MAHAKAVI DEVKOTA CAMPUS

EDUCATION MANAGEMENT INFORMATION SYSTEM

A REPORT
2080/2081(2023/2024)

EDUCATION MANAGEMENT INFORMATION SYSTEM REPORT 2080/081 (2023/24)

FOREWORD

It is with great pleasure and enthusiasm that we introduce the Education Management Information System (EMIS) report published by Mahakavi Devkota Campus, in accordance with the guidelines set forth by the University Grants Commission (UGC) of Nepal. This report is a testament to our collective commitment to enhancing the educational quality of our campus and promoting effective management practices within the institutions.

In an era of rapid technological advancement, it is crucial for educational institutions to harness the power of information systems to streamline their operations, improve decision-making processes, and enhance overall efficiency. The EMIS report serves as a comprehensive guide, shedding light on the vital role that technology plays in educational management, and providing invaluable insights into its implementation and benefits.

The UGC has been instrumental in setting the standards and guidelines for educational institutions in Nepal, ensuring that they align with global best practices while catering to the unique needs and challenges of our country. Fostering a culture of innovation and continuous improvement within the higher education sector, their commitment to promoting best practices and embracing technology as an enabler of change is instrumental in propelling Nepal's educational landscape forward.

Through the development and publication of this EMIS report, Mahakavi Devkota Campus has demonstrated its unwavering dedication to upholding these standards and contributing to the advancement of the education sector. This report highlights the significance of an effective educational management information system. It encompasses various aspects, including data collection, storage, analysis, and reporting, as well as the integration of technology to support decision-making and resource allocation.

The EMIS report is a culmination of the collective efforts, expertise, and experiences of the academic community at the campus. It serves as a valuable resource for management committee and stakeholders who seek to optimize the institutions' operations, enhance accountability, and improve student outcomes. By harnessing the power of information systems, we can bridge the gap between data and decision-making, empowering educational leaders to make informed choices that positively impact the educational ecosystem.

Finally, we would like to take this opportunity to thank all those involved and contributed in collection, compilation and preparation of this report. MDC appreciated valuable feedbacks and suggestions from readers to improve the quality and coverage of the report in the coming years.

Mr. Narayan Prasad Dhakal   Mr. Krishna Prasad Lamichhane
      Campus Chief   Chairman
Mahakavi Devkota Campus   Mahakavi Devkota Campus

ACKNOWLEDGEMENT

Abbreviations and Acronyms

BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BBS	Bachelor in Business Studies
B. Ed.	Bachelor of Education
CBS	Central Bureau of Statistics
DOE	Department of Education
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
HE	Higher Education
HERP	Higher Education Reform Project
IT	Information Technology
MBS	Master of Business Studies
M. Ed.	Master of Education
M. Phil.	Master of Philosophy
MOE	Ministry of Education
UGC	University Grants Commission
MDC	Mahakavi Devkota Campus
FOE	Faculty of Education

TABLE OF CONTENTS

List of Tables

List of Figures

EXECUTIVE SUMMARY

This annual EMIS report 2080/081 (2023/24), shows the status of higher education in Mahakavi Devkota Campus (MDC). MDC an academic institution for higher studies comprises of 3 faculties and 6 different programs. It has different unit to carry out academic and administrative work. It is offering both Master and Bachelor level program in different faculty. Since the university has adopted the concept of semester system, MDC also had worked accordingly.

The total number of student enrolled were 1395 in the year. Faculty of Management has higher number of student enrollment. Similarly, BBS and B.Ed. program holds majority of students enrolled. Out of the students enrolled, 69.24% are female students. It shows that women enrollment in the year was overwhelming. In every program, female enrollment is higher. GPI of the campus is 2.25. The GPI of Bachelor is higher compared to the Master's level. On the basis of faculty, Education has higher GPI (6) and the lowest is of Humanities (0.63). On the basis of program, B.Ed. has higher GPI.

The total number of graduates for the year was 45. Out of which Bachelor level comprises of higher graduates. Faculty of Management share on total graduates is 32 which is the highest among all the faculty.

Bachelor's level occupied 94.40% of the enrolled students in 2080/081 (2023/24). Masters level has just 5.60% enrollment at the campus. In both programs female enrollment is larger than male enrollment

The largest numbers of students have been enrolled from Nawalparasi district. More students have been enrolled from districts like Rupandehi, Gulmi, Palpa, Syangja, Arghakhanchi, Kapilvastu, Morang, Dang, Surkhet as well as from the locations sharing borders with India.

SECTION-1
INTRODUCTION OF REPORT

The Mahakavi Devkota Campus undertook the task of publishing basic statistical information about the higher education (Bachelors and Masters) through its annual publication in the form EMIS report. This report presents information about the higher education in the campus though comprehensive data. It is expected that the information in this report will be useful for planning, policy making, designing programs and projecting resources of the higher education with special reference to Mahakavi Devkota Campus.

Mahakavi Devkota Campus established an Education Management Information System (EMIS) under the second higher education project in 2014 A.D. It aims to provide updated information of the education system in the campus. The main purpose of this volume is to provide adequate, accurate, timely and reliable data to the stakeholders.

This report comprises information about higher education institution (MD Campus), student enrollment, pass graduates, gender parity index (GPI), teaching and non-teaching staffs, academic department and programs, research and publication, physical status of the campus

Organization of the Report

There are 13 sections in the report; first section provides introduction of the report, second section provides background information of faculty and departments in the campus. Section three gives information on physical aspect of the campus. Section four provides information on teaching and non-teaching staffs of the campus. Section five provides the information on the research and publication status of the campus. Section six provides information about various Scholarships provided by the campus. Section seven provides information on enrollment trend of the campus. Section eight presents information about GPI of the campus. Section nine provides the information about ethnicity-gender based status of the students studying in the campus. Section ten provides the information about pass-out records of the campus. Section eleven provides information about graduate students in the fiscal year 2080/081. Section twelve provides information on total number of drop-out students in the fiscal year 2080/081. Section thirteen provides the information about internship records of students in the FY 2080/081. The main texts are followed by annexure in the report. It includes a total of six annexes.

Methodology

This report was prepared through the direct or indirect contribution of the faculty and department, different division, administrative section within the Campus. The data were collected from the campus EMIS Software and various administrative and academic sections of the campus. The data obtained are presented in a simple Table and Figure as and when necessary. Descriptive statistics are used for the analysis of data.

<h1 style="text-align:center">SECTION-2
FACULTY AND DEPARTMENT</h1>

Mahakavi Devkota Campus has 3 Faculties. Each offers excellent teaching learning and research environments in a wide-ranging variety of fields. Its academics offer excellence across disciplines and around the country.

Department of Humanities & Social Sciences

The Department of Humanities & Social Sciences at Mahakavi Devkota Campus is a renowned centre of excellence, where students benefit from the multi-disciplinary breadth of teaching in areas such as English, Nepali, Economics, History, Mathematics, Political Science, Rural Development and Population along with more than other modern subjects.

Each of the departments has major research strengths in its own discipline. The departments also play a major role in the campus's growing network of interdisciplinary practices.

Department of Management

The Department of Management at Mahakavi Devkota Campus aims to provide higher education to students for academic and professional pursuits in business, industry, and government. It produces dynamic and innovative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal.
Management (also called Commerce) classes started offering a Bachelors degree in commerce began in September 2007. In 2021, the campus started offering Master's degree in Commerce.

Department of Education

The Department of Education at Mahakavi Devkota Campus is the leading institution in producing dynamic and innovative future teachers, and education educators/trainers. Faculty of Education (FOE) is the leading institution in the field of teacher education in the country. Through its different programmes viz. B. Ed 4 year, FOE produces teachers, teacher educators / trainers and all sorts of human resources needed for the educational sector of the country.

Courses Offered

Academic departments at Mahakavi Devkota Campus produce higher degree graduates, leading the way in many fields of study. The students can check with the following courses on offer and download the latest degrees and their syllabus prescribed by the Curriculum Development Centre of Tribhuvan University.

Bachelor's Level (4 Years Annual based)	Bachelor's Level (4 Years Semester based)
Bachelor of Arts (BA)	Bachelor of Business Administration (BBA)
Bachelor in Business Studies (BBS)	Bachelor of Information Communication Technology Education (BICTE)
Bachelor of Education (B.Ed.)	-

Master's Level (2 Years Semester based)
Master of Business Studies (MBS)

SECTION-3
PHYSICAL ASPECT OF THE CAMPUS

Land and Building

Land & Building	
Total Land Area	(4 –15 –18) (In Bigha / kattha/Dhur)
No. of Buildings	5
Total Area covered by Building	32475.59 sq.m.
No. of Class Rooms	28
Total Area covered by Class Room	20 × 28 (In Total Sq. Feet)
Total Number of Labs	3 (2 Computer Lab) and (1 Montessori Lab)
Total Area covered by Lab	240 (In Total Sq. Feet)
Vehicle	1 (One)

Furniture

Furniture	Number
Desks and Benches	554
Tables and Chairs	402
Cabinets	13

Equipments

Equipments	Number
Computer	89
Laptop	8
Printer	7
Fax Machine	0
Photocopy Machine	2
Scanner	2
Id Card Printer	1
Overhead and Multimedia Projectors	14
UPS	5

Library

Library	
Library Rooms	2
Size of the Rooms	560 (Sq. Feet)
Study Rooms	1
No. of Books	10246
E- Library (Assess from Central Library, TU)	Yes[✓] No [ ]
No. of Journals (Daily , Weekly, Monthly and Annually	4

Table: Physical aspects of the Campus

SECTION-4
STAFF DETAILS

This section provides information about the number of teachers in different faculty as per degree and position. Mahakavi Devkota Campus places a high priority on creating an environment that enables teaching and non-teaching staff to perform their best job. The campus appreciates the contributions of all its faculty members in making the campus a top public higher education institution. The faculty members are driven by cross-disciplinary collaboration and form a community on campus that produces ideas that enrich human life. They do their best innovative work as they also prepare the next generation of scholars. The faculty members are categorized in the order of faculties, departments and positions of the faculty members.

Distribution of teaching staffs according to Academic Degree

Faculty	Phd. Scholar	M. Phil.	Masters	Total
Management	1	1	13	15
Education	-	3	7	10
Humanities & Social Sciences	-	-	-	-
Total	**1**	**4**	**20**	**25**

Table 1: Distribution of teaching staffs according to Academic Degree
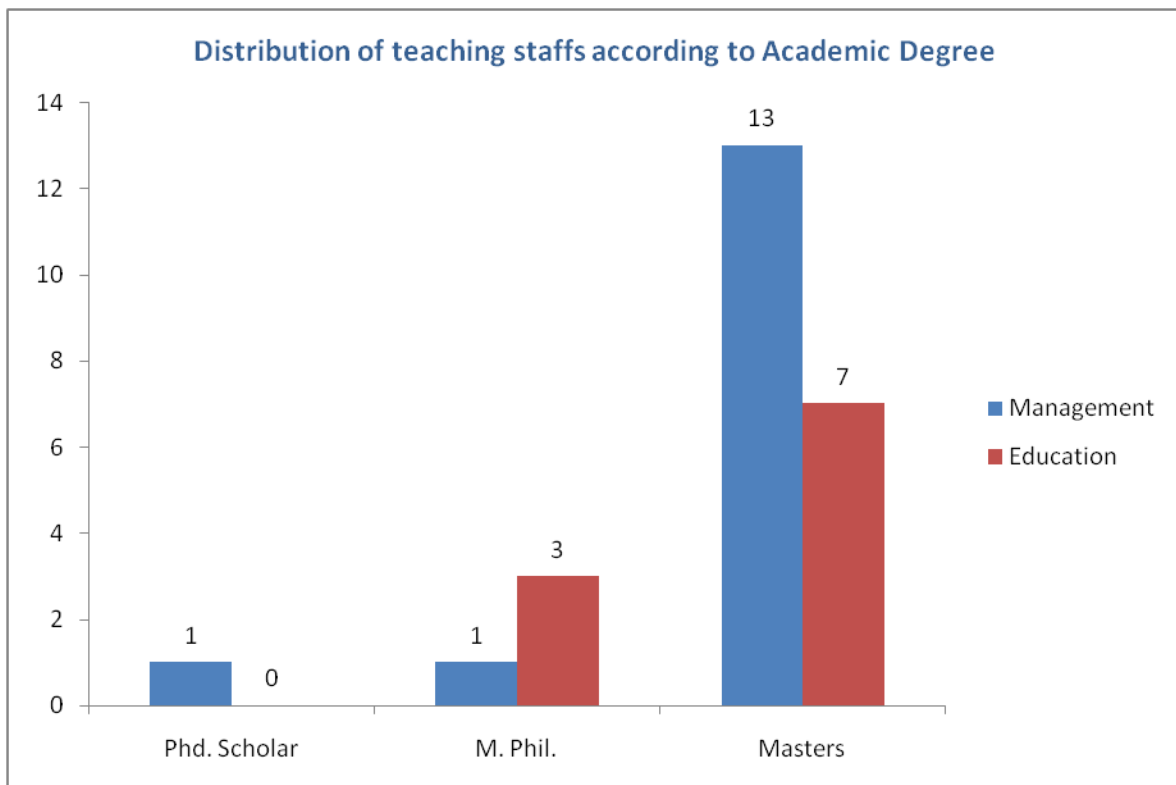
Figure 1: Distribution of teaching staffs according to Academic Degree

Table 1 shows the number of teachers on the basis of Faculty as well as their Academic Degree. Out of the total teachers of 25, majority belongs to Faculty of Management. Majority of the teachers are Masters Degree in qualification comprising of 20. Only 4 comprise of M. Phil. degree and 1 Faculty member is a PhD. Scholar. Faculty of Education contributes the highest number of M. Phil. degree and Faculty of Management contributes to Master's degree.

Faculty	Permanent	Full Time	Part Time	Course Contract
Management	4	8	2	1
Education	5	-	4	1
Humanities and Social Sciences	-	-	-	-

Table 2: Distribution of Teaching Staffs according to Nature of Appointment
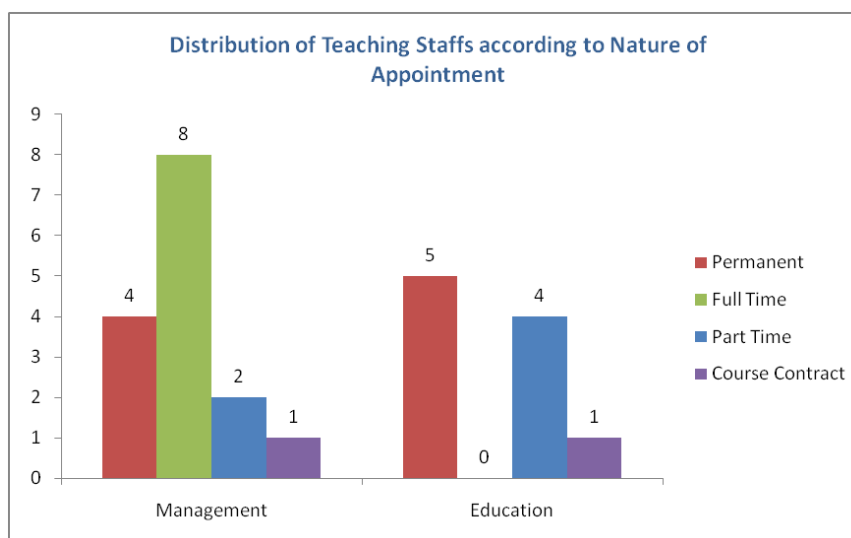
Figure 2: Distribution of Teaching Staffs according to Nature of Appointment

DISTRIBUTION OF NON-TEACHING STAFFS ACCORDING TO POSITION

At Mahakavi Devkota Campus, non-teaching staff accomplish the administrative responsibilities and are dedicated to student support teaching learning, research and public service. They come from different academic and cultural backgrounds.

