



TRIBHUVAN UNIVERSITY

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# EDUCATION INFORMATION SYSTEM 2018/19

## A REPORT



# **EDUCATION MANAGEMENT INFORMATION SYSTEM 2018- 19**

## **A REPORT**



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## FOREWORD

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 implementation of the higher policy framework of Nepal. The national higher educational policy framework emphasizes on systematic development of higher education in the country. For the success of the policy implementation, it is imperative that the system is capable with reliable Education Management Information System (EMIS). One of the important aspects of the EMIS is to publish it in the form of report annually.

The national higher education policy framework lists major thrusts of ensuring access to higher education on the basis of the 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 UGC. The main strategy is to develop a web-based compatible EMIS system. The campus is developing web based EMIS. There are many challenges in developing comprehensive EMIS in the campus because the software purchased by the campus is yet to deliver its output because it is in the phase of data entry.

The EMIS Report lists the information related to the academic programs, students, faculty members, research, publications, and financing. The data are disaggregated by important variables and analyzed to provide important issues based on the indicators derived from various sources.

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## ACKNOWLEDGEMENTS

We are thankful to the Chautara Multiple Campus administration for providing information and responding to the EMIS unit in the course of preparing this report. Especially, we would like to thank Nagendra Prasad Dangal, Campus Chief, for support and suggestion of our team members.

We would also like to thank all teaching and non-teaching staff of the campus for their cooperation and response. Similarly, we acknowledge the students of this campus for responding to the queries of our team members.

Specially, heartily acknowledge the record keeping cell for being available data and information to our team.

## ABBREBIATIONS AND ACRONOMYS

M. Ed	Master of Education
M. Phil	Master of Philosophy
MOE	Ministry of Education
MOF	Ministry of Finance
B. Ed	Bachelor of Education
B. Sc	Bachelor of Science
CBS	Central Bureau of Statics
CSIT	Computer Science and Information Technology
DOE	Department of Education
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
HE	Higher Education
HERP	Higher Education Reform Project
IT	Information Technology

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## EXECUTIVE SUMMARY

Annual EMIS report 2018/2019, the first edition, reflects the status of higher education in Chautara Multiple Campus (CMC). Chautara Multiple Campus is an academic institution for higher studies consists of 3 faculties and 8 different programs. It is a community based campus. It has different units to carry out academic and administrative works. It is offering both master and bachelor level programs in different faculties.

The total numbers of enrolled students enrolled in this year is 323. Faculty of education has the highest number of students' enrollment. It is growing up with charm in BBS level as well. Out of the students enrolled, more than 80 % are girls. It shows that girls' enrollment in the year is. The number of girls is applauding in each faculty. Similarly; the GPI of the campus is 2.67.

The total number of graduates till this year is 530. Out of them bachelor level consists of the highest graduates.

**Total Amount of budget 26, 81,883,000.00 + 1200000 = Rs. 28, 00,883.00**

**Amount of development budget: Rs. 12, 00,000.00**

**Capital Expenditure: Rs. 52, 00, 00,000.00**

**Unit Cost = Total Expenditure**

**Total Number of students**

**= Rs. 28, 00,883.00 = 16681.00**

**323**

**Total Unit Cost = Rs. 16681.00**

## CHAPTER-1 INTRODUCTION

The Chautara Multiple Campus has undertaken the task of publishing basic statistical information about the higher education (bachelors and masters) through its annual publication in the form EMIS report. This report presents information about the higher education in the campus through comprehensive data. It is expected that the information in this report will be useful for planning, policy making, designing programs and projecting resources of the higher education with special reference to 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 of the education system in the campus. This is our first attempt to bring out such a comprehensive report of statistical information. The main purpose of this volume is to provide adequate, accurate, timely and reliable data to the education stakeholders.

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

### Organization of the Report

There are eleven chapters in the report; first chapter provides introduction of the report, second chapter provides background information of faculty in the campus. Chapter three gives faculty-wise and program-wise information on enrollment status and gender-wise distribution of the available data. Chapter four offers data on GPI. Chapter five provides information on graduates pass from the campus. Chapter six presents information about

distribution of graduates of the campus. Chapter seven provides the gross enrollment ratios for bachelors and master degrees. Chapter eight presents information on the financial source and other financial aspect of the campus. Information on teaching and non-teaching staffs is presented in chapter nine. Chapter ten lists the student/teacher ratio (STR) in the campus. Chapter eleven provides the information on the research and publication status of the campus. The main texts are followed by annexure in the report. It includes a total of eight annexes.

### **Methodology**

This report is prepared through the direct or indirect contribution of the faculty and department, different division, administrative chapter within Chautara Multiple Campus. The data are collected from the administrative chapters of the campus. The data obtained are presented in a simple table and figure as and when necessary. Data collection process is very time consuming as the campus is still to maintain a web based database. Descriptive statistics are used for the analysis of data.

## CHAPTER-2 FACULTY AND DEPARTMENT

Chautara Multiple Campus has four Faculties. Each offers excellent teaching learning and research environments in a wide-ranging variety of fields. Its academic vigor offers excellence across disciplines and around the country. We are recognized as a leader in higher education due to the outstanding quality of our departments that offer over 8 programs and over 20 courses.

### **Faculty of Education**

The Faculty of Education at Chautara Multiple Campus is the leading institution in producing dynamic and innovative future teachers, and education educators/trainers in the province No. 3 of Nepal. The faculty has good relationships with educational institutions such as schools and colleges in the region, and has been a leader in educational developments over the years.

- No. of full time faculty = 8
- No. of part time faculty = 7
- No. of Students = 206

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 & Population Education
- Department of Teaching Practice

## **Faculty of Management**

The Faculty of Management at Chautara Multiple Campus aims to provide higher education to students for academic and professional pursuits in business, industry, and government. It produces dynamic and innovative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal. Management (also called Commerce) classes started in 2063 in the first year of BBS program.

- No. of full time faculty = 3
- No. of part time faculty = 3
- No. of students = 110

Currently, the faculty has the following 4 departments that handle different specialized subjects:

- Department of Account
- Department of Finance
- Department of Management Research

## **Faculty of Science**

The faculty of Science at Chautara Multiple Campus intends to promote the quality of its departments in terms of effective teaching learning and research activities. The 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. The faculty offers an array of 4- Year B.Sc. in emerging and more dynamic academic areas.

- No. of full time faculty = 2
- No. of part time faculty = 4
- No. of Students = 7

The faculty provides a base for research activities throughout the course that facilitates in-depth and interdisciplinary approach through interconnected teaching and research activities.

The faculty has the following departments that have strong collaboration among the experts within the faculty.

## **2. COURSES OFFERED**

Academic departments at Chautara Multiple Campus are producing higher degree graduates, leading the way in many fields of study. Following courses are offered at present by the campus.

**a) Bachelor's Level**

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

**b) Master's Level**

- Master of Education (M.Ed.) in English
- Master of Education (M.Ed.) in Nepali

Chautara Multiple Campus has 3 Faculties. Each offers excellent teaching learning and research environments in a wide-ranging variety of fields. Its academic vigor offers excellence across disciplines and around the country. We are recognized as a leader in higher education due to the outstanding quality of our departments that offer over 4 programmes and over 8 courses.

