

Tribhuvan University



Dhankuta Multiple Campus

Dhankuta-6, Dhankuta

Education Management Information System

Annual Report 2081/82

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EMIS UNIT, DHANKUTA MULTIPLE CAMPUS

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FOREWORD

I am delighted to present the second annual report of the Education Management Information System (EMIS) of Dhankuta Multiple Campus. This year too, the EMIS Unit was assigned the task of studying different aspects of the information system on the campus, and this report is the result of their work. It includes important details about students, teachers, non-teaching staff, exams, library, research, finances, scholarships, and freeships. I hope this report will provide useful information to all the stakeholders.

Dhankuta Multiple Campus is now very close to securing quality assurance accreditation from the University Grants Commission. I believe this EMIS report will expedite the process.

I commend the efforts of the EMIS Unit in striving to make this report as thorough as possible by incorporating the information of all relevant aspects. I encourage all the readers to provide constructive feedback to facilitate improvements in future reports.

Hom Bahadur Basnet
Campus Chief

ACKNOWLEDGEMENTS

We express our sincere gratitude to Mr. Hom Bahadur Basnet, Campus Chief, Dr. Shyam Prasad Wagle, Mr. Krishna Govinda Adhikari, and Mr. Harka Raj Tembe, Assistant Campus Chiefs, Mr. Kashinath Kattel, Student Welfare Chief, and all members of the Campus Management Committee (CMC) of Dhankuta Multiple Campus for entrusting us with the responsibility of preparing this report. We are particularly grateful to all campus units and sections for providing the necessary information and documentation essential to this report. We also acknowledge the valuable contributions of the Program Coordinators, Heads of Departments (HoDs), faculty members, non-teaching staff, and students for their support and collaboration in the preparation of this report.

EMIS Unit
Dhankuta Multiple Campus

EXECUTIVE SUMMARY

Dhankuta Multiple Campus places significant emphasis on maintaining comprehensive records of critical information and disseminating it to relevant stakeholders. To facilitate the timely availability and updating of information, the Education Management Information System (EMIS) unit has been tasked with collecting, storing, processing, analyzing, and maintaining pertinent data. This unit is responsible for managing records related to all academic as well as administrative departments, programs, and activities. It maintains data concerning students' enrollment details, library usage, and examination results. Additionally, the unit keeps records of campus infrastructure, land, equipment, and other assets. Previously, the campus relied primarily on manual methods for managing its information systems. However, with the adoption of EMIS software since over 5 years ago, the institution has significantly enhanced its efficiency in processing, storing, analyzing, and delivering educational management information.

The report is structured into 9 sections, each offering an analysis of campus-related information. Each section provides statistical data pertaining to specific areas, accompanied by a concise analysis. The first section provides information on the report's organization, methodology, scope and limitations. The second section details information about the various programs and departments across four faculties. Likewise, the third section informs on the student enrollment, the fourth section informs on teaching and non-teaching staff, the fifth section presents examination results and analysis, the sixth section provides the financial report of the campus, the seventh section informs on research and publication, the eighth section provides details on library and learning resources, and the ninth section finally informs on scholarship and freeship distribution.

DMC runs ten programs (bachelor's, postgraduate, and master's) across four faculties: Education, Humanities and Social Sciences, Management, and Science and Technology. Total enrollment has increased from 1592 in the previous academic year to 1990 this year. Female students continue to outnumber males in most programs, whereas, male teachers dominate teaching roles. Student retention is better in semester programs (dropout rate = 5.45%) compared to annual programs (dropout rate = 8.52%). The semester programs also have comparatively better pass rate (32.63%) but which is still far below the academic excellence. The campus owns extensive land and facilities, including teaching buildings, hostels, and laboratories. The library holds over 38,493 resources. Research activity is limited, which is supported by a Research Management Cell (RMC) and journal publications, namely, *Rupantaran* and *Chintandhara*. Total income of DMC this year is Rs 10,46,42,950.23, whereas, the total expenditure is Rs 9,64,68,549.98. Scholarships are mostly provided to BBA students, whereas, freeships are exclusively offered to BEd and BA students, with females being primary beneficiaries.

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ABBREVIATIONS AND ACRONYMS

BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BBS	Bachelor of Business Studies
BEd	Bachelor of Education
BSc	Bachelor of Science
CMC	Campus Management Committee
DMC	Dhankuta Multiple Campus
EMIS	Education Management Information System
EPM	Education Planning and Management
F	Female
HoD	Head of Department
HPed	Health and Physical Education
ICT	Information Communication Technology
M	Male
MBS	Master of Business Studies
MEd	Master of Education
MPhil	Master of Philosophy
No.	Number
PhD	Doctor of Philosophy
QAA	Quality Assurance and Accreditation
RMC	Research Management Cell
S.N.	Serial Number
STR	Student-Teacher Ratio
T	Total
TU	Tribhuvan University
UGC	University Grants Commission

SECTION 1: INTRODUCTION

Dhankuta Multiple Campus, affiliated to Tribhuvan University, runs higher educational programs in four different streams: Education, Humanities and Social Sciences, Management, and Science and Technology. There are three programs under the Faculty of Education (BEd, MEd, PGDE), three programs under the Faculty of Humanities and Social Sciences (BA, MA, BCA), one program under the Faculty of Science and Technology (BSc), and three programs under the Faculty of Management (BBS, MBS, BBA).

DMC has continued its efforts to streamline its education management information system (EMIS) as a part of its journey toward obtaining Quality Assurance and Accreditation (QAA) certification. To this end, the campus has been actively engaged in collecting, processing, storing, and sharing relevant data. By implementing a centralized information system, the campus has ensured the generation of accurate, consistent, and timely data, which aligns with its institutional goals and serves the needs of its stakeholders.

This report marks the second publication on the education management information system of DMC. It is expected that the report will positively influence the campus's overall academic performance. By closely examining the findings, the campus management will find it easier to oversee resource distribution and budget allocation for various aspects of institutional development. Moreover, the report is expected to play a crucial role in the campus's pursuit of QAA certification.

1.1. ORGANIZATION OF THE REPORT

The report is organized in 9 different sections presenting the information in the specified areas. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections informing on the organization of the report, methodology adopted and scope and limitations. The second section presents information related to different programs and departments under four faculties. Likewise, the third section informs on the student enrollment, the fourth section informs on teaching and non-teaching staff, the fifth section presents examinations and result analysis, the sixth section presents the financial aspect of the campus, the seventh section informs on research and publication, the eighth section provides details on library and learning resources, and the ninth section finally informs on scholarship and freeship distribution.

The educational programs run at the campus are affiliated to Tribhuvan University (TU), Nepal. It provides higher education through four different streams: Education, Humanities and Social Sciences, Management, and Science and Technology. There are three programs under the Faculty of Education (BEd, MEd, PGDE), three programs under the Faculty of Humanities and Social Sciences (BA, MA, BCA), one program under the Faculty of Science and Technology (BSc), and three programs under the Faculty of Management (BBS, MBS, BBA).

1.2. METHODOLOGY

The methodology used to collect the required data and analyze them is explained under the following subheadings.

1.2.1. DATA COLLECTION SOURCE

The study mainly utilized the available secondary data, primarily sourced from the EMIS software and campus publications. DMC employs Gateway software (GTPL) to store, process, and analyze information from various campus sections, enabling the consolidation of fragmented data into a unified framework for efficient recording and dissemination. Key data on student enrollment, staff, examinations, and library resources were obtained from GTPL. Additionally, the Annual Progress Report, Annual Action Plan, and Financial and Academic Audit Reports provided insights into research, publications, finances, and scholarships. Besides these secondary sources, the EMIS unit also collected information through personal communication with the authorities where and when needed.

1.2.2. DATA ANALYSIS TOOLS AND PROCEDURE

The data in this report were compiled and analyzed using the campus's EMIS software, primarily focusing on student enrollment, teaching and non-teaching staff, examinations, library, and finance. Since data on research, publications, scholarships, and freeships were not included in the software, separate statistical tools like MS Excel were used for their processing and analysis. All the information was smartly tabulated, and interpreted briefly. MS Word was used to prepare the entire document.

1.3. SCOPE AND LIMITATIONS

The report aims to provide a comprehensive analysis across 9 areas, primarily relying on quantitative data. Certain aspects were intentionally excluded due to the unavailability of official records. For instance, information on tracer study report, extracurricular activities and public events is not included. Additionally, data on internal examinations was omitted due to the lack of systematic records, and the Examination and Result Analysis section does not include a gender-wise breakdown. Exam Result Analysis also excludes PGD's exam analysis as it is a recent program introduced only in the last academic year.

SECTION 2: PROGRAMS, FACULTIES AND DEPARTMENTS

DMC has been running ten different programs under four faculties at three different levels. All the programs run at the campus are affiliated to Tribhuvan University (TU).

