

TRIBHUVAN UNIVERSITY

त्रिभुवन विश्वविद्यालय

CHAUTARA MULTIPLE CAMPUS

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# EDUCATION INFORMATION SYSTEM 2082/2083 B.S. (2025/2026 A.D.)



**EMIS**  
**EDUCATION MANAGEMENT  
INFORMATION SYSTEM**

## **FOREWORD: MESSAGE FROM CAMPUS CHIEF**

The University Grants Commission (UGC) Nepal is currently undertaking Higher Education Project (HERP, 2014-2020) which is a national priority project supported by the World Bank for facilitating the implementation of the higher policy framework of Nepal. The national higher educational policy framework emphasizes systematic development of higher education in the country. For the success of the policy implementation, the system must be capable of reliable Education Management Information System (EMIS). One of the important aspects of the EMIS is to publish it in the form of a report annually.

The present Education Management Information System (EMIS) report for the fiscal year 2082/083 BS (2025/26 A.D.), published by Chautara Multiple Campus (CMC), Sindhupalchok compiles and shares key statistical data on higher education in the campus. It offers comprehensive insights into various aspects of campus education, covering departments, cells and committees, staff, level, faculty, programs, etc. The present report provides information on the number of students, student enrollment statistics, Gender Parity Index (GPI), graduates and pass rates, teachers and staff, and other notable trends observed over the three years. Data on gender composition indicates that female students outnumber their male counterparts, and the Education faculty has the highest student enrollment in our campus. The report also identifies key trends, such as fluctuations in overall enrollment, increased female participation, inconsistent numbers of graduates, and the status of educational programs on the campus. The campus expresses sincere gratitude to all the teachers for helping with the required information, insights, and data whose help made this report come in the present form. Similarly, the non-teaching staff also deserve profound acknowledgment for helping the EMIS team with the requested duties and responsibilities in compiling this report. The campus administration greatly appreciates the collaboration and commitment of teaching and non-teaching staff in preparing the present document. Besides, Chautara Multiple Campus equally acknowledges the efforts of everyone involved in preparing the EMIS report, with special recognition for the EMIS Report Preparation Team whose contributions were vital to its successful completion and publication.

**Rajendra Shrestha**  
**Act. Campus Chief**

## FOREWORD: MESSAGE FROM CHAIRMAN

Globally, higher education is regarded as one of the pillars supporting a nation's entire growth. One of the top goals of the Nepali government is higher education. By expanding access, enhancing fairness, and encouraging excellence in educational leadership, the Higher Education Policy-2076 also seeks to develop the nation's human resources to become globally skilled, scientific, and creative to create a knowledge-based economy and society. By offering outstanding teaching in a few selected subject areas, the strategy also aims to establish the nation as a center for education. In line with this, under the close supervision of the University Grants Commission (UGC) Nepal, which is also a top body to guide Higher Education Institutions in Nepal, the present report has been developed. Just like the UGC Nepal commits itself to accomplish the policy objectives as suggested by the Higher Education Policy-2076, Chautara Multiple Campus is also committed to fulfilling all the requirements asked by the UGC, Nepal. Concerning this, the division of EMIS on our campus has prepared this report to educate and extend a transparent message on different aspects of education management system of the campus.

Similarly, one of the important tasks of the University Grants Commission (UGC), Nepal is to make available reliable higher education data and information regularly. For this, UGC maintains a Higher Education Information System (HEMIS) and publishes the Annual EMIS Report. Just in the same way, we, Chautara Multiple Campus, Sindhupalchok, Nepal is also required to prepare and publish our EMIS report annually. Moreover, the importance and necessity of publishing an EMIS report have been more imperative after we have been QAA certified on the 3rd Falgun, 2080, last year. The present report is the second in this regard. The data and information presented in this report provide information like introduction, campus level, faculty, program, student enrollment, pass rate, graduates, Gender Parity Index (GPI), etc. All these data are of utmost importance for improving access to and enhancing the quality of higher education and supporting stakeholders in making informed decisions at Chautara Multiple Campus. After the QAA certification, the EMIS section on the campus has been more properly functioning and is also dedicated to timely updating data and publication of the Annual EMIS Report. As the Chairman of the campus's management committee, I extend my best wishes to everyone involved in preparing this report.

**Gambhir Lal Shrestha**  
**Chairman**

## ACKNOWLEDGEMENTS

The national higher education policy framework lists major thrusts of ensuring access to higher education on the basis of aptitude and equity, criteria-based quality assurance, priority-based relevance, research-based innovation and development, and performance-based funding. This report covers major parts of the H-EMIS indicators and their analysis. Chautara Multiple Campus is also developing EMIS with the help of H-EMIS developed by the UGC. The main strategy is to develop a web-based compatible EMIS system. Therefore, our campus is also on the way of developing web-based EMIS. However, there are many challenges in developing comprehensive EMIS on campus because the software purchased by the campus has yet to deliver its output at its best. After all, it has just moved a bit further from the phase of data entry. Besides, this EMIS report lists the information related to the academic programs, students, faculty members, research, publications, financing, and so on at Chautara Multiple Campus. The data are presented by important variables and analyzed to provide important issues based on the indicators derived from various sources.

First and foremost, the Education Management Information System (EMIS) at Chautara Multiple Campus is pleased to bring this publication to your hands. For this, we would like to take a moment to express our profound acknowledgment to the University Grants Commission (UGC), Nepal, for the encouragement of continuous inquiries on the use of HEMIS data on the campus. As this report has been finalized in the present form, we also believe that this publication will be beneficial to academicians, researchers, students, and administrators if they ever require any information about Chautara Multiple Campus now or even in the future. We also believe that this publication will equally be useful to those engaged in educational planning and implementation, research, monitoring, and other tasks related to higher education in the Sindhupalchok district and the entire nation at large. Finally, we would like to take this opportunity to thank all those who have contributed to the preparation of this report for their valuable time, support, and suggestions. The EMIS Report Preparation Team also expects and appreciates valuable and constructive feedback and suggestions to improve the quality and coverage of the report in the coming years.

Furthermore, we are thankful to the Chautara Multiple Campus administration for providing information and responding to the EMIS unit while preparing this report. Especially, we would like to thank Mr. Nagendra Prasad Dangal, the former Campus Chief, and Mr. Rajendra Kumar

Shrestha, Acting Campus Chief, for their support and suggestions to our team members. We would also like to thank all teaching and non-teaching staff of the campus for their cooperation and response throughout the preparation of this report. Similarly, we equally acknowledge the students of this campus for answering the queries of our team members whenever we required their help. Similarly, we heartily acknowledge the record-keeping cell for providing us with the necessary data and information.

In this way, the present report has been possible due to the data provided by the administrative sections and departments at Chautara Multiple Campus. For this, the report preparation team highly acknowledges all the staff on the campus for their kind cooperation and support who provided us with the asked information anytime we went to them. Overall, the team would like to express its deepest appreciation for the contribution made by all the personnel concerned at the campus. Developing and maintaining H-EMIS is a collaborative work, the contribution of the participating administration, sections, departments, cells, committees, teachers, and students are crucial for keeping up the data system and publication of this annual EMIS report regularly. Therefore, we also remain confident in the continued cooperation and support of all stakeholders in future endeavors. The Report Preparation Team highly appreciates their contributions and appreciates the special contribution of all the concerned staff at Chautara Multiple Campus in the publication of this report.

### **EMIS Report Preparation Team**

Mr. Prakash Shrestha (EMIS Coordinator)

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Mr. Krishna Gopal Shrestha (Member)

## ABBREVIATIONS AND ACRONOMYS

B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
CBS	Central Bureau of Statics
CMC	Campus Management Committee
UGC	University Grants Commission
PhD	Philosophy of Doctorate
RMC	Research Management Cell
CMC	Chautara Multiple Campus
CSIT	Computer Science and Information Technology
DoE	Department of Education
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
GPI	Gender Parity Ratio
HE	Higher Education.
HEMIS	Higher Education Management Information System
HERP	Higher Education Reform Project
IT	Information Technology
M. Ed.	Master of Education
M. Phil.	Master of Philosophy
MoE	Ministry of Education
MoF	Ministry of Finance
B.B.S.	Bachelor of Business Studies

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# SECTION-1

## INTRODUCTION

Chautara Multiple Campus has undertaken the task of publishing basic statistical information about higher education (bachelor's and master's) through its annual publication in the form of the EMIS report. This report presents information about higher education on campus through comprehensive data management by doing systematic recording. It is expected that the information in this report will be useful for planning, policy-making, designing programs, and projecting resources for higher education in Chautara Multiple Campus.

Chautara Multiple Campus established an Education Management Information System (EMIS) under the Higher Education Reform Project in 2016 A.D. It aims to provide updated information on the campus's education system. This is our first attempt to produce such a comprehensive statistical report. The main purpose of this volume is to provide adequate, accurate, timely, and reliable data to the education stakeholders. Therefore, the present report gives detailed information of Chautara Multiple Campus regarding its student enrollment, graduates, gender parity index (GPI), teaching and non-teaching staffs, academic department and programs, research and publication, and financial status of the campus.

### Organization of the Report

There are eleven sections in this report; the first section provides an introduction to the report; and the second section gives the background information of the faculties on the campus. Similarly, section three educates us with faculty-wise and program-wise information on enrollment status and gender-wise distribution of the available data on the campus. Section four offers the data on the gender parity index (GPI). In the same way, section five delivers information on students who graduated from the campus. Likewise, the sixth section presents information about the distribution of graduates on campus. Section seven affords information on gross enrollment ratios for bachelor's and master's degree programs. Moreover, the section eight presents information on the financial source and other financial aspect of the campus. Moving further, the information on teaching and non-teaching staff is expressed in the ninth section. Section ten lists the student/teacher ratio (STR) on the campus. Eventually, the eleventh section delivers information on the research and publication status of the campus. The main texts are followed by an annexure in the report.

report includes a total of eight annexes.

### **Methodology**

Apart from the EMIS Report Preparation Team, this report is prepared through the direct and indirect contributions of other faculties and departments, different divisions, and the administrative chapters within the Chautara Multiple Campus. The data were collected from the administrative units of the campus. The obtained data is presented in simple tables and figures as per the requirements for easy accessibility to prospective readers. During the preparation of this report, the data collection process was a bit time-consuming as the campus is continuously working to maintain a web-based database at its best possible attempts regularly. Similarly, the report includes descriptive statistics to analyze the data for the easy understanding and reference to the concerned readers.

## SECTION-2

# CAMPUS LEVEL, FACULTY AND PROGRAM

Chautara Multiple Campus is a higher educational institution that offers bachelor's and master's levels of education in the district headquarters, i.e., Chautara of the Sindhupalchok district. In Simple words, the campus serves two programs bachelor's and masters. In addition, the institution has three faculties; education, management, and science at the bachelor's level whereas the master's level offers only the program of Master of Education (M.Ed.) in two subjects, i.e. Nepali and English. Each program and faculty provide better teaching and learning practices in the entire Sindhupalchok district and research environments in a wide-ranging variety as per the respective departments and subjects on the campus. The academic strength of the campus maintains excellence across programs and faculties and also around the locality of Chautara and its outskirts. In this way, the campus is contributing to the national academic outcomes at large from this specific location, as per its quality and facilities available for continuous contribution. We are recognized as a leading higher educational institution in Sindhupalchok district due to the outstanding quality of our departments that serve the community with three faculties at the bachelor's level and one faculty at the master's level specializing the teaching in Nepali and English subjects.

### **Faculty of Education (FoE)**

The Faculty of Education at Chautara Multiple Campus is the leading department in producing dynamic and innovative future teachers, educators, and trainers in the Bagmati province of Nepal holistically. The faculty has good relationships with other educational institutions of this region such as schools and colleges, and has also been a leader in educational developments over the years. A quick overview for the details of the education faculty, let us look at the following.

- No. of full-time faculty =5
- No. of part time faculty =2
- No. of students = 189

Our faculty members and students are moving forwards joining their helping hands together in their search for academic pursuit to better understand education, bringing a meaningful change to their academic practice. The faculty has the following departments under its operations:

- Department of English Education
- Department of Nepali Education
- Department of Health, Physical and Population Education
- Department of Teaching Practice

### **Faculty of Management (FoM)**

Furthermore, the Faculty of Management at Chautara Multiple Campus is the second leading faculty that also aims to provide higher education to our students for academic and professional pursuits in business, industry, and even in the government sector. Just like the other two faculties, this faculty has also been producing dynamic and innovative entrepreneurs capable of promoting business and industry in the socio-economic development of Nepal. The Faculty of Management (also called Commerce) initiated its classes in 2063. Since then, this faculty has been one crucial department on the campus that is continuously helping create a unique identity for the campus regarding its academic character and outcomes. In this way, this faculty had begun its educational voyage with the first year of bachelor of business studies (BSS) program in 2063 BS which holds the following details at present for our easy understanding.

- No. of full-time faculty =4
- No. of part time faculty =0
- No. of students= 113

### **Faculty of Science (FoS)**

Moving further, another faculty at Chautara Multiple Campus is, the faculty of Science which equally intends to promote the quality of this department in terms of effective teaching, learning and research activities like the two previous faculties above. Moreover, this faculty encompasses the logical, experimental and mathematical study of our sciences, combining both theoretical and practical aspects and directly benefitting our students from access to well- furnished laboratory facilities. Thus, the faculty offers an array of 4- Year B.Sc. A quick overview of this faculty includes the following details for our understanding.

- No. of full-time faculty = 0
- No. of part time faculty = 3
- No. of Students = 7

The Faculty of Science has encouraged and provided a base for research activities throughout the course in Chautara Multiple Campus that has also facilitated an in-depth and

approach through interconnected teaching and research activities. The faculty has different subject-specific lectures that have strong collaboration among the other subject experts across the departments on campus. In this way, the faculty of science is another important department in the campus which is also the pride of Chautara Multiple Campus. It is because out of a total of twelve campuses in the entire Sindhupalchok district, only our campus serves the community with the faculty of science to the educational needs and demands of the local community. In this way, the science faculty has also helped us establish our uniquely recognizable identity in the district and this region at large.

### Programs

Chautara Multiple Campus was established with the bachelor's program in its inception phase. While moving further with continuous a motto of better academic journey, the campus also started to offer the master's program in 2075 BS. Through the bachelor and master's level programs, three different departments (three at bachelor's and the same one also at master's) at Chautara Multiple Campus have been producing skilled and capable undergraduates and graduates by meeting the market-driven needs of the respective fields of study. To understand it more comprehensively, the following courses are being offered by the campus at present.

#### a) Bachelor's Level

- Bachelor of Education (B.Ed. – 4Years)
- Bachelor of Business Studies (BBS -4 Years)
- Bachelor of Science (B.Sc. – 4Years)

#### b) Master's Level

- Master of Education (M.Ed.) in English (2 Years- 4 Semesters)
- Master of Education (M.Ed.) in Nepali (2 Years- 4 Semesters)

In this way, Chautara Multiple Campus has three Faculties. Each of them offers better and praiseworthy teaching, learning, and research environments in Sindhupalchok district. The campus's academic qualities and provisions have been continuously fulfilling better educational offerings and achievements across disciplines in Chautara, the outskirts of Chautara, and also to the neighboring districts of Sindhupalchok at large. In this way, we are committed and also recognized as a leading higher education in the district due to the outstanding quality of our departments that offer over two programs of bachelor's and master's through three faculties.

## SECTION -3

# STUDENT ENROLLMENT

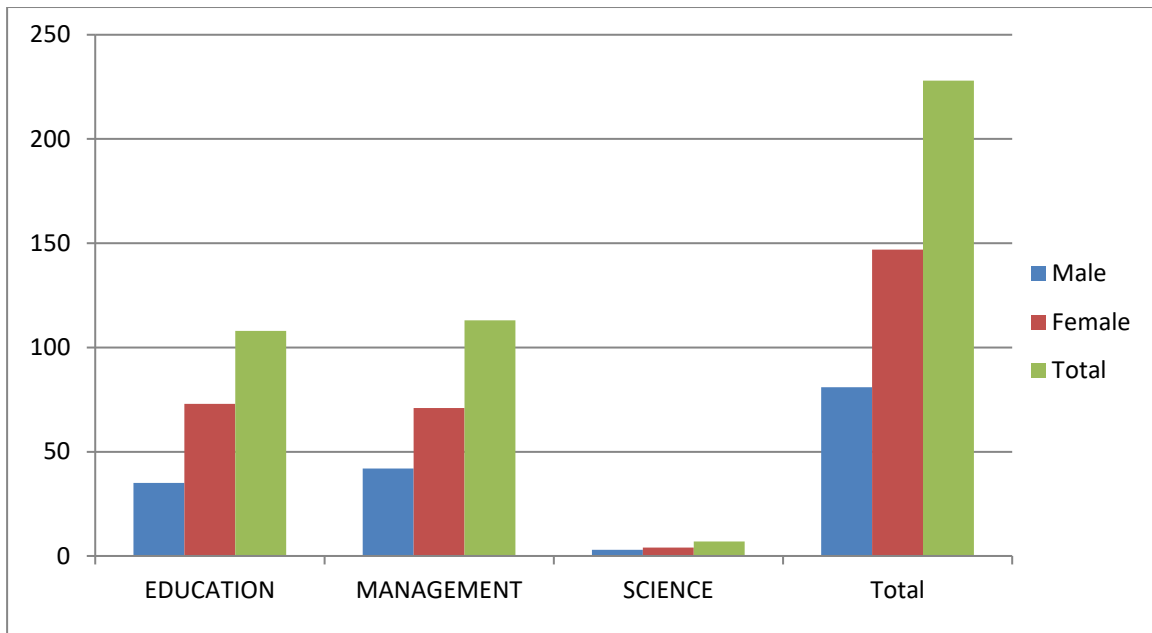
The campus is one of the community campuses under the affiliation of Tribhuvan University (TU) in Sindhupalchok district. Likewise, Chautara Multiple Campus has a considerable number of students both in bachelor's and master's programs. Going further, the master's program of Master of Education in Nepali and English has attracted students in good numbers, since there is no other campus in the entire district to offer a master's program. Many students in Chautara Multiple Campus experience better teaching and learning activities which is also defined by the students' size on the campus. Despite the geographical obstacles of Sindhupalchok district, the campus is courageous in maintaining educational quality through the best possible services. Among different challenges, the campus has been able to serve the community with two different programs, three faculties, research, and other academic tasks for the students who come from different areas in Sindhupalchok and some neighboring districts like Kavre, Dolakha, Bhaktapur, Kathmandu, etc.

