examinations and results held in 2075 shows that the former have better dropout rates and pass rates. The average dropout of annual examinations held in 2075 is 11.57%, but only 8.0 6% students from programs in semester system. Similarly, average pass percentage of annual examinations held in 2075 is 30.22%, but 38.59% of the exam appeared students have passed semester examinations held in the same year.

SECTION 9: FINANCIAL ASPECT

Table 19: Total assets of the campus in 2076

SN	Particulars	Amount
1	Fixed assets	81670790
2	Current assets	55349920
3	Current liabilities	6096192
4	**Total assets (1+2-3)**	**130924518**

4.1 Fixed assets

The fixed assets of the campus include land, building, lab equipment, furniture, books and other physical properties. Details of the different portions of land area covered by campus are presented the following table.

Table 20: Area occupied by campus premises

SN	Particulars	Area	Remarks
1	Total land area	4 bigha, 14 kattha and 4.25 dhur (3.23 hectors)	
2	Area occupied by	20558 Sq/ft	
3	Sports ground	….Sq/m	Data unavailable
4	Botanical garden	….Sq/m	Data unavailable

The table shows that the campus premises have covered a large area with buildings and spacious composite sports ground for playing various games. The land occupied by the campus is in the single location. Botanical garden is still in progress

Recently constructed modern concrete buildings are major physical asset of the campus. All the constructed buildings have been protected with addition of trusses at top. There are separate buildings for administrative activities and Free Students Union (FSU). Office of the Campus Chief, Assistant Campus Chiefs, HoDs, Research Management Cell (RMC), Practice Teaching and HERP are in the administrative building. One building for canteen is under construction with the financial aid of Ministry of Social Development, Province No. 1. Details of the buildings and rooms are presented in Table 21.

Table 21: Number of buildings and rooms

Particulars		Number
Buildings	Teaching	2

	Administration	1
	FSU	1
	Total	**4**
Classrooms		39
Labs	Science	8
	ICT	2
	Total	**10**
Office Rooms		20
Library Rooms		3
Program Hall		1
Seminar Hall		1
Research Management Cell (RMC)		1
FSU Rooms		2
Canteen rooms		2
Total Rooms		**77**

The campus has set up well equipped science and computer labs. There are eight laboratory rooms in science and two in ICT departments with adequate number of experiment tables, lab equipment and chairs. Details of the laboratory equipment are presented in table 22.

Table 22: Laboratory equipment

Particulars	Number
Lab tables	
Physics equipment	157
Chemistry equipment	119
Chemicals	163
Biology equipment	163
Desktop computers available for students	

The campus has most of electronic equipment required in an educational institution. Table 23 shows the number of electronic equipment available at campus.

Table 23: Electronic equipment

SN	Particulars	Number	SN	Particulars	Number
1	Desktop computers	125	13	Camera	1

2	Laptops	88	14	Invertors Batteries	4
3	Multimedia projectors	30	15	UPS	5
4	Overhead projectors	2	16	Generators	2
5	Interactive boards	3	17	Water Pumping motors	3
6	Printers	18	18	Ceiling fans	260
7	Photocopy machines	2	19	Stand fans	10
8	Scanners	3	20	Wall fans	1
9	Stabilizers	9	21	Air conditioners	13
10	Telephone sets	10	22	Television sets	2
11	Fax	1	23	Vacuum cleaner	1
12	CC Cameras	53	24	Water Chiller Machine	1

As the table shows, the campus has back-up generators and invertors including addition of 62.5 VA generator 7.5 VA invertor this year to compensate unexpected power cut. BBA classrooms have been equipped with eight air conditioners, and 83 sets of modern furniture have been added to ICT and BBA classrooms. Addition of CC Cameras have ensured security and effective monitoring of all activities. 24 classrooms have been equipped with multimedia projectors. The campus has plans to install the projectors in all the remaining classrooms in near future. The use of photocopy machines is limited to office use. Students are still deprived from using photocopy facility from the campus.

