

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 2078

Prepared by
Sukuna Multiple Campus
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Institutional Information

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Sundarharaincha, Morang

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Foreword

I am pleased to bring out the second 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, 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.



Campus Chief
Chandra Mani Rai
Campus Chief

Acknowledgements

We are thankful to Mr. Chandra Mani Rai, Campus Chief, Mr. Keshab Raj Bhattarai and Mr. Arjun Raj Adhikari, Assistant Campus Chiefs, and Mr. Keshab Adhikari, CMC Chair as well as all the CMC Members of Sukuna Multiple Campus for believing in us and giving the task of preparing this report. We are particularly thankful to all sections of the campus for providing required information for this report. Finally, we gratefully acknowledge all HoDs, teachers, non-teaching staff and students for helping us to collect information and prepare the report.

EMIS Unit, Sukuna Multiple Cmapus

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 11 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

There are nine programs of study including seven in Bachelors level and two in Masters. As the campus is affiliated to Tribhuvan University, both programs in Masters level are run under semester system. In Bachelors level, BICTE and BBA programs are run under semester system, and all the other programs are run under annual system.

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 three 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

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.

The total enrollment in 2076/077 was 2108. In 2077/078, the number reached. In most programs the number of students has increased. In both years, the number of female students is higher than that of male students. The number of enrolled has increased in all the programs. The number of female students is more than that of male students in both years although the percentage of female students has slightly declined in 2077/078. Particularly, the number of female student is more than that of male students in Four Year B Ed, BA, BBS, BBA, M Ed and MBS. The number of male student is more than that of female students in One Year B Ed, BICTE and B Sc. The number of male students has increased by 534 and the number of female students has increased by 660.

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 is the second largest program in terms of the number of students in both years. In 2076/077, BSc was the third largest program, but in 2077/078 MBS program came to the third position. Although the number of the male students is smaller in both years.

Department of Management is the largest department in terms of the number of enrolled students. This Department has enrolled more than fifty percent of the enrolled students.

Department of Studies contains least number of students.

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.

As there are more programs of study in Bachelors level, it has higher enrollment than Masters level. Bachelor's 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 Bachelor's and Master's levels.

In 2077/078, students from 22 districts were enrolled to different programs. Most of the students were from Province No. 1. the largest number of students were from Morang district. This number accounts for 70.99% of the total enrollment at the campus. Despite being a little further than the neighboring districts, second largest number of students were enrolled from Bhojpur, third largest number of students were enrolled from Sankhuwasabha and fourth largest number of students were from Dhankuta. There were 21 students from Madhesh Province, 3 from Bagmati Province and 1 from Sudurpaschim Province.

Gender Parity Index

The number of female students is higher than that of male students. 57.87 % of the enrolled students are female. This indicates that the value of overall GPI is more than 1. There is lack of gender parity in both Bachelors and Masters levels. All faculties except Faculty of Science have GPI value of more than 1. The GPI value is more than 1 in Four Year B Ed, BA, BBS, M Ed and MBS in both years. There is disparity in favor of female students in most of the programs. Disparity has risen dramatically in Department of Nepali. In other programs it has slightly decreased. In Department of ICT and Department of Mathematics and Department of Science, there is disparity in favor of male students

Teaching and Non-Teaching Staff

The data of 2077/078 shows that currently 98 teaching staff are working at the campus. The proportion of full time teachers is slightly higher than that of part time teachers. There are 53.06% full time teachers among 98 teachers. Also, the proportion of female teachers is far lower than that of male teachers in all positions.

In terms of qualifications, most teachers have passed Master's degrees in relevant subjects. The number of teachers with MPhil and PhD degrees is very low. Only 2.04% Ph. D holders and 5.10 MPhil holders are working at the campus. The campus authority needs to pay a serious attention towards upgrading teachers' qualifications.

There are currently 22 non-teaching staff working in different positions. there is only one non-teaching staff working at the officer level. 50% of the staff are working at the non-officer level. Similarly, 31.18% staff are working at the assistant level and 13.63% people are working as the support staff.

Student-Teacher Ratio

Thus, the overall STR of the campus is 1:33.69. This means that in average a teacher teaches nearly 34 students. This ratio is higher than the ratio of 2076/077, (1:27.03).

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 is declining in the recent years.

Examination and Result Analysis

In annual system, B Sc. Fourth year has the highest pass percentage and B Ed third year has the lowest pass percentage. On the whole, pass percentage looks higher in third and fourth year in comparison to first and second year.

In semester system, There is impressive result of BBA program but very disappointing result of BICTE. The highest pass percentage is from BBA first semester, and lowest pass percentage is from BICTE third semester. The results of M Ed are not very encouraging, particularly, a lot need to be done to improve the pass percentage in M Ed first semester. As the pass percentage of MBS program is more than 60 per cent, the result of this program looks satisfactory

Financial Aspect of the Campus

Total land area of the campus is 3.23 hectores. The building area covers 20558 sq./ft. The four buildings have 83 rooms. Other fixed assets include laboratory equipment, electronic equipment and furniture.

The total income in 2077/078 was rupees 23,110,817/83. The comparison of income in the last two fiscal years shows that it has decreased by rupees 3019369.33 2077/078.

The total income in 2077/078 was rupees 67,036,166.40. In the previous year, the expenditure was rupees 69,778,753. It shows that the expenditure has decreased by 2742586.6 in the latter year. 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

The average unit cost in 2077/078 was 20301.68 rupees per student.

Research and Publications

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

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

. A total of 8583 books were circulated in 2077/078. Among twelve months in the academic year, Chaitra month had the most frequent book issues and Kartik had the least frequent issues. 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 264 days. Thus, average number of book issues per day was 31.97

Table of Contents

<i>Institutional Information</i>	<i>i</i>
<i>Foreword</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Executive Summary</i>	<i>iv</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xiii</i>
<i>Abbreviations and Acronyms</i>	<i>xiv</i>
Section 1: Introduction	1
Section 2: Programs, Faculties and Departments	5
Section 3: Student Enrollment	10
Section 4: Gender Parity Index	18
Section 5: Teaching and Non-Teaching Staff	22
Section 6: Student-Teacher Ratios	27
Section 7: Graduate Information	28
Section 8: Examination and Result Analysis	32
Section 9: Financial Aspect of the Campus	37
Section 10: Research and Publications	44
Section 11: Library and Learning Resources	46

List of Tables

Table 1: Programs Run at SMC	5
Table 2: Faculties run at the campus	6
Table 3: Departmental information	9
Table 4: Program-wise enrollment in 2076/077 and 2077/078	10
Table 5: Department-wise enrollment in 2077/078	11
Table 6: Student enrollment from different districts in 2077/078	17
Table 7: Overall GPI in 2076/077 and 2077/078	18
Table 8: Faculty-wise GPI comparison	19
Table 9: Department-wise GPI in 2077/078	20
Table 10: Teaching and non-teaching staff	22
Table 11: Number of teachers in different departments	23
Table 12: Positions held by teachers	24
Table 13: Positions held by non-teaching staff	25
Table 14: Employed and unemployed graduates	29
Table 15: Results of annual examinations held in 2074/75	33
Table 16: Results of annual examinations held in 2075/076	35
Table 17: Results of semester examinations held in 2075/076	36
Table 18: Area occupied by campus premises	37
Table 19: Number of buildings and rooms	38
Table 20: Laboratory equipment	38
Table 21: Electronic equipment	39
Table 22: Furniture details	39
Table 23: Income in the last two years	40
Table 24: Expenses in the last two years	41
Table 25: List of accomplished research projects	44
Table 26: Campus publications	45
Table 27: General information on library	46
Table 28: Collection size up to 2078	47

Table 29: Conditions of borrowing books	48
Table 30: Books with top issue counts in 2077/078	50
Table 31: Students with most book issues in 2077/078	51
Table 32: Staff with most book issues in 2077/078	52

List of Figures

Figure 1: Faculties and departments at SMC	8
Figure 2: Faculty-wise enrollment in 2076/077	13
Figure 3: Faculty-wise enrollment in 2076/078	14
Figure 4: Level-wise enrollment in 2076/077	15
Figure 5: Level-wise enrollment in 2077/078	16
Figure 6: Program-wise GPI in 2076/077 and 2077/078	20
Figure 7: Department-wise qualifications of teachers	24
Figure 8: Academic qualifications of non-teaching staff	25
Figure 9: Traced graduates in the last five years	28
Figure 10: Employment rates in the last five years	29
Figure 11: Graduates' professions	30
Figure 12: Percentage of graduates pursuing further studies	31
Figure 13: Book Issues in 2077/078	49

Abbreviations and Symbols

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 I

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 Campus (SMC) was accredited for quality assurance meeting the target of DLII 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 11 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 II

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

There are nine programs of study including seven in Bachelors level and two in Masters. As the campus is affiliated to Tribhuvan University, both programs in Masters level are run under semester system. In Bachelors level, BICTE 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
	BBA	4	2075/09/19	Semester	Class 12 passed with Management

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/Semester)	Admission Qualification
			(January 3, 2019)		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

As the table shows, there are seven programs of four faculties, viz. Education, Humanities and Social Sciences, Management, and Science. Masters programs are run under Education and Management faculties only. One-year B Ed is the oldest program which has been run at the campus for more than 25 years. BBA is the newest program, which was introduced at the campus three years ago. It indicates that no new program has been offered in the last three years.

2.2 Faculties and Departments

As stated above, the seven academic programs are conducted under four faculties: Education, Humanities and Social Sciences, Management and Science. The various faculties run at the campus are highlighted in table 2 below.