Every student comes with better academic expectations on campus in each academic year. They are also dedicated to their educational success during their stay at the campus, which is also dependent on identifying personal pathways throughout their undergraduate and graduate experiences in both bachelor's and master's programs. Toward that end, the campus maintains and also ensures that students have been served with a cooperative interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. The campus enables students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal and intellectual growth, civility, and community pride., during their academic journey and even after the completion of their respective levels on the campus.

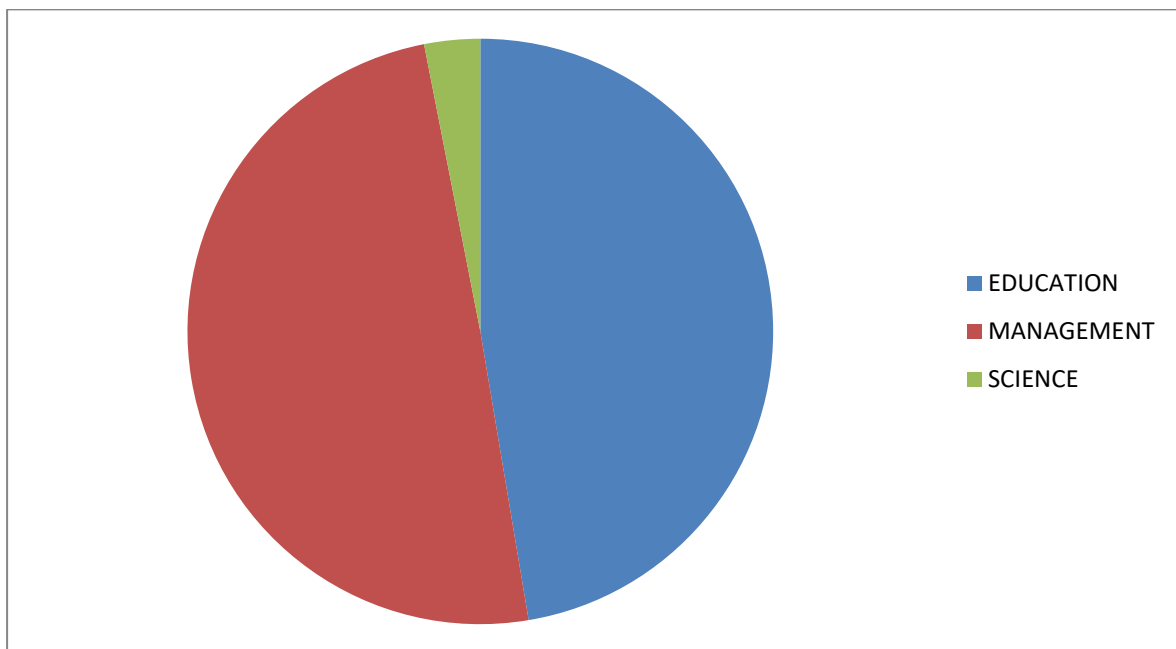
### 3.1 Number of Students in Bachelor Level in the Academic Year 2082/83

Level	Program	Male	Female	Total	Percentage
Bachelor	Education	35	73	108	47.36%
	Management	42	71	113	49.56%
	Science	3	4	7	3.08%
	<b>Bachelor's Total</b>	<b>81</b>	<b>147</b>	<b>228</b>	<b>100.00%</b>

Table 1



**Figure 1.1: Number of Students in Bachelor Level in the Academic Year 2082/2083**



**Figure 1.2: Number of Students in Bachelor Level in the Academic Year 2082/2083**

The data provided in table 1, figures 1.1 and 1.2 present a comprehensive breakdown of Chautara Multiple Campus's student enrollment in the bachelor-level programs for the academic year 2082/2083. The analysis includes details of student distribution across different programs (Education, Management, and Science), categorized by gender (Male and Female), and the overall percentage share of each program in the total enrollment. The table

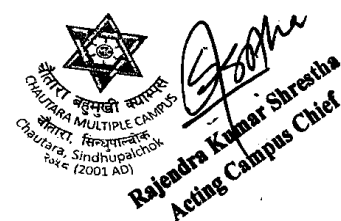
includes four programs under the Bachelor level with separate columns for Male, Female, Total students, and Percentage distribution. The highest enrollment is in the Education program, with 164 students, which accounts for 57.34% of the total bachelor-level students. A significant gender disparity is observed, as female students (129) outnumber male students (35) by a large margin. This trend suggests that the Education program is more popular among female students, potentially due to societal norms and career preferences favoring teaching professions for women. The second highest enrollment is in Management, with 113 students, comprising 39.51% of the total bachelor-level students. Here too, female students (81) significantly outnumber male students (32), but the gap is relatively narrower compared to the Education program. This could indicate an increasing interest in business-related studies among females, reflecting a shift towards financial independence and entrepreneurship. The lowest enrollment is observed in the Science program, with only 9 students (3.15% of the total). The male-to-female ratio is almost balanced (3 males, 4 females), showing no significant gender dominance. This suggests that science-related disciplines may not be a primary choice for students at this institution, possibly due to limited faculty availability, fewer career opportunities, or a lack of interest in the field.

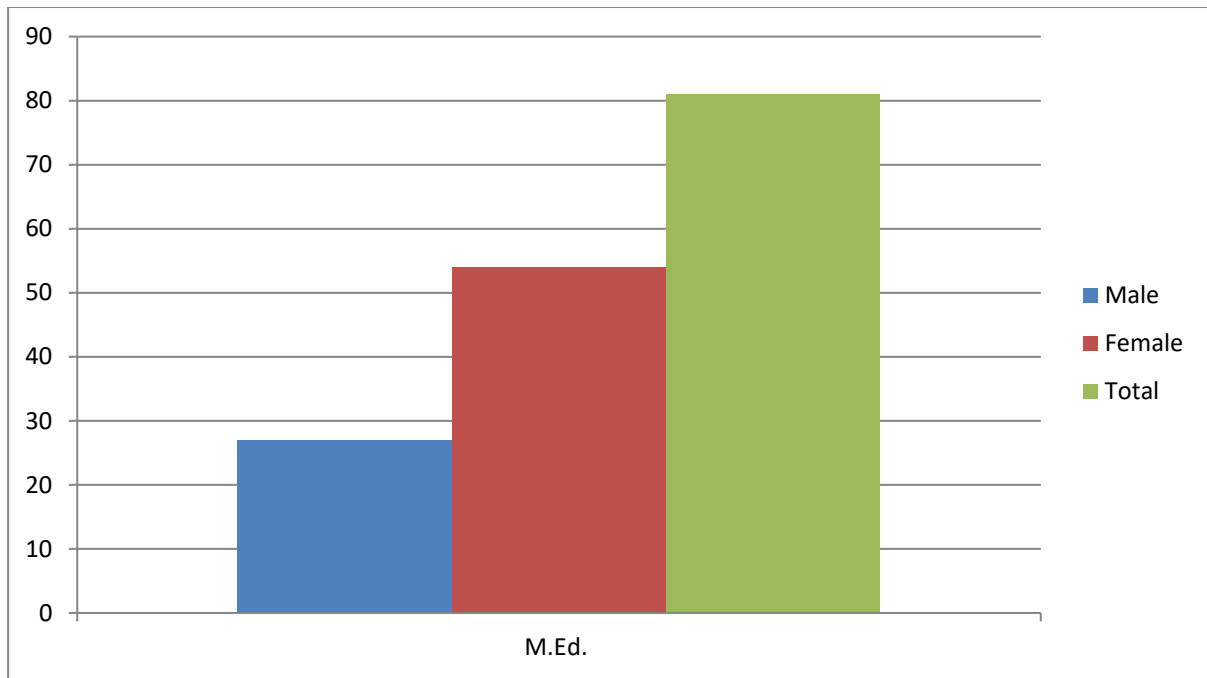
Female students dominate the overall enrollment, making up 75.17% (215 out of 286) of the total students. Male students account for only 24.83% (71 out of 286) of the total. This gender disparity indicates that more female students are pursuing higher education at Chautara Multiple Campus. The data showed that the female students significantly outnumbered males across all programs, indicating a shift towards greater female participation in higher education. The data from Table 1 and its corresponding figures highlight significant gender imbalances and program preferences at the bachelor level. The dominance of female students, preference for Education and Management, and minimal enrollment in science suggest broader social and institutional trends.

**3.2 Number of Students in Master Level in the Academic Year 2082/2083**

Level	Program	Male	Female	Total	Percentage
Masters	M.Ed.	27	54	81	100%
	<b>Total</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>100%</b>

**Table 2**





**Figure 2: Sex composition of Students in Master Level in the Year 2082/2083**

The given data in table 2, figure 2 presents sex composition of students enrolled in the master's level programs at Chautara Multiple Campus for the academic year 2082/2083. The data is structured in a table and represented visually in two figures. The total number of students enrolled in the master's level programs is 81, with a significant gender disparity. Female students dominate the enrollment numbers, making up 54 students (66.66%), while male students account for only 27 students (33.33%). This trend indicates a higher participation of female students in postgraduate education at the campus.

In conclusion, the analysis of the enrollment data for the academic year 2082/2083 at Chautara Multiple Campus reveals a significant gender imbalance, with female students overwhelmingly outnumbering males in Masters' programs. The figures and table effectively highlight these trends, giving a clear picture of the academic demographics at Chautara Multiple Campus. In this way, a key observation from the data shows overwhelming female majority. The overall gender gap suggests that more female students are pursuing higher education at Chautara Multiple Campus.

### 3.3 Number of Students in Master and Bachelor Levels in the Academic Year 2082/2083

Table 3

Level	Male	Female	Total	Percentage
Bachelors	81	147	228	73.79%
Masters	27	54	81	26.21%
<b>Total</b>	<b>108</b>	<b>201</b>	<b>309</b>	<b>100%</b>

Figure 3.1: Number of Students in Master and Bachelor Levels in the Year 2082/2083

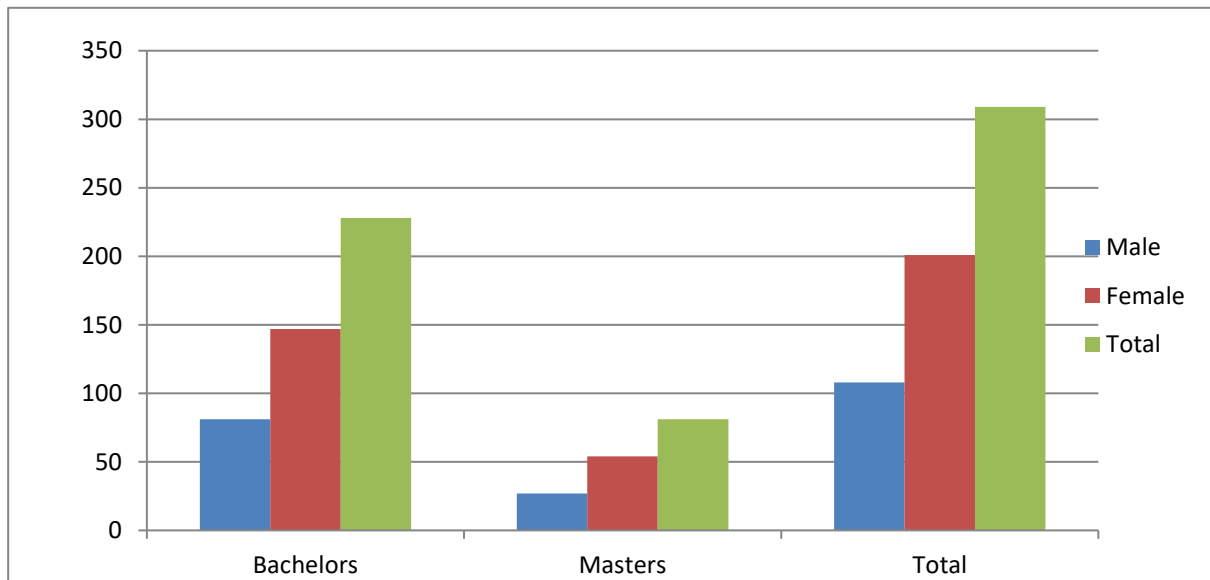
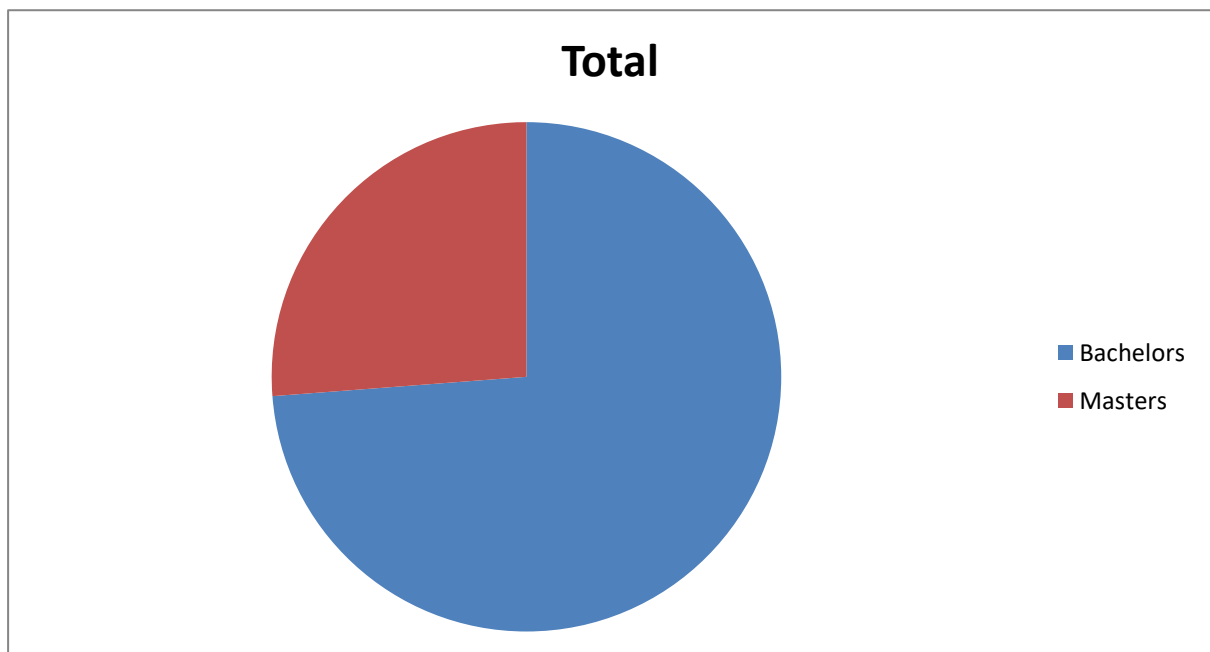


Figure 3.2: Number of Students in Master and Bachelor Levels in the Year 2082/2083



The abovementioned data in the table 3 and figure 3.1 and 3.2 includes the number of students enrolled in bachelor's and master's programs at Chautara Multiple Campus in the academic year 2082/2083. Here, the analysis is conducted by examining various aspects such as enrollment distribution by level, gender representation, and percentage distribution on the given data above.

The total number of students enrolled in both bachelor's and master's programs is 309. A significant majority of students (228 students, 73.78%) are enrolled in bachelor's programs, whereas 81 students (26.21%) are pursuing master's degrees. This distribution shows that undergraduate education is more dominant at the campus, which is common in many academic institutions where undergraduate enrollment is significantly higher than postgraduate enrollment.

Regarding the gender representation in bachelor's level enrollment, it has a striking gender disparity, with female students outnumbering male students by a large margin. As per the data, the male students make up 35.52% of bachelor's enrollment whereas the female students account for 64.47%. Similar to the bachelor's level, female students dominate the master's level enrollment too. However, the gap is even wider at the master's level. The lower percentage of male students at this level might be the factors like early employment, migration for higher studies elsewhere, or societal responsibilities impacting male participation in master level education.

In this way, Chautara Multiple Campus in the academic year 2082/2083 has the overall gender representation of 108 (34.95%) for the male students. Similarly, for the female students, it is 201 (65.04%) out of a total of 309 enrolled students.

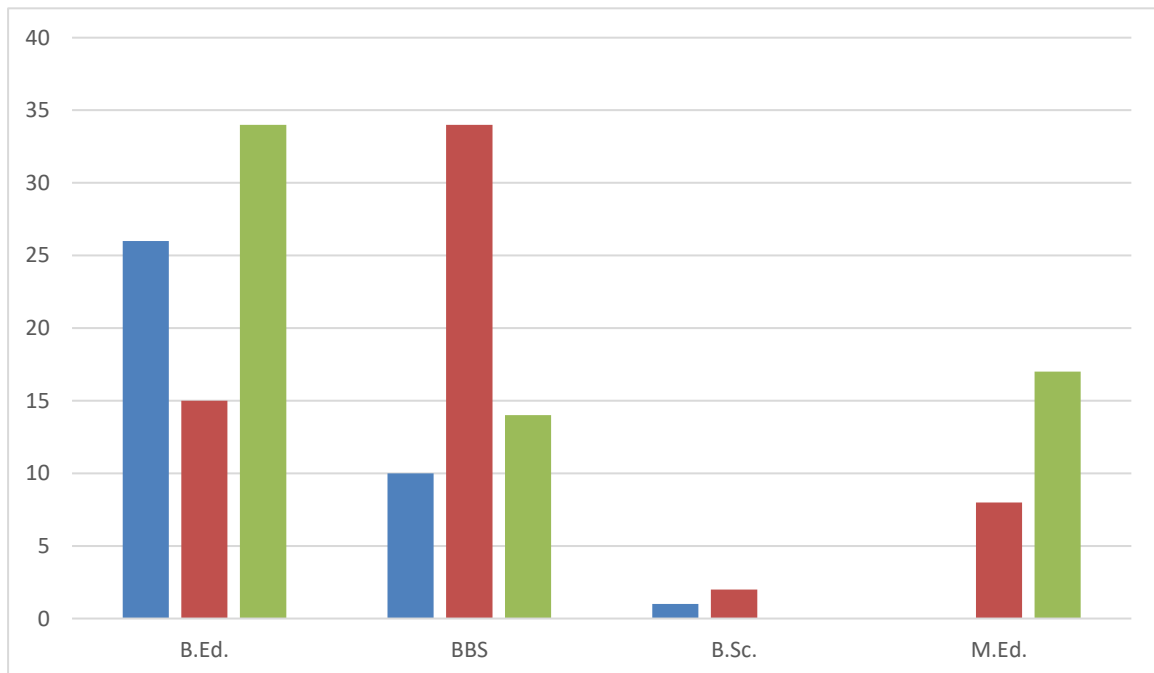
Female students constitute nearly two-third of the total student population at Chautara Multiple Campus. This is a positive indication of increasing female participation in higher education. The master's program has significantly fewer students compared to the bachelor's program, showing a lower continuation rate from undergraduate to postgraduate studies. Moving further, male student representation decreases at the master's level, displaying that fewer men are pursuing higher education beyond a bachelor's degree. In this way, the data above reveals a significant gender disparity favoring female students in both bachelor's and master's programs at Chautara Multiple Campus. The lower enrollment at the master's level suggests a potential gap in retention or program offerings.