Staff Type	Permanent	Full Time Contract	Part time contract
Administration	1	4	1
Support Staff	1	4	1

Table 3: Distribution of Non-teaching staffs according to position
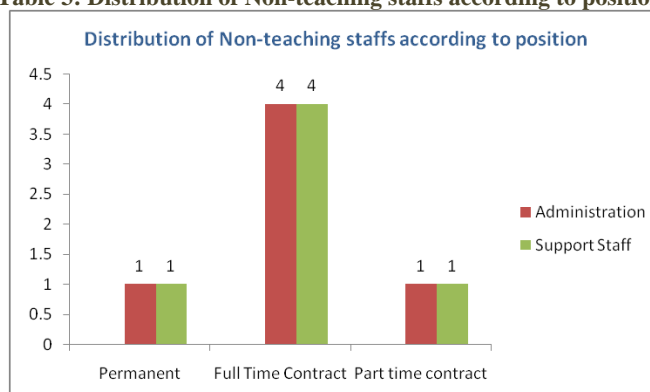
Figure 3: Distribution of Non-teaching staffs according to position

Figure 3 shows the distribution of non-teaching staffs according to their position. Administration and Support staffs are in equal number.

5

SECTION-5
RESEARCH AND PUBLICATIONS

Over the past few years, Mahakavi Devkota Campus became a major research institution that engages its faculty members and students in research activities. Both young faculty members and students (Bachelor's and Master's Level) at the campus are encouraged to take advantage of a wide range of research opportunities. Each department at the campus provides support to students engaged in Master's Level research and provide orientations on how to conduct research and write reports. The students have the opportunity to work alongside experienced faculty members in a variety of settings.

This committee was established as a centre to serve the faculty members and students to enhance their academic and research capabilities and to provide resources for conducting research activities. In addition, the committee coordinates, supervises and evaluates research activities of the faculty members and students. The committee also publishes "Devkota Journal of Interdisciplinary Studies" and incorporates the research papers produced through research projects conducted by research grantees. The current research committee comprises the following members:

1. Coordinator   Mr. Bikash Rana
2. Member   Mr. Babin Sharma Sapkota
3. Member   Mr. Padam Pandey
4. Member   Mr. Bhimlal Dhakal
5. Member   Mr. Hari Prasad Bashyal
6. Member   Mr. Chiranjivi Bashyal

Researcher Publications

All departments at Mahakavi Devkota Campus have engaged in different publication activities such as journals, magazines, newsletters, etc. The research journals are published on the biannual and annual basis. In line with its commitment to economic, social and environmental sustainability, the campus is minimizing the content of its print publications, and enhancing its website by providing PDF versions online of its printed publications.

Name of Faculty Members	Publication Title	Date	Name of Journals
Bikash Rana	Determinants Influencing Banking Practices among Municipal Residents	Dec, 2023	Devkota Journal of Interdisciplinary Studies - Vol. 5
Babin Sharma Sapkota	Assessment of Sound Pollution in Butwal Sub-Metropolitan City, Rupandehi, Nepal	Dec, 2023	Devkota Journal of Interdisciplinary Studies - Vol. 5
Dadhiram Poudyal	A Study on Customer Responses to Mobile Banking in Nepalese Development Banks	Dec, 2023	Devkota Journal of Interdisciplinary Studies - Vol. 5

Table 4: Researcher Publications

SECTION-6
SCHOLARSHIP

The campus, through the division, provides scholarships to the needy students who come from different backgrounds. Each year, the division notifies to all its students regarding the application deadlines for the scholarships. Students get scholarship each year, which is awarded on the basis of their economic status, geographic distance, physical status, marginalized community, etc.

This section provides the scholarship information of limited program. These facilities are provided by the campus itself.

UGC Scholarship

There is a program to provide scholarships at various levels of higher education to the students of the target group in higher education studies. This type of scholarship provided at the undergraduate and postgraduate level is available to the various categories.

On the basis of the application, it will be selected and provided as per the "Higher Education Scholarship Management Guidelines, 2080" approved by the Commission.

Faculty wise Scholarship Record 2080/081

Faculty	Management	Education	Humanities
Campus	**77**	**35**	-
UGC	33	11	-

Table 5: Faculty-wise scholarship

Currently, Faculty of Management and Education students are benefited by more scholarship opportunity.
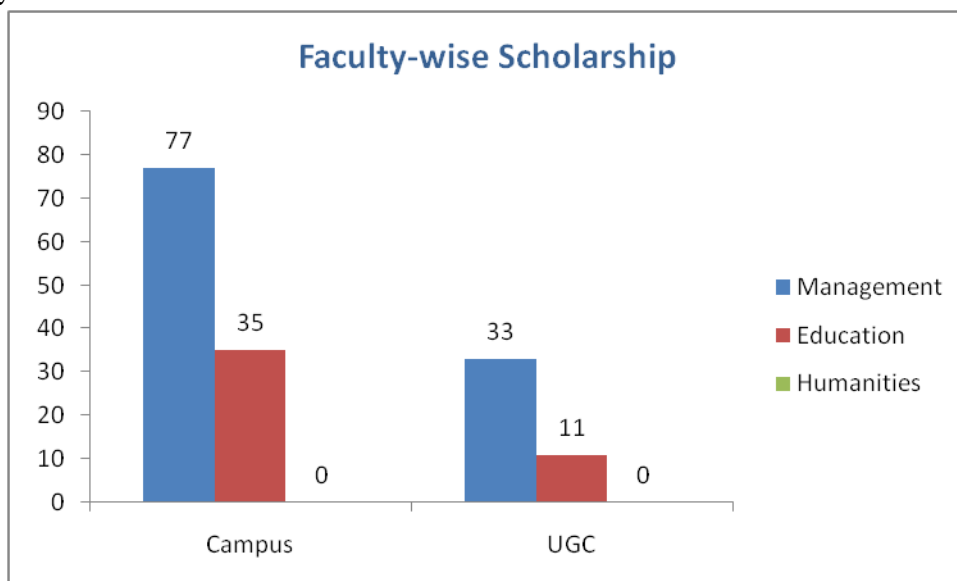
Figure 4: Faculty-wise scholarship

Program	BBS	B.Ed.	BA	BICTE	MBS	BBA
Scholarship	55	29	-	6	3	19

Table 6: Program-wise scholarship
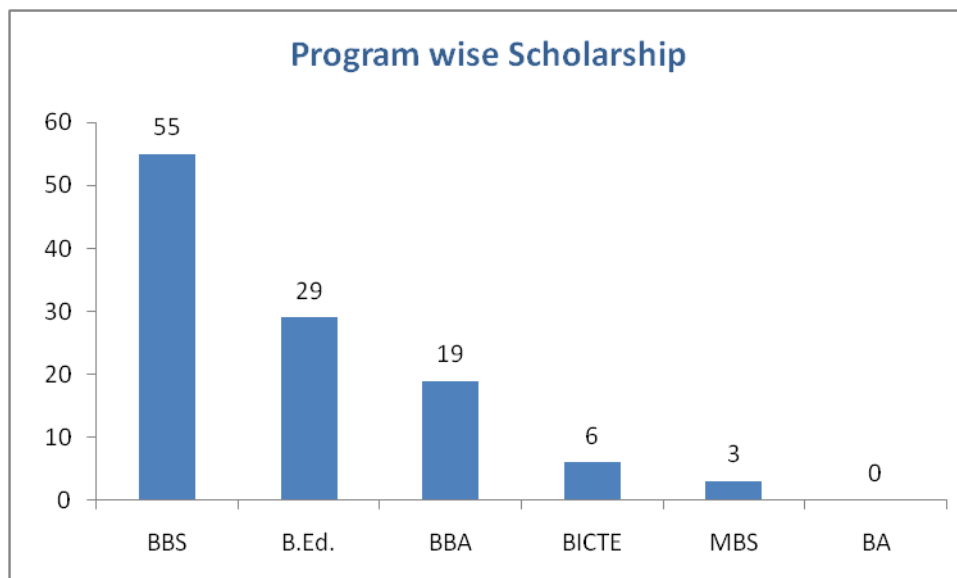
Figure 5: Program-wise scholarship

Table 6 presents the distribution of scholarships across various academic programs. The Bachelor of Business Studies (BBS) program received the highest number of scholarships, with 55 students being awarded. The Bachelor of Education (B.Ed.) follows with 29 scholarships. No scholarships were awarded to Bachelor of Arts (BA) students, indicating either a lack of applicants or eligibility in that category. The Bachelor of Information Communication Technology Education (BICTE) program saw 6 scholarships awarded, while the Master of Business Studies (MBS) had 3. Finally, the Bachelor of Business Administration (BBA) program received 19 scholarships. This distribution suggests a significant emphasis on business-related programs, particularly at the undergraduate level, with the highest scholarship numbers concentrated in BBS and BBA programs. It is also presented in Figure 5.

SECTION-7
ENROLLMENT IN THE CAMPUS

Much of the student experience at Mahakavi Devkota Campus is defined by its size: the campus is both geographically dispersed and immense in its resources. For incoming students, success while at the campus often depends on identifying personal pathways through their undergraduate experience. Toward that end, the campus must ensure that students have early and ongoing interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. This defining characteristic should be protected and nourished. Finally, the campus will enable students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal and intellectual growth, civility, and community pride. Yearly and Semester system has been adopted for admission in different programs. Most of the students are enrolled in management faculty. Details about student's enrollment are as follows:

Enrollment Trend in 1st Year (Bachelor & Masters):

Faculty	2080/81	2079/80	2078/79
Management(MBS, BBA, BBS)	297	270	285
Education(B.Ed., BICTE)	60	77	97
Humanities(BA)	8	7	5
Total	**365**	**354**	**387**

Table 7: Enrollment Trend in 1st Year
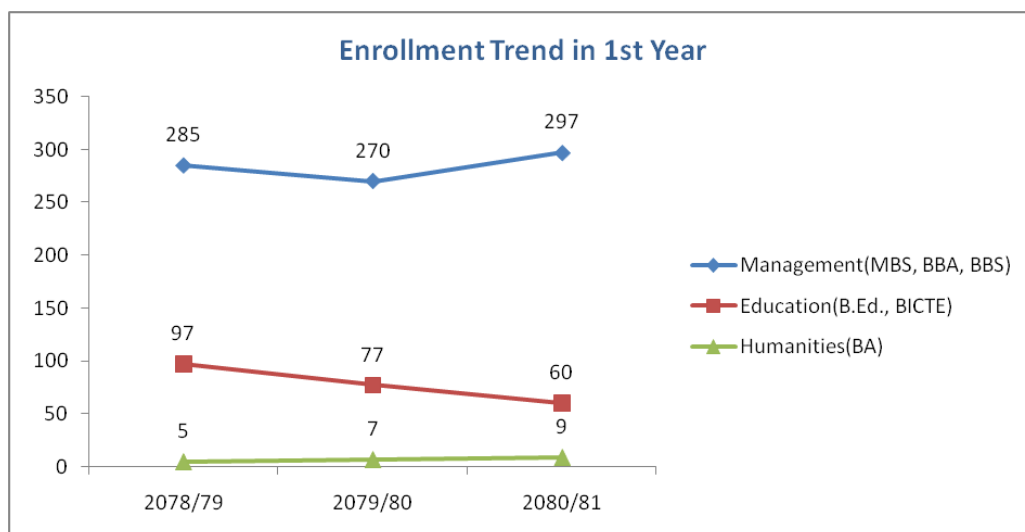
Figure 6: Enrollment Trend in 1st Year (Bachelor & Masters)

Table 7 shows that the enrollment trend in Management faculty is increased in the year 2080/81 compared to 2079/80. However the enrollment trend in Education faculty has declined compared to last year. Humanities department also saw a slight increase in enrollment trend. The composition has been highlighted in Figure 6.

Faculty	Male	Female	Total
Management(MBS, BBA, BBS)	372	683	**1055**
Education(B.Ed., BICTE)	46	276	**322**
Humanities(BA)	11	7	**18**
Total	**429**	**966**	**1395**

Table 8 : Students enrollment in different Faculty
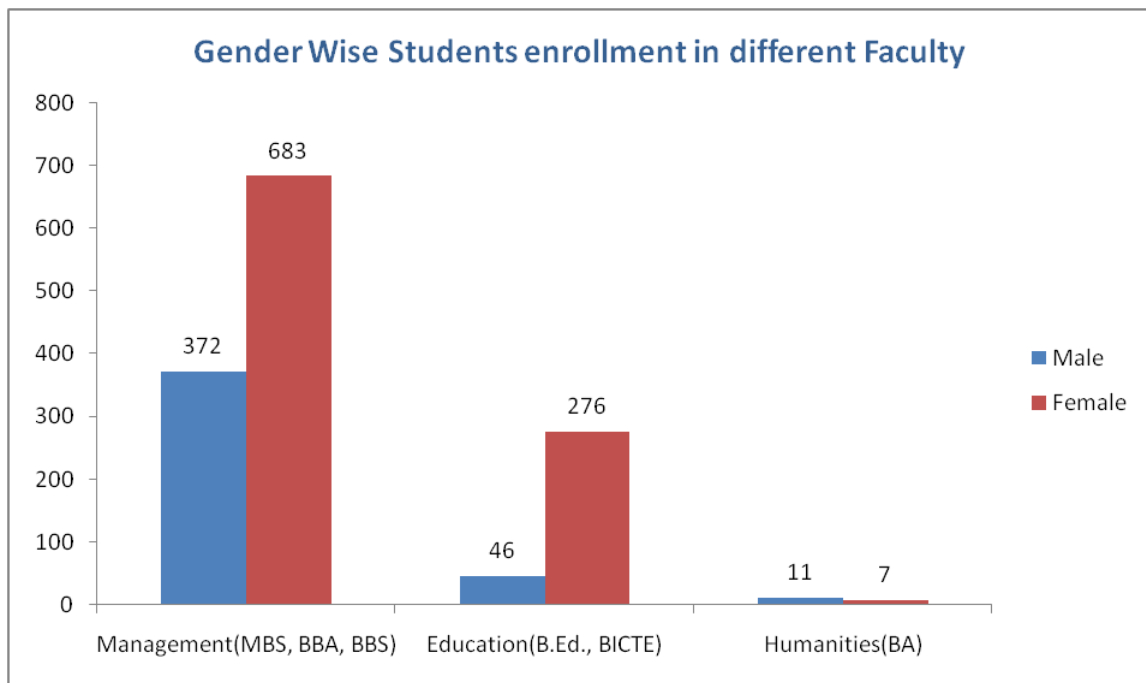
Figure 7: Students enrollment in different Faculty

Table 8 shows that Management faculty has more students than other faculty and is followed by Education and Humanities. The composition of female students is comparatively higher than male students in education faculty. Overall, the compositions of female students are more than that of male students. It signifies the women enrollment is better than male enrollment in the campus. The composition has been highlighted in Figure 7.

Enrollment Gender wise in different Level of Program:

Level	Male	Female	Total
Bachelors	399	918	1317
Masters	30	48	78
Total	429	966	1395

Table 9 : Students enrollment in different level of education
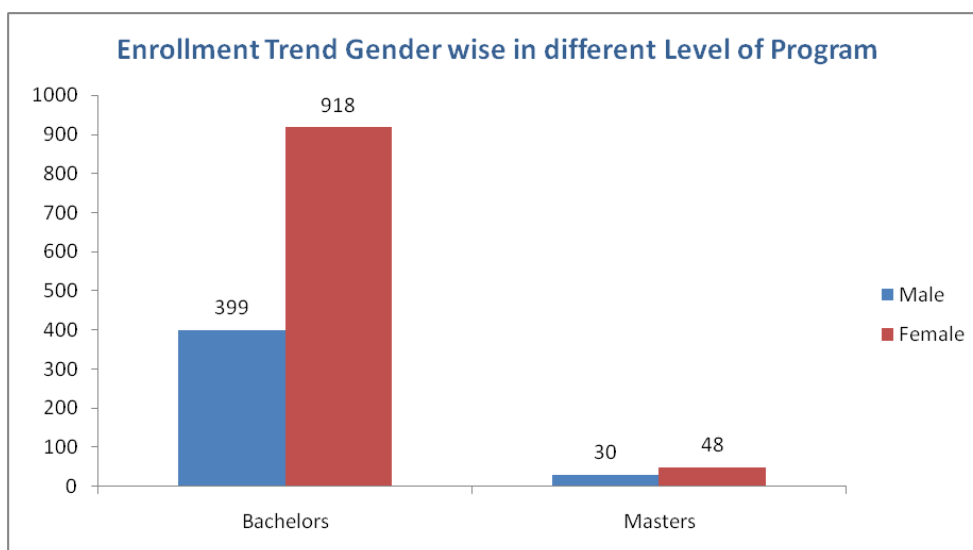
Figure 8 : Enrollment Trend Gender wise in different Level of Program

According to Table 9, number of students enrolled in Masters Level of study is comparatively low than Bachelors Level because only 1 program is currently running in Masters Level whereas there are 5 programs are running in Bachelors Level. Also, female enrollment in both levels is higher than male. This suggests that females are more encouraged to pursue higher education at this area.