Table 2

Faculties run at the campus

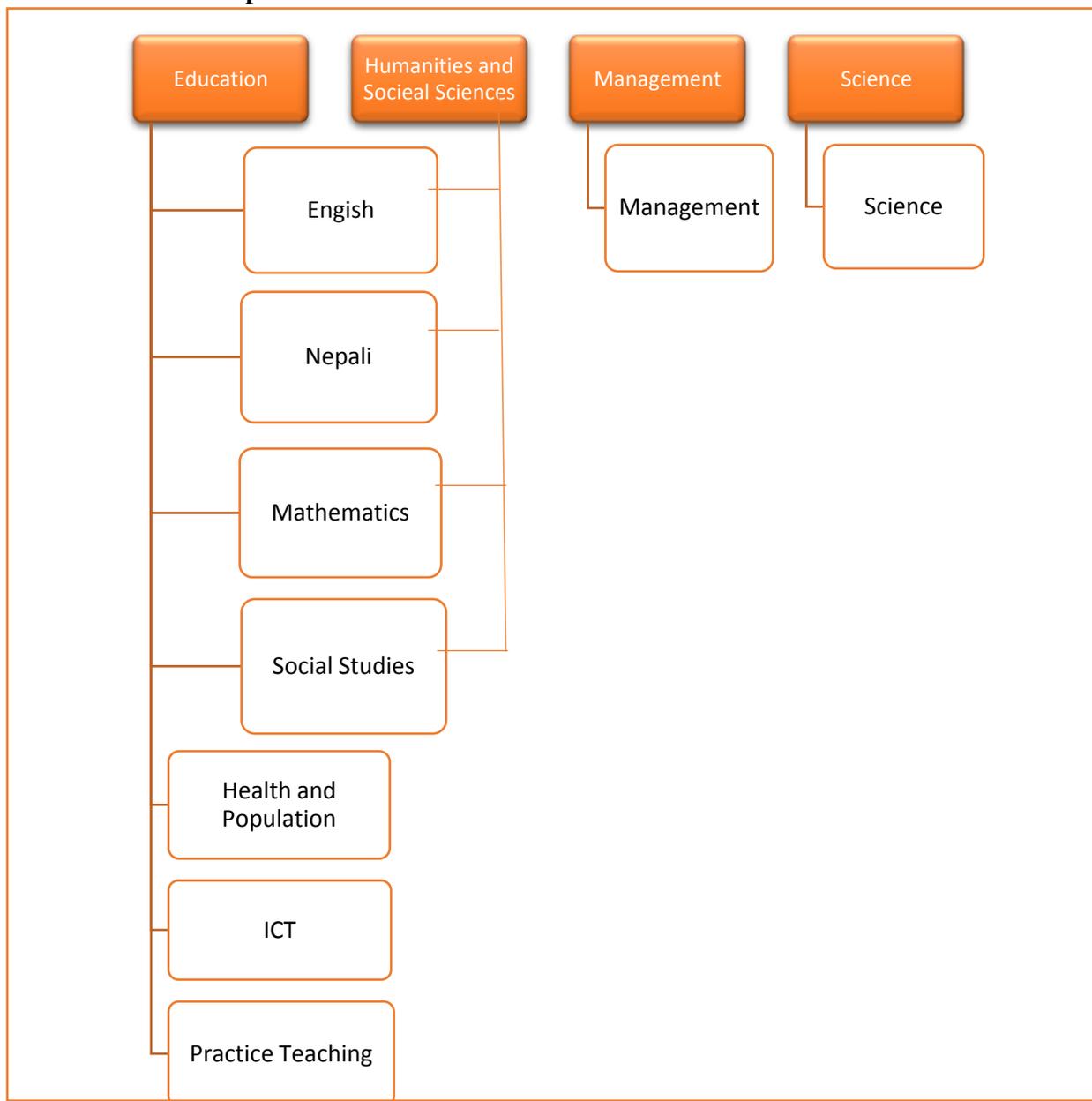
SN	Faculty	Programs	Specialization subjects
1	Education	One Year B Ed	English, Nepali, Mathematics, Science, Population, HPE, Economics
		Four Year B Ed	
		BICTE	ICT
		M Ed	English, Nepali, Mathematics, Population, HPE, Curriculum, EPM
2	Humanities and Social Sciences	BA	English, Nepali, Economics, Sociology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

	Management	BBA	Accountancy, Finance, Marketing
		MBS	Accountancy, Finance, Marketing
4	Science	B Sc	Physics, Chemistry, Biology

The table shows 16 specialization subjects in four faculties. It also shows that Education covers the largest 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 three specialization subjects in each.

There is not a neat division of departments across various faculties and programs. There are nine departments run under nine programs of study. Most programs of Education and Humanities and Social Sciences are run under common departments. The departments under each faculty are represented in figure 1 below

Figure 1

Faculties and Departments

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	
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

There are some departments in the Faculty of Education and Faculty of Humanities and Social Sciences according to specialization subjects. However, Faculty of Management and Faculty of Science have been running with single departments. Department of Management is the largest department in terms the number of teachers and students. Departments in Faculty of Management and Faculty of Science are bearing a lot pressure in keeping records of students, assigning teaching loads and analyzing results of students.

Section III

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 2076/077 was 2108. In 2077/078, the number reached. 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 2076/77 and 2077/078.

Table 4

Program-wise enrollment in 2076/077 and 2077/078

Program	2076/077					2077/078				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
One Year B Ed	12	7	19	63.16	36.84					
Four Year B Ed	154	340	494	31.17	68.83	231	487	718	32.17	67.83
BICTE	78	28	106	73.58	26.42	122	51	173	70.52	29.48
BA	27	32	59	45.76	54.24	48	50	98	58.98	51.02
BBS	340	543	883	38.51	61.49	633	901	1534	41.27	58.73
BBA	28	34	62	45.16	54.84	68	81	149	45.64	54.36
B Sc	93	73	166	56.02	43.98	119	96	215	55.35	44.65
M Ed	54	103	157	34.39	65.61	62	100	162	38.27	61.73
MBS	71	91	162	43.83	56.17	108	145	253	42.69	57.31
Total	857	1251	2108	40.65	59.35	1391	1911	3302	42.13	57.87

The table shows the number and percentage of enrolled students in two years. It shows that there are 1196 more students enrolled to various programs in campus. The number of enrolled has increased in all the programs. The number of female students is more than that of

male students in both years although the percentage of female students has slightly declined in 2077/078. Particularly, the number of female student is more than that of male students in Four Year B Ed, BA, BBS, BBA, M Ed and MBS. The number of male student is more than that of female students in One Year B Ed, BICTE and B Sc. The number of male students has increased by 534 and the number of female students has increased by 660. 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 is the second largest program in terms of the number of students in both years. In 2076/077, BSc was the third largest program, but in 2077/078 MBS program came to the third position. 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.

The enrollment of students in various programs in 2077/078 shows that 46.46 % of the enrollment students are in BBS program. In 2076/077 the proportion of BBS enrollment was just more than 41%. This shows that BBS has increasingly become a large number of students' choice at the campus.

3.2 Department-wise Enrollment

Department of Management is the largest department in terms of the number of enrolled students. This Department has enrolled more than fifty percent of the enrolled students. Department of Studies 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 2077/078

Department		Number of Students			Proportion (%)	
		Male	Female	Total	Male	Female
English	BA	24	22	46	52.17	47.83
	B Ed	55	97	152	36.19	63.81
	M Ed	19	30	49	38.73	61.22
	Total	98	149	247	39.68	60.32
Nepali	BA	22	27	49	44.9	55.1

Department		Number of Students			Proportion (%)	
	B Ed	75	286	361	20.78	79.22
	M Ed	6	23	29	20.69	79.31
	Total	103	336	439	23.46	76.54
Mathematics	BA	-	-	-		
	B Ed	40	15	55	72.73	27.27
	M Ed	18	-	18	100	0
	Total	58	15	73	79.45	20.55
Social Studies	BA	48	50	98	48.98	51.02
	B Ed	17	35	52	32.69	67.31
	Toal	65	85	150	43.33	56.67
Health and Population Education	B Ed	172	411	583	29.5	70.5
	M Ed	2	23	25	8	92
	Total	174	434	608	28.62	71.38
ICT	BICTE	122	51	173	70.52	29.48
Management	BBA	68	81	149	45.64	54.36
	BBS	633	901	1534	41.27	58.73
	MBS	108	145	253	42.69	57.31
	Total	809	1127	1936	41.79	58.21
Science	B Ed	66	76	142	46.48	53.52
	B Sc	119	96	215	44.25	44.25
	Total	185	172	357	51.82	48.18

The table shows that Department of Management contains 58.36% of the enrolled student at the campus. Department of Social Studies has only 4.5% of the total enrolled students. The number of female students is higher in all departments except Department of ICT, Department of Science and Department of Mathematics. The largest proportion of female students is found in department of Health and Population. The largest proportion of male students is found in the Department of ICT.