### 3.4 Program-Wise Pass Out Students in Last Three Years

Table 4

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	8	18	26	1	14	15	4	30	34	75
	BBS		10	10	4	30	34	3	11	14	58
	B.Sc.		1	1	1	1	2	-	-	-	3
Master	M.Ed.				5	3	8	9	8	17	25

Figure 4.1: Program-Wise Pass Out Students in Last Three Years



The abovementioned statistics reported in table 4, figure 4.1 is comprehensively analyzed here for program-specific graduates from Chautara Multiple Campus throughout the previous three academic years, i.e., 2079, 2080, and 2081. The data provides insights into the graduation trends for Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS), Bachelor of Science (B.Sc.), and Master of Education (M.Ed.). The analysis is also based on

gender-wise distribution over the three years. The analysis of graduates from the bachelor-level programs at Chautara Multiple Campus over the past three years (2079, 2080, and 2081)

The Bachelor of Education (B.Ed.) program has experienced a noticeable up down in the number of graduates over the three-year period. In 2079, a total of 26 students completed their degrees, with 8 males and 18 females. The most significant decline occurred in 2080 when only 15 students graduated, consisting of just 1 male and 14 females. The trend suggests that the overall number of graduates in this program is declining, particularly among male students. The decline that occurred in 2080 is again increased consisting of 4 male and 30 females in 2081. This decline in male graduates has indicated a declining interest among male students in pursuing higher education as a career.

On the other hand, the Bachelor of Business Studies (BBS) program has shown an increasing trend in the number of graduates. The graduate number of students in academic year, 2079, was 10 then it increased to 34 graduates in 2080. A remarkable increase in 2080 has decline again in 2081, with 14 students completing their undergraduate level. This decrease was primarily driven by female students, with 11 females graduating compared to just 3 males. The data suggests that the BBS program is becoming popular, among female students, possibly due to the growing demand for business-related careers and economic opportunities that attract female participation in commerce and management fields.

Furthermore, The Bachelor of Science (B.Sc.) program has the lowest number of graduates compared to the B.Ed. and BBS programs. The data indicates a minimal student output, suggesting low enrollment. In 2079, only one male student graduated, and in 2080, a male and a female student completed the program. The consistently low number of graduates shows the challenges in this program, which might be a lack of interest among students or the perceived difficulty of the B.Sc. program and its curriculum too. The low enrollment in science programs has been a challenge compared to the past academic years in the campus. Similarly, regarding the master-level graduates, only three female students graduated in 2080. The three females belonged to the M.Ed. Nepali stream. This indicates that the program has been trying to get a large number of students, as the master's program was newly introduced only in 2075 BS, which has a low enrollment as compared to the bachelor's level. Moreover, five male students were graduated in Master of Education (M.Ed.) in 2080. The detail says that in the year 2081, 17 students graduated, where 9 were males, and 8 female. In bachelor's programs, female graduates generally outnumber males, especially in B.Ed. and BBS. The

B.Ed. and BBS are also the most preferred programs, while B.Sc. has significantly low graduate numbers. Going forward, there is the increasing number of graduates in BBS, especially in 2081 which suggests the growing trend of the BBS stream. Additionally, the presence of master graduates in 2080 shows that the M.Ed. program has graduated more male students than female graduates.

In this way, the bachelor-level graduates at Chautara Multiple Campus over the past three years shows its reality of changing trends also on the three academic programs. While the B.Ed. program is experiencing a decline, particularly among male students, the BBS program is witnessing significant growth, driven by an increasing number of female graduates. On the other hand, the B.Sc. program remains still with minimal student output. Moreover, compared to the bachelor level programs, master level education in two subjects has the lower visibility in Chautara Multiple Campus. These trends reflect academic and societal changes that have influenced students' choices and also show the need for campus's strategies to promote balanced and sustainable enrollment in all academic programs in the campus.

## SECTION-4

### PASS RATE

This section provides a detailed information on the pass rate of the students at Chautara Multiple Campus according to bachelor and master level programs, where bachelor level has three faculties; B.Ed., BBS, and B.Sc. and master level has only one faculty of education, specializing the education in Nepali and English subjects. The details have been presented as per programs, year, number of enrolled students, students appeared in the exam, number of passed students, pass percentage, and dropout percentage comprehensively.

#### 4.1 Pass Rates (Program-wise): Bachelor Level 2081

**Table 5**

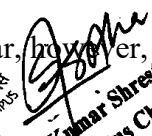
Programs	Year	No: of Enrolled Students	Appeared in Examination	No: of Passed Students	Pass %	Dropout %
B.Ed.	1	56	27	11	40.74	51.78
BBS		37	20	9	45	45.94
B.Sc.		3	3	0	0	0
B.Ed.	2	29	13	2	15.38	58.62
BBS		25	14	4	28.57	44
B.Sc.		--	--	--	--	--
B.Ed.	3	27	15	4	26.66	44.44
BBS		31	17	11	64.70	45.16
B.Sc.		--	--	--	--	--
B.Ed.	4	32	32	25	78.12	0
BBS		16	15	12	80	6.25
B.Sc.		--	--	--	--	--
<b>All faculty Average Pass Rate</b>					50	

The aforementioned data in Table 5 presents a detailed analysis of the pass rates for bachelor-level programs (B.Ed., BBS, and B.Sc.) at Chautara Multiple Campus. The table is organized by program, year, number of enrolled students, students who appeared in the examination, number of passed students, pass percentage, dropout percentage, and average pass rates.

In B.Ed. first year, 40.74% of students passed, indicating only satisfactory pass rate. The dropout rate is high at 51.78%, suggesting that many enrolled students did not complete the program. The number of first-year enrolled students are 56, appeared students in exam is 27, passed students are 11, the pass percentage is 40.74%, and the dropout percentage is 51.78%. The dropout rate in the year is high due to free students' union according to our research. Moving further, the pass rate drops significantly to 15.38% in the second year of B. Ed.. However, there is significant dropout rate in Second year. The details of the second-year B. Ed. show that enrolled student 29, appeared students in exam is 13 and passed Students are 2. The pass rate improved in the third year to 26.66%, which is a positive trend. The dropout rate is 44.44%, which is lower than in the first year. The statistics for the third-year show that the enrolled students are 27, the appeared students in the exam are 15, passed students 4. The pass rate in the fourth year is the highest at 78.12% among all the years, indicating a strong performance by the students. There is no dropout as all students appeared in the exam. The figures for the fourth year reveal that there were 32 enrolled students, appeared students in the exam were 32, passed students were 25. Thus, the overall pass rate for B.Ed. is **41.47%**, which is moderate. The program shows improvement over the years, with the highest pass rate in the fourth year.

In addition to the above, the Bachelor of Business Studies (BBS) program, a four-year academic journey, has been observed a significant performance and holding the highest pass rate over the years, as detailed in the tabulated data. The program began with a batch of 37 students in the first year. However, the first year revealed both promising and concerning trends. Out of the 37 enrolled students, only 20 appeared for the TU's board examination. Of these, 9 students successfully passed, resulting in a pass percentage of 45%. which is relatively good, it is overshadowed by a troubling dropout rate of 45.94%, indicating that a significant portion of the batch, where 17 students discontinued the program. This high dropout rate raises questions about the challenges faced by students in their initial year, whether academic, personal, or institutional. Similarly, in the second year, the program saw a reduced enrollment of 25 students, likely due to the dropouts from the previous year. Only 14 students appeared for the exam, meaning there was 4 dropout for this year. However, the academic performance took a sharp downturn, with only 4 students passing the exams. This resulted in a strikingly low pass percentage of 28.57%, a significant decline from the first year. This dropout rate in the year is 44% is a cause for concern here.

Likewise, in the third year, the program continued with 31 students. The year, however,



श्री १०८  
 चतुर्विध शिक्षण संस्था  
 CHAURVARTH MULTIPLE CAMPUS  
 शैक्षणिक, सिन्धुपाल्चोक  
 Chautara, Sindhupalchok  
 २०६८ (2001 AD)  
**Rajendra Kumar Shrestha**  
 Acting Campus Chief

marked a notable improvement in academic performance. A total of 11 students out of 17 passed their exams, achieving a pass percentage of 64.70%. This recovery in pass rates indicates a positive trend. The rate of dropouts for the third year is like second year i.e. 45.16%. By the fourth year, the program saw a slight reduction in enrollment, with 16 students remaining. 15 students appeared for the final exam, and 12 students successfully passed, achieving a pass percentage of 80%, the highest in the four-year period. This upward path in pass rates reflects a strong and determined group of students who persevered through the program's challenges. The dropout student is only one in fourth year, which is only 6.25%.

In summary, the BBS program experienced a rocky start with a high dropout rate in the first year, followed by a sharp decline in pass rates in the second year. However, the subsequent years demonstrated a steady recovery, with pass rates improving significantly in the third and fourth. The absence of dropouts in the later years highlights the dedication of the remaining students, while the fluctuating pass rates emphasize the need for ongoing evaluation of the program's structure and support systems to ensure sustained academic success. Overall, the data paints a picture of flexibility and gradual improvement, with the final year concluding in the highest pass rate, offering a hopeful outlook for future batches. In this way, the overall pass rate for BBS is **54.56%**, which is moderate. The program shows improvement over the years, with the highest pass rate in the fourth year.

The Bachelor of Science (B.Sc.) program presents a different visualization of the data in the table above. During the preparation of the present report, the report preparation team wrote the details of only first year. Because for the second and third years, there was no data for us as there were no students to assess the early academic journey of the batch or identify any trends or challenges, they may have faced. However, the data for the first year provides a clearer, although limited, picture of the program's later years. All students appeared for the exams but unfortunately they failed. While this outcome is rather bad, the small students size makes it difficult to draw meaningful conclusions about the program's overall effectiveness.

In conclusion, while the B.Sc. program demonstrates hard days, the extremely small number of students, only 3 students has limited the ability to draw broader conclusions about the program's overall performance.

Similarly, the year-wise analysis shows that the B.Ed. has 41.47% pass rate and B.B.S. has 54.56% pass rate. The dropout rates are high for both programs, indicating challenges in student retention. But we are unable to analyze this trend for the B.Sc. first year as there were no students for second and third years.

Regarding the overall analysis on the average pass rate in both faculties, it is 48.01% across BBS and BEd programs, which is moderate. This indicates that approximately half of the students who appear in the exams pass. The B.Ed. program has a slightly lower average pass rate compared to the BBS. However, the program shows improvement over the years, with the highest pass rate in the fourth year. The program also shows improvement over the years, with the highest pass rate in the fourth year. Apart from the B.Ed. and BBS streams, the B.Sc. program has a misfortunate result. However, this is based on a very small number of students. Regarding dropout rate, the average drop out rate in B.Ed. Program is 38.71% and in the BBS prpgra, it is only 35.33%. In contrast to these, there is no dropout rate as all enrolled students appeared in the exam for the B.Sc. program. In this way, we can say that the dropout rates are highest in the first year for both B.Ed. and BBS. This can be due to academic difficulties, financial issues, or other personal reasons. The dropout rates decrease in subsequent years, suggesting that students who continue beyond the first year are more likely to complete the program on Chautara Multiple Campus.

In conclusion, the aforementioned data in the table number 5 shows that the pass rates for B.Ed. and BBS programs are moderate, with significant improvements in the later years. The overall average pass rate for all programs is 48.01%, which suggests that there is room for improvement in academic performance and student support services.

#### **4.2 Pass Rates: Master Level**

Since the program of Masters has begun from 2075 B.S., the table below presents the number of students enrolled in masters of Education for the result analysis. The table has organized the data to show the number of enrolled students, those who appeared for examinations, the number of students who passed, the pass percentage, and the dropout rate.

**Table 6**

<b>Program</b>	<b>Semester</b>	<b>No: of Enrolled Students</b>	<b>Appeared in Examination</b>	<b>No: of Passed Students</b>	<b>Pass %</b>	<b>Dropout %</b>
<b>M.Ed.</b>	1	19	19	3	16	0
	2	18	18	1	6	0
	3	22	22	5	23	0
	4	15	15	12	80	0
<b>Average Pass Rate</b>					<b>31.25</b>	

The table 6 provides a comprehensive detail on the performance of students enrolled in the Master of Education (M.Ed.) program over four semesters in the year 2081. Now, the analysis in the following section will give us easier and better understandings into the academic performance and trends within the M.Ed. program in Chautara Multiple Campus.

The data in the table shows four different academic semesters, providing a longitudinal view of student performance. In the first semester, 19 students were enrolled, and all 19 appeared for the final examination. Out of these, only 3 students passed, resulting in a pass rate of 16%. This indicates a relatively low success rate in the first semester of the M.Ed. program. The dropout rate for this semester is clear, as the table informs us that all enrolled students attempted the examinations. Therefore, there is no dropout rate in the first semester.

In the second semester, the number of enrolled students decreased to 18, with all 18 appearing for the examinations but only 1 students passed, resulting in a pass rate of 6%.

Furthermore, the third semester of the program again saw a further better enrollment with 22 students and all the students appear for the examinations. 5 of the students passed, resulting in 23% pass rate. This indicates an academic success for that particular semester batch. In contrast, the fourth semester showed a significant improvement in students' performance. Out of the 15 students all appeared for the examination, and 12 passed, resulting in a pass rate of 80%. This is a considerable increase compared to previous semester and suggests a positive turnaround in academic outcomes. The dropout rate for this semester is zero, indicating that all enrolled students attempted the examinations.

The table also provides an average pass rate for the M.Ed. program across the years analyzed.

Out of a total of 74 enrolled students, 21 passed, resulting in an average pass rate of 28.37%. This figure highlights the overall challenges faced by students in the program, as the pass rate remains relatively low across the years. This suggests that the M.Ed. program's performance is part of a broader evaluation of faculty-wide academic outcomes. In summary, Table 6 provides an overview of the pass rates for master-level students in the M.Ed. program at Chautara Multiple Campus. The data reveals fluctuating performance trends, with some years showing very low pass rates and others demonstrating significant improvement. The average pass rate of 28.37% indicates that the program faces ongoing challenges in ensuring student success.

## SECTION-5

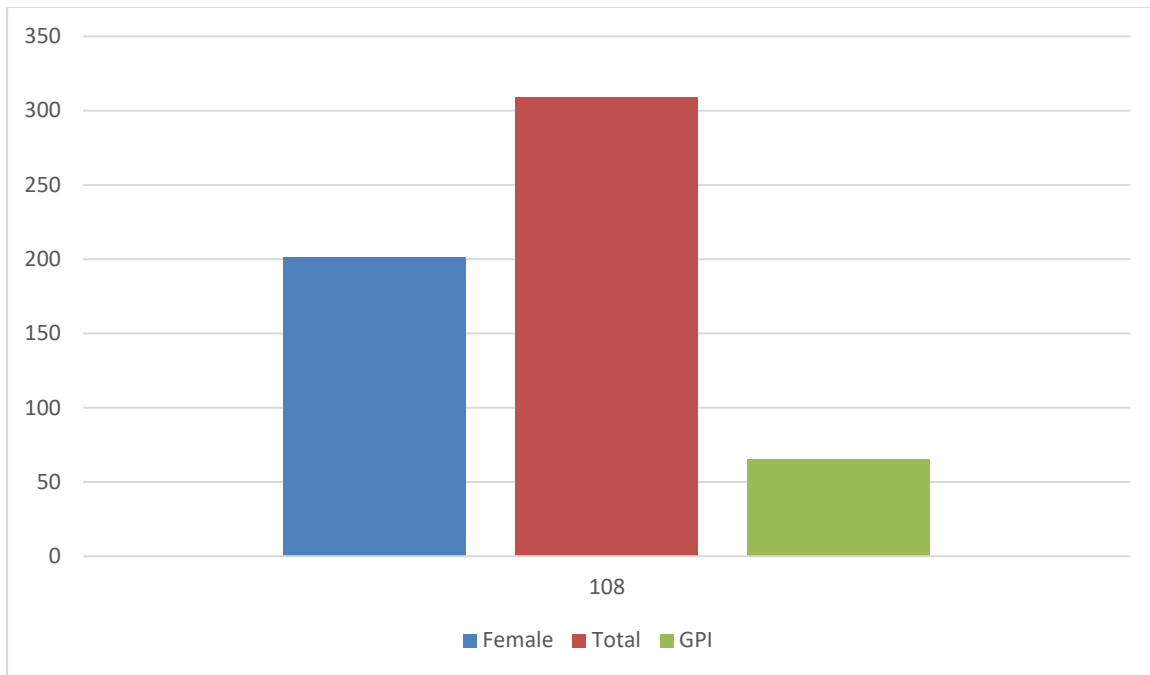
### GRADUATES

This section provides details and a thorough analysis of the graduates of Chautara Multiple Campus in the last three academic years (2079, 2080 and 2081). Regarding this, the section also includes a detailed representation of the graduates according to levels (Bachelor and Master) as well as the three faculties B.Ed., BBS, and B.Sc. In preparing this report, the report preparation team also encountered some difficulty in obtaining the actual number of graduates in the process. It became challenging for us, especially due to the calculation we needed to know the exact number of students who, whether obtained the transcripts or not in the particular graduated years 2078, 2079, and 2080. Anyway, we tried our best and have also presented the data that we found to the best of our knowledge and attempts while preparing this report. Let the data speak itself as below:

#### 5.1 Program-Wise Pass Out Students in Last Three Years

**Table 7**

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	8	18	26	1	14	15	4	30	34	
	BBS		10	10	4	30	34	3	11	14	
	B.Sc.		1	1	1	1	2	0	0	0	
<b>Total</b>		8	29	37	6	45	51	7	41	48	



**Figure 5.1: Program-Wise Pass Out Students (2078, 2079, and 2080 BS)**

The table number 7 presents a program-wise pass out number of the students who graduated from Chautara Multiple Campus at the bachelor's level over the last three academic years, i.e., 2079, 2080, and 2081 BS. The table comprehensively represents the data on the number of male (M), female (F), and total (T) graduates for each academic program, along with the grand total (GT) of graduates across the three years. The data is presented by academic programs under the bachelor's level, and it also gives us the information on the trends and distribution of graduates by gender and program. To begin with the table number 7, it is prepared into different columns and rows, with the first column indicating the academic level (Bachelor) and the second column listing the specific academic programs: B.Ed., BBS, and B.Sc. The following columns are grouped by academic years 2079, 2080, and 2081, with each year further divided into male (M), female (F), and total (T) graduates. The final column provides the grand total (GT) of graduates for each program over the three-year period. The table also includes a row summarizing the total number of graduates across all programs for each year and the overall grand total.