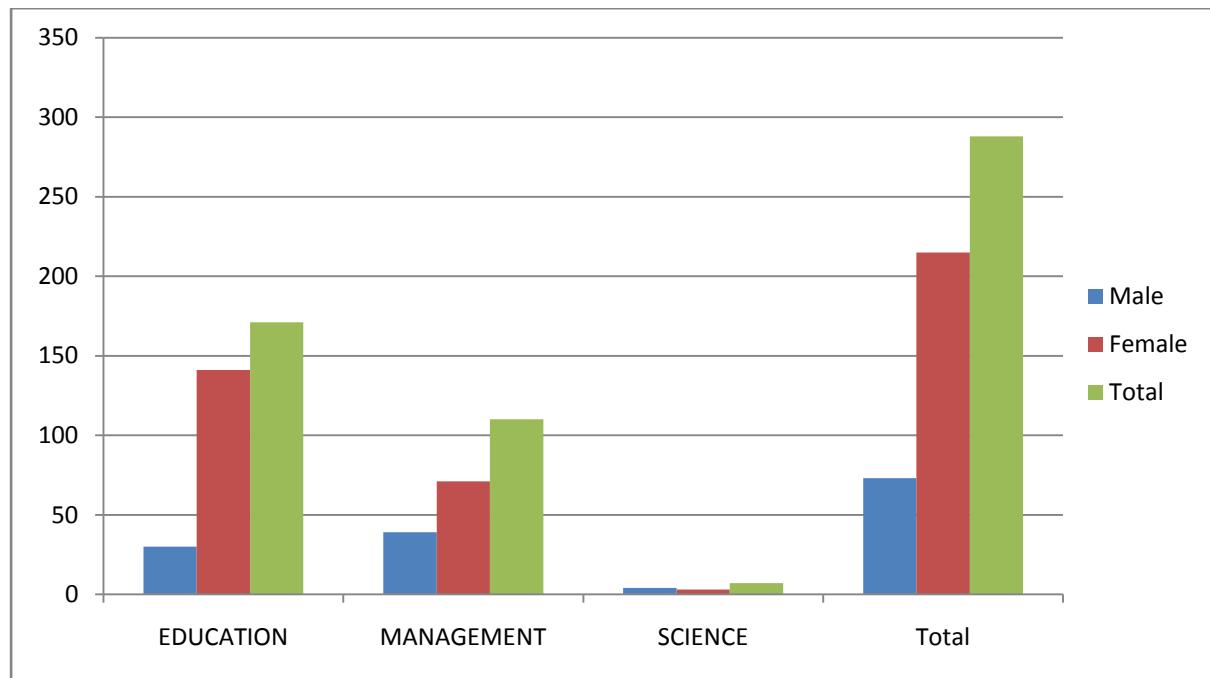
## CHAPTER -3 ENROLLMENT IN THE CAMPUS

The campus is one of the community campuses of TU. It has shown a substantial number of students for Bachelor programs. Similarly, some of the Master's programs like M. Ed. English and Nepali attract students in good number. Much of the student experience at Chautara Multiple Campus is defined by its size: the campus is both geographically dispersed and immense in its resources.

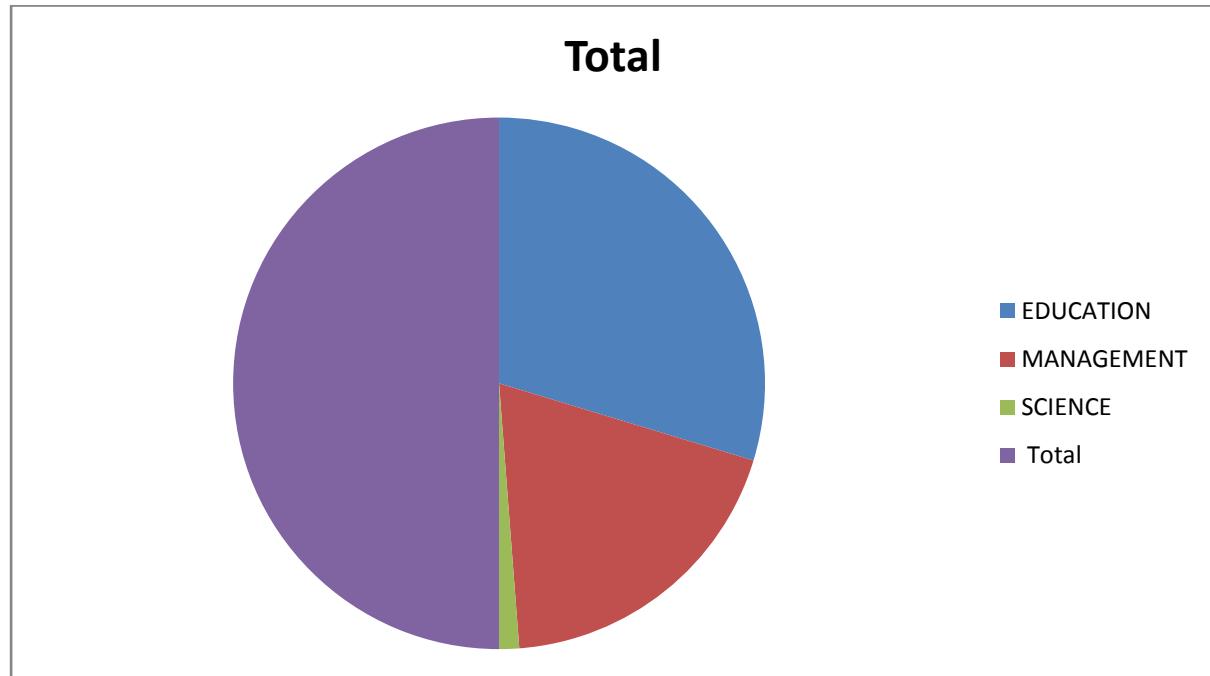
For incoming students, success while at the campus often depends on identifying personal pathways through their undergraduate experience. Toward that end, the campus ensures that students have early and ongoing interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. The campus is enabling students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal and intellectual growth, civility, and community pride.

**Table 1: Number of Student in Bachelor Level in Academic Year 2076/077**

Level	Program	Male	Female	Total	Percentage
BACHELOR	EDUCATION	30	141	171	59.40
	MANAGEMENT	39	71	110	38.20
	SCIENCE	4	3	7	2.40
	<b>Bachelors Total</b>	<b>73</b>	<b>215</b>	<b>288</b>	<b>100</b>



**Figure 1.1 Number of Student in Bachelor Level in Academic Year 2076/077**



**Figure 1.2 Number of Student in Bachelor Level in Academic Year 2076/077**

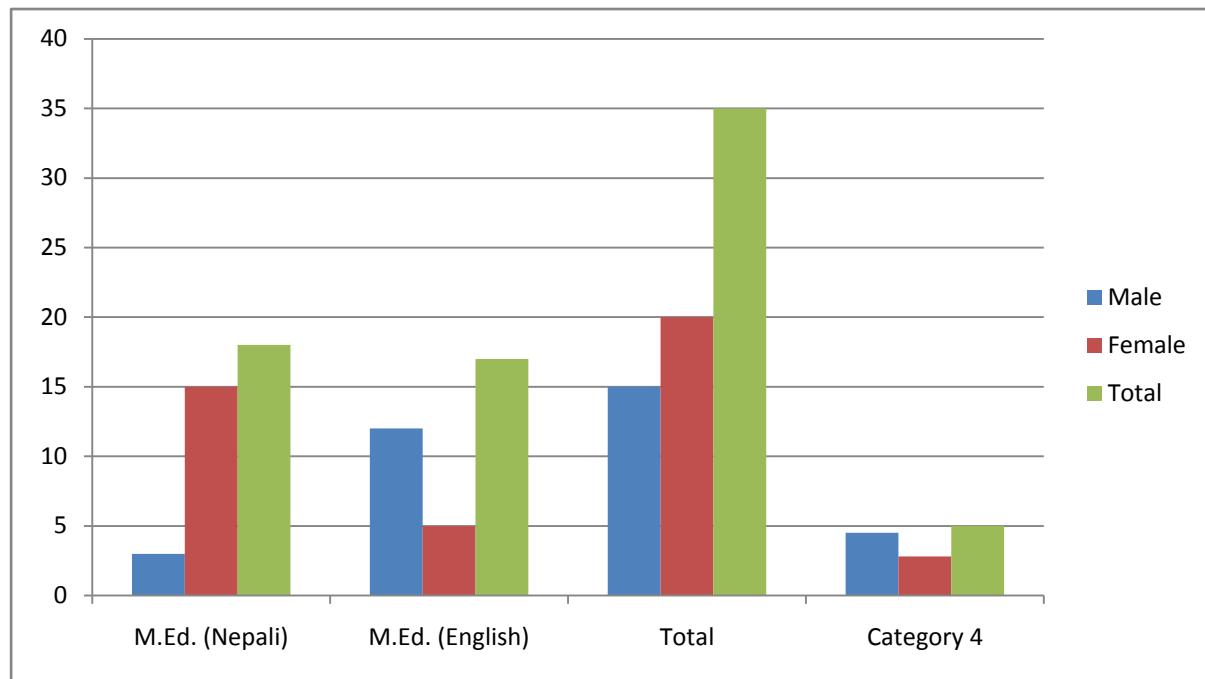
Table 1 (Figures 1.1, 1.2) reveals the Number of Student in Bachelor Level in Academic Year 2076/077. The number of students has been displayed in both bar diagram and pie chart

respectively. According to the table, the large number of students' fascination is on education stream and is numbered 171 and total percentage encompasses 59.40. Furthermore, female enrolment is high in this faculty. The total number of female students in this faculty is 141 while male students are 30. Similarly, there are altogether 110 students enrolled in management stream. The total number of male students in this faculty is 39 while female students consist of 71 in numbers. The percentage out of the total number of students in this faculty encompasses 38.20. It shows that the number of female students in this faculty too, is alarming in comparison to male students. Finally, the science faculty has very less number of students in comparison to education and management faculties. In the academic year, just 7 students have been enrolled in this faculty where male consists of 4 and 3 in female in number. And the percentage of the students in this faculty encompasses 2.40.