2.1 ACADEMIC PROGRAMS

DMC offers a total of ten academic programs: six at the bachelor's level, one at the postgraduate level, and three at the master's level. The programs BEd, BBS, BA, and BSc operate under the annual system, while BBA, BCA, PGDE, MEd, MBS, and MA follow the semester system. A detailed overview of these programs is provided in Table 1.

TABLE 1: PROGRAMS RUN AT DMC

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
Bachelors	BEd	4 years	2034	Annual	Class 12 passed or equivalent
	BBS	4 years	2068/06/05	Annual	Class 12 passed or equivalent
	BA	4 years	2038	Annual	Class 12 passed or equivalent
	BSc	4 years	2066/07/26	Annual	Class 12 passed with science specialization or equivalent
	BBA	4 years	2077/10/18	Semester	Class 12 passed or equivalent
	BCA	4 years	2078/09/20	Semester	Class 12 passed or equivalent
Post-Graduate	PGDE	18 months	2080/09/25	Semester	Bachelor level passed or equivalent
Masters	MEd	2 years	2066/05/19	Semester	BEd with specialization in relevant subjects
	MBS	2 years	2072/09/13	Semester	Bachelor's degree with management specialization
	MA	2 years	2062/03/07	Semester	Bachelor's degree in any subject or equivalent

Source: Exam Section, DMC

Table 1 provides an overview of the academic programs offered at three levels – bachelor's, postgraduate, and master's – along with their respective durations, affiliation dates, teaching systems, and admission qualifications.

At the bachelor's level, six programs are offered: Bachelor of Education (BEd), Bachelor of Business Studies (BBS), Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Business Administration (BBA), and Bachelor of Computer Application (BCA). Each program has a duration of four years. The BEd, BBS, BA, and BSc programs operate under the annual system, while the BBA and BCA follow semester system.

At the postgraduate level, the institution offers a Postgraduate Diploma in Education (PGDE), which is an 18-month program conducted under the semester

system. It requires a bachelor's degree or an equivalent qualification for admission. This program aims to provide professional training for aspiring educators.

At the master's level, three programs are available: Master of Education (MEd), Master of Business Studies (MBS), and Master of Arts (MA). Each program has a duration of two years and is conducted under the semester system.

2.2. FACULTIES AND DEPARTMENTS

The academic programs of DMC are conducted under four faculties: Faculty of Education (FoE), Faculty of Humanities and Social Sciences (FoHSS), Faculty of Management (FoM) and Faculty/Institute of Science and Technology (IoST). [Science and Technology is actually an Institute, but for convenience, it is categorized here under Faculty.] The programs and specialization subjects in each of these faculties are presented in Table 2.

TABLE 2: FACULTIES AND PROGRAMS AT DMC

S.N.	Faculty	Programs	Specialization subjects
1	Education	PGDE	English, Nepali, IPM, Mathematics, Social Studies
		BEd	English, Nepali, Mathematics, Geography, Population, HPed, Economics
		MEd	English, Nepali, HPE, EPM
2	Humanities and Social Sciences	BA	English, Nepali, Economics, Geography, RD, Political Science, Mathematics
		BCA	Digital Logic, C-Programming, Database Management
		MA	Rural Development
3	Management	BBS	Accountancy, Finance, Marketing
		BBA	Accountancy, Finance, Marketing
		MBS	Accountancy, Finance, Marketing
4	Science and Technology	BSc	Physics, Chemistry, Biology

Exam Section, DMC

Table 2 provides a detailed overview of the academic programs and their respective specialization subjects across three faculties and one institute.

The Faculty of Education offers three programs: PGDE with specializations in English, Nepali, Instructional Planning and Management (IPM), Mathematics, and Social Studies; BEd with specializations in English, Nepali, Mathematics, Geography, Population, Health and Physical Education (HPed), and Economics; and MEd with options in English, Nepali, HPed, and Education, Planning and Management (EPM).

The Faculty of Humanities and Social Sciences offers three programs: BA with specializations in English, Nepali, Economics, Geography, Rural Development (RD), Political Science, and Mathematics; BCA with specializations in Digital Logic, C-Programming, and Database Management; and MA with specialization in Rural Development.

The Faculty of Management offers three programs: BBS, BBA, and MBS, all specializing in Accountancy, Finance, and Marketing.

Institute of Science and Technology offers BSc program, specializing in core scientific subjects: Physics, Chemistry, and Biology.

The division of departments across faculties is not clearly delineated. Many programs within FoE and FoHSS are run through shared departments. The organizational structure of these departments within their respective faculties is illustrated in Table 3.

TABLE 3: FACULTIES AND DEPARTMENTS AT DMC

Faculty	Department	Name of the HoD
Education	1) Education Teaching	Ramesh Prasad Luitel
	2) Population, Health and Physical Education	Shantanu Pokharel
	3) Teaching Practice (Bachelor)	Seshraj Adhikari
	4) Teaching Practice (Master)	Manbahadur Bhandari
Education + Humanities and Social Sciences	5) English	Sanjeet Kumar Singh
	6) Nepali	Dr Yagya Prasad Guragain
	7) Mathematics	Sundar Shrestha
	8) Economics and Rural Development	Dinesh Adhikari
	9) Geography and Political Science	Janardhan Ghimire
Science and Technology	10) Science and Technology	Gyanendra Yadav
Faculty	Program (Without Department)	Name of the Coordinator
Management	1) BBS + MBS	Som Prasad Bhandari
	2) BBA	Santosh Shrestha
Humanities and Social Sciences	3) BCA	Coordinated by Assistant Campus Chief

Administration Section, DMC

Table 3 provides an overview of the organizational structure of academic departments and programs at DMC, highlighting the respective Heads of Departments (HoDs) and program coordinators across different faculties and programs.

SECTION 3: STUDENT ENROLLMENT

The total number of students enrolled in various academic programs at DMC in the year 2081/82 was 1983. The table below presents the number of enrolled students across various subjects.

3.1. SUBJECT-WISE ENROLLMENT

There are altogether 27 different subjects taught under 10 academic programs at DMC. The student enrolment across various subjects in the academic year 2081/082 is shown in Table 4.

TABLE 4: SUBJECT-WISE ENROLLMENT

Bachelor of Education (B.Ed.)								
S.N.	Subject Name	Year					Total	Remarks
		1st	2nd	3rd	4 th new	4 th old		
1	English Education	52	38	35	92	76	293	
2	Nepali Education	88	120	113	140	103	564	
3	Educational Planning and Management Education	0	1	0	0	1	2	
4	Health Education	19	31	26	57	42	175	
5	Population Education	2	4	1	2	3	12	
6	Geography Education	0	0	0	0	0	0	
7	Economics Education	31	24	34	15	13	117	
8	Mathematics Education	15	20	14	9	9	67	
9	Political Science Education	0	0	0	0	0	0	
Grand Total Students		207	238	223	315	247	1230	
Bachelor of Arts (BA)								

S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4 th (old+New)		
1	English	1	2	3	7	13	
2	Nepali	3	3	3	6	15	
3	Rural Development	13	5	14	21	53	
4	Political Science	15	4	14	22	55	
5	Geography	3	-	2	2	7	
6	Economics	-	1	0	4	5	
Grand Total Students		-	-	-	-	-	BA students take two major subjects, because of which the same student gets counted twice, falsely increasing the grand total number of students.
	Actual Students	10	22	18	54	104	
Bachelor of Business Studies (BBS)							
S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4 th (old+new)		
1	Management	57	49	52	109	267	
Grand Total Students		57	49	52	109	267	
Bachelor of Science (B.Sc.)							
S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4 th (old+new)		

1	Physics Group	10	7	5	11	33					
Grand Total Students		10	7	5	11	33					
Bachelor of Business Studies (BBA)											
S.N.	Subject Name	Semester								Total	Remarks
		1st	2nd	3rd	4th	5th	6th	7th	8th		
1	Management BBA	17		12		20	18	0	27	94	
Grand Total Students		17		12		20	18	0	27	94	
Bachelor of Computer Application (BCA)											
S.N.	Subject Name	Semester								Total	Remarks
		1st	2nd	3rd	4th	5th	6th	7th	8th		
1	BCA	0	0	0	0	0	0		10	10	
Grand Total Students		0	0	0	0	0	0		10	10	
Master of Education (M.Ed.)											
S.N.	Subject Name	Semester				Total		Remarks			
		1st	2nd	3rd	4th						
1	English Education	21		8	6	35					
2	Nepali Education	10		22	16	48					
3	EPM Education	10		6	5	21					
4	Health Education	9		3	6	18					
Grand Total Students		50		39	33	122					
Master of Arts (MRD)											
S.N.		Semester				Total		Remarks			

	Subject Name	1st	2nd	3rd	4th		
1	Rural Development	15		12	20	47	
Grand Total Students		15		12	20	47	
Master of Business Studies (MBS)							
S.N.	Subject Name	Semester				Total	Remarks
		1st	2nd	3rd	4th		
1	Management	21		21	18	60	
Grand Total Students		21		21	18	60	
Post-Graduate Diploma in Education (PGDE)							
S.N.	Subject Name	Semester				Total	Remarks
		1st	2nd	3rd	4th		
1	Social and Educational Psychology in Classroom Education	11		12	0	23	
2	EPM	0		0	0	0	
Grand Total Students		11		12	0	23	
All Students Total						1990	

Source: Exam Section, DMC

Table 4 presents the distribution of students across different academic programs and subjects in the campus. A total of 1,990 students are enrolled in various bachelor's, master's, and postgraduate diploma programs.