Regarding the B.Ed. program, it shows consistent number of graduates over the three years. In 2079, there were 26 graduates, comprising 8 males and 18 females. In the following year 2080, the number slightly decreased to 15 graduates, with 1 males and 14 females. In 2081, the number of graduates increased to 34, with 3 males and 30 females. Over the three years,

the B.Ed. program produced a total of 75 graduates, with a clear decline in male participation in the final year. On the other hand, the BBS program also experienced variations in the number of graduates. In 2079, there were 10 graduates and all were females. Surprisingly, in 2080, the program saw a significant increase in graduates, with 34 students, including 3 males and 30 females. In 2081, only 14 students were graduated. Out of them 3 were males and 11 were females. Over the three years, the BBS program produced a total of 58 graduates, with an important increase in female participation in the final year. Likewise, the B.Sc. program had the lowest number of graduates among the three programs. In 2079, there is only one female graduate only and in 2080, one male and one female were graduated but in 2081, there were no graduates documented for this program. Over the three-year period, the B.Sc. program produced a total of only 3 graduates, indicating that it is a relatively challenge-facing program at the campus.

In this way, the above table number 7 and the bar graph conclude with a summary that provides the total number of graduates across all programs for each year and the overall grand total. In 2079, there were 37 graduates, with 8 males and 29 females. In 2080, the number of graduates increased slightly to 51, with 6 males and 45 females. In 2081, the number of graduates increased to 48, with 7 males and 41 females. Over those three academic years, Chautara Multiple Campus produced a total of 136 graduates at the bachelor's level. To get deeper in the given data above, it reveals a trend of increasing female participation across all programs, particularly in the BBS and B.Ed. programs. Meanwhile, the B.Ed. program has been the most consistent in terms of the number of graduates, whereas the BBS program saw a significant increase in graduates in 2080. The B.Sc. program, on the other hand, had very few graduates, indicating a challenge-facing program in terms of the students' number at the campus.

The total number of graduates changed over the three years, with a slight increase in 2079 followed by a significant increase in 2080. In conclusion, table 7 provides a complete summary of the program-wise graduate output at Chautara Multiple Campus of 2079, 2080, and 2081 BS. The data also help us understand the trends in gender distribution, program popularity, and yearly differences in the number of graduates, informing us about the academic performance and enrollment patterns at Chautara Multiple Campus.

# SECTION-6

## GENDER PARITY INDEX (GPI)

The Gender Parity Index (GPI) tells us about the access of female students to higher education. It is one of the most important indicators which is 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 favor of boys, and a value larger than 1 means disparity in favor of girls. In 2025/2026, the GPI in Chautara Multiple Campus is 81.72, which means there is a disparity in favor of girls compared to boys' enrollment.

### 6.1 Gender Parity Index (GPI) of Chautara Multiple Campus 2025/026

Male	Female	Total	GPI
108	201	309	65.04

Table 8

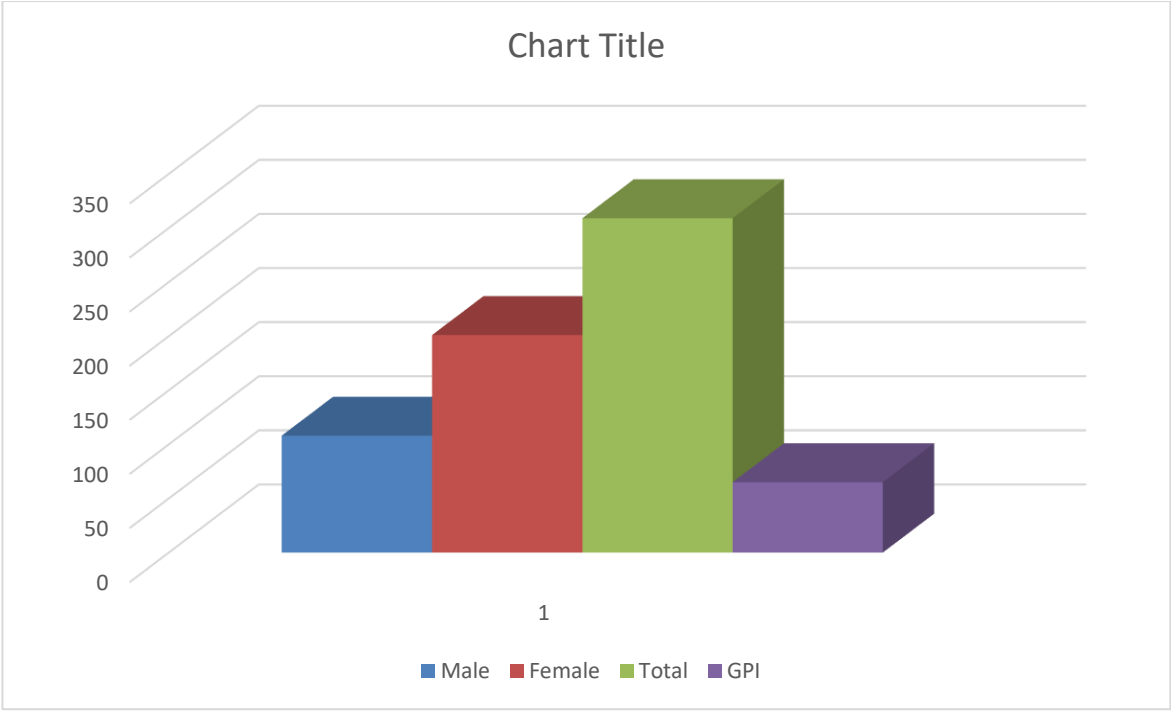
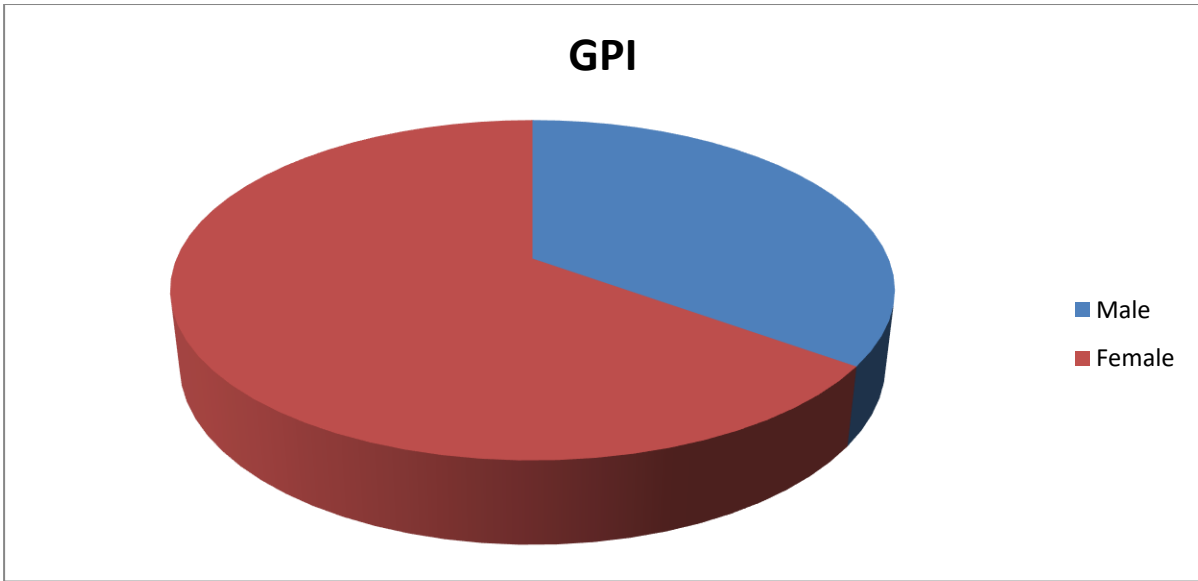


Figure 6.1: Gender Parity Index (GPI) of 2025/026



**Figure 6.2: Gender Parity Index (GPI) of 2024/025**

The above table number 8 and Figures 6.1 and 6.2 provide a detailed analysis of the Gender Parity Index (GPI) for the academic year 2025/26 at Chautara Multiple Campus. The data is presented in Table 8 and that is further illustrated in Figure 6.1 and Figure 6.2. The table and figures are presented here so that the gender distribution and parity within the campus for the specified academic year can be understood easily. The table is arranged into the columns of male, female, total, and GPI. The tabulated data tells that there were 108 male students and 201 female students enrolled, resulting in a total of 309 students for the academic year 2025/026. The GPI, calculated as the ratio of female to male students, is reported as 65.04. This index indicates a noticeable gender disparity, with female students outnumbering male students by a considerable margin. The GPI value of 65.04 notifies that for every 100 male students, there are approximately 65.04 female students. This disparity index shows that there is a higher enrollment of females compared to males in Chautara Multiple Campus for the academic year 2025.

Moving further, the data in table number 8 is also presented in the bar chart for the convenience of prospective readers of this report. That means figures 6.1 and 6.2 visually represent the Gender Parity Index (GPI) for Chautara Multiple Campus in the academic year 2025/026. Those figures help us get a clear and immediate understanding of the gender distribution trends within Chautara Multiple Campus by further reinforcing the data presented in Table 8. Similarly, figure 6.2 delivers another visual representation of the Gender Parity Index (GPI) for the same academic year. The latter figure is given so that it also helps

**Rajendra Kumar Shrestha**  
 Acting Campus Chief

complement Figure 6.1. Different representations of the same data smoother our alternative or additional perspective on the gender distribution at Chautara Multiple Campus. Moreover, the figures can also be used to learn the trends over time, comparisons with previous years, or a breakdown of enrollment by specific programs or departments within the campus.

Therefore, the report preparation team has developed different tables and figures of the same data to provide a clearer understanding for the readers. In summary, the data presented in Table 8, Figure 6.1, and Figure 6.2 collectively show the gender distribution and parity at Chautara Multiple Campus for the academic year 2025/026. The figures and table revealed a notable disparity in enrollment, with female students meaningfully being more numerous than male students, as reflected by the GPI of 65.04.

### 6.2 Gender Parity Index (GPI) in Different Faculties of Chautara Multiple Campus

Level	Program	Male	Female	Total	GPI
Bachelor	Education	35	73	108	67.59
	Management	42	71	113	62.83
	Science	3	4	7	42.85
	<b>Bachelor's Total</b>	<b>81</b>	<b>147</b>	<b>228</b>	<b>64.47</b>

Table 9

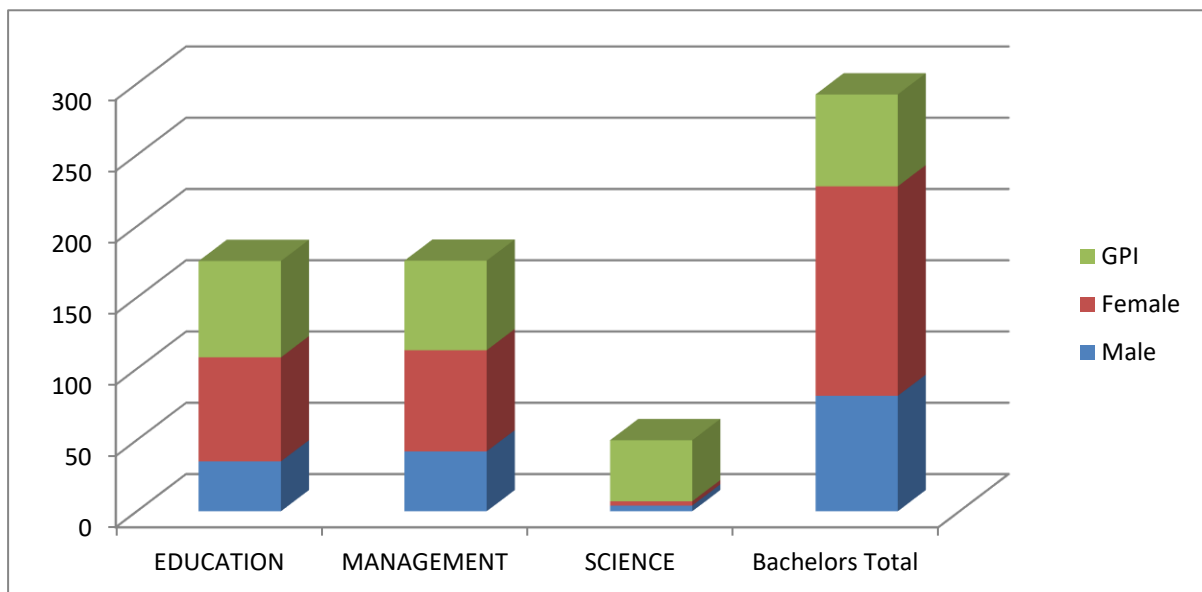
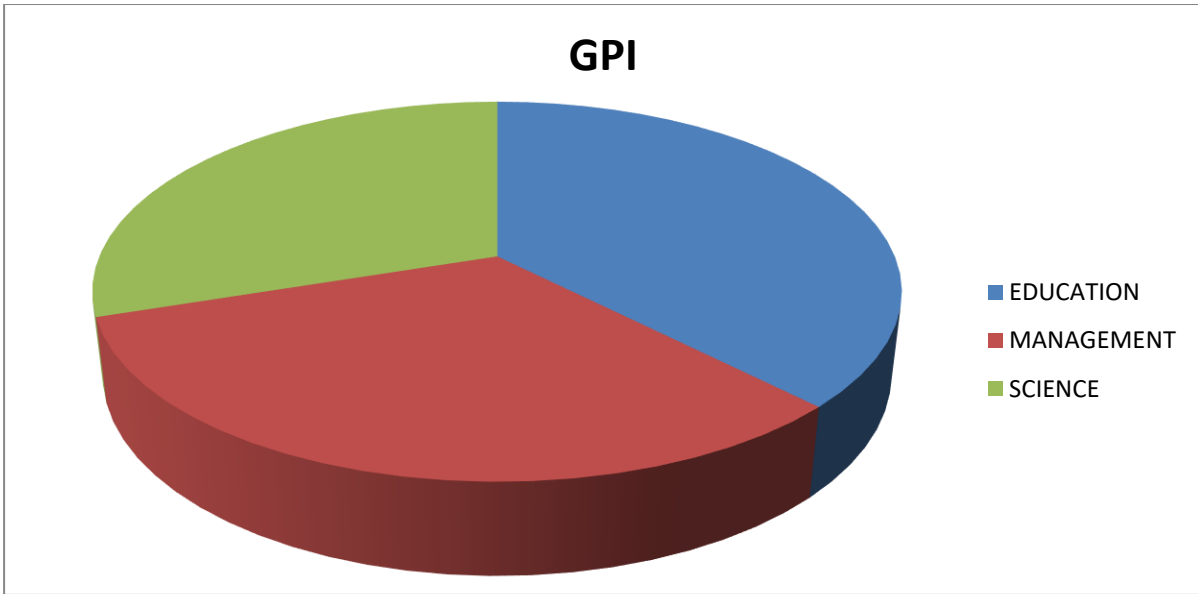


Figure 6.3: Gender Parity Index (GPI) in Different Faculties of 2025/026



**Figure 6.4: Gender Parity Index (GPI) in Different Faculties in 2025/026**

The table and figures above provide a detailed analysis of the Gender Parity Index (GPI) across different faculties at Chautara Multiple Campus for the academic year 2024/25. The data is presented in Table 9 and further illustrated in Figure 6.3 and Figure 6.4. Therefore, this section provides a descriptive analysis of the gender distribution and parity in three different academic programs at the bachelor's level of Chautara Multiple Campus.