Enrollment Trend Gender wise in Bachelor Level Program:

Program	Male	Female	Total
BBS	298	528	**826**
B.Ed.	37	264	**301**
BA	11	7	**18**
BBA	44	107	**151**
BICTE	9	12	**21**

Table 10: Enrollment Trend Gender wise in Bachelor Level Program
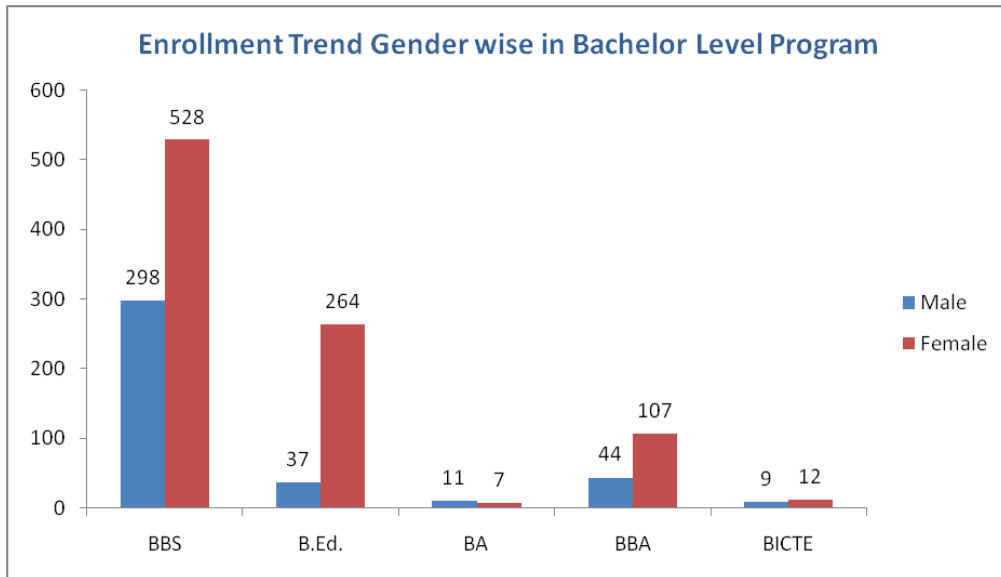
Figure 9 : Students Enrollment in different Bachelor Level Programs

Table 10 shows that BBS level is the major Bachelor program from the students enrollment perspective as this program have huge number of students' enrollment. Number of students in BBA and B.Ed. also has major contribution in enrollment. The number of female enrollment is higher in all programs except BA. B.Ed. program has significantly higher number of female enrollment compared to other programs. It is highlighted in Figure 9.

Enrollment Gender wise in Master Level Program

Program	Male	Female	Total
MBS	30	48	**78**

Table 11: Enrollment Trend Gender wise in Master Level Program
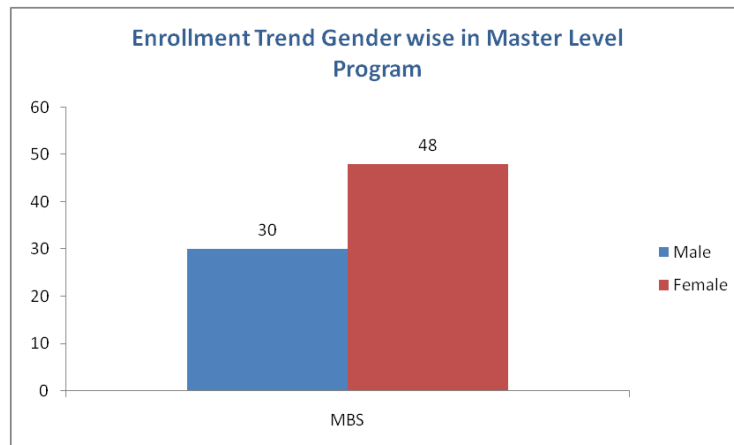
Figure 10: Enrollment Trend Gender wise in Master Level Program

Table 11 shows that MBS program is the major program from the student enrollment as it is the only Masters Level Program currently running in the Campus.

SECTION-8
GENDER PARITY INDEX (GPI)

Gender Parity Index (GPI) tells us about the access of girls students to Higher Education. It is one of the most important indicators which are used to measure the participation of girls in higher education. GPI in higher education is expressed as the ratio of the number of girls to the number of boys enrolled in higher education. A value of near one indicates equality, less than 1 display in favour of boys and value larger than 1 means disparity in favour of girls.

In 2080/081 (2023/24), the GPI in Mahakavi Devkota Campus is 2.25, which means there is disparity in favour of Girls compared to Boys enrollment.

GPI of Mahakavi Devkota Campus (Year Wise)

Year	Male	Female	Total	GPI
2079/80	520	973	1493	**1.87**
2080/81	429	966	1395	**2.25**

Table 12: GPI of Mahakavi Devkota Campus
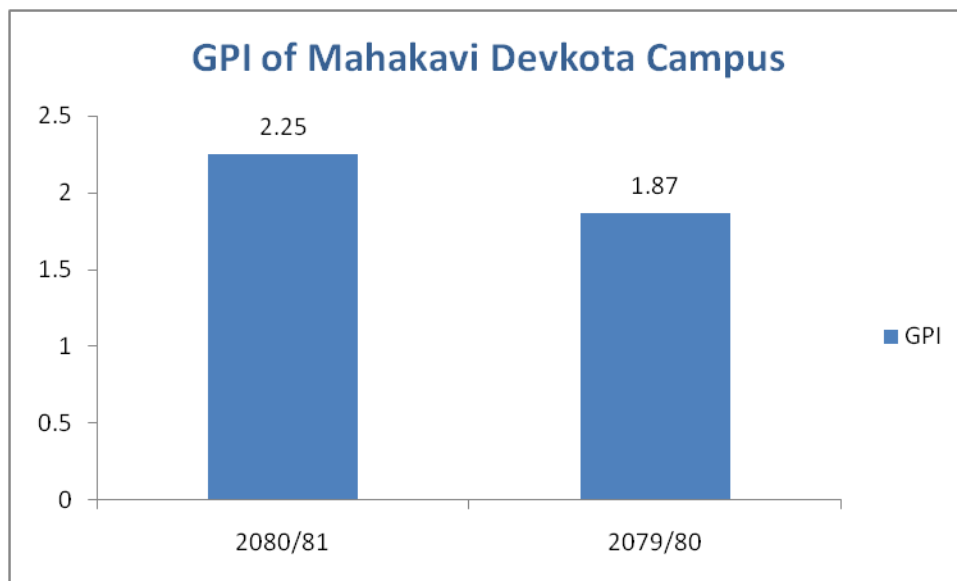
Figure 11: GPI of Mahakavi Devkota Campus

Figure 11 shows the Gender Parity index of Mahakavi Devkota Campus fiscal year wise. The GPI of MDC has increased from year 2079/80 to 2080/81. It means that the enrollment ratio of females has increased significantly. This suggests that the female number of students is higher in the campus than male number. However, it may also suggest that the dropout rate of male student may be higher which has contributed in higher GPI of females.

Level	Male	Female	Total	GPI
Bachelor	399	918	1317	**2.3**
Master	30	48	78	**1.6**

Table 13: GPI in different level of Education
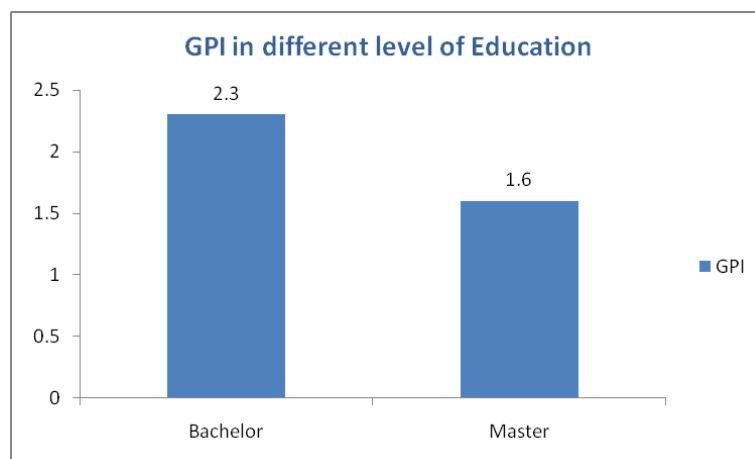
Figure 12: GPI in different level of Education

Table 13 and Figure 12 show GPI in different level of study in the campus. Bachelor level of study has GPI of 2.3 and master level of study has 1.6. In both level of study GPI is greater than 1 which reflects disparity in favour of girls. However, Bachelor level GPI is greater than Master level.

GPI in different faculties

Faculty	Male	Female	GPI
Management(MBS, BBA, BBS)	372	683	**1.83**
Education(B.Ed., BICTE)	46	276	**6.00**
Humanities(BA)	**11**	**7**	**0.63**

Table 14: GPI in different faculties
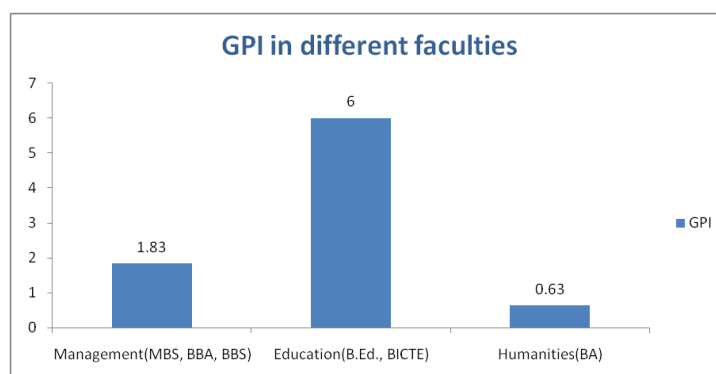
Figure 13: GPI in different faculties

Figure 13 shows that Education faculty has GPI of 6 (highest) and Humanities faculty has GPI of 0.63 (lowest). It indicates that the entire faculty has female enrollment higher than male enrollment except of Humanities which is in favour of male.

Program	Male	Female	Total	GPI
BBS	298	528	826	1.77
B.Ed.	37	264	301	7.13
BA	11	7	18	0.63
BBA	44	107	151	2.43
BICTE	9	12	21	1.33
MBS	30	48	78	1.6

Table 15: GPI in different program
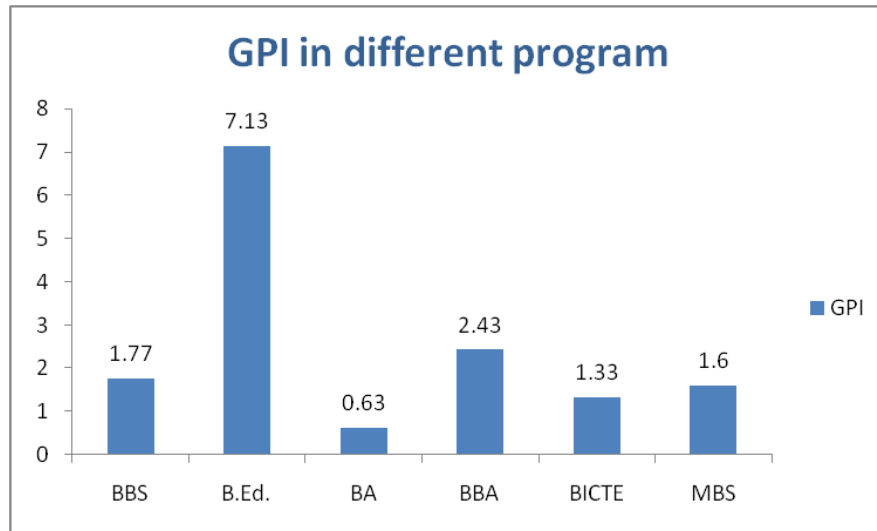
Figure 14: GPI in different program

In the Bachelor level program B.Ed. has the highest GPI of 7.13 which indicates Female enrollment is stronger compared to Male. However, BA has the lowest GPI of 0.63 which indicates a lower enrollment in this program compared to male enrollment. BBS, BICTE and MBS have GPI of slightly higher than 1. This signifies there are almost equal number of males and females, however females edges slightly higher. The GPI of BBA is also higher than 2, this represents there are more female students in comparisons to male students.

SECTION-9
ETHNICITY-GENDER STATUS

This section of the report provides an overview of the demographic representation based on ethnicity and gender across our campus community. By examining these dimensions, we seek to enhance our understanding of the diversity landscape within our academic environment. This analysis is crucial for fostering an inclusive campus culture where all individuals, regardless of background, feel empowered to thrive and contribute meaningfully to our shared educational mission.

Ethnicity-Gender Program wise

i. MBS

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	2	0	**2**
Janajati	8	10	**18**
Dalit	0	1	**1**
Madhesi	3	6	**9**
Others	17	31	**48**
Total	**30**	**48**	**78**

Table 16: Ethnicity-Gender Status of MBS
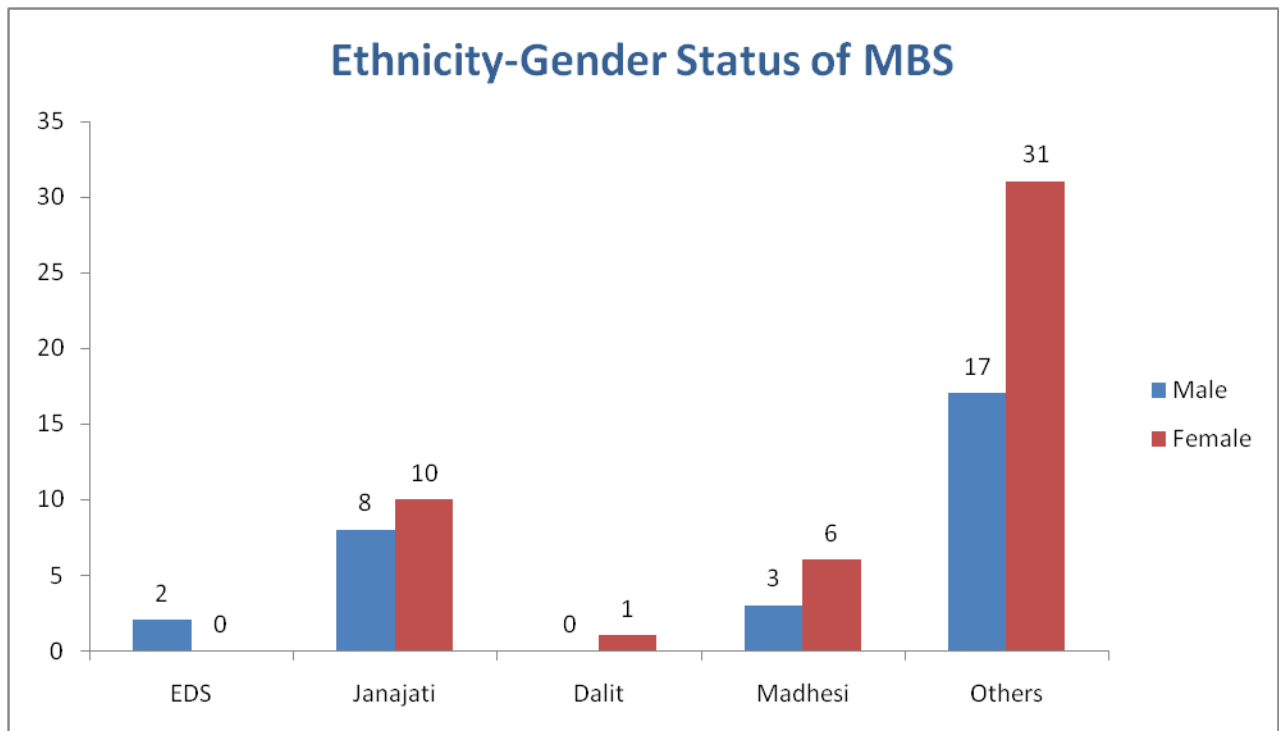
Figure 15: Ethnicity-Gender Status of MBS

