

# **ANNUAL CAMPUS PROGRESS REPORT**

**2074/075**

## **SUKUNA MULTIPLE CAMPUS**

**Sundarharaincha-12, Morang**

**Affiliated to Tribhuvan University**

**QAA certified by UGC, Nepal**



**Included Budget**

**Fiscal Year: 2075-076**

**Report Preparation Team**

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Report Endorsement by Campus Management Committee on:

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## **On Publishing This Issue**

In the last few years, Sukuna Multiple Campus is publishing its report annually as a core document of the campus. Sukuna Multiple Campus is publishing it annually for seven years. Present issue of the report has been prepared by accumulating information of the campus throughout the year. The overall information has been tabulated, analyzed and published as one of the fundamental documents of the campus. It attempts to reflect overall activities of the year (2074-75) in general. Attempts have been made to publish physical, educational, financial and social activities of the campus in this publication. Being realistic in presentation, we have also provided to serve fact-based updated information of the campus to all the stakeholders in the given format.

Thank You

.....  
Prem Prasad Bhattarai  
Campus Chief

## Executive Summary

This annual report is the overall reflection of the campus in general. The sole objective of the report is to make public of all the institutional activities. As a core document of the campus, this Annual Report (2019), 3<sup>rd</sup> issue (in its published form) aims at providing an overall campus activities covering the year 2018 to its stakeholders, individuals and concerned communities within the framework provided by the University Grants Commission, Nepal.

The report incorporates the essential components and the information which are analyzed using basic statistical tools. They are principally physical, academic and financial ones. Based on the information derived from the campus and its administrative, financial, academic sections; the report has been presented as objectively as possible.

In the first section, as usual we did, the report provides background information of the campus in the outset followed by the trend analysis of the campus in four main areas, namely student enrollment trend, pass rate and graduate. This section is the introductory section where brief information of *Silver Jubilee Celebration* has been given. Thereafter, the facts and figures (information) of the last from five to three years have shown a small scale of increment trend in terms of the freshmen coming in the campus.

In the same way, a slight increment of the number of the female freshmen enrollment has been seen in the last four years. The figures have also indicated that there is a slight decrement in the enrollment status of the educationally disadvantaged *janajatis* in the latest year but the number of *dalit* has been improved a bit. The enrollment trend has also shown that there is a gradual motivation shift of the students from Education to the Management Stream. It is continuous in its trend.

The comparative figures of the pass rate of past four years (2070, 2071, 2072, 2073 & 2074) have shown a fluctuated result in all programs, levels and years. To point the latest result, the rate of student passing out in B.Ed. and MBS seems quite unsatisfactory. However, we have found some good signs in B.Sc. Programs.

From the observation of the graduation trend with reference to four years' statistics, it can be seen that there was an increment trend of graduation to a small scale in general in spite of a small fluctuation. In 2069, the number of graduates was 150 but this number has gone down to

reach 129 in 2070. However, it went up again to reach 163, 184 and 262 in 2071, 2072 & 2073 respectively. But, in 2074, the number of graduates has not followed the trend. It has come down to 226. It is also clearly noticed that the number of male graduates is higher than the female graduates while the female enrollment status was bigger in number. This shows a gender-based processing and outcome effect in overall campus result. It is also giving the scene of the future educational status of the society with qualitative outcome by girls in the campus and in the universities.

The trend of the expenditure shows that the recurrent expenditure has increased considerably. A good sign is that the capital expenditure is gradually being reduced in the construction. Books in the library are available to accommodate the existing number of students but the balance in the subjects is not seen appropriate. Furniture is enough to accommodate the present number of students. Labs are available for both the students of ICTE and science but they still need updating and addition in terms of the elements and chemicals in the laboratories. In addition, it has been noticed by the analysis of the activities that the campus has not been able to hold satisfactory social activities. The positive aspects of the campus are that teaching methodology has been changed and both teachers and students are intending to use the technology in the classroom.

Some obvious results are seen in the area of income generation. The sole resource generating component of the campus is still the student fee. Contribution of the individuals and the contribution of the University Grants Commission are additional resources. A clearly seen and the weakest aspect of the campus is the lack of sustainable resource for its long term run. This year social activities of the campus are not seen remarkable. Moreover, there are noticeable long term issues of sustainability of this campus. So, some measures to mitigate them are also proposed along with plans for the upcoming fiscal years.

## 1.1 Introduction

Sukuna Multiple Campus is a community campus located in Sundarharaincha Municipality-12. It was established in 2048 B.S. (on 1992-01-31 AD)) in public endeavor. It has been registered in the Office of the Controller of Examinations (OCE) with its 214 code. This academic institution aims at providing Higher Education (HE) at an affordable means with all and special privileges for the promising students. Initially, the campus began to run its academic activities from Sukuna Secondary School, which can be called as its birth place. This historic set up has, thus, a profound relationship between the campus and school.

Using the physical facilities of the school and the teachers along with the human resources of neighboring schools and campuses, this campus commenced to offer higher education to those who were intending to attend and materialize their dream of gaining higher level education in the local spaces. Since then, this campus has been the proud and of the community and community is proud of the campus for their enthusiastic inception of the campus. Over the history of two and half decades; more than 8500 students have graduated, many have got training, some of them have come to be teachers and much more. At present, the campus has come to cross its 25<sup>th</sup> anniversary. On the occasion, the campus organized and celebrated a grand success of 'Silver Jubilee' in the gracious presence of the honourable first female president of Nepal, Bidya Devi Bhandari. On the occasion, Professor Doctor Tirth Raj Khaniya, Vice-Chancellor (VC), Devraj Adhikari, Secretary of University Grants Commission, Nepal. A few visual glimpses of the occasion can be observed from the pictures given in this page.

Academic programs are extending every year. Characteristically, they are solely affiliated to Tribhuvan University (TU), Nepal. The programs run in this campus at bachelor's level include Humanities and social sciences, Education, Management and Science. At Master's level (post-graduate level) classes are run under two faculties, **viz.** Faculty of Education and Faculty of Management. Under the faculty of education, students can have seven different specializing subject areas to choose. The selection of the specialization subjects are exclusively based on the criteria set by the affiliation providing university (TU).

Considering the convenience of the students and physical accommodation, programs are scheduled. As a result, classes of Bachelor of Business Studies (BBS) and Bachelor of Education (B.ED) are run in the morning shift; the classes of Bachelor of Science (B.Sc.) and Bachelor of

Business Administration (BBA) run in the Day Shift whereas the classes of all post-graduate levels (Master of Business Studies and Master of Education) run in the evening shift.

To mention the aspect of enthusiasm and achievement, 'the campus has been awarded Quality Assurance and Accreditation (QAA) by University Grants Commission, Nepal on 12 August, 2015 based on the internal and external evaluation. It is, perhaps, one of the most significant achievements earned in the life of the campus itself. At present, the quality enhancement process of the campus is being strengthened in collaboration with the UGC after the Memorandum of understanding (MOU) held between them for going hand in hand for Higher Education Reform Project (HERP).

## **1.2 Enrollment Status of the Campus**

Enrollment refers to the number of students properly registered and/or attending classes at campus. In this campus, students are enrolled in the given programs and classes from both annual and semester systems. Tribhuvan University is gradually shifting its programs from annual to semester system (each semester covering six months). At present, students enrolled for Bachelor of Science are studying and passing out attending final examination to be held annually. Likewise, the students of B.Ed. (except ICTE) and BA are also following the same annual system as per the TU procedure. On the contrary, the students enrolled at B.ED for Information Communication Technology in Education (ICTE) are following the semester-based route and the BBA under the faculty of management is also running with the same semester-based classes. However, students enrolled at Master's degree are of the mixed system. The students studying in the second year at Master's level (both MBS and M.ED.) are passing out through annual system whereas newly enrolled students are studying following the courses of semester-based credit system. The figures in the tables show the status of student enrollment in the last three years respectively:

### **1.1.1 Student Enrollment Status (2072/073)**

Based on the statistical record of the examination section, the enrollment status of the students in Sukuna Multiple Campus in terms of the programs, academic year, gender parity, *janajatis* and *dalits* in the disaggregated form is as presented in Table-2.

Table 1. *Student Enrollment Status (2072/073)*

S.N.	Program	Years included	Program-wise Exam Appeared-2072/073				
			Regular (Full) Students Number				
			Total	M	F	EDJ	D
1	B.Ed. (Four Years)	First	126	54	72	32	7
2	B.Ed. (Three Years)	Second	146	72	74	34	3
3	B.Ed. (Three Years)	Third	166	60	106	23	2
4	B.B.S. (Four Years)	First	242	112	130	38	6
6	B.B.S. (Four Years)	Second	167	56	111	24	3
7	B.B.S. (Three Years)	Third	116	45	71	13	2
8	B.A. (Three Years)	First	19	14	5	0	0
9	B.A. (Three Years)	Second	17	14	3	4	1
10	B.A. (Three Years)	Third	12	5	7	4	1
11	B.Sc. (Four Years)	First	47	30	17	7	1
12	B.Sc. (Four Years)	Second	20	16	4	0	0
13	B.Sc. (Four Years)	Third	9	9	0	0	0
14	B.Sc. (Four Years)	Fourth	15	13	2	2	0
15	M.Ed.	First	128	50	78	16	3
16	M.Ed.	Second	133	59	74	17	3
17	M.B.S.	First	41	29	12	4	0
18	M.B.S.	Second	28	16	12	2	0
<b>Total</b>			<b>1432</b>	<b>654</b>	<b>778</b>	<b>220</b>	<b>32</b>

( Final Examination Appearance Record- 2073)

Table-1 shows the number of students enrolled, continually took classes and appeared in the final examination -2073. So, the given statistics does not show student dropouts because the number given in the table refers to the students appeared only in the final examination. In this year, the number of students has been increased from the previous years (data found in the previous annual report). As indicated in the figure, the total enrollment of students in this year is 1432. When we compare this number with the previous academic years, particularly in terms of the gender, the tendency is similar, i.e. as in the previous years, the number of girls is higher than the boys. The given figure has also shown that the student enrollment in the BBS first year is gradually increasing and about to exceed the number of students enrolled in the B.Ed. first year although the trend was different in the previous academic years.

### 1.1.2. Student Enrollment Status (2073-74)

The statistical record of student admission in the academic year-2073-74 has been demonstrated in Table-3.

Table- 2. *Student Enrollment Status-2073/074*

S.N.	Program	Years	Student Enrollment Status-2073/074					
			Total	M	F	EDJ	Madhesi	D
1	B.Ed.	First	142	57	85	26	23	6
2	B.Ed.	Second	118	61	57	18	19	3
3	B.Ed.	Third	170	60	110	25	17	4
4	B.B.S.	First	243	110	133	27	12	6
6	B.B.S.	Second	144	45	99	19	11	4
7	B.B.S.	Third	120	46	74	10	7	1
8	B.A.	First	21	14	7	-	-	-
9	B.A.	Second	12	8	4	10	-	-
10	B.A.	Third	13	6	7	3	1	1
11	B.Sc.	First	52	32	20	7	6	1
12	B.Sc.	Second	18	15	3	-	-	-
13	B.Sc.	Third	9	9	-	-	-	-
14	B.Sc.	Fourth	14	12	2	1	-	-
15	M.Ed.	First	204	96	108	15	10	4
16	M.Ed.	Second	114	42	72	16	11	5
17	M.B.S.	First	47	21	26	-	2	-
18	M.B.S.	Second	48	30	18	4	5	-
Total			1489	664	825	181	124	35

The given statistics shows the student enrollment figures of the academic year 2073/074. The total number of students enrolled in this year is recorded 1489 among them 664 students are male and 825 students are female. This figure shows that the enrollment status of the campus has been improved in this year compared the enrollment status of the previous year which was 1432 in number. The greater number of female student enrollment indicates that female students are much more motivated to study in this campus. From the point of view of stream selection, students have chosen BBS for their higher study. It means that 'Faculty of Management' has attracted much to the new comers.

