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

Annual Report

(2080)

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Sukuna Multiple Campus

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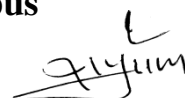Assistant campus chiefs: Balaram Pokhrel (9842091238)

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EMIS Unit, Sukuna Multiple Campus

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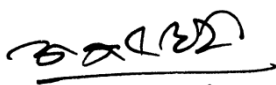
MatrikaThapa   Member

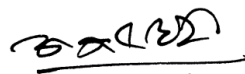BikashAdhikari   Member

Foreword

I am pleased to present the third annual report of the Education Management Information System (EMIS). The EMIS Unit of our campus was tasked with studying all relevant aspects of our information system, and this report is the result of their efforts. It encompasses key areas of campus information, including students, teachers, non-teaching staff, examinations, the library, financial status, research, scholarships, and more. I trust that this report will provide the necessary information to our stakeholders.

Since receiving official accreditation from the University Grants Commission (UGC) Nepal in 2015, we have made substantial progress in our academic endeavors. We have seen significant advancements in our infrastructure, the introduction of new programs, an increase in student enrollment, and improved examination results. Recently, our focus has been on integrating technology in classrooms and fostering a student-friendly environment. We have ensured internet access in all classrooms and have adopted digitalized record-keeping. We are committed to the transparent dissemination of information to stakeholders. I believe this report not only highlights the progress made by our campus but also identifies key areas for improvement.

I thankfully appreciate the EMIS Unit for their diligent efforts in making this report as comprehensive as possible, including an analysis of all relevant aspects. I acknowledge their meticulous collection and presentation of information. The suggestions in this report will be seriously considered for institutional reforms. I encourage all readers to provide feedback to help us improve future reports.
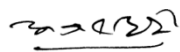
Arjunraj Adhikari
Campus Chief

Acknowledgements

Executive Summary

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

The report is organized in 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

- Sukuna Multiple Campus offers eight distinct programs within four faculties, all affiliated with Tribhuvan University (TU). Therefore, these programs follow TU's guidelines for admission, teaching, learning, and evaluation.
- The campus provides eight study programs, with six at the Bachelor's level and two at the Master's level. The Master's programs and the Bachelor's programs in BICTE and BBA operate on a semester system, while the other Bachelor's programs follow an annual system.
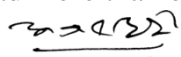
Arjun Raj Adhikari
Campus Chief

- The campus offers 16 specialization subjects across four faculties. The Faculty of Education hosts the most programs and specialization subjects, including four programs and nine specialization subjects. The Faculty of Humanities and Social Sciences and the Faculty of Science each offer a single program. The Faculty of Management includes three programs, each with three specialization subjects.

- The campus has nine departments within four faculties, although the division of departments across faculties is not uniform. The Faculties of Management and Science are not fully departmentalized, while the Faculties of Education and Humanities and Social Sciences share departments.

- The Department of Management is the largest department in terms of both the number of teachers and students.

Student Enrollment

- BBS had the highest student enrollment, while M Ed had the lowest in both 2078/079 and 2079/080.

- In 2078/079, the programs ranked from largest to smallest enrollment were BBS, B Ed, B Sc, MBS, BICTE, BBA, BA, and M Ed. In 2079/080, the order was similar, except BBA had more enrollments than BICTE and MBS.

- Enrollment trends by year and semester show a gradual decline in student numbers from the first to the later years/semesters.

- The total number of students (both male and female) slightly decreased in 2079/080 compared to 2078/079. However, enrollment increased in B Sc, BBA, and BICTE.

- The Department of Management had the highest student enrollment.

- The Department of ICT had the fewest students in both years, with 3.44% of the total students in 2078/079 and 3.78% in 2079/080.

- The Faculty of Management had the highest number of students, while the Faculty of Humanities and Social Sciences had the fewest.

- In 2078/079, the Faculty of Management enrolled more than half of all students. The Faculty of Education had slightly less than one-third of the total enrollment in both years, a decrease from previous years (2076/077 and 2077/078) where it had more than one-third of the total enrollment.

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Campus Chief

- The Faculties of Humanities and Social Sciences and Science had very low enrollments, with 2.81% and 5.46% of the total students in 2078/079, and 2.40% and 6.19% in 2079/080, respectively.

- In most faculties, the proportion of female students was higher than that of male students.

- Due to a wider variety of programs at the Bachelor's level, this level had significantly higher enrollments compared to the Master's level.

- At the Bachelor's level, female enrollment was 66.56% in 2078/079 but decreased to 61.95% in 2079/080. In contrast, the Master's level saw an increase in female students from 60.88% in 2078/079 to 65.17% in 2079/080.

- Comparing the two years, there was a noticeable decline in enrollments at both academic levels. The Bachelor's level decreased by 126 students, while the Master's level saw a reduction of 24 students.

- The majority of students came from the Morang district, making up 70.62% of total enrollments in 2078/079 and slightly decreasing to 70.47% in 2079/080.

- Bhojpur had the second-highest number of enrollments in 2078/079, followed by Sankhuwasabha. In 2079/080, Sankhuwasabha surpassed Bhojpur for the second spot, with Bhojpur moving to third.

- Dhankuta, Terhathum, and Sunsari consistently accounted for the fourth, fifth, and sixth largest enrollments in both years.

- In 2078/079, there were 19 students from Madhesh Province, 3 from Bagmati Province, and 2 from Sudurpaschim Province. In 2079/080, there were 14 students from Madhesh Province, 6 from Bagmati Province, 2 from Gandaki Province, and 1 from Sudurpaschim Province.

- There were no international student enrollments in any programs during either year.

Gender Parity Index

- Currently, the number of female students exceeds that of male students, with females comprising 60.44% of total enrollment in 2078/079 and 62.15% in 2079/080.

- The overall Gender Parity Index (GPI) at the Bachelor's level was 1.68 in 2078/079 and 1.62 in 2079/080. At the Master's level, the GPI was 1.52 in 2078/079 and 1.63 in

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2079/080. Both levels show a lack of gender parity, with a noticeable gender imbalance favoring female students in both years.

- Most programs show a gender disparity favoring female students. However, the B.Sc. program in 2078/079 and the BICTE program in both 2078/079 and 2079/080 are exceptions, showing a gender disparity favoring male students.

- The M.Ed. program in 2079/080 has the highest GPI, indicating the greatest imbalance with significantly more female students compared to male students. Conversely, the BICTE program in 2079/080 has the lowest GPI, reflecting a substantial male majority.

- GPI increased in all programs except for B Ed and BICTE in 2079/080.

- All faculties except the Faculty of Science in 2078/079 have a GPI value greater than 1.

- In both years, the largest gender disparity was found in the Faculty of Humanities and Social Sciences, favoring female students.

- The GPI for both years shows that the Faculty of Science has the smallest disparity.

- The figure above shows a gender disparity favoring female students in most departments.

- The Department of ICT continues to show a GPI value below 1 in 2079/080.

Teachers and Non-Teaching Staff

- As per the data of 2079/080, there are currently 93 teachers and 28 non-teaching staff working at different positions of SMC.

- Only 13.98 per cent female teachers are working at the campus.

- Only 3.33% Ph. D holders and 8.60% MPhil holders are working at the campus.

- The proportion of full time teachers is larger than that of the part time teachers.

- Among the various working positions of teachers, the largest number of teachers was found to be working as Assistant Lecturers.

- More than half of the teachers on campus have been appointed in the last five years. However, this proportion does not solely cover new appointments.

- The largest numbers of teachers are in Department of Management. In terms of the number of teachers, Department of Science and Department of English are in the second and third positons respectively. The Department of ICT and Department of Health and Population have the lowest number of teachers.

Arjun Raj Adhikari
Campus Chief

- There are just 3 teachers with Ph. D degree and 8 teachers with M Phil. degree. Among them Department of English alone has one teacher with Ph. D. degree and, four teachers with M. Phil. degrees.

- Only Departments of English, Nepali and Social Studies have teachers with M Phil and Ph. D degrees.

- There are currently 28 non-teaching staff working in different positions. Among them 1 is at the officer level, 14 are in the non-officer level and 13 in supporting positions.

- 11 (nearly forty per cent) non-teaching staff have been appointed in the last five years.

- Most of the teaching staff has academic qualification above SLC.

- Majority of the staff have academic qualification above Proficiency Certificate Level (PCL) or equivalent.

Student-Teacher Ratios

- Thus, the overall STR of the campus in 2078/079 was 1:36.62.

- The overall STR of the campus in 2079/080 was 1:35.79

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Graduate Information

- There has be a gradual increase in the number of employed graduates up to 2019, but then sudden decline in the number.

- The number of employed graduates is higher among male graduates than among female graduates.

- The employment rate has remained between 48% to 55% in the last five years. The employment rate gradually increased from 2016 to 2018, but then it declined gradually.

- The employment rate looks higher among male graduates than among female graduates.

- The largest number of graduates was involved in government jobs. Nearly equal number of graduates has been found to be working for private institutions. The number of graduates with jobs in public institutions and NGOS/INGOs seems very small.

- The trend of GPFS is slightly fluctuating in the last five years.

- The rates of GPFS remain within the range of 17% to 23% percent, suggesting similar rates.

- In most of the years, further study rates look higher among male graduates than among female graduates.

Examination and Result Analysis

- overall examination pass percentage is 38.22.
- The pass percentage seems slightly higher among male students. The pass percentage is 40.59 among male students and 36.53 among female students.
- The result seems impressive in BBA program but worrisome in first year of B Ed, BA and BBS programs.

Financial Aspects and Assets

- The campus occupies 4 bigha, 15 kathha and 4.25 dhur of land.
- There are 5 buildings which occupy 20885 Sq. ft of land
- There are 10 rooms for labs, 54 classrooms and 13 rooms for office use.
- The campus occupies 125 desktop computers, 155 laptop computers (including the laptops distributed to teachers), 3 interactive boards, 30 multimedia projectors and 18 printers.
- The campus occupies 25 varieties of furniture required for academic and administrative use.
- The actual budget of the campus was Rs. 164,942,139.10 and Rs. 147,982,615.83 in 2078/089 and 2079/080 respectively. The total income was Rs. 111,358,946.15 and Rs. 123,524,151.36 in 2078/089 and 2079/080 respectively.
- The unit cost was Rs. 29249. 53 and Rs. 26963.92 per student in 2078/79 and 2079/080 respectively.

Scholarships and freeships

- The campus distributed Rs. 1784550 in 2078/079 and Rs. 2007775 in 2079/08 for scholarships and freeships
- The total number of students who received scholarships and freeships was 384 and 330 respectively in 2078/079 and 2079/08.

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

Library and Learning Resources

- There were 3306 book issues in 3078/079 and 3174 book issues in 2079/080.
- The average number of book issues per month was 2075.5 in 2078/079 and 264.66 in 2079/080.
- The average number of book issues per day was 9.24 in 2078/079 and 8.69 in 2079/080.
- Among twelve months in the academic year, Mangsir month had the most frequent book issues in 2078/079 and Shrawan had the most book issues in 2079/80.

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Campus Chief

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Abbreviations

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
FT	Full Time
GoN	Government of Nepal
GPA	Grade Point Average
GPFS	Graduates Pursuing Further Studies
GPI	Gender Parity Index
HEI	Higher Education Institution
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
PT	Part Time
PhD	Doctor of Philosophy
No.	Number
RMC	Research Management Cell
SAT	Self-Assessment Team
Sem.	Semester
SLC	School Leaving Certificate
SMC	Sukuna Multiple Cmapus
SN	Serial Number
STR	Student-Teacher Ratio
T	Total
TU	Tribhuvan University
UGC	University Grants Commission

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Campus Chief

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Section 1: Introduction

Following the establishment of the Financing Agreement (FA) between the Government of Nepal (GoN) and the International Development Association (IDA) of the World Bank in 2014, the Higher Education Reforms Project (HERP) commenced in 2015. The University Grants Commission (UGC) Nepal played a pivotal role in implementing this project by allocating and disbursing government grants to universities and Higher Educational Institutions (HEIs), as well as by taking necessary measures to promote and maintain the standards of higher education in Nepal. The primary objective of this project was to support reform activities within HEIs to enhance the quality, relevance, and efficiency of education, and to assist underprivileged students in achieving equitable access. Sukuna Multiple Campus (SMC) was accredited for quality assurance, meeting the target of Disbursement-Linked Indicator 1 (DLI1) for the first year of HERP implementation. The campus is currently in the final stage of its second accreditation cycle.

Recently, the campus has made continuous efforts to enhance quality. Significant advancements have been observed in infrastructure, the introduction of new programs, increased student enrollment, and improved examination results. The campus has focused on integrating technology into classrooms and fostering a student-friendly environment. Internet access has been ensured in all classrooms, and digitized record-keeping has been adopted. Beyond quality instructional activities, faculty members are continuously encouraged to engage in research initiatives based on innovative pedagogical practices. Quality manifests in various forms, with the campus's information management system lying at the core of its primary activities, including teaching, learning, and research. The collection, relevance, dissemination, and retrieval of information support the integral functions of the campus. Moreover, the establishment of the Education Management Information System (EMIS) unit and the regular publication of EMIS reports have contributed to ensuring quality.

To ensure transparent dissemination of information to stakeholders, the campus regularly publishes its EMIS report. The EMIS is part of the campus's efforts to improve quality. Based on the Higher Education Management Information System (H-EMIS) developed by UGC Nepal, the campus has developed its own EMIS report. SMC has implemented comprehensive education

management through the application of an integrated information system. For this purpose, an EMIS Unit has been formed to collect, compile, analyze, and publish various academic data available on the campus. The unit is tasked with maintaining records related to all departments as well as the Administration, Finance, Library, and Examination sections. It records and analyzes data related to students' personal information, enrollment, library usage, and examinations. Additionally, it maintains records of infrastructure, land, equipment, and other assets of the campus.