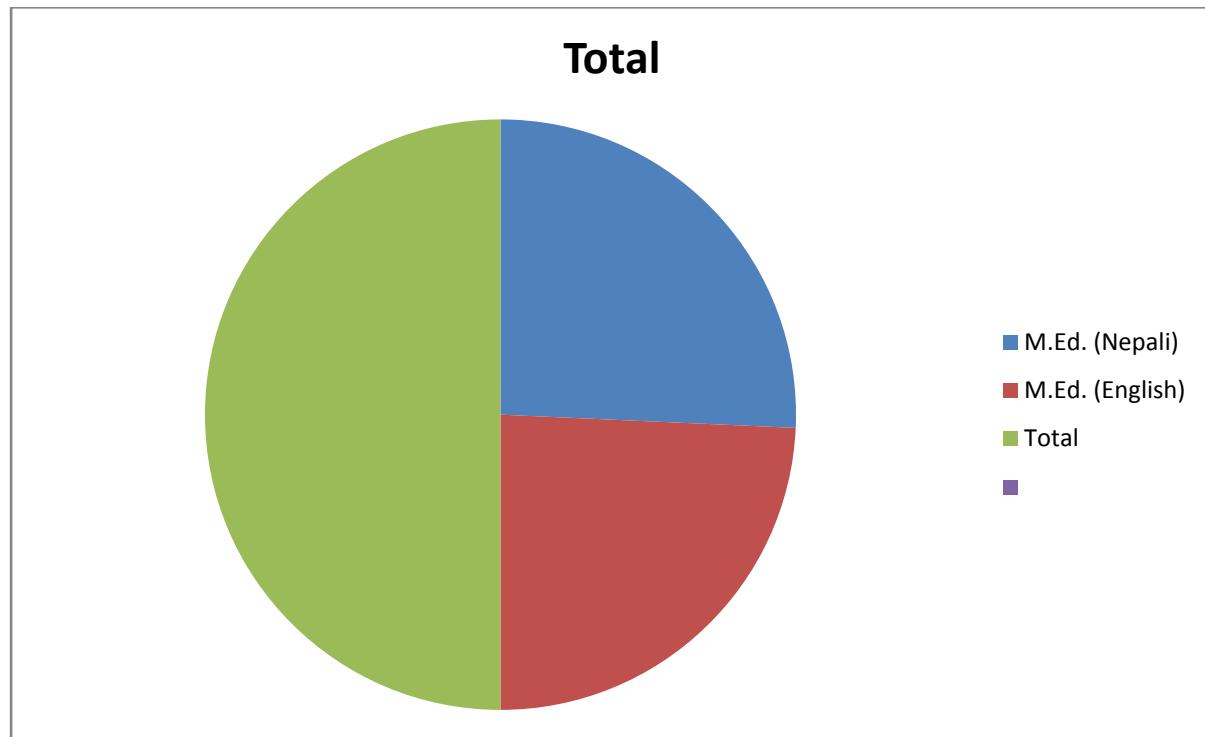
The above figure shows that, education faculty consists of large number of students where female enrolment is applauding. Similarly, the enrolment of students in management faculty is somehow less in comparison to education faculty. We can also assume that the number of students in science faculty is miserable. It consists of least number of students in comparison to both education and management faculties.

**Table 2: Number of Student in Master Level in Academic Year 2076/077**

<b>Level</b>	<b>Program</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>Masters</b>	M.Ed. (Nepali)	3	15	18	51.40
	M.Ed. (English)	12	5	17	48.60
	<b>Total</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>100</b>



**Figure 2.1: Number of Student in Master Level in Academic Year 2076/077**



**Figure 2.2: Number of Student in Master Level in Academic Year 2076/077**

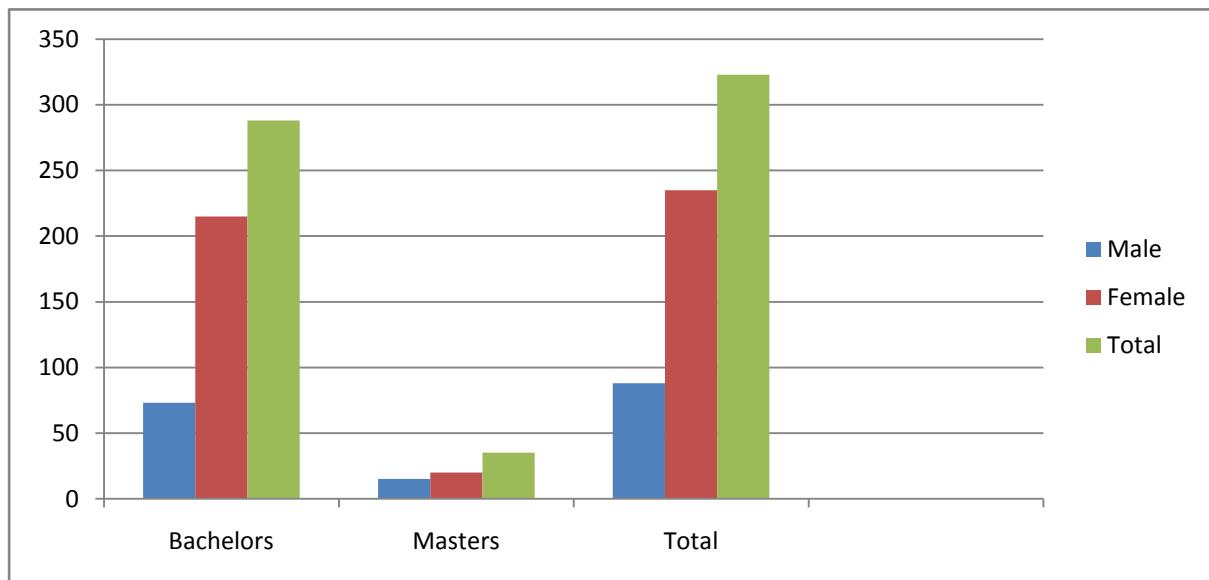
Table 2 (Figures 2.1, 2.2) reveals the Number of Student in Master Level in academic year 2076/077. The number of students has been displayed in both bar diagram and pie chart

respectively. Similarly, the table also shows that Chautara Multiple Campus has launched masters' program in education faculty in the specialization of English and Nepali. According to the table, the large number of students' fascination is on specialization of Nepali is numbered 18 and total percentage encompasses 51.40. Furthermore, female enrolment is high in this subject. The total number of female students in this subject is 15 while male students are 3. Similarly, there are altogether 17 students who have been enrolled in English subject. The total number of male students in this subject is 12 while female students consist of 5 in numbers. The percentage out of the total number of students in this subject encompasses 48.60. It also reveals that the number of male students in this subject is high in comparison to female students.

The above figure shows that, Nepali subject consists of large number of students where female enrolment is applauding. Similarly, the enrolment of students in English subject is somehow less in comparison to Nepali subject.