The reason behind this attraction may be the motivation shift of the students from Education to the Management. It is further justified by the gradual increment of the student enrollment in this stream even at class eleven in the school education around this campus and in the country itself. Very few students are found enrolled in the Bachelor of Science since only 9 students are seen in the B.Sc. third year. However, this number is the carrier figure from the

earlier years. At the same time, it has been marked by the figure that students from the Educationally Disadvantaged Janajatis, Madheshi and Dalit are not enrolled at all.

### 1.1.3. Student Enrollment Status (2074-75)

In this year, students are enrolled both in annual and in the semester system (as per the provision made by Tribhuvan University. So, the enrollment has been grouped into annual system-based and semester system based in terms of their admission. Table-4 shows the student enrollment status of the annual system.

Table- 3. Annual System-Based Student Enrollment (2074/75)

S.N .	Program	Years	Student Enrollment Status-2074/075								
			Total	Others		EDJ		Madhesi		Dalit	
				M	F	M	F	M	F	M	F
1	B.Ed.	First	101	22	60	6	12	0	1	2	5
2	B.Ed.	Second	137	35	80	8	9	2	5	0	3
3	B.Ed.	Third	96	28	51	3	8	5	2	2	5
	B.Ed. (1 year)		7	3	3	0	0	0	1	0	0
4	B.B.S.	First	236	78	128	11	14	1	2	3	5
6	B.B.S.	Second	275	103	132	15	17	3	5	4	4
7	B.B.S.	Third	169	49	99	8	9	2	2	2	3
8	B.B.S.	Fourth	114	24	65	1	2	4	6	2	0
9	B.A.	First	5	2	2	1	0	0	0	1	0
10	B.A.	Second	27	10	16	0	1	0	0	0	1
11	B.A.	Third	14	9	5	0	0	0	0	0	0
12	B.Sc.	First	50	22	18	7	3	0	0	2	0
13	B.Sc.	Second	40	20	19	2	2	0	0	0	0
14	B.Sc.	Third	40	23	13	2	2	0	0	0	0
15	B.Sc.	Fourth	21	16	4	4	0	0	0	0	0
16	M.Ed.	First	196	67	106	12	3	5	3	5	1
17	M.Ed.	Second	190	84	92	4	5	2	1	1	2
18	M.B.S.	First	28	11	12	0	2	2	1	0	0
19	M.B.S.	Second	48	19	29	0	0	0	1	0	0
Total			1794	625	934	84	89	26	30	23	27

Table-3 shows that the total number of students enrolled in the annual system in the campus is 1794. Out of the totals, 50 students are Dalit and 53 are Madhesi. From the figure it is also seen that in each group the number of females is larger than males.

Table -4 Enrollment Status-Semester-system (B.Ed. ICT)-2074/075

<b>Semester</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>EDJ</b>	<b>Dalit</b>	<b>Madeshi</b>
1 <sup>st</sup> semester	16	5	11	2	-	2
2 <sup>nd</sup> semester	25	8	17	1	-	2
3 <sup>rd</sup> semester	-	-	-	-	-	-
4 <sup>th</sup> semester	16	5	11	1	-	-
Total	57	18	39	4	-	4

Table-4 gives the glimpse of the semester based student number at bachelor's level. It shows that there are 57 students in the B.Ed. ICT. To include this number with the number of the students of the annual system, the following figure is seen:

Table-5: Student Enrollment of both Annual and Semester System -2074/75

Total number of students from the annual system	Total number of students from the semester system	Total
1794	57	1851

**Table-6 : A Student Enrollment : Annual System**

**Student Enrolment In Current F.Y: 2075/076**

L e v e l	Pro gra m Na me	1 <sup>st</sup> Year								2 <sup>nd</sup> Year								3 <sup>rd</sup> Year								4 <sup>th</sup> year								G · T o t a l					
		T O T A L	Oth ers*		EDJ *		Dali t		Mad hesi	T O T A L	Oth ers*		EDJ *		Dali t		Mad hesi	T O T A L	Others*		EDJ *		Dali t		Mad hesi														
			M	F	M	F	M	F			M	F	M	F	M	F			M	F	M	F	M	F		M	F	M	F										
B A C H E L O R E ' S L E V E L	B.E D.	1 5 0	3 4	8 4	5	7	3	3	4	1 0	1 6 0	4 2	9 0	6	5	-	2	8	7	8 9	2 2	4 9	2	3	2	2	5	4	-	-	-	-	-	-	-	3 9 9			
	B. A.	2 3	1 3	9	-	-	1	-			2 4	7	1 5	-	-	1	1			1 2	8	4	-	-	-	-		-	-	-	-	-	-	-	5 9				
	B.B .S. (En g)	1 4 3	5 8	7 1	2	2	1	3	3	3	1 2 3	3 7	6 9	3	3	1	-	6	4	5 1	1 5	3 0	1	1	-	-	3	1	3 6	9	20	-	2	1	1	2	3 5 3		
	B.B .S. (Ne p)	1 7 3	4 8	8 3	7	7	5	3	1	1	0	1 7 2	7 4	7 5	3	4	1	3	6	6	9 2	2 7	4 5	2	3	3	1	3	8	6 8	1 8	40	2	1	1	-	3	3	5 0 5
	B.S c.	7 2	3 3	2 4	3	1	3	1	4	3		4 4	1 8	1 8	1	2	2	-	2	1	3 9	2 0	1 3	1	1	-	-	2	2	2 1	1 4	4	2	1	-	-	-	1 7 6	
M A S T E R ' S L E V E L	M. Ed.										1 6 8	6 7	8 2	4	2	3	1	5	4																	1 6 8			
	M. B.S .										2 9	1 0	1 3	2	1	-	-	1	2																	2 9			
G r a n d S u b	56 1	1 8 6	2 7 1	1 7	1 7	1 3	1 0	2 1	2 6		7 2 0	2 5 5	3 6 2	1 9	1 7	8	7	2 8	2 4	2 8 3	9 2	1 4 1	6	8	5	3	1 3	1 5	1 2 5	4 1	64	4	4	4	2	1	4	5	1 6 8 9

[illegible]

The data of the student enrollment presented in table-6 shows that there are 1689 students are enrolled in the campus in the annual system. Among them student enrollment number is found in BBS with 858 in total. But, a small number of students are enrolled in the Humanities stream. The total number includes 59 of all four years.

Table-7. *Student enrolment in semester system*

Semest er	Student Enrolment In 2075/076																			G. To tal									
	Program Name : B.Ed. ICT								Program Name : M.B.S.						Program : M.Ed.														
	TOT AL (1)	Oth ers		ED J*		Dal its		Mad hesi		T O T A L (2)	Oth ers		ED J*		Dal its		Mad hesi		T O T A L (3)		Oth ers		ED J*		Dal its		Mad hesi		
		M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F			M	F	M	F	M	F	M	F	M
1 <sup>st</sup> Sem	17	1 0	3	1	1			1	1	29	1 3	1 3	1	2					47	8	3 4	2	2		1				93
2 <sup>nd</sup> Sem	17	1 0	3	1	1			1	1																			17	
3 <sup>rd</sup> Sem	21	1 1	6	1				3																				21	
4 <sup>th</sup> Sem	21	1 1	6	2				2																				21	
5 <sup>th</sup> Sem	12	7	3		2																							12	
Grand Sub Total	88	4 9	2 1	5	2	2		7		29	1 3	1 3	1 2						47	8	3 4	2	2	1				16 4	

The data derived from the enrollment section as presented in table-7 shows that in the semester system, there are 164 students in the semester system. The number of students is found larger (93) in the 1<sup>st</sup> semester than in other semesters in general because of the beginning of the semester system in MBS and M.Ed from the running academic year.

**Table-8. Aggregated Enrollment Status of the Campus-2075/2076**

Enrollment System	Total	Male	Female
Student Enrollment in Annual System	1689	712	977
Student Enrollment in Semester System	164	99	65
Total student Enrollment	1853	811	1042

The overall enrollment status of the campus (table-8) shows that students enrolled in the campus are 1853 in which 811 students are male and 1042 are female for the academic year 2075/76. This figure shows the campus attraction for the female students. This tendency is continuous from earlier years.

## 1.2 Trends of Student Enrollment in the Last Three Years

For understanding the overall enrollment trend of the campus, the aggregated information presented in table-9 is useful.

### 1.2.1 Aggregated List of Students Enrolled in the Last five Years (2072-2076)

Table 9. *Aggregated List of Student Enrollment*

S.N.	Year	Students Appeared in the Examination in the Last Three Years				
		Regular (Full) Students Number				
		Total	M	F	EDJ	D
1	7072	1371	565	806	103	30
2	2073	1432	654	778	220	32
3	2074	1491	664	825	181	35
4	2075	1851			173	50
5	2076	1853	811	1042		

The aggregated list of student enrollment (Table-9) in the last five years shows a gradual increment trend in terms of the freshmen coming in the institution. According to the data available in the campus, the number of students enrolled in the year 2072 was 1371, it became 1432 in 2073, 1491 in 2074, 1851 in 2075 and this number has been increased to reach 1853 in the academic year 2075.

The figure further shows the decrement of the female enrollment in the year 2073. But as a positive sign, it has increased again. Statistically, it has increased by 47. The figure has then shown some progress in maintaining gender parity index in 2073. In the same way, a slight improvement has been seen in the enrollment status of the educationally disadvantaged *janajatis* in 2073 but it has again gone down to 825 in comparison with the figure of the earlier years. However, this decrement is not so discouraging. In the year 2074, the number of Dalit enrollment has been increased but the ratio of the increment is stable. To see the figure of the running year, the female increment has gone up. The difference between male and female is 231 by number.

### 1.3 Student Pass Rate

The rate resulting from the students passing out of the institution accounts for the pass rate. The campus records prepared on the basis of the result published by the Board of Examination, TU and of those students who took their certificate from the campus are accounted as graduates. Based on the same information, pass rate has been calculated. From these perspectives, the figures of the pass rate have been presented in general in the following tables.

#### 1.3.1 Pass Rate Status-070/71

Based on the result of the final examination published by Tribhuvan University and the figure recorded in this campus, the pass rate of the students studying in Sukuna Multiple Campus in the year -2070/71 looks as presented in Table-10.