The application of the information management system has been realized to improve efficiency in data processing, storage, analysis, and the timely supply of educational information. By using this system, the campus has started working on collecting, processing, storing, and transmitting relevant information. The recent implementation of a centralized information system has enabled the campus to generate relevant, accurate, consistent, and timely data, positioning it to meet its internal aims and objectives and serve its stakeholders.

It is anticipated that the publication of this report will positively impact the overall performance of the campus. Through careful examination of this report, campus management will find it easier to monitor the distribution of resources and the allocation of budget among various aspects of institutional development.

Arjun Raj Adhikari
Campus Chief

Organization of the Report

The report is organized into three major units. The first unit presents campus information in 12 distinct sections, each presenting an analysis of information in the specified areas. Each section includes statistical data and a brief analysis related to these topics. The first section is divided into three subsections that provide a brief background and scope of the report, the methodology adopted, and its limitations. The second section presents information on various programs and departments within four faculties. The educational programs offered at the campus are affiliated with Tribhuvan University (TU), Nepal, and span four streams: Education, Humanities and Social Sciences, Management, and Science. Specifically, there is one program under the Faculty of Humanities and Social Sciences (Three Year BA) and one under the Faculty of Science (Four Year BSc). The Faculty of Education offers three programs (One Year BEd,

Four Year BEd, and MEd), while the Faculty of Management offers three programs (Four Year BBS, MBS, and BBA).

Sections three through seven analyze the numbers and ratios of students, teachers, non-teaching staff, and graduates. The third section details student enrollment in various programs. The fourth section compares male and female students using the Gender Parity Index (GPI). The fifth section reports the numbers and academic qualifications of teaching and non-teaching staff. The sixth section analyzes the student-teacher ratio. The seventh section summarizes recent graduate information. The eighth section provides an overview of examination results across various programs. The ninth section presents information on the campus's fixed and capital assets, along with an analysis of income and expenses. The tenth section includes report covers scholarships and freeships distributed to students. The eleventh section details about the campus's research activities and publications. The twelfth section provides information on the collection and circulation of library resources.

The second unit of the report mainly presents the major findings obtained from the analysis of information in 12 sections of the first unit. The last unit is for the recommendations for institutional reforms.

Methodology

We primarily used a quantitative approach for compiling and analyzing the data. Accordingly, we have specified the source of data collection, tools for collection of data and data analysis procedure.

Data Collection Source

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Campus Chief

Data for the study were obtained from both primary and secondary sources. Most of the information came from the EMIS software, which has been taken as the primary source. Additional data were gathered from campus publications. The SMC uses 'Siksha' software to store, process, and analyze data from various campus sections. This software integrates fragmented data into a unified system, aiding in the recording and dissemination of campus information. Data on student enrollment, teaching and non-teaching staff, examinations, and the library were primarily sourced from the Shiksha software. Furthermore, the Annual Progress

Report, Graduate Tracer Study Reports from the past five years, statistical data forms, and the Audit Report were reviewed to collect information on finances, graduates, research and publications, and scholarships and freeships. Moreover, information provided by various departments and functional units was also considered for analysis.
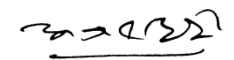
Data analysis Tools and Procedure

We utilized the EMIS software to extract relevant data regarding student enrollment, teaching and non-teaching staff, examinations, and library usage. For the analysis, we created visualizations, including tables and charts. These visualizations were designed prior to data collection, and once the data were available, the information was systematically recorded in the pre-established format. The data presented in these visualizations were interpreted objectively.

Scope and Limitations

The report aims to be comprehensive by analyzing information across 11 areas, primarily based on quantitative data. Some areas are intentionally omitted due to a lack of official records. Specifically, the report excludes information on extracurricular activities, public information, and the +2 self-sustaining program, despite the campus offering it. The report focuses on programs at the Bachelor's and Master's levels. Student enrollment is analyzed department-wise, accounting for specializations in relevant subjects, while compulsory subjects common to all students in specified programs are excluded from this analysis. Additionally, information on internal examinations is excluded due to a lack of systematic records, and no gender-wise analysis is provided in the Examination and Result Analysis section.

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Campus Chief

Section 2:Programs, Faculties and Departments

Sukuna Multiple Campus offers eight different programs across four faculties, all of which are affiliated with Tribhuvan University (TU). Consequently, these programs adhere to TU's regulations regarding admission, teaching, learning, and evaluation.

Academic Programs

The campus provides eight study programs, six at the Bachelor's level and two at the Master's level. The Master's programs operate on a semester system, as do the Bachelor's programs in BICTE and BBA. The remaining Bachelor's programs follow an annual system. Further details of these programs are provided below.

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Campus Chief

Table 1

Programs Run at SMC

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
Bachelors	B Ed	4	2054/03/25 (July 9, 1997)	Annual	Class 12 passed or equivalent
	BICTE	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 (January 3, 2019)	Semester	Class 12 passed with Management specialization or equivalent
Masters	M Ed	2	2061/09/15 (December 30, 2004)	Semester	B Ed with specialization in relevant subjects
	MBS	2	2066/08/01 (November 16, 2009)	Semester	Bachelor's degree with management specialization

The table indicates that there are eight programs across four faculties: Education, Humanities and Social Sciences, Management, and Science. The Master's programs are offered exclusively under the Education and Management faculties. There is an equal number of programs running on an annual and a semester basis. The B.Ed. program is the oldest, while the BBA program, introduced five years ago, is the newest. Bachelor's degree programs have a duration of four years, whereas Master's degree programs last two years. Additionally, the table reveals that no new programs have been introduced in the past five years.

Faculties and Departments

As stated above, the eight 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.
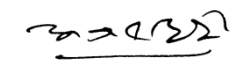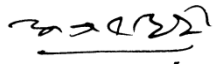
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Campus Chief

Table 2

Faculties run at the campus

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

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 nine 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

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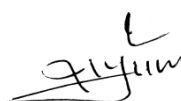
Figure 1

Faculties and Departments
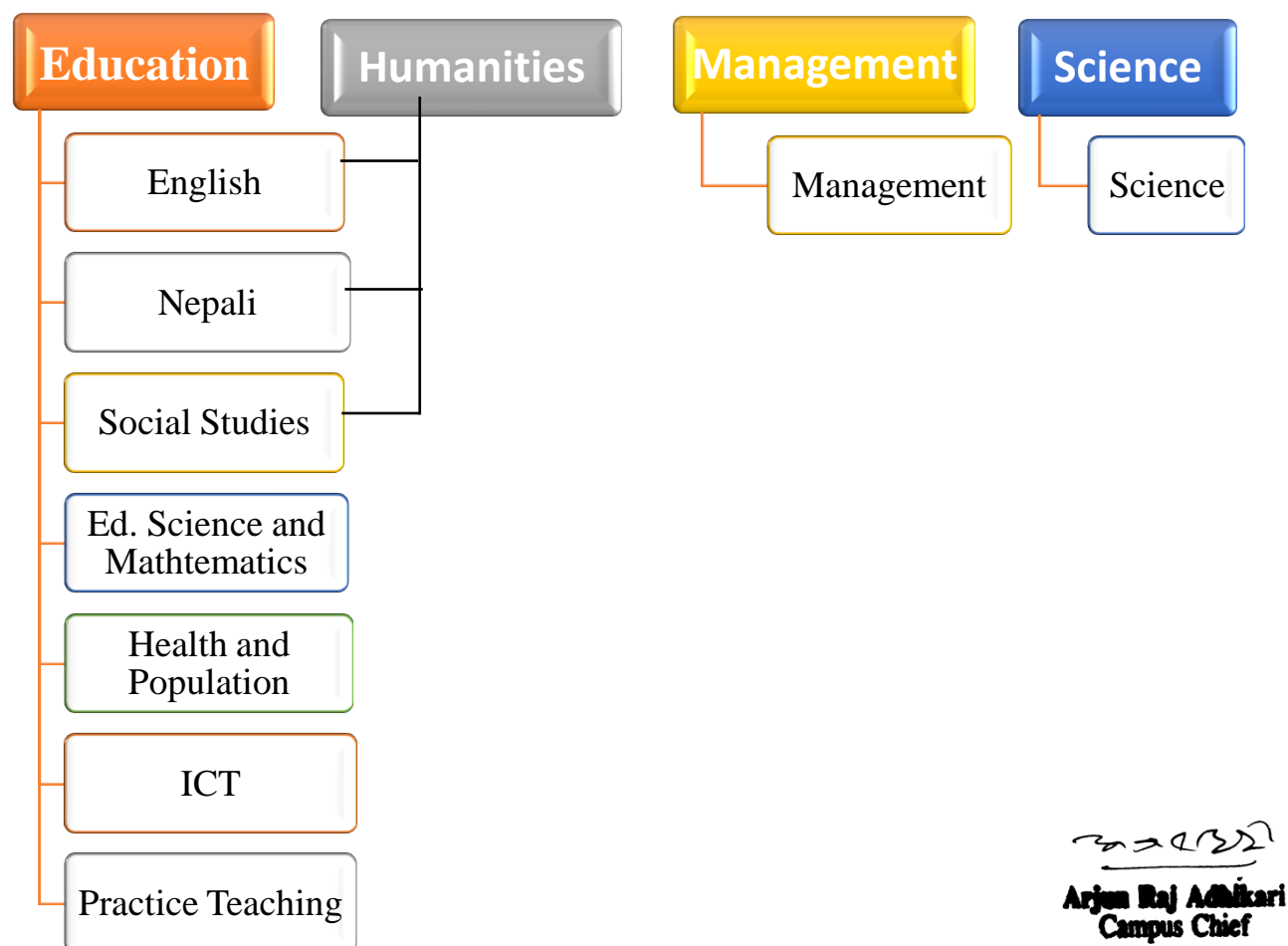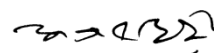
The figure shows nine departments in four faculties. There is no neat division of departments in different faculties. Faculties of Management and Science have not been fully departmentalized. Faculty of Education and Faculty of Humanities and Social Sciences have common departments. The campus's plan 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, Department of ICT and Department of Practice Teaching are under Faculty of Education only. 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	GehendraKhanal
3	Social Studies	Sukdal Limbu
4	Mathematics and Science education	Thakur Subedi
5	Health and Population Education	JanardanGuragain
6	Management	UmeshUpreti
7	Science	Ramesh Khatiwada
8	Department of ICT	Santosh Dahal (Focal Person)
9	Department of Practice Teaching	BidurSubedi

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.

Arjun Raj Adhikari
Campus Chief

Section 3: Student Enrollment

This section concerns the information related to students who got admission in the campus in 2078/079 and 2079/080. The enrollment status of the students will be discussed on the basis of programs, departments, faculties, levels, and districts. The purpose of analyzing students on the basis of these criteria is to make the enrollment status of the students as comprehensive as possible.

Program-Wise Enrollment

We have attempted to study the number of enrolled students in each program in the last two years. Based on the enrollment number, we have also calculated the proportion of male and female students in each program. This has helped to generalize the trend of enrollment in each program. Table 4 presents a summary of enrolled students in 2078/079 and 2079/080.

Table 4

Program-wise enrollment in 2078/079 and 2079/080

Program and year/semester	2078/079 Number of Students			2079/080 Number of Students		
	M	F	T	M	F	T
B Ed I	94	225	319	85	146	231
B Ed II	86	185	271	71	178	249
B Ed III	51	91	142	62	127	189
B Ed IV	37	70	107	42	79	121
B Ed Total	**268**	**571**	**839**	**260**	**530**	**790**
BA I	11	29	40	9	16	25
BA II	16	27	43	5	17	22
BA III	6	9	15	6	14	20
BA IV	0	0	0	5	8	13
B A Total	**33**	**65**	**98**	**25**	**55**	**80**
BBS I	317	414	731	251	340	591
BBS II	270	410	680	182	324	506
BBS III	108	167	275	130	291	421
BBS IV	60	142	202	96	151	247
BBS Total	**755**	**1133**	**1888**	**659**	**1106**	**1765**
B Sc I	24	15	42	30	40	70
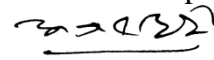
Program and year/semester	2078/079 Number of Students			2079/080 Number of Students		
	M	F	T	M	F	T
B Sc II	37	38	75	21	17	38
B Sc III	19	23	42	26	31	57
B Sc IV	19	12	31	20	21	41
B Sc Total	**99**	**91**	**190**	**97**	**109**	**206**
Annual Total	**1155**	**1860**	**3015**	**1041**	**1800**	**2841**
BBA I	11	22	33	13	32	45
BBA II	0	0	0	0	0	31
BBA III	15	15	30	9	22	31
BBA IV	12	18	30	15	15	30
BBA V	0	0	0	0	0	30
BBA VI	14	12	26	12	19	31
BBA VII	0	0	0	0	0	0
BBA VIII	0	0	0	13	11	24
BBA Total	**52**	**67**	**119**	**62**	**99**	**161**
BICTE I	22	10	32	22	10	32
BICTE II	0	0	0	20	10	30
BICTE III	15	10	25	0	0	0
BICTE IV	17	6	23	8	7	15
BICTE V	0	0	0	0	0	0
BICTE VI	5	3	8	15	6	21
BICTE VII	8	5	13	5	2	7
BICTE VIII	0	0	0	0	0	0
BICTE IX	14	5	19	7	4	11
BICTE Total	**81**	**39**	**120**	**87**	**39**	**126**
M Ed I	0	0	0	0	0	0
M Ed II	9	18	27	9	31	40
M Ed III	21	29	50	8	16	24
M Ed IV	0	0	0	0	0	0
M Ed Total	**30**	**47**	**77**	**17**	**47**	**64**
MBS I	0	0	0	0	0	0
MBS II	35	47	82	27	46	73
MBS III	23	43	66	26	38	64
MBS IV	0	0	0	0	0	0
MBS Total	**58**	**90**	**148**	**53**	**84**	**137**
Sem. Total	**221**	**243**	**464**	**219**	**269**	**488**
Grand Total	**1376**	**2103**	**3479**	**1260**	**2069**	**3329**

The table also shows that BBS is the largest program and M Ed is the smallest program in both 2078/079 and 2079/080 in terms of student enrollment. In 2078/079, programs in order from the largest to smallest are BBS, B Ed, B Sc, MBS, BICTE, BBA, BAand M Ed. Similar trend is observed in 2079/080 except that BBA has more enrollment that BICTE and MBS. The year-wise and semester-wise trend of enrollment in most programs indicates that in comparison to the first year/semester, students enrollments have gradually decreased in the latter years/semesters.