Table 24: Furniture details

SN	Particulars	Number	SN	Particulars	Number
1	Wooden Drawers	8	13	Tools	25
2	Library card holder drawers	3 sets	14	Computer tables	26
3	Sofas	4 sets	15	Benches (plain)	11
4	Beds: Palang	5 sets	16	Joint Desks and benches	630 sets
5	Book Cabinet	4 sets	17	Tables with drawers	9
6	Telephone Box	4 sets	18	Cushion armchairs	5 sets
7	Steel Drawers	34	19	Plain chairs	140
8	White boards	49	20	Plastic chairs	200
9	Wooden Blackboards	7	21	Teacher stands	50
10	Plain tables	48	22	Podium	2
11	Revolving Chairs	10	23	Racks	52
12	Notice Boards	2	24		

Table shows availability of sufficient lab and modern teaching equipment in the campus.

4.2 Income and Expenses

Income and expenditure are very important to maintain infrastructure, teaching learning, research and other academic activities. The details of income made by the campus in 2075/067 are presented in table 26 below.

Table 25: Total income in the last two years

SN	Particulars		Income Amount in Rupees	
			2074/075	**2075/076**
1	Student fees	Admission fee	5,138,400	5,191,710
		Tuition fee	40,370,675	48,295,630
		Library fee	1,906,600	1,671,500
		Laboratory fee	1,393,750	1,290,500
		Exam fee	3,954,550	4,137,335
		Certificate fee	1,016,970	1,138,300
		Campus development fee	1,769,100	1,519,100
		Sports fee	611,400	504,800
		Practice teaching fee	1,489,745	1,882,410
		Student welfare fee	799,000	752,600
		Others	8,879,732	2,742,203
		Total	**67,329,932**	**69,126,088**
2	Other Income	Grants from UGC	5,754,049	4,981,925
		Grants from local agencies	1,350,955	1,877,000
		Grants from GoN	-	3,500,000
		Income from investment	2,695,898	3,719,752
		Sales from materials	16,000	297,000
		Exam Grants from HSEB	217,790	-
		Donation and Membership	5,795,438	-
		Rent from canteen	46,000	24,500
		Other grants	327,286	1,743,436
		Total	**16,203,416**	**16,143,613**
Total			**83,533,348**	**85,269,701**

Source : Audit Report 2075/076

The comparison of income in the last two fiscal years shows that it has increased by Rupees 1736353 in 2075/076. In both years the largest source of income was tuition fees collected from students. Other large sources of income were admission fees, grants from UGC, income from income, library and laboratory fees and campus development fees. Compared to 2074/075, income has increased in student fees, but it has decreased in the income generated from other sources. To be more specific, income has increased in fees collected for admission, tuition, exams, certificates , practice teaching fees, sources including grants from local agencies, grants from GoN, investment and sales of materials. On the other hand, income has decreased in fees collected for library, laboratory, campus development, sports and student development, and other income sources including exam grants from HSEB, donation and membership, rent from canteen and other grants.

The Audit Report 2075/076 shows total expenses of Rupees 65,061,093, which is more in amount than that of the previous year. The largest factor of expenses is the salary spent on teachers and non-teaching staff. Table 27 shows the expenses of the campus in 2074/75 and 2075/076.