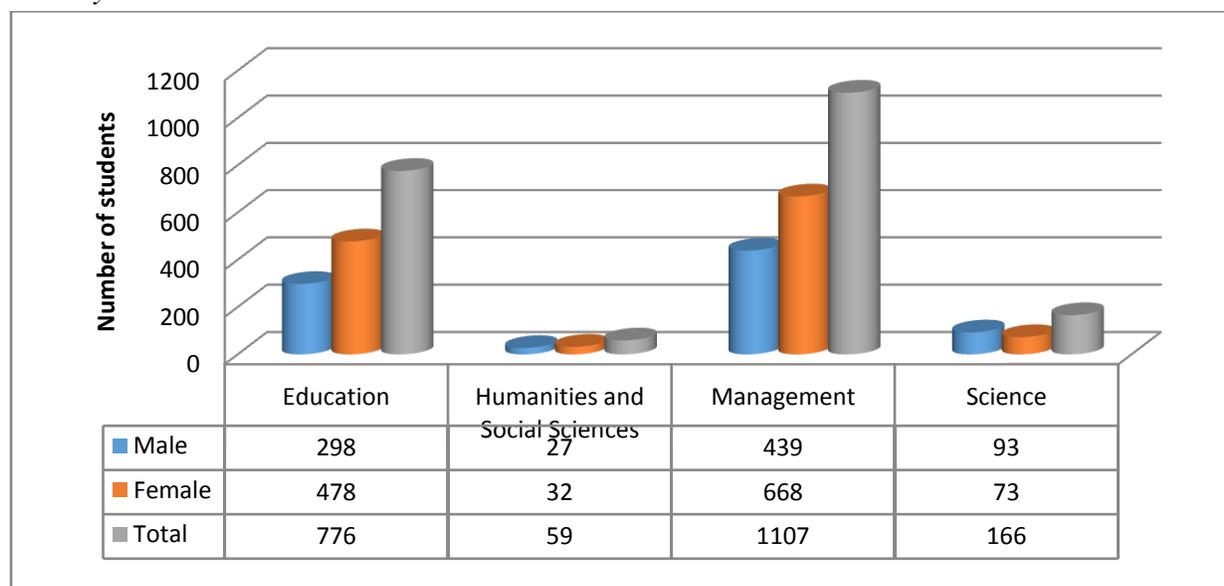
3.3 Faculty-wise Enrollment

The enrollment of students in different faculties shows that 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 two

figures show the summary of enrollment of students in different faculties of the campus in 2067/077 and 2077/078.

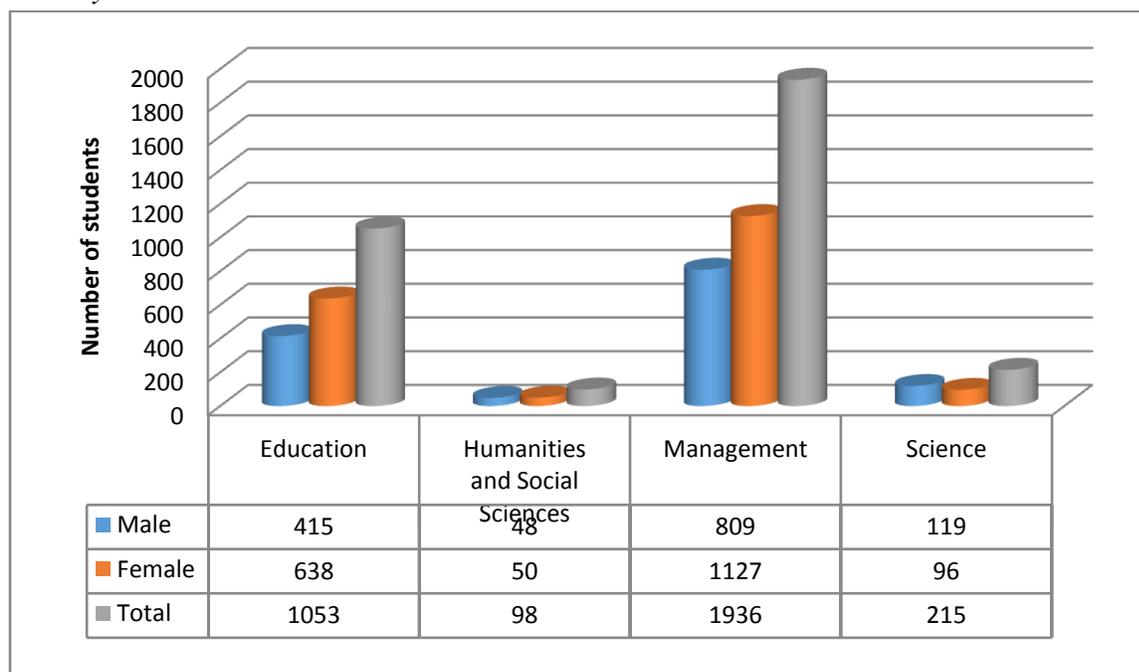
Figure 2

Faculty-wise enrollment in 2076/077



The enrollment of students in 2067/077 shows that, 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 enrollments among male students than female students. In all other faculties female students have more enrollments.

Comparison of the data in 2076/077 and 2077/078 shows that enrollment has increased in all faculties. The summary of enrollment in different faculties in 2077/078 presented in following figure helps to make a comparison.

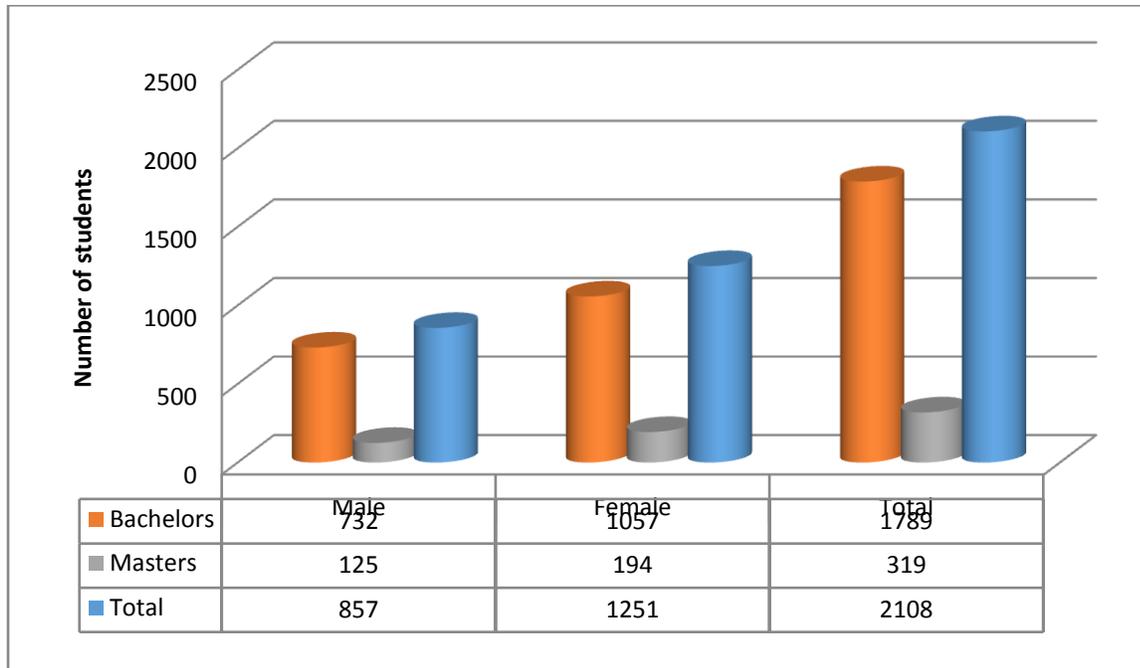
Figure 3*Faculty-wise enrollment in 2077/078*

The above figure shows that Faculty of Management is the largest faculty in terms of the number of students. This faculty occupies 58.63% of total enrollment at the campus. Another large faculty is Faculty of Education, which occupies 31.89% of the total enrollment. Faculty of Humanities and Social Sciences has the lowest enrollment having 2.96% of the total students. Similarly, faculty of Science has only 6.51% 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.

The comparative study of enrollment of students in faculty of management shows that it has increased by 829 students. Similarly, enrollment in the Faculty of Education has increased by 277 students; enrollment in the Faculty of Humanities and Social Sciences has increased by 39 students, and enrollment in the Faculty of Science has increased by 49 students. The comparison of enrollments in two years also shows that the number of both male and female students has increased in all faculties.

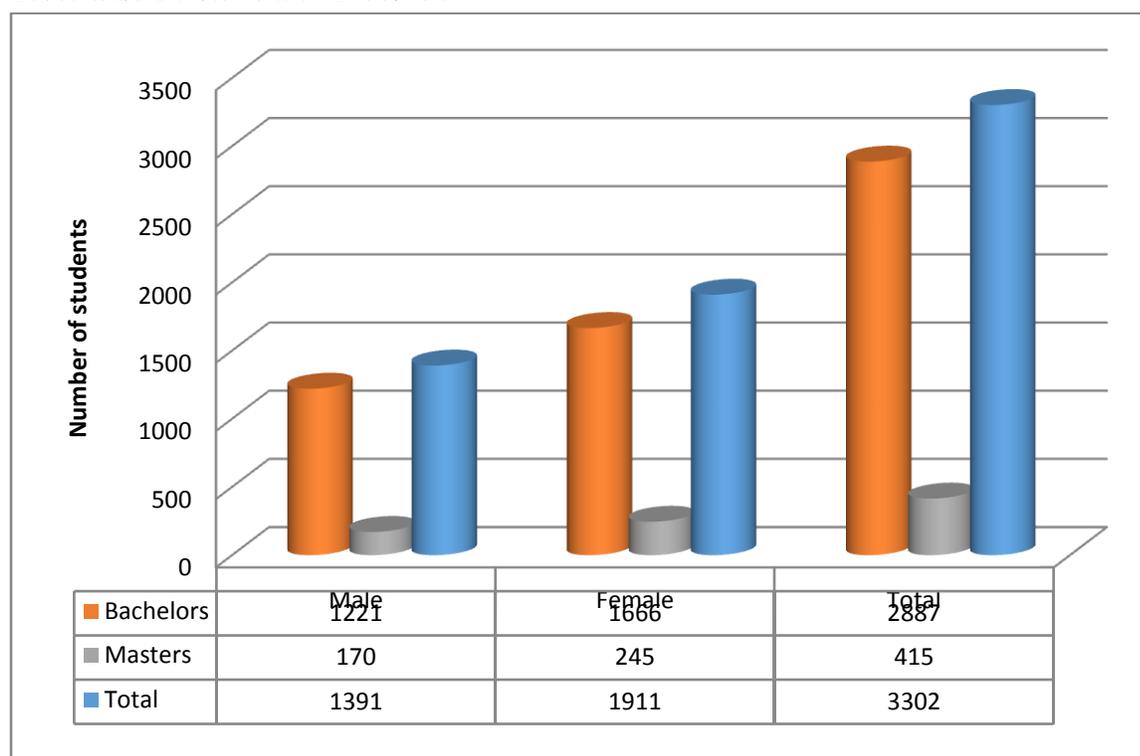
3.4 Level-wise Enrollment

Various academic programs have been conducted 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 2076/077.