Among the bachelor's level programs, the Bachelor of Education (B.Ed.) has the highest enrollment with 1,230 students, making it the largest program in the institution. Within B.Ed., Nepali Education has the largest number of students (564), followed by English Education (293) and Health Education (175). Subjects such as Geography Education and Political Science Education have no students enrolled. The Bachelor of Business Studies (BBS) program has 267 students, while the Bachelor of Arts (BA) program has 104 actual students (subject-wise grand total count appears higher because each student selects two major subjects, which makes them counted twice). The Bachelor of Science (B.Sc.) program has 33 students, all in the Physics group.

Among the semester-based bachelor's programs, BBA has 94 students, while BCA has only 10 students, indicating comparatively low enrollment in the computer application program. At the master's level, M.Ed. has 122 students, with the highest number in Nepali Education (48) followed by English Education (35). The MBS program has 60 students, while MA in Rural Development (MRD) has 47 students. Finally, the Post-Graduate Diploma in Education (PGDE) program has 23 students, all in Social and Educational Psychology in Classroom Education, with no enrollment in Education Planning and Management (EPM).

Overall, the data indicate that education-related programs dominate student enrollment, while some specialized subjects and technical programs have relatively low or no student participation.

3.2. PROGRAM-WISE ENROLLMENT

The total enrollment in 2080/081 was 1592. In 2081/082, it increased to 1990. In all the programs the number of students increased. In both years, the number of female students was much higher than that of male students. Table 5 presents a summary of enrolled students in 2079/080 and 2080/081.

TABLE 5: PROGRAM-WISE ENROLLMENT IN 2080/081 AND 2081/082

Program	2080/081					2081/082				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
BEd	212	811	1023	20.72%	79.28%	279	951	1230	22.68%	77.32%
BBS	74	136	210	35.24%	64.76%	105	162	267	39.33%	60.67%
BA	48	46	94	51.06%	48.94%	53	51	104	50.96%	49.04%
BSc	11	12	23	47.83%	52.17%	14	19	33	42.42%	57.58%
BBA	35	42	77	45.45%	54.55%	43	51	94	45.74%	54.26%
BCA	4	6	10	40%	60%	4	6	10	40%	60%
PGDE	8	4	12	66.67%	33.33%	13	10	23	56.52%	43.48%
MEd	21	51	72	29.17%	70.83%	44	78	122	36.07%	63.93%
MBS	11	28	39	28.21%	71.79%	24	36	60	40%	60%
MA	20	12	32	62.5%	37.5%	28	19	47	59.57%	40.43%
Total	444	1148	1592	28.30%	71.70%	607	1383	1990	30.50%	69.50%

Source: the Exam section, DMC

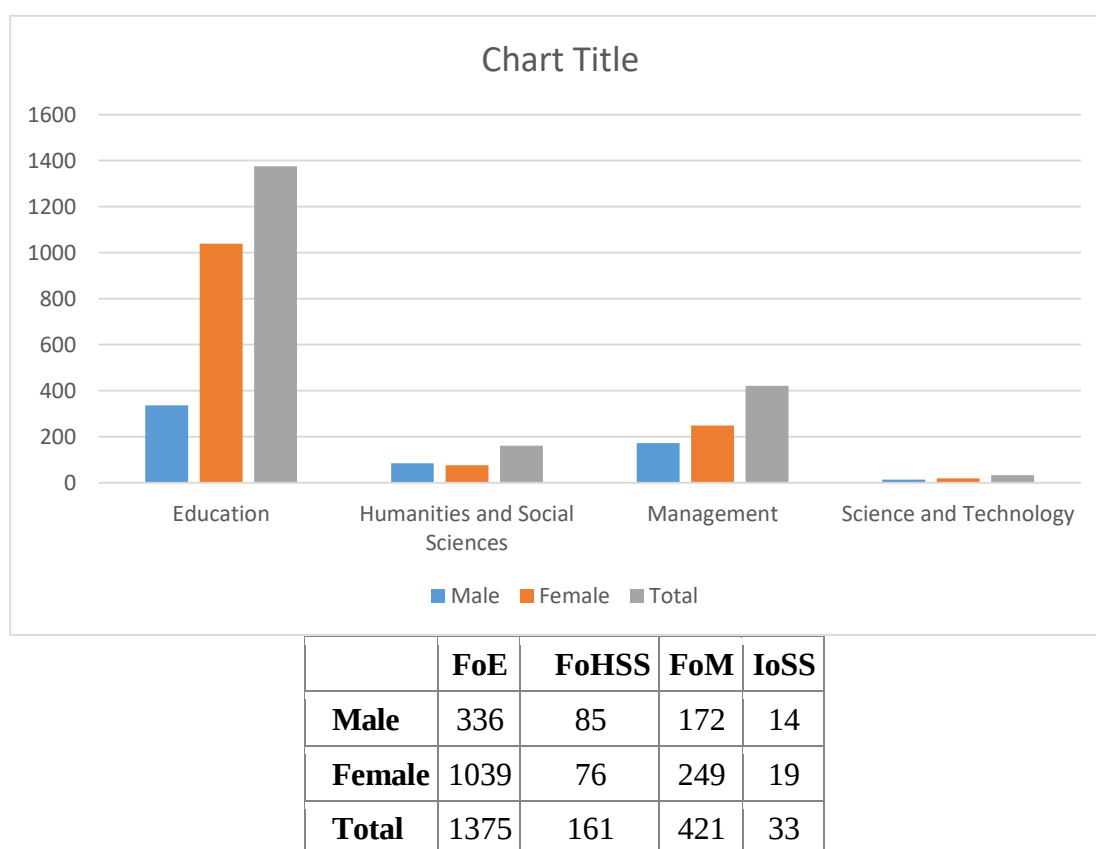
Table 5 presents program-wise enrolment by gender for the academic years 2080/081 and 2081/082. Overall, total student enrolment increased from 1,592 in 2080/081 to 1,990 in 2081/082. In both years, female students outnumbered male students, although the proportion of male students rose slightly from 28.30% to 30.50%, indicating a modest improvement in gender balance.

At the program level, BEd had the highest enrolment in both years and remained female-dominated, despite a slight increase in male participation. BBS and MEd also showed growth in total enrolment, with a noticeable rise in the proportion of male students in 2081/082. BA displayed a nearly balanced gender distribution in both years. BSc recorded an increase in total enrolment, with female students forming a larger share in 2081/082. BBA and BCA continued to show a relatively balanced gender composition across the two years. In contrast, PGDE and MA were male-dominated programs, though both showed some increase in female participation in 2081/082. MBS, while still female-dominated, moved closer to a balanced gender distribution in the later year.

3.3. FACULTY-WISE ENROLLMENT

The Faculty of Education has the highest number of enrollment, followed by Faculty of Management, Faculty of Humanities and Social Sciences, and Institute of Science and Technology respectively. Except in FoHSS, the female students outnumber male students in all other faculties. Figure 1 reflects the enrollment status of students in different faculties of the campus in the academic year 2081/082.

FIGURE 1: FACULTY-WISE ENROLLMENT IN 2081/082



Source: Exam Section, DMC

Figure 1 presents the distribution of students by gender across four academic faculties. Overall, female students outnumber male students in all faculties except Humanities and Social Sciences, where male students are slightly higher. The Education faculty enrolls the largest number of students (1,375), with a strong female dominance (1,039 females compared to 336 males). Management is the second-largest faculty (421 students), again showing a higher number of females than males. In

contrast, Science and Technology has the lowest enrollment (33 students), with marginally more female students than males. This distribution indicates a greater participation of female students across most academic disciplines, particularly in Education and Management.

In comparison to the enrollment data of previous year, there is a positive upward trend in student enrollment, with female students continuing to outnumber male students in most faculties across both years. The comparative data is shown in shown in Table 6.