Table 26: Expenses in the last two years

SN	Particulars		Expenses Amount in Rupees	
			2074/075	2075/076
1	Salary		42,780,659	48,067,161
2	Administration expenses	Allowance and meeting expenses	544,880	732,200
		Provident fund grants	1,109,701	1,133,806
		Subsidy expenses	2,148,792	2,706,456
		Examination	1,666,726	1,139,524
		Electricity and water	147,998	133,361
		Communication	82,594	99,939
		Medicine and treatment	4,000	3,080
		Repair	716,802	585,230
		Transportation and fuel	632,346	549,181
		Advertisement	336,585	579,088
		Donation and prizes	219,185	125,285
		Office stationery	180,260	240,792
		Newspapers and magazines	22,600	27,950
		Excursion	286,954	607,362
		Overtime expenses	73,391	349,989
		Office management miscellaneous	63,630	133,494
		Publication and printing	301,075	293,210
		Student welfare	1,337,920	1,223,190
		Scholarship	940,222	1,207,700
		Teaching materials	263,125	369,537
		Training, seminar and workshop	452,784	183,910
		Practice teaching	1,147,299	1,321,510
		Sports	273,504	415,765
		General Assembly	306,524	241,845
		Professional development (MPhill study)	629,710	406,244
		Others	332,913	1,394,284
		Total	**14,222,128**	**17,003,932**
Total			**57,002,787**	**65,061,093**

Source: Audit Report 2075/076

The comparison of expenses in 2074/075 and 2075/076 shows that the expenses have increased by Rupees 8,058,306. Expenses have increased in both salary and administration. Salary for salary has increased by Rupees 5,268,502 and administrative expenses have increased by Rupees 15581804. Particularly, expenses have increased in allowance and meeting, provident fund grants, subsidy, advertisement, donation and prizes, office stationery, purchase of newspapers and magazines, excursion, overtime wages, office management miscellaneous, publication and printing, scholarship, teaching materials, practice teaching, sports, and others. Expenses have decreased in

examination, electricity and water, medicine and treatment, repair, transportation and fuel, student welfare, training, seminar and workshop, general assembly, and professional development for MPhil studies.

4.3 Unit cost analysis

Unit cost of education means cost per unit i.e. per student, per graduate, per credit, etc. Generally, unit in unit costs means the total number of learners enrolled in a course in a particular year. Generally, the unit cost of an educational institution is calculated using the following formula.

$$\text{Unit cost} = \frac{\text{Total Expenses}}{\text{Total enrollment}}$$

In the cost calculation, students of +2 programs have also been included because total expenses include this program as well. Using the above formula, the unit cost of SMC for the year 2075/076 has been calculated as:

$$\frac{65,061,093}{3128}$$

$$= \text{Rs.} 20,799.58 \text{ per student}$$

In 2074/075 the unit cost was calculated as:

$$\frac{57002787}{3150}$$

$$= \text{Rs.} 18,096.12 \text{ per student}$$

Comparison of the unit costs in the past two years shows that cost per student has increased by Rs. 2703.46 per student in 2075/076.

SECTION 10: RESEARCH AND PUBLICATION

Sukuna Multiple Campus has established Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. Although the campus is yet to establish research as its distinguished and competitive strength, it has a firm belief on knowledge generated through research. With this view, some mini research projects have been accomplished recently. In addition, RMC provides support to students at Masters Level to carry out research activities as partial fulfillment of their academic degrees.

The details of the accomplished research projects up to 2075/076 at SMC are summarized in Table 28 below.

Table 27: List of accomplished research projects

SN	Researcher title	Researcher's Name	Research type	Year
1	Teachers' and Learners' towards English	Nara Prasad Bhandari	Mini Research	2070
2	The Effects of Parental Occupation on their Children's Achievement in Mathematics	Dandapani Gautam	Mini Research	2070
3	Nepalese Students' Anxiety in the EFL Classroom	Shankar Dewan	Mini Research	2074

The table shows 3 Mini Research studies accomplished at SMC so far. This clearly indicates lack of regularity in conducting research studies at the campus. The number of research studies conducted so far is very small, as only three studies have been completed within almost six years.

The campus publishes its institutional and academic information through various publications. They include academic journals, reports, prospectus and academic calendar. Table 29 provides a general preview of the campus publications.

