

Tribhuvan University

Dhankuta Multiple Campus

Dhankuta-6, Dhankuta

Education Management

Information System

Annual Report 2080/81

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EMIS UNIT, DHANKUTA MULTIPLE CAMPUS

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FOREWORD

I am pleased to present the first annual report of the Education Management Information System (EMIS). The EMIS Unit was assigned the task of studying different aspects of the information system on 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, freeships, and more. I hope this report will provide useful information to all stakeholders.

As the campus continues its efforts to secure quality assurance accreditation from the University Grants Commission, I believe this EMIS report will serve as a significant step toward achieving that objective.

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 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 and Mr. Krishna Govinda Adhikari, 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 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 departments, as well as the Administration, Finance, Library, and Examination sections. It oversees data concerning students' personal details, enrollment, library usage, and examinations. Additionally, the unit maintains 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 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, divided into three subsections, provides information on the report's organization, methodology employed, and its 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 describes 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.

DMC runs ten programs (bachelor's, postgraduate, and master's) across four faculties: Education, Humanities and Social Sciences, Management, and Science and Technology. Enrollment has declined by 20.5% from 2079/080 to 2080/081. Female students dominate enrollment across all levels, particularly in the Faculty of Education. Female students outnumber males in most programs, though male staff dominate teaching roles, with no females in senior academic positions like associate professors. The campus owns extensive land and facilities, including teaching buildings, hostels, and laboratories. The library holds over 35,948 resources. Research activity is limited but supported by a Research Management Cell and publications like journals, namely, *Rupantaran* and *Chintandhara*. Between 2079/80 and 2080/81, the campus's income doubled, whereas, expenses also rose sharply due to infrastructure, salaries, and student welfare, despite reduced spending on equipment, allowances, and scholarships. Scholarships are mostly provided to BBA students, whereas, freeships are exclusively offered to BEd and BA students, with females being primary beneficiaries. Issues include declining enrollment, limited research, gender imbalances in staffing, and low pass rates in certain programs.

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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
MEd	Master of Education
MBS	Master of Business Studies
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 has initiated efforts to streamline its education management information research as 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 internal goals and serves the needs of its stakeholders.

This report marks the first publication on the education management information system of DMC. It is anticipated that the report will positively influence the campus's overall 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. Most importantly, 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 analysis of information in the aforementioned areas. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections 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 describes 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 faculty of Education (BEd, MEd, PGDE), three programs under faculty of Humanities and Social Sciences (BA, MA, BCA), one program under faculty of Science and Technology (BSc), three programs under the faculty of Management (BBS, MBS, BBA).

1.2. METHODOLOGY

1.2.1. DATA COLLECTION SOURCE

The study utilized secondary data, primarily sourced from the EMIS software and campus publications. Dhankuta Multiple Campus (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.

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. However, 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.

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. The report focuses on programs offered at the Bachelor's and Master's levels, with department-wise student enrollment calculated based on specialization in specific subjects. 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 beginning of this 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 the table below.

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
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Source: Exam Section, DMC

The table 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: Education, Humanities and Social Sciences, Management and Science. The programs and specialization subjects in each of these faculties are presented in the following table.

TABLE 2: FACULTIES AND DEPARTMENTS

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

The above table provides a detailed overview of the academic programs and their respective specialization subjects across four faculties: Education, Humanities and Social Sciences, Management, and Science and Technology. 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 EPM.

The Faculty of Humanities and Social Sciences provides BA program with a broad range of specializations, including English, Nepali, Economics, Geography, Rural Development (RD), Political Science, and Mathematics, as well as BCA program with specialization in Digital Logic, C-Programming, and Database Management. At the postgraduate level, MA program focuses on Rural Development.

The Faculty of Management offers business-oriented programs such as BBS and BBA, both specializing in Accountancy, Finance, and Marketing. The MBS program also offers these same specializations. Finally, the Faculty of Science and Technology provides BSc program, specializing in core scientific subjects: Physics, Chemistry, and Biology.

The division of departments across faculties is not clearly delineated. Many programs within the Faculties of Education and Humanities and Social Sciences are run through shared departments. The organizational structure of these departments within their respective faculties is illustrated in the following figure.

TABLE 2: 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	Ramesh Amatya
	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

The above table 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.

SECTION 3: STUDENT ENROLLMENT

The total number of students enrolled in various academic programs at DMC in the year 2080/81 was 1592. 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 year 2080/81 is shown in the table below:

TABLE 3: SUBJECT-WISE ENROLLMENT

Bachelor of Education (B.Ed.)							
S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4th		
1	English Education	38	35	92	76	241	
2	Nepali Education	120	113	140	103	476	
3	Educational Planning and Management Education	1	0	0	1	2	
4	Health Education	31	26	57	42	156	
5	Population Education	4	1	2	3	10	
6	Geography Education	0	0	0	0	0	
7	Economic Education	24	34	15	13	86	
8	Mathematics Education	20	14	9	9	52	
9	Political Science Education	0	0	0	0	0	
	Grand Total Students	238	223	315	247	1023	
Bachelor of Arts (BA)							
S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4th		
1	English	1	3	7	6	-	
2	Nepali	3	3	6	6	-	
3	Rural Development	13	14	21	18	-	
4	Political Science	15	14	22	18	-	
5	Geography	1	2	2	0	-	
6	Economics	1	0	4	2	-	
	Grand Total Students	34	36	62	50	-	
	Actual Students	22	18	30	24	94	In BA, same students take major and minor subjects, so the enrolled number on record doesn't match the actual number of students

Bachelor of Business Studies (BBS)								
S.N.	Subject Name	Year				Total	Remarks	
		1st	2nd	3rd	4th			
1	Management	49	52	60	49	210		
	Grand Total Students	49	52	60	49	210		
Bachelor of Science (B.Sc.)								
S.N.	Subject Name	Year				Total	Remarks	
		1st	2nd	3rd	4th			
1	Physics Group	7	5	6	5	23		
	Grand Total Students	7	5	6	5	23		
Bachelor of Business Studies (BBA)								
S.N.	Subject Name	Semester					Total	Remarks
		1st	2nd	4th	5th	7th		
1	Management BBA	-	12	20	18	27	77	
	Grand Total Students	-	12	20	18	27	77	
Bachelor of Computer Application (BCA)								
S.N.	Subject Name	Semester					Total	Remarks
		1st	2nd	3rd	4th	5th		
1	BCA	0	0	0	0	10	10	
	Grand Total Students	0	0	0	0	10	10	
Master of Education (M.Ed.)								
S.N.	Subject Name	Year				Total	Remarks	
		1st	2nd	3rd	4th			
1	English Education	0	8	0	10	18		
2	Nepali Education	0	22	0	10	32		
3	EPM Education	0	6	0	10	16		
4	Health Education	0	3	0	3	6		
	Grand Total Students	0	39	0	33	72		
Master of Arts (MA)								
S.N.	Subject Name	Year				Total	Remarks	
		1st	2nd	3rd	4th			
1	Rural Development	0	12	0	20	32		
	Grand Total Students	0	12	0	20	32		
Master of Business Studies (MBS)								
S.N.	Subject Name	Year				Total	Remarks	
		1st	2nd	3rd	4th			
1	Management	0	21	0	18	39		

	Grand Total Students	0	21	0	18	39	
Post-Graduate Diploma in Education (PGDE)							
S.N.	Subject Name	Year				Total	Remarks
		1st	2nd	3rd	4th		
1	Social and Educational Psychology in Classroom Education	0	9	0	0	9	
2	Math Education	0	3	0	0	3	
	Grand Total Students	0	12	0	0	12	
All Students Total						1592	

Source: Exam Section, DMC

The B.Ed. program had the highest total enrollment, with 1,023 students across multiple subjects. Nepali Education was the most popular, attracting 476 students (46.53% of total B.Ed. enrollment), followed by English Education with 241 students (23.55%). Health Education also saw significant interest, enrolling 156 students (15.24%). Conversely, some subjects, such as Geography Education and Political Science Education, had no enrollment, indicating limited or no demand for these fields. This data underscores the strong preference for language and health-related studies in the education sector, alongside a lack of diversity in subject selection.