The table also shows that the total number of students (both male and female) has slightly decreased, in 2079/080. Comparison of enrollment in programs with annual system and those with semester system shows similar trend as most of the programs in these systems show slight decrease in student enrollment .However, the enrollment has increased in BSc, BBA and BICTE. The gender wise comparison shows that enrollment of both male and female students has decreased in the annual system but female enrollment has increased in the semester system.

The study of enrollment trend in some programs requires some serious considerations. Up to past few years ago, B Ed and M Ed were very large programs in terms of student enrollment, but in these two years student enrollment has sharply declined. This indicates students' declining interest in studying in the faculty of Education. Slight increase in students' enrollment in BICTE and BBA shows that students are increasingly more attracted to new programs. This calls for considerations in launching new programs at the campus.

Department-wise Enrollment

We have also attempted to study the enrollment trend of students in each department. The students overlap across departments because the same students have two specialization subjects in B Ed and BA programs. The number of enrolled students in each department in two years has been presented in table 5 below.

Table 5

Department-wise enrollment

Department		Number of Students					
		2078/079			**2079/080**		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
English	BA	11	22	33	10	19	29
	B Ed	56	104	160	56	112	168
	M Ed	14	17	31	3	17	20
	Total	**81**	**143**	**224**	**69**	**148**	**217**
Nepali	BA	20	45	65	15	36	51
	B Ed	82	317	399	79	261	340
	M Ed	1	13	14	3	16	19
	Total	**103**	**375**	**478**	**97**	**313**	**410**
Education Science and Mathematics	BA	0	0	0	0	0	0
	B Ed	110	109	219	102	117	219
	M Ed	6	0	6	0	0	0
	Total	**116**	**109**	**225**	**102**	**117**	**219**
Social Studies	BA	31	67	98	25	55	80
	B Ed	22	39	61	23	40	63
	Total	**53**	**106**	**159**	**48**	**95**	**143**
Health and Population Education	B Ed	203	478	681	202	428	630
	M Ed	1	6	7	0	0	0
	Total	**204**	**484**	**688**	**202**	**428**	**630**
ICT	BICTE	**81**	**39**	**120**	**87**	**39**	**126**

Department		Number of Students					
		2078/079			**2079/080**		
Management	BBA	52	67	119	62	99	161
	BBS	755	1133	1888	659	1106	1725
	MBS	58	90	148	**53**	**84**	**137**
	Total	**856**	**1290**	**2146**	**774**	**1289**	**2023**
Science	B Sc.	99	91	190	97	109	206

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 in both years. This department alone had 61.68% of the total enrolled students in 2078/079. The proportion of enrolled students in this department has slightly decreased to 60.77% in 2079/080. Department of ICT contains least number of students in both years. This department had only 3.44% of the total students in 2078/079 and 3.78% in 2079/080.

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 2078/079 and 2079/080.
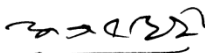
Arjun Raj Adhikari
Campus Chief

Table 6

Faculty-wise enrollment

Faculty		Number of Students					
		2078/079			**2079/080**		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
Education	B Ed	268	571	839	260	530	790
	BICTE	81	39	120	87	39	126
	M Ed	30	47	77	17	47	64
	Total	**379**	**657**	**1033**	**364**	**616**	**980**
Humanities	**BA**	**33**	**65**	**98**	**25**	**55**	**80**
Management	BBA	52	67	119	62	99	161
	BBS	755	1133	1888	659	1106	1765
	MBS	58	90	148	53	84	137
	Total	**865**	**1290**	**2146**	**774**	**1289**	**2063**
Science	B Sc.	**99**	**91**	**190**	**97**	**109**	**206**
Grand Total		**1376**	**2103**	**3479**	**1260**	**2069**	**3329**

The table shows that the faculty of management is the largest and Faculty of Humanities and Social sciences is the smallest faculty in terms of the number of enrolled students. The enrollment of students in 2078/079 shows that, Faculty of Management enrolled more than fifty percent of the enrolled students in both years. This faculty alone had 61.68% of the total enrolled students in 2078/079. The proportion of enrolled students in this faculty slightly decreased to 60.77% in 2079/080. Another large faculty is Faculty of Education, which occupied slightly less than one third of the total enrollment in both years. This proportion is smaller compared to that of the previous years (2076/077 and 2077/078), in which more than one third of the total enrollment were recorded in this faculty. Faculty of Humanities and Social Sciences and Faculty

of Science have very low enrollments having respectively 2.81% and 5.46% of the students' total number in 2078/079 and 2.40% and 6.19% in 2079/080. This shows that enrollment proportion in the Faculty of Humanities and Social Sciences has even declined in 2079/080.

In most of the faculties, the proportion of female students looks higher than that of male students. Even the Faculty of Science, which shows increase of 16 students in 2079/080. Faculty of Education shows decrease of 125 students, Faculty of Management shows decrease of 83 students and Faculty of Humanities and Social Sciences shows decrease of 18 students.

The comparative study of enrollment of students in two years shows that student enrollment has decreased in all faculties except the Faculty of Science.

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 2078/079 and 2079/080.

Table 7

Level-wise Enrollment

Faculty		Number of Students					
		2078/079			2079/080		
		Male	Female	Total	Male	Female	Total
Education	B Ed	268	571	839	260	530	790
	BICTE	81	39	120	87	39	126
	BA	33	65	98	25	55	80
	BBA	52	67	119	62	99	161
	BBS	755	1133	1888	659	1106	1765
	B Sc.	99	91	190	97	109	206
Bachelor's Total		**1288**	**2166**	**3254**	**1190**	**1938**	**3128**
Masters	M Ed	30	47	77	17	47	64

Faculty	Number of Students					
	2078/079			2079/080		
MBS	58	90	148	53	84	137
Master's Total	**88**	**137**	**225**	**70**	**131**	**201**
Grand Total	**1376**	**2103**	**3479**	**1260**	**2069**	**3329**

Due to a greater variety of programs offered at the Bachelor's level, this level sees significantly higher enrollment compared to the Master's level. Specifically, Bachelor's programs accounted for 93.53% of total enrollments in the academic year 2078/079, increasing slightly to 93.96% in 2079/080. Additionally, female students outnumber male students in both academic levels. At the Bachelor's level, female enrollment constituted 66.56% in 2078/079 but decreased to 61.95% in 2079/080. Conversely, the Master's level saw an increase in the proportion of female students, from 60.88% in 2078/079 to 65.17% in 2079/080. This trend indicates a declining proportion of female students in Bachelor's programs and a growing presence in Master's programs, suggesting improved access and perhaps greater encouragement for women to pursue higher-level studies.

Comparing enrollments over the two years, there is a noticeable decline at both academic levels. The Bachelor's level experienced a reduction of 126 students, while the Master's level saw a decrease of 24 students. This overall decline in enrollment might point to broader trends or challenges facing higher education institutions during these periods.

District-wise Enrollment

Sukuna Multiple Campus has stood as a leading higher education institution (HEI). in Koshi Province of Nepal. Therefore, a large number of students are enrolled from various districts of this province. The following table presents the summary of enrolled students from different districts in 2078/079 and 2079/080.

Table 8

Student enrollment from different districts in 2078/079 and 2o79/080

SN	District	Number of Students																
		B Ed		BICTE		BA		BBS		BBA		BSc		M Ed		MBS		Total	
		2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080	2078/079	2079/080
1	Morang	369	366	84	80	64	56	1561	1433	90	125	127	134	42	42	120	110	2457	2346
2	Bhojpur	97	84	2	4	11	9	58	53	3	3	5	6	4	2	2		182	161
3	Sankhuwa Sabha	89	102	6	11	7	5	48	57	2	2	12	14	3	2	7	7	174	200
4	Sunsari	14	13	4	9	1	1	38	34	13	19	14	16	3	1	0	1	87	94
5	Dhankuta	61	59	4	4	10	4	48	44	4	4	9	11	1	3	5	4	142	133
6	Terhathum	41	33	2	2			53	51	2	1	3	4	6	3	4	5	111	99
7	Khotang	37	27	1	2	4	4	13	17			1	4	3	3	0		59	57
8	Udayapur	6	3	1		1		11	13			6	4	1		2	2	28	22
9	Ilam	36	30	3	1			6	4	1	1	2	2	4	3	1	1	53	42
10	Jhapa	18	18	5	7		1	19	22	2	3	4	7	7	1	5	6	60	65
11	Panchthar	39	33					7	10	1	2	2	3	1	2	0		50	50

S	Di	Number of Students															
12	Solukhumbu	3				1										4	0
13	Taplejung	26	22	1	2	10	11			3		2	1	0		42	36
14	Okhaldhunga	1		1		1		1	1	1	1					5	2
15	Saptari	1		3	3	6	4			1		0		1		12	7
16	Siraha	1		3	1	1	2						1			5	4
17	Kailali					1	1					0		1		2	1
18	Kathmandu					2	2								1	2	3
19	Lalitpur					1										1	0
20	Rautahat					1	1									1	1
21	Parsa					1	1									1	1
22	Sindhupalchowk					1	2									1	2
23	Gulmi						1									0	1

S	Di	Number of Students																	
24	Kaski							1										0	1
25	Mahottari							1										0	1
	Total	839	790	120	126	98	80	1888	1765	119	161	190	206	77	64	148	137	3479	3329

The table indicates that the majority of students were enrolled from the Morang district, comprising 70.62% of total enrollments in the academic year 2078/079 and slightly decreasing to 70.47% in 2079/080. Despite being more distant compared to neighboring districts, Bhojpur had the second-highest number of enrollments in 2078/079, followed by Sankhuwasabha. In the subsequent year, 2079/080, Sankhuwasabha overtook Bhojpur for the second spot, with Bhojpur moving to third. Consistently, Dhankuta, Terhathum, and Sunsari districts accounted for the fourth, fifth, and sixth largest enrollments in both years.

Moreover, the data reveals a broader geographical reach, with students from various provinces. In 2078/079, there were 19 students from Madhesh Province, 3 from Bagmati Province, and 2 from Sudurpaschim Province. The following year, 2079/080, saw 14 students from Madhesh Province, 6 from Bagmati Province, 2 from Gandaki Province, and 1 from Sudurpaschim Province. This distribution highlights the campus's role in attracting students from across the nation, reflecting its broad appeal and accessibility.

However, it is notable that the table does not include any international student enrollments for either year. This absence suggests a potential area for the institution to explore in terms of diversifying its student body and expanding its international reach. The overall stability and slight shifts in enrollment patterns also offer insights into regional educational trends and student mobility.

Section 4: Gender Parity Index

Gender parity typically refers to the equal participation of girls and boys in education, serving as a crucial indicator of success for educational institutions. It is determined by dividing the female value of an indicator by the male value at a specific education level:

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

A GPI of one (1) signifies gender parity, meaning equal participation. A GPI between zero (0) and one (1) indicates a disparity favoring males, while a GPI greater than one (1) indicates a disparity favoring females. Since achieving a GPI of exactly 1 is rare, a range of 0.97 to 1.03 is generally considered to indicate gender parity. An increase in GPI can suggest that girls' enrollment or completion rates have improved or that boys' enrollment or completion rates have declined.

Overall GPI

Currently, the number of female students surpasses that of male students, with females making up 60.44% of the total enrollment in 2078/079 and 62.15% in 2079/80. This indicates that the overall GPI is greater than 1, reflecting a higher participation rate for female students. The following table provides a summary of the overall GPI in student enrollment.

Table 9

Overall GPI in 2078/079 and 2079/080

Level	2078/079			2079/080		
	Male	**Female**	**GPI**	**Male**	**Female**	**GPI**
Bachelors	1288	2166	1.68	1190	1938	1.62
Masters	88	137	1.55	70	131	1.87
Total	**1376**	**2103**	**1.52**	**1333**	**2174**	**1.63**

The table highlights a lack of gender parity at both the Bachelor's and Master's levels, with a noticeable gender disparity favoring female students in both years. This indicates a significantly higher proportion of female students overall. A year-to-year comparison reveals that the average GPI decreased in 2078/079. When examining GPI by education level, there was a slight decline at the Bachelor's level but an increase at the Master's level. Despite these changes, the average GPI still reflects a significantly higher proportion of female students.

The persistently high average GPI suggests that most faculties and programs exhibit similar gender disparities. This trend could be indicative of broader social and cultural factors encouraging higher female participation in higher education. Additionally, the increase in GPI at the Master's level may suggest that efforts to promote advanced education for women are yielding positive results. Conversely, the slight decline at the Bachelor's level could point to emerging challenges or shifts in enrollment patterns that need to be addressed to maintain or achieve gender parity. Overall, these statistics emphasize the need for ongoing analysis and targeted interventions to support balanced gender representation across all levels and programs.

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 2078/079 and 2079/080 reveals some changes, which is presented in Figure 6 below.