Regarding the Gender Parity Index (GPI), table 9 summarizes the GPI for three major programs at the bachelor's level, i.e., Education, Management, and Science. The table includes the topics of male and female enrollments, the total number of students, and the calculated GPI for each program. To begin with the program of education, the education faculty has a total of 108 students, with 35 males and 74 females. The GPI for this program is 67.59, indicating a higher representation of female students compared to males. This suggests that the education program is more gender-balanced, leaning towards a higher female enrollment. Going forward, the management faculty has 113 students, with 42 males and 71 females. The GPI for this program is 62.83, which also reflects a higher proportion of female students. However, the GPI is slightly lower than that of the education program, representing a relatively smaller gender disparity in management compared to education. On the other hand, the faculty of science has the lowest number of students, with only 7 students in total, comprising 3 males and 4 females. The GPI for this program is 42.85, which is significantly lower than the other two programs, education and management. This specifies an important gender disparity in the science faculty, with male students being more

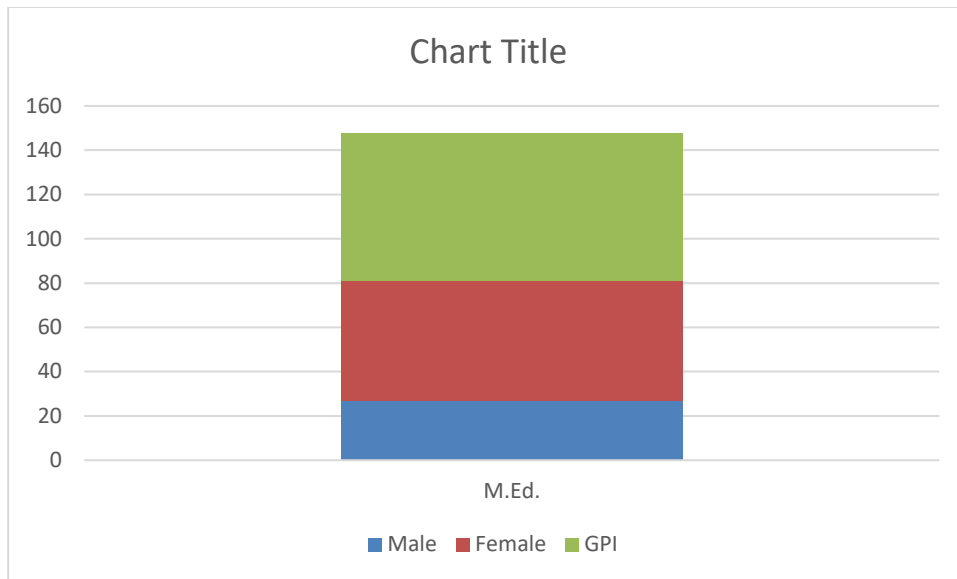
by a large margin. Talking about the overall bachelor's level enrollment, there are 228 students, with 81 males and 147 females. The overall GPI for the bachelor's programs is 64.47, which suggests that, on average, female students are more represented in all three faculties at the bachelor's programs in Chautara Multiple Campus. However, the disparity in the science faculty pulls down the overall GPI.

Besides, figure 6.3 visually represents the GPI data presented in Table 9. The figure has used a bar chart to compare the GPI across the three faculties; education, management, and science. This figure has shown a difference in GPI between the science faculty and the other two faculties, which shows considerable gender disparity in science. The education and management faculties are shown to have relatively higher GPI data thus indicating better gender parity. Likewise, figure 6.4 further elaborates on the same GPI data by using a more detailed graphical representation, i.e., a pie chart. The pie chart shows the distribution of male and female students again in those three different faculties. This figure provides a clearer visual comparison of the gender distribution within each faculty. Therefore, the above table and figures have also helped us know the overall trend of higher female enrollment in education and management, contrasted with the male-dominated science faculty. In summary, the data from Table 9 Figures 6.3, and 6.4 collectively illustrate the gender distribution and parity across different faculties at Chautara Multiple Campus for the academic year 2025/26. The education and management faculties show a higher GPI, indicating a greater representation of female students, while the science faculty shows a gender disparity with a much lower GPI. The overall GPI for bachelor's programs is 64.47, reflecting a generally higher female enrollment across the campus, though the science faculty remains an area where gender parity needs improvement.

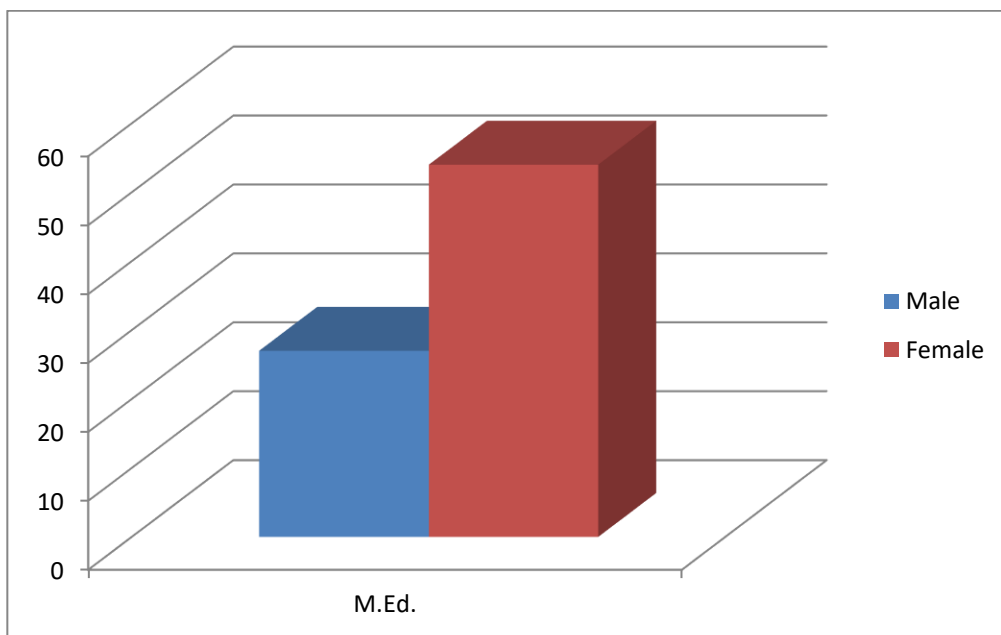
### 6.3 Gender Parity Index (GPI) in Master Level in the Academic Year 2082/2083

Table 10

Level	Program	Male	Female	Total	GPI
Masters	M.Ed.	27	54	81	66.67
	<b>Total</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>66.67</b>



**Figure 6.5: Gender Parity Index (GPI) in Master Level in the Academic Year 2082/2083**



**Figure 6.6: Gender Parity Index (GPI) in Master Level in the Academic Year 2082/2083**

As presented in Table 10 and Figures 6.5 and 6.6, they have included a detailed representation of the Gender Parity Index (GPI) at the master's level for the academic year 2082/2083 at Chautara Multiple Campus. The same tabulated data is further illustrated in figures too. In this section, we have analyzed the GPI by focusing on two specific subjects, i.e., Nepali and English at the master's level. Specifically, Table 10 presents the enrollment data for male and female students at the master's level at the campus during the academic

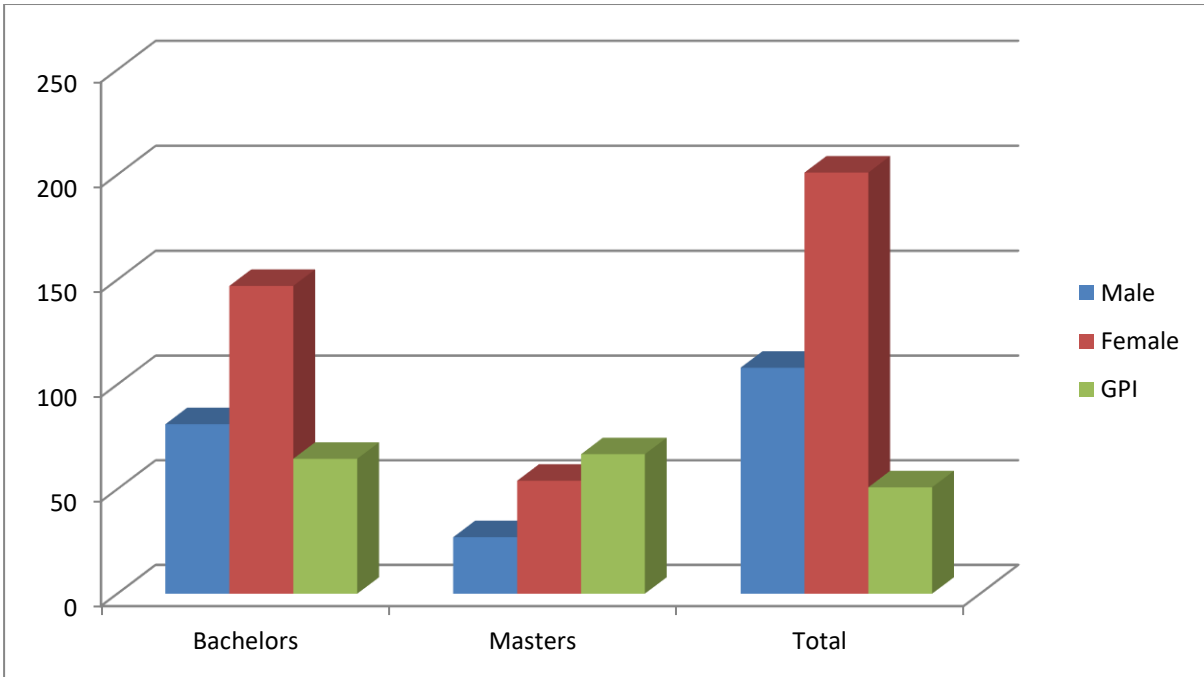
year 2082/2083. The table includes two major sections of M.Ed. (Nepali) and M.Ed. (English). Regarding the M.Ed. Nepali program, there were 27 male students and 54 female students, resulting in a total enrollment of 81 students. The GPI for this program is calculated at 66.67, indicating a relatively high level of gender parity, with female enrollment significantly beating male enrollment. This demonstrates a strong trend toward gender parity, with female students constituting the majority of the students. Moreover, Figure 6.5 visually represents the GPI data for the master's level programs.

Similarly, the Figure 6.6 complements the Figure 6.5 by providing another visual representation of the same GPI data of the Table 10. This figure of a pie chart further illustrates the gender distribution across the total enrollment by gender, showing the proportion of male and female students in each program. That is why, the figure 6.6 accentuates the overall trend of higher female enrollment, particularly in the M.Ed. program, which supports the findings presented in Table 10 and Figure 6.5 for our better understanding. In summary, the data presented in Table 10, Figure 6.5, and 6.6 show the gender parity trends in master's level at Chautara Multiple Campus for the academic year 2082/2083. The visual representations in Figure 6.5 and 6.6 effectively communicate these trends, making the data accessible and easy to understand for the target readers.

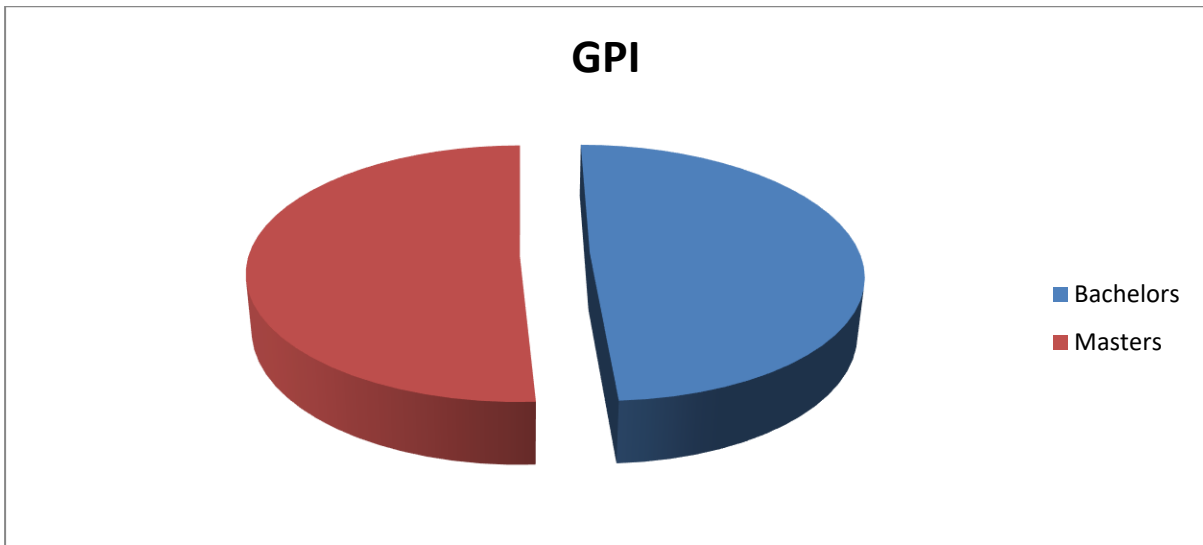
#### 6.4 Gender Parity Index (GPI) in Bachelor and Master Levels in the Academic Year 2082/2083

Level	Male	Female	Total	GPI
<b>Bachelor's</b>	81	147	228	64.47
<b>Master's</b>	27	54	81	66.67
<b>Total</b>	<b>108</b>	<b>201</b>	<b>309</b>	<b>65.04</b>

Table 11



**Figure 6.7: Gender Parity Index (GPI) in Bachelor and Master Levels in the Academic Year 2082/2083**



**Figure 6.8: Gender Parity Index (GPI) in Bachelor and Master Levels in the Academic Year 2082/2083**

The table and figures above extend thorough information on the Gender Parity Index (GPI) at Chautara Multiple Campus for the academic year 2082/2083 by focusing on both Bachelor's and Master's levels. The data is presented in Table 11 and again shown in Figures 6.7 and 6.8. The GPI is a measure used to assess gender equality in education, calculated as the ratio of female-to-male enrollment in a given level of education. A GPI of 6.7 indicates perfect parity,

while values below or above 6.8 indicate disparities favoring males or females, respectively.

Table 11 presents the enrollment data for male and female students at both Bachelor's and Master's levels, along with the corresponding GPI values. At the Bachelor's level, there were 81 male students and 147 female students, resulting in a total enrollment of 228 students. The GPI for the Bachelor's level is calculated at 64.47, indicating a significant disparity favoring female students. This suggests that female enrollment at the Bachelor's level is nearly double that of male enrollment, reflecting a strong trend of higher female participation in undergraduate programs. On the other hand, the Master's level enrollment numbers are significantly lower, with 27 male students and 54 female students, totaling 81 students. The GPI for the Master's level is 66.67, which is closer to parity but still indicates a higher enrollment of female students compared to males. This trend lines up with the broader pattern observed at the Bachelor's level, where female students are more numerous than male students, though the disparity is less noticeable at the Master's level. The total enrollment in both levels is 309 students, with 108 males and 201 females. The overall GPI for the campus is 65.05, which further highlights the gender disparity favoring female students in both bachelor's and master's programs.

In respect to Figure 6.7, it has visually represented the GPI data for both Bachelor's and Master's levels. The bar graph has compared the GPI values between the two levels. The Bachelor's level, with a GPI of 64.47, is shown to have a much larger disparity compared to the Master's level, which has a GPI of 66.67. In this way, this figure highlights gender gap at the Bachelor's level, where female enrollment is nearly double that of males, while the Master's level shows a more balanced but still female-favoring enrollment trend. In the same way, Figure 6.8 again complements Figure 6.7 by providing another visual representation of the GPI data in the pie chart. This figure of the pie chart further illustrates the same data points. It emphasizes the overall trend of higher female enrollment in both levels of education at Chautara Multiple Campus. We can conclude that female students are significantly more represented than male students in both programs. In summary, the data from Table 11 demonstrates a clear trend of higher female enrollment during the academic year 2082/2083. The GPI values indicate that female students outnumber male students at both Bachelor's and Master's levels, with the disparity being more seen at the Bachelor's level. This trend reflects broader societal shifts toward increased female participation in higher education, though it also raises questions about the factors contributing to the lower enrollment of male students.

## SECTION-7

# PUBLIC FINANCING

Public financing is the backbone of any institution determined for growth, sustainability, and equitable access to resources. Like our community campus Chautara Multiple Campus, public funding plays a decisive role in shaping the academic landscape, improving infrastructure, and ensuring quality education for students from diverse backgrounds. It represents more than just financial support. For us, public financing is a commitment from the government (central, provincial, and local), stakeholders, and society to invest in the future of education. Whether through government grants, subsidies, or local funding initiatives, public financing bridges the gap between ambition and reality, enabling the campus to enhance research opportunities, upgrade learning facilities, and support faculty development. As education is a powerful tool for social transformation, a well-managed public financing system ensures that financial limitations do not hinder students' aspirations. This section of the present report explores the various dimensions of public financing at Chautara Multiple Campus, showing the real status for achieving academic excellence and meeting all the other requirements at Chautara Multiple Campus. Similarly, community campuses like ours in the country Nepal also generate internal funds by collecting fees from the students by mobilizing their available resources or also offering additional charges to the students for particular topics or requirements. The campus also raises funds by collecting development fees for the students enrolled in the academic programs after getting approval from the Campus Management Committee (CMC).

### 7.1 Premises of the Campus

Particulars	Area of Land	Total Built Up Area	Starting Date of Running of Institution at Present Location
Its own land/building	32-4-3-3 Ropanis	9-0-0-0 Ropanis	(Chaitra 2069 BS)

**Table 12**

The buildings of Chautara Multiple Campus are situated on its land, which spans an area of 32-4-3-3 Ropanis. The total built-up area of the campus is 9 Ropanis (9-0-0-0 Ropanis).

indicating a significant infrastructure development on the property. The campus inaugurated its operations at the present location in Chaitra 2069 BS, marking the beginning of its academic activities from this site. This shows that the campus has a well-established land area and one large building to support and serve its educational activities. The ownership of the land and buildings also demonstrates the campus's stability and long-term commitment to providing education. On the whole, the premises of Chautara Multiple Campus demonstrate a well-planned and resourceful environment, conducive to academic pursuits. The details provided in the table also confirm the campus's physical and operational readiness to serve its educational provisions and responsibilities effectively.

## 7.2 Income and Expenditure of Chautara Multiple Campus for Last Three Years

S.N.	Fiscal Year	Total Income	Total Expenditure
1.	2079/2080	10772913.54	10772913.54
2.	2080/2081	17072223.56	17072223.56
3.	2081/2082	13048389.04	13048389.04

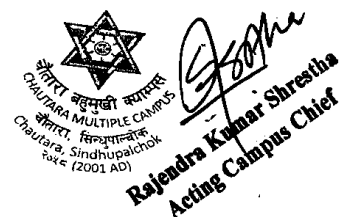
**Table 13**

According to Table 13, Chautara Multiple Campus's income and expenditure figures for the fiscal years 2079/2080, 2080/2081 and 2081/2082 demonstrate a balanced approach to financial management, with total income and total expenditures in each year matching. This balance points to a strong commitment to financial limitations, which is a sign of good public funding procedures. The campus's financial size changed a lot during the three years, perhaps due to changes in the campus's objectives, financing sources, or external economic situations.