**TABLE 6. COMPARISON OF FACULTY-WISE ENROLLMENT
BETWEEN 2080/081 AND 2081/082**

S.N.	Faculty	2080/081			2081/82		
		M	F	T	M	F	T
1	Education	241	866	1107	336	1039	1375
2	Humanities and social Sciences	72	64	136	85	76	161
3	Management	120	206	326	172	249	421
4	Science and Technology	11	12	23	14	19	33

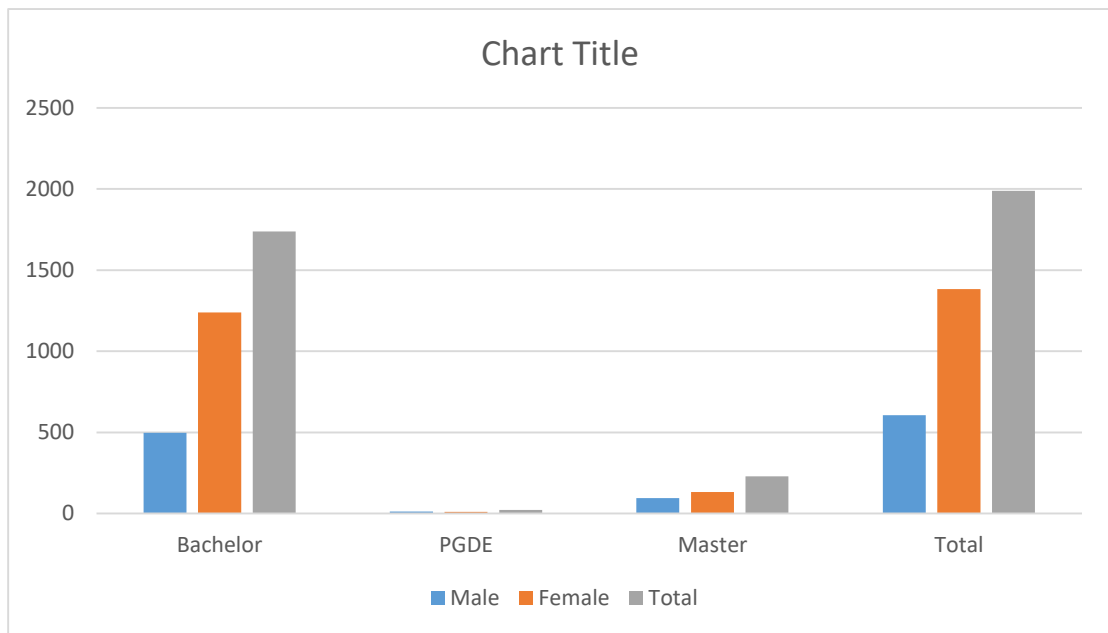
Source: Exam Section, DMC

Table 6 presents the faculty-wise enrollment in the academic years of 2080/081 and 2081/082, facilitating the comparative study of enrollment between the two consecutive years. The Faculty of Education experienced the largest growth, rising from 1,107 to 1,375 students, with increases in both male and female enrollment, particularly among female students. The Faculty of Humanities and Social Sciences and the Faculty of Management also showed moderate growth in total enrollment across both genders. Although Science and Technology remains the smallest faculty, its enrollment also increased from 23 to 33 students.

3.4 LEVEL-WISE ENROLLMENT

Dhankuta Multiple Campus offers a range of academic programs across the Bachelor's, Master's, and Post-graduate levels. The Bachelor's level encompasses six programs, the Master's level includes three programs, and the Post-graduate level comprises a single program. Figure 2 illustrates the level-wise enrollment data for the academic year 2081/082.

FIGURE 2: LEVEL-WISE ENROLLMENT IN 2081/082



Level	Male	Female	Total
Bachelor	498	1240	1738
PGDE	13	10	23
Master	96	133	229
Total	607	1383	1990

Source: Exam Section, DMC

Figure 2 presents a level-wise distribution of students by gender. At the Bachelor's level, enrollment is the highest, comprising 1,738 students, with a substantial predominance of female students (1,240) over male students (498). The Master's level records a total of 229 students, again with higher female participation than male. In contrast, PGDE enrollment is minimal (23 students) but shows a nearly balanced gender distribution.

The level-wise enrollment data can be compared to that of the previous years. Such comparison is presented in Table 7.

**TABLE 7: COMPARISON OF LEVEL-WISE ENROLLMENT BETWEEN
2080/081 AND 2081/082**

Level	2080/081			2081/082		
	M	F	T	M	F	T
Bachelor	384	1053	1437	498	1240	1738
PGDE	8	4	12	13	10	23
Master	52	91	143	96	133	229

Total	444	1148	1592	607	1383	1990
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Source: Exam Section, DMC

Table 7 presents a level-wise comparison of student enrollment across two academic years: 2080/081 and 2081/082. Overall, total enrollment increased markedly from 1,592 in 2080/081 to 1,990 in 2081/082. The Bachelor's level recorded the largest increase, rising from 1,437 to 1,738 students, with growth observed in both male and female enrollment, particularly among female students. The Master's level also showed a substantial increase, with enrollment rising from 143 to 229 students across both genders. Although PGDE enrollment remains relatively small, it increased from 12 to 23 students in 2081/082. Overall, the data indicate a consistent upward trend in enrollment across all academic levels, with female students continuing to outnumber male students in both years.

3.5. DISTRICT-WISE STUDENT ENROLLMENT

Students from various neighboring districts come to study at DMC. The student enrollment from different districts in the academic year 2081/082 is presented in Table 8.

TABLE 8: DISTRICT-WISE ENROLLMENT, 2081/082

S.N.	District	Number of Students			Proportion (%)
		Male	Female	Total	
1	Dhankuta	100	157	257	69.27%
2	Bhojpur	19	21	40	10.78%
3	Tehrathum	23	15	38	10.24%
4	Sankhuwasabha	9	18	27	7.28%
5	Sunsari	3	0	3	0.81%
6	Morang	1	1	2	0.54%
7	Udayapur	0	2	2	0.54%
8	Khotang	0	1	1	0.27%
9	Kalikot	0	1	1	0.27%
	Total	155	216	371	100%

Source: Exam Section, DMC

Table 8 shows the district-wise distribution of student enrollment for the academic year 2081/082. The data show that student enrollment is highly concentrated in Dhankuta district, which alone accounts for 257 students (69.27%) of the total enrollment. The remaining enrollment is distributed across neighboring districts, with Bhojpur (10.78%) and Tehrathum (10.24%) contributing a moderate proportion of students. Sankhuwasabha accounts for 7.28%, while the other districts – Sunsari, Morang, Udayapur, Khotang, and Kalikot – contribute a very small proportion of students, each representing less than one percent of total enrollment. Kalikot, though a

mid-Western district, very far away from Dhankuta, has provided one student this year, which is a very rare case.

In terms of gender composition, female students (216) have outnumbered male students (155), suggesting a relatively higher participation of female students across districts. Overall, the data indicate that while the campus attracts students from multiple districts, its reach remains predominantly local, with limited representation from more distant districts.

SECTION 4: TEACHING AND NON-TEACHING STAFF

DMC has altogether 104 staff currently working at different positions in the academic year 2081/82. There are 68 teaching and 36 non-teaching staff in total, including both the permanent and temporary kinds. Overall composition of teaching and non-teaching staff is represented in Table 9.

TABLE 9: TEACHING AND NON-TEACHING STAFF

	Teachers									Non-teaching staff			All staff		
	Full-time			Part time			All teachers			M	F	T	M	F	T
	M	F	T	M	F	T	M	F	T						
Permanent	26	1	27	-	-	-	26	1	27	15	6	21	41	7	48
Temporary	21	1	22	15	4	19	36	5	41	7	8	15	43	13	56
Total	47	2	49	15	4	19	62	6	68	22	14	36	84	20	104

Source: Exam Section, DMC

Table 8 shows that there is a significant gender disparity, with males comprising the majority across all categories. Female representation is notably low, especially among teachers (only 6 out of 68). A higher number of teachers are also employed on a temporary basis (41) compared to permanent positions (27). All permanent teachers are full-time employees, whereas, temporary teachers include both full-time and part-time positions, indicating flexibility in employment arrangements for temporary teaching staff. Among non-teaching staff, permanent staff outnumber temporary staff. In total (including both teaching and non-teaching staff), there are 48 permanent staff and 56 temporary staff working at DMC in the academic year 2082/83.

4.1. TEACHERS

Table 9 represents the number of teachers in different departments.

TABLE 9: NUMBER OF TEACHERS IN DIFFERENT DEPARTMENTS

SN	Department Name	Number of Teachers			Proportion
		M	F	T	

1	Department of English	6	1	7	10.3%
2	Department of Nepali	6	1	7	10.3%
3	Department of Economics and Rural Development	7	1	8	11.8%
4	Department of Health and Population Education	5	2	7	10.3%
5	Department of Geography and Political Science	7	0	7	10.3%
6	Department of Mathematics	6	0	6	8.8%
7	Department of Science	5	0	5	7.4%
8	Department of Education	7	0	7	10.3%
9	Department of Management	11	1	12	17.6%
10	BCA	2	0	2	2.9%
Total		62	6	68	100%

Source: Administration Section, DMC

Table 9 presents an overview of the number of teachers in different departments, along with their gender distribution and proportional representation. This distribution highlights variations in staffing and gender representation across departments, with a notable concentration of teachers in the Management department and minimal representation in BCA. There are altogether 12 teachers for Management department, whereas, BCA has only 2 teachers. Position-wise distribution of teachers is presented in Table 10.