Figure 15 shows that the number of EDS and Dalit students is very low in this program. The number of Janajati students is somewhat higher in number than EDS, Madhesi and Dalit students. Majority of the students studying in this program are either Brahmin/Chhetri Ethnic Origin. Female number of student is higher in all the ethnic groups except EDS.

ii. BBA

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	0	2	**2**
Janajati	4	20	**24**
Dalit	1	2	**3**
Madhesi	6	3	**9**
Others	34	79	**113**
Total	**45**	**106**	**151**

Table 17: Ethnicity-Gender Status of BBA
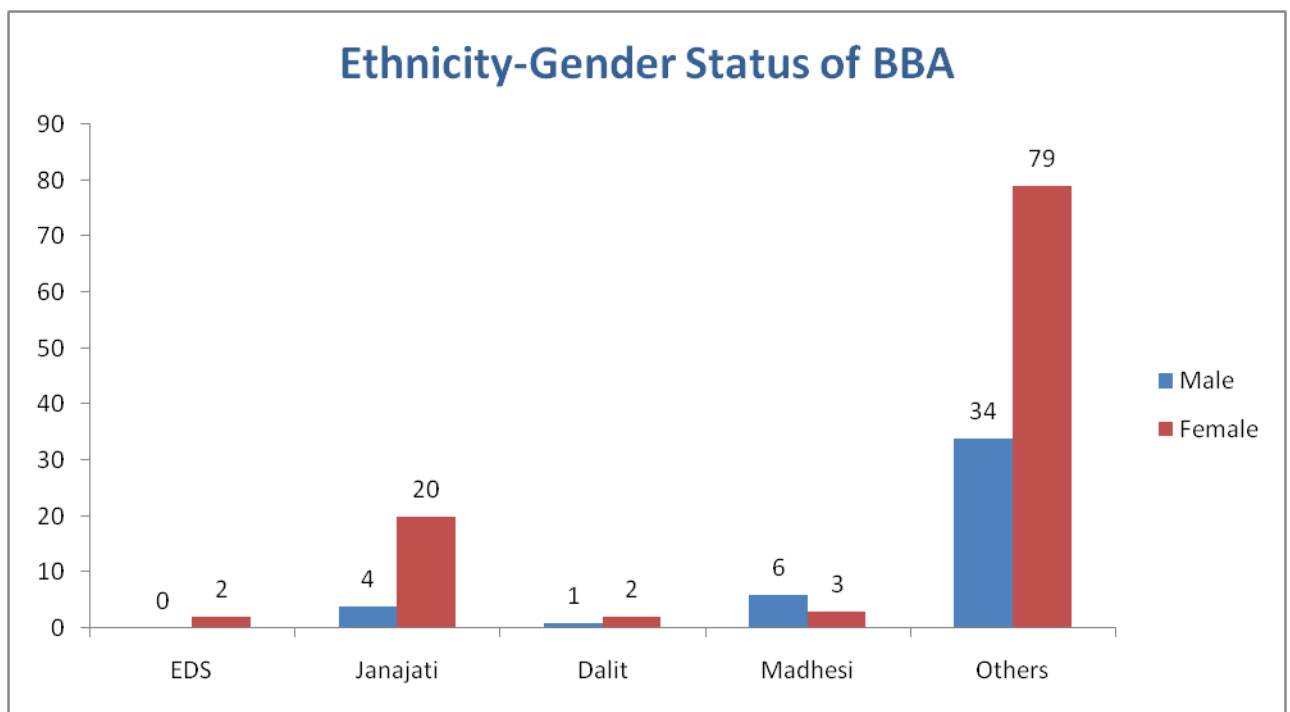
Figure 16: Ethnicity-Gender Status of BBA

Figure 16 provides a detailed breakdown of 151 students by ethnicity and gender. Among Educationally Disadvantaged Students (EDS), which includes Janajati and Dalits, there are 2 students in total, all of whom are females. Janajati students total 24, with 4 males and 20 females, making it the largest ethnic group in terms of total representation. Dalit students account for 3 individuals, with 1 male and 2 females. Madhesi students total 9, comprising 6 males and 3 females. The "Others" category encompasses the highest number of students at 113, with 34 males and 79 females. Overall, females outnumber males in total, particularly evident in the Janajati and Others categories. The representation of females among EDS students underscores their higher enrollment among educationally disadvantaged groups, highlighting potential disparities that may require targeted interventions to support gender equity and educational access across ethnic categories.

iii. BICTE

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	0	0	**0**
Janajati	4	5	**9**
Dalit	2	0	**2**
Madhesi	2	1	**3**
Others	3	9	**12**
Total	**11**	**15**	**26**

Table 18 : Ethnicity-Gender Status of BICTE
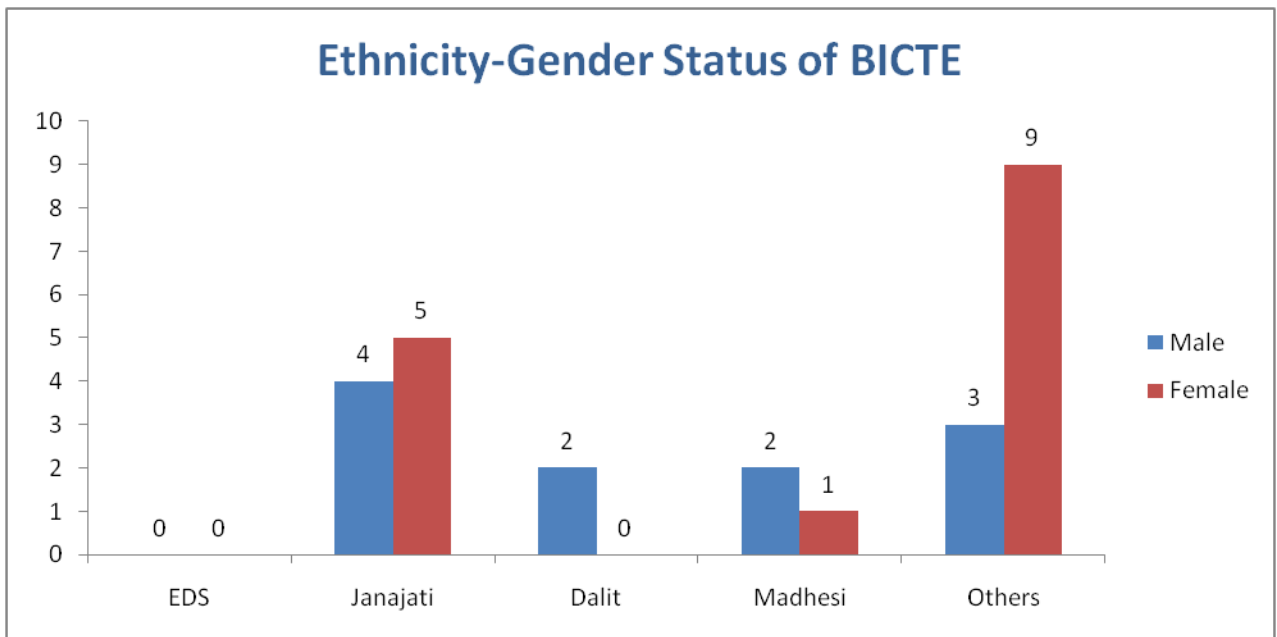
Figure 17: Ethnicity-Gender Status of BICTE

Figure 17 provides a breakdown of 26 students by ethnicity and gender. Notably, there are no students reported under the category of Educationally Disadvantaged Students (EDS), specifically Janajati and Dalits. Among Janajati students, there are 9 students in total, with 4 males and 5 females. Dalit students total 2, all of whom are males. Madhesi students account for 3 students, with 2 males and 1 female. The category "Others" includes 12 students, with 3 males and 9 females. Overall, females outnumber males in total, with a higher representation among Janajati and Others, while males are predominantly represented among Dalits and Madhesi. The absence of EDS students in this dataset may reflect specific reporting criteria or enrollment patterns, suggesting a need for further data clarity to understand educational disparities among disadvantaged groups.

iv. BBS

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	54	79	**133**
Janajati	42	112	**154**
Dalit	11	19	**30**
Madhesi	50	49	**99**
Others	141	269	**359**
Total	**298**	**528**	**826**

Table 19: Ethnicity-Gender Status of BBS
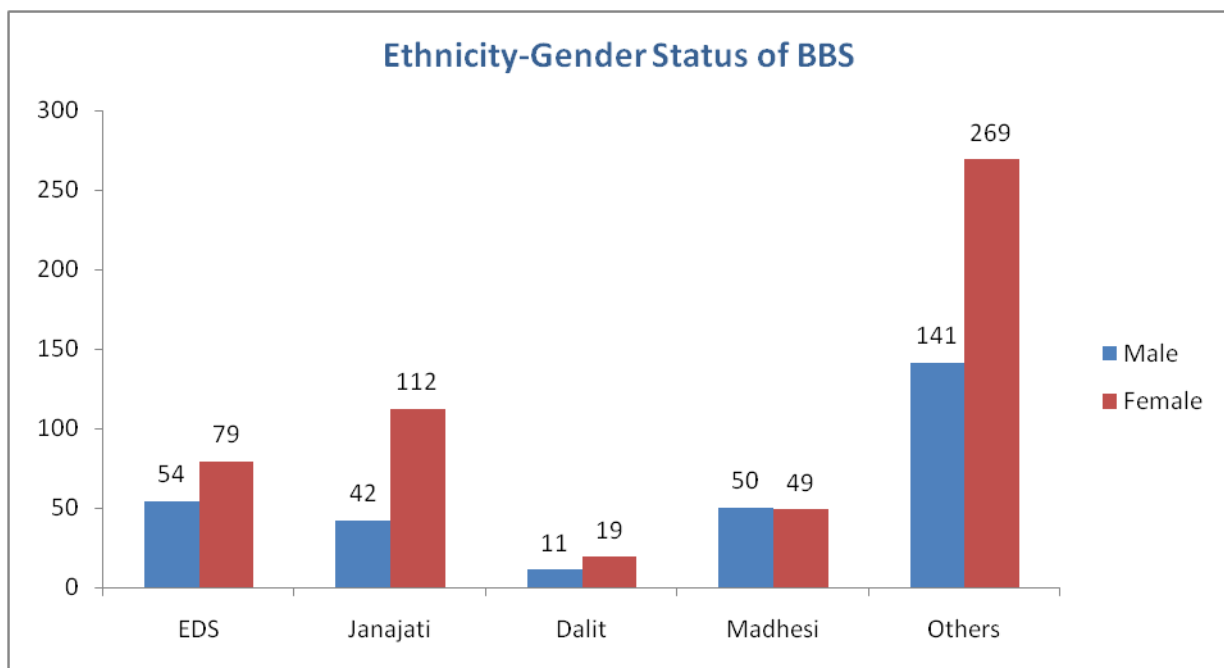
Figure 18: Ethnicity-Gender Status of BBS

Figure 18 provides an extensive breakdown of 826 students by ethnicity and gender. Among Educationally Disadvantaged Students (EDS), which includes Janajati and Dalits, there are 133 students, with 54 males and 79 females. Janajati students total 154, with 42 males and 112 females, indicating a significant female majority. Dalits account for 30 students, with 11 males and 19 females. Madhesi students total 99, nearly balanced with 50 males and 49 females. The "Others" category is the largest, encompassing 359 students with 141 males and 269 females. Overall, females outnumber males significantly, particularly in the Janajati and Others categories. The data highlights a substantial representation of females across most ethnic groups, especially within Janajati and Others, suggesting successful inclusion efforts for these groups. For the Madhesi group the numbers are nearly balanced.

v. B.Ed.

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	12	69	**81**
Janajati	7	73	**80**
Dalit	1	9	**10**
Madhesi	3	25	**28**
Others	12	90	**102**
Total	**35**	**264**	**301**

Table 20: Ethnicity-Gender Status of B.Ed.
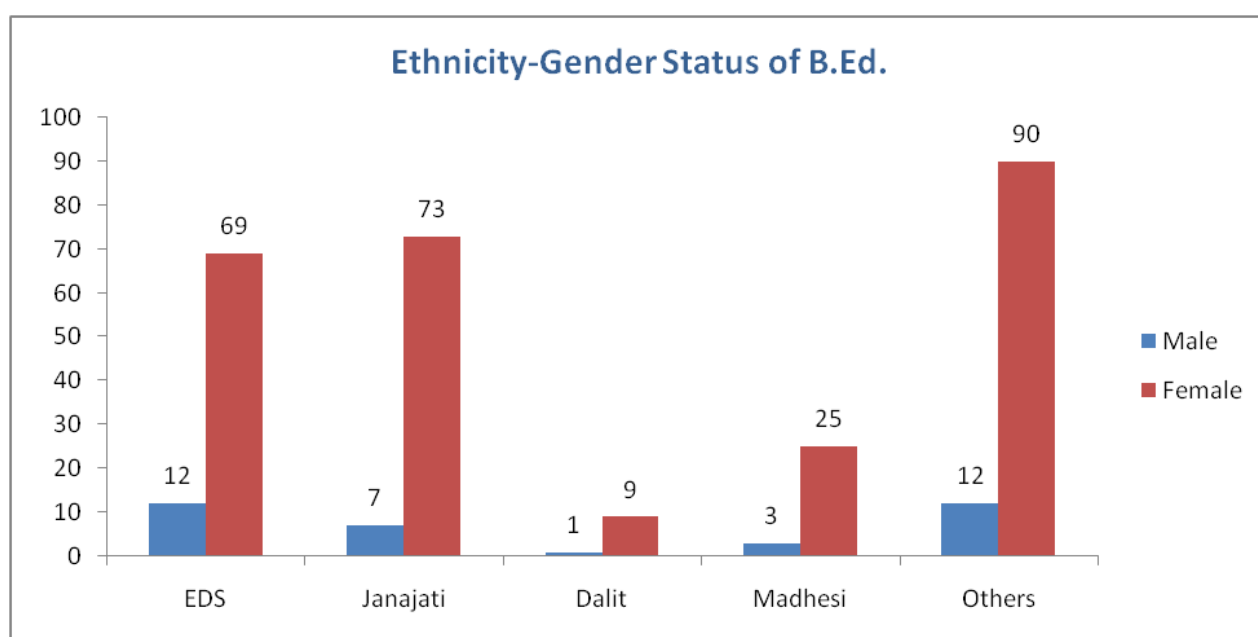
Figure 19: Ethnicity-Gender Status of B.Ed.