The campus reported total revenue and expenses of NPR 10772913.54 for the fiscal year 2079/2080. There was a decrease in financial activity the next year (2080/081), as both numbers fell to NPR 17072223.56. The biggest shift, however, happened in 2080/2081 when revenue and expenses jumped to NPR 13048389.04, indicating a significant rebound and expansion. Reduced government funding, fewer students enrolled, or austerity measures implemented in response to more general economic difficulties might be the cause of this decline. From a public financing standpoint, the campus's ability to maintain a zero-deficit balance across all three years is commendable. It demonstrates fiscal responsibility and effective allocation of resources, ensuring that expenditures do not exceed available funds. Such carefulness is critical for any public institution like our campus, which often operates under strict budgetary frameworks and accountability requirements. The dramatic increase in

the final year also shows that the campus can adapt and secure additional funding, possibly through grants, donations, or student fees. However, the campus faces hard times to get such funds throughout the entire year. When the funds are managed, the campus has been maintaining its transparent financial transactions.

To sum up, Chautara Multiple Campus has followed the requirements of public sector financial management by handling its finances with an emphasis on balance and sustainability. The variations in both income and expenditure over time highlight the changing institutional funding is, impacted by both internal and external approaches. The campus's financial stability and capacity to fulfill its educational goal might be further strengthened in the future by preserving this balance while examining other sources of income.



**Rajendra Kumar Shrestha**  
Acting Campus Chief

## SECTION-8

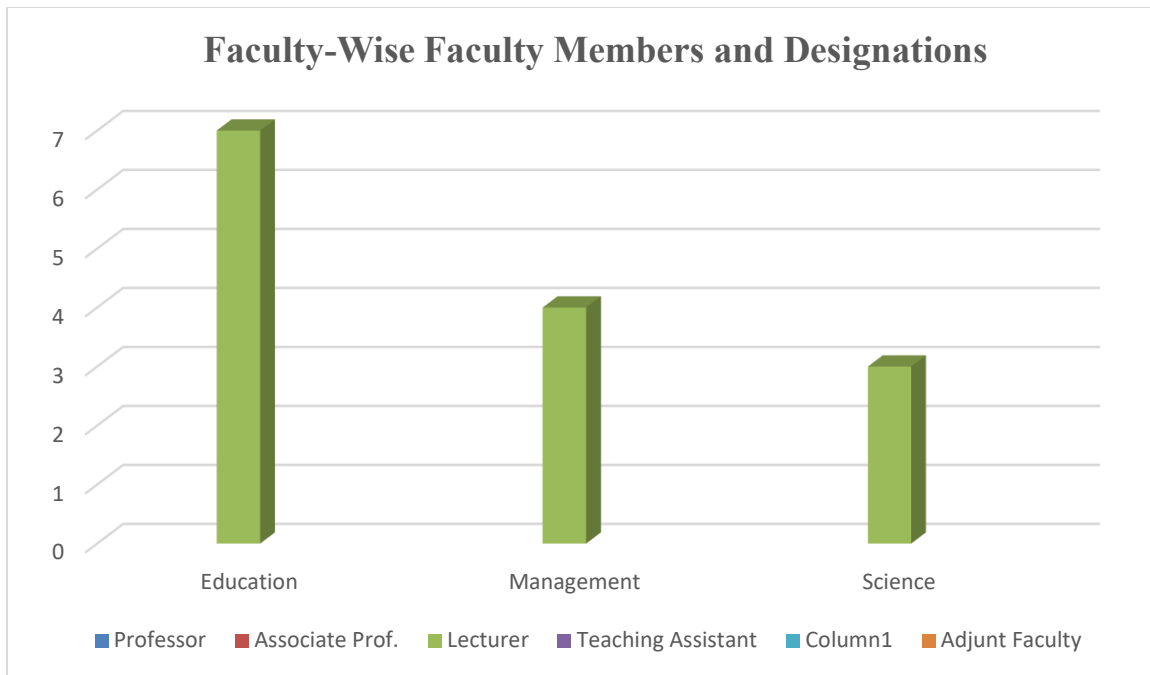
### TEACHERS AND STAFF

Chautara Multiple Campus places a high priority on creating an environment that enables teaching and non-teaching staff to perform their job at their best. In this section, information about the number of teachers and staff working in different faculties and departments is given according to their qualifications and positions. The campus appreciates the contributions of all its faculty members, staff, students, stakeholders, and everyone who is whether directly or indirectly involved in making the campus a highly reputed educational institution in the entire Sindhupalchok district. Therefore, today we stand as the only QAA-certified community campus in the district, which also exclusively offers the Master of Education (M.Ed.) and Bachelor of Science (B.Sc.) programs on the campus. Similarly, the faculty members and staff on the campus are also motivated by cross-disciplinary collaboration and form a community that produces ideas for enriching human life from different angles. On the campus. They are determined to do their best possible innovative work as they have been preparing the next generation of scholars through their teaching in the classrooms regularly. Here, the faculty members are categorized in terms of their faculties, departments, and positions.

#### 8.1 Faculty-Wise Faculty Members According to Designation in 2024/2025

S.N.	Faculty	Number of Faculty Members					Total
		Professor	Associate Prof.	Lecturer	Teaching Assistant	Adjunct Faculty	
1.	Education			7			7
2.	Management			4			4
3.	Science			3			3
	<b>Grand Total</b>			<b>14</b>			<b>14</b>

Table 14



**Figure 7.1: Faculty-Wise Faculty Members According to Designation in 2025/26**

The aforementioned table and figure present an organized summary of the faculty members categorized by their designations in different faculties at Chautara Multiple Campus for the academic year 2025/2026. The data is prepared in Table 14 and visually represented in Figure 7.1. Regarding the description of the above data, Table 14 explains the faculty-wise distribution of faculty members according to their designations. The table is divided into columns representing the faculty categories of Education, Management, and Science. Similarly, the rows categorize faculty members by their designations, including Lecturer, Teaching Assistant, and Adjunct Faculty. The table also includes a Grand Total row summarizing the overall numbers. Based on the given data, it is understood that the Education faculty has the highest number of faculty members, totaling 7 Lecturers. Going further, the Management faculty follows with 4 faculty members. In line with this, the Science faculty has the smallest number of faculty members, totaling 3 Lecturers. In this way, the total reveals that the campus employs 14 faculty members in total in all faculties. Notably, there are no Professors, Associate Professors, or Adjunct Faculty on the campus which is also shown in the table clearly.

In addition to the above, Figure 7.1 further complements Table 14 by visually representing the faculty-wise distribution of faculty members. The figure of the bar chart presents a graphical representation by highlighting the disparities in faculty numbers across different designations and faculties. In the visual representation, we can easily observe that the

Education faculty are dominant in terms of faculty strength. On the other hand, there is relatively a smaller size of the Science faculty compared to the other two faculties. Similarly, the absence of higher-ranking designations like Professors or Associate Professors shows that Chautara Multiple Campus relies on junior faculty members such as Lecturers and Teaching Assistants only.

In conclusion, the data in Table 14 and Figure 7.1 represent the faculty composition at Chautara Multiple Campus for the academic year 2025/2026. The absence of senior faculty members like Professors and Associate Professors and the predominance of indicates a need for strategic hiring or even career development initiatives to balance the faculty hierarchy on the campus. The Education faculty emerges as the largest by reflecting its significance within the institution. Whereas, the Science faculty having a smaller number, plays a serious role in the campus's academic offerings.

### 8.2 Faculty-Wise Faculty Members According to their Academic Qualification in 2024/25

S.N.	Faculty	Numbers of Faculty Members Having:			Total
		PhD	M. Phil.	Master	
1.	Faculty of Education		1	6	7
2.	Faculty of Management	1		3	4
3.	Faculty of Science			3	3
	<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>

Table 15

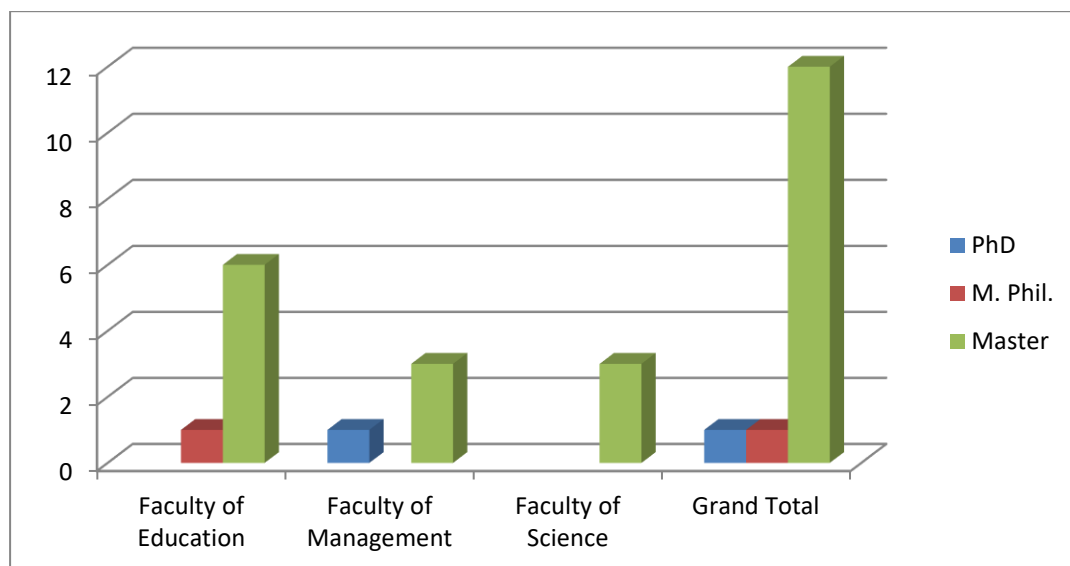
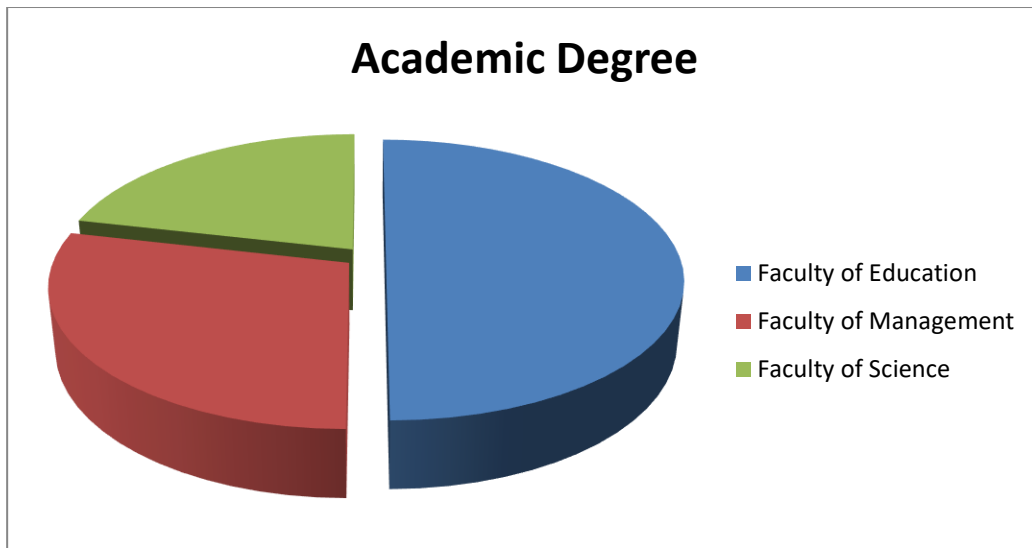


Figure 7.2: Faculty-Wise Faculty Members According to their Academic Qualification in 2024/25



**Figure 7.3: Faculty-Wise Faculty Members According to their Academic Degree**

The faculty members of Chautara Multiple Campus for the academic year 2024–2025 are broken down in depth by their academic backgrounds and faculty divisions in the table and figures above. A clear and organized summary of the distribution of faculty members across various academic degrees is provided by the data, which is displayed in Table 15 and further depicted in Figures 7.2 and 7.3. The academic backgrounds of the faculty members in the three main faculties; Science, Management, and Education, are listed in Table 15. The qualifications are divided into three groups: Master's, M.Phil., and PhD degrees. To begin with the Faculty of Education, this faculty has a total of 7 faculty members. Among them, 1 is running with an M.Phil. degree and is in the thesis writing phase, while the remaining 6 possess Master's degrees. Notably, there are no faculty members with PhD qualifications in this faculty. Similarly, the Faculty of Management comprises 4 faculty members, one of whom hold PhD degrees. This gives us the understanding that there is a need for further academic advancement or the hiring of more highly qualified educators on our campus. Additionally, the Faculty of Science stands with a total of 3 faculty members, all of which also hold Master's degrees only like the previous two. The absence of PhD and M.Phil. holders even in this faculty suggests a similar trend of lower representation of advanced academic qualifications compared to other faculties on the campus holistically. Furthermore, the Grand Total at the bottom of the table summarizes the data that 1 faculty member has PhD, 1 faculty member is running with an M.Phil. degree and 12 with Master's degrees from all faculties. The presence of PhD holders in a faculty is a striking observation. At the same time, we can also observe that the campus has a gap in the highest level of academic qualification and expertise. Going forward, Figures 7.2 and 7.3 help us get the

visual representations. Figure 7.2 is a bar chart of the distribution of faculty members by academic qualification (PhD, M.Phil., Master's) in the three faculties. This figure has visually shown the dominance of Master's degree holders and the minimal presence of M.Phil. PhD qualifications. In the same way, Figure 7.3 focuses on the faculty-wise distribution of academic degrees through a pie chart to compare the number of faculty members in Education, Management, and Science and their respective qualifications too. This also complements the same data by highlighting the disparities in academic qualifications at Chautara Multiple Campus among the faculties.

The campus has a solid foundation of Master's degree holders, but the minimum number of M Phil and PhD qualifications emphasizes a need for strategic planning to enhance academic excellence. From the data, it is understood that Chautara Multiple Campus has significantly growing up the members of qualified members. The campus improves its educational quality, research output, and overall standing in the academic community.

### 8.3 Distribution of Teaching Staff According to Their Academic Degree

Faculty	PhD	M. Phil	Masters	Total	Share (%)
Education		1	6	7	50%
Management	1		3	4	28.58%
Science			3	3	21.42%
<b>Total</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>	<b>100%</b>

Table 16

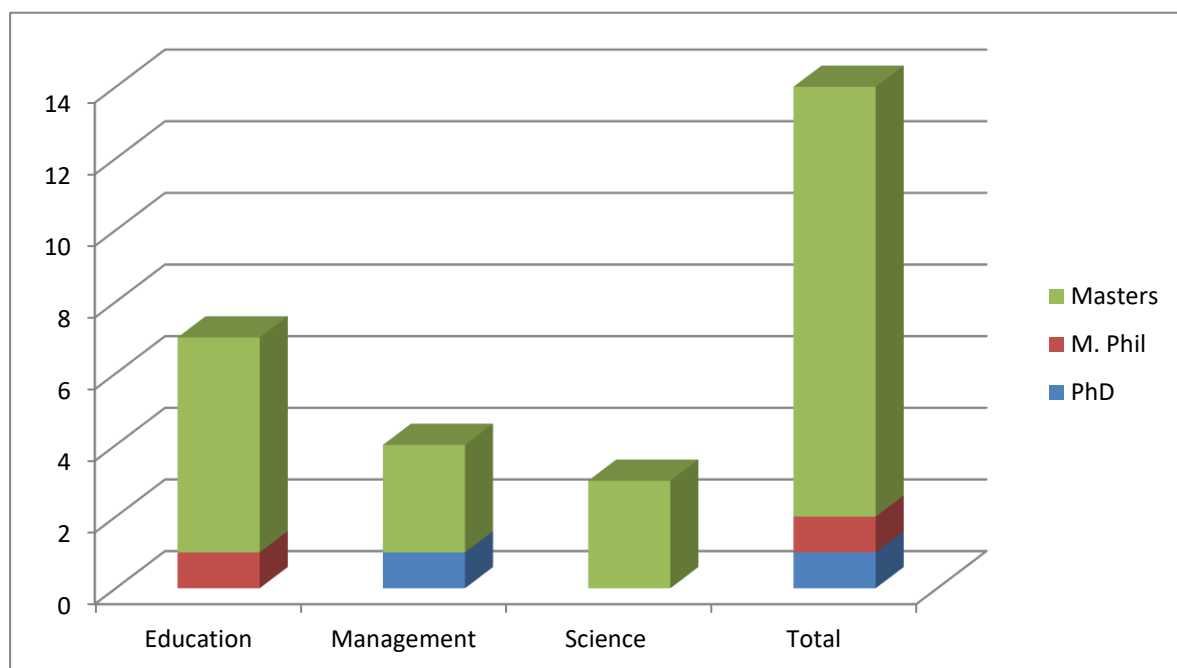


Figure 7.4: Distribution of Teaching Staff According to Academic Degree

A comprehensive analysis of the academic backgrounds of the teaching faculty at Chautara Multiple Campus's three faculties of education, management, and science is supplied by the data, which is displayed in Table 16 and Figure 7.4. In addition to listing the overall number of employees and their percentage distribution within each faculty, the table also classifies the staff members according to their highest academic degree, making a distinction between those with Masters and M.Phil. degrees. There are 14 teaching staff members on campus, most of them have master's degrees (12 staff members), while just one has an M.Phil and 1 has PhD. This suggests that faculty members primarily hold Master's degrees, with little representation of advanced degrees like M.Phil and PhD.

#### 8.4 Non-Teaching Staff

At Chautara Multiple Campus, non-teaching staff accomplish administrative responsibilities and are dedicated to supporting students' teaching and learning activities, campus administration-related tasks, and help in research-related activities and public services. They come from different academic and cultural backgrounds. Together, they work with the faculties of the campus and make all the work of the campus a possibility. The following table shows the academic qualifications of non-teaching staff on the campus:

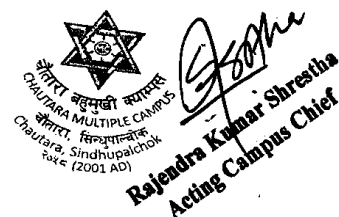
**Academic Qualification of Non-Teaching Staff**

Level of Education	Number
Master	
Bachelor	2
Plus 2	
SLC	2
<b>Total</b>	<b>4</b>

**Table 17**

The above data presents an overview of the non-teaching staff at Chautara Multiple Campus. The non-teaching staff on the campus have always been an important source in supporting the campus's administrative, academic, and research activities, and various other tasks and services. These staff members, who come from diverse academic and cultural backgrounds, also collaborate closely as per the requirements with the faculty to ensure the smooth functioning of the campus. Their contributions are indispensable to the institution's operations, ranging from student support to common services.