The BA program had an actual enrollment of 94 students, considering overlapping major and minor subject enrollments. Among the subjects, Rural Development and Political Science were the most popular, enrolling 66 and 69 students, respectively. In contrast, language-based subjects such as English and Nepali had lower enrollment, with fewer than 20 students each. This indicates a higher inclination toward social and governance-related studies over language and literature, reflecting contemporary academic and career interests.

The BBS program had a total enrollment of 210 students, all studying Management. Enrollment was evenly distributed across all four years, demonstrating consistent student interest in business and management studies. This steady demand highlights the practicality and career opportunities associated with a management degree.

The B.Sc. program had the lowest enrollment among undergraduate programs, with only 23 students enrolled in the Physics Group. Enrollment was consistently low across all years, suggesting limited interest in or availability of specialized science programs. This trend points to a potential need for increased promotion of science-related courses and better resources to attract students to this faculty.

The BBA program enrolled 77 students across five semesters, with the highest number (27) in the 7th semester. This indicates good retention rates and sustained interest in advanced business studies. The program's focus on practical and professional business skills likely contributes to its appeal.

The BCA program enrolled only 10 students, all in the 5th semester. The absence of enrollment in other semesters indicates that, despite its relevance and high demand in the global market, the program has not been able to attract students at DMC in consecutive academic years.

The M.Ed. program had a total enrollment of 72 students, with Nepali Education (32 students) and English Education (18 students) being the most popular subjects. Enrollment was concentrated in the 2nd and 4th years, indicating uneven student distribution. This reflects a preference for language studies at the graduate level, aligning with trends seen in the B.Ed. program.

The MA program focused solely on Rural Development, with 32 students enrolled, predominantly in the 4th year (20 students). This indicates sustained interest in development studies, which aligns with the popularity of Rural Development in the BA program.

The MBS program enrolled 39 students, all in Management, distributed across the 2nd and 4th years. This reflects consistent interest in pursuing advanced business education, likely driven by the demand for managerial expertise in the job market.

The PGDE program had a modest enrollment of 12 students, divided between Social and Educational Psychology in Classroom Education (9 students) and Mathematics Education (3 students). This low enrollment suggests that the program appeals to a specific group of students seeking specialized educational training.

3.2. PROGRAM-WISE ENROLLMENT

The total enrollment in 2079/080 was 2003. In 2080/81, it decreased to 1592. In most programs the number of students increased. In both years, the number of female students was much higher than that of male students. Table 4 presents a summary of enrolled students in 2079/080 and 2080/081.

TABLE 4: PROGRAM-WISE ENROLLMENT IN 2079/080 AND 2080/081

Program	2079/080					2080/081				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
BEd	317	968	1285	24.67%	75.33%	212	811	1023	20.72%	79.28%
BBS	112	163	275	40.73%	59.27%	74	136	210	35.24%	64.76%
BA	71	67	138	51.45%	0.51%	48	46	94	51.06%	48.94%
BSc	17	9	26	65.38%	65.38%	11	12	23	47.87%	52.17%
BBA	28	48	76	36.84%	63.16%	35	42	77	45.45%	54.55%
BCA	4	6	10	40%	60%	4	6	10	40%	60%
PGDE	-	-	-	-	-	8	4	12	66.67%	33.33%
MEd	30	56	86	34.88%	65.12%	21	51	72	29.17%	70.83%
MBS	11	29	40	27.5%	72.5%	11	28	39	28.21%	71.79%
MA	48	19	67	71.64%	28.36%	20	12	32	62.5%	37.5%
Total	638	1365	2003	31.85%	68.15%	444	1148	1592	28.30%	71.70%

Source: the Exam section, DMC

The above table presents a program-wise comparison of student enrollment for the academic years 2079/080 and 2080/081, focusing on the number of male (M) and female (F) students and their respective proportions. The data highlights both changes in total enrollment and shifts in gender distribution across various academic programs.

In BEd program, enrollment remained the highest among all programs, though it dropped from 1,285 students in 2079/080 to 1,023 in 2080/081. The female proportion also increased from 75.33% to 79.28%, underscoring the program's strong appeal to female students. Similarly, BBS program saw a decline in total enrollment from 275 to 210 students, with a notable rise in the female proportion from 59.27% to 64.76%.

BA program showed a significant drop in enrollment, from 138 to 94 students, but maintained a nearly balanced gender distribution in both years. Interestingly, the male proportion slightly decreased from 51.45% to 51.06%. In BSc program, the total number of students declined from 26 to 23, accompanied by a shift in gender dynamics, with the female proportion rising from 34.62% to 52.17%.

In BBA program, enrollment increased slightly, from 76 to 77 students, and there was a notable improvement in gender balance, with the female proportion rising from 63.16% to 54.55%. BCA program, on the other hand, had no new enrollments, but it has considerable gender distribution of 40% male and 60% female.