Figure 19 provides a breakdown of students by ethnicity and gender, totaling 301 students. Among Educationally Disadvantaged Students (EDS), comprising Janajati and Dalits, there are 81 students, with 12 males and 69 females. Janajati students total 80, with 7 males and 73 females, making them the largest group in terms of both total and female representation. Dalits account for 10 students, with 1 male and 9 females. Madhesi students total 28, with 3 males and 25 females. The category "Others" encompasses 102 students, with 12 males and 88 females. Overall, females outnumber males across all ethnic categories, with Janajati and Others comprising the largest groups in terms of total student population. The data highlights a significant representation of females, particularly among Janajati and Others.

iv. BA

Ethnicity	Male	Female	Total
Educationally Disadvantaged Students (Janajati & Dalits) (EDS)	3	1	**4**
Janajati	0	3	**3**
Dalit	1	0	**1**
Madhesi	3	0	**3**
Others	4	3	**7**
Total	**11**	**7**	**18**

Table 21: Ethnicity-Gender Status of BA
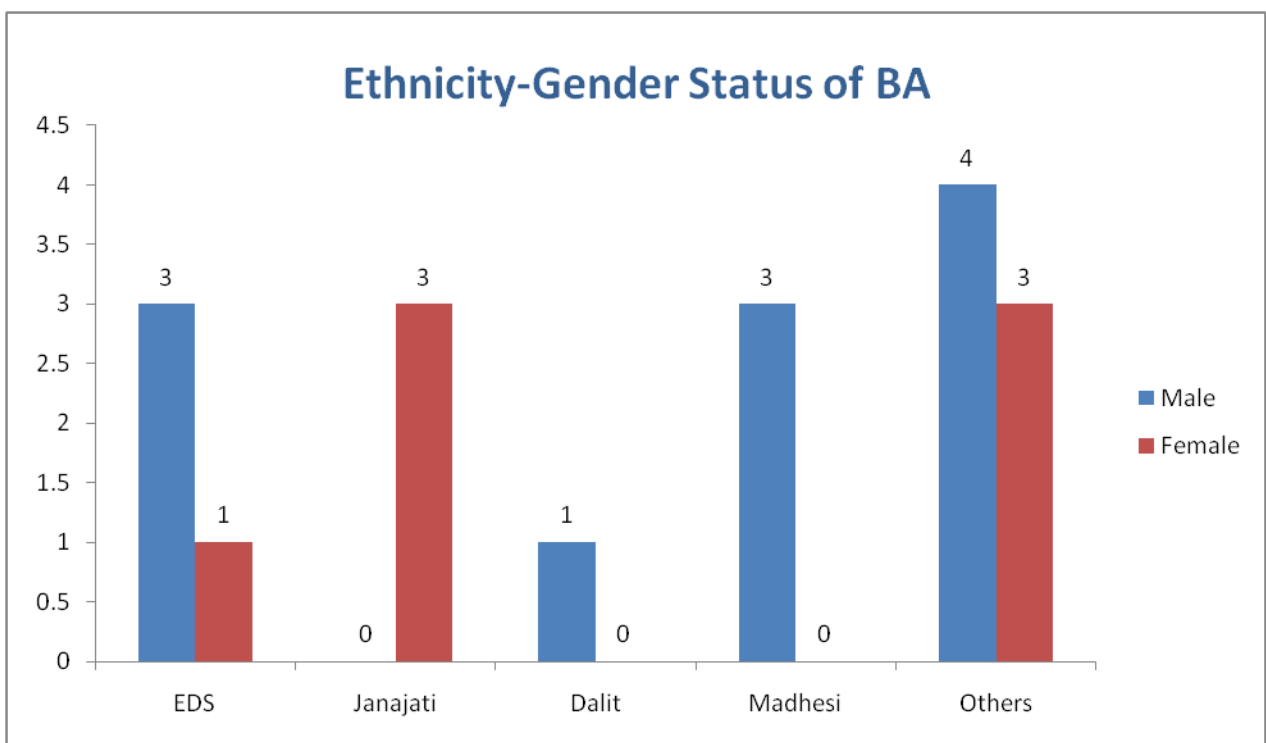
Figure 20: Ethnicity-Gender Status of BA

Figure 20 presents data on ethnicity and gender distribution among 18 students. Among Educationally Disadvantaged Students (EDS), which includes Janajati and Dalits, there are 4 students in total, with 3 males and 1 female. Specifically, within the Janajati group, there are 3 female students, while Dalits have 1 male student. Madhesi students account for 3 males, with no females reported in this category. The "Others" category comprises 7 students, with 4 males and 3 females. Overall, males outnumber females in the total count, with a higher representation among Madhesi and Others, while females are more prevalent among Janajati and Dalits.

SECTION-10
PASS-OUT RECORD

This section presents pass out record of the campus according to the level of education, faculty and program in the fiscal year 2081/081. The number of students who appeared in the final examination and passed their examination in the particular year is taken as the basis for calculation.

➢ **BBA**

Semester	Total Appeared	Total pass	Total Fail	Total Absent	Pass %
2nd Sem (2079 Batch)	38	37	0	1	**100**
3rd Sem (2078 Batch)	26	25	1	0	**96.15**
4th Sem (2077 Batch)	28	27	1	0	**96.42**
5th Sem (2077 Batch)	28	27	1	0	**96.42**
7th Sem (2076 Batch)	29	29	0	0	**100**
8th Sem (2075 batch)	4	4	0	0	**100**

Table 22: Examination record of BBA

➢ **BICTE**

Semester	Total Appeared	Total pass	Total Fail	Total Absent	Pass %
1st Sem (2079 Batch)	18	14	4	0	**77.7**
2nd Sem (2079 Batch)	15	12	3	0	**80**
2nd Sem (2078 batch)	6	4	2	0	**66.6**
3rd Sem (2078 batch)	**6**	**6**	**0**	**0**	**100**

Table 23: Examination record of BICTE

➢ **MBS**

Semester	Total Appeared	Total pass	Total Fail	Total Absent	Pass %
1st Sem (2079 Batch)	21	9	12	0	**42.85**
2nd Sem (2079 Batch)	20	15	5	0	**75**
3rd Sem (2078 Batch)	22	14	8	0	**63.6**
4th Sem (2078 batch)	21	18	3	0	**85.71**

Table 24: Examination record of MBS

➢ **BBS**

Year	Total Appeared	Total pass	Total Fail	Total Absent	Pass %
1st Year	181	27	174	7	**15.51**
3rd Year	160	31	122	7	**20.26**

Table 25: Examination record of BBS

➢ **B.Ed.**

Year	Total Appeared	Total pass	Total Fail	Total Absent	Pass %
1st Year	74	5	60	9	**7.69**
2nd Year	84	19	60	5	**24.05**
3rd Year	57	8	48	1	**14.28**

Table 26: Examination record of B.Ed.

The examination records across various programs show notable differences in pass rates and attendance. In the BBA program, students performed exceptionally well, with pass rates ranging from 96.15% to 100% across all semesters, indicating a high level of academic achievement and consistency. The BICTE program also demonstrated strong results in some semesters, such as the 3rd Semester (2078 Batch) with a 100% pass rate. However, there were significant drops in other semesters, notably the 1st Semester (2079 Batch) with a pass rate of 77.7% and the 2nd Semester (2078 Batch) with 66.6%.

On the other hand, the MBS and BBS programs exhibited more variability in performance. The MBS program's pass rates ranged from 42.85% to 85.71%, indicating some challenges in maintaining consistent academic success. The BBS program showed particularly low pass rates, with the 1st Year at 15.51% and the 3rd Year at 20.26%. The B.Ed. program also faced significant challenges; with pass rates as low as 7.69% in the 1st Year and only slightly improving in the subsequent years. These disparities highlight the need for targeted interventions to improve academic outcomes and support struggling students in these programs.

To improve academic performance, we need to enhance the curriculum, provide better student support, and develop faculty skills. The BBS and B.Ed. programs should update their content to be more relevant and engaging, using practical learning methods. We should offer more tutoring, mentoring, and counseling, especially for BBS and B.Ed. students. Faculty should get regular training on new teaching methods. A solid assessment plan with regular feedback is also essential. Creating a supportive learning environment and using data to identify problem areas will help us allocate resources effectively and continuously improve student success.

SECTION-11
GRADUATES

This section presents graduates of the campus according to the level of education, faculty and program. However, there are some difficulties in obtaining the actual number of graduates. The number of students who obtain transcript in the particular year is taken as the basis for calculating the graduates.

Level Wise Graduates	Male	Female	Total
Bachelor	19	26	**45**
Masters	-	-	-

Table 27: Level wise graduates from the campus

Table 27 shows the graduates according to the level of education. The total number of graduates is 45. Similarly, out of the totalgraduates, the number of female graduates is in the higher side.

Since Masters Degree started from 2021 there are no graduates. The students are yet to complete and submit their Masters Dissertation during the time of preparation of this report.

Faculty wise Graduates

Faculty	Male	Female	Total
Management	17	15	**32**
Education	2	9	**11**
Humanities	-	2	**2**
Total	19	26	45

Table 28: Faculty wise Graduates
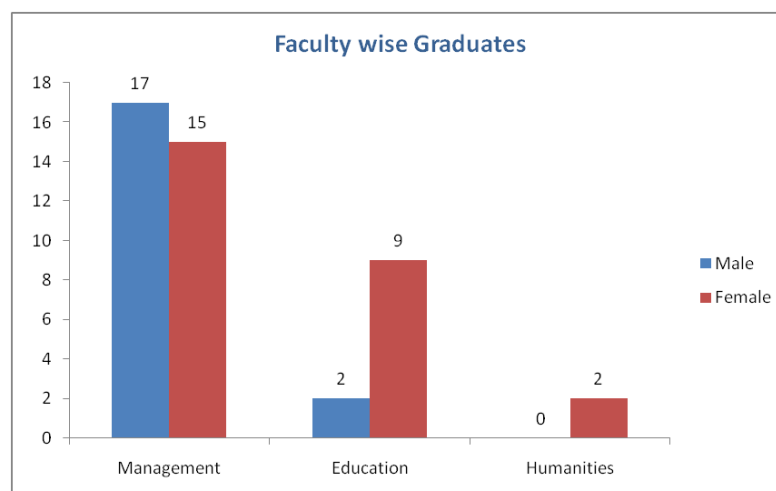
Figure 21: Faculty wise Graduates

Figure 21 exhibits the graduates during the year on faculty wise basis. It shows that the graduates from Management Faculty are the highest compared to other faculty in the campus during the year.

It shows that the graduates pass rate is the lowest in case of Humanities and Social Science faculty. However, the enrollment is also the lowest in this faculty. In Education faculty the female graduates is higher in comparisons to the male graduates. In Management and Humanities faculty the Male graduates is higher in comparisons to the Female graduates.

The total number of graduates for the year is 45.

SECTION-12
DROP-OUT RECORD

This section presents dropouts of the students according to the level of education, faculty and program. However, there are some difficulties in obtaining the actual number of dropout students, as the students don't convey timely message to the campus administration regarding their dropout status. The number of students who don't fill up their registration form (for 1st Year) and annual examination form (for rest of the year) in the particular year is taken as the basis for calculating the dropout rates.

Dropout Record Program (Academic Batch) wise

➢ **BBS (Bachelor of Business Studies)**
  ❖ **2076 Batch**

Drop Out Record of BBS 2076 Batch					
Year	**Admission**	**Registration**	**Exam Form**	**Drop Out**	**%**
1st Year	298	282	257	41	13.76
2nd Year	257	-	190	67	26.07
3rd Year	190	-	160	30	15.79
4th Year	160	-	144	16	10.00
4th Year Final Student	144	-	-	-	-
Total				**154**	

<div align="center">Table 29: Drop Out Record of BBS 2076 Batch</div>

<div align="center">Figure 22: Drop Out Record of BBS 2076 Batch</div>

Figure 22 shows the trend of dropout rates of the BBS Admission Batch 2076. It shows that the dropout rate of students in 1st year was13.76%, 41 out of 282 (students who filled up Registration Form of TU) and out of total admission of 298. The dropout rate in 2nd year was 26.07% which is the highest rate for this Academic Batch, suggesting increased challenges for students during this period. The dropout rate gradually decreased in 3rd Year with 15.79% and similarly in 4th Year with only 10%. The final number of students who attended their final year examination was 144. This indicates that students who progress to the later stages of their studies are more likely to complete their education.

The total dropout during this period is 154.

The students of this Academic Batch are currently studying in 3rd Year. They are awaiting their final year examination which is conducted annually by Tribhuvan University. The process for filling out the exam forms is currently ongoing.

Drop Out Record of BBS 2077 Batch					
Year	**Admission**	**Registration**	**Exam Form**	**Drop Out**	**%**
1st Year	339	292	279	60	17.70
2nd Year	279	0	163	116	41.58
3rd Year	163	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				176	

Table 30: Drop Out Record of BBS 2077 Batch

Figure 23: Drop Out Record of BBS 2077 Batch

Figure 23 shows the trend of dropout rates of the BBS Admission Batch 2077. It reveals a severe retention issue, showing a significant decrease in student numbers each year: 339 in the 1st year, 279 in the 2nd year, and 163 in the 3rd year. The students of this academic batch are currently studying in the 3rd Year, so the record doesn't show data of 4th Year and beyond. The dropout percentages reflect this trend, starting at 17.7% in the 1st year, peaking at 41.58% in the 2nd year. The dropout rate of 3rd Year is not mentioned as the final year examination form filling process is still ongoing during the time of preparation of this report. This data highlights the critical need to investigate and address the underlying causes of the high dropout rates in the early years to improve student retention.

The total dropout during this period is 176.

❖ **2078 Batch**

The students of this Academic Batch are currently studying in 3rd Year (NEW). They recently appeared in the annual examination of 2nd Year conducted by Tribhuvan University.

Year	Admission	Registration	Exam Form	Drop Out	%
Drop Out Record of BBS 2078 Batch					
1st Year	226	200	181	45	19.91
2nd Year	181	-	124	57	31.49
3rd Year	124	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				102	

Table 31: Drop Out Record of BBS 2078 Batch
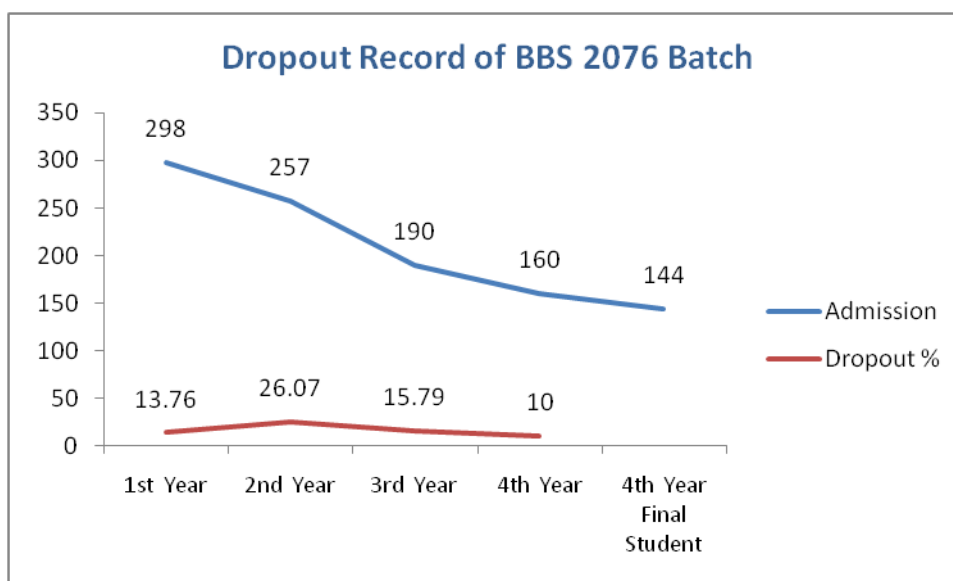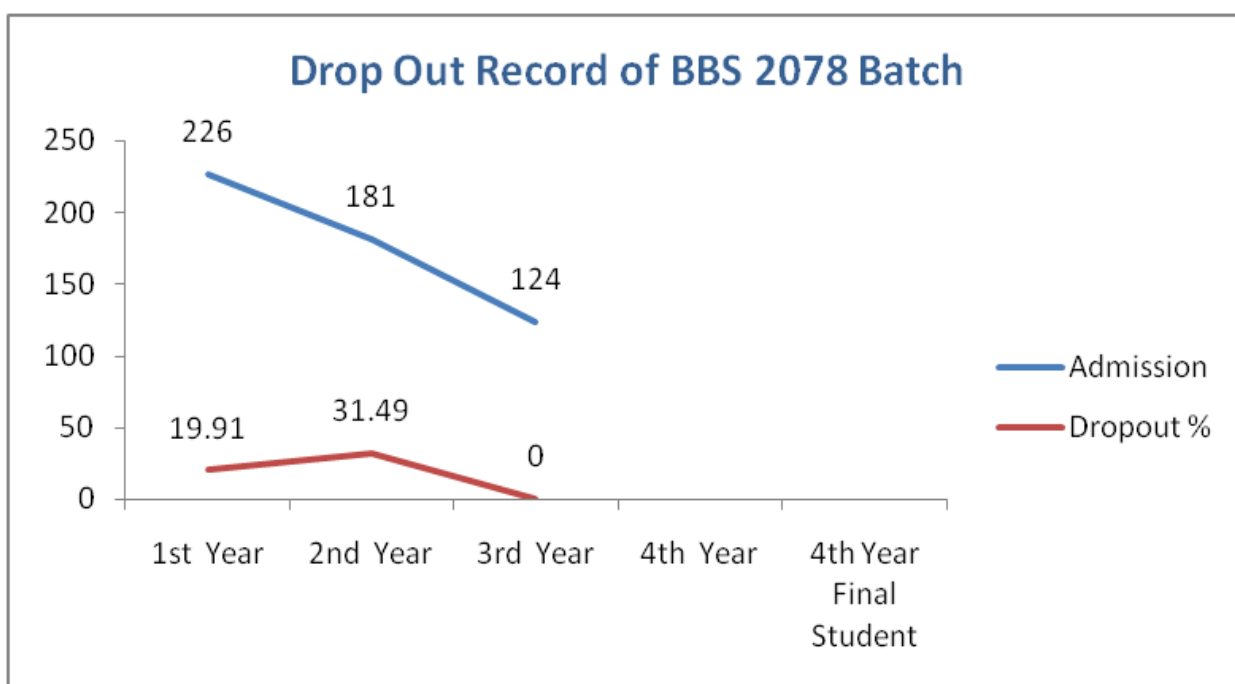

Figure 24: Drop Out Record of BBS 2078 Batch

Figure 24 shows the trend of dropout rates of the BBS Admission Batch 2078. It shows a consistent decline in student numbers from the 1st to the 3rd year, starting with 226 students in the 1st year, dropping to 181 in the 2nd year, and further to 124 in the 3rd year. The students of this academic batch are currently studying in the 3rd Year, so the record doesn't show data of 4th Year and beyond. The dropout percentages are 19.91% in the 1st year and 31.49% in the 2nd year. The dropout rate of 3rd Year is not mentioned as the session has just started during the time of preparation of this report. This trend highlights a significant retention issue within the program, particularly in the early years of the program.