Table 28: Campus publications

SN	Publication Title	Publication Type	Publication Year	Publication Period
1	Academic Journal of Sukuna	Research Journal	2074	Annual
2	Sukuna Saurav	Research Journal	2074	Annual
3	Sangyan	Research Journal	2073	Annual
4	Prospectus	Prospectus	2075	Annual
5	Prospectus	Prospectus	2076	Annual
6	Academic Calendar	Calendar	2076	Annual
7	Annual Progress Report	Activities Report	2076	Annual
8	Tracer Study Report	Report of Graduates	2076	Annual

Although the table shows various information and research related publications, there seems a problem in regularity of academic journals, as no such publications have appeared in the last two years.

SECTION 11: LIBRARY AND LEARNING RESOURCES

With the aim to provide a good quality learning center, Sukuna Multiple Campus offers a resourceful library with books, journals, theses, magazines and electronic resources upon which students and teachers depend for their research and study. It is an essential element of the campus's attempt to create and maintain learning platform, which has been fortified with recently set up separate reading room facility with access to electronic and online resources.

In 2076 BS, the library saw a completion of some important tasks including addition construction of reading room, e-library and sections, addition of department libraries, use of software, automation, open access and tracking the library users.

11.1 General Information

The library remains open all days open except Saturdays. It also offers flexible study hours during winter and summer vacations. The general information about library is summarized in Table 30.

Table 29: General information on library

SN	Particulars	Number
1	Opening hours/day	12
2	Number of staff	3
3	Study seats	32
4	Student computers	12
5	Number of photocopies	1
6	Number of printers	1
7	Number of departmental libraries	7

11.2 Total collection

The central library has a collection of over 31000 resource materials. In 2076 the campus library received a remarkable number of learning resources through direct purchase as well as donations. The total collections of materials are presented in table 30.

Table 30: Collection size up to 2076

Print Sources	Electronic Sources

Collection Type	Collection	Journals	204
Textbooks (Circulating)	22834		
Special collection	108		
Reference books	1559		
Old Collection	4824		
Total Books	**29295**		
Journals	155	CDs	160
Theses	1431		
Magazines	431		
Newspaper types	12		

11.3 Circulation and provision of borrowing books

The library mainly offers service of circulation of books to students and teachers of SMC. Reference materials cannot be borrowed but studied in the reading room. Study opportunities are also provided to students from other educational institutions provided that they bring recommendation letters. The circulation privileges provided to teachers and students are summarized in table 31.

Table 31: Conditions of borrowing books

SN	Types of Users		No. of Books allowed	Period
1	Students of SMC	BBA students	6	15 days
		MBS students	3	15 days
		Others	2	15 days
2	Teachers of SMC		Unlimited	Books have to be submitted by the last of academic year
3	Non-teaching staff of SMC		Unlimited	Books have to be submitted by the last of academic year
4	Students from other institutions		No books	

The table shows different conditions of borrowing books for teachers non-teaching staff and students. Students from other institutions cannot borrow books but they can study the reading resources inside reading rooms. They can also photocopy reading resources with specified pay rates.

11.4 Book issues in 2075/076

The total number of issues for these books was 4537. Among them, 4099 books were returned to the library. The types of books included 776. The following diagram shows the month-wise book issues in the year.