TABLE 10: POSITIONS HELD BY TEACHERS

Position	Number and share					
	Male		Female		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
Professor	0	0%	0	0%	0	0%
Associate Professor	3	4.4%	0	0%	3	4.4%
Lecturer	24	35.3%	1	1.5%	25	36.8%
Teaching Assistant (Full time)	20	29.4%	1	1.5%	21	30.9%
Teaching Assistant (Part time)	15	22.1%	4	5.8%	19	27.9%

Total	62	91.2%	6	8.8%	68	100%
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Source: Administration Section, DMC

Table 10 shows that males dominate the teaching staffing structure, comprising 91.2% of the total positions, while females represent only 8.8%. Notably, there are no female Professors or Associate Professors, and only one female Lecturer and one full-time Teaching Assistant, indicating a significant underrepresentation of females in academic roles. Part-time Teaching Assistant positions show a slightly higher female representation (5.8%) compared to full-time roles (1.5%), yet males still hold the majority (22.1%). This reveals a big gender disparity in teaching staff.

4.2. NON-TEACHING STAFF

The positions of non-teaching staff at DMC is presented in Table 11.

TABLE 11: POSITIONS HELD BY NON-TEACHING STAFF

Position	Number and share					
	Male		Female		Total	
	Number	Share	Number	Share	Number	Share
Section Officer	0	0	2	5.6%	2	5.6%
Subba	0	0	2	5.6%	2	5.6%
Lab Assistant	1	2.7%	0	0	1	2.7%
Kharidar	7	19.4%	0	0	7	19.4%
Office Assistants	14	38.9%	10	27.8%	24	66.7%
Total	22	61%	14	39%	36	100%

Source: Administration Section, DMC

Table 11 shows that males constitute 61% of the total non-teaching staff, while females make up 39%. Highest positions (Section Officer and Subba) are exclusively occupied by females, which somewhat balances the situation of male domination in teaching staff positions. *Lab Assistant* and *Kharidar* positions are solely held by males. *Office Assistants* represent the largest group, accounting for 66.67% of the total non-teaching staff. Within this category, males (38.9%) slightly outnumber females (27.8%). *Kharidar* positions are the second largest, comprising 19.4% of the staff, all of whom are male. There is one *Lab Assistant*, who is also male. The overall distribution of males and females in non-teaching staffing structure is somewhat balanced, and is better in comparison to the structure of teaching staff.

4.3. STUDENT-TEACHER RATIOS

The student-teacher ratio (STR) is typically understood as the number of students enrolled for each teacher. It is calculated by dividing the total number of students by the total number of teachers at a specific educational level. STR is a key factor in determining the quality of education, as well as an indicator of both teacher workload and availability to students. A lower student-teacher ratio is highly advantageous because it enables teachers to provide more personalized attention to each student. However, this can also lead to higher costs per student. While the quality of

teaching remains the most significant factor in educational outcomes, STR still plays an important role in influencing student achievement and the overall quality of education in an institution. At DMC, the total number of enrolled students in the academic year 2081/82 was 1990, whereas, the total number of teachers available to teach these students was 68. Now, STR is obtained by using the following formula:

$$\begin{aligned}\text{STR} &= \frac{\text{Number of enrolled Students}}{\text{Number of Teachers}} \\ \text{STR} &= \frac{1990}{68} \\ &= 29.26\end{aligned}$$

Thus, the overall STR of the campus in the academic year 2081/082 was 1:29.26. This means in average a teacher teaches about 30 students. It is a considerable ratio.

SECTION 5: EXAMINATION AND RESULT ANALYSIS

Examinations play a vital role in the evaluation process and are conducted to meet academic requirements. They are considered the most dependable method for assessing students' academic progress, closely tied to effective teaching and learning practices. While daily campus activities are significant, students' examination performance serves as a key indicator of their skills and abilities. Dhankuta Multiple Campus administers various types of examinations to gauge students' academic achievements.

The analysis of examination results provides essential insights into students' learning and their yearly or semester-wise performance. This data helps identify overall performance trends at the campus and offers constructive feedback to individual students. It also highlights areas of strength and areas requiring improvement, enabling targeted efforts to enhance teaching quality. Additionally, the results analysis can inform broader administrative decisions.

At Dhankuta Multiple Campus, each academic program includes at least one internal examination per academic year. However, this report excludes information on internal examinations and their results. Instead, it focuses on analyzing data from the final examinations of various programs. The number of examinations conducted annually differs between programs under the annual system and those under the semester system, as do their examination and evaluation procedures. Therefore, the details of students' performance in annual and semester examinations are presented separately.

5.1 ANNUAL EXAMINATIONS

The traditional Bachelor-level programs – BEd, BBS, BA, and BSc – are still run in the annual system. The information regarding enrollment, exam-appeared, dropout, and pass percentages in these programs is presented in Table 12.

TABLE 12: RESULTS OF ANNUAL EXAMINATIONS HELD IN 2081/082

Year	Student Category	Bachelors				Total
		BEd	BBS	BA	BSc	
First Year	Enrolled	207	57	17	10	291
	Appeared	200	44	17	7	268
	Dropouts	7	13	0	3	23
	Dropout Rate (%)	3.38%	22.80%	0	30%	7.90%
	Passed	20	4	7	3	34
	Pass Rate (%)	10%	9.09%	41.18%	42.86%	12%
Second Year	Enrolled	187	40	14	7	248
	Appeared	177	40	10	4	231
	Dropouts	10	0	4	3	17
	Dropout Rate (%)	5.35%	0	28.57%	42.87%	6.85%
	Passed	43	5	4	-	52
	Pass Rate (%)	24.29%	12.5%	40%	-	22%
Third Year	Enrolled	200	50	20	3	273
	Appeared	195	43	15	3	256
	Dropouts	5	7	5	-	17
	Dropout Rate (%)	2.56%	16.27%	25%	-	6.22%
	Passed	45	15	8	-	68
	Pass Rate (%)	23.07%	34.88%	53.33%	-	26.56%
Fourth Year	Enrolled	195	43	15	3	256
	Appeared	169	35	15	3	222
	Dropouts	26	8	-	-	34
	Dropout Rate (%)	13.33%	18.60%	-	-	13.28%
	Passed	result not yet published	result not yet published	result not yet published	result not yet published	-
	Pass Rate (%)	-	-	-	-	-
Total	Enrolled	789	190	66	23	1068
	Appeared	741	162	57	17	977
	Dropouts	48	28	9	6	91
	Dropout Rate (%)	6.08%	14.74%	13.64%	26.09%	8.52%
	Passed					

	Pass Rate (%)					
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Source: Exam Section, DMC

Table 12 presents the results of the annual bachelor-level examinations held in 2081/082 across BEd, BBS, BA, and BSc programmes. Overall enrollment stood at 1,068 students, of whom 977 appeared in the examinations, indicating an aggregate dropout rate of 8.52%. Among programmes, BSc recorded the highest dropout rate (26.09%), followed by BBS (14.74%) and BA (13.64%), while BEd showed the lowest overall dropout rate (6.08%), reflecting comparatively better student retention.

In terms of academic performance, pass rates were generally low in the First Year (12%), suggesting initial adjustment challenges at the bachelor level. Pass rates improved progressively in the Second Year (22%) and Third Year (26.56%), indicating better academic adaptation over time. Programme-wise, BA students consistently achieved comparatively higher pass rates, particularly in the Third Year (53.33%), whereas BEd pass rates remained modest across years despite higher enrollment. Results for the Fourth Year were not yet published at the time of reporting, limiting conclusions on final-year performance. Overall, the data highlight issues of early-year academic performance and programme-specific dropout concerns, particularly in BSc and BBS streams.

5.2. SEMESTER EXAMINATIONS

There are fewer students in semester system programs than in annual system programs. The relatively newer Bachelor-level programs, BBA and BCA, all Master-level programs, and PGDE are taught in the semester programs. The information regarding enrollment, exam-appeared, dropout, and pass percentages in these programs is presented in Table 13.