Table 10

Program-wise GPI

Program	2078/079			2079/080		
			GPI			GPI
B Ed	268	571	2.13	260	530	2.04
BA	**33**	**65**	**1.97**	**25**	**55**	**2.20**
BBS	755	1133	1.50	659	1106	1.68
B Sc.	**99**	**91**	**0.91**	**97**	**109**	**1.12**
BBA	52	67	1.29	62	99	1.59
BICTE	81	39	0.48	87	39	0.45
M Ed	30	47	1.57	17	47	2.76
MBS	58	90	1.55	53	84	1.58

  The table reveals that none of the programs at the campus achieve gender parity. Most programs display a gender disparity favoring female students. However, the B.Sc. program in 2078/079 and the BICTE program in both 2078/079 and 2079/080 are exceptions, showing a gender disparity in favor of male students. Notably, the M.Ed. program in 2079/080 has the highest GPI, indicating the greatest imbalance with a significantly higher proportion of female students compared to male students. Conversely, the BICTE program in 2079/080 has the lowest GPI, reflecting a substantial male majority.

  These disparities suggest a complex landscape of gender representation across different programs. The dominance of female students in most programs could be a result of targeted efforts to promote female education or societal trends valuing higher education for women. The imbalance in the M.Ed. program may highlight a particular appeal or suitability of this field for female students. On the other hand, the male majority in the BICTE program might indicate gender-specific interests or perceived career opportunities in technical education that attract more male students.

  The following figure helps to highlight the trend of GPI in various programs of study.

Figure 2

Program-wise GPI in 2078/079 and 2080/081

	B Ed	BICTE	BA	BBS	BBA	B Sc	M Ed	MBS
2078/079	2.13	0.48	1.97	1.5	1.29	0.91	1.57	1.55
2079/080	2.04	0.45	2.2	1.68	1.59	1.12	2.76	1.58
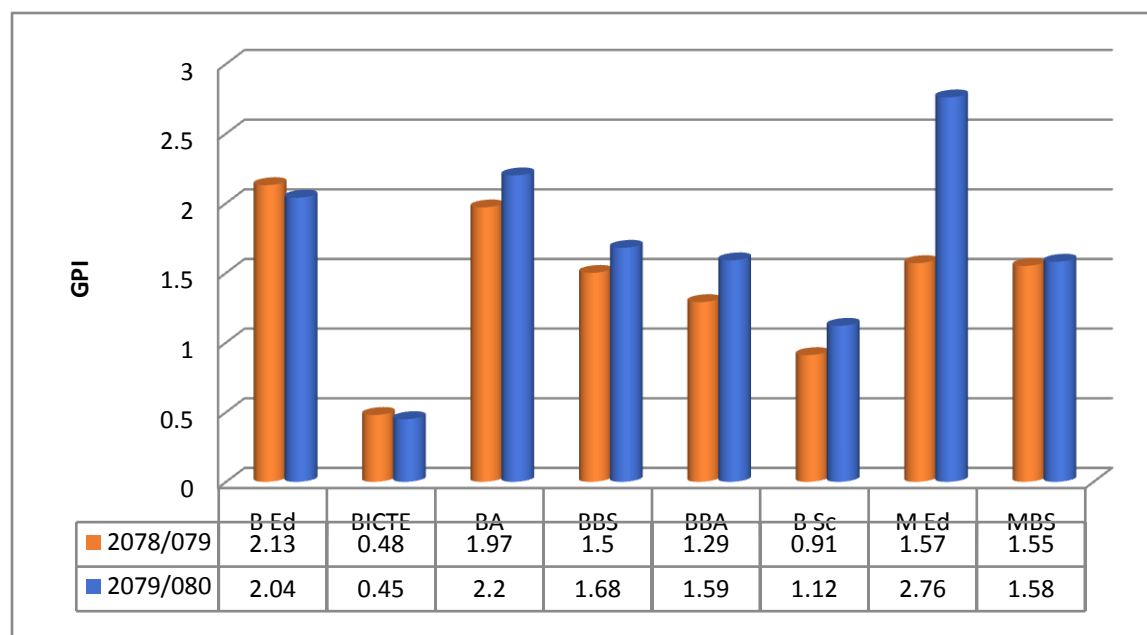
The figure shows increase in GPI in all programs except B Ed and BICTE. Despite decline in GPI, proportion of female students still looks significantly high. Along with this program, BA also had very high GPI. BICTE already had low GPI in 2078/079, and further decline in 2079/080 suggest that female students do not have much attraction to this program.

These trends emphasize the importance of tailored strategies to address gender imbalances. Encouraging male participation in programs with high female enrollment and vice versa could foster a more balanced and inclusive educational environment. Understanding the underlying factors driving these disparities will be crucial for developing effective policies to promote gender parity across all programs.

Faculty-wise GPI

We have attempted to compare the enrollments of male and female students across the four faculties to see if there was any gender-specific choice of students for studying in those faculties. This will help us to get information on which faculties are most preferred by male and female students. Table 11 presented below summarizes the GPI in different faculties in 2078/079 and 2079/080.

Table 11

Faculty-wise GPI comparison

Level	2076/077			2077/078		
	Male	Female	GPI	Male	Female	GPI
Education	379	657	1.73	364	616	1.69
Humanities and Social Sciences	33	65	1.97	25	55	2.20
Management	865	1290	1.49	774	1289	1.67
Science	99	91	0.91	97	109	1.12

The table shows that there is lack of gender parity in all the faculties. All faculties except Faculty of Science in 2078/079 have GPI value of more than 1. In both years, the largest disparity was found in the Faculty of Humanities and Social Sciences in favor of female students. The GPI of both years shows that Faculty of Science has smallest disparity. The table also shows that GPI has increased in the latter year in all the faculties except Faculty of Humanities and Social Sciences.

Department-wise GPI

There are nine departments on campus. We have analyzed the enrollment numbers of male and female students across these departments to determine if there is a gender preference for certain departments. This analysis will reveal which departments are favored by male and female students. Figure 3 below summarizes the Gender Parity Index (GPI) for different faculties for the academic years 2078/079 and 2079/080.

Figure 3

Department-wise GPI in 2078/079 and 20879/080
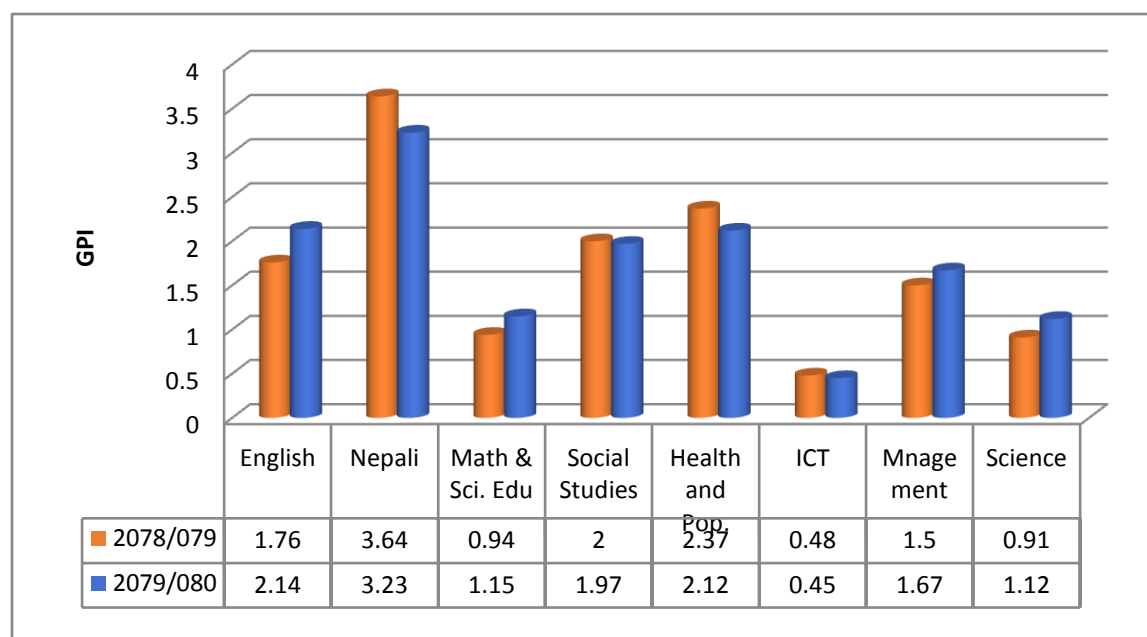
	English	Nepali	Math & Sci. Edu	Social Studies	Health and Pop.	ICT	Mnage ment	Science
2078/079	1.76	3.64	0.94	2	2.37	0.48	1.5	0.91
2079/080	2.14	3.23	1.15	1.97	2.12	0.45	1.67	1.12

T he above figure shows that there is disparity in favor of female students in most of the departments. Department of Nepali had the highest disparity in both years with the GPI value more than 3. Disparity has risen in most of the departments in 2079/080. Consequently, even some of the departments having GPI value below 1 in 2078/079 had the GPI value more than 1 in 2079/080.Yet, Department of ICT continues to show the GPI value below 1 in 2079/080.

Section 5: Teaching and Non-Teaching Staff

Sukuna Multiple Campus is dedicated to maintaining high standards in teaching, research, and student services. With teaching and learning at the core of its values, the campus strives to attract distinguished scholars recognized for their diligence, experience, and commitment, as well as professionally dedicated non-teaching staff. According to data from the academic year 2079/080, SMC employs 94 teachers and 28 non-teaching staff in various roles.

Table 12

Teaching and staff in 2079/080

Full Time	FT		PT		FT:PT Ratio	Academic Qualification						Grand Total	
						PhD		M. Phil		Master's			
	M	F	M	F		M	F	M	F	M	F	M	F
Professor													
Associate Professor/Reader	11	1	0	0	1:0	0	0	1	0	10	1	11	1
Assistant Professor/													
Lecturer	21	2	0	0	1:0	1	0	4	1	16	1	21	2
Assistant Lecturer	18	2	30	8	0.53:1	3	0	1	1	44	9	48	10
Instructor													
Sub – Total	50	5	30	8	1:0.69	4	0	6	2	70	11	80	13

The table shows that only 13.98 per cent female teachers working at the campus. The proportion of female teachers is smaller in all the working positions. In terms of qualifications, most teachers have passed Master's degrees in relevant subjects. The proportion of full time teachers is larger than that of the part time teachers. Among the various working positions of teachers, the largest number of teachers was found to be working as Assistant Lecturers. The number of teachers with MPhil and PhD degrees is very low. Only 3.33% Ph. D holders and 8.60% MPhil holders are working at the campus. The campus authority needs to pay a serious attention towards upgrading teachers' qualifications.

Table 13

Number of Recruitment in the last five years

Positions	FT:PT Ratio	PhD		M. Phil		Master's		Grand Total	
		M	F	M	F	M	F	M	F
Professor	-	-	-	-	-	-	-	-	-
Associate Professor/Reader	1:0	0	0	1	0	11	1	12	1
Assistant Professor/	-	-	-	-	-	-	-	-	-
Lecturer	1:0	0	0	0	0	7	1	8	1
Assistant Lecturer (Teaching Assistant)	1:0.7	2	0	0	0	8	3	25	5
Instructor	-	-	-	-	-	-	-	-	-
Sub – Total	1:0.25	2	0	1	0	26	5	45	7

The table shows the more than half of the teachers on campus have been appointed in the last five years. However, this proportion does not solely cover new appointments. It is interesting to see the addition Associate Professor as a new position for teachers in the last five years.

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 14

Number of teachers in different departments

SN	Department Name	Number of Teachers			Proportion
		M	F	T	
1	Department of English	11	1	12	
2	Department of Nepali	6	3	9	
3	Department of Math & Science Edu.	7	0	7	
4	Department of Social Studies	9	3	12	
5	Department of Health and Population	5	1	6	
6	Department of ICT	6	0	6	
7	Department of Management	20	3	23	
8	Department of Science	16	2	18	
Total		**80**	**14**	**94**	

As the number of students in the Department of Management is very high, the largest number of teachers is 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 ICT and Department of Health and Population have the lowest number of teachers.

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

Figure 4

Department-wise qualifications of teachers

	English	Nepali	Math & Sci. Edu.	Social Studies	Health & Pop. Edu.	Management	Science	ICT
■ PhD	1	2	0	0	0	0	0	0
■ Mphil	4	2	0	1	0	1	0	0
■ Masters	7	5	7	11	6	22	18	6
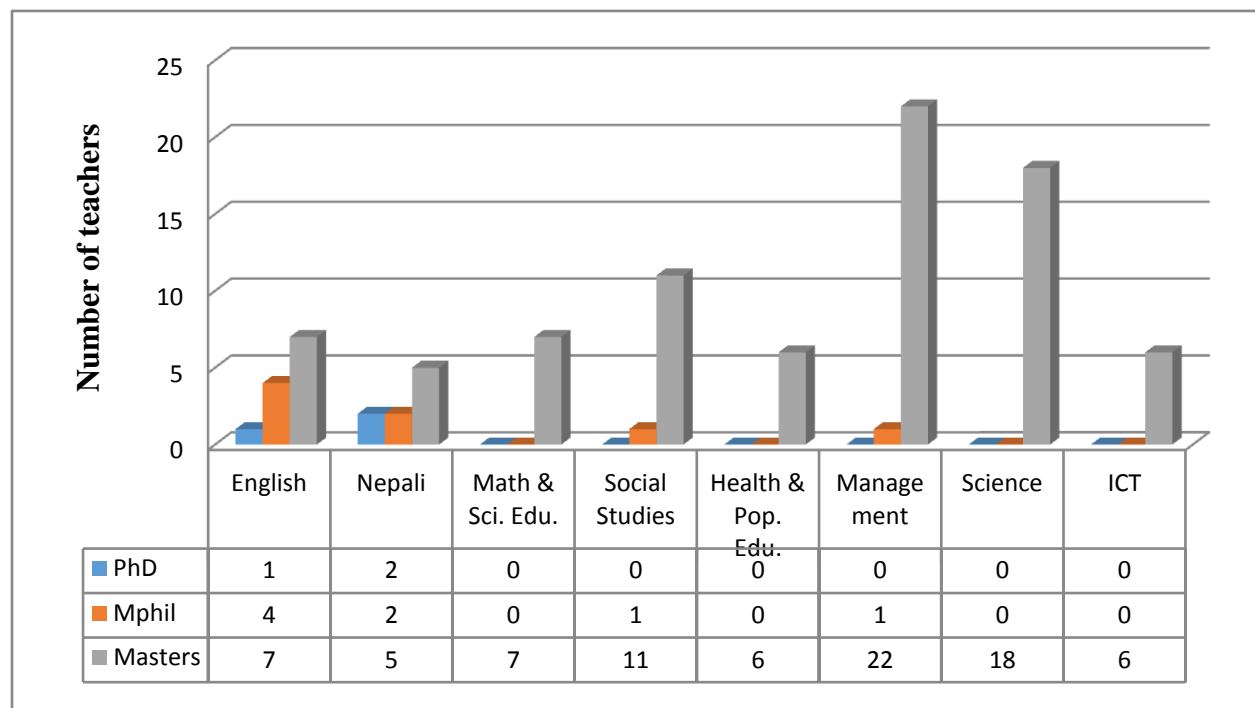
The figure shows that only departments of English, Nepali and Social Studies have teachers with M Phil and Ph. D degrees. There is just one teacher in Department of English and two teachers in Department of Nepali with Ph. D degree. Department of English has the largest number of teachers with M Phil degree. Departments of Mathematics, HPE, Management, Science and ICT do not have any teachers with MPhil and Ph. D. qualifications.