Table 10- Student *Pass Rate -2070/71*

<b>Status of Student Pass Rate -2070/2071</b>								
Level	Programme Name	Total Appeared (TA)	Total Pass (TP)	Pass Percent (PP)	Boys		Girls	
					Total Appeared (TA)	Total Pass (TP)	Total Appeared (TA)	Total Pass (TP)
Bachelor's 2071	B.Ed. I	193	37	19.17	73	19	120	18
	B.Ed. II	208	54	25.96	81	31	127	23
	B.Ed. III	220	63	28.64	81	25	139	38
	B.B.S. I	181	23	12.71	85	13	96	10
	B.B.S. II	154	54	35.06	66	20	88	32
	B.B.S. III	127	43	33.86	49	14	78	29
	B.A. I	16	2	12.50	7	2	9	-
	B.A. II	15	11	73.33	7	5	8	6
	B.A. III	5	4	80.00	1	1	4	3
	B.Sc. I	10	1	10.00	10	1	-	-
	B.Sc. II	15	0	0.00	13	0	2	-
	1 Year B.Ed.	22	3	13.64	16	3	6	-
Master's 2071	M.Ed. I	238	35	14.70	114	12	124	23
	M.Ed. II	165	33	20	71	14	94	19
	M.B.S. I	36	6	16.66	18	2	18	4
	M.B.S. II	14	2	14.28	10	2	4	-

To look at the pass rate of the students in terms of level, program, gender and ethnicity; the pass rate at B.A. Third Year is seen satisfactory (80%). In this result, the number of girls passed is also satisfactory in the sense that out of 4 girls, 3 girls have passed in the final examination. The pass result of BA Second Year is also not bad at all in comparison with the other streams. To observe it, 73.33% students have passed in the final examination. In this examination result too, the girl students' performance is seen better in the sense that out of 8 girls appeared in the exam, 6 have passed in the final examination. At the same time, the pass rate of BA First Year is still not improved in that only 12.5% students have passed the exam. At this level and year, no girls could pass in the exam out of 8. Most strikingly the result of B.Sc. II (of the newly running program), the result has gone to be nil. To look at the pass students of BA First Year, it seems that out of 16 students two boys have passed but girls' position is seen weak with the result that out of 9 girls, not a single girl could pass the examination. Similar picture is seen the result of MBS II and one year B.Ed. examination result.

### 1.3. 2 Pass Rate Status-2071/72

Based on the result of the academic year 2071/72, the pass rate status of this campus can be presented and in Table-11

Table- 11. *Status of Student Pass Rate -2071/2072*

Level	Program	Appeared (TA)	Total Passed (TP)	%	GIRLS			Boys		Remark	
					Total Appeared	Total Passed	%	Total Appeared	Total Passed	%	
Bachelor's Level	B.Ed. I	146	51	34.93	68	24	35	78	27	34.6	
	B.Ed. II	170	68	40	112	42	37.5	58	26	44.8	
	B.Ed. III	193	50	25.90	117	22	18.8	76	28	36.8	
	B.B.S. I	167	14	8.38	112	9	8	55	5	9	
	B.B.S. II	141	34	24.11	82	21	25.6	59	13	22	
	B.B.S. III	124	68	54.84	81	44	54	43	24	55.8	
	B.A. I	17	4	23.52	3	1	33.3	14	3	21.4	

	B.A. II	14	2	14.28	9	0	0	5	2	40	
	B.A. III	13	10	76.92	10	5	50	3	3	100	
	B.Sc. I	20	14	70	4	3	75	16	11	68.7	
	B.Sc. II	10	3	30	0	0	-	10	3	30	
	B.Sc. III	15	5	33.3	2	1	50	13	4	30.7	
	1 Year B.Ed.	5			1			4	Result not published yet		
Master's	M.Ed. I	137	22	16.05	84	14	16.6	53	8	15	
	M.Ed. II	108			61			47	Result not published yet		
	M.B.S. I	48			18			30	Result not published yet		
	M.B.S. II	24			11			13	Result not published yet		
Grand Total		1352	345	25	775	186	24	577	147	25.4	

To observe the figure in Table-11, it is clearly seen that the result of BBS III, B.A. III and B. Sc. I is comparatively satisfactory in which 54.84%, 76.9% and 70% students have passed in the final examination result in 2071/072 respectively. In BA-III, it is also seen that 100% girls could pass in the examination though the number of students appearing in the examination was small. At the same time, the results of BA-II and M.Ed-I are seen quite poor. The examination result shows only 14% and 16% of those levels respectively.

### 1.3.3 Pass Rate Status-2072/73

The following scene can be observed from the result published by Tribhuvan University in the academic year -2072/73.

Table- 12. Student Pass Rate -2072/2073

Level	Program	Appeared (TA)	Total Passed (TP)	%	GIRLS		
					Total Appeared	Total Passed	%
Bachelor's Level I	B.Ed. I	107	37	34.57	70	23	32

	B.Ed. II	116	49	42.44	57	20	35
	B.Ed. III	166	89	53.61	108	58	53.7
	B.B.S. I	212	16	7.57	131	10	7.63
	B.B.S. II	143	34	23.77	101	21	20.79
	B.B.S. III	118	34	28.81	70	22	31.42
	B.A. I	15	9	60	5	3	60
	B.A. II	11	0	0	4	0	0
	B.A. III	12	6	50	6	2	33.33
	B.Sc. I	45	15	33.33	17	8	47.05
	B.Sc. II	18	5	27.27	4	1	25
	B.Sc. III	9	4	44.44	-	-	-
	B.Sc. IV	14	5	35.71	2	1	50
	1 Year B.Ed.	8	2	25	1	0	0
Master's Level	M.Ed. I	181	23	12.70	93	14	15.05
	M.Ed. II	115	55	47.82	72	36	50
	M.B.S. I	48	3	6.25	27	2	7.40
	M.B.S. II						
Grand Total							

This table shows the pass rate of the students in the examination held in 2073. The result of B.A. II shows the quite negative performance of the campus in this year. The result appeared nil, i.e. no students could pass in the final examination. On the other hand, the given figure further shows that the highest pass rate can be marked in the result of B.Ed. III year in which 53.61 percent students could pass in the final examination. Out of 166 students 89 have passed in the exam. At the same time, the situation seems considerably poor in the BBS I and MBS I. In BBS I year, only 7.57 students have passed in the final examination. Likewise, when we look at the pass rate of MBS I, it seems even poor pass rate, showing the pass rate just 6.25 percent.

**Table-13. Pass Rate Status-2073/2074 (2017)**

Level	Program Name (e.g B.Ed.)	Total I App	Total Pass ed		GIRLS		EDJ*		Madhesi		Dalits	
					Total I	Total Passes	Total Appear	Total Passes	Total Appear	Total Passes	Total Appear	Total Passes
Bachelor's Level (5)	B.Ed. I	13	7	5.07	92	3	9	0	13	0	2	0
	B.Ed. II	95	25	26.3	62	14	4	1	11	1	5	1
	B.Ed.III	10	51	47.2	52	18	4	2	14	0	2	1
	B.Ed. IV											
	B.B.S. I	26	61	23.3	15	32	5	0	27	6	5	4
	B.B.S. II	16	50	29.9	10	32	4	3	18	5	5	2
	B.B.S. III	11	35	30.9	76	18	2	0	13	5	2	1
	B.B.S. IV	98	56	57.1	61	38	3	1	6	2	1	0
	B.A. I	27	7	25.9	17	4	1	0	0	0	0	0
	B.A. II	14	10	71.4	4	4	0	0	0	0	0	0
	B.A. III	10	4	40.0	2	1	0	0	3	2	0	0
	B.Sc. I	43	16	37.2	19	7	1	1	4	1	2	0
	B.Sc. II	40	18	45.0	15	7	2	0	3	1	0	0
	B.Sc. III	23	9	39.1	5	3	1	0	1	1	0	0
	B.Sc. IV	9	6	66.6	0	0	0	0	0	0	0	0
Master's Level (6)	1 Year B.Ed.	16	1	6.25	3	0	0	0	4	0	0	0
	M.Ed. I	19	23	11.7	10	13	7	1	11	0	5	1
	M.Ed. II	15	52	33.1	83	30	7	0	5	2	3	0
	M.B.S. I	26	2	7.69	15	0	2	0	3	1	0	0
	M.B.S. II	39	18	46.1	22	11	0	0	1	1	0	0
Grand Total (5+6+7+8)		15	451	892	235	52	9	137	28	32	10	
		28.56%		26.34%		17.30%		20.43		31.25		

Based on the students appeared in the final examination , the figures show that out of 1579 students, only 451 could pass the examination. Thus the average pass percent is seen as 28.56 in general. The pass rate of the female students is found even weaker. It is just 26.34 percent since out of 892 students appeared; only 235 have passed the examination. In the same line pass rate of the Dalit students is 31.25, Madhesi students' pass percent is 20.43. Students from educationally disadvantaged community have even poor pass rate calculating just 17.30 percent. This rate suggests us to focus on the educationally disadvantaged group of students in education.

### 1.3.4 A Comparative Pass Rate Status

It is easier to see the tendency and nature of the pass rate if we put the pass rate status in comparative manner. Table-11 is fruitful for use to see the comparative scene of the pass rate.

Table -14. *Comparative Analysis/Trend Analysis*

<b>Trends of Students' Pass Rate 069/70,070-71, 071/72, 072/73 &amp; 073/74</b>						
<b>Level</b>	<b>Programs</b>	<b>Pass Percent (PP)</b>				
		<b>2069/70</b>	<b>2070/71</b>	<b>2071/72</b>	<b>2072/73</b>	<b>2073/74</b>
Bachelor's	B.Ed,I	10.08	19.17	34.93	34.57	5.07
	B.Ed. II	19.41	25.96	40	42.44	26.31
	B.Ed. III	33.67	28.64	25.90	53.61	47.22
	B.B.S. I	6.11	12.71	8.38	7.57	23.37
	B.B.S. II	16.89	35.06	24.11	23.77	29.94
	B.B.S. III	44.02	33.86	54.84	28.81	30.97
	B.B.S. IV					57.14
	B.A. I	50	12.50	23.52	60	25.92
	B.A. II	25	73.33	14.28	0	71.42
	B.A. III	37.5	80.00	76.92	50	40.00
	B.Sc.I	42.11	10.00	70	33.33	37.20
	B.Sc.II	0	0.00	30	27.27	45.00
	B.Sc.III	-	-	33.3	44.44	39.13
	B.Sc.IV	-	-	-	35.71	66.66
	1 Year B.Ed.	13.64	13.64	-	25	6.25
Master's	M.Ed. I	14.71	14.70	16.05	12.70	11.79
	M.Ed. II	20.00	20	-	47.82	33.121
	M.B.S. I	16.67	16.66	-	6.25	7.69
	M.B.S. II	14.29	14.28	-	-	46.15

Table-14 reflects the comparative figures of the pass rate of last four years (2069/70, 2070/71, 2071/72, 2072/73 and 2073/74) . The figures show a highly fluctuated pass rate result. The tendency of fluctuation is continue every year in some years and faculties. To mark the

result of BA II and B.Ed I, we can find a good fluctuation. In BA II the result was nil last year but it turned to be 71% this year. On the contrary, in B.Ed. I, the pass percent was 34 percent but it has come down to be 5.07 percent. It was found stable in the last two years. The pass rate of MBS- I and one year B.Ed. is found poor compared to others. The result has been improved in the B.Sc. IV and MBS II.

## 1.4 Graduation Trend

A graduate is a person who has successfully completed a course of study or training, especially a person who has been awarded an academic degree. Graduation refers to an academic degree associated with the level, where students become graduates. Before the graduation, candidates are referred to as graduates. Having awarded degree of a level, graduates can be referred to by their graduating year. The inventory of the graduates is one of the indicators of the outcomes of the educational institutions. The graduates constitute the finished products of the college and university.