TABLE 13: RESULTS OF SEMESTER EXAMINATIONS HELD IN 2081/082

Semester	Study Category	Bachelors		Masters			Total
		BBA	BCA	MEd	MBS	MA	
First Semester	Enrolled	17	-	50	22	16	105
	Appeared	16	-	50	20	14	100
	Dropouts	1	-	0	2	2	5
	Dropout Rate (%)	5.88%	-	0	9.09%	12.5%	4.76%
	Passed	10	-	5	0	6	21
	Passed Rate (%)	62.5%	-	10	0	42.85%	21%
Second Semester	Enrolled	15	-	35	18	10	78
	Appeared	15	-	35	16	10	76
	Dropouts	0	-	0	2	0	2
	Dropout Rate (%)	0	-	0	11.12%	0	2.56%

	Passed	7	-	0	0	0	7
	Passed Rate (%)	46.67 %	-	0	0	0	9.21%
Third Semester	Enrolled	12	-	33	28	8	81
	Appeared	12	-	33	23	8	76
	Dropouts	0	-	0	5	0	5
	Dropout Rate (%)	0	-	0	17.85 %	0	6.17%
	Passed	5	-	3	0	4	12
	Passed Rate (%)	41.67 %	-	9.09%	0	50%	15.78%
Fourth Semester	Enrolled	11	-	27	8	2	48
	Appeared	11	-	27	-	-	-
	Dropouts	0	-	0	-	-	-
	Dropout Rate (%)	0	-	0	-	-	-
	Passed	0	-	17	-	-	-
	Passed Rate (%)	0	-	62.96 %	-	-	-
Fifth Semester	Enrolled	19	-	-	-	-	19
	Appeared	19	-	-	-	-	19
	Dropouts	0	-	-	-	-	0
	Dropout Rate (%)	0	-	-	-	-	0
	Passed	10	-	-	-	-	10
	Passed Rate (%)	52.63 %	-	-	-	-	52.63%
Sixth Semester	Enrolled	19	10	-	-	-	29
	Appeared	19	10	-	-	-	29
	Dropouts	0	0	-	-	-	0
	Dropout Rate (%)	0	0	-	-	-	0
	Passed	14	-	-	-	-	14
	Passed Rate (%)	73.68 %	-	-	-	-	48.27%
	Enrolled	18	10	-	-	-	28

Seventh Semester	Appeared	18	10	-	-	-	28
	Dropouts	0	0	-	-	-	0
	Dropout Rate (%)	0	0	-	-	-	0
	Passed	18	-	-	-	-	-
	Passed Rate (%)	100%	-	-	-	-	-
Eighth Semester	Enrolled	27	-	-	-	-	27
	Appeared	27	-	-	-	-	27
	Dropouts	0	-	-	-	-	0
	Dropout Rate (%)	0	-	-	-	-	0
	Passed	26	-	-	-	-	26
	Passed Rate (%)	96.29 %	-	-	-	-	96.29%
Total	Enrolled	138	10	145	76	36	405
	Appeared	137	10	145	59	32	383
	Dropouts	1	-	0	17	4	22
	Dropout Rate (%)	0.72%	-	0	22.36 %	11.11 %	5.45%
	Passed	90	-	25	0	10	125
	Passed Rate (%)	65.69 %	-	17.24 %	0	31.25 %	32.63%

Source: Exam Section, DMC

Table 13 presents semester-wise enrollment, participation, dropout, and pass performance across Bachelor's (BBA, BCA) and Master's (MEd, MBS, MA) programs. Overall, 405 students were enrolled, of whom 383 appeared, resulting in an overall dropout rate of 5.45%. Dropout was comparatively higher at the Master's level, particularly in MBS (22.36%) and MA (11.11%), indicating retention challenges in these programs. In contrast, MEd had zero dropout.

In terms of academic achievement, a total of 125 students passed, yielding an overall pass rate of 32.63%. Bachelor's programs, especially BBA, demonstrated relatively stronger performance, with a cumulative pass rate of 65.69%, and very high success in the seventh (100%) and eighth semesters (96.29%). In contrast, Master's programs showed low pass rates, with MEd at 17.24%, MA at 31.25%, and no recorded passes in MBS, suggesting serious academic performance concerns at the postgraduate level.

SECTION 6: FINANCIAL ASPECT

DMC possesses its own land, buildings, and various educational materials, and conducts all kinds of financial activities for academic purposes. Its total assets and liabilities for the academic year 2081/082 has been presented in Table 14.

TABLE 14: TOTAL ASSETS AND LIABILITIES OF DMC IN 2081/082

S.N.	Particulars	Amount	
		2080/081	2081/082
1	Fixed assets	7,60,94,034.58	10,55,81,365.37
2	Current assets	2,83,49,331.34	4,21,72,530.78
	Total assets	10,44,43,365.92	14,77,53,896.15
3	Current liabilities	12,26,943.06	77,70,451.65

Source: Audit Report, DMC, 2081/82

Table 14 shows a substantial increase in total assets from the academic/financial year 2080/081 to 2081/082, caused by notable growth in both fixed and current assets, while current liabilities also rose markedly during the same period.

6.1. FIXED ASSETS

The fixed assets of the campus include land, buildings, laboratory equipment, furniture, books, and other physical properties. Following tables present the details regarding it. Table 15 shows details of the different portions of land area occupied by the campus. Table 16 lists out the type and number of buildings and rooms. Table 17 gives information on laboratory equipment. Likewise, Table 18 informs on electronic equipment and Table 19 informs on furniture details.

TABLE 15: AREA OCCUPIED BY THE CAMPUS

S.N.	Particulars	Area	Remarks
1	Total land area	1479-5-2 Ropani (752636.74 sq.meter)	
2	Area occupied by campus premise	106-0-0 Ropani	
3	Amarpurush hostel	35-2-3 Ropani	
4	Bhrikuti Hostel (girls)	22-9-2 Ropani	
5	Science Block	47-3-1 Ropani	
6	Agricultural land	95-06-0 Bigha	

Source: Administration Section, DMC

Table 15 provides a breakdown of the land area occupied by the campus, which totals 1479-5-2 Ropani (equivalent to 752,636.74 square meters). The main campus premises occupy 106-0-0 Ropani, while specific facilities such as the Amarpurush Hostel and Bhrikuti Hostel (for girls) cover 35-2-3 Ropani and 22-9-2 Ropani

respectively. The Science Block occupies 47-3-1 Ropani. Additionally, the campus has 95-06-0 Bigha of agricultural land in Jhapa. This distribution highlights the significant allocation of space for both academic and residential purposes, with a substantial portion dedicated to agricultural use.

TABLE 16: NUMBER OF BUILDINGS, LABS, AND ROOMS

Particulars		Quantity
Buildings	Teaching	14
	Administration	1
	FSU	1
	Hostel	4
	Quarters	8
	Guarding	4
	Garage	2
	New building (under construction)	1
	Total buildings	35
Labs	Science	3
	ICT	1
	Others	6
	Total labs	10
Classrooms		23
Office Rooms		24
Library Rooms		1
Seminar Hall		3
Research Management Cell (RMC)		1
FSU Rooms		1
Canteen Rooms		3
Hostel Rooms		80
Quarter's Units		45
Washrooms		76
Total rooms		234

Source: Administration Section, DMC

Table 16 provides an overview of the campus infrastructure, detailing the number of buildings and rooms at DMC. The campus has a total of 34 buildings used

for various academic and administrative purposes. Additionally, there are 10 laboratories (3 for science, 1 for ICT, and 6 for other purposes). The campus features 234 rooms in total, comprising 23 classrooms, 24 office rooms, 1 library room, 3 seminar halls, 1 Research Management Cell (RMC), 1 FSU room, 3 canteen rooms, 80 hostel rooms, 45 quarters' units, and 76 washrooms. This extensive infrastructure supports academic, administrative, and residential functions effectively.

TABLE 17: LABORATORY EQUIPMENT

Particulars	Quantity
Lab tables	11
Physics equipment	21
Chemistry equipment	134
Chemicals	241
Biology equipment	69

Source: Science Lab, DMC

Table 17 provides an overview of the quantity of laboratory equipment available across different disciplines. There are 11 lab tables, suggesting sufficient seating and workspace for small to medium-sized groups of students. The number of chemistry equipment (134) is much greater than that of physics equipment (21). There is also considerable number of chemicals in chemistry lab. Overall, the lab facilities are fairly well-equipped, with a particular emphasis on chemistry equipment.

TABLE 18: ELECTRONIC EQUIPMENT

S.N.	Particulars	Quantity	S.N.	Particulars	Quantity
1	Desktop computers	54	14	CC Camera box	1
2	Laptops	23	15	Solar Batteries	8
3	Multimedia projectors	11	16	Electric kettle	4
4	Amplifier	1	17	Solar panel	44
5	Interactive boards	2	18	Water Pumping motors	1
6	Printers with scanner	14	19	Ceiling fans	21
7	Photocopy machines	2	20	Stand fans	8
8	Sound box	2	21	Wall fans	6
9	Electronic Attendance	3	22	Multi-plug	20
10	Telephone sets	15	23	Television sets	15
11	Calculator	9	24	Vacuum cleaner	1

12	CC Cameras	38	25	Water filter Machine	4
13	Wall clock	11	26	Router	10

Source: Store Section, DMC

Table 18 provides a list of electronic equipment available for various purposes, categorized by type and quantity. The list demonstrates a well-equipped facility that emphasizes computing, multimedia teaching, and security. The availability of renewable energy resources like solar panels reflects a commitment to sustainability, while utility and cooling devices ensure a comfortable and functional environment for students and staff.