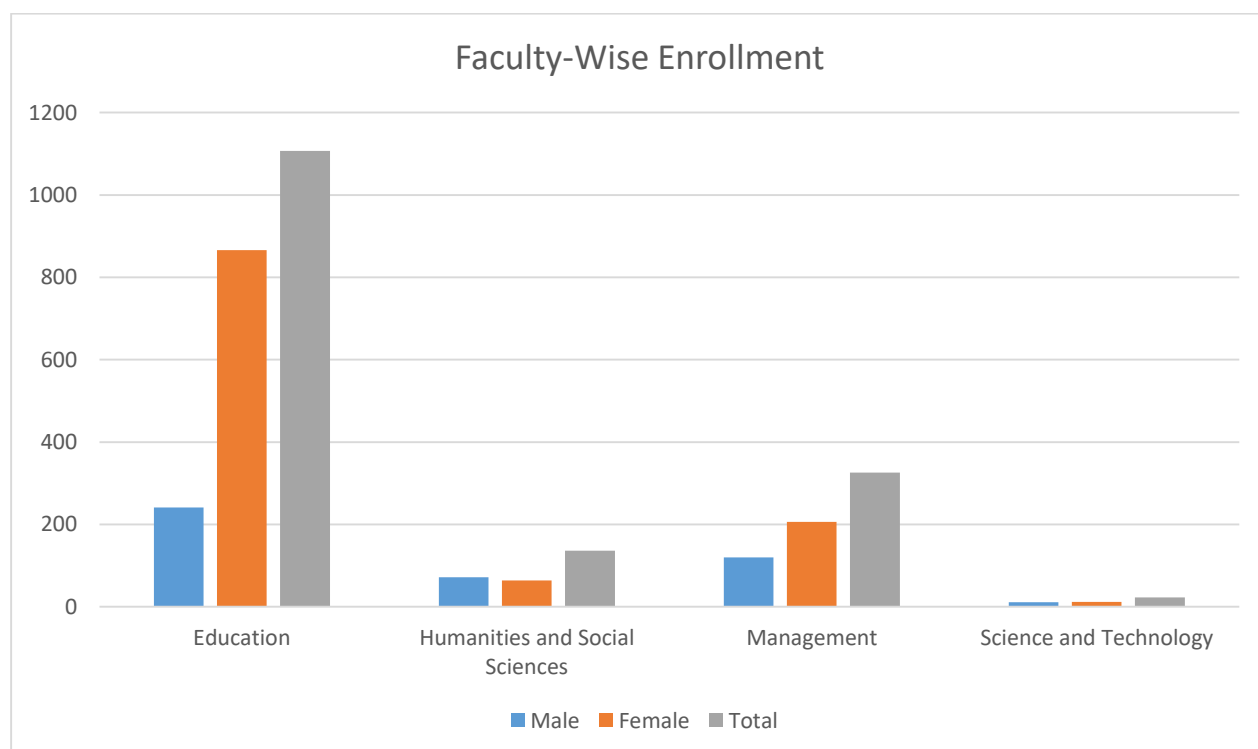
PGDE had no enrollment in 2079/080 but saw 12 students enrolled in 2080/081, with a majority (66.67%) being male. In contrast, the MEd program experienced a decline in total enrollment, from 86 to 72 students, but the female proportion increased from 65.12% to 70.83%. MBS program had relatively stable enrollment, with 40 students in 2079/080 and 39 in 2080/081. The female proportion remained consistently high.

MA program showed the sharpest decline in enrollment, from 67 to 32 students. The male proportion, which was dominant in 2079/080 at 71.64%, fell to 62.5% in 2080/081, reflecting a growing female presence.

3.3. FACULTY-WISE ENROLLMENT

While the number of students in programs under faculties of Education, Humanities and Social Sciences and Management is decreasing, there is slight increment in students' number in the programs under faculty of Science and Technology. The following figure reflects the enrollment status of students in different faculties of the campus

FIGURE 1: FACULTY-WISE ENROLLMENT IN 2080/081



	Education	Humanities and Social Sciences	Management	Science and Technology
Male	241	72	120	11

Female	866	64	206	12
Total	1107	136	326	23

The table presents faculty-wise student enrollment for the academic year 2080/081, detailing the number of male (M) and female (F) students in four faculties: Education, Humanities and Social Sciences, Management, and Science and Technology.

The Faculty of Education had the highest total enrollment, with 1,107 students. Female students significantly outnumbered male students, with 866 (78.23%) female enrollments compared to 241 (21.77%) male enrollments. This reflects a strong preference for education-related studies among female students and highlights a pronounced gender imbalance in this faculty.

The faculty of Humanities and Social Sciences had a comparatively lower total enrollment of 136 students. The gender distribution was relatively balanced, with 72 male students (52.94%) and 64 female students (47.06%). This faculty shows one of the closest gender ratios, indicating its appeal to both male and female students in almost equal measure.

The Faculty of Management enrolled 326 students, making it the second most popular faculty after Education. Female students comprised the majority, with 206 enrollments (63.19%), while male students accounted for 120 (36.81%). This reflects a moderate gender disparity, with management studies being more favored by female students.

The Faculty of Science and Technology had the lowest total enrollment, with only 23 students. Female students slightly outnumbered male students, with 12 enrollments (52.17%) compared to 11 (47.83%). Despite the small number of students, the gender distribution was nearly balanced, showing a promising trend toward equal representation in this traditionally male-dominated field.

**TABLE 5. COMPARISON OF FACULTY-WISE ENROLLMENT BETWEEN
2079/080 AND 2080/081**

S.N.	Faculty	2079/080			2080/81		
		M	F	T	M	F	T
1	Education	347	1024	1371	241	866	1107
2	Humanities and social Sciences	123	92	215	72	64	136
3	Management	151	240	391	120	206	326
4	Science and Technology	17	9	26	11	12	23

Source: Exam Section, DMC

The above table provides a comparison of faculty-wise enrollment between the academic years 2079/080 and 2080/081, focusing on male (M), female (F), and total (T) students.

The Faculty of Education saw a significant decline in total enrollment, dropping from 1,371 students in 2079/080 to 1,107 in 2080/081, a decrease of 264 students (19.26%). Male enrollment decreased from 347 to 241 (30.55%), while female enrollment dropped from 1,024 to 866 (15.43%). Despite the overall decline, female students

continued to dominate this faculty, comprising 78.23% of the total in 2080/081, up from 74.68% in 2079/080.

This faculty experienced a sharp decline in total enrollment, from 215 students in 2079/080 to 136 in 2080/081, representing a 36.74% reduction. Male enrollment decreased from 123 to 72 (41.46%), and female enrollment declined from 92 to 64 (30.43%). The gender distribution remained fairly balanced, with males constituting 52.94% of total enrollment in 2080/081, compared to 57.21% in 2079/080.