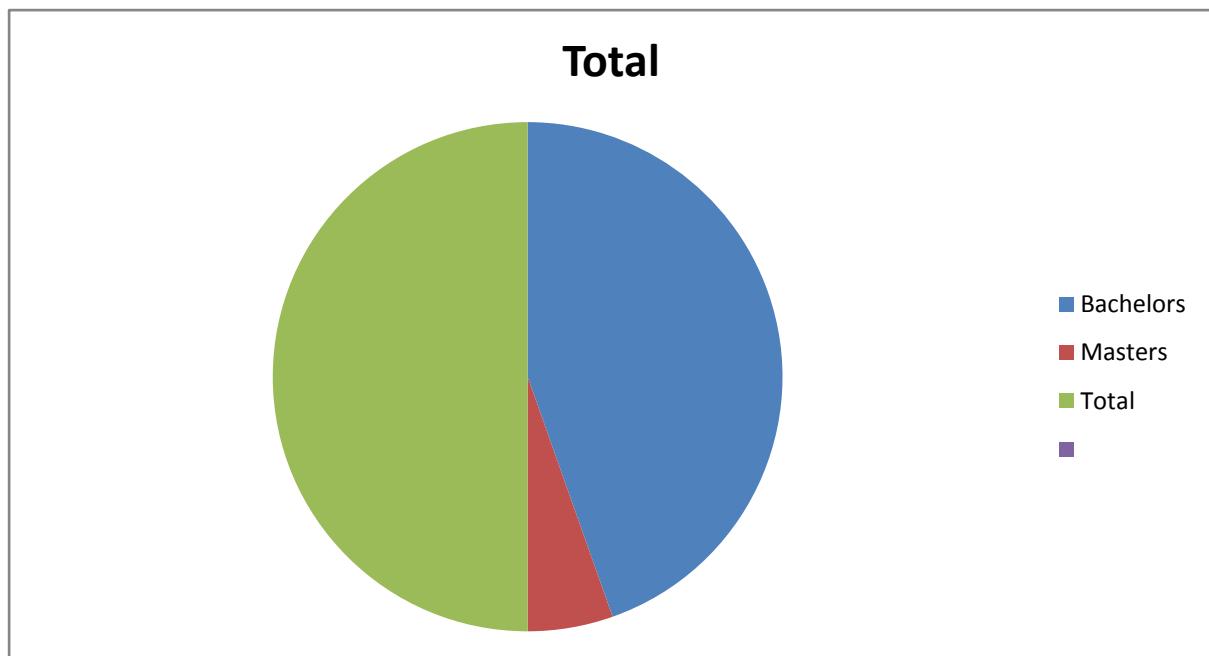
**Table 3: Number of Student in Master and Bachelor Level in Academic Year 2076/077**

Level	Male	Female	Total	Percentage
<b>Bachelors</b>	<b>73</b>	<b>215</b>	<b>288</b>	<b>89.20</b>
<b>Masters</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>10.80</b>
<b>Total</b>	<b>88</b>	<b>235</b>	<b>323</b>	<b>100</b>



**Figure 3.1: Number of Student in Master and Bachelor Level in Academic Year**

**2076/077**



**Figure 3.2: Number of Student in Master and Bachelor Level in Academic Year**

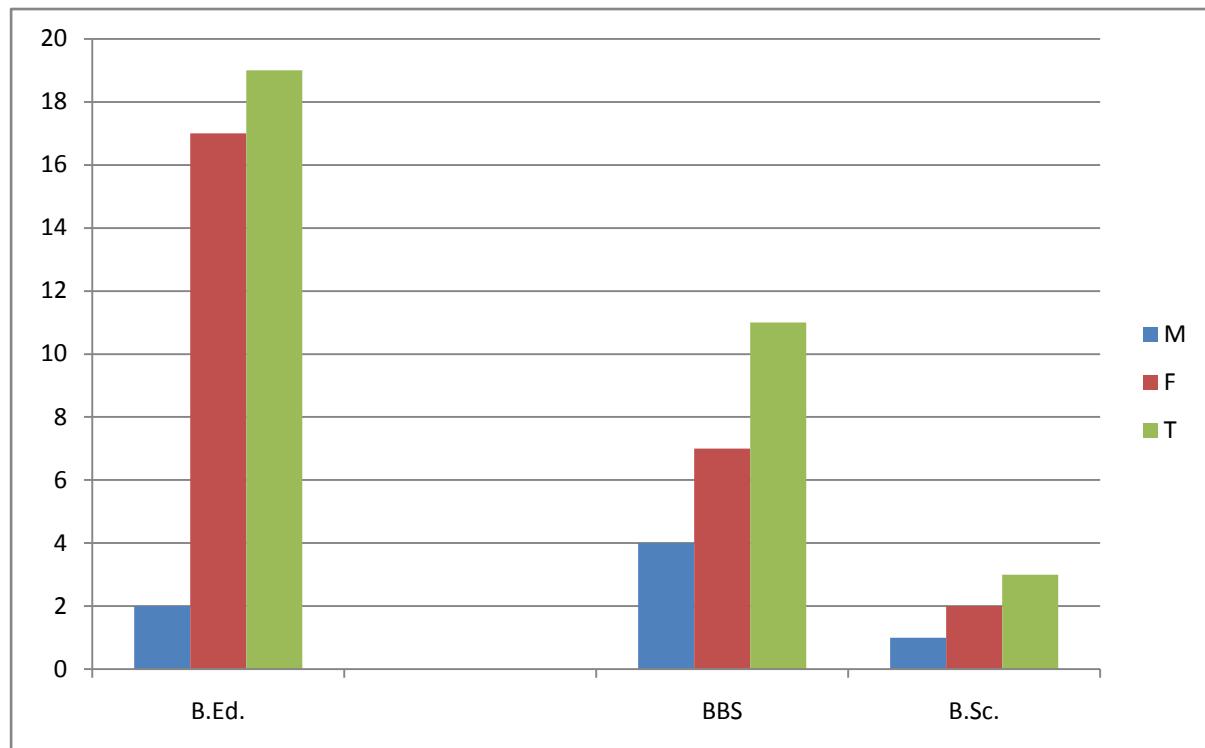
**2076/077**

Table 3 (Figures 3.1, 3.2) reveals the Number of Student in Bachelor Level and Master Level in Academic Year 2076/077. The number of students has been displayed in both bar diagram and pie chart respectively. According to the table, the large number of students' fascination is

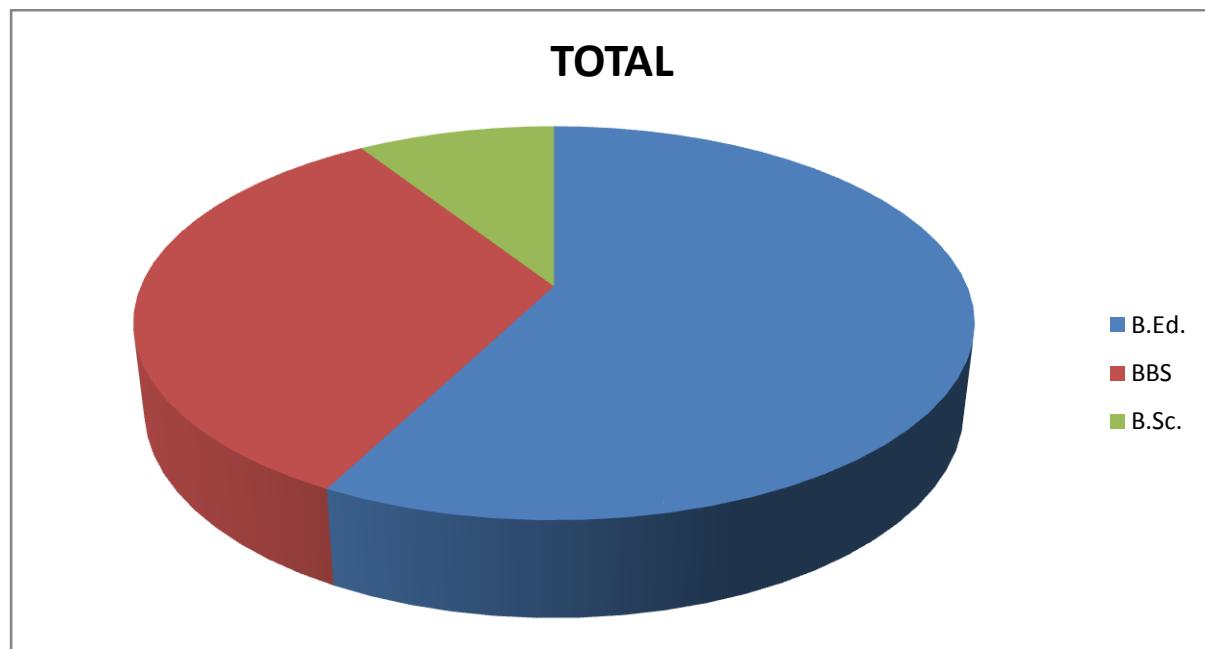
on Bachelor level and is numbered 288 and total percentage encompasses 89.20. Furthermore, female enrolment is high in this level. The total number of female students in this level is 215 while male students are 73. Similarly, there are altogether 35 students enrolled in Master level. The total number of male students in this level is 15 while female students consist of 20 in numbers. The percentage out of the total number of students in this faculty encompasses 10.80. It shows that the number of female students in this level too, is alarming in comparison to male students.