To understand the graduation trend it is useful to see the number of graduates of some years. For this reason, we have presented the graduate number collected from the graduation list of the year 2012, 2013, 2014, 2015, 2016 and 2017 respectively in the tables, followed by a brief analysis.

### 1.4.1 Graduates from 2012

Table- 15. Number of Graduates- 2012 (2069)

Level	Programs	NUMBER OF STUDENTS GRADUATED IN THE YEAR- 2012 (2069)			
		Total Graduates	Female Graduates	Educationally Disadvantaged Graduates	
				Educationally Disadvantaged Janajatis	Dalits
ac he lo	B.Ed. (Three Years)	101	55	21	5

	B.B.S.	39	12	1	0
	B.A.	4	2	0	0
Bachelor Total		144	69	22	5
Master s	M.Ed.	6	3	0	0
	M.B.S.	-	-	-	-
Master Total		6	3	0	0
Grand Total		150	72	22	5

Table-15 shows that the graduate number at Master's level was considerably quite small (6) but the graduate number of the Bachelor's level is found quite (144) large in number in the year -2069. In this year, the number of graduates from EDJ category and *dalits* are seen nil. Similarly, *dalit* graduates at BBS and BA are marked nil. The remarkable aspect of the overall graduate number is that all *dalit and* Educationally Disadvantaged *Jannajati* graduates of this campus of this year are seen only at the Bachelor of Education. Twenty two (22) from disadvantaged community and 5 dalit students have graduated from the Bachelor of Education. Only one student of this category has been graduated from BBS this year. This also shows a good attraction of *dalits and Janajatis* towards teaching field.



### 1.4.2 Graduates from 2013

The graduates' outcome of this campus in 2013 is presented in Table-16.

Table- 16. *Number of Graduates: 2013 (2070)*

Level	Programs	NUMBER OF STUDENTS GRADUATED IN THE YEAR 2013			
		Total Graduates	Female Graduates	Educationally Disadvantaged Graduates	
				Educationally Disadvantaged Janajatis	Dalits
Bachelors	B.Ed. (Three Years)	73	38	12	1
	B.B.S.	26	7	1	0
	B.A.	3	2	0	0
Bachelor Total		102	47	13	1
Masters	M.Ed.	27	5	2	1
	M.B.S.	-	-	-	
Master Total		27	5	2	1
Grand Total		129	52	15	2

In this table, the number of graduates of the year-2070 is presented in the disaggregated way. The number of total graduates passed in this year is 129. In this year too, the number of male graduates is seen higher than females. The statistics of the B.Ed. graduates further shows that female graduates are higher in number than males. In other levels and programs, the number of male graduates is always higher in number than female graduates.

### 1.4.3 Graduates of 2014

Graduate list of Sukuna Multiple Campus (2014) can be seen in table-17:

Table- 17. *Graduates of 2014 (2071)*

Level	Programs	NUMBER OF STUDENTS GRADUATED IN THE YEAR 2014			
		Total Graduates	Female Graduates	Educationally Disadvantaged Graduates	
				Educationally Disadvantaged Janajatis	Dalits
Bachelors	B.Ed. (Three Years)	69	36	7	1
	B.B.S.	38	16	2	0
	B.A.	4	3	1	0
Bachelor Total		111	55	10	1
Masters	M.Ed.	51	16	4	1
	M.B.S.	1	1	0	0
Master Total		52	17	4	1
Grand Total		163	72	14	2

Table -17 shows the number of graduates produced from this campus in the year-2071. The total number of graduate outcomes of this campus is 163 in this year in which the 111 graduates come out from Bachelor's level and 52 graduates have been produced from Master's level. As in the last year (2070), the number of female graduates is higher than males at Bachelor's of Education. In the same year, the female graduates are not seen at BBS, BA and MBS. In total, a negligible number of *dalits* have been graduated in this year. The number of *dalit* graduates is just 2 this year. Similarly, there is not so satisfactory number of graduates from the Educationally Disadvantaged Category. Only 14 graduates of this category have sprung to pass the level out of 163.

#### 1.4.4 Graduates of 2015

Students graduated from this campus in 2015 as per the certificate issues is presented in Table-18.

Table- 18. *Number of Students Graduated in the Year- 2015*

Level	Program Name (e.g B.Ed.)	Graduates (2015)				
		TOTAL	GIRLS	EDJ*	Dalits	Madhesi
Bachelor's level	3 Yrs B.Ed.	75	33	9	3	
	B.B.S.	49	31	2	2	
	1 Yr B.Ed.	-	-	-	-	
	B.A.	10	4	2	1	
Master's	M.Ed.	58	16	5		
	Grand Total	192	84	18	7	

Table – 18 represents the graduation figure of the academic year 2015. It shows a gradual increment of the graduates produced by the campus. According to the figure 192 students have been graduated from which 84 girls, 18 educationally disadvantages and 7 *dalits* have been graduated. This number of graduation is the number increased from the last years' figure of graduation.

#### 1.4.5 Graduates of 2016

Table -19 displays the number of SMC graduates of 2016.

Table -19. *Number of Students Graduated in the Year- 2016*

Level	Program	Graduate				
		TOTAL	GIRLS	EDJ*	Dalits	Madhesi
Bachelor's level	3 Yrs B.Ed.	78	37	7	1	4
	B.B.S.	22	14	0	0	1
	1 Yr B.Ed.					
	B.A.	3	1	0	0	0
	B.Sc.	4	1	1	0	0
Master's Level	M.Ed.	145	42	2	0	14
	M.B.S	10	3	0	0	0

<b>Grand Total</b>		<b>262</b>	<b>98</b>	<b>10</b>	<b>1</b>	<b>19</b>

Considering the statistics presented in the table-19, it can be noticed that 262 students have been graduated from the campus in 2016 among them girls are 92, leaving all others boys. From the same total number of graduates, 10 are from educationally advantaged community, 1 from *dalit* and 19 from *madehsi*.

#### 1.4.6 Graduates of 2017 ( 2074/075)

Table- 20. *Number of Students Graduated in the Year- 2017*

Level	Program Name	Graduate Students				
		TOTAL	GIRLS	EDJ*	Dalits	Madhesi
Bachelor's level	3 Yrs B.Ed.	61	28	6	0	1
	B.B.S.	40	21	2	0	1
	1 Yr B.Ed.					
	B.A.	2	1	0	0	0
	B.Sc.	8	1	0	0	0
Master's Level	M.Ed.	108	50	17	2	5
	M.B.S	7	4	0	0	0
<b>Grand Total</b>		<b>226</b>	<b>105</b>	<b>23</b>	<b>2</b>	<b>7</b>

Table-20 shows that 226 students graduated in 2017 and the highest gradutors are from M.Ed. This year only 2 students graduated from B.A. Similarly, no graduates are produced from one year B.Ed. Likewise, the number of graduates from three years B.Ed. has been decreased. Overall picture of the graduates has signaled the institution to take quick remedial action to uplift the number of graduates.

#### 1.4. 7 Graduation Trend in General

Table- 21. Five Years' Graduation Trend

Five Years' Graduation Trend					
Year	2013	2014	2015	2016	2017
Graduate number	129	163	192	262	226

Table-21 shows a trend of graduate production from the campus. There was a trend of graduates since 2013. In 2013 the graduate number was 129, but this number has increased to reach 163 in 2014. Following the trend, it went up to reach 192 in 2015 and 262 graduates in 2016. But, to observe the pass out graduates of the year 2017, it has been reduced to be 226.

#### 1.4. 8 Aggregated Graduated List of the Last Four Years

This subsection deals with the aggregated graduates who have taken certificates from the campus in the last five years.

Table -22. Graduation trend of the last four years (A Comparative Analysis).

Year	Aggregated Graduated List of the Last Four Years					
	Total Graduates	Male	Female Graduates	Educationally Disadvantaged Graduates		
				Educationally Disadvantaged Janajatis	Dalits	Masheshi
2013 (2070)	129	77	52	15	2	-
2014 (2071)	163	91	72	14	2	-
2015 (2072)	192	84	84	18	6	-
2016 (2073)	262	164	98	10	1	19
2017 (2074)	226	121	105	23	2	7
<b>Grand Total</b>	<b>747</b>	<b>416</b>	<b>306</b>	<b>57</b>	<b>11</b>	<b>19</b>

This table has given the picture of the graduation trend of the last five years. By the observation of the five year trend, it can be seen that there was an increment trend of graduation in the last three years but this trend has been broken in the recent year, an unpleasant to mention. In 2070 B.S., the number of graduates was 129. The number increased thereafter. It reached 163,192, 262, and 226 in 2071, 2072, 2073, and 2074 respectively. The figure suggests us to address this issue and take action based measures to increase the graduates in the years ahead.

In terms of gender, the number of male graduates is always higher than the female graduates in each year. Likewise, the number of Educationally Disadvantaged *Janajatis* and *Dalit* graduates has not been well increased in the last four years too. We did not record the

number of graduates from Madhesi community in the earlier years, however, it has been recorded 19 in 2073 and 7 in 2074.

## 2.1 Educational Pedagogy

**Pedagogy** is the study of how knowledge and skills are exchanged in an **educational** context, and it considers the interactions that take place during learning.

**Pedagogies** vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. With the changes being taken place in the world context, we are also attempting to move ahead. Attempts have been made to bring a gradual shift in the traditional pedagogy. Modern technological equipments have backed up the teaching methodology, i.e. in the delivery of the lessons. To mention, at present, over 50% teachers are enabled to use modern technological equipment in their respective classes. Some typical features of the educational pedagogy run at present include the following:

- a) **Entire replacement of the blackboard by the whiteboard in the classroom:** In the classes of the campuses there are no blackboards these days. They are totally replaced by the whiteboards and the multimedia.
- b) **Gradual move towards the use of computer associated with the multimedia:** So far classes of the ICT and the classes of the Master's level are almost taken using the multimedia technology. Most of the teachers are using this technology. It has shown teachers and students direction to move to the technology use as the requirement in the present day context. Even in few classes of the Bachelor's level are being run by the use of this technology.
- c) **Decrement in the dictated notes during lecture hours:** In the teaching learning activities conventional techniques of supplying dictated notes to the students have been minimized during lecture hours.
- d) **Project and assignment based activities in the semester system:** As per the nature of the course students are frequently involved in the project works, principally in the ICT classes and in the classes under Management streams.
- e) **Updated teaching resources:** Due to the utilization of the internet facilities, both the teachers are using recently published materials.