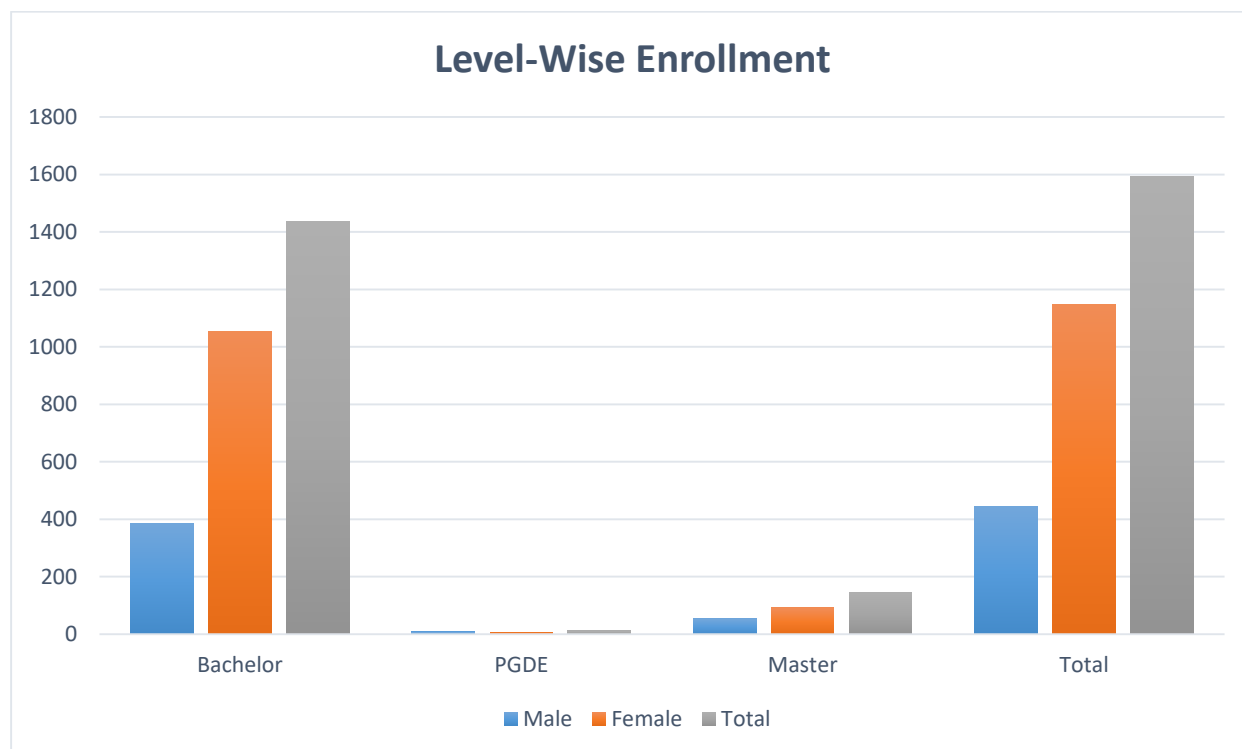
The Faculty of Management also saw a decrease in total enrollment, from 391 in 2079/080 to 326 in 2080/081, a reduction of 16.63%. Male enrollment dropped from 151 to 120 (20.53%), and female enrollment declined from 240 to 206 (14.17%). The female majority persisted, with their proportion increasing slightly from 61.38% in 2079/080 to 63.19% in 2080/081, reflecting continued strong interest among female students in management studies.

This faculty had the smallest enrollment in both years and also saw a decline, with total enrollment dropping from 26 in 2079/080 to 23 in 2080/081 (11.54%). Male enrollment fell from 17 to 11 (35.29%), while female enrollment increased slightly, from 9 to 12 (33.33%). As a result, the gender distribution shifted, with females making up 52.17% in 2080/081 compared to 34.62% in 2079/080, indicating a positive trend in female participation in science and technology.

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. The following figure illustrates the level-wise enrollment data for the academic year 2080/081.

FIGURE 2: LEVEL-WISE ENROLLMENT IN 2079/080



Level	Male	Female	Total
Bachelor	384	1053	1437

PGDE	8	4	12
Master	53	91	143
Total	444	1148	1592

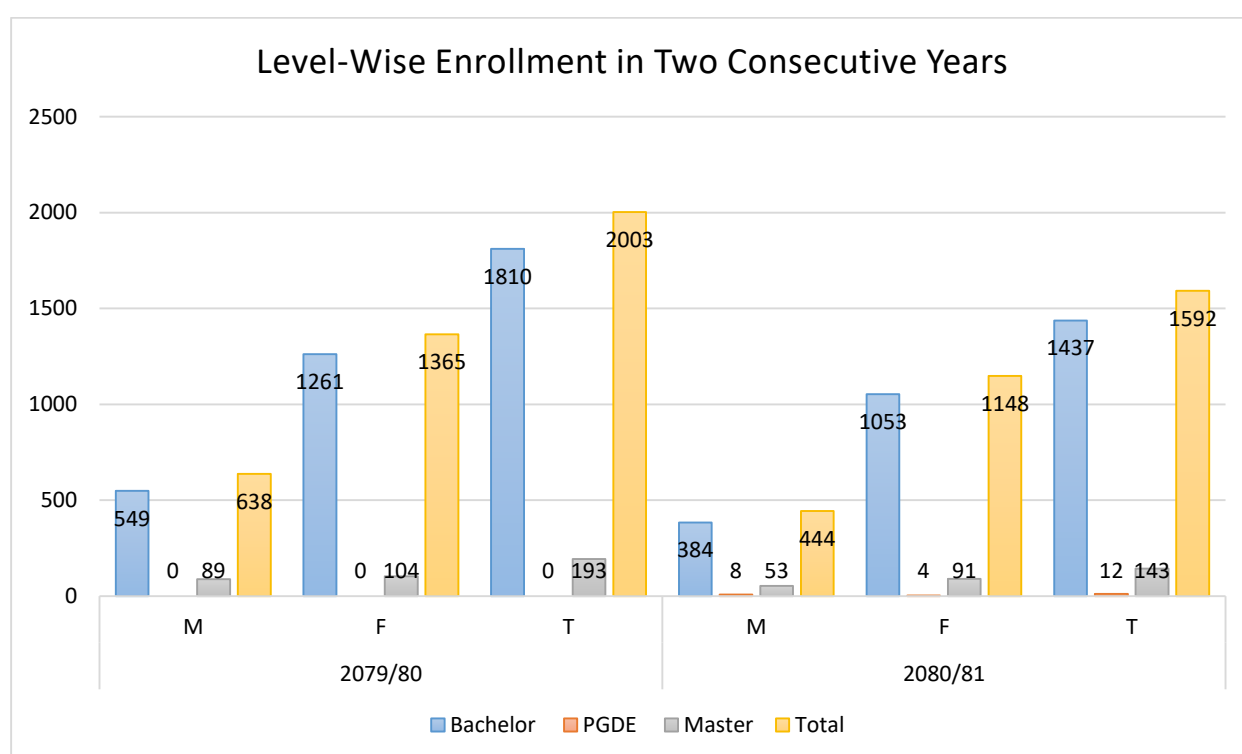
Source: Exam Section, DMC

The above table presents the level-wise enrollment data for the academic year 2079/080, disaggregated by gender. The Bachelor's level recorded the highest enrollment, with 1,437 students, of which 384 were male and 1,053 were female, indicating a significant gender disparity favoring female students. The Post-graduate Diploma in Education (PGDE) had a much smaller enrollment, with a total of 12 students, comprising 8 males and 4 females. Similarly, the Master's level had a total of 143 students, with 53 males and 91 females, again showing a higher proportion of female enrollment. Overall, the total enrollment across all levels reached 1,592 students, with 444 males and 1,148 females, highlighting the predominance of female students in the campus's academic programs for this period.

3.5. COMPARISON OF LEVEL-WISE ENROLLMENT BETWEEN 2079/80 AND 2080/81

The following figure shows the level-wise comparison between student enrollment in 2079/80 and 2080/81.

FIGURE 3: COMPARISON OF LEVEL-WISE ENROLLMENT BETWEEN 2079/80 AND 2080/81



Level	2079/80			2080/81		
	M	F	T	M	F	T
Bachelor	549	1261	1810	384	1053	1437
PGDE	-	-	-	8	4	12
Master	89	104	193	53	91	143
Total	638	1365	2003	444	1148	1592

The table compares level-wise student enrollment by gender across two academic years, 2079/080 and 2080/081. A significant overall decline in enrollment is observed, with the total number of students decreasing from 2,003 in 2079/080 to 1,592 in 2080/081. This represents a reduction of 411 students, or approximately 20.5%.