The total dropout during this period is 102.

The students of this Academic Batch are currently studying in 2nd Year.

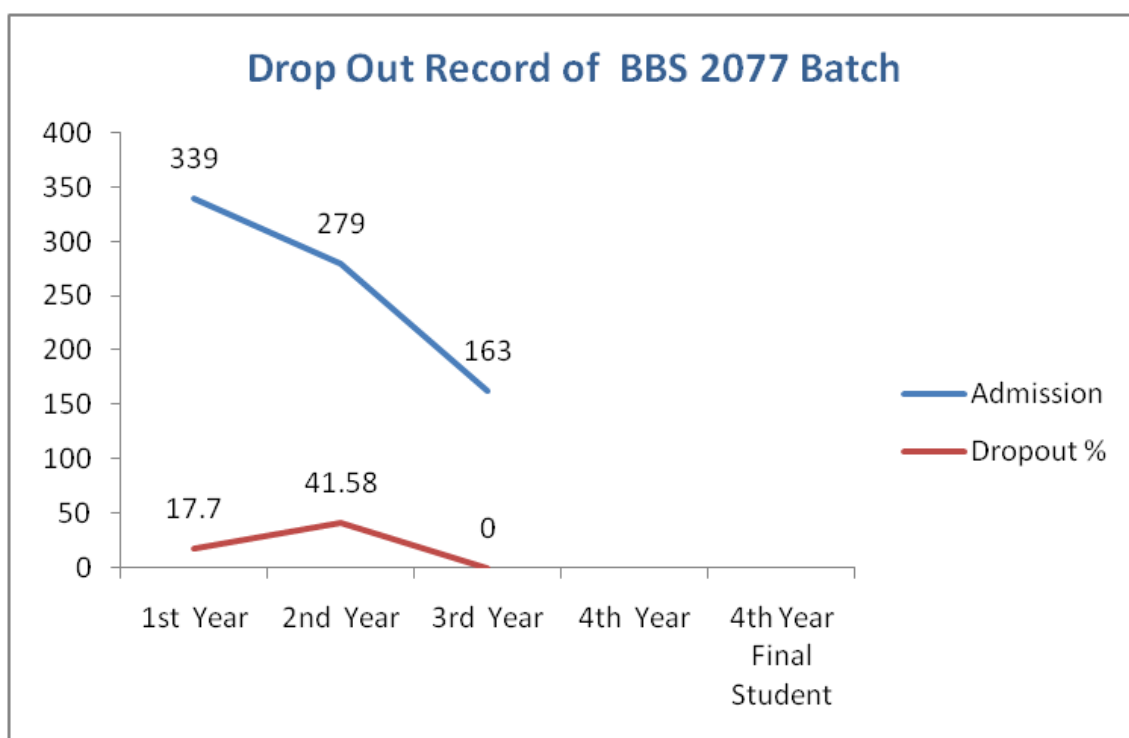| Drop Out Record of BBS 2079 Batch					
Year	**Admission**	**Registration**	**Exam Form**	**Drop Out**	**%**
1st Year	212	173	161	51	24.06
2nd Year	161	-	-	-	-
3rd Year	-	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				**51**	

Table 32: Drop Out Record of BBS 2079 Batch
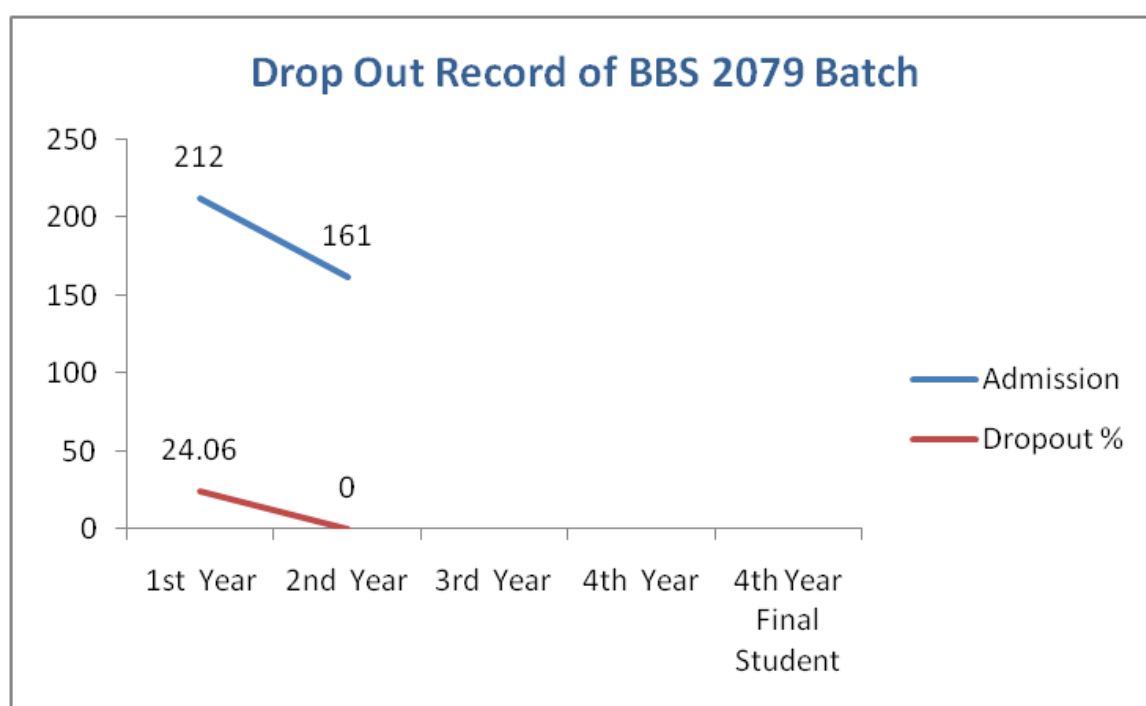
Figure 25: Drop Out Record of BBS 2079 Batch

Figure 25 shows the trend of dropout rates of the BBS Admission Batch 2079. It shows a decline in student numbers from the 1st to the 2nd year, starting with 212 students in the 1st year, dropping to 161 in the 2nd year. The students of this academic batch are currently studying in the 2nd Year, so the record doesn't show data of 3rd Year, 4th Year and beyond. The dropout percentages are 24.06% in the 1st year. The dropout rate of 2nd Year is not mentioned as the session is ongoing during the time of preparation of this report. This trend highlights a significant retention issue within the program, particularly in the early years of the program.

The total dropout during this period is 51.

❖ **2080 Batch**

The students of this Academic Batch are currently studying in 1st Year. So, there is not any record of dropout in this Academic Batch.

➢ B.Ed. (Bachelor of Education)

❖ 2076 Batch

The students of this Academic Batch recently appeared in the annual examination of 4th Year conducted by Tribhuvan University.

Drop Out Record of B.Ed. 2076 Batch					
Year	Admission	Registration	Exam Form	Drop Out	%
1st Year	134	123	98	36	26.87
2nd Year	98	0	71	27	27.55
3rd Year	71	0	57	14	19.72
4th Year	57	0	52	5	8.77
4th Year Final Student	52	-	-	-	-
Total				82	

Table 33: Drop Out Record of B.Ed. 2076 Batch

Figure 26: Drop Out Record of B.Ed. 2076 Batch

Figure 26 shows the trend of dropout rates of the B.Ed. Admission Batch 2076. The figure shows the dropout record for the B.Ed. 2076 batch over four years. The number of admission gradually decreases in each year, starting at 134 in the 1st year and 52 by the 4th year. The dropout percentage was 26.87% in the 1st year, slightly increasing to 27.55% in the 2nd year, then decreasing to 19.72% in the 3rd year and 8.77% in the 4th year. This indicates a significant reduction in both admissions and dropout rates as the students progress through their years of study. The final number of students who attended their final year examination was 52.

The total dropout during this period is 82.

❖ **2077 Batch**

The students of this Academic Batch are currently studying in 3rd Year. They are awaiting their final year examination which is conducted annually by Tribhuvan University. The process for filling out the exam forms is currently ongoing.

Year	Admission	Registration	Exam Form	Drop Out	%
1st Year	151	127	125	26	17.22
2nd Year	125	-	84	41	32.80
3rd Year	84	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				67	

<div align="center">Drop Out Record of B.Ed. 2077 Batch</div>

Table 34: Drop Out Record of B.Ed. 2077 Batch

Figure 27: Drop Out Record of B.Ed. 2077 Batch

Figure 27 shows the trend of dropout rates of the B.Ed. Admission Batch 2077. It reveals a severe retention issue, showing a significant decrease in student numbers each year: 151 in the 1st year, 125 in the 2nd year, and 84 in the 3rd year. The students of this academic batch are currently studying in the 3rd Year, so the record doesn't show data of 4th Year and beyond. The dropout percentages reflect this trend, starting at 17.22% in the 1st year, peaking at 32.8% in the 2nd year. The dropout rate of 3rd Year is not mentioned as the final year examination form filling process is still ongoing during the time of preparation of this report. This data highlights the critical need to investigate and address the underlying causes of the high dropout rates in the early years to improve student retention.

The total dropout during this period is 67.

The students of this Academic Batch are currently studying in 3rd Year (NEW). They recently appeared in the annual examination of 2nd Year conducted by Tribhuvan University.

Drop Out Record of B.Ed. 2078 Batch					
Year	Admission	Registration	Exam Form	Drop Out	%
1st Year	97	84	74	23	23.71
2nd Year	77	0	55	22	28.57
3rd Year	55	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				45	

Table 35: Drop Out Record of B.Ed. 2078 Batch
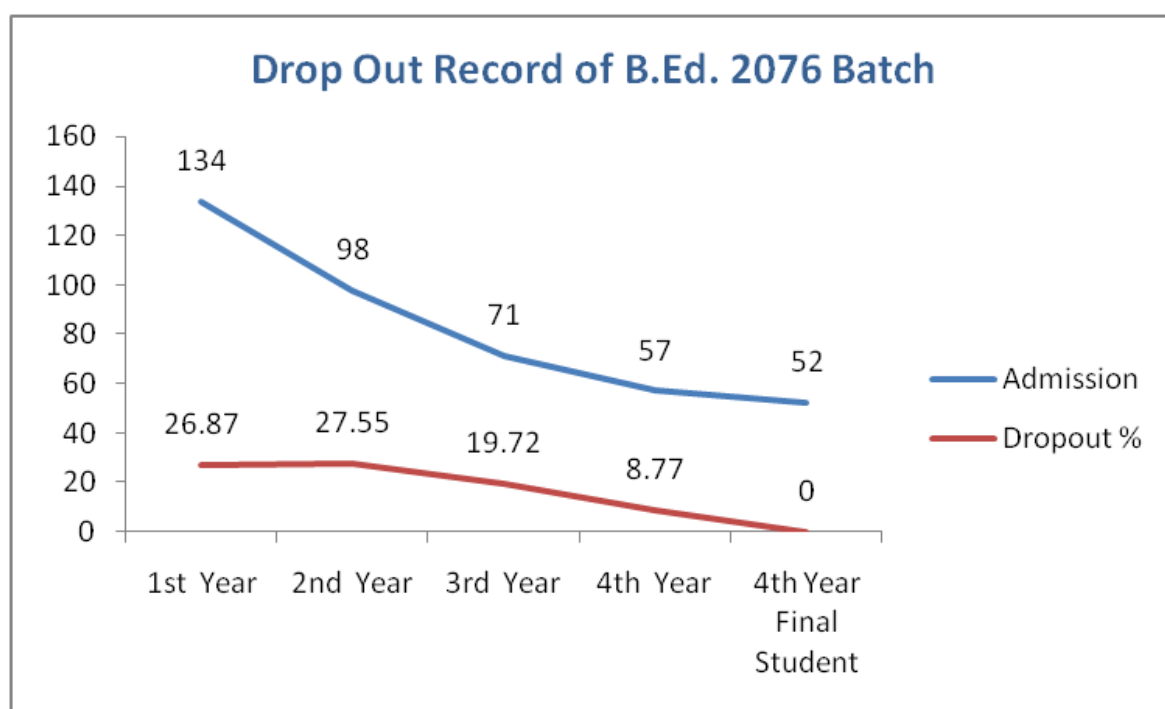

Figure 28: Drop Out Record of B.Ed. 2078 Batch

Figure 28 shows the trend of dropout rates of the B.Ed. Admission Batch 2078. It shows a consistent decline in student numbers from the 1st to the 3rd year, starting with 97 students in the 1st year, dropping to 77 in the 2nd year, and further to 55 in the 3rd year. The students of this academic batch are currently studying in the 3rd Year, so the record doesn't show data of 4th Year and beyond. The dropout percentages are 23.71% in the 1st year and 28.57% in the 2nd year. The dropout rate of 3rd Year is not mentioned as the session has just started during the time of preparation of this report. This trend highlights a significant retention issue within the program, particularly in the early years of the program.

The total dropout during this period is 45.

❖ **2079 Batch**

The students of this Academic Batch are currently studying in 2nd Year.