- f) **More electronic, less physical (Towards paperless):** Many students (not all) have started asking teachers to get electronic copies of the reading materials instead of asking notes and other copies for the reading materials. Teachers are also encouraging students to use soft copies to study so that process will lead the campus to come to the concept of paperlessness space in future.
- g) **CC Camera observation and monitoring:** To monitor and observe classes and the overall teaching learning activities of the campus, CC cameras have been set in some of the classes and labs. It is expected that this technological set up will bring improvements in the pedagogical regulation in the campus. In particular, disciplinary irregularities will be reduced by this change of the campus administration.
- h) **Time-bound stay and study:** Teachers at college are made to stay full time during campus hours for research work, teaching or study at library. For the study, RMC and its library can also be utilized by the teachers.
- i) **Research Finding and its application:** The campus is encouraging teachers to do mini-research on the one hand and they are asked to apply the findings in their teachings.
- j) **Extra classes and coaching classes:** Course completion is the minimum job responsibility of the teachers of their assigned classes. If not completed in time, the teachers are asked to take extra classes for the course completion. Moreover, for few courses such as English, and Mathematics; coaching classes are also organized in the initiation of the concerned departments.
- k) **More students centered/ More student friendly:** The campus has encouraged faculties and the head of the departments to be friendly enough to solve their educational problems. The classes are flexible. The classes are set making a minimum compromise with the students.
- l) **Connectivity in the teaching and learning process:** Teachers are exchanging information with the students; students are exchanging their information with other students of the class in their virtual groups. They are also connected to their class teaches and to the campus. By this process, the students and the teachers get information of class schedule, routine and some solutions of their problems associated with the course and topics. Despite some problems of the use of social sites, teachers are more connected and

friends with their students. The students can use the research facilities through email exchange with the supervisor and teachers.

## 2.2 Programs and Affiliation

The educational programs run in this campus are affiliated to Tribhuvan University, Nepal. Providing multiple options for the learners, the campus has attempted widen the academic horizon. The following table shows the programs run in the campus since its affiliation.

Table- 23. *Academic Programs*

S.	Programs	Faculty/ Institute	Year B.S.	Affiliating University
1	B.Ed. (One year)	Education	2052	TU
2	B.Ed.	Education	2054	TU
3	BBS	Management	2060	TU
4	M.Ed.	Education	2061	TU
5	B.A.	Humanities	2065	TU
6	MBS	Management	2066	TU
7	B.Sc.	Science	2069	TU
8	B.Ed. ICT (4 years semester based)	Education	2069	TU
10	BBA (Semester-based)	Management	2075	TU

The information presented in the table shows that the academic programs are run in the campus under four faculties and they are exclusively affiliated to Tribhuvan University, Nepal. The initial year of the program commencement is the record in 2052 Bikram Sambat (B.S) in the table. Obviously, the campus had already started to provide its service of offering higher education having received affiliation of the Certificate Level (CL) in 2048 although the date is hidden. The reason behind it is that the program of the certificate level has been phased out by the University itself. The campus is gradually moving to the direction of extending applied and technical programs in the campus. In this direction, BBA program has been running from this year.

### 3.1. Analysis of Financial Resources/ Income of the Last Three Years

Strength of any institution is often measured by its strength of its income since it is the foundation for running any institution or organization. In regards to this campus, overall economic situation has been presented and analyzed in the following themes:

#### 3.1.1 Self-Generated Income

Self-generation is the internal capacity of the institution. In this regard, the primary internal income generating sources are students themselves. It had also no other reliable resources except student fee even in the initial stage of establishing this campus. The situation is consistent except a bit improvement. At present too, the campus has students' fee structure through which the campus has regulated its activities. In addition to them, there are a few other resources. The present status of such self-generated resources of the campus is as presented in Table-24.

Table- 24. *Self Generated Resources/ Income*

Particulars↓ F. Y. →	2071/072	2072/073	2073/74	2074/75
Student Fee	32406945.00	49434836.71	53858595.0	67329932.0
Other Income	1756454.82	-	-	-

As it was, the principal sources or income of the campus, as presented in Table-24, is student fee. Of the two sources mentioned, the principal income source of the institution is still remaining the same. Of the total income above 90% income source is generated from the students. Other resource only occupies 4 to 6 percent in the total income. It was such as situation in 2071/72. To observe the figures of the year -2071/72, it is seen that only 5.42 percent income is covered by other resources and 94.58% income has been covered by the student fee. The figure of fee collection has been gone up to a little degree regularly. The total generation of income from the student fee collection is NPR 49434836 and NPR 53858595.0 in the years 072/73 and 073/74 respectively. The amount has been increased but when it is compared with the expenditure it is quite small. To mention specifically, last year's student fee is increased only by 8.97%. It shows a slow speed of fee increment due to a small number of students increment. The

latest amount generated from student fee is 673 29932.00. The difference between the last two years is 13471337. This is really an increment by 25.01 percent.

### 3.1.2 Grants from Government Resources

There are also supporting sources of the campus such as University Grants Commission, Nepal and other bodies. Their contribution is remarkable for the sustainability and development of the campus. In the last years, occasional support from the local bodies has been gained whereas a reasonable support has been increased from the University Grants Commission which can be seen more clearly from the figures given in table-25:

Table - 25. *Grants from Government Resources*

S. N.	Particulars↓ F. Y. →	2070/071	2071/072	2072/073	2073/74	2074/75
1	UGC	11,61,4688.17	9,60,000.00	11,40,000.00	1,23,67,425	57,54,048.67
2	Other Govt. Bodies	-	-	-	12,39,811	13,50,955.00

Table-25 shows that in the last four years, the principal grants providing source for the development of this campus is University Grants Commission (UGC). It is to be noted that UGC does not provide grants for teachers and non-teaching staff salary. Its amount is determined by the overall performance of the campus. Based on the campus performance too, the grants provided by the UGC have been found slightly increased in the last years. Two year earlier the regular grants support received from UGC was NPR-960000/- , it reached 11, 40,000/-. Two years before, the support has been increased to a great degree in the fiscal year 2073/74 .This amount is NPR 1,23,67,425.00 which includes both QAA support and regular grants. This year, the amount received from the UGC is 57,54,048.67. In the last two years, local cooperative limited have also started to support this campus.

### 3.1.3 Other Sources of Income

Table- 26. *Resources other than Government Resources*

S. N.	Particulars↓ F. Y. →	2070/071	2071/072	2072/073	2073/74	2074/75
1	From Donner	5060582.00	649000.00	14,49,662.00	58,60,363.00	57,95,480.00
2	Sales of scrap materials	102803	67,000.00	6300.00	--	16,000
3	Interest	1590932.71	1689454.82	1356765.00	14,75,789.07	26,95,898.42
4	Others	-	50,590.00	2,18,655.00	2,60,030	5,91,076.50

Other sources (as shown in Table-26), here, includes the contribution as well as the additional sources through which income has been generated for the college. Some individuals have supported the campus and others contributed for student support (e.g. scholarships) by means of setting up of **Endowment Fund** (*Akshaya Kosh*) in the campus. In addition, individuals have contributed for the betterment of the campus on the occasion of Silver Jubilee held in the fiscal year 2073/074. The amount of the *kosh* was NPR 6, 49,000/- in the fiscal year 2071/72 but it reached NPR 14,49,662 .00 NPR in 2072/73, 58, 60,363.00 in 2073/074 and 57,95,480 in the fiscal year 2074/75. These resources are positively being increased and used for the betterment of the campus. The donors in the last fiscal years are the new members of the council as provisioned in the campus constitution.

The figure presented in the table shows the increment in other resource too. It indicates that if the campus provides spaces and proposes plans for the funding even by the individuals, the student support facilities can be increased. In the later years, community interest for the contribution has been considerably increased.

### 3.1.4 Recurrent Expenses

It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services and consumption of fixed capital (depreciation). In terms of its recurrent expenses, the situation of the campus of some years is presented in Table-27.

Table- 27. *Recurrent Expenses*

S. N.	Particulars↓ F. Y. →	Recurrent Expenses (in NPR)					Increment Rate
		2071/072	Incre. %	2072/73	2073/74	2074/75	
1	Salary	35193325.00	18.53	37471073	42100789	4,38,90,360.00	4.25 %
2	Others	10866839.22		11264261	16150941	1,31,12,424	-18.81%

Table-27 includes campus expenditure in terms of two components, salary and others.

To look at the trend of the expenditure by means of the figures in the table, we notice that the recurrent expenditure of the campus has increased considerably in the last few years. In the fiscal year 2071/72, the campus expenditure for the salary was 35193325.00. It was considered to be of a great jump of the expenditure compared to the earlier year. The increment of the expenditure in other areas went up in the similar trend. The salary increment is by 15.81 percent in the year 2070/71 but it even increased in 2072/73 and 2073/74 to be 37471073 and 42100789 respectively. In the fiscal year 2074/75 it arrived to be 4, 38, 90,360.00/-. To mark the latest salary increment, it is just 4.25%. It has shown some stability in the salary increment. But, the expenses in the other areas have been greatly decreased in this fiscal year. It is minus by 18.81% from the last fiscal year.

### 3.1.5 Capital Expenditures

Capital expenditures are funds used by a company to acquire, upgrade, and maintain physical assets such as property, industrial buildings, or equipment. In terms of accounting, an expense is considered to be a capital expenditure when the asset is a newly purchased capital asset or an investment that improves the useful life of an existing capital asset. In this area, this campus has invested the amount in various years which can be presented and analysed in Table-28.

Table -28. *Capital Expenses*

Capital Expenses					
S. N.	Particulars↓ F. Y. →	2071/072	2072/073	2073/74	2074/75
1	Major Infrastructure Dev.	7352044.00	36,25,108.00	10,08,564.00	977991.00

2	Minor Infrastructure Dev.	726652.00	-	41,72,768.00	<b>43,600.00</b>
3	Equipment	344860.00	448244.00	291097.00	9,38,974.00
4	Books	179773.00	308965.00	6,44,655.00	8,25,063.00
	Science Equipments	1,82400	1526556.00	792012.00	8,37,086.00
5	Furniture	33063.00	204640	209246.00	1,88,520.00
6	Other			57431.00	6,12,600.00
7.	Electric & Water-supply				11,86,422

Table -28 reflects the capital expenditure of the campus principally the expenditures in the major and minor infrastructures. Following the figures, the expenditure in the major infrastructure (in buildings) was done much more than in the other expenditures in many years. It has shown that the focus was laid in the infrastructure development in the last year. In particular, it seemed that the campus spent only a limited amount in purchasing books which are fundamental requirements for the educational institutions. The figure has also shown that campus is spending a reasonable amount for purchasing books, lab equipments and furniture. To note the latest expense for the lab equipment and books for library development through book purchasing is 8,25,063.00 and 8,37,086.00 respectively. In the fiscal year 2074/75, a considerable amount has been spend for electricity and water supply since clean drinking water supply has been made regular in the campus which was quite poor in the earlier years.

#### **4. 1 Physical Assets (Equipment)**

In the fast growth of the facility in the world context, the campus has developed a reasonable quantity of physical assets for the regulation of the educational institution. In this section, we have presented them categorizing into items as- Land and building, lab equipments, other equipments, books and furniture.

##### **4.1.1 Land and building**

The overall situation of the campus land and building has been presented in the following table:

**Table-29. Physical infrastructure Details:**

i) Total Land Area... $4 - 15 - 4\frac{1}{4}$ (In Bigha)
ii) No. of Buildings: 4
ii) Total Area covered by Building: 20558 (In Total Sq. Feet)
iv) No. of Class Rooms: 75
vi) Total Number of Labs: 12
vii) Number of Science Lab: 10

The campus has 4-15-4.25 (*in bigha-kattha-dhur*) bigha land with land ownership multiple certificates (but fields being together). In the core land of the campus, four buildings (containing 75 rooms) are built in which the buildings have covered 205558 square feet land. To run practical classes we have set up 12 different labs out of which 10 labs being used by the students of the science faculty whereas 2 are, set for computer science, being used by the students who study computer as their specialization subject.