The data presented in Table 17 summarizes the academic qualifications of the non-teaching staff. According to the table, the campus employs a total of 4 non-teaching staff members, each holding different levels of education. Among the 4 non-teaching staff, the two staff members hold a Bachelor's degree. This suggests fifty percent of the non-teaching staff possesses a bachelor level of academic qualification. Similarly, the other two non-teaching staff members have completed their School Leaving Certificate (SLC). This means these two have a foundational level of education. However, all the non-teaching staff on the campus have been playing vital roles in routine administrative duties or other support functions that require strong organizational skills and attention to detail. This also makes us understand that the way of the presence of non-teaching staff at Chautara Multiple Campus follows an inclusive approach to staffing by valuing experience and dedication alongside their formal education. Lastly, as seen in the table, there are no staff members with Master's or Plus 2 qualifications on the campus.



**Rajendra Kumar Shrestha**  
Acting Campus Chief

## SECTION-9

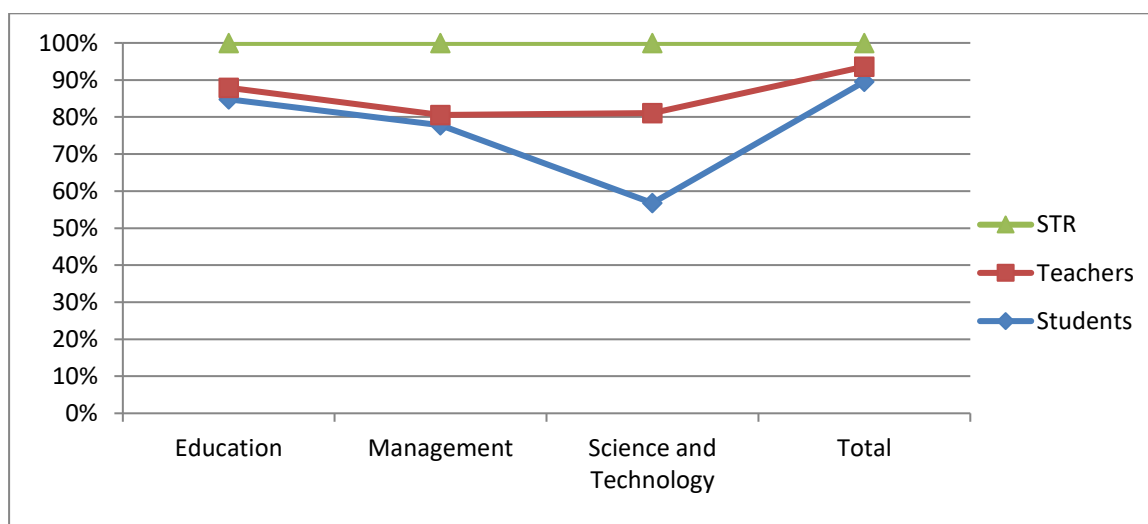
# STUDENT-TEACHER RATIO

Student-Teacher Ratio (STR) measures the average number of students per teacher. It is calculated by the total number of students divided by total number of teachers. In this section, the STR of the campus and STR of the faculty and institute are presented.

### 9.1 Student to Teacher Ratios of Different Faculty/Institute

Faculty/Institute	Students	Teachers	STR
Education	189	7	27
Management	113	4	28.25
Science and Technology	7	3	2.33
<b>Total</b>	<b>309</b>	<b>14</b>	<b>22.07</b>

**Table 18**



**Figure 7.5: STR of Different Faculty/Institute**

The Student-Teacher Ratio (STR) at Chautara Multiple Campus, which also covers three different faculties, is shown in detail in Table number 18 and Figure number 7.5. Because it represents the average number of students per teacher, the STR is a crucial indicator in educational institutions like ours where the STR has a big influence on the standard of instruction and the customized attention that students get. Moving further, the above information provides a clear comparison of STR across different faculties and is shown graphically in Table 18 and Figure 7.5 clearly.

Chautara Multiple Campus has 309 students in the academic year 2025/26 and 14 teachers, for an overall STR of 22.07. This ratio suggests that there are around 22 students per teacher on campus. While this ratio is generally reasonable as well, it is equally important for studying the distribution among specific departments to determine staffing disparity and strengths. Now, marching towards faculty-wise statistics, the Education Faculty has the highest number of students (189) and teachers (7), resulting in an STR of 27. This ratio shows that each teacher in this faculty is responsible for a relatively large group of students. Similarly, the Management Faculty has 113 students and 4 teachers, producing an STR of 28.25. This ratio is slightly lower than that of the Education Faculty but still aligns closely with the campus average. The near-identical ratios of the Education and Management faculties show a consistent staffing strategy for these larger programs. On the other hand, the Science Faculty stands out with the lowest STR of 2.33, derived from 7 students and 3 teachers. This exceptionally low ratio indicates a highly favorable learning environment where students likely receive significant individualized attention. However, such a ratio is uncommon in larger institutions. Meanwhile, such a scenario is advantageous for students, it also raises questions about resource allocation and whether the faculty could accommodate more students without compromising quality.

The above data in the table and figure reveal plain contrasts between the faculties. The Education and Management faculties have STRs close to the campus average, while the Science Faculty has an exceptionally low ratio. In this way, the overall STR of 22.67 shows that Chautara Multiple Campus maintains a reasonable balance between student intake and teaching staff. However, the high ratios in the Education and Management faculties indicate potential areas for improvement. Hiring additional teachers or implementing targeted enrollment strategies can help our campus reduce these ratios, thereby enhancing educational outcomes.

## SECTION-10

# RECENT TRENDS (ENROLLMENT, GRADUATES, PASS RATES AND FINANCING)

This section delves into the recent trends in enrollment, graduation rates, pass percentages, and financing at Chautara Multiple Campus by focusing on how these aspects interconnect to define the educational experiences of the campus. Over the years on Chautara campus, the enrollment patterns have reflected changing demographic, economic, and policy influences as well. A flow in student admissions signals growing access to education. Similarly, the pass rates serve as a benchmark of academic achievement, they also expose disparities in teaching quality, student preparedness, and institutional support. The financial backbone of education, including funding sources and sustainability, further adds a crucial dimension by determining not only who gets access to learning but also how campuses like ours struggle. By analyzing these key trends, this section ten aims to provide a complete understanding of those aspects that play vital role in Chautara Multiple Campus.

### 10.1 Enrollment

#### Enrollment by Level

Level	Male	Female	Total	Percentage
Bachelors	81	147	228	73.79%
Masters	27	54	81	26.21%
<b>Total</b>	<b>108</b>	<b>201</b>	<b>309</b>	<b>100%</b>

#### Enrollment by Faculty and Program

Level	Program	Male	Female	Total	Percentage
Bachelor	Education	35	73	108	47.36%
	Management	42	71	113	49.56%
	Science	3	4	7	3.08%
	<b>Bachelor's Total</b>	<b>81</b>	<b>147</b>	<b>228</b>	<b>100.00%</b>

## 10.2 Graduates

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	8	18	26	1	14	15	4	30	34	75
	BBS		10	10	4	30	34	3	11	14	58
	B.Sc.		1	1	1	1	2	-	-	-	3
Master	M.Ed.				5	3	8	9	8	17	25

## 10.3 Pass Rates

Programs	Year	No: of Enrolled Students	Appeared in Examination	No: of Passed Students	Pass %	Dropout %
B.Ed.	1	56	27	11	40.74	51.78
BBS		37	20	9	45	45.94
B.Sc.		3	3	0	0	0
B.Ed.	2	29	13	2	15.38	58.62
BBS		25	14	4	28.57	44
B.Sc.		--	--	--	--	--
B.Ed.	3	27	15	4	26.66	44.44
BBS		31	17	11	64.70	45.16
B.Sc.		--	--	--	--	--
B.Ed.	4	32	32	25	78.12	0
BBS		16	15	12	80	6.25
B.Sc.		--	--	--	--	--
<b>All faculty Average Pass Rate</b>					50	

## 10.4 Financing

The campus, through the division, provides scholarships to needy students who come from different backgrounds. Each year, the division notifies all its students regarding the application deadlines for the scholarships. Around 12% of students out of the total students get scholarship each year, which is awarded based on their economic status, geographic distance, physical status, marginalized community, etc. Despite this, each year 1 student is provided with topper's

scholarships. Moving further, this section also provides the scholarship and free ship information of limited quota on the campus. These facilities are provided by the campus itself. However, there is other scholarship facilities provided by other bodies like Chautara-Sangachokgadhi Municipality and UGC Nepal, which is not mentioned here.

### 10.5 Status of Scholarship and Free-ship Received by Students at Present

Program	Scholarship	Free ship
<b><i>Master Degree Second Semester 2082 Group</i></b>		
M.Ed.	3	0
<b>Total</b>	<b>3</b>	<b>0</b>
<b><i>Bachelor First Year 2082 Group</i></b>		
B. Ed.	5	
B. B. S.	3	
B. Sc	4	
<b>Total</b>	<b>12</b>	
<b><i>Bachelor Second Year 2082 Group</i></b>		
B.Ed.	5	
B. B. S.	3	
B. Sc.	3	
<b>Total</b>	<b>11</b>	
<b><i>Bachelor Third Year 2082 Group</i></b>		
B. Ed.	4	
B. B. S.	3	
B. Sc		
<b>Total</b>	<b>7</b>	
<b><i>Bachelor Fourth Year 2082 Group</i></b>		
B.Ed.	5	
B. B. S.	3	
B. Sc.		
<b>Total</b>	<b>8</b>	
<b>Grand Total</b>	<b>41</b>	

Table 19

### 10.6 Faculty-Wise Scholarship and Free ship

Faculty	Education	Management	Science	Total
Scholarship	22	12	7	41
Freeship				

**Table 20**

The data provided in Tables 19 and 20 offer a comprehensive overview of the current status of scholarships and free ships awarded to students at Chautara Multiple Campus. This shows that the role of campus in financing higher education for its students is very important and the campus is also committed to fulfill its duties and responsibilities. The analysis also reveals distinct patterns in the distribution of financial support across different academic programs and faculties.

The campus has allocated scholarships to students in different levels of study, with a total of 41 scholarships awarded. At the master's degree level (Third Semester 2081 Group), 3 scholarships were distributed, all within the M.Ed. programs. Notably, no free ships were granted at this level, indicating a focus on partial financial support through scholarships. Similarly, for bachelor's programs, scholarships were distributed among first-year to fourth-year students (2082 Group). The first-year batch received the highest number of scholarships (12), with a B.Ed. Students receiving 5, followed by B.B.S. (3) and B.Sc. (4). The trend continues in subsequent years, with second-year students receiving 11 scholarships, third-year students 7, and fourth-year students 8. The B.Ed. The program consistently secured the highest share of scholarships across all years. Meanwhile, the provided data also reflects a potential prioritization of education-related disciplines in the campus's financing strategy. Furthermore, the faculty-wise representation in Table 20 further clarifies the allocation of financial support. The Education faculty received the majority of scholarships (22), followed by Management (12) and Science (7). This distribution emphasizes the campus's focus on supporting students in education-related fields, which aligns with the high number of scholarships awarded to B.Ed. students in Table 19. However, the absence of data on free ships in this table suggests that the campus does not currently offer full tuition fees. In this way, the data indicates that Chautara Multiple Campus actively invests in student financing through scholarships, particularly in the Education faculty. The absence of free ships in most programs informs us that the campus offers partial financial support to students due to budget constraints. However, in conclusion, the campus determines a commitment to easing financial burdens for students, though primarily through scholarships rather than free ships.

## 10.6 Research Management Cell (RMC)

Research Management Cell (RMC) in the Campus was merely established in 2070 BS by aiming to conduct research work, mini research, action research, case study etc. to young 10-15 faculty members annually in Chautara Multiple Campus. After the campus got the QAA certificate on 3<sup>rd</sup> Falgun, 2080 from the University Grants Commission (UGC) Nepal, the Research Management Cell (RMC) has been more functional in the campus. Similarly, the cell often conducts seminars/ workshops for the faculty members and students to provide in depth knowledge and skill in the areas of research. It is equally important for the researchers that the findings of their research should be disseminated more widely to the public in order to bring changes in the society. At present, the RMC at Chautara Multiple Campus is comprised of the following members:

1. Kamal Paudel: Coordinator
2. Youbaraj Niroula: Member
3. Rabinmani Dahal: Member
4. Kabiraj Bhatt: Member
5. Amit Kumar Mishra: Member
6. Khemraj Bista : Member

Chautara Multiple Campus has been providing opportunities to its faculty members and students to carry out research activities. Both young faculty members and students at the campus are encouraged to take advantage of a wide range of research opportunities. The campus has provided support to lecturers for their authentic pieces of writing such as journals, research papers, articles, etc. by publishing them in the yearly published magazine called 'Smarika'. These published writings (research papers, articles) have remarkably enhanced the decision-making process and further planning of the management committee, and campus administrator consisting of students and teachers too. Unfortunately, the campus is unable to do any sort of field-based research due to the tight schedules of existing lecturers, and instead, there is no replacement of adequate manpower either.

## 10.7 Publication

Almost all the departments of Chautara Multiple Campus have been publishing research articles in their area of studies. The RMC and EMIS Unit of Chautara Multiple Campus have been publishing annual *Smarika*, *CMC Journal*, *Brochure*, *Pamphlets/Leaflets* and *EMIS Report*, covering all the activities of Chautara Multiple Campus. These publications have played a significant role in enhancing the teaching learning and research environment in the campus.

The research articles are published on the annual basis, and many of them are published both in print and online medium through campus's CMC Journal annually. With its commitment to economic, social and environmental sustainability, the campus is also minimizing the content of its print publications, and enhancing its website by providing PDF versions online of its printed publications. Apart from research article published by lecturers in the campus, there are other publications such as magazines and bulletins. For instance, Research Management Cell publishes a bulletin and Chautara Multiple Campus Unit publishes *Smarika*, *Chautara Paridrishya* (Souvenir). Similarly, Free Student's Union at Chautara Multiple Campus publishes souvenir named 'Biddhyarthi Paila'. Moreover, a list of the journals that have been published by different departments in the last edition of the campus's CMC Journal is presented below:

#### 10.8 List of Research Articles Published in the Latest Volume of CMC Journal

S.N.	Name of the Research Article	Published By
1	Tourists' Perception of Destination Image of Chautara: A Study of Cognitive and Affective Dimensions	Amit Kumar Mishra, PhD
2	Economics Students' Attitudes Towards Mathematics	Bishnumaya Joshi
3	Sociocultural Influence on English Language skills of Secondary Students in Public Schools of Bardiya District in Nepal	Kamal Paudel
4	Subjugating Female Voice in Nobokov's <i>Lolita</i>	Youba Raj Niroula
5	डोट्याली लोकसाहित्यमा रामायण र यसको मौलिकता	कविराज भट्ट
6	दैलेखी लोकपद्यमा रस	गंगाप्रसाद रिजाल
7	कौटिल्य अर्थशास्त्रमा राज्यका सात अङ्ग र मल्लकालीन शासनप्रणालीमा यसको प्रभाव	रबिन मणि दाहाल
8	नेपालको राजनीतिमा वर्ग सङ्घर्षको ऐतिहासिक विकास, वर्तमान प्रवृत्ति र भावी दिशा : एक आलोचनात्मक अध्ययन	समीर श्रेष्ठ

Table 21

## SECTION-11

# ANNEX SUMMARY ENROLLMENT BY LEVEL, FACULTY, PROGRAM, GENDER AND CASTE ETHNICITY

### 11.1 Enrollment by Level

Level	Male	Female	Total	Percentage
<b>Bachelors</b>	81	147	228	73.79%
<b>Masters</b>	27	54	81	26.21%
<b>Total</b>	<b>108</b>	<b>201</b>	<b>309</b>	<b>100%</b>

**Table 22**

An overview of student enrollment by gender and academic level is given in the above table 22. There are 309 students enrolled in Chautara Multiple Campus, with the majority (73.79%) pursuing bachelor's degrees (228 students) and the remaining 26.21% pursuing master's degrees (81 students). In terms of gender, there are much more female students than male students at both levels. There are 147 females and 81 males in the bachelor's program, and 54 females and 27 males in the master's program. This discrepancy indicates that there are more female students enrolled on campus, especially at the undergraduate level. The tendency of female domination in enrollment is further supported by the overall gender distribution, which shows 201 females and 108 males.

### 11.2 Enrollment by Faculty and Program

Level	Program	Male	Female	Total	Percentage
Bachelor	Education	35	73	108	47.36%
	Management	42	71	113	49.56%
	Science	3	4	7	3.08%
	<b>Bachelor's Total</b>	<b>81</b>	<b>147</b>	<b>228</b>	<b>100.00%</b>

**Table 23**

This table number 23 breaks down enrollment in the Bachelors program by specific disciplines and gender. The Education program has good enrollment (108 students, 47.36%),

followed by Management (113 students, 49.56%), and Science (7 students, 3.08%). Similar to Table 22, female enrollment surpasses male enrollment in all programs. For instance, in Education, there are 74 females and 35 males, while in Management, there are 71 females and 42 males. The Science program has the smallest enrollment, with 4 females and 3 males. The data underscores the popularity of Education and Management among students, with Science being a less preferred choice.

Level	Program	Male	Female	Total	Percentage
<b>Masters</b>	M.Ed.	27	54	81	26.21%
	<b>Total</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>100%</b>

**Table 24**

This table 24 shows the distribution of genders enrolled in the Master's program. There are 81 students enrolled in the M.Ed. Male enrollment is just half of female students, with 54 female students enrolled in the M.Ed. where only 27 males are enrolled at the master's level. This suggests that female students have a high preference for M.Ed. programs, especially those offered in Nepali.

### 11.3 Enrollment by Gender

Program	Male	Female	Total
Education	62	127	189
Management	42	71	113
Science	34		7
<b>Total</b>	<b>108</b>	<b>201</b>	<b>309</b>

**Table 25**

All program enrollment data is combined by gender in this table 25. With 201 female students and 108 male students, the Education program has the largest overall enrollment (189 students). The Science program has the smallest enrollment (7 students), with 4 females and 3 males, while the Management program comes in second with 113 students (71 females and 42 males). Of the 309 students enrolled, 201 are female and 108 are male, highlighting the considerable gender disparity in favor of female students in all subject areas.