The above figure shows that, bachelor level consists of large number of students where female enrolment is applauding. Similarly, there is huge gap between masters and bachelor level on the basis of enrolment of students. We can also assume that the number of students in master level is very less. It consists of least number of students in comparison to bachelor level. But, the enrolment rate of students in master level is really appreciating in comparison to nation-wide enrolment rate.

**Table 4: Program-Wise Pass Out Students in Last Three Years**



**Figure 4.1: Program-Wise Pass Out Students in 2017**



**Figure 4.2: Program-Wise Pass Out Students in 2017**

The table mentioned above displays the program-wise passed out students in 2015, 2016 and 2017 respectively. But the passed-out students of 2017 is only displayed in the bar diagram

and pie chart. According to the table above, altogether 22 students (including both male and female) have been graduated in 2015 in education faculty. Similarly, 8 female students have been graduated in management faculty in the same year. Finally, 3 female students have been graduated in science faculty in 2015.

In 2016, 17 students (including both male and female) have been graduated in education faculty. Similarly, 7 students (including both male and female) have been graduated in management faculty in the same year. Finally, only one student has been graduated in science faculty in 2016

In 2017, 19 students (including both male and female) have been graduated in education faculty. Similarly, 11 students (including both male and female) have been graduated in management faculty in the same year. Finally, 6 students (including male and female) have been graduated in science faculty in 2017.

The table has also informed us, till this date the result of master level has been published.

In nutshell, according to the table mentioned above, altogether 58 students have been graduated in education faculty during these three years. Similarly, 26 students have been graduated in management faculty in these three years. Finally, 6 students have been graduated in science stream in the same years.

Finally, 90 students (from each faculty) have taken the certificate of graduation till this date.

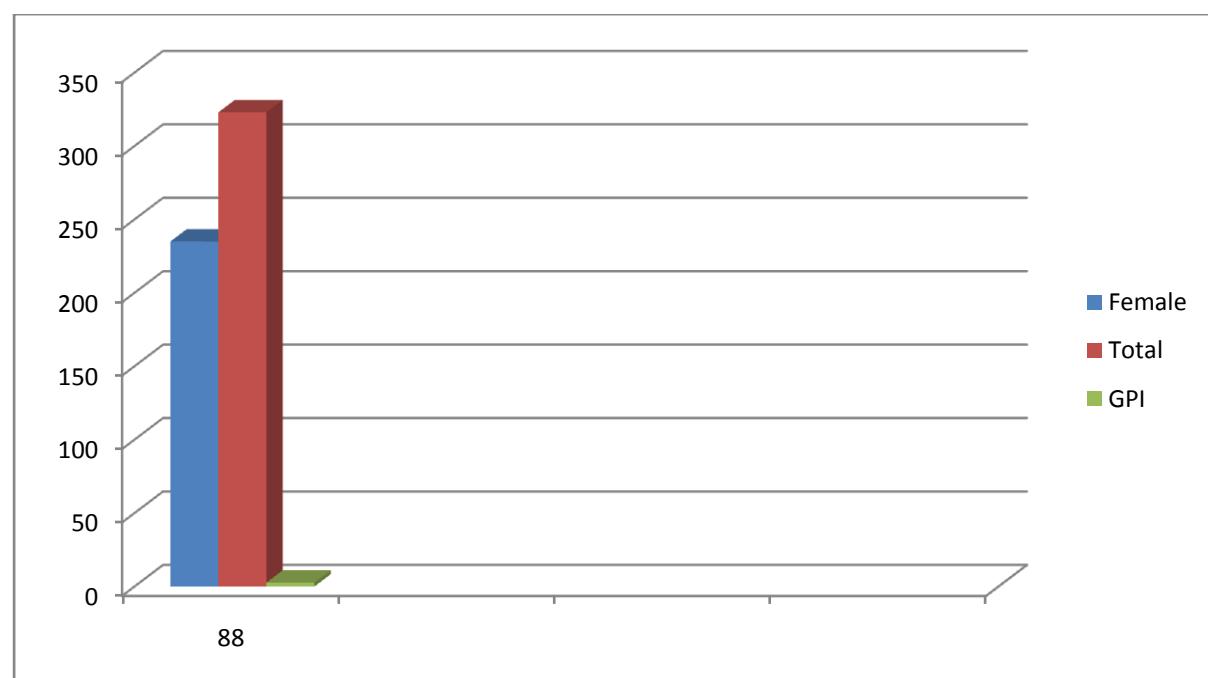
## CHAPTER-4 ENDER PARITY

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

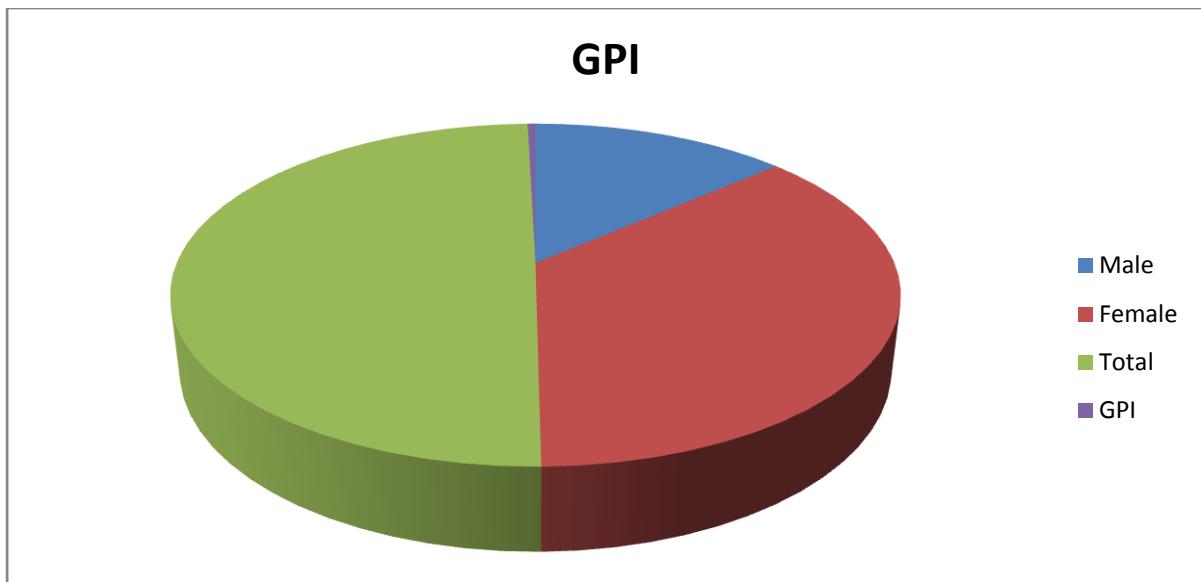
In 2018/2019, the GPI in Chautara Multiple Campus is 2.67, which mean there is disparity in favor of girls compared to boy's enrollment.