Figure 15: Book issues in 2075/076

No.	Shrawan	Bhadra	Ashoj	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra	Baisakh	Jestha	Ashad
	735	676	766	102	567	768	901	774	980	589	679	904
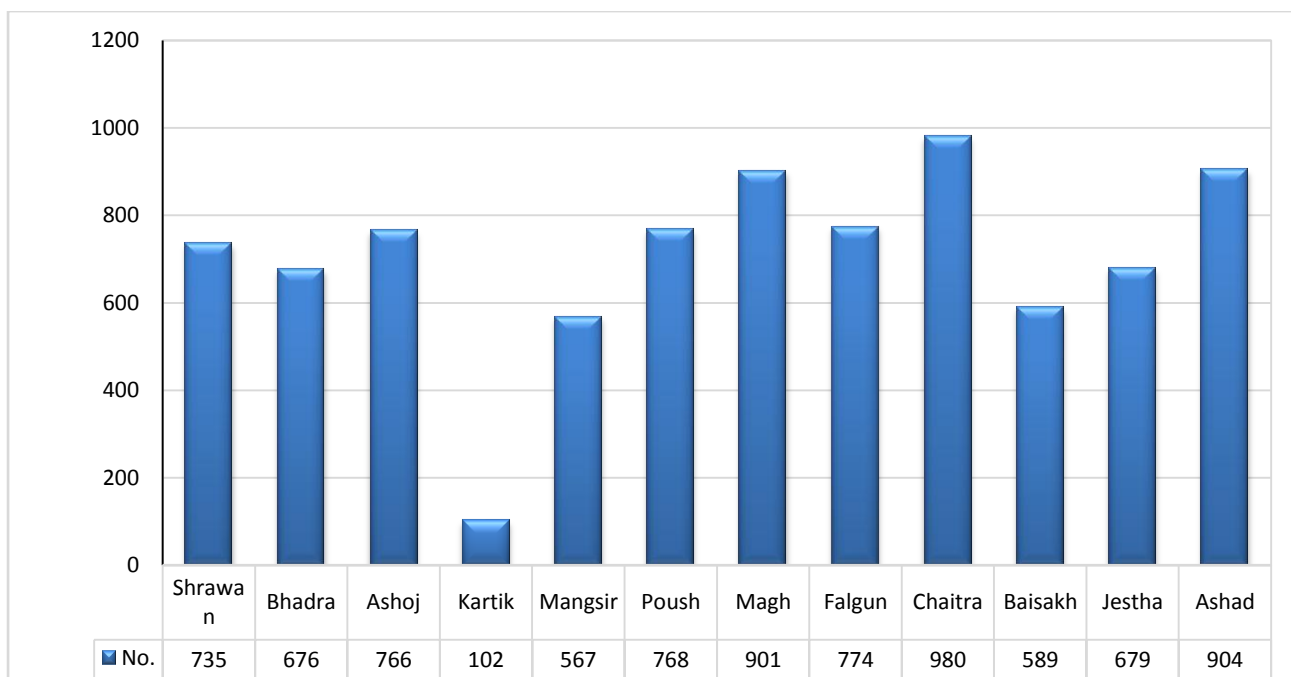
The diagram shows book-issues from 2077 Shrawan to 2078 Ashad. It shows a total of 8441 circulations of books within a year. Among twelve months in the academic year, Chaitra month had the most frequent book issues and Kartik had the least frequent issues. The diagram shows that Months from Poush to Ashoj had larger number of issues than other months. The reason for least number of issues in Kartik was Festival vacation during that month.

The average number of books issued per month in 2077/078 was 703.4. The total number of library operating days in 2077/078 was 274 days. Thus, average number of book issues per day was 30.80.

SECTION 12: SCHOLARSHIPS AND FREESHIPS DISTRIBUTION

The campus offers very liberal, need-based scholarship and free ship schemes, which are subject to satisfactory academic progress, good conduct and economic condition of students. These enable students from diverse socio-economic backgrounds to study at affordable cost, and ensure students' equitable access to higher education.

12.1 Scholarships

SMC believes in the positive impact of fair scholarship on students' education. Therefore, some awarding criteria have been set to choose students for the opportunities. The biggest criteria for selecting students for academic scholarships provided at the campus are academic merit and gender. Some scholarships are also provided on the basis of economic status and physical disabilities. Students securing highest position from each program, one male and one female, are offered scholarships. The entrance toppers form some programs are also provided with the scholarships.

The scholarships are collected from various endowment funds raised by in individuals, donations provided by individuals and institutions, and the internal source of the campus. The amount of endowment funds is increasing every year. By this year Rs. 3, 624,116 have been collected in endowment funds. A large number of financial social institutions have also supported in providing scholarships. Some amounts have been received from performance grants of UGC and Student Financial Assistance Fund Development Board (SFAFDB). The campus has been able to provide some amounts from its internal source. This has maximized chances of a large number of students' access to scholarships making quality learning within their means.