The Bachelor's level experienced the largest decline, with total enrollment dropping from 1,810 students in 2079/080 to 1,437 in 2080/081—a decrease of 373 students (20.6%). Male enrollment decreased from 549 to 384 (a 30% reduction), while female enrollment fell from 1,261 to 1,053 (a 16.5% reduction).

PGDE program was only introduced in the academic year 2080/81, so, it does not have any data for 2079/80. In 2080/081, a total of 12 students enrolled for PGDE, comprising 8 males and 4 females.

The Master's level also showed a decline, with total enrollment decreasing from 193 in 2079/080 to 143 in 2080/081, a reduction of 50 students (25.9%). Male enrollment dropped from 89 to 53 (a 40.4% reduction), while female enrollment fell from 104 to 91 (a 12.5% reduction).

3.5. DISTRICT-WISE STUDENT ENROLLMENT

TABLE 6: STUDENT ENROLLMENT FROM DIFFERENT DISTRICTS

S.N.	District	Number of Students			Proportion (%)
		Male	Female	Total	
1	Dhankuta	202	448	650	40.83%
2	Tehrathum	180	214	394	24.75%
3	Sankhuwasabha	108	194	302	18.97%
4	Bhojpur	91	107	198	12.44%
5	Jhapa	11	13	24	1.51%
6	Sunsari	2	3	5	0.31%
7	Morang	2	5	7	0.44%
8	Khotang	2	3	5	0.31%
9	Ilam	1	1	2	0.13%
10	Panchthar	1	2	3	0.18%
11	Udayapur	0	2	2	0.13%
	Total	600	992	1592	100%

Source: Exam Section, DMC

The above table on student enrollment from different districts in 2080/81 provides a detailed breakdown of the number of students enrolled, categorized by district, gender, and their overall proportion to the total student population of 1,592. The data reveals significant variation in enrollment across districts, with a clear dominance of certain areas.

Dhankuta leads the table with the highest enrollment, comprising 650 students, which makes up 40.83% of the total student body. This district has a notably higher number of students, with 448 females and 202 males, demonstrating both a large student population and a high proportion of female students. Tehrathum follows with 394 students (24.75% of the total), which also indicates a strong representation. Of these, 214

are female and 180 are male, further highlighting the trend of higher female enrollment in comparison to males across many districts.

Sankhuwasabha, with 302 students (18.97% of the total), and Bhojpur, with 198 students (12.44%), also show significant student populations. In both districts, the number of females surpasses the number of males, although the gap is less pronounced than in Dhankuta and Terhathum. Smaller districts, such as Jhapa, Sunsari, and Morang, contribute far fewer students, with 1.51%, 0.31%, and 0.44% of the total enrollment, respectively. These districts show a much smaller representation in comparison to the larger districts.

The least representation comes from districts like Ilam, Panchthar, and Udayapur, with enrollments of just 0.13% or lower, indicating minimal student presence from these areas. This disparity in enrollment across districts reflects both geographical and perhaps socio-economic factors that influence student access to education.

Additionally, the gender distribution across all districts reveals that females constitute the majority, with 992 female students (62.3%) compared to 600 male students (37.7%). This suggests a noticeable gender imbalance, with more females participating in education than males, a trend that could indicate greater educational access or preference for females in these particular districts.

SECTION 4: TEACHING AND NON-TEACHING STAFF

DMC has altogether 106 staff currently working at different positions. There are 70 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 7.

TABLE 7: 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	16	5	21	37	6	43	7	8	15	44	14	58
Total	47	2	49	16	5	21	63	7	70	22	14	36	85	21	106

Source: Exam Section, DMC

The above table shows that there is a significant gender disparity, with males comprising the majority across all categories. Female representation is notably low, especially among teachers (7 out of 70) and permanent staff positions. A higher number of staff members are employed on a temporary basis (58) compared to permanent positions (48). Among teachers, temporary positions outnumber permanent ones. All permanent teachers are full-time employees. Temporary teachers include both full-time and part-time positions, indicating flexibility in employment arrangements for temporary teaching staff.

4.1. TEACHERS

Table 8 represents the number of teachers in different departments.

TABLE 8: NUMBER OF TEACHERS IN DIFFERENT DEPARTMENTS

SN	Department Name	Number of Teachers			Proportion
		M	F	T	
1	Department of English	6	1	7	10%
2	Department of Nepali	6	1	7	10%
3	Department of Economics and Rural Development	7	1	8	11.43%
4	Department of Health and Population Education	5	2	7	10%
5	Department of Geography and Political Science	7	0	7	10%
6	Department of Mathematics	6	0	6	8.57%
7	Department of Science	5	0	5	7.15%
8	Department of Education	7	0	7	10%
9	Department of Management	12	2	14	20%
10	BCA	2	0	2	2.85%
Total		63	7	70	100%

Source: Administration Section, DMC

The above table 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 14 teachers for Management department, whereas, BCA has only 2 teachers. Position- wise distribution of teachers is presented in the following table.

TABLE 9: 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	4.29%	0	0%	3	4.29%
Lecturer	24	34.28%	1	1.43%	25	35.71%
Teaching Assistant (Full time)	20	28.57%	1	1.43%	21	30%
Teaching Assistant ((Part time)	16	22.86%	5	7.14%	21	30%

Total	63	90%	7	10%	70	100%
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Source: Administration Section, DMC

The above table shows that males dominate the teaching staffing structure, comprising 90% of the total positions, while females represent only 10%. Notably, there are no female Associate Professors or Professors, indicating a significant underrepresentation in senior academic roles. Males hold 34.28% of the lecturer positions, whereas females occupy only 1.43%. Full-time Teaching Assistant roles are predominantly male (28.57%), with females at 1.43%. Part-time Teaching Assistant positions show a slightly higher female representation (7.14%) compared to full-time roles, yet males still hold the majority (22.86%). This reveals a big gender disparity in teaching staff.

4.2. NON-TEACHING STAFF

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

TABLE 10: POSITIONS HELD BY NON-TEACHING STAFF

Position	Number and share					
	Male		Female		Total	
	Number	Share	Number	Share	Number	Share
Section Officer	0	0	2	5.56%	2	5.56%
Subba	0	0	2	5.56%	2	5.56%
Lab Assistant	1	2.77%	0	0	1	2.77%
Kharidar	7	19.44%	0	0	7	19.44%
Office Assistants	14	38.89%	10	27.78%	24	66.67%
Total	22	61.10%	14	38.90%	36	100%

Source: Administration Section, DMC

The above table shows that males constitute 61.10% of the non-teaching staff, while females make up 38.90%. Certain positions are exclusively occupied by one gender: *Section Officer* and *Subba* roles are entirely held by females. *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 (38.89%) slightly outnumber females (27.78%). *Kharidar* positions are the second most common, comprising 19.44% of the staff, all of whom are male. Administrative positions like *Section Officer* and *Subba* are exclusively female. Technical and clerical roles such as *Lab Assistant* and *Kharidar* are exclusively male. The 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 2080/81 was 1592. Whereas, the total number of teachers available to teach these students was 70. Now, STR is obtained by using the following formula:

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

$$\text{STR} = \frac{1592}{70}$$

$$= 22.74$$

Thus, the overall STR of the campus is 1:22.74. This means in average a teacher teaches about 23 students. It is a good 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 number of students is significantly high in the programs under annual system. Therefore, the numbers of examination-appeared students, dropouts and passed students are also high in these programs.