#### 11.4 Enrollment by Caste Ethnicity

Program	Janajati	Brahmin/Chhetri	Dalit	Other
Education	58	111	13	8
Management	55	44	5	8
Science	6	1		
<b>Total</b>	<b>119</b>	<b>156</b>	<b>18</b>	<b>16</b>

**Table 26**

The enrollment distribution among programs by caste/ethnicity is examined in the above table 26. There are 119 pupils in the Janajati group, 156 in the Brahmin/Chhetri group, 16 in the Other group, and 18 in the Dalit group. Out of all the ethnic groups, the Education program has the largest representation: 58 Janajati, 111 Brahmin/Chhetri, 13 Dalit, and 8 Other. There are 44 Brahmin/Chheri, 55 janajati, five dalit and 8 are in others ethnic groups in management faculty.

There are just 6 Janajati and 1 Brahmin/Chhetri students enrolled in the Science program, while the Management program comes next. The most represented groups in the statistics are Janajati and Brahmin/Chhetri, while Dalit participation is still very low, reflecting the variety of society as a whole.

## ANNEX-2 BRIEF DESCRIPTION OF THE CAMPUS

### About Chautara Multiple Campus

Chautara Multiple Campus (CMC) established on 8th Bhadra, 2058 B.S. is a leading community campus in Sindhupalchok district. CMC came into existence through the collective endeavors of distinguished academicians, social workers, political figures, and the general public from the community. Nurtured by dedicated and experienced lecturers, different local authorities including, the District Development Committee, Village Development Committee, and efficient working staff, the campus is instilling values like compassion, selflessness, dedication, love for fellowmen, and above all the thirst for wisdom and knowledge into students and preparing them for the challenges of the modern competitive world.

The campus had taken initiation with 30 students and 3 lecturers to spread the light of education from Krishna Ratna Ganga Higher Secondary School with its three separate rooms on the chairpersonship of Krishna Raj Shrestha. The college started its first batch in 2058 with the Bachelor of Education (B.Ed.) study which was accredited by Tribhuvan University. The campus again expanded its horizon incorporating different disciplines and faculties in different spheres of time. The campus started its BBS program in 2063, B.Sc. in 2069, and recently has started its M.Ed. program in 2075 specializing in Nepali and English. Currently, there are 3 faculties including the Faculty of Education, the Faculty of Management, and the Institute of Science and Technology. It has 3 departments and offers 4 programs. There are 22 faculty teachers and 4 non-teaching staff who are feeding the higher education to 350 students. The campus has been the center for higher education in Sindhupalchok district and has spread over 15 Ropanis and it has a total of 32-4-3-3 Ropanis in its ownership.

Apart from this, campus has its own legislative body which consists of life members, donors, and members from different fields of society such as social workers, statesmen, administrators, professionals, businessmen, representatives from different communal groups and municipalities and the District Coordination Committee. It has a managing committee as an executive body formed by the campus assembly. The managing committee is solely authorized to implement policies and programs formulated by the campus assembly in the interest of the campus and society.

The campus has its legislation approved by the campus assembly. The internal bodies of the campus are formed by the provision made by the campus law. The campus registration has

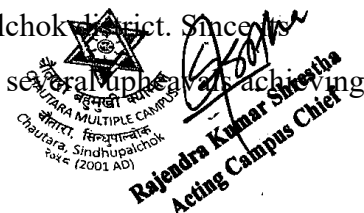
clearly defined the jobs, responsibilities, and rights of different internal bodies, portfolio members, and working units. Under the provision of campus legislation, Academic and Administrative bylaws, and Economic Administration bylaws have been formulated and enforced by the campus assembly. All academic, administrative, and financial activities of the campus are governed and regulated by the campus legislation and bylaws formulated under it.

Thus, the campus legislation is the main charter that states, defines, and regulates different provisions, rules, and regulations in a scientific way to achieve the prime goals and objectives of the campus in terms of catering up-to-date qualitative education for all. Since its establishment up to the present time, the campus has been providing quality education to the students. Similarly, the University Grants Commission (UGC) has also launched the Quality Assurance and Accreditation (QAA) program to improve the quality of higher education in Nepal. Regarding QAA, CMC has now been awarded with the QAA certificate on the date of the 3rd Falgun, 2080, last year. Similarly, the campus also completes different tasks under the UGC Nepal to:


- To assure students and the public with a high-quality education so that the number of students will increase in classes.
- To develop the campus as an independent institution academically as well as financially.
- To be a leading institution in the nation providing high-quality education and develop as a university in future.
- To identify weaknesses, drawbacks, and areas of improvement in the process of catering to qualitative higher education.


## History and Development

Chautara Multiple Campus (CMC) is a non-profit oriented community-based higher educational institution, established on 8th Bhadra 2058 B.S. Studying the need for higher education for disadvantaged groups and Janajatis in their local area, Shree Krishna Ratna Ganga Higher Secondary School took initiation and formed body to establish campus on chairpersonship of Krishna Raj Shrestha who was the founding chairperson of this campus, established the campus and it has been flourished till now in the present condition. It is the pioneer campus for catering to higher education in Sindhupalchok District. Since its establishment up to the present situation, it has gone through several phases of development and



several historic educational milestones that have not only transfigured it but also changed the face of Sindhupalchok district contributing a lot of skillful educated manpower required for the nation. The campus at present is the consequence of the insurmountable efforts, unflinching struggle with the deep love of the people of Sindhupalchok district, District Coordination Committee, Chautara Sangachokgadhi Municipality, and various private and public organizations.

  
चौतारा बहुमुखी क्याम्पस  
CHAUTARA MULTIPLE CAMPUS  
चौतारा, सिन्धुपाल्चोक  
Chautara, Sindhupalchok  
२०६८ (2001 AD)

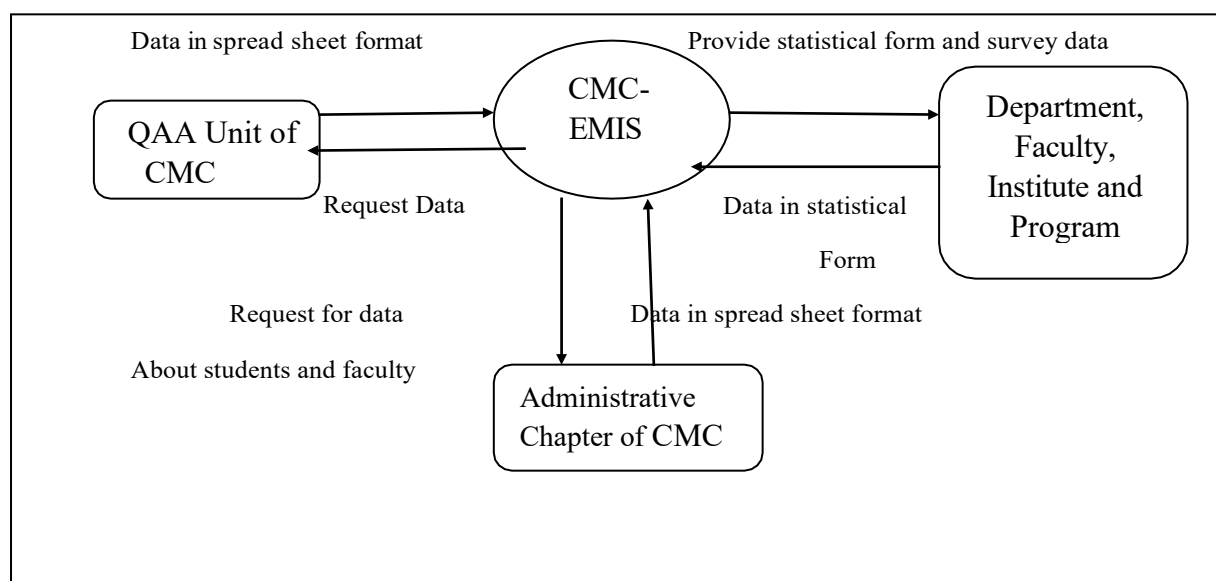
  
**Rajendra Kumar Shrestha**  
Acting Campus Chief

## ANNEX-3 REPORT PREPARATION

To prepare this report, required data were collected from different sources: The Finance Administration section, Faculty and Institutes, Departments, Programs, College Administration, QAA Unit of CMC, Student and Welfare Chapter of the Campus, UGC Nepal etc. 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 the spreadsheet, those data were uploaded to the database using a database tool.
- As there were noise, redundancies in data, effort to clean those noise and redundancy were made as much as possible, however there are some redundancies.
  - After cleaning data, aggregated table was generated.
  - From the aggregate table, summary tables required to prepare the report were generated.

Then, those summary tables were analyzed and interpreted.



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Student Management

Faculty: Management Program: BBS (N) A.Session: 2082 Organization: Chautara Multiple Campus Student Type: Continuous

ID	Roll No.	First Name	Last Name	Gender	Class	Year Name	Section	Batch	Student Code	Student Type	Status	Photo	Reg.No.	Level	MappingID	In Upgrade/Action
94577	4	SHREEYA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	140832	<a href="#">Details</a> <a href="#">Upgrade</a>
94580	8	ROSHAN	TAMANG	Male	First Year	First	A	2082	NONE	C				BACHELOR	140833	<a href="#">Details</a> <a href="#">Upgrade</a>
94584	12	NILIMA	THAPA	Female	First Year	First	A	2082	NONE	C				BACHELOR	140836	<a href="#">Details</a> <a href="#">Upgrade</a>
94585	13	RICHAN	SHRESTHA	Male	First Year	First	A	2082	NONE	C				BACHELOR	140907	<a href="#">Details</a> <a href="#">Upgrade</a>
94586	13	ANALA	DHMAL	Female	First Year	First	A	2082	NONE	C				BACHELOR	140910	<a href="#">Details</a> <a href="#">Upgrade</a>
94588	26	YAM	TAMANG	Male	First Year	First	A	2082	NONE	C				BACHELOR	140912	<a href="#">Details</a> <a href="#">Upgrade</a>
94594	20	MANJU	SHAH	Female	First Year	First	A	2082	NONE	C				BACHELOR	140913	<a href="#">Details</a> <a href="#">Upgrade</a>
94597	22	RANUT	SHRESTHA	Male	First Year	First	A	2082	NONE	C				BACHELOR	140914	<a href="#">Details</a> <a href="#">Upgrade</a>
94600	25	AARBIK	THAPA	Male	First Year	First	A	2082	NONE	C				BACHELOR	140915	<a href="#">Details</a> <a href="#">Upgrade</a>
94601	11	AGRIN	SHRESTHA	Male	First Year	First	A	2082	NONE	C				BACHELOR	140909	<a href="#">Details</a> <a href="#">Upgrade</a>
94602	26	RABINDRA	B.K.	Male	First Year	First	A	2082	NONE	C				BACHELOR	140916	<a href="#">Details</a> <a href="#">Upgrade</a>
94604	30	KANSHIMA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	140917	<a href="#">Details</a> <a href="#">Upgrade</a>
94605	25	SUSHMA	BASNET	Female	First Year	First	A	2082	NONE	C				BACHELOR	140918	<a href="#">Details</a> <a href="#">Upgrade</a>
94606	33	SALINA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	140919	<a href="#">Details</a> <a href="#">Upgrade</a>
94610	37	UNIQUEARIN	SHRESTHA	Male	First Year	First	A	2082	NONE	C				BACHELOR	140920	<a href="#">Details</a> <a href="#">Upgrade</a>
94611	0	YUNISHA	GURLUNG	Female	First Year	First	A	2082	NONE	C				BACHELOR	140921	<a href="#">Details</a> <a href="#">Upgrade</a>
94612	0	DIKSHYA	PRADHAN	Female	First Year	First	A	2082	NONE	C				BACHELOR	140922	<a href="#">Details</a> <a href="#">Upgrade</a>

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Student Management



Faculty: Education Program: BED A.Session: 2082 Organization: Chautara Multiple Campus Student Type: Continuous

ID	Roll No.	First Name	Last Name	Gender	Class	Year Name	Section	Batch	Student Code	Student Type	Status	Photo	Reg.No.	Level	MappingID	In Upgrade/Action
94574	82	AASHAKALI	TAMANG	Male	First Year	First	A	2082	NONE	C				BACHELOR	142913	<a href="#">Details</a> <a href="#">Upgrade</a>
94575	83	ANITA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	142914	<a href="#">Details</a> <a href="#">Upgrade</a>
94578	5	MANDIRA	B.K.	Female	First Year	First	A	2082	NONE	C				BACHELOR	140976	<a href="#">Details</a> <a href="#">Upgrade</a>
94579	6	KANCHHI	TAMANG	Female	First Year	First	A	2082	NONE	C				BACHELOR	142915	<a href="#">Details</a> <a href="#">Upgrade</a>
94581	8	KRISHMA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	142916	<a href="#">Details</a> <a href="#">Upgrade</a>
94582	9	PRABITA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	143317	<a href="#">Details</a> <a href="#">Upgrade</a>
94583	10	NITESH	TAMANG	Male	First Year	First	A	2082	NONE	C				BACHELOR	142917	<a href="#">Details</a> <a href="#">Upgrade</a>
94587	14	SALINA	SHRESTHA	Female	First Year	First	A	2082	NONE	C				BACHELOR	142918	<a href="#">Details</a> <a href="#">Upgrade</a>
94589	15	SUPRINCE	KASAUJ	Male	First Year	First	A	2082	NONE	C				BACHELOR	142947	<a href="#">Details</a> <a href="#">Upgrade</a>
94590	16	LAXMI	KARU	Female	First Year	First	A	2082	NONE	C				BACHELOR	142949	<a href="#">Details</a> <a href="#">Upgrade</a>
94591	17	BINT	KASAUJ	Male	First Year	First	A	2082	NONE	C				BACHELOR	142951	<a href="#">Details</a> <a href="#">Upgrade</a>
94592	18	PARI MAI	DONG	Female	First Year	First	A	2082	NONE	C				BACHELOR	142959	<a href="#">Details</a> <a href="#">Upgrade</a>
94593	19	MIRQJ	SHRESTHA	Male	First Year	First	A	2082	NONE	C				BACHELOR	142966	<a href="#">Details</a> <a href="#">Upgrade</a>
94595	21	BIP	TAMANG	Male	First Year	First	A	2082	NONE	C				BACHELOR	143049	<a href="#">Details</a> <a href="#">Upgrade</a>
94596	21	AIN	MALLA	Male	First Year	First	A	2082	NONE	C				BACHELOR	143047	<a href="#">Details</a> <a href="#">Upgrade</a>
94598	23	SUSHMITA	TAMANG	Female	First Year	First	A	2082	NONE	C				BACHELOR	143190	<a href="#">Details</a> <a href="#">Upgrade</a>
94599	23	BIBI	LAMA	Female	First Year	First	A	2082	NONE	C				BACHELOR	143216	<a href="#">Details</a> <a href="#">Upgrade</a>

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**Rajendra Kumar Shrestha**
  
 Acting Campus Chief

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Student Management



Faculty: Education Program: MED A.Session: 2082 Organization: Chautara Multiple Campus Student Type: Continuous

ID	Roll No.	First Name	Last Name	Gender	Class	Year Name	Section	Batch	Student Code	Student Type	Status	Photo	Reg.No.	Level	MappingID	In Upgrade/Action
94624	2	SABITA	SHRESTHA	Female	First Semester	First	A	2082	NONE	C				MASTER	140945	<a href="#">Details</a> <a href="#">Modify</a>
94625	5	LAXMI	LAMA	Female	First Semester	First	A	2082	NONE	C				MASTER	140946	<a href="#">Details</a> <a href="#">Modify</a>
94626	3	SARU	SHRESTHA	Female	First Semester	First	A	2082	NONE	C				MASTER	140947	<a href="#">Details</a> <a href="#">Modify</a>
94627	8	SABITA	GIRI	Female	First Semester	First	A	2082	NONE	C				MASTER	140948	<a href="#">Details</a> <a href="#">Modify</a>
94628	6	RABI	SHRESTHA	Male	First Semester	First	A	2082	NONE	C				MASTER	140949	<a href="#">Details</a> <a href="#">Modify</a>
94629	9	DEVENDRA	KHADKA	Male	First Semester	First	A	2082	NONE	C				MASTER	140950	<a href="#">Details</a> <a href="#">Modify</a>
94630	10	GANGA	MAHATO	Male	First Semester	First	A	2082	NONE	C				MASTER	140952	<a href="#">Details</a> <a href="#">Modify</a>
94632	11	ANITA	KOIRALA	Female	First Semester	First	A	2082	NONE	C				MASTER	140951	<a href="#">Details</a> <a href="#">Modify</a>
94633	12	SANJANA	TAMANG	Female	First Semester	First	A	2082	NONE	C				MASTER	140953	<a href="#">Details</a> <a href="#">Modify</a>
94634	13	SHANTI	NEPALI	Female	First Semester	First	A	2082	NONE	C				MASTER	140955	<a href="#">Details</a> <a href="#">Modify</a>
94635	14	RITA	B.K	Female	First Semester	First	A	2082	NONE	C				MASTER	140962	<a href="#">Details</a> <a href="#">Modify</a>
94636	15	SABITRI	KHADKA	Female	First Semester	First	A	2082	NONE	C				MASTER	140963	<a href="#">Details</a> <a href="#">Modify</a>
94637	16	PRAMILA	BHANDARI	Female	First Semester	First	A	2082	NONE	C				MASTER	140944	<a href="#">Details</a> <a href="#">Modify</a>
94638	17	MANISHA	KARU	Female	First Semester	First	A	2082	NONE	C				MASTER	140956	<a href="#">Details</a> <a href="#">Modify</a>
94639	19	SANTOSHI	BHANDARI	Female	First Semester	First	A	2082	NONE	C				MASTER	140957	<a href="#">Details</a> <a href="#">Modify</a>
94640	20	SHANKER	KHATRI	Male	First Semester	First	A	2082	NONE	C				MASTER	140958	<a href="#">Details</a> <a href="#">Modify</a>
94641	21	BALA	RAUT	Male	First Semester	First	A	2082	NONE	C				MASTER	140959	<a href="#">Details</a> <a href="#">Modify</a>

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 २०१६ (2001 AD)
   

  
**Rajendra Kumar Shrestha**
  
 Acting Campus Chief