**Table 4.1 GPI of Chautara Multiple Campus 2018/19**

Male	Female	Total	GPI
88	235	323	2.67



**Figure 4.1.1 GPI of Chautara Multiple Campus 2018/19**



**Figure 4.1.2 GPI of Chautara Multiple Campus 2018/19**

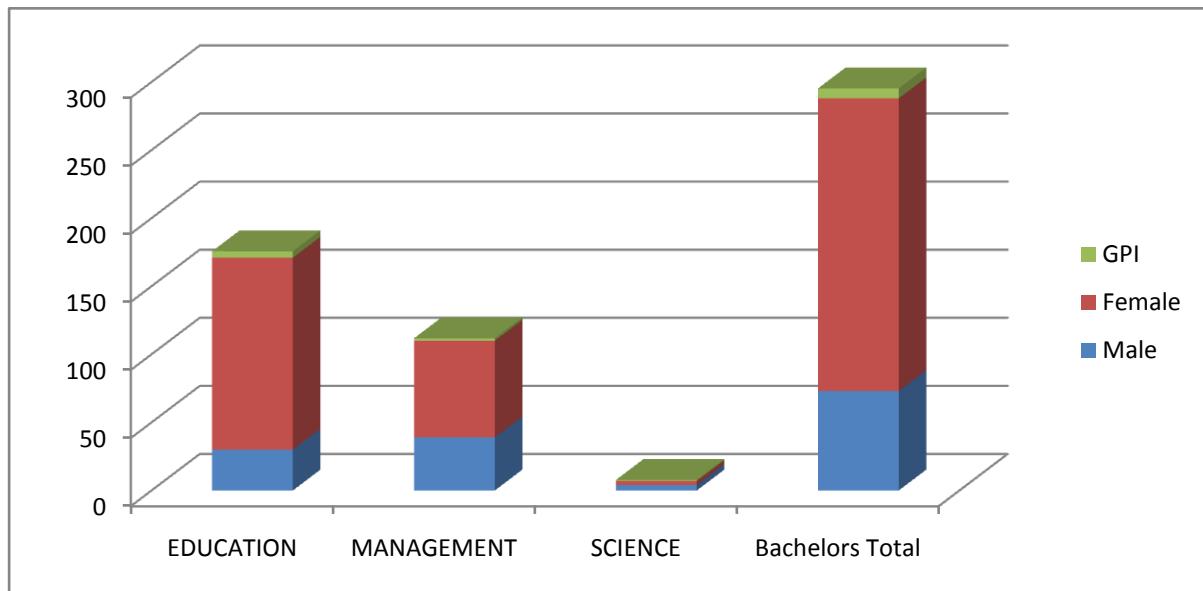
The fig. 4.2, 4.2.1 and 4.2.2 depict the Gender Parity Index (GPI) in the academic year 2018/19 in a table-diagram, bar-graph and pie-chart respectively of different level of Chautara Multiple Campus.

According to the figures, out of total number of students, i.e. 288, the number of male students is 73 and female is 215 where the total number of students in different faculty is 171, 110 and 7 in Education, Management and Science respectively.

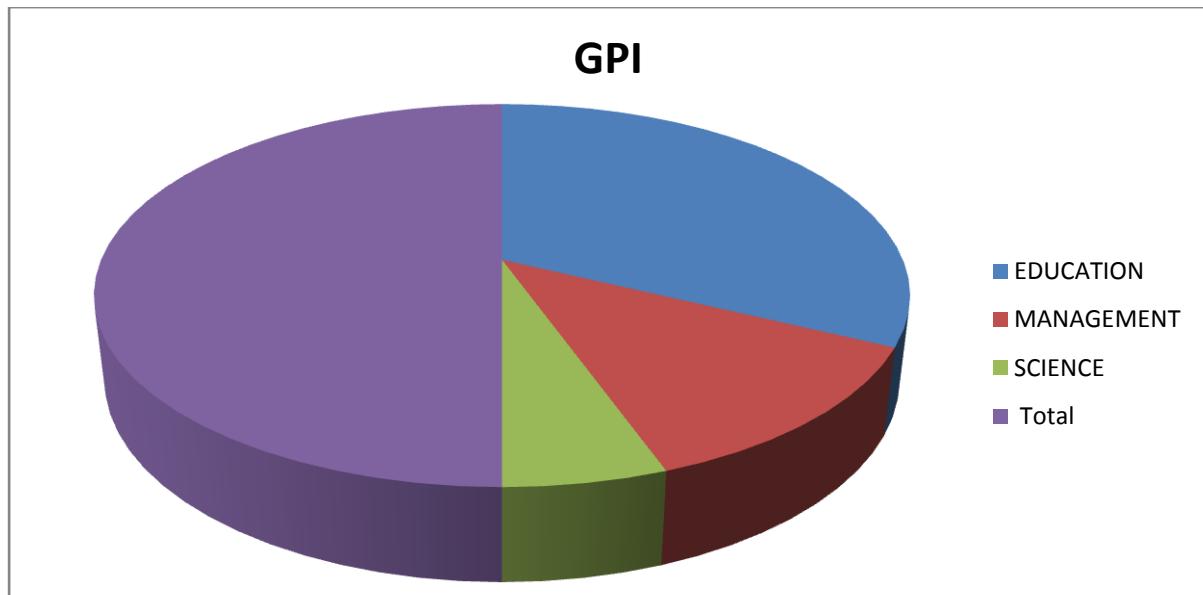
In Education faculty, the no. of female students is 141 and male is 30 with the GPI 4.7. The management has the GPI 1.8 with the no. of female students 71 and male students 39 and in science faculty the no. of female students is 3 and male students 4 with the GPI 0.8.

**Table 4.2 GPI in different level of Chautara Multiple Campus**

Level	Program	Male	Female	Total	GPI
BACHELOR	EDUCATION	30	141	171	4.7
	MANAGEMENT	39	71	110	1.8
	SCIENCE	4	3	7	0.8
	<b>Bachelors Total</b>	<b>73</b>	<b>215</b>	<b>288</b>	



**Figure 4.2.1** GPI in different level of Chautara Multiple Campus



**Figure 4.2.2** GPI in different level of Chautara Multiple Campus

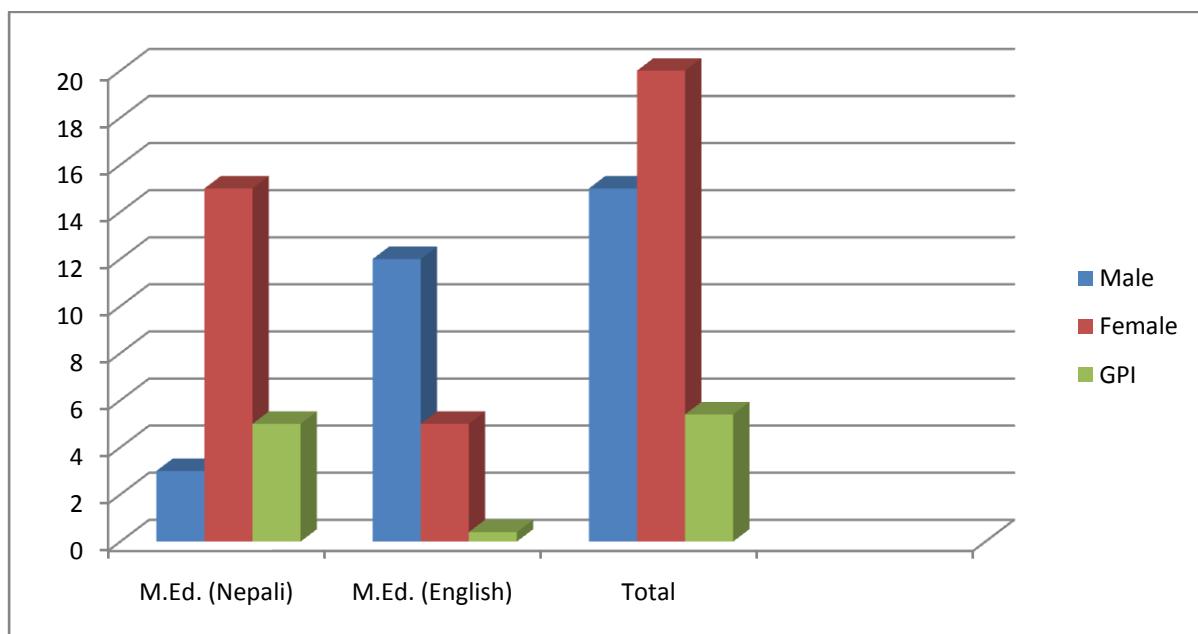
The above figure 3.1, 3.1.1 and 3.1.2 illustrate the Gender Parity Index (GPI) in Master level in the academic year 2076/77 in table-diagram, bar-graph and pie-chart respectively.