Out of 1350 students enrolled in different programs under annual system in 2080/81, a total of 1086 students appeared in the annual examinations held in 2080/81. Of the total appeared students in annual examinations, 305 (28.08%) were passed. The following table summarizes the details of enrolled, exam-appeared, dropped out and passed students.

TABLE 11: RESULTS OF ANNUAL EXAMINATIONS HELD IN 2080/81

Year	Student Category	Bachelors				Total
		BEd	BBS	BA	BSc	
First Year	Enrolled	238	49	22	7	316
	Appeared	200	44	17	6	267
	Dropouts	38	5	5	1	49
	Dropout Rate (%)	15.97%	10.20%	22.73%	14.29%	15.51%
	Passed	24	7	4	0	35
	Pass Rate (%)	12%	15.91%	23.53%	0%	13.11%
Second Year	Enrolled	223	52	18	5	298
	Appeared	174	42	10	5	231
	Dropouts	49	10	8	0	67
	Dropout Rate (%)	21.97%	19.23%	44.44%	0%	22.48%
	Passed	45	10	7	0	62
	Pass Rate (%)	25.86%	23.81%	70%	0%	26.84%
Third Year	Enrolled	315	60	30	6	411
	Appeared	247	49	25	6	327
	Dropouts	68	11	5	0	84
	Dropout Rate (%)	21.59%	18.33%	16.67%	0%	20.44%
	Passed	53	15	1	1	70
	Pass Rate (%)	21.46%	30.61%	4%	16.67%	21.41%
Fourth Year	Enrolled	247	49	24	5	325
	Appeared	211	32	13	5	261
	Dropouts	36	17	11	0	64
	Dropout Rate (%)	14.57%	34.69%	45.83%	0%	19.69%
	Passed	117	14	7	0	138
	Pass Rate (%)	55.45%	43.75%	53.85%	0%	52.87%
Total	Enrolled	1,023	210	94	26	1,350
	Appeared	832	167	65	22	1086
	Dropouts	191	43	29	1	264
	Dropout Rate (%)	18.67%	20.48%	30.85%	3.85%	19.56%
	Passed	239	46	19	1	305
	Pass Rate (%)	28.73%	27.54%	29.23%	4.55%	28.08%

Source: Exam Section, DMC

The above table provides detailed insights into the performance of students across four Bachelor's programs – BEd, BBS, BA, and BSc – for the academic year 2080/81. It

covers enrollment, appearance in exams, dropout rates, and pass rates, offering a clear picture of the academic trends and challenges faced by students.

A total of 1,350 students were enrolled in the four programs, with the Bachelor of Education (BEd) program accounting for the highest number of enrollments (1,023 students). Despite this high enrollment, 264 students (19.56%) dropped out before appearing in the exams. Among the programs, the BA program recorded the highest dropout rate of 30.85%, followed by BBS at 20.48% and BEd at 18.67%. In contrast, the BSc program exhibited the lowest dropout rate of 3.85%, reflecting relatively higher retention in this field.

Out of the total enrolled students, 1,086 (80.44%) appeared in the exams. The overall pass rate across all programs was 28.08%, but there were significant variations by program and year. The BEd program had the highest overall pass rate at 28.73%, indicating its relative success in guiding students toward academic achievement. The BA program followed closely with a pass rate of 29.23%, but its performance was inconsistent, with significant fluctuations across academic years. The BBS program had a similar overall pass rate of 27.54%, while the BSc program lagged far behind with a pass rate of just 4.55%. This highlights the need for academic support mainly in the BSc program.

5.2. SEMESTER EXAMINATIONS

In comparison to programs under annual system, there are fewer students in the programs under semester system. A total of 230 students were enrolled in the academic year 2080/81. All these students appeared for the examination. Out of these Therefore, the numbers of examinations appeared students, dropouts and examinations passed students are smaller in these programs. Table 12 presents the details of semester examinations held in 2080/081.

TABLE 12: RESULTS OF SEMESTER EXAMINATIONS HELD IN 2080/081

Semester	Study Category	Bachelors		Masters			Total
		BBA	BCA	MEd	MBS	MA	
First Semester	Enrolled	12	-	39	21	12	84
	Appeared	12	-	39	21	12	84
	Dropouts	0	-	0	0	0	0
	Dropout Rate (%)	0%	-	0%	0%	0%	0%
	Passed	7	-	4	5	0	16
	Passed Rate (%)	58.33%	-	10.26%	23.81%	0%	19.05%
Second Semester	Enrolled	-	-	33	18	20	71
	Appeared	-	-	33	18	20	71
	Dropouts	-	-	-	0	0	0
	Dropout Rate (%)	-	-	-	0%	0%	0%
	Passed	-	-	1	7	1	9
	Passed Rate (%)	-	-	-	38.89%	5%	12.68%
	Enrolled	20	10	-	-	-	30
	Appeared	20	10	-	-	-	30

Third Semester	Dropouts	0	0	-	-	-	0
	Dropout Rate (%)	0%	0%	-	-	-	0%
	Passed	12	10	-	-	-	22
	Passed Rate (%)	60%	100%	-	-	-	73.33%
Fourth Semester	Enrolled	18	-	-	-	-	18
	Appeared	18	-	-	-	-	18
	Dropouts	0	-	-	-	-	0
	Dropout Rate (%)	0%	-	-	-	-	0%
	Passed	8	-	-	-	-	8
	Passed Rate (%)	44.44%	-	-	-	-	44.44%
Fifth Semester	Enrolled	27	-	-	-	-	27
	Appeared	27	-	-	-	-	27
	Dropouts	0	-	-	-	-	0
	Dropout Rate (%)	0%	-	-	-	-	0%
	Passed	18	-	-	-	-	18
	Passed Rate (%)	66.67%	-	-	-	-	66.67%
Total	Enrolled	77	10	72	39	32	230
	Appeared	77	10	72	39	32	230
	Dropouts	0	0	0	0	0	0
	Dropout Rate (%)	0%	0%	0%	0%	0%	0%
	Passed	45	10	5	12	1	73
	Passed Rate (%)	58.44%	100%	6.94%	30.77%	3.13%	31.74%

Source: Exam Section, DMC

The above table presents the results of semester examinations for the academic year 2080/81, highlighting enrollment, dropout rates, and pass rates across various study programs at the bachelor's and master's levels. A total of 230 students were enrolled across all programs, and all appeared in their respective exams, resulting in a 0% dropout rate across the board. However, out of 230 students, only 73 passed, resulting in an overall pass rate of 31.74%. The BCA program showed the best performance with a 100% pass rate, while MA had the lowest pass rate at 3.13%. This data suggests that while dropout rates are commendably low, significant variations in pass rates exist across programs, with master's programs generally performing poorly compared to bachelor's programs.

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 can be presented in the following table for the academic year 2080/81.