Figure 4*Level-wise enrollment in 2076/077*

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.

The following figure represents the level-wise enrollment in 2077/078.

Figure 5*Level-wise enrollment in 2077/078*

The above figure shows that Bachelors level has higher enrollment than Masters level. Bachelors level has 85.6% of the total enrollment. Masters level has 12.5% enrollment at the campus. In both programs female enrollment is larger than male enrollment. In Bachelors level 57.77% of the enrolled students are female. In Masters level, the Proportion of female students is 59.04%. This shows that proportion of female students is slightly higher in Masters level.

Comparison of student enrollment in the past two years shows that the number of students has increased significantly in both levels. In Bachelors level the enrollment has increased by 1038 students, and in Masters level it has increased by 96 students. The number of both male and female students has increased in Bachelors and Masters levels. In Bachelors level, the number of male students has increased by 489 students, and the number of female students has increased by 609 students. Similarly, in Masters level, the number of male students has increased by 125 students and the number of female students has increased by 51 students.

3.5 District-wise Enrollment

In 2077/078, students from 22 districts were enrolled to different programs. Most of the students were from Province No. 1. The following table presents the summary of enrolled students from different districts.

Table 6*Student enrollment from different districts in 2077/078*

SN	District	Number of Students								
		B Ed	BICTE	BA	BBS	BBA	BSc	M Ed	MBS	Total
1	Bajhang							1		1
2	Bhojpur	82	1	8	58	6	5	9	8	177
3	Dhankuta	52	4	6	37	6	7	7	7	126
4	Dhanusha								1	1
5	Ilam	27	4		4	1	4	6	1	47
6	Jhapa	19	6	3	14	3	3	13	11	72
7	Kailali				1					1
8	Kathmandu				2				1	3
9	Khotang	29		5	13			5	2	54
10	Morang	329	108	67	1280	110	157	87	206	2344
11	Okhaldhunga		2		1	2				5
12	Panchthar	33			2	1		2		38
13	Sankhuwasabha	65	8	4	34	3	9	5	9	137
14	Saptari	1	5		5		1		1	13
15	Sarlahi				1					1
16	Sindhupalchowk				1					1
17	Siraha	1	4		1					6
18	Solukhumbu	3								3
19	Sunsari	16	22	2	27	15	22	13		117
20	Taplejung	13	3		5			7		28
21	Terhathum	37	5	2	38	2	3	6	4	97
22	Udayapur	11	1	1	10		4	1	2	30
	Total	718	173	98	1534	149	215	162	253	3302

The table shows that the largest number of students were from Morang district. This number accounts for 70.99% of the total enrollment at the campus. Despite being a little further than the neighboring districts, second largest number of students were enrolled from Bhojpur, third largest number of students were enrolled from Sankhuwasabha and fourth largest number of students were from Dhankuta. There were 21 students from Madhesh Province, 3 from Bagmati Province and 1 from Sudurpaschim Province.

Section IV

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. 57.87 % of the enrolled students are female. This indicates that the value of overall GPI is more than 1. The following table summarizes overall GPI in student enrollment.

Table 7

Overall GPI in 2076/077 and 2077/078

Level	2076/077			2077/078		
	Male	Female	GPI	Male	Female	GPI
Bachelors	732	1057	1.44	1221	1666	1.36
Masters	125	194	1.55	170	245	1.44
Total	857	1251	1.46	1391	1911	1.37

As the table shows, there is lack of gender parity in both Bachelors and Masters levels. The number of students in both years indicates gender disparity in favor of female students. This indicates significantly higher proportion of female students' proportion. Comparison of two years shows that in 2077/078, the average GPI has decreased, including GPI in both Bachelors and Masters levels. Yet average GPI still shows significantly higher proportion of female students. Very high average GPI also indicates similar statistics in most faculties and programs.

4.2 Faculty-wise GPI

In terms of the number of students, Faculty of Management is the largest faculty that has enrolled 1936 students. Another large faculty is the Faculty of Education which has enrolled 1053 students. Faculty of Humanities and Social Sciences is the smallest faculty which has enrolled only 98 students. These three faculties have more female enrollments than male enrollments. Thus, these faculties have GPI value of more than 1. Faculty of Science has 215 enrollments having lower number of female students than male students. This faculty has GPI value of less than 1. The following table summarizes the GPI in different faculties in 2076/077 and 2077/078.

Table 8

Faculty-wise GPI comparison

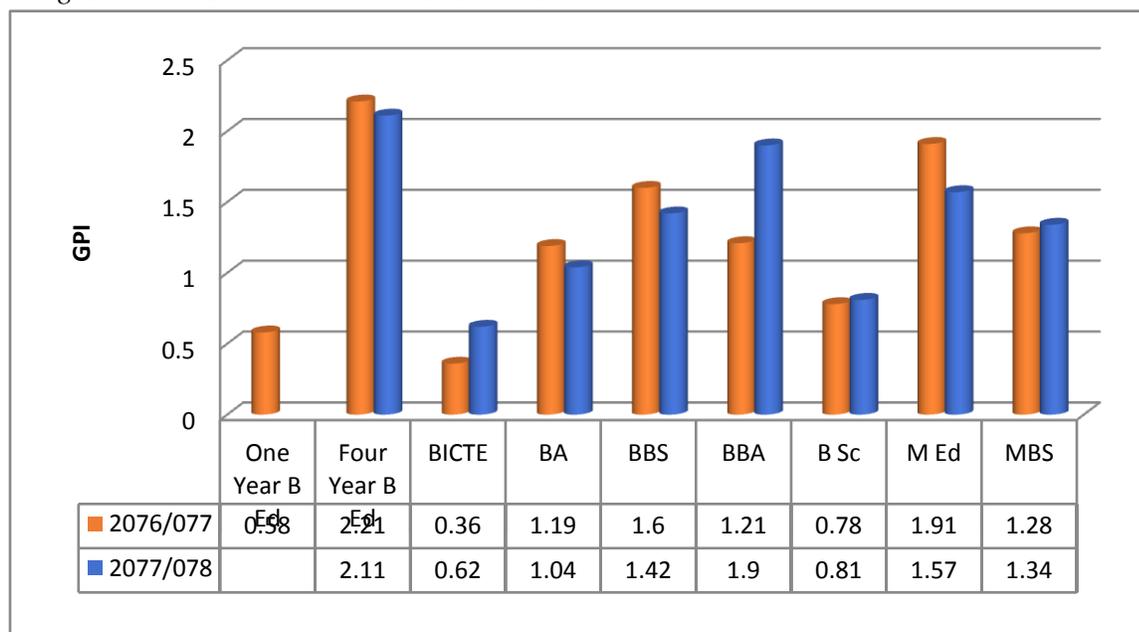
Level	2076/077			2077/078		
	Male	Female	GPI	Male	Female	GPI
Education	298	478	1.60	415	638	1.54
Humanities and	27	32	1.18	48	50	1.04
Management	439	668	1.52	809	1127	1.39
Science	93	73	0.78	119	96	0.81

The table shows that there is lack of gender parity in all the faculties. All faculties except Faculty of Science have GPI value of more than 1. In both years, the largest disparity was found in faculty of the Faculty of Education in favor of female students although the GPI value has slightly decreased in the latter year. 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. Although disparity still exists, it has been minimized in all faculties in 2077/078.

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 2076/077 and 2077/078 reveals some changes, which is presented in Figure 6 below.

Figure 6*Program-wise GPI in 2076/077 and 2077/078*

The comparative study of GPI in two years shows that the GPI value is more than 1 in Four Year B Ed, BA, BBS, M Ed and MBS in both years. Among these programs, GPI Value has increase in BBA, and in other programs, it has decreased. Four Year B Ed has GPI value of more than 2 in both years. It indicates that this program has the highest degree of disparity. In BICTE and B Sc. The GPI value is less than 1 indicating that the proportion of male students is higher in these programs. As GPI index has slightly increased in both of these programs, these programs have made some degree of progress in maintaining gender parity at the campus.

4.4 Department-wise GPI

There are nine departments at the campus. In most of the programs

Table 9*Department-wise GPI in 2076/077 and 2077/078*

Program	2076/077			2077/078		
	Number of Students		GPI	Number of Students		GPI
	Male	Female		Male	Female	
English	72	140	1.94	98	149	1.52
Nepali	73	132	1.81	103	336	3.2
Mathematics	114	132	0.97	58	15	0.26
Social Studies	160	303	1.9	65	85	1.31
Health and Population	6	21	3.5	174	434	2.49

Education						
ICT	78	28	0.36	122	51	0.41
Management	439	668	1.52	809	1127	1.39
Science	93	73	0.78	185	172	0.92

The above table shows that there is disparity in favor of female students in most of the programs. Disparity has risen dramatically in Department of Nepali. In other programs it has slightly decreased. In Department of ICT and Department of Mathematics and Department of Science, there is disparity in favor of male students. Among these programs, disparity has decreased in the department of Mathematics and in Department of ICT and Department of Science, it has decreased.