The descriptive figure shows that the no. of total students in Master's level is 35 with GPI 5.40 where the total no. of female students is 20 and the no. of male students is 15. According to the figure, the Nepali stream has the no. of female student i.e. 15, and male students, 3 with

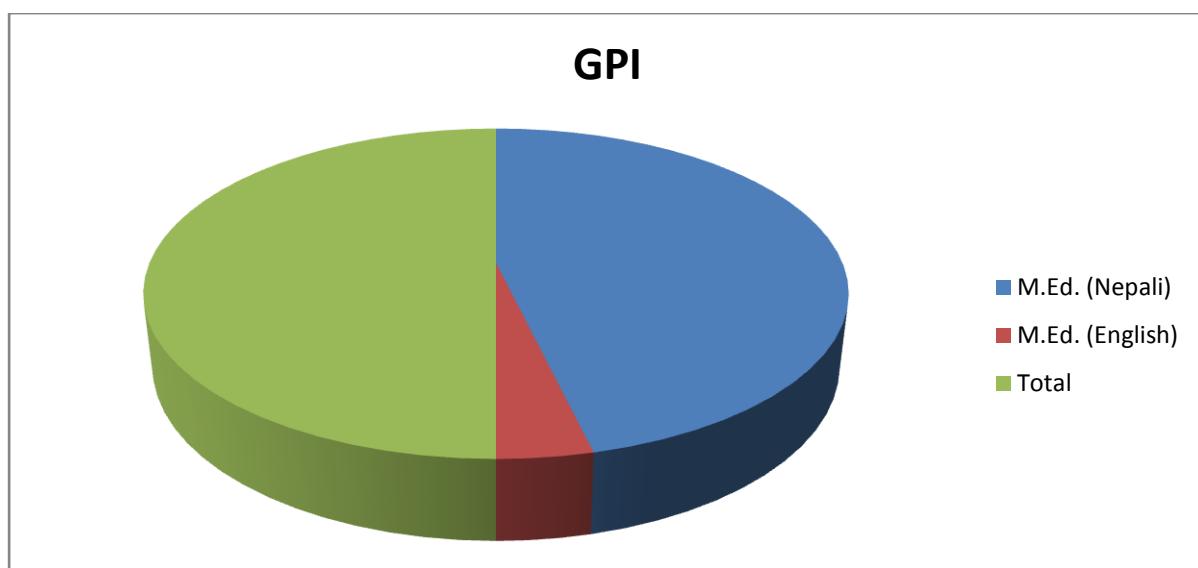
the GPI 5.0 whereas in English section, out of 17 total students, it has 5 female students and 12 male students with the GPI 0.40.

**Table 3.1: GPI in Master Level in Academic Year 2076/077**

Level	Program	Male	Female	Total	GPI
Masters	M.Ed. (Nepali)	3	15	18	5.0
	M.Ed. (English)	12	5	17	0.40
	<b>Total</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>5.40</b>



**Figure 3.1.1: GPI in Master Level in Academic Year 2076/077**



**Figure 3.1.2: GPI in Master Level in Academic Year 2076/077**

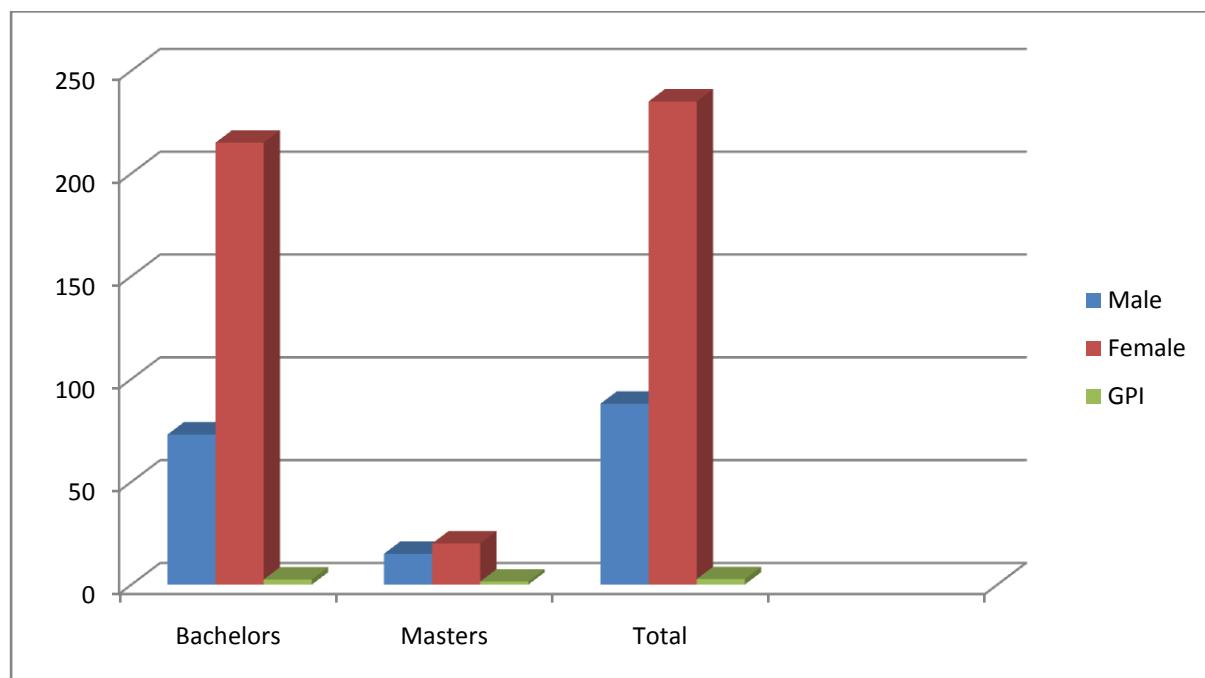
The above figure 3.1, 3.1.1 and 3.1.2 illustrate the Gender Parity Index (GPI) in Master level in the academic year 2076/77 in table-diagram, bar-graph and pie-chart respectively.

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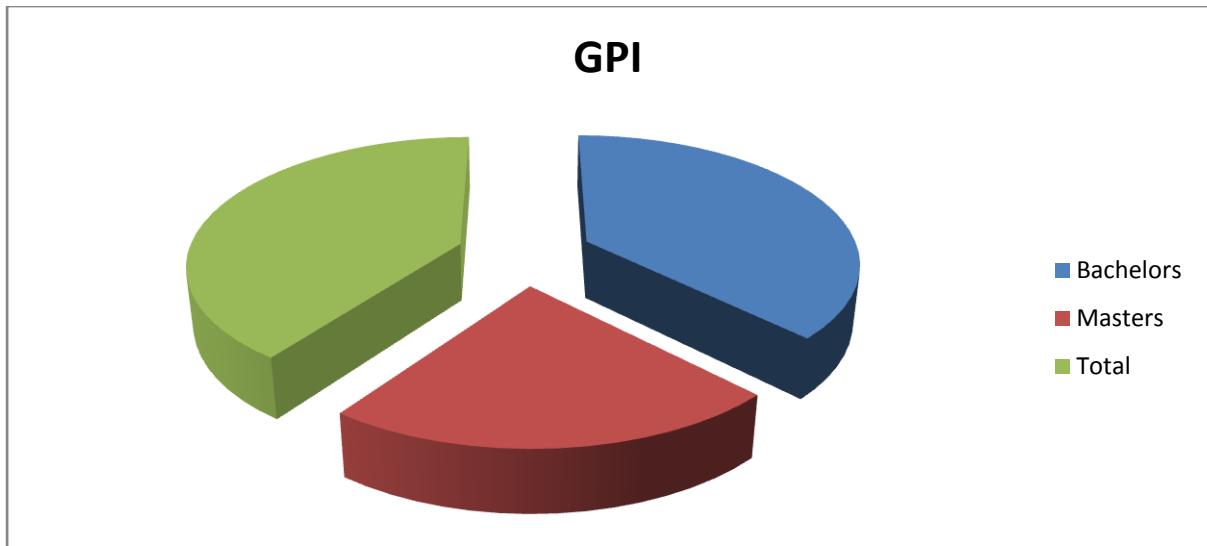
According to the figure, the Nepali stream consists of 15 and male students 3 with the GPI 5.0 whereas in English section, out of 17 total students, it has 5 female students and 12 male students with the GPI 0.40.