TABLE 19: FURNITURE DETAILS

S.N.	Particulars	Quantity	S.N.	Particulars	Quantity
1	Wooden Drawers	40	13	Foam Chair	30
2	Wooden Showcase	21	14	Computer tables	48
3	Sofas	9 sets	15	Desk-Benches	471 pairs
4	Glass covering table	24	16	Tables with drawers (office table)	24
5	Book Cabinet	65	17	Plain chairs (wooden + iron)	375
6	Glass drawer	21	18	Plastic chairs	40
7	Steel Drawers	35	19	Steel Racks	25
8	White boards	40	20	Teaching table	27
9	Iron chair with foam	54	21	Round table	12
10	Tea tables	32	22	Dining Table	26
11	Revolving Chairs	15	23	Iron table	65
12	Notice Boards	7	24	Reading table	45

Source: Store Section, DMC

Table 19 provides an overview of the furniture available, categorized by type and quantity. DMC is well-furnished to meet the needs of students, teachers, and administrative staff. The abundance of seating and desk options ensures sufficient capacity for large groups, while the variety of storage and teaching aids supports organized and effective teaching and learning.

6.2 INCOME AND EXPENSES

Income and expenditure are very important to maintain infrastructure, teaching learning, research and other academic activities. The details of income made by DMC in 2080/081 and 2081/082 are presented in Table 20.

TABLE 20: TOTAL INCOME IN THE LAST TWO YEARS

S.N.	Particulars	Income Amount in Rupees
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		2080/081	2081/082
1	Admission Fee	3,10,390	-
2	Tuition Fee	40,58,865	48,31,660
3	Student Identity Card Fee	85,330	1,01,150
4	Sports Fee	1,19,640	1,47,150
5	Laboratory Fee	2,14,640	3,37,110
6	Library Fee	2,04,300	2,10,750
7	Hostel Fee	35,000	53,850
8	Fine	1,31,500	2,28,680
9	Income from TU land	14,51,108	13,07,101
10	Bank Interest	-	4,35,812.66
11	Income from regular program	2,14,532	-
12	Internal Source	6,92,70,355	1,54,44,886.57
13	Head office <i>nikasa</i>	-	8,15,44,800
Total Income		7,60,95,660	10,46,42,950.23

Source: Audit Report, DMC

Table 20 compares income across various categories for the academic/fiscal years 2080/081 and 2081/082. Total income increased from Rs 7,60,95,660/- to Rs 10,46,42,950/23, owing primarily to the head office *nikasa* of total Rs. 8,15,44,800/- for the construction of a new building, staff salary and allowances. Some particulars have been reshuffled in 2081/082, like admission fee is included in the tuition fee, and income from regular program has been included in the internal source while income from bank interest has been separated. The details of expenditure for the years 2080/081 and 2081/082 are presented in Table 21.

TABLE 21: TOTAL EXPENSE IN THE LAST TWO YEARS

S.N.	Particulars	Expense Amount in Rupees	
		2080/081	2081/082
1	Buildings	34878640	28457696.79
2	Furniture	116228	-
3	Scientific and Educational Equipment	62801	-
4	Books	600000	571751.00
5	Office Equipment	198634	225957.00
6	Office Miscellaneous	779078	1417171.78
7	Salary Teaching	29642598	32052079.96
8	Overtime Teaching Salary	13771125	5343966.00

9	Salary Non-teaching	16657818	14828514.47
10	Allowance	3351324	3174895.29
11	Provident Fund Grants	2845884	2732022.43
12	Gratuity and Pension	1244796	1278953.03
13	Examination	658745	242754.00
14	Electricity and Water	834749	942689.36
15	Service fee(Telephone)	274034	195900.00
16	Repair	504361	888446.00
17	Transportation and Fuel	203046	146333.00
18	Advertisement and Publicity	97220	10600.00
19	Legal Expenses	25000	9120.00
20	Printing	383364	575946.35
21	Newspaper and Magazine	21600	1000.00
22	Travel Expenses	657360	974274.00
23	Ceremony /Event	44310	7545.00
24	Hospitality	222840	244100.00
25	Meeting Expenses	490550	487800.00
26	Electricity Material and others	414750	71325.00
27	Agriculture	100000	-
28	Publications	85730	-
29	Student Welfare	683041	607565
30	Research and Development	389284	406403
31	Scholarship	140000	8,70,400
32	Educational Material Expenses	193347	337640
33	Training, Seminar	-	4000
34	Other Construction	-	-
35	Water, Electricity Management	-	71325
36	Bank Charge	740	175.52
37	Miscellaneous	450460	160601
Total Expenses		11,10,23,457	9,64,68,549.98

Source: Audit Report, DMC

Source: Audit Report, DMC 2080/081

Table 21 presents the expenditure details of DMC for the academic/fiscal years of 2080/081 and 2081/082. The data shows that the total expenditure decreased from 11,10,23,457 in 2080/081 to 9,64,68,549.98 in 2081/082, mainly due to sharp reductions in capital items (buildings, equipment) and overtime teaching salary, despite increases in regular teaching salary and some operational expenses such as office miscellaneous, repair, and travel.

SECTION 7: RESEARCH AND PUBLICATION

DMC has set up a Research Management Cell (RMC) to facilitate research activities for both faculty and students. While research is not yet a defining or competitive strength of the campus, it has been institutionalizing and promoting knowledge gained through research quite well. Towards this end, several mini research projects have been completed till date. Additionally, RMC supports students in conducting research as part of their academic requirements. The RMC also publishes an annual research journal named *Rupantaran*. Besides, TU Teachers' association at DMC publishes another journal named *Chitandhara*. The details of the accomplished research projects at DMC in the academic year 2081/082 are presented in Table 22.

TABLE 22: ACCOMPLISHED RESEARCH PROJECTS

S.N.	Research Title	Researcher's Name	Research Type	Year
1	Role of Dairy for Farmers' Livelihood: A Study of Dhankuta Municipality, Dhankuta	Dinesh Adhikari	Mini Research	2081
2	<i>Bidhyalayama Bidhuitiya Hajiriko Prayog</i>	Ramesh Prasad Luitel	Mini Research	2081
3	Role of Agro-based Cottage Industries in Enhancing the Rural Economy: A Focus on Dairy Industry in Dhankuta Municipality	Lekhnath Rijal	Mini Research	2081
4	The Impact of Mobile Addiction on Child Development: Exploring Cognitive, Emotional and Social Effects of the Children of Dhankuta Municipality, Dhankuta	Bhuwan Bhandari	Mini Research	2081

Source: RMC, DMC

Table 22 lists the mini-researches conducted at DMC in the academic year 2081/82. There were altogether four mini-researches accomplished by the teaching staff with the support of RMC.

DMC disseminates its institutional and academic information through various publications, including academic journals, bulletin, booklets, reports, prospectuses, and academic calendar. Table 23 offers an overview of such campus publications.

TABLE 23: CAMPUS PUBLICATIONS

SN	Publication Title	Publication Type	Publication Year	Publication Period
1	Rupantaran	Research Journal	2081	Annual
2	Chintandhara	Research Journal	2081	Annual

Source: RMC, DMC

Table 23 lists the number of journals published at DMC in the academic year 2081/082. Two journals - *Rupantaran* and *Chintandhara* - (one issue from each) were published.

Overall, only a few teaching staff have been found involved in research and writing activities. Not a single student is found involved in such endeavors. The students are usually found conducting research only as a requirement for completing their academic course. Aware of this situation, the campus is striving to sustain and encourage more research efforts from both the teachers and the students.

SECTION 8: LIBRARY AND LEARNING RESOURCES

DMC stays committed to establish a quality learning environment by maintaining a well-equipped library that serves as a vital resource for students and faculty in their academic pursuits. The library houses a diverse collection of books, including journals and theses. It is further equipped with dedicated reading rooms for students and faculty, specialized departmental book sections, automated systems, and an e-library that ensures open access to electronic and online resources.

8.1 GENERAL INFORMATION

The library remains open every day, including Saturdays and public holidays, and offers flexible study hours during winter and summer vacations. A summary of the library's general information is provided in Table 24.

TABLE 24: GENERAL INFORMATION ON LIBRARY

S.N.	Particulars	Number
1	Opening hours/day	6:00am-5:00pm
2	Number of staff	5
3	Study seats	8
4	Student computers	1
5	Number of photocopy machine	1
6	Number of printers	1
7	Number of departmental libraries	0

Source: Library, DMC

Table 24 provides key details about the library's operations and resources. The library provides basic services, including study space, computers, printing, and photocopying, but its limited resources, such as the number of computers and printers, may affect accessibility during peak times. The absence of departmental libraries suggests that students rely entirely on the central library for their academic needs.