In 2076 BS 193 students of different programs were provided scholarships of various categories. Table 33 summarizes the scholarships provided in 2076.

Table 35: Scholarships provided in 2075/076

SN	Scholarship Name/Category	Number of students			Amount Per student (Rupees)	Total amount (Rupees)
		M	F	T		
1	Ram Prasad Kafle and Ganga Devi Kafle Scholarship	2	6	8	10,000	80,000
	Mahendra Thapa – Yuba Raj Memorial Scholarship	3	2	5	10,000	50,000
	Karna Bahadur Gurung Memorial Scholarship	3	2	5	10,000	50,000
	Jog Bahadur Gurung Memorial Scholarship	2	3	5	10,000	50,000
	Bishwamitra Dhakal and Gaura Devi Dhakal Scholarship	3	1	4	5,000	20,000
	Madhab Prasad Dhakal and Bishnu Maya Dhakal Memorial Scholarship	3	0	3	10,000/1 10,000/2	20,000
	Bhakta Bahadur Thapa and Bhim Kumari Thapa Memorial Scholarship	2	3	5	10,000	50,000
	Late Dittha Ratna Bahadur Khadka Memorial Scholarship (Fund established by Ramesh Khadka)	0	1	1	10,000	10,000
	Hari Bhakta Gajurel Memorial Trust Scholarship	0	2	2	5,000	10,000
	Scholarship fund established by Mohan Prasad Kafle	0	1	1	5,000	5,000
	Rakesh Shrestha VTU Holder 2014 Scholarship (established by Govinda Bahadur Shrestha)	1	1	2	10,000	20,000
	Scholarship fund established by Pit Kumar Shrestha	2	0	2	10,000	20,000
	Scholarship fund established by Ekraj Bhattarai	0	1	1	5,000	5,000
	Scholarship fund established by Til Prasad Guragain	0	1	1	5,000	5,000
	Scholarship fund established by Devi Prasad Pande	2	0	2	10,000	20,000
	Scholarship fund established by Matrika Prasad Kafle	1	1	2	5,000	10,000
2	Scholarship by Durga Devi Dulal Widowed Women Society (Provided by Bholeshwar Dulal)	13	12	25	5,000	1,25000
3	Scholarship provided by Prerana Multipurpose Cooperative Ltd.	0	1	1	5,000	5,000
4	Scholarship provided by Shubha Laxmi Savings and Credit Cooperative Ltd.	1	3	4	5,000	20,000
5	Scholarship provided by Sankhuwa Sabhali Multipurpose Cooperative Ltd.	0	2	2	5,000	10,000

Note: The SN 1 rows are grouped under "Scholarships from Endowment Fund" (shown as a rotated vertical heading spanning all sub-rows).

SN	Scholarship Name/Category	Number of students			Amount Per student (Rupees)	Total amount (Rupees)
		M	F	T		
6	Scholarship provided by Indrapur Multipurpose Cooperative Ltd.	2	2	4	5,000	20,000
7	Scholarship provided by Hatemalo Multipurpose Cooperative Ltd.	3	1	4	5,000	20,000
8	Scholarship provided by FNCCI Koshiharaincha	4	0	4	5,000	20,000
9	Scholarship provided by Lions Club of Indrapur	0	1	1	5,000	5,000
10	Scholarship provided by Bhojpure Kalyankari Savings and Credit Cooperative Ltd.	2	0	2	5,000	10,000
11	Scholarship provided by Pranam Savings and Credit Cooperative Ltd.	0	2	2	5,000	10,000
12	Scholarship provided by Great Nepal Savings and Credit Cooperative Ltd.	0	2	2	5,000	10,000
13	Scholarship provided by Gachhiya Savings and Credit Cooperative Ltd.	0	2	2	5,000	10,000
14	Scholarship provided by Salleri Multipurpose Cooperative Ltd.	2	0	2	5,000	10,000
15	Scholarship provided by Sukuna Savings and Credit Cooperative Ltd.	3	1	4	5,000	20,000
16	Scholarship provided by Parishramik Savings and Credit Cooperative Ltd.	0	1	1	5,000	5,000
17	Scholarship provided by Surya Jyoti Savings and Credit Cooperative Ltd.	0	1	1	5,000	5,000
18	Scholarship provided by Siddhartha Bank Ltd.	3	5	8	5,000	40,000
19	Scholarship provided by Prime Commercial Bank Ltd.	2	0	2	5,000	10,000
20	Scholarship provided by Jyoti Development Bank Ltd.	2	0	2	5,000	10,000
21	Scholarship provided by Garima Development Bank Ltd.	5	5	10	5,000	50,000
22	Scholarship provided by Machhapuchhre Bank Ltd.	2	3	5	5,000	25,000
23	Scholarship provided from performance grants of UGC	16	21	37	5,000	185,000
24	Scholarship provided by SFAFDB					
25	Scholarship provided to meritorious/economically weak /handicapped students	10	7	17	5,000	85,000
26	Scholarship provided to students of BBA first semester	1	1	2	35,000	70,000
Total		95	98	193		1,205,000