TABLE 13: TOTAL ASSETS OF THE CAMPUS IN 2080/81

S.N.	Particulars	Amount	
		2079/080	2080/081

1	Fixed assets	39787272.10	76094034.58
2	Current assets	2689472.42	1156430.42
3	Current liabilities	30891600.50	1226943.06
Total assets		11585144.52	76023521.94

Source: Audit Report, DMC, 2080/81

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 14 shows details of the different portions of land area occupied by the campus. Table 15 lists out the type and number of buildings and rooms. Table 16 gives information on laboratory equipment. Likewise, Table 17 informs on electronic equipment and Table 18 informs on furniture details.

TABLE 14: 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	
	Amarpurush hostel	35-2-3 Ropani	
	Bhrikuti Hostel (girls)	22-9-2 Ropani	
	Science Block	47-3-1 Ropani	
	Agricultural land	95-06-0 Bigha	

Source: Administration Section, DMC

The table 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 15: NUMBER OF BUILDINGS AND ROOMS

Particulars		Quantity
Buildings	Teaching	13
	Administration	1
	FSU	1
	Hostel	4
	Quarters	8
	Guarding	4
	Garage	2
	Total	33

Labs	Science	3
	ICT	1
	Others	6
	Total	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

The above table provides an overview of the campus infrastructure, detailing the number of buildings and rooms. The campus has a total of 33 buildings, which include 13 for teaching, 1 for administration, 4 hostels, 8 staff quarters, and 7 for other purposes such as guarding and garage facilities. 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 16: LABORATORY EQUIPMENT

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

Source: Science Lab, DMC

The above table 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 16: 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	12	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

The above table 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 17: 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 pair
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

The above table provides an overview of the furniture available, categorized by type and quantity. The institution 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.

6.3 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 2079/080 and 2080/081 are presented in table below.

TABLE 18: TOTAL INCOME IN THE LAST TWO YEARS

S.N.	Particulars	Income Amount in Rupees	
		2079/80	2080/81
1	Admission Fee	226015	310390
2	Tuition Fee	3681890	4058865
3	Student Identity Card Fee	43410	85330
4	Sports Fee	21455	119640
5	Laboratory Fee	138418	214640
6	Library Fee	102150	204300
7	Hostel Fee	23645	35000
8	Fine	174329	131500
9	Income from TU land	1049408	1451108
10	Other Deposits	245618	-
11	Income from regular program	5706338	214532
12	Internal Source	17168480	69270355
Total Income		28581156	76095660

Source : Audit Report, DMC

The above table compares income across various categories for fiscal years 2079/80 and 2080/81. Total income more than doubled, rising from Rs 2,85,81,156/- to Rs 7,60,95,660/-, primarily driven by a significant boost in internal sources, tuition fees, and other fees like laboratory and library charges. However, income from the regular program drastically declined, and fines slightly decreased. This indicates overall financial growth despite some category-specific variations.

Table 19 compares the expenses of the campus in 2079/80 and 2080/081.

TABLE 19: EXPENSES IN THE LAST TWO YEARS

S.N.	Particulars	Expenses Amount in Rupees	
		2079/080	2080/081
1	Buildings	719308	34878640

2	Furniture	293633	116228
3	Scientific and Educational Equipment	200000	62801
4	Books	500000	600000
5	Office Equipment	300000	198634
6	Office Miscellaneous	700000	779078
7	Salary Teaching	31643446	29642598
8	Overtime Teaching Salary	9111440	13771125
9	Salary Non-teaching	16176283	16657818
10	Allowance	4320782	3351324
11	Provident Fund Grants	3350665	2845884
12	Gratuity and Pension	1449299	1244796
13	Examination	599906	658745
14	Electricity and Water	760237	834749
15	Service fee(Telephone)	266200	274034
16	Repair	498303	504361
17	Transportation and Fuel	-	203046
18	Advertisement and Publicity	130290	97220
19	Legal Expenses	106399	25000
20	Printing	399729	383364
21	Newspaper and Magazine	30600	21600
22	Travel Expenses	953469	657360
23	Ceremony /Event	34175	44310
24	Hospitality	268440	222840
25	Meeting Expenses	491905	490550
26	Electricity Material and others	400000	414750
27	Agriculture	74622	100000
28	Publications	-	85730
29	Student Welfare	479096	683041
30	Research and Development	96300	389284
31	Scholarship	220000	140000
32	Educational Material Expenses	48940	193347
33	Training, Seminar	-	-
34	Other Construction	100000	-
35	Water, Electricity Management	196132	-
36	Miscellaneous Property	200000	450460
37	Bank Charge	25	740
Total Expenses		75119631	111023457

As shown by the above table, the total expenses increased significantly from Rs 7,51,19,631/- to Rs 11,10,23,457/-, primarily due to major investments in buildings, overtime teaching salaries, and student welfare. Research and development spending also grew notably. Some areas, like scientific equipment, allowances, and scholarships, saw reduced expenses.

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 strongly values the knowledge gained through research. To this end, several mini research projects have recently been completed. Additionally, RMC supports students in conducting research as part of their academic requirements. The RMC also publishes an annual research journal, *Rupantan*. Besides, TU Teachers' association at DMC publishes another journal, *Chitandhara*. The details of the accomplished research projects in the academic year 2080/081 at DMC are summarized in Table 20 below.

TABLE 20: LIST OF ACCOMPLISHED RESEARCH PROJECTS

S.N.	Research Title	Researcher's Name	Research Type	Year
1	Factors Affecting Academic Achievements: A Case Study of B.Ed Students at DMC	Kewal Ram Parajuli	Mini Research	2080
2	<i>Bidhyalayaka sikshyakharuprati sarokarwalaharuko byawahar</i>	Ramesh Prasad Luitel	Mini Research	2080

Source: RMC, DMC

The above table highlights that only two mini research studies have been completed at DMC in the academic year 2080/81, reflecting a lack of consistency in conducting research. The overall number of studies is quite limited, with just two being completed in a single year.

The campus disseminates its institutional and academic information through various publications, including academic journals, bulletin, booklets, reports, prospectuses, and an academic calendar. Table 21 offers an overview of these campus publications.

TABLE 21: CAMPUS PUBLICATIONS

SN	Publication Title	Publication Type	Publication Year	Publication Period
1	Rupantaran	Research Journal	2080	Annual
2	Chintandhara	Research Journal	2079	Annual
3	Parichaya Pustika	Booklet	2080	

Source: RMC, DMC

The above table reflects a positive status regarding research activities and the publication of research journals at the campus. However, it is essential for the campus to further sustain and encourage more research efforts from both teachers and students.

SECTION 8: LIBRARY AND LEARNING RESOURCES

DMC is committed to establishing a high-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, journals, theses, newspapers, magazines, and electronic resources, supporting research and study needs. It is further enhanced by 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 22.

TABLE 22: GENERAL INFORMATION ON LIBRARY

S.N.	Particulars	Number
1	Opening hours/day	6:00am-5:00pm
2	Number of staff	6
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

The above table 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 central library has a collection of over 35,948 resource materials. In 2080/081 the campus library received a remarkable number of learning resources through direct purchase as well as donations. The total collections of materials are presented in Table 23.