Non-teaching staff

There are currently 28 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.

Table 15

Non-Teaching Staff

Particulars	Distribution of Staff by Gender		
	Male	**Female**	**Female**
Officer Level :	1		1
Professional Staff			
Technical Staff			
Assistant Level			
Non-Officer Level :	9	5	14
Professional Staff			
Technical Staff			
Support/Help staff	10	3	13
Total	**20**	**8**	**28**

As the table shows, there is only one administrative staff at the officer level. Nearly one third of the staff are female. The table does not show any technical and professional staff working at any of the level. More specific picture of the positions held by non-teaching staff can be observed in the table below.

Table 16

Positions held by non-teaching staff

Position	Male	Female	Total
Section Officer	1	0	1
Subba	3	1	4
Kharidar	5	4	9
Driver	1	0	1
Office Assistants	6	0	6
Sweepers	0	3	3
Gate Keepers	4	0	4
Total	**20**	**8**	**28**

The table shows only one staff at the officer level. The number of female staff is very low as 71.42% of the of non-teaching division is occupied by male staff. Nearly one third (32.14%) of the non-teaching staff are Kharidar. Similarly, 21.43% of the staffs are office assistants,

14.28% staffs are at the position of Subba, 14.28% staffs are at the position of Gate Keepers, and 10.71% staffs are working as sweepers.

The following table shows the appointment of non-teaching staff in the last five years.

Table 17

Non-Teaching Staff Recruited in the Last Five Years

Particulars	Distribution of Staff by Gender		
	Male	**Female**	**Total**
Officer Level : Professional Staff Technical Staff	1		1
Non-Officer Level : Professional Staff Technical Staff	1	3	4
Assistant Level			
Support/help staff	6	0	6
Total	**8**	**3**	**11**

The table shows that out of 28 administrative staff, nearly forty per cent of the staffs have been recruited in the last five years. Previously, the campus did not have any staff at the officer level, but recently, one staff has been appointed for the officer position. The table does not show recruitment of any professional and technical staff in the last five years. As a result, such staffs are still not available at the campus.

Figure 5

Academic qualifications of non-teaching staff

	Masters	Bachelors	PCL or equivalent	SLC	Literate
■ Male	5	3	2	5	5
■ Female	0	3	1	1	3
■ Total	5	6	3	6	8
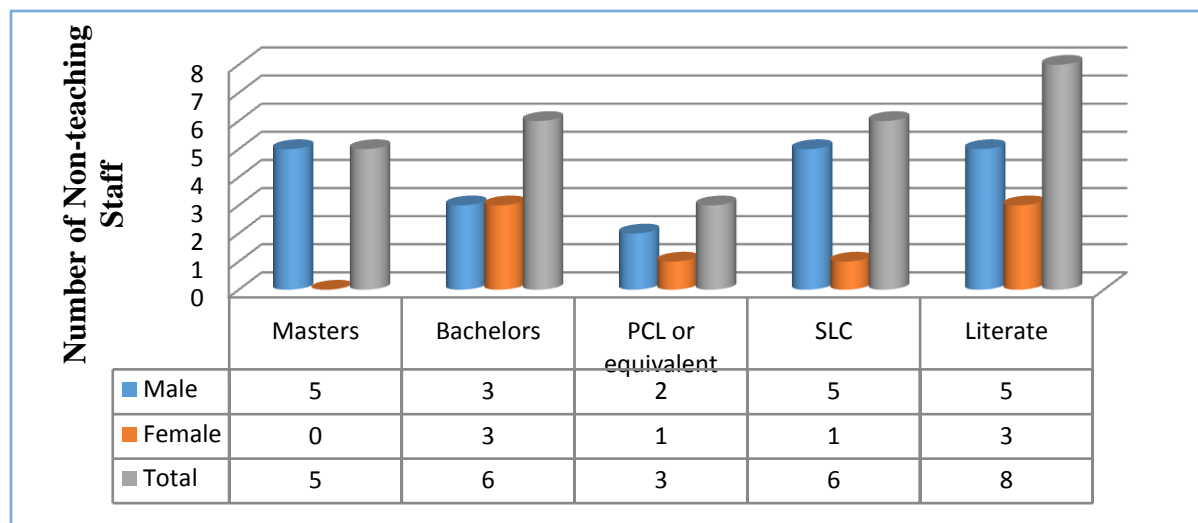
The figure shows that most of the teaching staffs have academic qualification above SLC. Majority of the staff have academic qualification above Proficiency Certificate Level (PCL) or equivalent. Largest number of non-teaching staffs is just literate. It could be because of a large number of staff working as support staff. Average qualification of male staff is higher than that of female staff. None of the female staff have completed studies above Bachelors level.

Section 6: Student-Teacher Ratios

The student-teacher ratio (STR) is commonly understood as the number of students per teacher, calculated by dividing the total number of students by the total number of teachers at a given educational level. This ratio is a crucial factor in determining the quality of education, indicating both teacher workload and their availability to students. Lower STRs are beneficial because they allow teachers to give more individual attention to each student, though they also lead to higher costs per student. While the quality of teaching is the most significant factor in educational quality, STR remains an important measure of students' learning achievements and the overall quality of education in an institution.

In the academic year 2078/079, the total student enrollment was 3,479, with 95 teachers available. The STR is calculated using the following formula:

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

$$\frac{3479}{95}$$

$$= 36.62$$
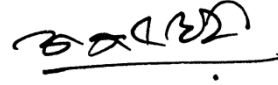
Total enrollment of students in 2079/080 was 3329. Total number of teachers available to teach these students was 93. STR is obtained by using the following formula:

in 2079/080 is calculated as:

$$\frac{3329}{93}$$

$$= 35.79$$

Thus, the overall STR of the campus is 1:35.79. This means that in average a teacher teaches nearly 36 students. This ratio is higher than the ratio of 2078/079, (1:36.62).

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.

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Section 7: Graduate Information

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Since receiving accreditation from UGC Nepal in 2015, this campus has been more committed to improving its quality. The institution produces hundreds of graduates annually, with the expectation that their qualifications will be valued in the job market. To meet accreditation and quality standards, the campus regularly conducts tracer study surveys and has maintained records of its graduates since 2014. The data collected from these graduates is used to guide institutional reforms.

Number of Graduates

The number of graduates steadily increased until the academic year 2078/079, but there was a decline last year. The following figure shows the number of graduates from SMC over the past five years.

Figure 6

Traced graduates in the last five years

	2016	2017	2018	2019	2021
Male	131	118	117	123	68
Female	79	103	134	143	81
Total	210	221	251	266	149
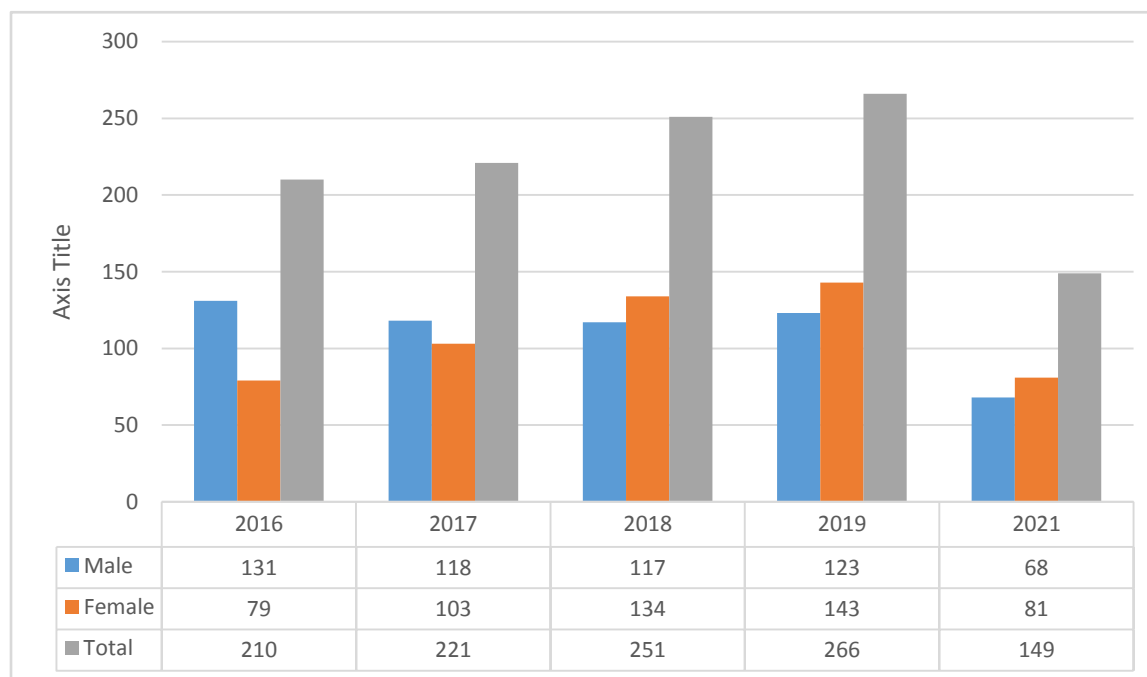
The figure shows more male graduates in 2016 and 2017, but the number of female graduates is larger than that of the male graduates in the last three years. The figure also shows gradual increase in the number of graduates from 2016 to 2019, bit it has decreased in 2021.

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 18 below.

Table 18

Employed and unemployed graduates

Year	Employed			Unemployed		
	Male	Female	Total	Male	Female	Total
2016	75	27	102	36	31	67
2017	74	53	127	16	29	45
2018	88	65	153	28	70	98
2019	88	69	157	14	37	51
2021	42	39	81	21	28	49

The table shows gradual increase in the number of employed graduates up to 2019, but then sudden decline in the number. The number of employed graduates is higher among male graduates than among female graduates. The discrepancy in number of employed and unemployed graduates could be because of graduates pursuing further studies, who are not counted in either of the categories.

Calculation of the number of employed graduates cannot provide information on the employability of graduates. Therefore, we have attempted to calculate the employment rates in the last five years. The following figure provides information on the employment rate of graduates.

Figure 7

Graduates' Employment Rates in the Last Five Years

	2016	2017	2018	2019	2021
Male	57.25	62.71	75.21	71.54	61.76
Female	34.18	51.45	48.5	48.25	48.14
Average	48.58	56.19	60.95	59.02	54.36
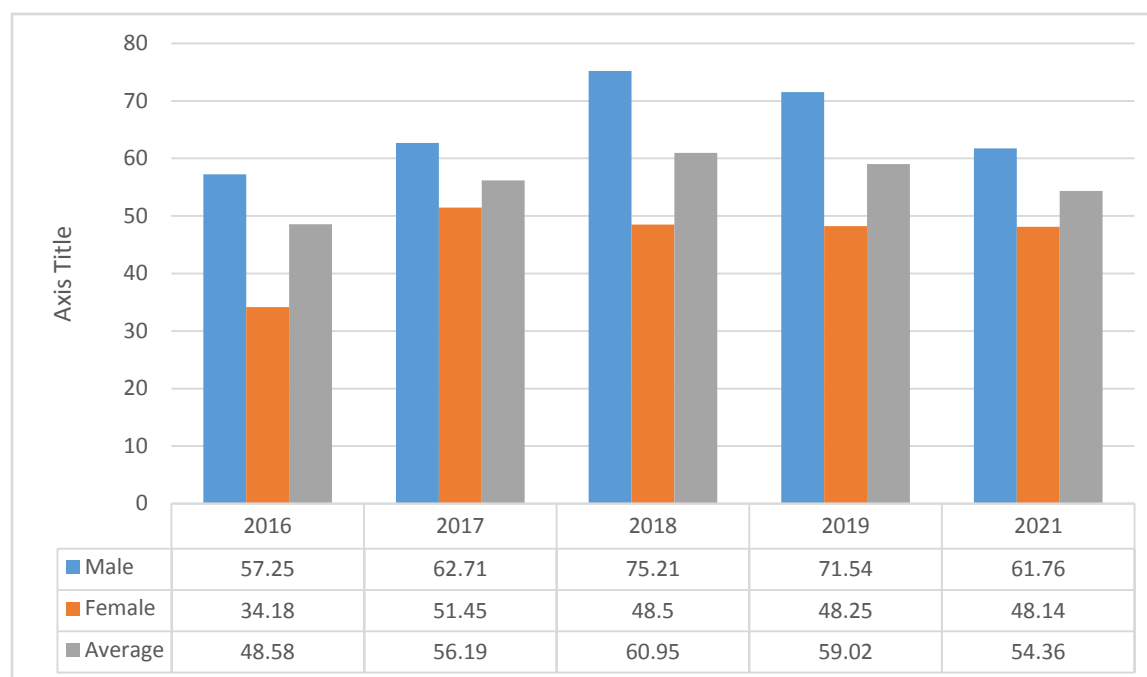
As the figure shows, the employment rate has remained between 48% to 55% in the last five years. The employment rate gradually increased from 2016 to 2018, but then then it declined gradually. This calls for some strategies to maximize employability of the graduates. The employment rate looks higher among male graduates than among female graduates.