#### **4.1.2 Lab and Equipments**

Faculty of science is the youngest stream for Sukuna Multiple Campus. The first cohort of the stream has completed its first cycle. Faculty of science has been run in a separate building with reasonable amount of reading and practical materials. For the regulation of practical sessions; availability of chemicals, reading rooms and the laboratories are developed to a reasonable extent. There are three separate laboratories for teachers and students to do practical

works as per the requirements of the respective courses. Principal availabilities of the science related equipments and lab materials are presented in the following table;

Table -30. *Chemicals and Equipments used in Science Department and Lab*

S.N.	Type of Particulars	Items of the Category
1	Physics Particulars	157
2	Chemistry Apparatus	119
3	Chemistry Chemicals	163
4	Biology Particulars	163

Table -30 shows the existing equipments, chemicals and elements which are in use in the science labs. It shows that 157 different types of equipments (large and small, cheap and expensive) for the practical physics study are available. Likewise, 119 different particulars and 163 different types of chemicals for the practical study are in the chemistry lab. In the biology lab, 163 different particulars are available.

Table- 31. *Computer Lab and Availability*

Number of Computer Labs	2
Number of Computers in Lab	50
Internet	Available
Speed of Internet:	512 kb/hs (2 Lines)
No. of computer connected to internet:	49

#### 4.1.3 Equipments

Equipments are central assets of the campus. The equipments given in Table-32 (In official use, General Use and Used in the Teaching Learning Process) are available in the campus:

Table- 32. *Equipments*

S.N.	Particulars	Quantity
1	Computer (for official use)	75
2	Printer	12
3	Telephone Sets	10
4	Fax	2

5	Typewriter	2
6	Overhead Projectors	2
7	Multimedia Projectors	15 sets
8	Generators	1set
9	Water Pumping Motor	3
10	UPS(Power Saver)	19 pcs
11	Stabilizer	9
12	Battery Invertors	4
13	Sony Camera	1
14	Photocopy Machine(large)	1
15	Laptop Computers	60
16	Ceiling Fans	255
17	Adjusting Fans	3
18	Stand Fan	1
19	Wall fan	2
20	Sound Box	1set
21	Vacuum (Cleaner)	1
22	Filter	1
23	Gas cylinder	5
24	Gas Stove	1
25	Scanner	3
26	CC Camera	14
27	Server	1
Equipments Summary		i) No. of Computers: 75                      ii) No. of Printers: 12                      iii) No. of Fax Machines: 1 iv) No. of Photocopy Machines: 1 v) No. of Overhead and Multimedia Projectors: Multimedia Projector-10, OHP-1

## 4.2 Books in the library

SMC has a central library for regular issue of the books to the users based on the library card system. This library is separated as lending section, dissertation section and reading section. The lending section is the major office section for issuing and updating books and reference books. In the reading section, the readers can take books from the lending section and read them silently following the reading rules of the library. Thesis reviewers and other readers can use the reading section commonly. In the third section, dissertations of the Master's and PhD degree are kept from where the users can take any one and read sitting in the reading section. An additional facility available in this library is that the readers other than students can come here to use the

library. As per the record of the library, the following prescribed books, reference books, reports and research dissertations of various levels are available in the library.

Table- 33. *Number of Books and Reading Materials*

S.N.	Books	Quantity (2072)	Quantity (2073)	Quantity (2074)	Quantity (2075)
1	Books and Reference Book	22375	23873	25902	26,233
2	Other Books/ Journala and Magazines	1072	1102	1117	1128
3	Dissertations/Thesis	448	448	525	700
4	Type of Daily Newspapers	4	5	5	8
5	Weekly Newspaper	0	0	0	1

Table-33 shows a slight addition in the number of books and reference books category available in the central library of the campus. The number was 22375 in the year 2072 which reached to 23873 in 2073, its quantity reached 25,059 at the entry year of 2074 and it is 26,233 as per the number of books recorded in the library at the end of the year 2074 and at the beginning of the year 2075. However, there is no such a satisfactory result in the addition of dissertations and thesis. The reason behind it is that the books and theses of the departmental sections and the research management cell are not included in this figure. In addition, this number is exclusion of the number of electronic books and journals available in the research management cell (RMC).

**Table-34.** *Categories and Number of Furniture*

Furniture	No. of Desks and Benches: 575
	No. of Tables and Chairs: 460   iii) No. of Cabinets: 45
	Others : 190
Library	i)       No. of Library Rooms: 3
	ii)       ii) Size of the Rooms (Sq. Feet): 400
	iii)       iii) No. of Study Rooms: 1
	iv)       iv) No. of Books: 26233

### 4.3 Furniture

Furniture constitutes another essential component of the campus (large or small). There are furniture of the following categories and quantities in this campus:

Table- 35. *List of Furniture*

S.N.	Furniture Type	Quantity	S.N.	Furniture Type	Quantity
1	Wooden Drawer	8 pieces	15	Computer Table	26 pieces
2	Library Card holder (drawer)	6 set	16	Bench (Plain)	11 Pieces
3	Sofa	4 set	17	Seating Tool	25 pieces
4	Bed ‘Palang’	5 set	18	Joint Desk and Benches	564 set
5	Book Cabinet	4 set	19	Table with drawer	9 pieces
6	Telephone Box	4	20	Cousin Arm Chair	5 sets
7	Steel Drawer	34 pieces	21	Plain chair	140 pieces
8	White Board	18 pieces	22	Plastic chair	200 pieces
9	Wooden Blackboard	7 pieces	23	Visitor chair	28 pieces
10	Plain Table and Tea Table	48 pieces	24	Teacher stand (Wooden)	50 pieces
11	Revolving Chair	10 pieces	25	Podium	2 pieces
12	Notice board	2 pieces	26	Rack	52 pieces
13	Tool	25	27	Joint desk bench	564
14	Noticeboard	2	28	Book keeping rack	54

### 4.4 Social Activities

Some social activities have been carried out by Sukuna Multiple Campus in the academic year 2074-75. They include collaborating with schools, sending experts to schools and colleges, holding meetings with FNCCI and arranging programs .In the same way, providing and receiving expert service to the local cooperatives, and bankers; organizing interaction programs with the local political leaders are other social activities run in and outside campus in this year.

### 4.5 Campus Publications

Sukuna Multiple Campus publishes its institutional and academic information through various publications. A general glimpse of the campus publication can be observed from the following table.

Table-36 . *Publications*

<b>Publication Title</b>	<b>Publication Date</b>	<b>Publication Type(e.g Professional, Memorial, Bulletin, Others- please specify)</b>	<b>Publication Period(e.g Annual, Biannual, Others-please specify)</b>
Academic Journal of Sukuna (AJOS)	2074 Baishakh	Editorial Journal	Annual
Sukuna Saurav	2074	Editorial Journal	Annual
Sangyan	2073	Editorial Journal	Annual
Academic Calendar	2075	Bulletin	Annual
Prospectus	2075		Annual

## 5. Issues and Challenges

The following issues and challenges have been observed from the existing situation of the campus.

### 5.1 Long term challenges

1. **Sustainable Financial Resource:** This campus does not have its own regular income source other than student fee.
2. **Sustainable of the Human Resource:** The campus cannot provide expected salary to the competent manpower having Ph.D. Degree and manpower with technical abilities.
3. **Appropriate Environment to the Students**

### 5.2 Short-term challenges

This campus has following short term challenges:

1. **Student Enrollment:** The enrollment trend has shown only a small number of increments in the campus. The main source of income is the student fee. As common to all the colleges, this issue has also become a challenge for this campus. One of the principal problems is the lack of reliable transportation facilities to bring students to the campus and making atmosphere for returning home after the classes have been over.
2. **Competing with the private colleges and newly opened college in the short distance:** In a short distance, new campuses and private campuses are established. It has added some challenges to the campus. Additionally, the campuses have similar programs to the programs of

this campus and the completion has turned to be tough and sometimes somehow objectionable as well.

**3. Meeting the Targeted Quality Goal:** By the study of the pass out rate and the number of graduates too, the targeted quality has not been accomplished. The pass rate has been highly fluctuated. So, the quality improvement by applying remedial measures has become an issue for this campus too.

**4. Appropriate Implementation of Inclusion Principle:** One of the focused areas of the campus is to make the academic programs more and more inclusive. However, this focus has not been balanced appropriately. Admission records show that female enrollment rate is higher than male enrollment. As a result, and expectedly, the number of girl students has been increased but the number of students from Dalit and Marginalized community could not be well attracted for admitting them in college.

**5. Social relationship Enhancement:** There are a large number of social activities which can be run to invite social contribution but we have not profitably been able to make them contribute for the betterment of the campus.

**6. Program Sustainability:** At present, the campus has run the programs in various subjects under four streams. Some programs are not in the position of running in the sustainable manner.

**7. Relevance of the subjects and programs offered to the stakeholders:** The number of students in the Humanities stream is unexpectedly few. The student fee drawn from them is quite negligible to sustain the campus. In this situation, the relevance of the subjects offered and the programs has become a matter of evaluation.

**8. Student Drop out:** Dropout rate of the students is seen high in the campus. So, it has become a burning issue in the campus.

**9. Employment of the graduates:** The campus has not been able to assure that the students graduated from the campus will be employed.

### **5.3 Plan for Addressing the Issues and Challenges**

The following plans have been put forward to address the issues and challenges identified from the analysis:

- 1 To increase the achievement rate of the students, a principal quality monitoring committee, followed by shift wise academic quality monitoring committees of the following has been formulated with terms and conditions in the following structure:

**Table-37. Internal Quality Monitoring Committee (IQMC)**

S.N.	Name	Designation	Position
1	Prem Prasad Bhattarai	Campus chief	Coordinator
2	Laxmi Kumar Shrestha	Asst. Campus Chief	Member
3	Chandramani Rai	Asst. Campus Chief	Member

- 2 Policy implementation for increasing the member of the campus assembly and expanding the fund of Inexhaustible Endowment Fund ('*Ackchaya Kosh*') For this purpose, 75 assembly members have been added this year . This will play positive role for the campus for the long run.
- 3 Planning and making agreement to receive regular grants from Sundar Haraicha Municipality, the Ministry of social development, Province No.1, and from Federal government of Nepal. Proposals have been prepared and endorsed from the campus management committee to material this plan. They will be submitted soon to the respective government channel.
- 4 Making business shutters on the north side of the campus space and renting them.
- 5 Holding Comprehensive Health Camp for social relation.
- 6 Establishing a mini-bank with the collaboration between the Teacher- Staff Support Fun and the Fund developed from the addition of the Campus Assembly members jointly.
- 7 Creating a 'Contribution- based Dividend Fund for outgoing teachers and non-teaching staff' in the two way contribution of teachers cum non-teaching staff as per the recently proposed government policy.
- 8 Optimizing technology use in the classroom and developing assured quality education.
- 9 Providing extra classes, reading facilities for the students for quality improvement
- 10 Providing Transportation facilities to the students to come and return home in a safe way. For this purpose, proposals have been developed and dropped to the concerned areas of support providers.
- 11 Enhancing research and establishing link to its findings with the teaching

- 12 Providing Hostel Facilities to the students who come from remote and distant places.
- 13 Promoting inclusion practices.
- 14 Established world-wide network of education.
- 15 Making policy to collaboration and cooperation with academic and institutions around the nation and implementing them for the overall quality development of the campus.
- 16 Technical subject focus program and application based program extension. So, the program like Science and Bachelor of Business Administration (BBA) are planned to implement in the campus.