Section V

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 98 teachers and 22 non-teaching staff working at different positions of SMC.

5.1 Teachers

The data of 2077/078 shows that currently 98 teaching staff are working at the campus. Overall composition of teaching and staff is represented in table 10.

Table 10

Teaching and staff

Full Time	FT		PT		FT:PT Ratio	Academic Qualification						Grand Total		
	M	F	M	F		PhD		M. Phil		Master 's		Oth ers	M	F
						M	F	M	F	M	F			
Professor														
Associate Professor/Read er	12	1			1:0	1		2		9	1		12	1
Assistant Professor/														
Lecturer	15	1			1:0			1	1	14	0		15	1
Assistant Lecturer														
Teaching assistant	22	1	37	9	1:2	1		1	58	9			59	1 0
Instructor														
Sub – Total	49	3	37	9	1:0.88	2		3	2	81	1 0		86	1 2

The table shows a picture of full time and part time teachers working at the institution on the one hand and their qualifications on the other hand. The proportion of full time teachers is slightly higher than that of part time teachers. There are 53.06% full time teachers among 98

teachers. Also, the proportion of female teachers is far lower than that of male teachers in all positions.

In terms of qualifications, most teachers have passed Master's degrees in relevant subjects. The number of teachers with MPhil and PhD degrees is very low. Only 2.04% Ph. D holders and 5.10 MPhil holders are working at the campus. The campus authority needs to pay a serious attention towards upgrading teachers' qualifications.

The number of teachers in different departments is correlated with the number of students in these departments. The number of teachers in different departments is presented in the table below.

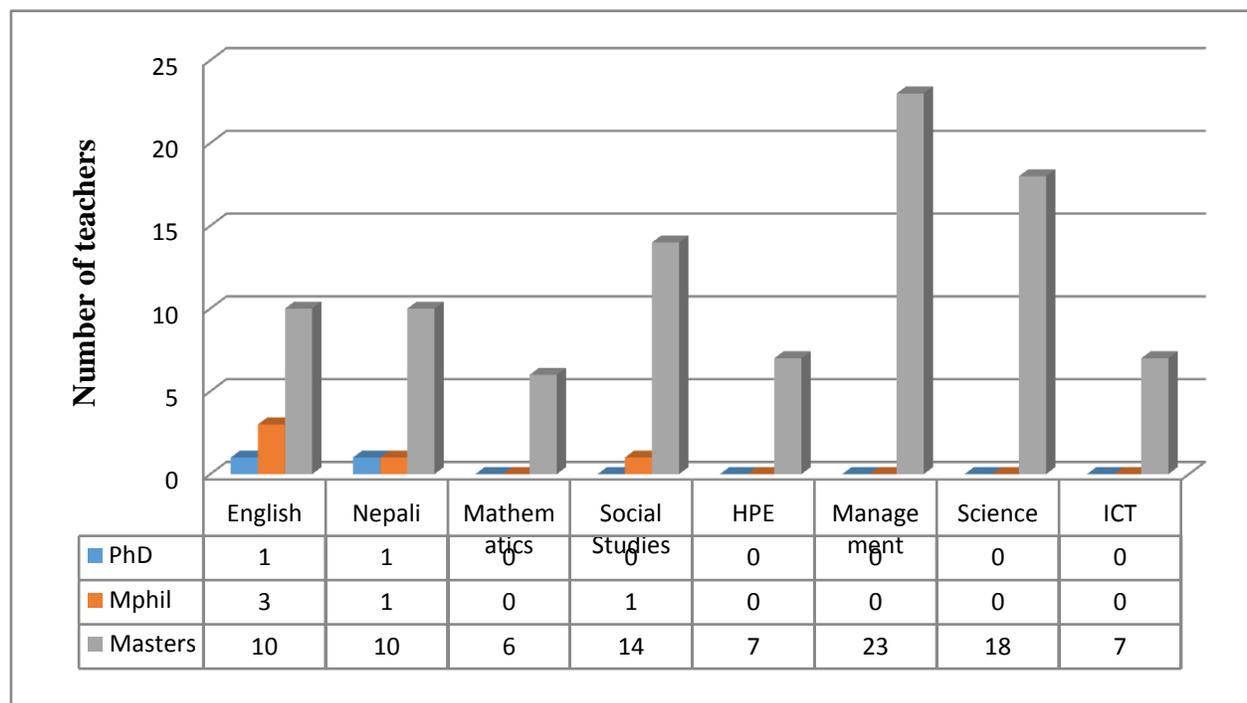
Table 11

Number of teachers in different departments

SN	Department Name	Number of Teachers			Proportion
		M	F	T	
1	Department of English	13	1	14	
2	Department of Nepali	8	2	10	
3	Department of Mathematics	6	0	6	
4	Department of Social Studies	12	3	15	
5	Department of Health and Population	7	0	7	
6	Department of ICT	5	2	7	
7	Department of Management	20	3	23	
8	Department of Science	17	1	18	
Total		86	12	98	

As the number of students in the Department of Management is very high, the largest number of teachers are in this department. In terms of the number of teachers, Department of Science and Department of English are in the second and third positions respectively. The Department of Mathematics has the lowest number of teachers.

The academic qualifications of teachers working in different departments of the campus are presented in the following figure.

Figure 7*Department-wise qualifications of teachers*

The figure shows that only departments of English, Nepali and Social Studies have teachers with M Phil and Ph. D degrees. There is just one teacher with Ph. D degree in the Department of English and Department of Nepali. Departments of Mathematics, HPE, Management, Science and ICT do not have any teachers with MPhil and Ph. D. qualificatins.

5.2 Non-teaching staff

There are currently 22 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.

Table 12*Non-teaching staff*

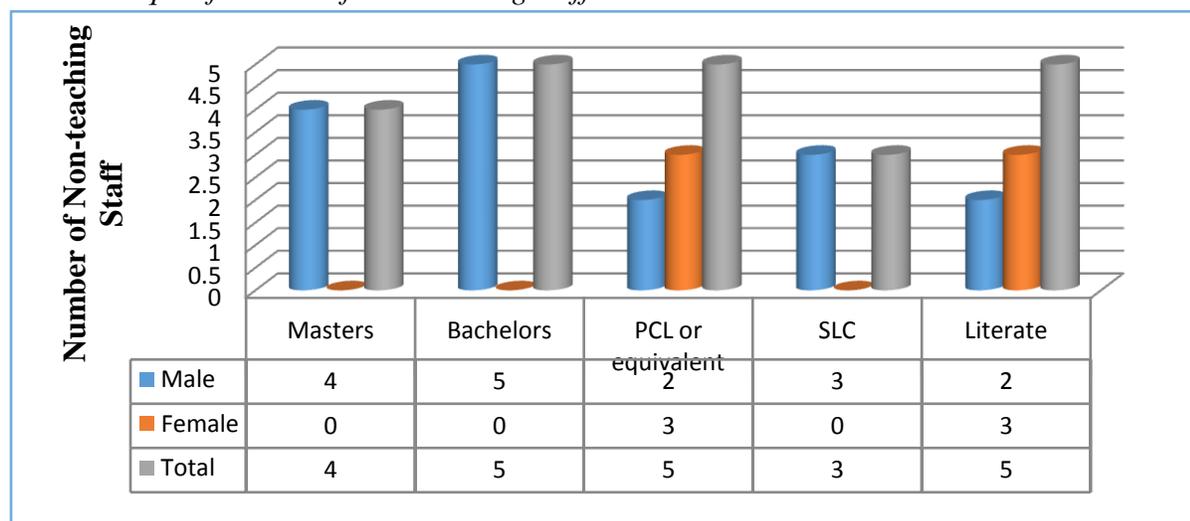
Particulars	Distribution of Staff by Gender		
	Male	Female	Total
Officer Level :	1		1
Professional Staff			
Technical Staff			
Non-Officer Level :	8	3	11
Professional Staff			
Technical Staff			
Assistant Level	7		7

Support/Help staff		3	3
Total	16	6	22

The table shows that there is only one non-teaching staff working at the officer level. 50% of the staff are working at the non-officer level. Similarly, 31.18% staff are working at the assistant level and 13.63% people are working as the support staff.

Figure 8

Academic qualifications of non-teaching staff



The figure shows that largest number of non-teaching staff's academic qualification is PCL or equivalent. 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 studies above Bachelors level.

More specific picture of the positions held by non-teaching staff can be observed in the table below.

Table 13

Positions held by non-teaching staff

Position	Number and share					
	Male		Female		Total	
	Number	Share	Number	Share	Number	Share
Section Officer	1		0		1	
Subba	2		0		2	
Kharidar	4		2		6	
Mukhiya	2		1		3	
Office Assistants	7		0		7	
Support Staff	0		3		3	
Total	16		6		22	

The table shows only one staff at the officer level. The number of female staff is very low as 72.73% of the of non-teaching division is occupied by male staff. Nearly one third of the staff are office assistants, all of whom are male. Similarly, 13.64% are support staff, 13.64% are Mukhiya, 27.28% are Kharidar, and 9.09% are Subba.