Table 19

Employment Types of Graduates

Year	Employment Type											
	Private			Public			NGO/INGO			Government		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2016	22	14	36	1	1	2	4	0	4	48	12	60
2017	36	38	74	9	4	13	2	0	2	27	11	38
2018	30	30	60	9	5	14	1	1	2	44	22	66
2019	50	44	94	8	6	14	3	0	3	27	19	46
2021	13	15	25	3	2	5	0	0	0	26	22	48

The table shows that largest number of graduates was involved in government jobs. Nearly equal number of graduates has been found to be working for private institutions. The number of graduates with jobs in public institutions and NGOS/INGOs seems very small.

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 8

Percentage of graduates pursuing further studies

	2016	2017	2018	2019	2021
Male	16.52	23.72	20.51	23.72	20.51
Female	26.56	20.38	14.17	20.38	14.17
Total	19.52	22.17	17.13	22.17	17.13
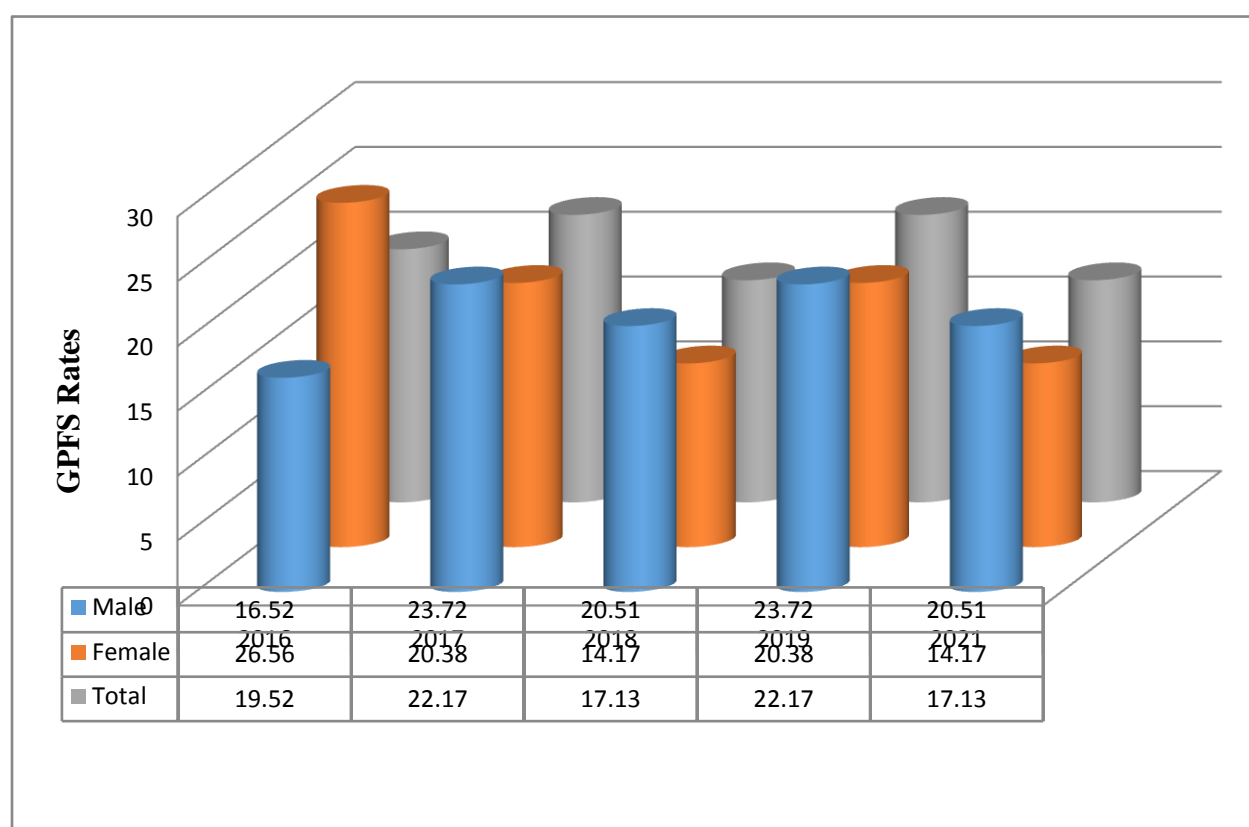
The figure shows fluctuating trend of GPFS although the further study rates do not vary significantly in different years. The rates of GPFS remain within the range of 17% to 23% percent, suggesting similar rates. In most of the years, further study rates look higher among male graduates than among female graduates.

Section 8: Examination and Result Analysis

Examinations are an essential aspect of academic evaluation, fulfilling key educational requirements. They are the most dependable method for assessing students' academic progress, directly linked to effective teaching and learning activities. While daily campus activities are important, examination performance ultimately highlights students' skills and capabilities. Sukuna Multiple Campus administers various types of examinations to showcase students' academic achievements.

Results Analysis offers valuable insights into students' learning and performance throughout their academic journey, whether yearly or by semester. This analysis helps identify overall performance trends at the campus and provides constructive feedback to individual students. It also highlights strengths and weaknesses, guiding improvements in teaching and supporting administrative decisions.

Sukuna Multiple Campus holds two internal examinations each academic year, though this report excludes data from those assessments. The report focuses solely on final examination results across different programs. The number and type of examinations differ between programs following an annual system and those using a semester system, with distinct examination and evaluation methods. However, we have attempted to present the number of passed students from programs of annual and semester systems together.
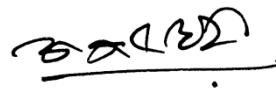
Table 20

Examination Results in 2079/080

Level	Program	Total Appeared			Total Passed		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
Bachelor's Level (5)	**B. Ed I**	80	190	270	32	46	78
	B. Ed II	46	97	143	11	22	33
	B. Ed III	32	75	107	23	46	69
	B. Ed IV	31	68	99	18	52	70
	BBS I	262	414	676	35	59	94
	BBS II	107	169	276	51	55	106
	BBS III	55	146	201	25	40	65
	BBS IV	59	112	171	39	64	103
	B Sc. I	33	41	74	9	8	17
	B Sc. II	19	24	43	4	12	16
	B.Sc. III	13	18	31	8	6	14
	B.Sc. IV	31	23	54	24	22	46
	BA I	15	30	45	1	0	1
	BA II	5	10	15	1	6	7
	BA III	10	10	20	7	4	11
	BBA I	9	22	31	8	19	27
	BBA II	9	22	31	8	21	29
	BBA III	16	14	30	12	**10**	22
	BBA IV	16	14	30	16	**13**	29
	BBA V	11	20	31	9	**19**	28

Level	Program	Total Appeared			Total Passed		
		Male	Female	Total	Male	Female	Total
	BBA VI	16	10	26	15	**10**	25
	BBA VII	13	11	24	12	**10**	22
	B.Ed ICT I	19	11	30	7	**5**	12
	B.Ed ICT II	19	7	26	6	**4**	10
	B.Ed ICT III	8	7	15	0	**0**	0
	B.Ed ICT IV	6	5	21	4	**3**	7
	B.Ed ICT V	6	5	21	2	**3**	5
	B.Ed ICT VI	4	3	7	0	**0**	0
	B.Ed ICT VII	4	3	7	4	**3**	7
	B.Ed ICT VIII	7	4	11	4	**1**	5
	B.Ed ICT IX	7	4	11	6	**4**	10
Master's Level (6)	M. Ed. I	16	16	32	1	4	5
	M.Ed. II	9	15	24	1	4	5
	M. Ed. III	20	27	47	3	3	6
	M. Ed. IV	20	26	46	10	20	30
	MBS I	33	47	80	11	15	26
	MBS II	23	41	64	11	13	24
	MBS III	25	36	61	19	19	38
	MBS IV	25	34	59	17	24	41
Grand Total (5+6+7+8)		**1159**	**1831**	**2990**	**474**	**669**	**1143**

The table shows that the overall examination pass percentage is 38.22. The pass

percentage seems slightly higher among male students. The pass percentage is 40.59 among male

students and 36.53 among female students. The result seems impressive in BBA program but worrisome in first year of B Ed, BA and BBS programs.

Section 9: Financial Aspects and Assets

This section presents the analysis of fixed assets, and income and expenditure details.

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.
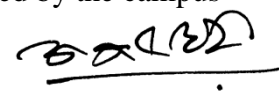
Table 21

Area occupied by campus premises

SN	Particulars	Area	Remarks
1	Total land area	4 bigha, 15 kathha and 4.25 dhur	
2	Number of buildings	5	
3	Area occupied by buildings	20558 Sq/ft	
4	Number of classrooms	54	
5	Areas occupied by classrooms		
6	Number of Labs	10	Science: 8; ICT: 2
7	Area occupied by labs		
8	Area covered by Sports ground		

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, Free Students Union (FSU), and campus canteen. Office of the Campus Chief, Assistant Campus Chiefs, HoDs, Research Management Cell (RMC), Practice Teaching and HERP are in the administrative building. Details of the buildings and rooms are presented in Table 22.

Table 22

Number of buildings and rooms

Particulars		Number
Buildings	Teaching	2
	Administration	1
	FSU	1
	Canteen	1
	Total	**5**
Classrooms		54
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		**103**

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.

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

Table 23

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	30	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	16	27	Water Chiller Machine	1

As the table shows, the campus has back-up generators and invertors including 62.5 VA generator and 7.5 VA inverter 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. Additions of CC Cameras have ensured security and effective monitoring of all activities. 25 classrooms have been equipped with multimedia projectors. The campus has

plans to install the projectors in all the remaining classrooms in near future. Despite a reputed HEI, the number of interactive boards seems very small, calling for immediate plans to address the condition. The use of photocopy machines is limited to office use. Students are still deprived from using photocopy facility from the campus.

The details of the furniture available at the campus are summarized in table 24.

Table 24

Furniture details

SN	Particulars	Number	SN	Particulars	Number
1	Wooden Drawers	8	14	Tools	25
2	Desk and benches	677	15	Computer tables	26
3	Library card holder drawers	3 sets	16	Desks and Benches (plain)	6
4	Sofas	4 sets	17	Joint Desks and benches	677 sets
5	Beds: Palang	5 sets	18	Tables with drawers	9
6	Book Cabinet	4 sets	19	Cushion armchairs	5 sets
7	Telephone Box	4 sets sets	20	Plain chairs	140
8	Steel Drawers	34	21	Plastic chairs	200
9	White boards	60	22	Teacher stands	50
10	Wooden Blackboards	7	23	Podium	2
11	Plain tables	48	24	Racks	52
12	Revolving Chairs	15	25	Chairs	500
13	Notice Boards	2			

The table includes 25 varieties of furniture required for academic and administrative use.

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 2078/079 and 2079/080 are presented in table below.

Table 25

Total Income and Expenses in 2078/079 and 2079/80

Year	Projected Budget	Actual Budget	Expenditure		Income
			Operational	*Capital*	
2078/079	197,668,911.41	164,942,139.10	89,761,938.95	11,808,131	123,524,151.36
2079/080	217,000,337.95	147,982,615.83	101,257,005.5	15,980,931	111,358,946.15

Table 26

Details of Income in 2078/079 and 2079/080

Source of Income	Amount in Rupees		Share of Annual Budget in %	
	2078/079	2079/080	2078/079	2079/080
UGC/Government grants	**12,012,617**	**12,018,198**	**7.28**	**5.54**
Donations	140,000	119,999.20	0.09	0.06
Alumni Association	0	0	0	0
Research and Consultancy	0	0	0	0
Fee from Self-financed /initiated courses	0	0	0	0
Fees from regular programs	118,901,535.37	104,253,560	83.13	48.04
Revenue from non-financial assets (Lease and rent)	49,000	88,500	0.03	0.04
Revenue from Investment (Interest)	4573615.99	7016886.15	3.19	3.23
Total	123,524,151.36	111,358,946.15	74.89	75.25

The table shows source of income of the last two years and proportion of these income sources. The table shows that the largest source of income in the last two years was fees from regular programs. While this source has covered less than fifty per cent of the total revenue, it has covered more than three fourth of the total income in 2078/079. The table also shows that the second largest source of revenue for these years was grants received from UGC and other agencies. However, the proportion of income from grants has slightly declined in the last two years. The campus has generated any income from the Alumni Association, Research Consultancy and Fee from Self-financed /initiated courses.