8.2 TOTAL COLLECTION

The DMC library has a large collection of resource materials mainly in printed form. Electronic collection hasn't been well-established yet. The entire collection types and numbers of the library resources are presented in Table 25.

TABLE 25: COLLECTION SIZE UP TO 2081/082

Print Sources	
Collection Type	Collection
Textbooks (Circulating)	31,506
Special collection	-
Reference books	6,534
Old Collection	-
Total Books	38,040
Journals	3
Theses	450
Magazines	-
Newspaper types	-
Total Printed Collection	38,493
Electronic Sources	
Collection Type	Collection
Journals	3
CDs	No

Source: Library, DMC

Table 25 shows that DMC library has a total collection of 38,493 resource materials in printed form till date, which were collected through direct purchase as well as donations. There isn't a well-developed system for electronic collection yet, however, for the academic year 2081/082 three journals were on record. There isn't any collection of CDs.

8.3 CIRCULATION AND PROVISION OF BORROWING BOOKS

The library mainly offers service of circulation of books to students and teachers of DMC. 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 and conditions provided to teachers and students are summarized in Table 26.

TABLE 26: CONDITIONS FOR BORROWING BOOKS

S.N.	Types of Users		No. of Books allowed	Period
1	Students of DMC	BBA students	6	180 days
		All Master's students	3	30 days
		BCA	5	180 days
		BSc	3	30 days
		BEd, BBS, BA, PGDE	2	30 days
2	Teachers of DMC		10	Books have to be submitted by the last of academic year
3	Non-teaching staff of DMC		2	Books have to be submitted by the last of academic year

Source: Library, DMC

Table 26 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 by sitting in the reading room. They can also photocopy reading resources with specified pay rates. Table 27 shows the books with top issue counts in the academic year 2081/082.

TABLE 27: BOOKS WITH TOP ISSUE COUNTS IN 2081/082

S.N.	Book Title	Author	Issue Counts
1	English for New Millennium (BEd 1st year)	Awasthi et al.	50
2	Aniwayya Nepali (BEd/BA 1st year)	Dhakal et al.	35
3	Philosophical and Sociological Foundation of Education (BEd 1st year)	Ramesh Prasad Luitel	25

4.	Educational Administration (BEd 1st year)	Hari Bahadur Thapa	21
5	Nepali Katha ra Upanyas (BEd 1st year)	Ramnath Ojha	20
6	Cost and Management Accounting (BBS 2nd year)	Koirala et al.	18
7	Bhasa Bigyan ra Nepali Bhasa (BEd 2nd year)	Shanti Prasad Dhakal	18
8	Nepali Natak ,Yekanki ra Nibandha (BEd 1st year)	Dhakal et al.	17
9	Microeconomics for Business (BBS 1st year)	Adhikari et al.	16
10	Foundations of Financial System in Nepal (BBS 3rd year)	Poudel et al.	16

Source: Library, DMC

Table 27 showcases the ten most frequently borrowed books during the academic year 2081/082, offering insights into the academic preferences and study requirements of students. These books are critical resources for coursework, research, and professional preparation across various disciplines. BEd first year compulsory subject textbooks (both English and Nepali) are the most borrowed books of all. One obvious reason for this is the highest number of enrollment in BEd first year among all programs and levels at DMC. Table 28 lists user students who most frequently borrowed books in the academic year 2081/082.

TABLE 28: STUDENTS WITH MOST BOOK ISSUES IN 2081/082

S.N.	Name	Level	Issue Counts
1	Anu Bhandari	Master	50
2	Shashi Kala Rai	Bachelor	40

3	Menika Rai	Bachelor	40
4	Sunita Rai	Master	39
5	Pashupati Maya Tamang	Bachelor	35
6	Hima Khanal	Bachelor	33
7	Sasmita Rai	Bachelor	33
8	Deepak Chapagai	Bachelor	32
9	Alin Sundas	Bachelor	30
10	Shubharaj Rai	Bachelor	29
11	Ranita Rai	Bachelor	29
12	Anu Bhandari	Master	50

Source: Library, DMC

Table 28 provides valuable insights into the borrowing patterns of students from various academic programs during the academic year 2081/082. It lists 12 students with the highest number of book issues, highlighting their engagement with library resources to support their studies. Level-wise, the top three most borrowing students for this year were from Master, Bachelor, and again Bachelor level respectively. Among the 12 most book-borrowing students, the Bachelor level students have borrowed books mostly. Regarding gender, female students have borrowed books mostly.

DMC doesn't have such structured rule for borrowing books by its staff. The teaching staff can borrow in total 10 books at maximum, and non-teaching staff can borrow 2 books at one time. They can always return the borrowed book and take another one without exceeding the maximum limit. They don't have to renew the book periodically; they can keep it with them as long as they need it, but when they have to leave the campus permanently for whatsoever reason they should return all the books and obtain library clearance.

SECTION 9: SCHOLARSHIPS AND FREESHIPS DISTRIBUTION

DMC provides scholarships and freeships to the students based on need and academic excellence. Students must show good progress in studies, behave well, and have financial need. These scholarships and freeships help students from different academic and socio-economic backgrounds afford higher education.

9.1. SCHOLARSHIPS

DMC has been supporting students' education by providing scholarships through clear selection criteria. Scholarships are mainly based on academic performance and gender, with the top male and female students from each program receiving the award. The scholarships are provided only at the Bachelor level. Table 29 summarizes the scholarships provided in 2081/082.

TABLE 29: SCHOLARSHIPS PROVIDED IN 2081/082

S.N.	Program	Year/Semester	Amount per Student	No. of Students			Total Amount
				M	F	T	
1	BEd	First Year	10,000/-	1	1	2	20,000/-
		Second Year	10,000/-	1	1	2	20,000/-
		Third Year	10,000/-	1	1	2	20,000/-
		Fourth Year	10,000/-	1	1	2	20,000/-
		Total					80,000/-
2	BA	First Year	10,000/-		1	1	10,000/-
		Total					10,000/-
3	BBS	First Year	10,000/-	-	1	1	10,000/-
		Second Year	10,000/-	1	-	1	10,000/-
		Third Year	10,000/-	1	1	2	20,000/-
		Fourth Year	10,000/-	1	1	2	20,000/-
		Total					60,000/-
4	BBA	First Semester	10,000/-	1	1	2	20,000/-
		Second Semester, 2078 batch	10,000/-	1	1	2	20,000/-
		Second Semester, 2079 batch	10,000/-	1	1	2	20,000/-
		Third Semester	10,000/-	1	1	2	20,000/-
		Fourth Semester	10,000/-	1	1	2	20,000/-

		Fifth Semester	10,000/-	1	1	2	20,000/-
		Sixth Semester	10,000/-	1	1	2	20,000/-
		Total					1,40,000/-
5	BCA	-	-	-	-	-	-
6	BSc	First Year	10,000/-	1	-	1	10,000/-
		Second Year	10,000/-	1	1	2	20,000/-
		Third Year	10,000/-	1	1	2	20,000/-
		Fourth Year	10,000/-	1	1	2	20,000/-
		Total					70,000/-

Source: Account Section, DMC

Table 29 shows the large distribution of scholarship in different faculties at the Bachelor level. The highest total amount was allocated to BBA students (Rs 1,40,000), followed by BEd (Rs 80,000), B.Sc. (Rs 70,000), and BBS (Rs 60,000) respectively. BA received the smallest amount of scholarship support (Rs 10,000), while BCA didn't receive any scholarship.

9.2 FREESHIPS

According to the regulations set by Tribhuvan University, DMC provides freeships to 20% of Bachelor level students enrolled exclusively in the BEd and BA programs. However, no such provision exists for students pursuing BBS, BSc, BBA, and BCA degrees. The selection of students eligible for this financial assistance is based on specific criteria designed to support their academic pursuits. The information regarding freeships provided in the academic year 2081/082 is presented in Table 30.

TABLE 30: FREESHIPS PROVIDED IN 2081/082

S.N.	Program	Year/Semester	Amount per student	No. of Students			Total Amount
				M	F	T	
1	B Ed	First Year	4400/-	9	29	38	167,200/-
		Second Year	4400/-	3	8	11	48,400/-
		Third Year	4400/-	7	20	27	118,800/-
		Fourth Year	4400/-	8	28	36	158,400/-
		Total					492800/-
2	BA	First Year	4400/-		4	4	17,600/-

		Total					17,600/-
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Source: Account Section, DMC

Table 30 presents the detail of freeships distribution in 2081/082. The freeships were mainly provided to B.Ed. students across all four years, with substantially higher coverage and higher total amount (Rs 492800/-) compared to the BA program (Rs 17,600/-), which received freeships only in the first year. Female students benefited more from freeships than male students, particularly in the B.Ed. program, where females constituted the majority of recipients across all years.