Section VI

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 and Masters levels is 3302. Total number of teachers available to teach these students is 98. STR is obtained by using the following formula:

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

Using this formula, overall STR of the campus in 2077/078 is calculated as:

$$\begin{aligned} & \frac{3302}{98} \\ & = 33.69 \end{aligned}$$

Thus, the overall STR of the campus is 1:33.69. This means that in average a teacher teaches nearly 34 students. This ratio is higher than the ratio of 2076/077, (1:27.03).

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 VII

Graduate Information

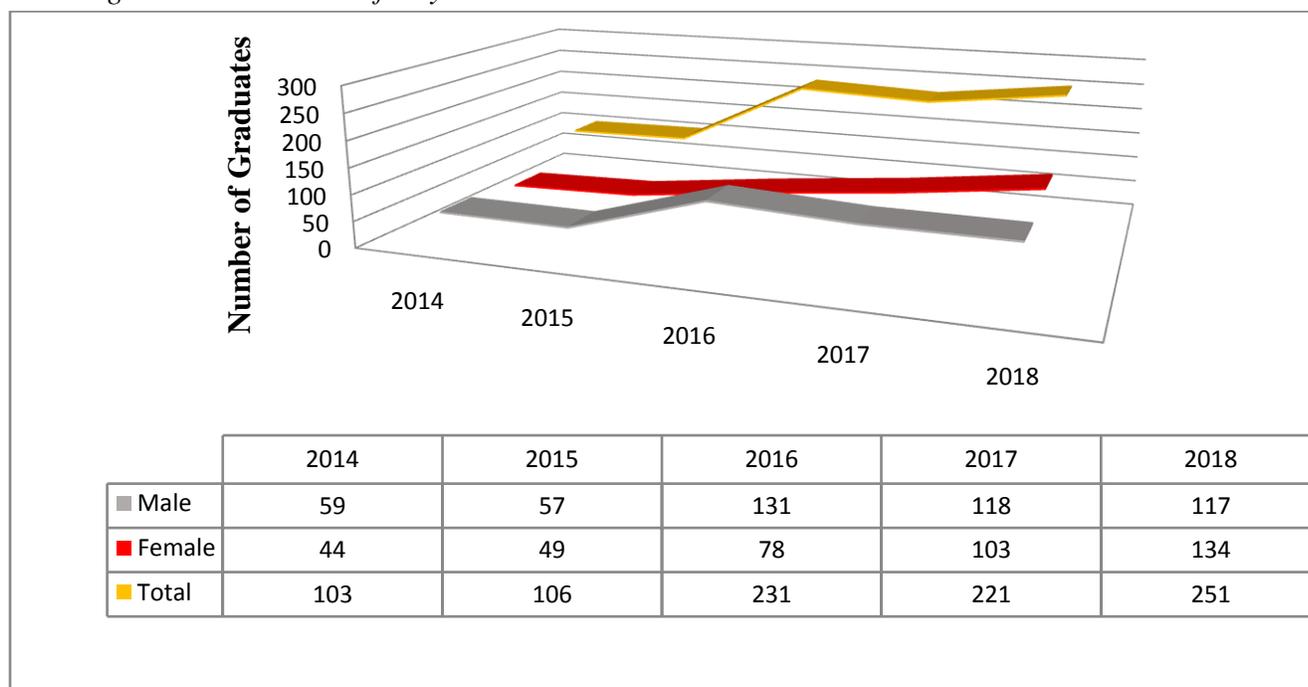
After the accreditation given by UGC Nepal in 2015, this campus has determined more to improve its quality. This institution produces hundreds of graduates every year with the expectation that their qualification is valued in the job market. The campus regularly conducts tracer study survey to fulfill 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.

7.1 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



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.

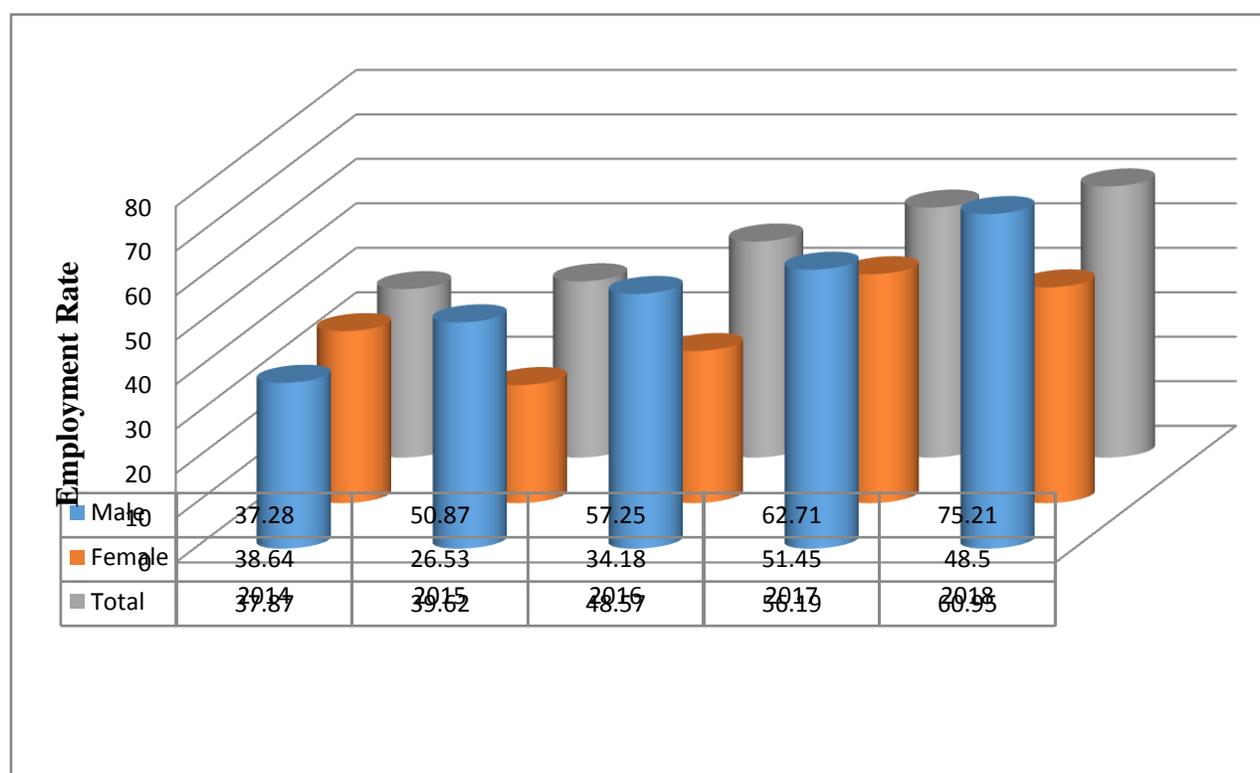
7.2 Employment Status

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.

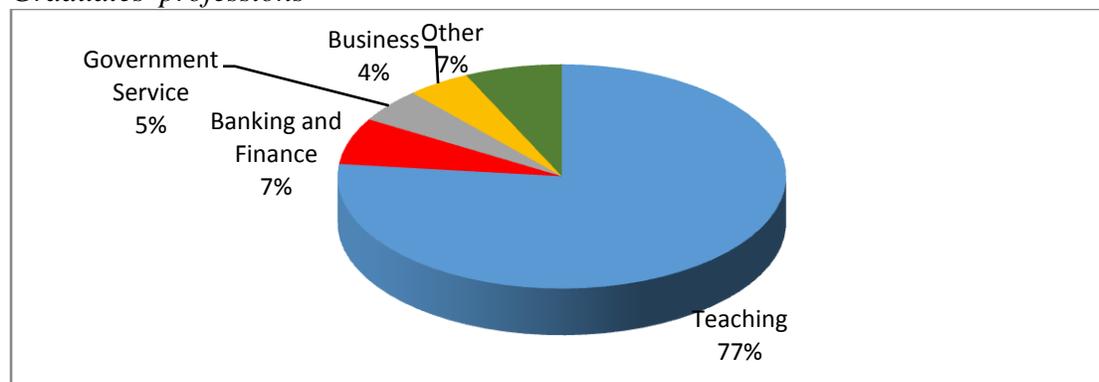
Figure 10**Employment rates in the last five years**