### 6.1 Annual Work Plan and Budget of the Current Fiscal Year

Campus has its own statute which has given policy guidelines for running financial activities. Following the constitutional authorizes of the campus, all campus activities are run as per the budget endorsed by the campus management committee and campus assembly. As in the earlier years, along with the overall budget plan, campus action plan is finalized and endorsed. The annual work plan of the fiscal year 2074/75 is presented in Table-38.

Table 38. *Action Plan with Budget for Fiscal Year-2018/019 (2075/076)*

Area	Work	Implementation Period	Budget (NPR)	
			Internal	External
Institutional	Training, workshop, and Interaction	Mangsir, 2075, Jestha, 2076	500000	150000
Development (Includes professional development Program Extension)	M.Phil. and Ph. D study for teachers	Continue	1255680	-
	Excursion	Magh, 2075 Baisakh, 2076	300000	-
	Program extension (for BBA)	Asoj, 2075	2000000	-
	Council Meeting	Magh, 2075	350000	-
	<i>Contribution to the 'Upadaan'</i>	Continue	3000000	-

	Teaching and non-teaching staff Salary	Continue	60035692	
	Software update	Continue	200000	-
	Office management	Continue	1050000	-
	Miscellaneous	Continue	1502625.59	-
	Maintenance	Continue	800000	-
Infrastructure Development	Program Hall upon Admin. Building	Mangsir, 2075	250000	5000000
	Water supply and electricity extension	Poush, 2075	488000	-
	constructins of room and labs on the third floor of science building	Jesth-Ashoj, 2076	1000000	4900000
	Playground Laveling	Poush, 2075	500000	
	Other construction work	Continue	200000	
	Furniture and chairs	Mangsir, 2075, Jestha, 2076	1000000	1000000
Quality Development	Books Purchasing		1000000	500000
	Library Restructuring	Poush, 2075, Baisakh, 2076	0	-
	Teaching practice management	Continue	800000	0
	Teaching learning materials	Continue	500000	0
Research & Innovation	Rigorous research, Mini-research, Student research support	Magh, 2075, Ashar, 2076	500000	
	Research journal publication	jesth, 2076	150000	
	Support for Journal Publication for departments	Continue	100000	
	RMC Management	Continue	400000	
Student Support	Scholarship	Magh, 2075	1300000	200000
	Awards	Magh, 2075	200000	
	Feeship	Continue	2500000	
	Support to Student Union	Continue	407900	

	Transportation	Continue	1000000	
	Extracurricular activities	Continue	650000	
	Tie belt and uniform management	Continue	120000	
Communication and Technology Management	Installing Software	Baisakh,2076	500000	
	Advertisement	Continue	1000000	-
	Data entry and its Management	Saun,2075	150000	-
	Multimedia , laptop, interactive board purchasing	Fagun,2075	740000	660000
	Desktop computer purchasing (for office use)	Fagun,2075	1850000	250000
	Lab Equipments for BSc., BBA & ICT	Continue	500000	
Documentation	Bulletin, practice teaching manual, ,academic calendar, annual report and prospectus publication	Saun,2075	850000	-
Teaching Learning Activities	Internal examination	Continue	2000000	-
	Newspapers, Magazines	Continue	50000	
Deposit and liability	Library, laboratory (refundable)	Continue	1418000	
	TU Examination & Registration	Continue	5831790	
	Affiliation Cost	Continue	2500000	
	Liabilities	Continue	9108516	
Institutional Fund	Campus Fund	Ashar,2076	29243398.14	
<b>Total</b>			<b>139801601.7</b>	<b>12660000</b>
<b>Grand Total</b>		<b>152461601.7</b>		

**6.2. Projected Annual Work Plan and Budget of the Two Fiscal Years following the Current Fiscal Year (as per the Strategic Plan).**

## १. क्षेत्र : व्यवस्थापन -संस्थागत विकासतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रम र बजेट		स्रोत
		२०१९	२०२०	
१.	प्राध्यापक कर्मचारीका लागि तालिम, गोष्ठी, अवलोकन र अन्तरक्रिया तथा पुनर्ताजगी तालिम	५५०००००१-	६०००००१-	दातृनिकाय, वि.वि. अनुदान आयोग, त्रि. वि. र गैह्र सरकारी संस्था
२.	नीति नियमहरू परिमार्जन र निर्माण	१५०००००१-	१५०००००१-	क्याम्पस
३.	आर्थिक व्यवस्थापन र प्रक्रियामा दक्ष र प्रविधिसम्बन्धी सीप विकास कार्यक्रम	३००००००१-	४००००००१-	दातृनिकाय, नगरपालिका, जि.वि.स. क्याम्पस, त्रि. वि. र वि. वि. अनुदान आयोग
४	अभिलेख जस्तै: विद्यार्थी भर्नादर, छात्र-छात्रा सङ्ख्या, उत्तीर्णप्रतिशत, उपादित जनशक्तिले विभिन्न क्षेत्रमा पुर्‍याएको सेवा, प्राध्यापक सरोकारवालाहरूको योगदानको समुचित र प्राविधिक अभिलेखीकरण	१००००००१-	१००००००१-	क्याम्पस
५	पृष्ठपोषण आदान- प्रदान कार्यक्रम सञ्चालन	२००००००१-	२००००००१-	क्याम्पस र दातृनिकाय
७	क्याम्पस परिसरको वातावरणमा सुधार ल्याउने	४००००००१-	५००००००१-	समुदाय, स्थानीय स्रोत
८	अनुगमन तथा मूल्याङ्कन प्रणाली कार्यक्रम	७५०००	१००००००	क्याम्पस
९	उद्यमशीलता तालिम	२५०००००१-	३००००००१-	विद्यार्थी र क्याम्पस
१०	क्याम्पस, विद्यार्थी, अभिभावक, समुदाय बीचको सम्बन्ध सुधार	१००००००१-	१००००००१-	क्याम्पस

## २. क्षेत्र: भौतिक पूर्वाधार विकास तर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रम र बजेट		स्रोत
		२०१९	२०२०	

१	सडक बत्तीको ब्यावस्था			नगरपालिका, विद्युत् प्राधिकरण र उपभोक्ता
२	धारा निर्माण	५००००	५००००	सानासहरी खानेपानी आयोजना, नगरपालिका, जिल्ला विकास समिति, दातृ संस्थाहरू र क्याम्पस
४	बोटानिकल गार्डेन निर्माण	५००००	५००००	दातृनिकाय, वि.वि.अनुदान आयोग र क्याम्पस
५	मौसमी केन्द्र निर्माण	१५००००	२०००००	दातृनिकाय, वि.वि.अनुदान आयोग र क्याम्पस
६	शिक्षणभवनको घेराबारा	२०००००		क्याम्पस, दातृ निकाय, संस्था
७	सुकुना पैनी तटबन्ध			नगरपालिका, नेपाल सरकार, जल उत्पन्न प्रकोप न्यूनीकरण आयोजना
८	सटरनिर्माण			दातृ निकाय, सङ्घ-संस्था, वि.वि. अनुदान आयोग, नगरपालिका र क्याम्पस
९	क्यान्टिनको निर्माण			वि.वि. अनुदान आयोग, नगरपालिका र क्याम्पस
१०.	परीक्षा हलको निर्माण			दातृनिकाय, सङ्घ-संस्था, वि.वि. अनुदान आयोग, नेपाल सरकार र क्याम्पस
११	सेमिनार हल	१५०००००	१००००००	क्याम्पस, दातृ निकाय, वि.वि. अनुदान आयोग
१२	हेल्थपोस्ट	१२०००००	१३०००००	क्याम्पस, दातृ- निकाय, वि.वि. अनुदान आयोग

### ३. क्षेत्र : आर्थिकस्रोत व्यवस्थापनतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट रु.मा		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१	अन्तरक्रिया र छलफल	५००००	५००००	क्याम्पस- कोष
२	स्थानीय स्रोतको खोजी	१०००००	१०००००	राष्ट्रिय र अन्तर्राष्ट्रिय तथा क्याम्पसका आन्तरिक स्रोतहरू
३	राष्ट्रिय तथा अन्तरराष्ट्रिय साभेदारी	२०००००	२०००००	राष्ट्रिय र अन्तरराष्ट्रिय दातृसंस्था
४	आर्थिक स्रोत व्यवस्थापनको स्रोतनीति तयार गर्ने	१०००००	१५००००	क्याम्पस- स्रोत
५	लघुवित्त सञ्चालन गर्ने			क्याम्पस- स्रोत
६	उपदानका लागि कोष निर्माण	१३०००००	१५०००००	क्याम्पस
७	रजिस्ट्रेसन शुल्क	५००००	५००००	क्याम्पस स्रोत

## ४.क्षेत्र : शैक्षिक गुणस्तर विकासतर्फ

क्र.सं.	क्रियाकलाप	कार्यक्रमको बजेट (रु. मा)		स्रोतका
		२०१९	२०२०	
१.	<ul style="list-style-type: none"> <li>- प्राध्यापक प्रतिबद्धता कार्यक्रम</li> <li>- परीक्षा तयारी कक्षा सञ्चालन</li> <li>- कोचिङ कक्षा</li> <li>- शिक्षण विधिमा सुधार</li> <li>- अन्तर्क्रिया र छलफल</li> </ul>	३५००००	४०००००	प्राध्यापक, विद्यार्थी र क्याम्पस, वि. वि. अनुदान आयोग
२.	नयाँ शैक्षिक कार्यक्रम थप	१००००००	३००००००	वि.वि., अभिभावक, क्याम्पस र वि.वि. अनुदान आयोग
३.	शिक्षणमा नयाँ विधि र प्रविधि प्रयोग गर्न प्राध्यापक तथा कर्मचारीलाई ल्यापटप वितरण र मल्टिमिडिया थप एवं स्मार्ट बोर्डको व्यवस्था	२००००००	२००००००	वि.वि. अनुदान आयोग, सरकारी र गैर सरकारी संस्था, प्राध्यापक, कर्मचारी र क्याम्पस
४	विभागमा कम्प्युटर, प्रिन्टर, विभागीय पुस्तकालय फर्निचर व्यवस्था	४०००००	५०००००	वि.वि. अनुदान आयोग, क्याम्पस, दातृ निकाय
५	पुस्तकालय र प्रयोगशाला	८००००० ६०००००	१०००००० ६०००००	क्याम्पस, कर्मचारी, विद्यार्थी, यु.जि.सी., सरकारी र गैर सरकारी संस्था
६	AQMC र IQMC	१५००००	२०००००	
७	प्रवोधीकरण र अभ्यास	८००००	८००००	क्याम्पस
८	अतिरिक्त क्रियाकलाप	६०००००	७०००००	विद्यार्थी, शिक्षक, सहकारी, सामुदायिक वन र सञ्चालक समिति