TABLE 23: COLLECTION SIZE UP TO 2080/81

Print Sources	
Collection Type	Collection
Textbooks (Circulating)	29464
Special collection	
Reference books	6484
Old Collection	
Total Books	35,948
Journals	3
Theses	425

Magazines	
Newspaper types	2
Electronic Sources	
Collection Type	Collection
Journals	3
CDs	No

Source: Library, DMC

8.2. 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 provided to teachers and students are summarized in Table 24.

TABLE 24: CONDITIONS OF 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	15 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

The above 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.

TABLE 25: BOOKS WITH TOP ISSUE COUNTS IN 2080/081

S.N.	Book Title	Author	Issue Counts
1	Cost Management Accounting	Rameshwar Kafle et.	336
2	Nepali Kabita Kabya	Lokendra Serchan et	297
3	Active Grammar with Answers	Shiv Prasad Timilsina et.	230
4.	Anivarya Nepali	Rajan Bahadur Poudel et.	224
5	Bhasa Bigyan ra Nepali Bhasa	Durga Prasad Dahal et.	220

6	Nepali Katha ra Upanayas	Kamaldeep Dhakal et	202
7	Organizational Behaviour	Harilal Subedi et.	194
8	Educational Psychology	Vishnu Acharya et.	193
9	Nepali Bhasa Pathyapustak tatha shikshan Paddhati	Bikash Sharma et.	193
10	Education Administration	Showyem prakash Jabra et.	192

Source: Library, DMC

The above table showcases the ten most frequently borrowed books during the academic year 2080/081, 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. Table 26 summarizes users who frequently borrowed books in 2080/081.

TABLE 26: STUDENTS WITH MOST BOOK ISSUES IN 2080/081

S.N.	Name	Class	Issue Counts
1	Pashupati Maya Tamang	Master	40
2	Khina Saru	Master	37
3	Chandra Kumar Limbu	Master	32
4	Sujan Shakya	Master	32
5	Chudamani Pr. Acharya	BSc	31
6	Ranju Bhattra	Master	30
7	Nunita Teyung Limbu	Master	30
8	Anisit Thulung Rai	BBS	29
9	Classica Neupane	Master	28
10	Pramila Shrestha	Master	28
11	Tulasha Shrestha	Master	28
12	Hemraj Pokharel	BEd	28

Source: Library, DMC

The table provides valuable insights into the borrowing patterns of students from various academic programs during this academic year. It identifies 12 students with the highest number of book issues, highlighting their engagement with library resources to support their studies.

The data reveals that Master's students borrow books mostly. All the leading students in the list are from Master's level, interrupted by BSc, BBS and BEd in the fifth, eighth, and twelfth rank respectively. Similarly, Table 27 identifies staff with most book issues in the academic year 2080/081.

TABLE 27: STAFF WITH MOST BOOK ISSUES IN 2080/081

SN	Name	Designation	Department/Section	Issues
1.	Sanjeet Kumar Singh	Associate Professor	English	26
2	Kewalram Parajuli	Lecturer	Population	26

3	Santosh Shrestha	Teacher	Management	20
4	Ranjit Kumar Singh	Part time teacher	BCA	20
5	Khagendra Pradhan	Teacher	Mathematics	18
6	Sujata Rai	Part time teacher	Health	18
7	Dinesh Adhikari (Mgt)	Teacher	Management	16
8	Jagannath Bastola	Teacher	Management	14
9	Ramesh Ghimire	Teacher	Management	12
10	Purushottam Thapa	Part time teacher	Science	12
11	Jhanak Bahadur Gurung	Lecturer	Geography	12
12	Sovish Chemjong	Part time teacher	EPM	11

Source: Administration, DMC

The above table shows that the teachers from the Department of English have most frequent book issues in 2080/81. The department of English is followed by the Department of Population, Management and so on.

SECTION 9: SCHOLARSHIPS AND FREESHIPS DISTRIBUTION

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

9.1. SCHOLARSHIPS

DMC understands the importance of fair scholarships in supporting students' education. To provide these opportunities, clear selection criteria are in place. Scholarships are mainly based on academic performance and gender, with the top male and female students from each program receiving the award. Table 28 summarizes the scholarships provided in 2080/81.

TABLE 28: SCHOLARSHIPS PROVIDED IN 2080/81

S.N.	Program	Year/Semester	Amount per Student	No. of Students			Total Amount
				M	F	T	
1	BEd	First Year	-	-	-	-	-
			-	-	-	-	-
		Second Year	10,000/-	1	1	2	20,000/-
			-	-	-	-	-
		Third Year	10,000/-	1	1	2	20,000/-
			-	-	-	-	-
		Fourth Year	-	-	-	-	-

			-	-	-	-	-
		Total					40000/-
2	BA	First Year	-	-	-	-	-
		Second Year	10,000/-	1	0	1	10,000/-
			-	-	-	-	-
		Third Year	10,000/-	1	0	1	10,000/-
		Total					20,000/-
3	BBS	First Year	-	-	-	-	-
			-	-	-	-	-
		Second Year	10,000/-	1	1	2	20,000/-
		Third Year	10,000/-	1	1	2	20,000/-
		Total					40,000/-
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					140000/-
5	BCA	First Semester	-	-	-	-	-
		Second Semester	10,000	0	1	1	10,000/-
		Third Semester	10,000	0	1	1	10,000/-

Source: Account Section, DMC

The above table shows the large distribution of scholarship in different faculties at bachelor level. The BBA program received the largest share of scholarships (Rs.140,000/-), reflecting a priority on professional management education. The other programs (B.Ed, BA, BBS, and BCA) received smaller shares. In most programs (B.Ed, BBS, and BBA), scholarships were distributed equally between male and female students except in the BA and BCA programs

9.2 FREESHIPS

According to the regulations set by Tribhuvan University, the campus provides freeships to 20% of bachelor's level students enrolled exclusively in the B.Ed. and BA programs. However, no such provision exists for students pursuing BBS, BSc, BBA, or BCA degrees. The selection of students eligible for this financial assistance is based on specific criteria designed to support their academic pursuits.

TABLE 29: FREESHIPS PROVIDED IN 2080/081

S.N.	Program	Year/Semester	Amount per student	No. of Students			Total Amount
				M	F	T	
1	B Ed	First Year	-	-	-	-	-
			-	-	-	-	-
		Second Year	-	-	-	-	-
			4,400/-	10	20	30	132000/-
		Third Year	-	-	-	-	-
			4,400/-	9	29	38	167200/-
		Fourth Year	-	-	-	-	-
			-	-	-	-	-
		Total					299200/-
2	BA	First Year	-	-	-	-	-
		Second Year	-	-	-	-	-
			4,400/-	0	3	3	145200/-
		Third Year	-	-	-	-	-
		Total					145200/-

Source: Account Section, DMC

The above data highlights freeships provided in the 2080/081 academic year for BEd and BA programs, primarily in the second and third years. Female students were the majority beneficiaries, especially in BEd. program, where they received over twice as many freeships as males. BA program saw limited support, with all recipients being female.

A total of Rs 4,44,400/- was allocated, with BEd program receiving the larger share. The distribution of freeships for the remaining academic years is scheduled to commence very soon.