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



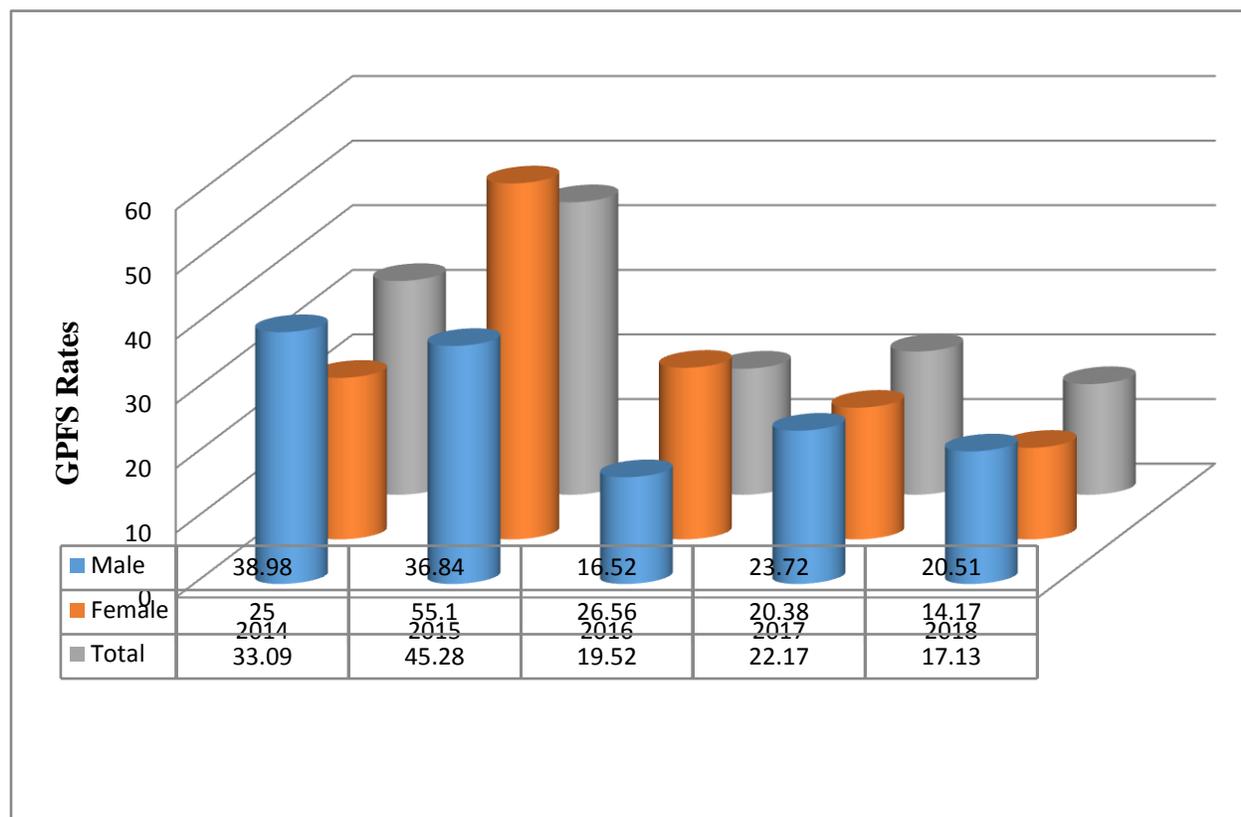
[Note: Graduation batch 2017 has been excluded as no data regarding graduates' professions are available in the tracer study report for that batch]

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 from 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).

7.3 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



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 VIII

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.

In 2074/075, 1755 students were enrolled in programs of annual system. Among them 1552 students appeared in the annual examinations held in. This shows that 203 (11.57%) 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 2074/075.

Table 15*Results of annual examinations held in 2074/75*

Year	Student Category	Bachelors						Masters			Total
		One Year B Ed	B Ed	BA	BBS	B Sc.	Total	M Ed	MBS	Total	
1 st 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
2 nd 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
3 rd 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
4 th Year	Enrolled	-	-	-	104	21	125	-	-	-	125
	Appeared	-	-	-	104	21	125	-	-	-	125
	Dropouts	-	-	-	0	0	0	-	-	-	0
	Dropout Rate (%)	-	-	-	0	0	0				0

Year	Student Category	Bachelors						Masters			Total
		One Year B Ed	B Ed	BA	BBS	B Sc.	Total	M Ed	MBS	Total	
	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%)
- With lowest pass rate: BBS first year (20.94%)

Table 16

Results of annual examinations held in 2075/76 (Annual System)

Level	Program Name	Appread	Passed	Pass %
Bachelor	B Ed First	125	33	26.4
	B Ed Second	144	45	39.47
	B Ed Third	103	20	19.41
	B Ed Fourth	82	50	60.97
	BBS First	252	60	23.81
	BBS Second	211	45	21.32
	BBS Third	186	50	26.88
	BBS Fourth	120	54	45
	B Sc First	35	10	28.57
	B Sc Second	53	20	37.73
	B Sc Third	36	22	61.11
	B Sc Fourth	40	35	87.5
	BA First	33	7	21.21
	BA Second	19	11	57.89
BA Third	23	7	30.43	

The table shows number of exam appeared passed students and pass percentage from each year. The table shows that B Sc. Fourth year has the highest pass percentage and B Ed third

year has the lowest pass percentage. On the whole, pass percentage looks higher in third and fourth year in comparison to first and second year.

8.2 Semester Examinations

There are four programs with semester system. They are BICTE, BBA, M Ed and MBS. The summary of examination appeared, passed and pass percentage of students is presented in the table below.

Table 17

Results of semester examinations held in 2075/76

Level	Program Name	Appread	Passed	Pass %
Bachelor	BBA First	30	24	80
	BBA Second	28	22	78.57
	BICTE First	15	5	33.33
	BICTE Second	13	1	7.69
	BICTE Third	15	1	6.66
	BICTE Fourth	15	3	20
	BICTE Fifth	19	10	52.63
	BICTE Sixth	14	1	7.14
	BICTE Seventh	14	3	21.42
Master	MBS First	50	34	68
	MBS Second	47	29	61.70
	MBS Third	25	21	84
	M Ed First	51	6	11.76
	M Ed Second	38	16	42.10
	M Ed Third	34	16	47.05

The table shows impressive result of BBA program but very disappointing result of BICTE. The highest pass percentage is from BBA first semester, and lowest pass percentage is from BICTE third semester. The results of M Ed are not very encouraging, particularly, a lot need to be done to improve the pass percentage in M Ed first semester. As the pass percentage of MBS program is more than 60 per cent, the result of this program looks satisfactory.

Section IX

Financial Aspect

9.1 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 18

Area occupied by campus premises

SN	Particulars	Area	Remarks
1	Total land area	4 bigha, 15 kattha and 4.25 dhur (3.23	
2	Area occupied by buildings	20558 Sq/ft	
3	Sports groundSq/m	Data unavailable
4	Botanical gardenSq/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

Concrete buildings constructed a few years ago 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 19*Number of buildings and rooms*

Particulars		Number
Buildings	Teaching	2
	Administration	1
	FSU	1
	Canteen	1
	Total	5
Classrooms		39
Labs	Science	8
	ICT	2
	Total	10
Office Rooms		13
Library Rooms		6
Study Rooms		3
e-library room		1
Program Hall		1
Seminar Hall		1
Research Management Cell (RMC)		1
FSU Rooms		2
Canteen rooms		1
Total Rooms		83

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 20*Laboratory equipment*

SN		Biology	Physics	Chemistry
1	Device and apparatus in set	27	103	48
2	Device and apparatus in piece	152	78	724
3	Device and apparatus in number	28	-	2
4	Device and apparatus in packet	4	-	-

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

Table 21

Electronic equipment

SN	Particulars	Number	SN	Particulars	Number
1	Desktop computers	125	14	Internet lines	2
2	Laptops	155	15	Camera	1
3	Multimedia projectors	29	16	Invertor Batteries	4
4	Overhead projectors	1	17	UPS	5
5	Interactive boards	3	18	Generator	1
6	Printers	18	19	Water Pumping motors	3
7	Color printer	1	20	Ceiling fans	202
8	Photocopy machines	3	21	Stand fans	6
9	Scanners	2	22	Wall fans	3
10	Stabilizers	9	23	Table fan	1
11	Telephone sets	16	24	Air conditioners	16
12	Fax	1	25	Television sets	2
13	CC TV Cameras	53	26	Vacuum cleaner	1
14	Air conditioners	13	27	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 22

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	Desks and Benches (plain)	11
4	Beds: Palang	5 sets	16	Joint Desks and benches	677 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		Chairs	500

9.2 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 2076/077 and 2077/078 are presented in table below.

Table 23

Total income in the last two years

SN	Particulars		Income Amount in Rupees	
			2076/077	2077/078
1	Student fees	Admission fee	5,113,480	4,715,900
		Tuition fee	49,698,800	41,828,480
		Library fee	1,556,000	1,383,000
		Laboratory fee	1,353,000	915,600
		Internal exams fee	2,557,600	2,413,650
		Practical exams fee	1,461,925	845,600
		Certificate fee	702,650	870,400
		Campus development fee	1,390,700	1,287,100
		Sports fee	491,050	479,400
		Practice teaching fee	815,800	820,150
		Student welfare fee	727,100	762,700
		Miscellaneous	2,250,065	854,298
Other fees	3,035,485	2,039,150		

		Total	71,253,655	59,215,428
2	Other Income	Grants from UGC	13,690,670,67	10,727,462/16
		Grants from local agencies and other grants	3,451,735	3,750,000
		Grants from GoN	3,100,000	00
		Income from investment	4,650,192.74	3,611,972/67
		Donation and Membership	842,000	256,375
		Rent from canteen	31,400	8,600
		Other grants and income (obtained from teachers)	363,468/75	4,756,408
		Total	26,130,187/16	23,110,817/83
Total				

Source : Audit Report 2077/078

The comparison of income in the last two fiscal years shows that it has decreased by rupees 3019369.33 2077/078. Reason for decline could be decline in admission and tuition fees, grants received from UGC. 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 2076/077, income has increased in examination fees, certificates fees, practice teaching fees and student welfare fees, but it has decreased in the income generated from other fees. Similarly, income generated from other sources has also declined except the grants obtained from local agencies and other grants.

The Audit Report 2077/078 shows total expenses of Rupees 67,036,166.40. In the previous year, the expenditure was rupees 69,778,753. It shows that the expenditure has decreased by 2742586.6 in the latter year. 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 below shows the expenses of the campus in 2076/077 and 2077/078.