Table 27

Expenses in 2078/079 and 2079/080

SN	Particulars		Expenses Amount in Rupees	
			2078/079	2077/078
1	Salary		79,128,670.10	68,896,477
2	Administration expenses	Allowance and meeting expenses	254,225	46545
		Provident fund grants	2,053,370.40	3,698,944.53
		Subsidy expenses	00	00
		Examination	2,901,707	3,341,379
		Electricity and water	497,385	322,235
		Communication	181,194	195,906
		Medicine and treatment	26,770	57,453
		Repair	1,717,987	1,968,726.42
		Transportation and fuel	2,871,961	1,549,100
		Advertisement	263,638	131,114
		Donation and prizes	20,488	110,000
		Office stationery	301,398	337,374

SN	Particulars	Expenses Amount in Rupees	
		2078/079	2077/078
	Newspapers and magazines	9,600	8,800
	Excursion	1,105645	1,135,053
	Ceremonies/ Science exhibition	00	00
	Guests hospitality	206,530	421,013
	Overtime expenses	42,704	100,650
	Office management miscellaneous	240,441	308,623
	Publication and printing	141,896	136,104
	Student welfare	622,514	164,189
	Scholarship	931,700	1,163,350
	Teaching materials	378,044	251,939
	Training, seminar and workshop	215,670	66,605
	Practice teaching	477,605	269,300
	Sports	751,878	210,784
	Audit cost	67,800	67,800
	Internal Audit	60,500	00
	General Assembly	420,826	67,575
	Discount	230,700	499,095
	Tie, belt and student uniform	257,705	296,446
	Fuel	706,074	442,435
	Bank charge	1,568	1,385
	Professional development	195,325	806,557

SN	Particulars	Expenses Amount in Rupees	
		2078/079	**2077/078**
	(MPhill study)		
	Counseling cost	00	00
	Documentation cost	847,620	397,900
	Fine	00	00
	Festivals	363,335	392,255
	Renewal charge	286,296	0
	Internal election	400,721	0
	Insurance cost	77,023	0
	Research	896,250	605,910
	Total	**22,630,443.40**	**20,866,419.95**
Total		**101759113.50**	**89,762,896.95**

Source: Audit Report 2079/080

The comparison of expenses in 2078/079 and 2079/08 shows that the expenses have decreased by Rupees 2742586.6. Expenses have decreased in both salary and administration. In administration, expenses have decreased in most of the areas.

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.

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

Using this formula the unit cost in 2078/079 was:

$$\frac{\mathbf{101759113.50}}{3479}$$

$= \text{Rs.}\, 29{,}249.53$ per student

Similarly, the unit cost in 2079/080 2089/080 was

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

$$\frac{\mathbf{89{,}762{,}896.95}}{3329}$$

$= \text{Rs.}\, 26{,}963.92$ per student

Section 10: Scholarship and Freeship

This section deals with the scholarships and freeships distributed in 2078/079 and 2079/08.

Table 28

Scholarship details 2078/079
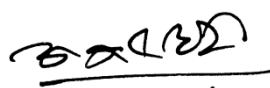
Level	Program	Scholarships		Feeships		Scholarships and Freeships included	
		Total Amount	**Total students**	**Total Amount**	**Total students**	**Total Amount**	**Total Students**
Bachelor's	BBS	158150	22	530200	174	688350	196
	B.Ed.	88300	14	223325	102	311625	116
	B.Sc.	65000	10	60500	11	125500	21
	B.A.	00	0	9075	3	9075	3
	BBA	490000	22	0	0	490000	22
	BICTE	75000	13	0	0	75000	13
Master's	M.Ed.	10000	1	0	0	10000	1
	MBS	75000	12	0	0	75000	12
Grand Sub Total		**961450**	**94**	**823100**	**290**	**1784550**	**384**

Table 29

Scholarship details 2078/079

Level	Program	Scholarships		Feeships		Scholarships and Freeships included	
		Total Amount	Total students	Total Amount	Total students	Total Amount	Total Students
Bachelor's	BBS	23100	2	682550	194	705650	196
	B.Ed.	00	0	262900	73	262900	73
	B.Sc.	00	0	155925	27	155925	27
	B.A.	00	0	3300	1	3300	1
	BBA	880000	33	0	0	880000	33
	BICTE	00	0	0	0	00	0
Master's	M.Ed.	00	0	0	0	00	0
	MBS	00	0	0	0	00	0
Grand Sub Total		903100	35	1104675	295	2007775	330

Section 11: 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 2079/080 at SMC are summarized in Table below.
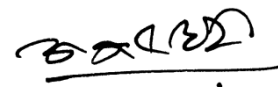
Table 30

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	DandapaniGautam	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 31

Campus publications

Publication		Frequency of Publication
Annual Report	Annual	
Academic Journal	Annual	
EMIS Report	Annual	
Tracer Study Report	Annual	
Academic Audit Report	Annual	
Campus ParichayaPustika	Annual	
Prospectus	Annual	
Bulletin/Newsletter/s	Biannual	

Section 12: Library Information

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.

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 32

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 33

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	6430		
Total Books	**29295**		
Journals	155		
Theses	1431		
Magazines	431		

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 34.

Table 34

Conditions of borrowing books

SN	Types of Users		No. of Books allowed	Period
1	Students of SMC	Semester system	BBA: Whole Set MEd and MBS: 3	30 days
		Annual system	3	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 9

Book issues in 2078/079 and 2079/080

	Shrawan	Bhadra	Ashoj	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra	Baisakh	Jestha	Ashad
2078/079	107	254	236	166	527	357	94	327	414	277	260	287
2079/080	486	398	108	225	232	195	283	283	198	255	344	167

Table 35

New book entry in 2078/079 and 2079/080

SN	Particulars	2078/079	2079/80
1	Book varieties	237	124
2	Quantities	2605	1708
3	Purchase amount (Rs.)	134,4780	948,035

Table 36

Books with top issue counts (2078/079)

SN	Book Title	Issue Counts
1	PATTERNS FOR COLLEGE WRITING (BBS-I)	165
2	ENGLISH FOR BUSINESS STUDIES -I (BBS-1st New Course)	119
3	MICROECONOMICS FOR BUSINESS(B.B.S.1st year)	107

SN	Book Title	Issue Counts
4	BUSINESS STATISTICS(B.B.S. 1st year)	102
5	COST AND MANAGEMENT ACCOUNTING (B.B.S. 2nd NEW)	77
6	BITTIYA LEKHABIDHI TATHA BISLESHAN (Financial Accounting and Analysis)	73
7	BITTIYA LEKHABIDHI TATHA BISLESHAN	71
8	BAWASAYAKA LAGI SUKSHMA AARTHASASTRA(MICRO ECONOMICS FOR BUSINESS) B.B.S.1st	70
9	BUSINESS FINANCE (B.B.A 3rd SEMESTER)	67
10	COST AND MANAGEMENT ACCOUNTING (B.B.S. 2nd NEW)	67
11	SNATAK NEPALI (B.A./B. Ed. 1st)	67
12	BYABASTHAPAN KA SIDDANTAHARU (B.B.S. FIRST NEW)	67
13	PRINCIPLES OF FINANCIAL ACCOUNTING (B.B.A 3rd Semester)	66
14	MANAGEMENT INFORMATION SYSTEM (B.B.A. 3rd Semester)	66
15	VISIONS A THEMATIC: AN ANTHOLOGY (B. B. S. 2nd)	64

Table 37

Books with top issue counts (2079/080)

SN	Book Title	Issue Counts
1	PATTERNS FOR COLLEGE WRITING (BBS-I)	108
2	MICROECONOMICS FOR BUSINESS(B.B.S.1st year)	103
3	PRINCIPLES OF MANAGEMENT (B.B.S. 1ST YEAR)	94
4	BUSINESS STATISTICS(B.B.S. 1st New)	85
5	ENGLISH FOR BUSINESS STUDIES -I (BBS-1st New Course)	81
6	BUSINESS STATISTICS(B.B.S. 1st year)	72
7	FINANCIAL ACCOUNTING AND ANALYSIS(B.B.S.1st)	63
8	BASIC FINANCIAL ACCOUNTING (B.B.A 5th SEM.)	61
9	CORPORATE TAXATION IN NEPAL (B.B.A. 5th year)	59
10	MACROECONOMICS FOR BUSINESS	59

SN	Book Title	Issue Counts
11	OPERATIONS MANAGEMENT (B.B.A. 5th Semester)	56
12	FINANCIAL ACCOUNTING	55
13	COST AND MANAGEMENT ACCOUNTING (BBA. 4thNEW)	55
14	INTERNATIONAL BUSINESS (B.B.A. 5th Semester)	53
15	VOICES A READER	53

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 38

Students with most book issues in 2078/079

SN	Name of Student	Class	Level	Faculty	Roll NO	Issue Count
1	CHANDRA KIRAN RAI	BBA	Bachelor	Management	17	23
2	AMAN CHHETRY	BBA	Master	Management	15	16
3	MANISHA BISTA	BBA	Bachelor	Management	22	15
4	ROJINA RAUT	BBA	Bachelor	Management	6	15
5	PRAMISH DHAKAL	BBA	Bachelor	Management	12	15
6	RASMITA KHAREL	BBA	Bachelor	Management	24	14
7	SANJU POUDEL	BBA	Bachelor	Management	19	14
8	PRASANNA THAPA	BBA	Bachelor	Management	18	14
9	BIBAS BHATTARAI	BBA	Bachelor	Management	13	13
10	DILLI BABU GIRI	BBA	Bachelor	Management	24	13
11	PRASHNA THAPA	BBA	Bachelor	Management	21	13
12	LOMAS SUBEDI	BBA	Bachelor	Management	2	13
13	NISHAN KAFLE	BBA	Bachelor	Management	10	13

SN	Name of Student	Class	Level	Faculty	Roll NO	Issue Count
14	DEBJAJ POUDEL	BBA	Bachelor	Management	14	13
15	SRIJANA BISTA	BBA	Bachelor	Management	21	13

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.

Table 39

Students with most book issues in 2079/080

SN	Name of Student	Class	Level	Faculty	Roll NO	Issue Count
1	ISHA KATUWAL	BBA 4TH	Bachelor	Management	15	19
2	ISHWARI ADHIKARI	BBA 4TH	Master	Management	31	18
3	AKRITI BAJGAIN	BBA	Bachelor	Management	27	17
4	PRAMISH DHAKAL	BBA 7TH	Bachelor	Management	12	17
5	RIYAJ BHATTARAI	BBA 5TH	Bachelor	Management	32	17
6	DILLI BABU GIRI	BBA 8TH	Bachelor	Management	24	16
7	SHRISTI ARYAL	BBA 4TH	Bachelor	Management	12	16
8	ANU KUIKEL	BBA 4TH	Bachelor	Management	30	15
9	YOBI GURUNG	BBA 4TH	Bachelor	Management	14	15
10	RUPESH SHRESTHA	BBA	Bachelor	Management	60	15
11	ALISH OJHA	BBA 6TH	Bachelor	Management	28	15
12	KRISHNA KARKI	BBA 5TH	Bachelor	Management	14	15
13	SISHA SHRESTHA	BBA 5TH	Bachelor	Management	6	14
14	DIKSHA GHIMIRE	BBA 7TH	Bachelor	Management	24	14
15	MANJIL KHADKA	BBA 5TH	Bachelor	Management	16	14

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

Table 40

Staff with most book issues in 2078/079

SN	Name of Staff	Designation	Department	Issue Count
1	RITA BHANDARI	Senior Clerk	Administration	34
2	ARJUN RAJ ADHIKARI	Asst. Campus Chief	Nepali	19
3	HOM BAHADUR MAGAR	Teaching Assistant	Management	15
4	SANTOSH GAUTAM	Teaching Assistant	Population	11
5	UMA DEVI GURAGAIN	Lecturer	Nepali	11
6	YUBARAJ SUBEDI	Head Assistant	Account	10
7	MAYA DEWAN	Lecturer	Management	10
8	INDRA PRASAD TIMSINA	Lecturer	Science	10
9	KESHAB RAJ BHATTARAI	Asst. Campus Chief	Social Studies	8
10	DANDA PANI GAUTAM	Teaching Assistant	Math & Sci. Edu.	8
11	LOK PRAKASH BHATTARAI	Senior Assistant	Account	8
12	MOHAN KUMAR KARKI	Teaching Assistant	Management	7
13	JANARDAN GURAGAIN	Lecturer	Population	7
14	KALYAN DAHAL	Teaching Assistant	Math & Sci. Edu.	6
15	MATRIKA THAPA	Teaching Assistant	Management	6

Table 41

Staff with most book issues in 2078/079
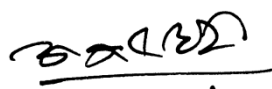
SN	Name of Staff	Designation	Department	Issue Count
1	RITA BHANDARI	Senior Clerk	Administration	15
2	ROJINA LUITEL	Teaching Assistant	Management	12
3	BIKRAM THAPA	Teaching Assistant	Management	12
4	MATRIKA THAPA	Teaching Assistant	Management	10
5	SUMAN SAPKOTA	Teaching Assistant	Management	10
6	PADAM BIMALI	Teaching Assistant	Nepali	9
7	GANESH BHATTARAI	Teaching Assistant	English	9

SN	Name of Staff	Designation	Department	Issue Count
8	GEHENDRA KHANAL	Lecturer	Nepali	8
9	KHAGENDRA PRASAD LAMICHHANE	Teaching Assistant	Math & Sci. Edu.	8
10	UMA DEVI GURAGAIN	Lecturer	Nepali	8
11	TULASI RAM PAUDYAL	Teaching Assistant	Math & Sci. Edu.	7
12	USHA KIRAN WAGLE	Teaching Assistant	English	7
13	THAKUR SUBEDI	Lecturer	Math & Sci. Edu.	6
14	SRIJANA DHAMALA	Clerk	Admission	6
15	MANISH THAPA	Teaching Assistant	Health and Pop.	5

Table 42

Library clearance

SN	Program	2078/079			2079/080		
		Male	Female	Total	Male	Female	Total
1	B Ed	14	13	27	33	44	77
2	BA	3	1	4	1	3	4
3	BBS	18	34	52	20	33	53
4	B Sc.	4	8	12	9	12	21
5	M Ed	5	4	9	2	5	7
6	MBS	1	1	2	5	1	6

Unit II: Summary of Findings

The introduction of the information management system has enhanced efficiency in data processing, storage, analysis, and the timely provision of educational information. This system has enabled the campus to start collecting, processing, storing, and transmitting relevant information. The recent implementation of a centralized information system has allowed the campus to produce relevant, accurate, consistent, and timely data, aligning it with its internal goals and objectives and better serving its stakeholders.