The table shows the scholarship amount between Rs. 5,000 to 35,000 provided to a student in 2076. The number of female students is slightly higher than that of the male students. The largest amount of scholarship was received from various scholarship funds established by individuals (Rs. 425,000).

12.1 Freeships

The campus offers free ships to 6% of the bachelor's level and 3% of the master's level students. There are some criteria for selecting students for receiving this financial aid to support their studies.

Table 36: Freeships provided in 2075/076

SN	Program	Year/Semester	Amount per student	No. of Students M	No. of Students F	No. of Students T	Total Amount
1	B Ed	First Year	3,850	2	12	14	53,900
			3,750	7	11	18	67,500
		Second Year	2,475	10	14	24	59,400
		Third Year	3,575	1	2	3	10,725
			2,200	5	11	16	35,200
		Fourth Year	3,850	0	1	1	3,850
			2,475	7	15	22	54,450
		Total		**32**	**66**	**98**	**285,025**
2	BA	First Year	2,750	2	3	5	13,750
		Second Year	2,775	1	5	6	16,650
		Third Year	2,200	2	1	3	6,600
		Total		**5**	**9**	**14**	**37,000**
3	BBS	First Year	2,750	29	19	48	132,000
			3,300	7	11	18	59,400
		Second Year	2,885	12	7	19	54,815
			2,475	15	18	33	81,675
		Third Year	2,610	1	8	9	23,490
			2,200	6	17	23	50,600
		Fourth Year	2,750	1	2	3	8,250
			2,450	2	8	10	24,400
		Total		**73**	**90**	**163**	**434630**
4	B Sc	First Year	5,500	1	3	4	22,000
		Second Year	-	-	-	-	-
		Third Year	-	-	-	-	-
		Fourth Year	5,500	3	6	9	49,500
		Total		**4**	**9**	**13**	**71,500**
5	B Ed ICT	First Semester	3,000	0	2	2	6,000
		Second Semester	-	-	-	-	-
		Third Semester	3,000	3	0	3	9,000
		Fourth Semester	-	-	-	-	-
		Fifth Semester	3,000	2	0	2	6,000
		Sixth Semester	-	-	-	-	-
		Seventh Semester	-	-	-	-	-
		Eighth Semester	-	-	-	-	-

		Total		5	2	7	21,000
	Total			119	176	295	8,49,155

The above table shows that a total of Rupees 8,49,155 was distributed to 295 students in academic year 2075/076. The number of female students was higher than that of the male students. Largest amount was distributed to BBS students and smallest amount was distributed to the students of B Ed ICT.

Academic Programs in Master's Level

MBS **M.ED.**

Academic Programs in Bachelor's Level

B.Ed. **B.B.S.**

B.Sc. **BICTE** **B.A.**

B.Ed. Science **B.B.A.**

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