Table 24

Expenses in the last two years

SN	Particulars	Expenses Amount in Rupees	
		2076/077	2077/078
1	Salary	57,776,021	55,260,169

2	Administration expenses	Allowance and meeting expenses	866,300	13,500
		Provident fund grants	1,338,332	1,330,391
		Subsidy expenses	889,060	1,752,124
		Examination	1,546,744	1,540,658
		Electricity and water	116,107	95,610
		Communication	103,100	279,973
		Medicine and treatment	20,460	21,200
		Repair	931,363	735,046
		Transportation and fuel	639,908	704,552
		Advertisement	173,739	170,971
		Donation and prizes	133,000	80,000
		Office stationery	165,816	154,580
		Newspapers and magazines	18,400	29,325
		Excursion	637,405	55,000
		Ceremonies/ Science exhibition	10,950	00
		Guests hospitality	98,770	142,005
		Overtime expenses	85,829	101,154
		Office management miscellaneous	357,385	255,025
		Publication and printing	116,051	24,542
		Student welfare	693,550	701,525
Scholarship	234,425	1,185,000		
Teaching materials	389,313	225,340		
Training, seminar and workshop	132,255	71,040		

	Practice teaching	510,530	328,415
	Sports	369,693	144,150
	Audit cost	74,500	87,500
	General Assembly	121,515	147,890
	Discount	85,005	235,575
	Tie, belt and student uniform	103,750	98,304
	Bank charge	1,175	1,365
	Professional development (MPhil study)	100,000	424,000
	Counseling cost	100,000	00
	Documentation cost	557,975	81,400
	Fine	53,897	00
	Festivals	74,635	9,955
	Research	00	452,000
	Total	12,002,732	11,775,997/40
Total		69,778,753	67,036,166/40

Source: Audit Report 2075/076

The comparison of expenses in 2076/077 and 2077/078 shows that the expenses have decreased by Rupees 2742586.6. Expenses have decreased in both salary and administration. In administration, expenses have decreased in all areas except communication, medicine and treatment, transportation and fuel, newspaper and magazine, guests and hospitality, overtime expenses, student welfare, audit cost, general assembly, student discount, bank charge, professional development for MPhil studies, and research.

9.3 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.

$$\text{Unit cost} = \frac{\text{Total Expenses}}{\text{Total enrollment}} = \frac{67,036,166.40}{3302} = \text{Rs. } 20,301.68 \text{ per student}$$

Section X

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 2077/078 at SMC are summarized in Table below.

Table 25

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 26

Campus publications

Publication	Frequency of Publication
Annual Report	Annual
Academic Journal	Annual
EMIS Report	Annual
Tracer Study Report	Annual
Academic Audit Report	Annual
Green Audit (Social-environmental)	N/A
Campus Parichaya Pustaka	Annual
Prospectus	Annual
Brochure	
Bulletin/Newsletter/s	Biannual

Section XI

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 2077 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 below

Table 27

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

Table 28*Collection size up to 2078*

Print Sources		Electronic Sources	
Collection Type	Collection	Journals	1405
Textbooks (Circulating)	22834		
Special collection	108		
Reference books	1559		
Old Collection	4824		
Total Books	29295		
Journals	155		
Theses	1431		
Magazines	431		
Newspaper types	12		

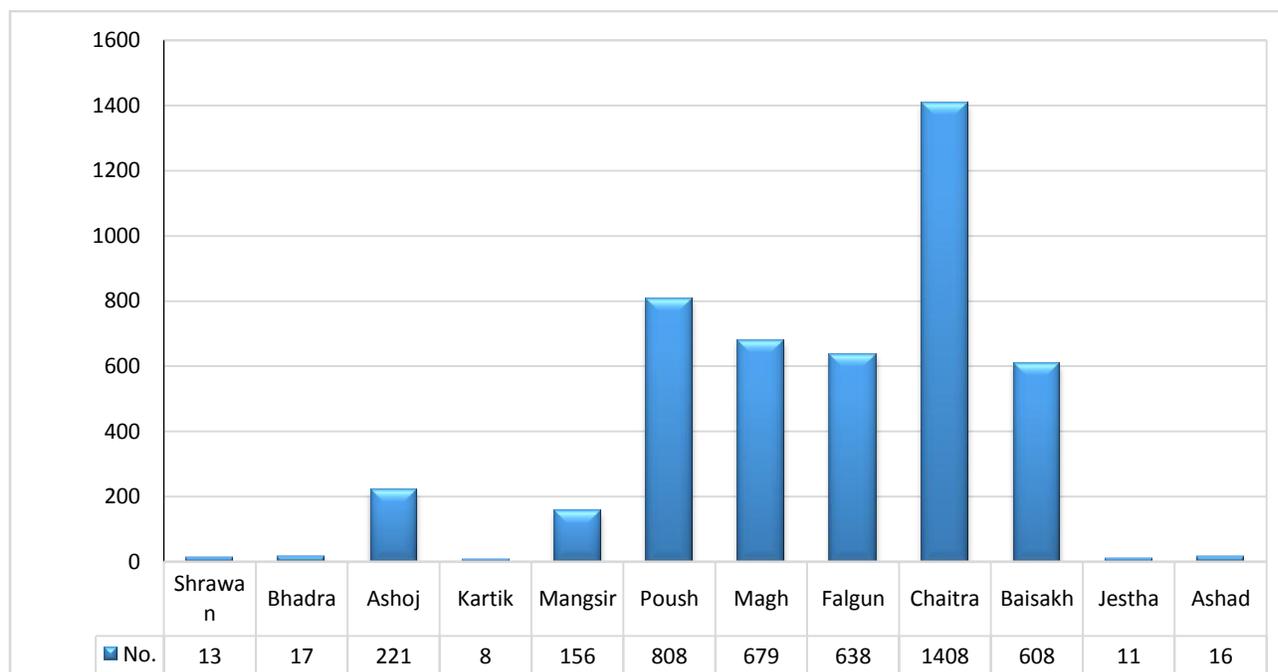
11.3 Circulation and provision of borrowing books

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 29*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.

Figure 13*Book issues in 2077/078*

The diagram shows book-issues from 2077 Shrawan to 2078 Ashad. It shows a total of 4583 issues 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 Mangsir to Baisakh 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 381.91. The total number of library operating days in 2077/078 was 264 days. Thus, average number of book issues per day was 17.35.

The analysis of most frequently borrowed books in 2075/076 shows that Flax Golden Tales was the most frequently borrowed book in the year. Ten most frequently issued books from the library in the academic year 2075/076 are presented in table 32 below.

Table 30*Books with top issue counts*

SN	Book Title	Issue Counts
1	ENGLISH FOR BUSINESS STUDIES -I (BBS-1st New Course)	94
2	BUSINESS STATISTICS(B.B.S. 1st year)	90
3	PATTERNS FOR COLLEGE WRITING (BBS-I)	79
4	PRINCIPLES OF MANAGEMENT (B.B.S. 1ST YEAR)	57
5	BITIYA LEKHA BIDHI TATHA BISLESHAN	54
6	FINANCIAL ACCOUNTING AND ANALYSIS(B.B.S.1st)	54
7	MICROECONOMICS FOR BUSINESS(B.B.S.1st year)	52
8	BITTIYA LEKHABIDHI TATHA BISLESHAN (Financial Accounting and Analysis)	49
9	BAWASAYAKA LAGI SUKSHMA AARTHASASTRA(MICRO ECONOMICS FOR BUSINESS) B.B.S.1 st	41
10	ENGLISH FOR THE NEW MILLENNIUM	40
11	MACROECONOMICS	40

All the books with top issue counts presented in the table are textbooks, most of which are related to BBS students. English for business studies -I is the textbook with most issue counts.

We have also attempted to identify the users who frequently borrowed books. Table 33 summarizes users who frequently borrowed books in 2077/078.

Table 31*Students with most book issues in 2077/078*

SN	Name of Student	Class	Level	Faculty	Roll NO	Issue Count
1	SANJAYA TAMANG	B.Ed Third Year- Education	Bachelor	Education	118	16
2	ISHWARA SIWA	MBS Fourth Sem- Management	Master	Managemen t	2	13
3	SUMITRA RAI	B.A. Second Year- Humanities	Bachelor	Humanities	9	10
4	SUSMITA NIRAULA	BBA 7th Semester- Management	Bachelor	Managemen t	25	10
5	BARSA BARAL	BBA 7th Semester- Management	Bachelor	Managemen t	29	9
6	MANISHA BISTA	BBA 7th Semester- Management	Bachelor	Managemen t	22	9
7	RASMITA KHAREL	BBA 7th Semester- Management	Bachelor	Managemen t	24	9
8	SANJU POUDEL	BBA 7th Semester- Management	Bachelor	Managemen t	19	9
9	NISHA RAUT	BBA 7th Semester- Management	Bachelor	Managemen t	23	9
10	NEWBORN RAI	BBA 7th Semester- Management	Bachelor	Managemen t	14	9

The table shows that students with most frequent book issues are from BBA program although two students from B Ed and BA program are in the top ten list. All the students in the most frequent issues of books list are from bachelor's programs.

The following table shows the list of staff with most issue counts in 2077/078.

Table 32*Staff with most book issues in 2077/078*

SN	Name of Staff	Designation	Department	Issue Count
1	RITA BHANDARI	Senior Clerk	Administration	27
2	ARJUN RAJ ADHIKARI	Asst. Campus Chief	Nepali	16
3	JANARDAN GURAGAIN	Lecturer	Population	16
4	MATRIKA THAPA	Teaching Assistant	Management	16
5	SANTOSH GAUTAM	Teaching Assistant	Population	14
6	BALKRISHNA GAUTAM	Teaching Assistant	Nepali	13
7	UMA DEVI GURAGAIN	Lecturer	Nepali	12
8	GEHENDRA KHANAL	Lecturer	Nepali	11
9	MOHAN KUMAR KARKI	Teaching Assistant	Management	10
10	BIRAJ SUBEDI	Teaching Assistant	ICT	8

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.



SUKUNA
MULTIPLE CAMPUS



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