Drop Out Record of B.Ed. 2079 Batch					
Year	Admission	Registration	Exam Form	Drop Out	%
1st Year	56	50	51	5	8.93
2nd Year	51	-	-	-	-
3rd Year	-	-	-	-	-
4th Year	-	-	-	-	-
4th Year Final Student	-	-	-	-	-
Total				5	

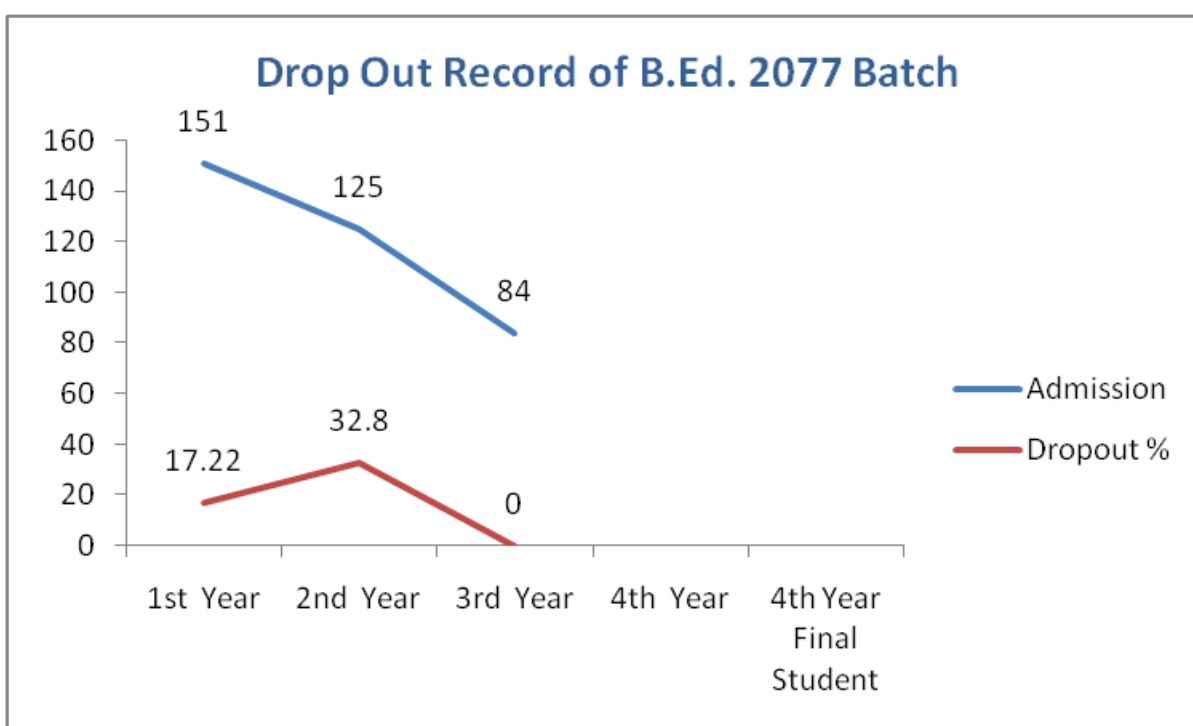<div align="center">Table 36: Drop Out Record of B.Ed. 2079 Batch</div>
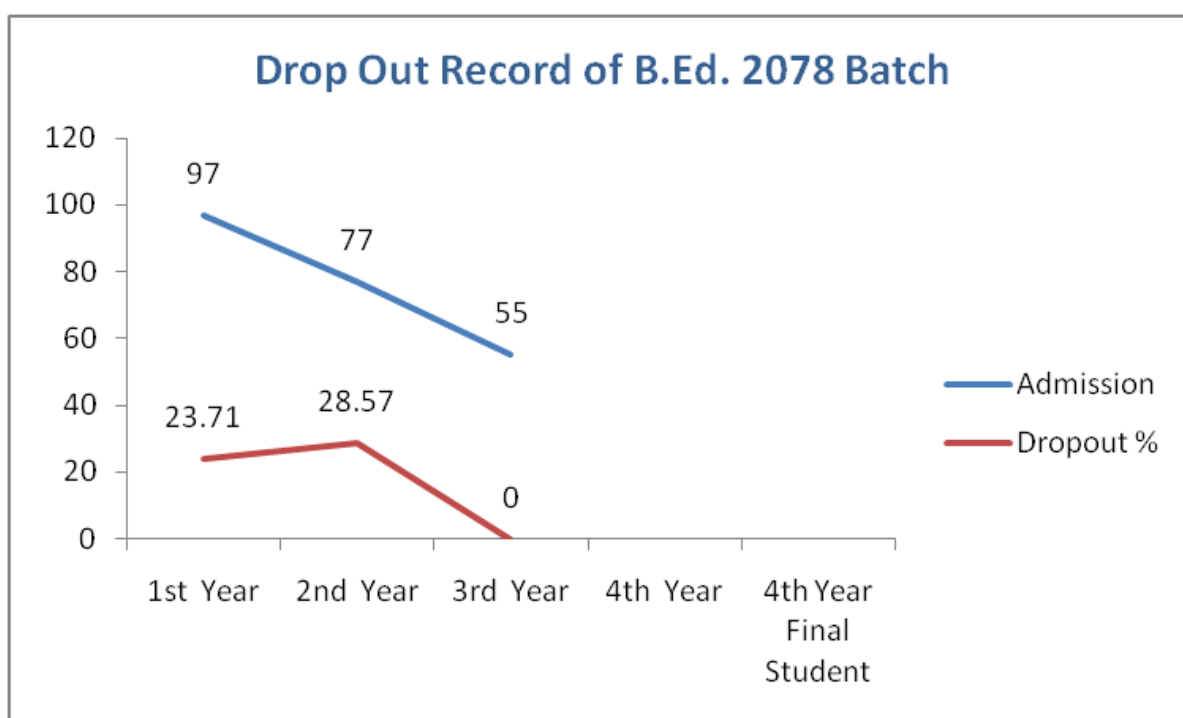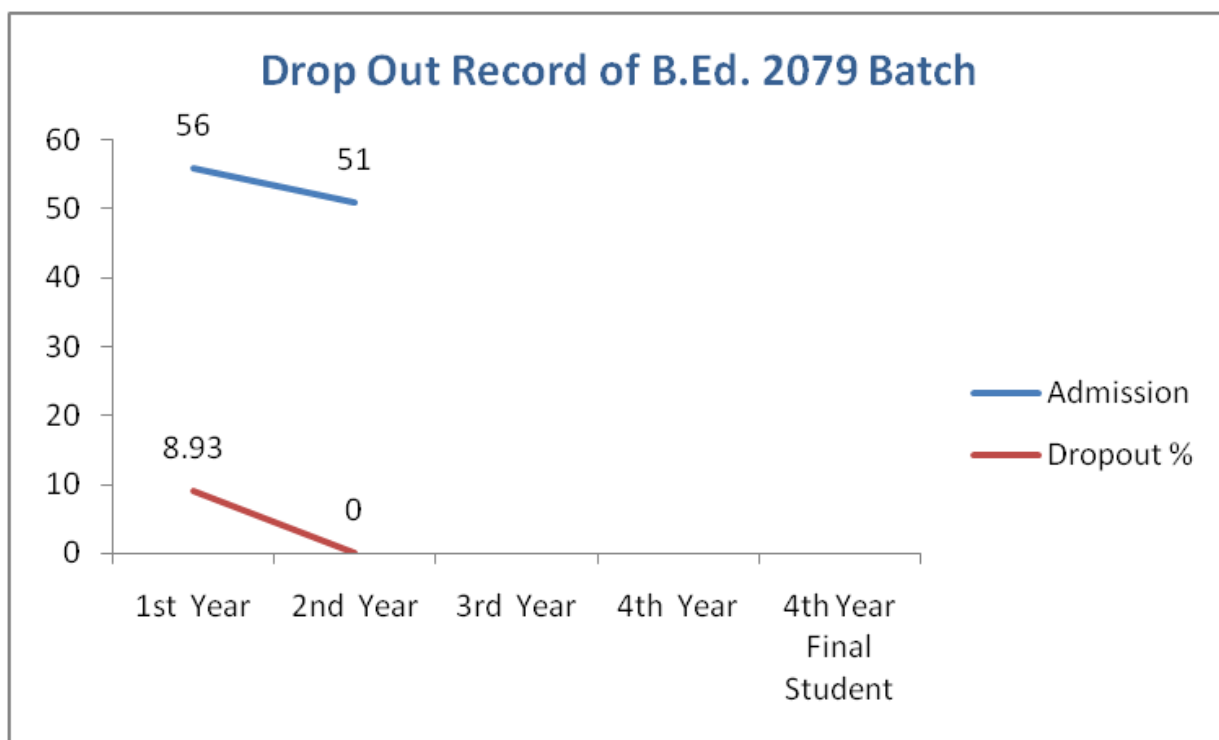

<div align="center">Figure 29: Drop Out Record of B.Ed. 2079 Batch</div>

Figure 29 shows the trend of dropout rates of the B.Ed. Admission Batch 2079. It shows little decline in student numbers from the 1st to 2nd year, starting with 56 students in the 1st year, dropping to 51 in the 2nd year. The students of this academic batch are currently studying in the 2nd Year, so the record doesn't show data of 3rd Year, 4th Year and beyond. The dropout percentage is 8.93% in the 1st year. The dropout rate of 2nd Year is not mentioned as the session is ongoing during the time of preparation of this report. This trend highlights there is very low dropout rate among the students of this academic batch.

The total dropout during this period is 5.

❖ **2080 Batch**
The students of this Academic Batch are currently studying in 1st Year. So, there is not any record of dropout in this Academic Batch.

32

➢ **BBA (Bachelor of Business Administration)**

Batch	Admission	Dropout	%
2075 Batch	4	0	
2076 Batch	29	0	
2077 Batch	29	0	
2078 Batch	28	2	
2079 Batch	38	1	
2080 Batch	31	1	
Total	**159**	**4**	**2.5%**

Table 37: Drop Out Record of BBA

The BBA program has almost 100% student retention rate. The data shows that from Batch 2075 to Batch 2080, a total of 159 students were admitted, with 4 dropouts, resulting in an overall dropout rate of 2.5%. Batches 2075, 2076, and 2077 had no dropouts, indicating a 0% dropout rate for these years. Batch 2078 had the highest dropout rate at 7.1%, with 2 out of 28 students dropping out. Batches 2079 and 2080 had relatively low dropout rates of 2.6% and 3.2%, respectively. Overall, the retention rate is high across most batches. This indicates that the students who are enrolled in semester system programs are likely to complete their studies.

➢ **MBS (Master of Business Studies)**

Batch	Admission	Dropout	%
2078 Batch	31	9	
2079 Batch	23	2	
2080 Batch	33	-	
Total	**87**	**11**	**12.6%**

Table 38: Drop Out Record of MBS

Dropout rate of students in Master level (semester system) is slightly greater than that of Bachelor level. The data for Batches 2078 to 2080 shows a total of 87 admissions with 11 dropouts, resulting in an overall dropout rate of 12.6%. Batch 2078 had the highest dropout rate, with 9 out of 31 students dropping out, amounting to a dropout rate of approximately 29%. Batch 2079 had 23 admissions and 2 dropouts, resulting in a dropout rate of about 8.7%. Batch 2080 had 33 admissions but no reported dropouts, which is due to the fact that this batch of students is yet to appear in their final examination. This indicates most of the students who are enrolled in Master level are likely to complete their course.

➢ **BICTE (Bachelor of Information and Communication Technology Education)**

Batch	Admission	Dropout	%
2078 Batch	8	2	
2079 Batch	20	5	
2080 Batch	-	-	
Total	**28**	**7**	**25%**

Table 39: Drop Out Record of BICTE

The data for Batches 2078 to 2080 shows a total of 28 admissions with 7 dropouts, resulting in an alarming overall dropout rate of 25%. Batch 2078 had 8 admissions with 2 dropouts, giving it a dropout rate of 25%, the same as the overall average. Batch 2079 had 20 admissions with 5 dropouts, resulting in a slightly higher dropout rate of 25%. Batch 2080 had zero enrollment of student. This data underscores the need for targeted interventions to improve retention strategies for these batches.

SECTION-13
INTERNSHIP RECORD

Every Year students, especially from Management Faculty apply for internships at various financial institutions to gain practical knowledge and to further develop their skills and knowledge in the field of banking, finance, management, investment, etc. EMIS Cell keeps record of such internship letters provided to students. By keeping such records it will be easier to track the progress of students in respective field.

The students of BBA 8th Semester must complete mandatory internship program in order to pass their final examination.

Internship record Class wise

SN	Class	No. of Students
1	BBS 1st Year	20
2	BBS 2nd Year	19
3	BBS 3rd Year	10
4	BBS 4th Year	17
5	BBA 8th Semester	29
Total		**95**

Table 40: Internship record Class wise

Internship record Bank wise

Name of Bank	Branch	No. of Students	Name of Bank	Branch	No. of Students
Citizens Bank Ltd.	Sunwal	1	NIC ASIA Bank	Bhumahi	2
Everest Bank Ltd.	Parasi	1	NIC ASIA Bank	Khaireni	1
Garima Bikas Bank	Khaireni	1	NIC ASIA Bank	Parasi	4
Garima Bikas Bank	Sunwal	1	NIC ASIA Bank	Sunwal	3
Global IME Bank	Bhumahi	1	NMB Bank Ltd.	Parasi	1
Himalayan Bank Ltd.	Sunwal	1	NMB Bank Ltd.	Sunwal	2
Jyoti Bikash Bank Ltd.	Parasi	3	Prabhu Bank Ltd.	Khaireni	2
Kumari Bank Ltd.	Bhumahi	4	Rastriya Banijya Bank	Parasi	15
Kumari Bank Ltd.	Rampur	1	Rastriya Banijya Bank	Sunwal	7
Kumari Bank Ltd.	Sunwal	3	Sanima Bank Ltd.	Sunwal	1
Laxmi Sunrise Bank Ltd.	Bhumahi	2	Shine Resunga Dev. Bank Ltd.	Badera	1
Laxmi Sunrise Bank Ltd.	Parasi	1	Shine Resunga Dev. Bank Ltd.	Parasi	1
Nabil Bank	Parasi	1	Shine Resunga Dev. Bank Ltd.	Sunwal	3
Nepal SBI Bank	Parasi	2			
TOTAL					**66**

Table 41: Internship record Bank wise

The Table 41 only shows the internship record of BBS students who were interns at banks only. The students of BBA 8th Semester have done their internship at various companies other than banks. Some of them are CG Industrial Park, Hathaway Investment, Anshu Investment, Siddhartha Vilasa Hotel, Gautam Buddha International Airport, various Chartered Accountancy Firms in Butwal.

ANNEX-1
DEFINITION OF LEVELS

Statements	Description
HE campuses	Higher Education Campus
HE only campuses	All Campuses
Bachelor (BA, BBS, B.Ed., BBA, BICTE)	Higher Education Program of minimum 3 to 5 Years that starts after Grade 12 for students who have passed Grade 12 of HSEB.
Master (MBS)	Higher Education program of 2 years that runs after Bachelor level for students who have passed Bachelor level examination of University.
M. Phil.	Higher Education program of 1and half years for students who have passed masters level examination of University
PhD	Advanced course for students who have passed either Master or M. Phil. level.

ANNEX-2
BRIEF DESCRIPTION OF THE CAMPUS

About Mahakavi Devkota Campus

Mahakavi Devkota Campus, a community owned non-profit making institution, is situated in Sunwal Municipality – 4, Nawalparasi (West Bardaghat / Susta). It was established in public initiation with the direct support of local community leaders, philanthropists, businessmen, industrialists, education enthusiasts and other personalities in 2060 B.S. with the aim to address the dire need of quality higher education in this area. Ever since its establishment, the campus is almost exclusively dependant on public blessings and their contribution. Its tie with the community is, therefore, strong enough to gain affection. With their support, the campus, right from its establishment, has been accelerating in quality education and infrastructural development. Consequently, it has now incredibly created its fame as one of the pioneering institutions in this province.

History and Development

In the year 2074, the University Grants Commission (UGC) ranked 19th in Nepal and 2nd in this province in order to obtain the Quality Assurance and Accreditation (QAA) certificate. The campus was Re-Accredited by University Grants Commission (UGC), Nepal in the year 2080 B.S.

After receiving the certificate in 2074, it has been successfully operating the BBA program according to the needs of the present time. This institution in the year 2078, Tribhuvan University under the Faculty of Management has also obtained affiliation and operated the post-graduate level program, MBS. In addition to BBA and MBS, the classes of BBS, B.Ed. and B.A. are operated.

There are currently 1043 students studying in the campus from all levels and faculties. After receiving the certificate, there has been significant progress in the improvement of the academic quality of the campus, increase in physical facilities, research, publication, increase in the number of students, professional development of teaching staff, etc. While following the international educational standards, the institution is becoming healthy in every way.

At present, there have been extensive institutional reforms in the campus. Even in the short period of its establishment, the campus has achieved satisfactory achievements in terms of physical aspects. For the development of this campus, the invaluable support of political parties, businessmen, industrialists, philanthropists, and education lovers of this region is continuous.

This campus has emphasized the use of timely research-oriented scientific teaching methods, modern management and technology for the all-round development and all-round advancement of students. Even though it is conducted in rural areas, it conducts subjects with high interest at the national and international level moving ahead with ambitious plans; this campus has been

significantly improving access to higher education through various internal and external scholarships for people from backward classes, castes, communities, etc. in various fields.

Now, the campus has 5 departments under 3 faculties: Faculty of Humanities & Social Sciences, Faculty of Management and Faculty of Education. In total, 6 programmes are run. To date, 28 faculty members and 12 administrative staff have involved in providing higher education to more than 1000 students in various academic programs in the campus. The campus also has various Cells to perform the administrative work more efficiently and effectively. Such cells are, Research Management Cell, Internal Examination Cell, Internal Quality and Assurance Cell, Enrollment Support Cell, Extra Curricular Activities Cell, Public Information Cell and Student Support and Guidance Cell.