९	प्राध्यापक र कर्मचारीहरूको शैक्षिक तथा प्राज्ञिक योग्यता अभिवृद्धि कार्यक्रम	१५०००००	१८०००००	वि.वि.अनुदान आयोग, त्रि.वि. र क्याम्पस
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### ५.क्षेत्र : अनुसन्धान तथा नव प्रवर्तनतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट (रु.मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	अनुसन्धान तालिम र अन्य तालिम	४०००००	४०००००	क्याम्पस, विश्वविद्यालय अनुदानआयोग र त्रि.वि.
२.	सेमिनार, गोष्ठी, कार्यशाला, अन्तर्क्रिया, अभिमुखीकरण आदि	३०००००।-	३५००००।-	वि.वि. अनुदान आयोग, त्रि.वि. र क्याम्पस
३.	- लघु अनुसन्धान	३०००००।-	३५००००।-	वि.वि. अनुदान आयोग, त्रि.वि., क्याम्पस र दातृ संस्था
	- बृहत अनुसन्धान	१५००००।-	२०००००।-	
४	अनुसन्धान परामर्श सेवा	२०००००।-	२५०००००।-	क्याम्पस
५	अनुसन्धानका लागि आर्थिक सहयोग लिने (प्रस्तावना तयारी)	१७५०००।-	२०००००।-	वि.वि. अनुदान आयोग, त्रि.वि. र दातृसंस्था
६	अनुसन्धान विशेषज्ञ सेवा आदान प्रदान (अन्य संस्थालाई लिने/दिने)	७०००००।-	१००००००।-	क्याम्पस
७	अनुसन्धानका लागि आर्थिक सहयोग प्रदान (विद्यार्थीका लागि)	१५०००००।-	२००००००।-	क्याम्पस
८	अनुसन्धान क्षेत्र विस्तार (राष्ट्रिय र अन्तराष्ट्रिय)	२५००००००।-	४००००००।-	वि.वि. अनुदान आयोग र क्याम्पस

९	जर्नल प्रकाशन	३०००००१-	३०००००१-	वि.वि. अनुदान आयोग र क्याम्पस
१०	प्रबोधीकरण	१५००००१-	२०००००१-	क्याम्पस
११	अनुसन्धान पुस्तकालय विस्तार	४०००००१-	५०००००१-	वि.वि. अनुदान आयोग र क्याम्पस
	<b>जम्मा</b>			

### ६. क्षेत्र : विद्यार्थी सहयोग तथा कल्याण कार्यक्रम

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट (रु.मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	शुल्क-सहुलियत, छात्रवृत्ति तथा अन्य सहयोग-कार्यक्रम	११०००००	११०००००	वि.वि.अनुदान आयोग, क्याम्पस- कोष, अक्षय-कोष दाता, स्थानीय सङ्घसंस्था, एन.जी.ओ., आई.एन.जी.ओ.
२.	प्रचार- प्रसार तथा जनचेतना	२५०००००	३००००००	क्याम्पस- प्रशासन, सञ्चालक समिति, विद्यार्थी, अभिभावक, प्राध्यापक आदि
३.	यातायात-सुविधा तथा बसपार्क	४००००००	४००००००	दातृ निकाय, वि.वि. अनुदान आयोग र क्याम्पस
४	अक्षयकोषमा वृद्धि गर्ने	१००००००	१००००००	दाता, वि.वि. अनुदान आयोग
५	छात्रावास निर्माण	७५०००००	७५०००००	दातृ-निकाय, क्याम्पस र वि.वि. अनुदान आयोग
६	पुस्तकालयमा पर्याप्त विषयगत पाठ्यपुस्तक तथा सन्दर्भ-सामग्री उपलब्ध गराउने	शैक्षिक गुणस्तर-विकासको क्षेत्रअनुसार खर्च गन		पुस्तकालय, आर.एम.सी., क्याम्पस र वि.वि. अनुदान आयोग

### क्षेत्र ७ : लैङ्गिक संवेदनशीलता र समावेशीकरण

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट (रु. मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	समावेशी नीति- निर्माण कार्यक्रम	५००००	५००००	विद्यार्थी-शुल्क र सरकारी निकायहरू
२.	क्षमता-अभिवृद्धि कार्यक्रम समावेशी	१०००००	१०००००	विद्यार्थी-शुल्क र सरकारी निकाय
३.	शुल्क-सहुलियत छात्रवृत्ति	११०००००	१२०००००	विद्यार्थी शुल्क, सरकारी निकाय, वि.वि. अनुदान आयोग, सङ्घ-संस्था र व्यक्ति
४	दलित, सीमान्तीकृत, अपाङ्गता भएका विद्यार्थीहरूलाई प्रोत्साहनकार्यक्रम	१५००००	२०००००	विद्यार्थी शुल्क, सरकारी निकाय वि.वि. अनुदान आयोग र विभिन्न दातृ निकाय
५	निर्णय-प्रक्रियामा सहभागिता कार्यक्रम	१०००००	१०००००	विद्यार्थी-शुल्क, सरकारी निकाय, वि.वि. अनुदान आयोग
६	लिङ्ग, दलित, अपाङ्गता भएका समूहको अध्ययन	७५०००	१०००००	क्याम्पस, वि.वि. अनुदान आयोग र स्थानीय सङ्घ-संस्था
	<b>जम्मा</b>			

### ८. क्षेत्र : सुशासनतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमका लागि वार्षिक बजेट		स्रोत
		२०१९	२०२०	
१	विधान-संशोधन	१५००००	-	आन्तरिक
२	नियमित वार्षिक परिषद् बैठक र आवधिक निर्वाचन	४०००००	३०००००	आन्तरिक
३	सञ्चालक समिति बैठक	५००००	५००००	आन्तरिक

४	प्रोस्पेक्टस		३०००००	आन्तरिक
५	आचारसंहिता			क्याम्पसको आय
६	प्रवेशमार्गसूचक			सौजन्य
७	सामाजिक परीक्षण	२५०००	२५०००	क्याम्पस
८	कार्यसम्पादन मूल्याङ्कन	५००००	५००००	आन्तरिक
९	शैक्षिक क्यालेन्डर निर्माण	१०००००	१०००००	आन्तरिक
१०	अभिमुखीकरण	२०००००	२०००००	आन्तरिक

### ९. क्षेत्र : रोजगारी सहजीकरणतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट ( रु. मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	रोजगार बजार अध्ययन	१०००००	१५००००	क्याम्पस, वि.वि. अनुदान आयोग र दातृ निकाय
२.	अभिलेख तयारी	१०००००	१०००००	क्याम्पस र दातृ निकाय
३.	रोजगारीका लागि अन्तरसम्बन्ध विकास	१०००००	१०००००	अन्य सहयोगी सङ्घ-संस्था, क्याम्पस र वि.वि. अनुदान आयोग
४	अभिमुखीकरण	१०००००	१०००००	दातृ-निकाय, क्याम्पस र नगरपालिका

## १०. क्षेत्र : सूचना तथा प्रविधि-व्यवस्थापनतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट (रु. मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	आर्थिक स्रोत पहिचान र वृद्धि	१७५०००००-	२०००००००-	क्याम्पस व्यवस्थापन र सरोकारवालाहरू
२.	सार्वजनिकीकरण कार्यक्रम ( आर्थिक, भौतिक र शैक्षिक)	४०००००००-	४५००००००-	क्याम्पस कोष
३	सेवाक्षेत्रको पहिचान	२५००००००-	३०००००००-	क्याम्पस कोष
४	क्षमताअभिवृद्धि	३५००००००-	४०००००००-	आन्तरिक तथा बाह्य स्रोत
५	नतिजा प्रकाशन र विश्लेषण	२५००००००-	२५००००००-	आन्तरिक स्रोत
६	पुरस्कार र छात्रवृत्तिसम्बन्धी कार्यक्रम	१०००००००-	१५००००००-	आन्तरिक तथा बाह्य स्रोत
७	आचार संहिता र बडापत्र प्रकाशन तथा प्रदर्शन	१०००००००-	१०००००००-	आन्तरिक कोष
८	सूचनाको आदानप्रदान	१५००००००-	२०००००००-	आन्तरिक तथा बाह्य स्रोत
९	आधुनिक सूचना तथा सञ्चार प्रविधिको व्यवस्थापन	६०००००००-	६०००००००-	आन्तरिक तथा बाह्य
		२५००००००-	३०००००००-	
		२०००००००-	२०००००००-	
		२०००००००-	२०००००००-	
१०	सूचना तथा सञ्चार- प्रणालीको उपयोग	२०००००००-	२५००००००-	आन्तरिक

### ११. क्षेत्र : परामर्श तथा पथप्रदर्शन सेवातर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमकालागी वार्षिक बजेट		स्रोतकालागी सहयोगी निकाय
		२०१९	२०२०	
१.	विद्यार्थीहरूलाई शैक्षिक गतिविधि तथा क्याम्पसको आचारसंहिता अभिमुखीकरण कक्षासञ्चालन गर्ने ।	८००००	१०००००	क्याम्पस
२.	परामर्श सेवा केन्द्र स्थापना	५००००	७००००	क्याम्पस तथा अनुदान आयोग
३.	परीक्षा तयारी अभिमुखीकरण	७५०००	७५०००	क्याम्पस
४.	प्रतिभा-पहिचान र व्यक्तित्व-विकासका लागि कार्यक्रम	७५०००	७५००००	नगरपालिका / वाणिज्य संघ
५.	हेल्पडेस्क प्रभावकारी व्यवस्थापन	१५००००	२०००००	जि. वि. स / स्थानीय सङ्घ संस्था
६.	सरकारी वा गैर सरकारी क्षेत्रको सेवामा प्रवेश गर्न चाहनेलाई सहजीकरण	५००००	५००००	क्याम्पस
७.	नियमित क्याम्पस आउने विद्यार्थीहरूको पहिचान, सम्पर्क र सहजीकरण	७५०००	७५०००	क्याम्पस तथा अनुदान आयोग
८.	ट्राफिक, सुरक्षा, प्रकोप र समाजिक अपराधसँग सम्बन्धित सचेतना परामर्श	२००००	२५०००	नेपाल सरकार, गैर सरकारी संस्था, क्याम्पस

### १२. क्षेत्र : अभिलेखीकरणतर्फ

क्र.सं.	क्रियाकलाप	प्रस्तावित कार्यक्रमको बजेट (रु. मा)		स्रोतका लागि सहयोगी निकाय
		२०१९	२०२०	
१.	Software अद्यावधिक गर्ने	१०००००।-	१५००००।-	वि.वि. अनुदान आयोग र क्याम्पस
२.	EMIS को विकास	२०००००।-	२५०००००।-	वि.वि. अनुदान आयोग र क्याम्पस
३.	तालिमको व्यवस्था गर्ने	३०००००।-	४०००००।-	वि.वि. अनुदान आयोग र नगरपालिका
४.	अध्ययन/ अवलोकन भ्रमण	१५००००।-	२०००००।-	निजी स्रोत

५	Website अद्यावधिक गर्ने	५००००१-	५००००१-	निजी स्रोत
६	परीक्षा परिणामको विश्लेषण	२०००००१-	२५००००१-	निजी स्रोत
७	भण्डारको अभिलेखीकरण	१५००००१-	२०००००१-	निजी स्रोत
८	प्रतिवेदन पेश गर्ने	२०००००१-	२५००००१-	निजी स्रोत
९	अभिलेखहरूको सार्वजनिकीकरण	२७५०००१-	३०००००१-	वि.वि.अनुदान आयोग, स्थानीय निकाय र निजी स्रोत