The publication of this report is expected to improve the overall performance of the campus. By carefully reviewing this report, campus management will be better equipped to monitor the distribution of resources and budget allocation across various aspects of institutional development.

The report is divided into three main units. The first unit provides campus information in 12 sections, each analyzing a specific area. These areas include a brief background, scope, and methodology of the report; programs and departments; student enrollment in various programs; Gender Parity Index (GPI) of enrolled students; numbers and academic qualifications of teaching and non-teaching staff; the student-teacher ratio; graduate information; examination results across various programs; fixed and capital assets, and income and expenses; research activities and publications; library resources; and scholarships and financial aid distributed to students. The second unit presents the major findings from the analysis of the information in the first unit. The final unit discusses these findings and provides recommendations for institutional reforms.

A quantitative approach was primarily used for compiling and analyzing the data. The sources of data collection, tools for data collection, and data analysis procedures are specified. Data for the study were obtained from both primary and secondary sources, with most information coming from the EMIS software, which served as the primary source. Additional data were gathered from campus publications. The SMC uses 'Siksha' software to store, process, and analyze data from various campus sections.

Programs, Faculties and Departments

- Sukuna Multiple Campus offers eight different programs across four faculties, all of which are affiliated with Tribhuvan University (TU). Consequently, these programs adhere to TU's regulations regarding admission, teaching, learning, and evaluation.

- The campus provides eight study programs, six at the Bachelor's level and two at the Master's level. The Master's programs operate on a semester system, as do the Bachelor's programs in BICTE and BBA. The remaining Bachelor's programs follow an annual system.

- The campus offers16 specialization subjects in four faculties. Faculty of Education covers the largest number of programs and specialization subjects. It includes four programs and nine 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.

- The campus offers 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. Faculty of Education and Faculty of Humanities and Social Sciences have common departments.

- Department of Management is the largest department in terms the number of teachers and students.

Student Enrollment

- BBS is the largest program and M Ed is the smallest program in both 2078/079 and 2079/080 in terms of student enrollment.

- In 2078/079, programs in order from the largest to smallest are BBS, B Ed, B Sc, MBS, BICTE, BBA, BA and M Ed. Similar trend is observed in 2079/080 except that BBA has more enrollment that BICTE and MBS.

- The year-wise and semester-wise trend of enrollment in most programs indicates that in comparison to the first year/semester, students enrollments have gradually decreased in the latter years/semesters.

- The total number of students (both male and female) has slightly decreased, in 2079/080 from 2078/079. However, the enrollment has increased in B Sc, BBA and BICTE.

- Department of Management is the largest department in terms of the number of enrolled students.

- Department of ICT contains least number of students in both years. This department had only 3.44% of the total students in 2078/079 and 3.78% in 2079/080.

- Faculty of management is the largest and Faculty of Humanities and Social sciences is the smallest faculty in terms of the number of enrolled students.

- The enrollment of students in 2078/079 shows that, Faculty of Management enrolled more than fifty percent of the enrolled students in both years. Another large faculty is Faculty of Education, which occupied slightly less than one third of the total enrollment in both years. This proportion is smaller compared to that of the previous years (2076/077 and 2077/078), in which more than one third of the total enrollment were recorded in this faculty.

- Faculty of Humanities and Social Sciences and Faculty of Science have very low enrollments having respectively 2.81% and 5.46% of the students' total number in 2078/079 and 2.40% and 6.19% in 2079/080.

- In most of the faculties, the proportion of female students looks higher than that of male students.

- Due to a greater variety of programs offered at the Bachelor's level, this level sees significantly higher enrollment compared to the Master's level.

- At the Bachelor's level, female enrollment constituted 66.56% in 2078/079 but decreased to 61.95% in 2079/080. Conversely, the Master's level saw an increase in the proportion of female students, from 60.88% in 2078/079 to 65.17% in 2079/080.

- Comparing enrollments over the two years, there is a noticeable decline at both academic levels. The Bachelor's level experienced a reduction of 126 students, while the Master's level saw a decrease of 24 students.

- The majority of students were enrolled from the Morang district, comprising 70.62% of total enrollments in the academic year 2078/079 and slightly decreasing to 70.47% in 2079/080.

- Bhojpur had the second-highest number of enrollments in 2078/079, followed by Sankhuwasabha. In the subsequent year, 2079/080, Sankhuwasabha overtook Bhojpur for the second spot, with Bhojpur moving to third.

- Consistently, Dhankuta, Terhathum, and Sunsari districts accounted for the fourth, fifth, and sixth largest enrollments in both years.
- In 2078/079, there were 19 students from Madhesh Province, 3 from Bagmati Province, and 2 from Sudurpaschim Province. The following year, 2079/080, saw 14 students from Madhesh Province, 6 from Bagmati Province, 2 from Gandaki Province, and 1 from Sudurpaschim Province.
- There were no international student enrollments in any of the programs in either of years.

Gender Parity Index

- Currently, the number of female students surpasses that of male students, with females making up 60.44% of the total enrollment in 2078/079 and 62.15% in 2079/80.
- The overall GPI of Bachelor's level was 1.68 in 2078/079 1.62 in 2089/080. The GPI of Master's level was 1.52 in 2078/079 and 1.63 in 2079/080. There is lack of gender parity at both the Bachelor's and Master's levels, with a noticeable gender disparity favoring female students in both 2078/079 and 2079/080.
- Most programs display a gender disparity favoring female students. However, the B.Sc. program in 2078/079 and the BICTE program in both 2078/079 and 2079/080 are exceptions, showing a gender disparity in favor of male students.
- M.Ed. program in 2079/080 has the highest GPI, indicating the greatest imbalance with a significantly higher proportion of female students compared to male students. Conversely, the BICTE program in 2079/080 has the lowest GPI, reflecting a substantial male majority.
- GPI has increased in all programs except B Ed and BICTE in 2079/080.
- All faculties except Faculty of Science in 2078/079 have GPI value of more than 1.
- In both years, the largest disparity was found in the Faculty of Humanities and Social Sciences in favor of female students.
- The GPI of both years shows that Faculty of Science has smallest disparity.
- The above figure shows that there is disparity in favor of female students in most of the departments.
- Department of ICT continues to show the GPI value below 1 in 2079/080.

Teachers and Non-Teaching Staff

- As per the data of 2079/080, there are currently 93 teachers and 28 non-teaching staff working at different positions of SMC.

- Only 13.98 per cent female teachers are working at the campus.

- Only 3.33% Ph. D holders and 8.60% MPhil holders are working at the campus.

- The proportion of full time teachers is larger than that of the part time teachers.

- Among the various working positions of teachers, the largest number of teachers was found to be working as Assistant Lecturers.

- More than half of the teachers on campus have been appointed in the last five years. However, this proportion does not solely cover new appointments.

- The largest number of teachers is in Department of Management. 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 ICT and Department of Health and Population have the lowest number of teachers.

- There are just 3 teachers with Ph. D degree and 8 teachers with M Phil. degree. Among them Department of English alone has one teacher with Ph. D. degree and, four teachers with M. Phil. degrees.

- Only Departments of English, Nepali and Social Studies have teachers with M Phil and Ph. D degrees.

- There are currently 28 non-teaching staffs working in different positions. Among them 1 is at the officer level, 14 are in the non-officer level and 13 in supporting positions.

- 11 (nearly forty per cent) non-teaching staff have been appointed in the last five years.

- Most of the teaching staffs have academic qualification above SLC.

- Majority of the staff have academic qualification above Proficiency Certificate Level (PCL) or equivalent.

Student-Teacher Ratios

- Thus, the overall STR of the campus in 2078/079 was 1:36.62.

- The overall STR of the campus in 2079/080 was 1:35.79

Graduate Information

- There has be a gradual increase in the number of employed graduates up to 2019, but then sudden decline in the number.

- The number of employed graduates is higher among male graduates than among female graduates.

- The employment rete has remained between 48% to 55% in the last five years. The employment rate gradually increased from 2016 to 2018, but then then it declined gradually.

- The employment rate looks higher among male graduates than among female graduates.

- The largest numbers of graduates were involved in government jobs. Nearly equal numbers of graduates have been found to be working for private institutions. The number of graduates with jobs in public institutions and NGOS/INGOs seems very small.

- The trend of GPFS is slightly fluctuating in the last five years.

- The rates of GPFS remain within the range of 17% to 23% percent, suggesting similar rates.

- In most of the years, further study rates look higher among male graduates than among female graduates.

Examination and Result Analysis

- Overall examination pass percentage is 38.22.

- The pass percentage seems slightly higher among male students. The pass percentage is 40.59 among male students and 36.53 among female students.

- The result seems impressive in BBA program but worrisome in first year of B Ed, BA and BBS programs.

Financial Aspects and Assets

- The campus occupies 4 bigha, 15 kathha and 4.25 dhur of land.

- There are 5 buildings which occupy 20885 Sq. ft of land

- There are 10 rooms for labs, 54 classrooms and 13 rooms for office use.

- The campus occupies 125 desktop computers, 155 laptop computers (including the laptops distributed to teachers), 3 interactive boards, 30 multimedia projectors and 18 printers.
- The campus occupies 25 varieties of furniture required for academic and administrative use.
- The actual budget of the campus was Rs. 164,942,139.10 and Rs. 147,982,615.83 in 2078/089 and 2079/080 respectively. The total income was Rs. 111,358,946.15 and Rs. 123,524,151.36 in 2078/089 and 2079/080 respectively.
- The unit cost was Rs. 29249. 53 and Rs. 26963.92 per student in 2078/79 and 2079/080 respectively.

Scholarships and freeships

- The campus distributed Rs. 1784550 in 2078/079 and Rs. 2007775 in 2079/08 for scholarships and freeships
- The total number of students who received scholarships and freeships was 384 and 330 respectively in 2078/079 and 2079/08 .

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.
- 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

- There were 3306 book issues in 3078/079 and 3174 book issues in 2079/080.
- The average number of book issues per month was 2075.5 in 2078/079 and 264.66 in 2079/080.
- The average number of book issues per day was 9.24 in 2078/079 and 8.69 in 2079/080.

- Among twelve months in the academic year, Mangsir month had the most frequent book issues in 2078/079 and Shrawan had the most book issues in 2079/80.

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Unit 3: Recommendations for Institutional Reform

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Based on the comprehensive analysis of data gathered through the Education Management Information System (EMIS), we have identified some strategic recommendations aimed at enhancing the overall performance and effectiveness of our institution. These recommendations are designed to address key areas such as academic quality, administrative efficiency, student engagement, and resource optimization. By implementing these strategies, we aim to foster an environment of continuous improvement, ensuring that our institution not only meets but exceeds the educational standards and expectations of all stakeholders.

i. The current eight study programs do not sufficiently meet the demand for education in technical and professional fields. To address this, the institution should take proactive steps to introduce new programs that cater to these areas.

ii. Although the slight decline in student enrollment in 2079/08 may not be alarming, it highlights the need for effective strategies to attract more students. Marketing campaigns, scholarship opportunities, and outreach programs can help boost enrollment.

iii. The observed decline in enrollment for Master's programs, particularly in M Ed, necessitates targeted initiatives to attract students. Developing specialized tracks, offering flexible schedules, and enhancing career support services could make these programs more appealing.

iv. The high dropout rates, indicated by the lower number of students in later years compared to the first year, call for effective retention strategies. Implementing academic advising, mentorship programs, and support services can help retain students.

v. Consistent low enrollment in the BA program suggests the need for improvement. Enhancing the curriculum, promoting interdisciplinary opportunities, and providing career pathways can attract more students.

vi. The absence of international students indicates a potential growth area. Introducing programs tailored to global markets and actively marketing to international audiences can help attract foreign students.

vii. The gender disparity in enrollment, particularly the low number of male students, requires initiatives to create a balanced gender representation. Programs and campaigns aimed at male students can help address this issue.

viii. Despite recent appointments, the proportion of female teachers remains low. Prioritizing the recruitment and development of female faculty members will help achieve gender balance.

ix. The low number of teachers with Ph.D. and M. Phil. degrees necessitates strategies to enhance faculty qualifications. Offering professional development opportunities, funding for advanced studies, and partnerships with research institutions can facilitate this.

x. The high student-teacher ratio indicates a need for more faculty appointments. Recruiting additional teachers will enhance the quality of education and provide more personalized attention to students.

xi. The fluctuation in the number of graduates and their employment rates suggests the need for consistency. Strengthening career services, building industry partnerships, and regularly updating curricula to match job market demands can help maintain stable employment outcomes for graduates.

xii. The weaker academic performance in the first year of study across most programs indicates a need for remedial support. Offering remedial classes and additional tutoring can help students achieve better results.

xiii. The low number of research publications highlights the need to encourage faculty research. Providing research grants, organizing workshops, and creating a supportive research environment can boost publication rates and academic contributions.

xiv. Despite high student enrollment, the average book issue rates indicate underutilization of the library. Promoting reading cultures through book clubs, reading challenges, and integrating library resources into coursework can increase library usage.

xv. To meet the growing demand for professional and technical education, the institution should consider launching new programs in fields such as data science, cyber security,

healthcare management, and engineering. These additions will cater to the evolving job market and attract a diverse student body.

xvi. Building strong community ties through service-learning programs, local partnerships, and community-based projects can enhance the institution's social impact and attract students interested in civic engagement.