In terms of its organizational Structure, the campus assembly is at the top of its management. It is the supreme and legislative body. It formulates reviews and updates the policies of the institution which are implemented by Campus Management Committee (CMC) mobilizing through different structures of the organization. The CMC is the executive body that implements the decisions. It consists of 19 members as per the current campus statute. The campus management committee has formed an Advisory Committee for receiving required advice in need. The campus has also formed an Internal Quality Assurance Committee (IQAC) for monitoring and implementing academic activities. For the implementation of decisions and running academic activities, the campus has a comfortable set of teaching and non-teaching staff led by the campus chief and assisted by assistant campus chief, both appointed as per the provisions made in the campus statute. For the effective functioning of the academic activities, the campus has formed administrative section and additional section. The former consists of teaching administration which includes department heads and program coordinators along with faculties, and general administration which includes account section, library section and EMIS. Likewise, the latter consists of different cells. The duties and responsibilities of all the departments and cells are clearly defined in their respective guidelines.

The campus is a community-run higher education institution under Tribhuvan University and has been the major centre for higher education in the western region. The campus is now spread over 4 Bigha 15 Kattha 18 Dhur along the Mahendra Highway.

ANNEX-3
REPORT PREPARATION

To prepare this report, required data were collected from different sources: Faculty, Departments, Cells, Programs, Campus Administration, QAA Unit of MDC, Student Council of the Campus, UGC Nepal etc. The data was mainly extracted from EMIS software of the campus which is used to manage overall data of the campus. The EMIS software is used to entry students' data, library data and account data to the campus centralized server system. Some other tools used to collect data were survey forms, emails, phone calls, personal visit to sources etc. The collected data were presented in tabular format in spread sheet.

- Those data were inserted into the standard spread sheet format of the campus.
- From spread sheet those data were uploaded to database using database tool.
- From the aggregate Table, summary Tables required to prepare the report was generated
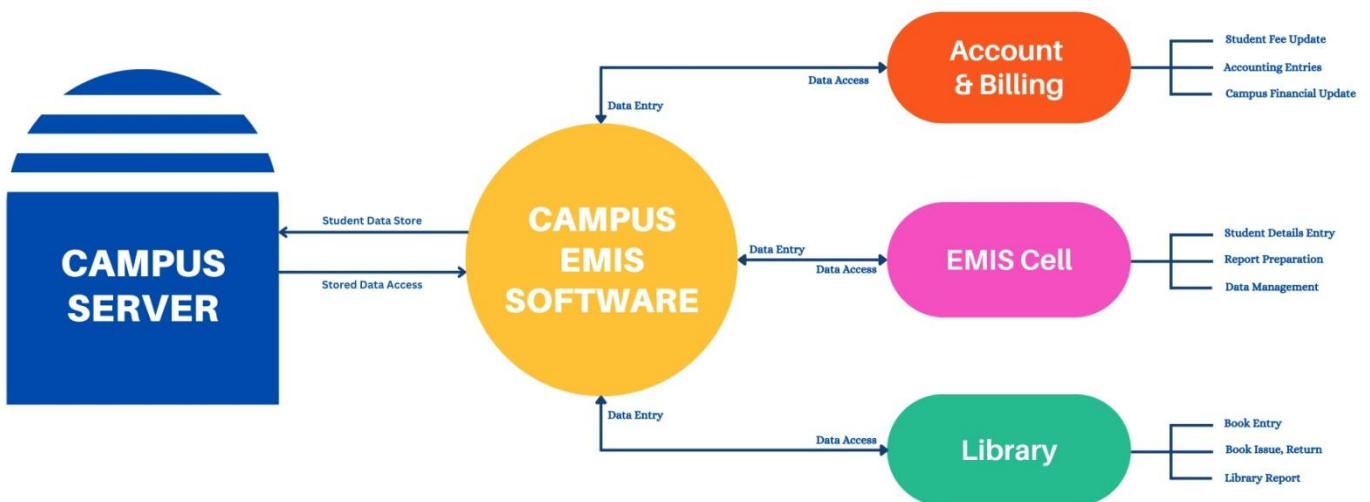- Those summary Tables were analyzed and interpreted.

Figure 30: Campus Data Management Workflow

ANNEX-4
ABOUT EMIS

Mahakavi Devkota Campus (MD Campus), a prestigious institution known for its academic excellence, established an Education Management Information System (EMIS) cell under the Second Higher Education Project in 2014 A.D. The EMIS cell is dedicated to providing updated and reliable information about the education system at the campus. This initiative aims to offer accurate, timely, and sufficient data to educational stakeholders, thereby enhancing the overall educational experience at the campus.

Objectives of EMIS

The primary objective of EMIS is to ensure that all stakeholders have access to adequate, accurate, timely, and reliable data. This information is crucial for decision-making processes, policy formulation, and improving the quality of education at MD Campus. The EMIS system is designed to serve various departments, students, teachers, and staff by providing technical assistance and managing computer-related tasks.

Key Functions of EMIS

1. Campus Network and Internet Services Management:
The EMIS section is responsible for managing the campus network, ensuring seamless connectivity for all departments and students. It oversees the library network, facilitating easy access to digital resources and ensuring the smooth functioning of library services. Managing the computer lab servers is another crucial task, ensuring that all systems are up-to-date and functioning efficiently. The EMIS section addresses issues related to campus internet services, ensuring uninterrupted internet access for academic and administrative purposes.

2. Digital Presence Enhancement:
- The EMIS section enhances the digital presence of the campus through various social media platforms such as Facebook and LinkedIn.
- It manages the official website of the campus, ensuring that it is regularly updated with relevant information.

3. Official Document Management:
- Most of the campus's official document printing tasks, including letter typing, notice typing, and proposal writing, are carried out by the EMIS section.
- The EMIS section is responsible for preparing various reports, including result preparation and maintaining records of letters received from organizations.

Student Enrollment and Demographics

The EMIS report provides detailed information about student enrollment at MD Campus, including ethnicity-gender status. This data is essential for understanding the demographic composition of the student body and addressing any disparities in enrollment. The Gender Parity Index (GPI) is a critical metric used to measure the gender balance in enrollment, ensuring that both male and female students have equal opportunities for education.

Academic Performance

The report includes data on pass graduates, dropout records, and passes percentages across various faculties and programs. This information is crucial for assessing the academic performance of the students and identifying areas for improvement. By analyzing this data, the campus can implement strategies to reduce dropout rates and enhance the overall pass percentage.

Teaching and Non-Teaching Staff

The EMIS report provides comprehensive information about the teaching and non-teaching staff at MD Campus. This includes details about their qualifications, experience, and roles within the campus. Such data is vital for ensuring that the campus has a well-qualified and experienced workforce to deliver quality education.

Academic Departments and Programs

The report includes information about the various academic departments and programs offered at MD Campus. This helps in understanding the diversity of educational programs available and ensures that students have access to a wide range of academic opportunities. Additionally, it provides insights into the strengths and areas of improvement for each department. It helps the Department Heads of respective departments to prepare Yearly plan on how to enhance the performance of their respective departments and additional steps to be taken to improve the results and the department as a whole.

Research and Publication

Research and publication are integral components of higher education. The EMIS report includes data on the research activities and publications of the faculty and students. This information highlights the research capabilities of the campus and its contribution to the academic community. By promoting research and publication, MD Campus can enhance its reputation and provide students with valuable research opportunities.

Physical Status of the Campus

The report includes details about the physical infrastructure of the campus, such as buildings, classrooms, laboratories, and other facilities. This information is essential for assessing the adequacy of the campus infrastructure and planning for future developments. A well-maintained and adequately equipped campus is crucial for providing a conductive learning environment. This helps in assessing the future needs for the physical aspects for the campus.

Technical Assistance

One of the key roles of the EMIS section is to provide technical assistance to various departments, students, teachers, and staff. This includes managing the campus network, library network, computer labs, and internet services. By ensuring the smooth functioning of these technical aspects, the EMIS section plays a crucial role in supporting the academic and administrative activities of the campus. EMIS helps to organize and enhance the productivity of various administrative and academic departments by providing timely and adequate technical support in day to day activities.

Enhancing Digital Presence

In today's digital age, maintaining an active digital presence is essential for any educational institution. The EMIS section is responsible for enhancing the digital presence of MD Campus through various social media platforms such as Facebook and LinkedIn. Additionally, it manages the campus website, ensuring that it is regularly updated with relevant information. This helps in promoting the campus and keeping stakeholders informed about the latest developments.

Document Management

The EMIS section is also responsible for managing the official documents of the campus. This includes tasks such as letter typing, notice typing, proposal writing, report preparation, and maintaining records of various letters received from organizations. By efficiently managing these tasks, the EMIS section ensures that the administrative functions of the campus run smoothly.

Conclusion

The establishment of the Education Management Information System (EMIS) at Mahakavi Devkota Campus has significantly contributed to the improvement of the education system at the campus. By providing accurate, timely, and reliable data, the EMIS section supports decision-making processes and enhances the overall quality of education. The EMIS section plays a crucial role in managing the campus network, enhancing digital presence, and managing official documents. By continuously improving its services, the EMIS section ensures that MD Campus remains a leading institution in higher education.

ANNEX-5
EMIS SOFTWARE

Mahakavi Devkota Campus (MD Campus) has significantly enhanced its educational and administrative operations through the implementation of a sophisticated Education Management Information System (EMIS) developed by Sofwena Pvt. Ltd., a Kathmandu-based software company, this comprehensive system integrates a Library Management System, an Accounting & Billing System, and an Admission & Examination System, all working cohesively to streamline campus management.

Development and Integration

The EMIS system by Sofwena Pvt. Ltd. is designed to cater to the diverse needs of the campus. It seamlessly integrates the Library Management System, Accounting & Billing System, and Admission & Examination System, ensuring a unified and efficient approach to campus management. This integration allows for real-time data sharing and synchronization across different departments, thereby enhancing the overall operational efficiency. the software is developed with UGC requirements.

Library Management System: This component manages the cataloging, circulation, and inventory of library resources.
    a. Create member (staff or student)
    b. Create, Print and Assign student card with barcode
    c. Issue and Return Book with Barcode scanner
    d. Assign Book Limit and book fine based on program.
    e. Auto creates spine, book barcode and book's accession number (unique no.)
    f. Track individual Book history
    g. Track individual student's library record
    h. Settings (Manage Author, Publication, Fine setting etc.)
    i. Supports English and Unicode
    j. Reports (Catalogs, Book entry, Patrons, Book History, Returned and Issued Book reports and more)
    k. Keep track of individual operator action on app

Accounting System: The accounting module handles all financial transactions, including fee collection, payroll, and budget management. It ensures accurate and transparent financial reporting, which is crucial for the campus's financial health and accountability.

1. Accounting Management System
    a. Ledger Group Management
    b. Ledger Account Management
    c. Vouchers & Voucher Entry Management
        i. Journal Voucher
        ii. Payment Voucher
        iii. Receipt Voucher
        iv. Contra Voucher
    d. Integration of Sales Modules with account and create daily Sales Voucher
    e. Reports
        i. Group wise Report
        ii. Ledger wise report
        iii. Day Book

      iv.   Billing Sales Report
       v.   Cash/Bank Flow Statement
      vi.   Payable & Receivable Reminder
     vii.   Balance Sheet
    viii.   Profit & Loss A/c
      ix.   Cash Flow Report

2. Billing & Transaction Management System

a. Manage Fee structure
b. Editable Fee amount during billing
c. Perform Billing of student
d. Keep track of previous bills, show total paid amount
e. Deposit Return
f. Show Not returned book count
g. Bill reprint , Bill void
h. Denomination
i. Reports (Sales Report, Sales Detail Report, Fee head based report, void report and more)
j. Keep track of individual operator action on app

Admission & Examination System: This system manages the entire admission process, from application submission to enrollment. It also oversees the examination schedules, grading, and result publication, ensuring a smooth and efficient process for both students and faculty.

a. Dashboard displaying Total student, Category based on Male, Female and Ethnicity.
b. Registration and Admission
c. Mange Subjects and syllabus
d. Examination (Exam, Routine, Attendance, Mark sheet)
e. Create Seat plan, Create exam routine, and Create student exam attendance
f. Mark sheet entry for only assigned teacher
g. Manage Settings (Faculty, Staff record, Department, Designation, and Operator)
h. UGC Report (Ethnicity based, Sex Based, Annual Profile, Dynamic Student Report, Program Based and more) and other reports i.e. Mark sheet, Student Ledger etc.
i. Keep track of individual operator action on app

Web-Based and Cloud Deployment

Currently, the EMIS system is web-based, allowing users to access it from any internet-enabled device. This accessibility facilitates the efficient management of campus operations, as users can log in and perform their tasks remotely. The web-based nature of the system also ensures that it can be easily updated and maintained, reducing downtime and ensuring continuous availability.

In the near future, the EMIS system will be deployed on a cloud server. This transition to cloud computing offers several advantages:

- **Scalability**: The cloud server will allow the system to scale according to the campus's needs, accommodating an increasing number of users and data without compromising performance.
- **Data Security**: Cloud servers provide robust security measures to protect sensitive data from unauthorized access and cyber threats.
- **Cost Efficiency**: Cloud deployment reduces the need for extensive on-premises infrastructure, lowering maintenance costs and capital expenditure.

Main Server Connectivity

The EMIS system is connected to the main server of MD Campus, ensuring centralized data management and control. This connectivity enables real-time data synchronization across various modules, providing stakeholders with up-to-date information for informed decision-making. The main server acts as the central repository for all campus data, facilitating efficient data management and retrieval.

The network architecture of the Mahakavi Devkota Campus (MDC) Education Management Information System (EMIS) is designed for robust, secure, and scalable operations. The system is built around an on-premises SQL Server instance that handles key campus functions including accounts, library management, billing, examinations, and inventory control. This local server is connected to a firewall, providing a layer of security to protect against unauthorized access and cyber threats.

Data from the on-premises server is synchronized with a cloud-based SQL Server instance using peer-to-peer topology replication. This setup ensures data redundancy and high availability, allowing the campus to maintain consistent and reliable access to critical information. The cloud server enhances scalability and data protection, preparing the system for future expansion and higher data loads.

A central web server, hosting a MySQL database, serves as the core of the EMIS, interfacing with users through the web application. This web server facilitates real-time data access and management, enabling efficient handling of academic and administrative tasks. An API connects the web server to the MDC mobile app, extending the functionality of the EMIS to mobile devices and ensuring that students and staff can access the system's features on the go.

Overall, the network architecture of MDC's EMIS integrates local and cloud resources, equipped with security measures, and offers flexible, reliable access to educational management tools, supporting the campus's mission of delivering high-quality education.

Conclusion

The implementation of the EMIS system by Sofwena Pvt. Ltd. has revolutionized the management of Mahakavi Devkota Campus. By integrating the Library Management System, Accounting & Billing System, and Admission & Examination System, the campus has achieved significant improvements in operational efficiency and data management. The current web-based system, soon to be deployed on a cloud server, ensures accessibility, scalability, and data security, positioning MD Campus at the forefront of educational innovation. With its robust features and seamless integration, the EMIS system is a vital tool in supporting the campus's mission of providing high-quality education and fostering academic excellence.

ANNEX-6
EMIS PHOTOS
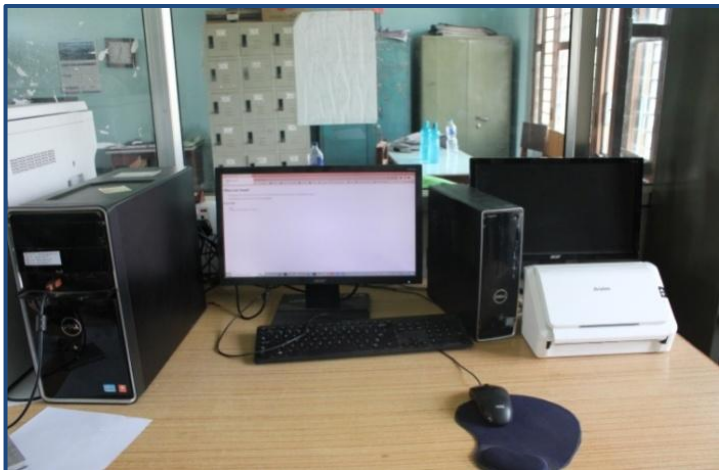
MAHAKAVI DEVKOTA CAMPUS

Reaccredited by University Grants Commission, Nepal, (2080)

Sunwal, Nawalparasi, Nepal
Tel.: +977-78-570049, 9857046049
E-mail: mdcampus60@gmail.com, info@mdc.edu.np
URL: www.mdc.edu.np

N

MDC Campus

Sunwal Chowk

Way To Butwal

Parasi Road