**Table 4.1 GPI in Master and Bachelor Level in Academic Year 2076/077**

Level	Male	Female	Total	GPI
Bachelors	73	215	288	2.5
Masters	15	20	35	1.5
Total	88	235	323	2.67



**Figure 4.1.1: GPI in Master and Bachelor Level in Academic Year 2076/077**



**Figure 4.1.2: GPI in Master and Bachelor Level in Academic Year 2076/077**

The diagram 4.1 and 4.1.1 describe the Gender Parity Index (GPI) of the academic year 2076/77 of both Master and Bachelor level.

According to the charts, out of total students, 323, the total no. of female students is 235 and the total no. of male students is 88 with the GPI 2.87.

The diagrams disclose that, out of 288 students in Bachelor level, the no. of male students is 73 and remaining 215 students are female. The GPI in Bachelor Level is 2.5.

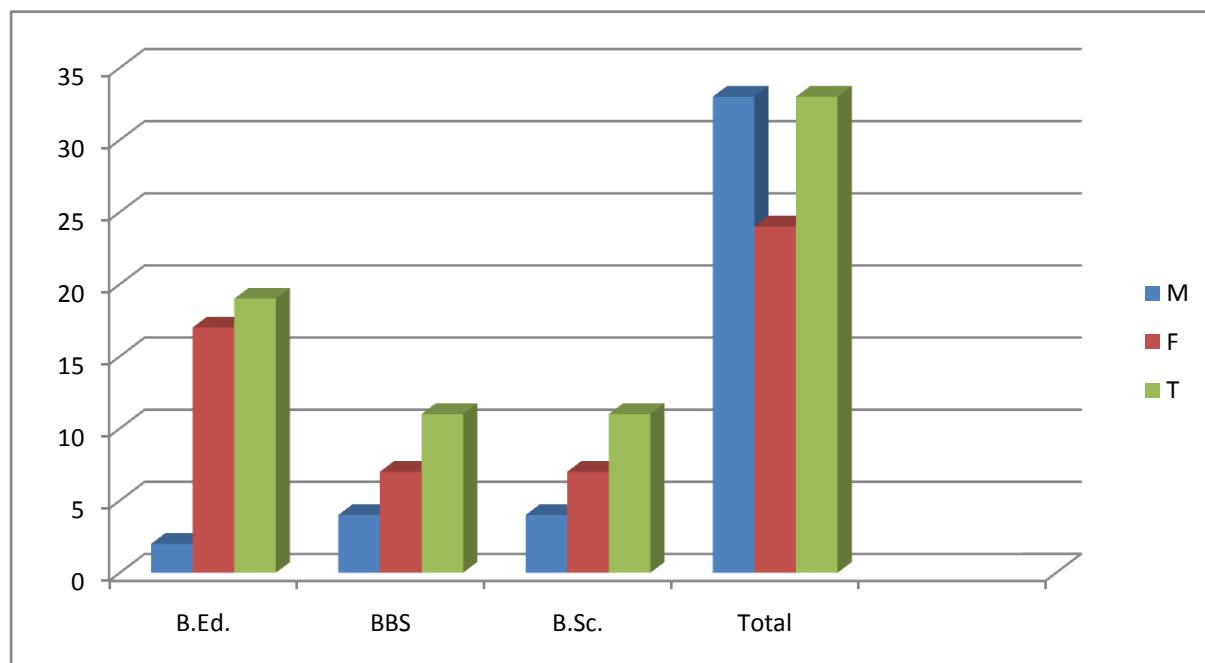
In Masters Level, the total no. of students is 35. Out of total students, the no. of male students is 15 and female students are 20. The GPI of Master Level is 1.5.

## CHAPTER-5 GRADUATES

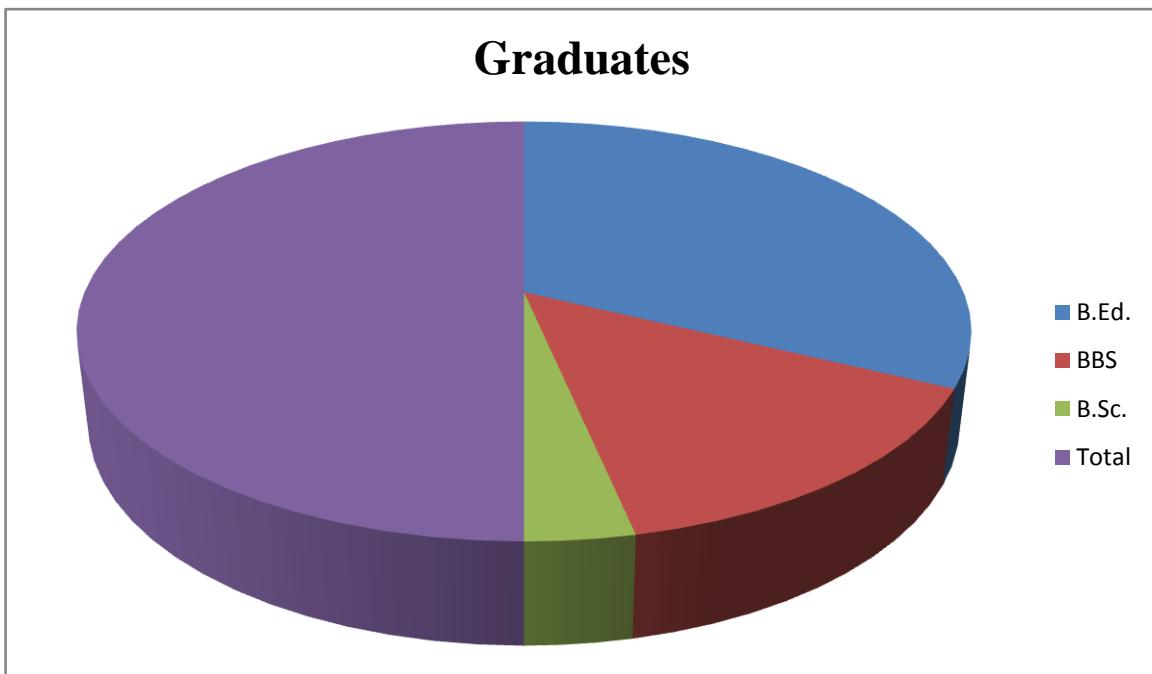
This chapter provides graduates of the campus according to the level of education, faculty and institutes and program. However, there is some difficulty in obtaining the actual number of graduates. The number of students who obtain transcript in the particular year is taken as the basis for calculating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

**Table 5.1: Program-Wise Pass Out Students in Last Three Years**

		No. of graduate output in last three years									GT.	
		2015 (2074)			2016 (2075)			2017 (2076)				
		M	F	T	M	F	T	M	F	T		
Bachelor	B.Ed.	4	18	<b>22</b>	2	15	<b>17</b>	2	17	<b>19</b>	<b>58</b>	
	BBS	0	8	<b>8</b>	3	4	<b>7</b>	4	7	<b>11</b>	<b>26</b>	
	B.Sc.	-	3	<b>3</b>	0	0	<b>0</b>	1	2	<b>3</b>	<b>6</b>	
Total		4	29	<b>33</b>	5	19	<b>24</b>	7	26	<b>33</b>	<b>90</b>	



**Figure 5.1.1: Program-Wise Pass Out Students in 2018/19**



**Figure 5.1.2: Program-Wise Pass Out Students in 2018/19**

The above table 5 (Figure 5.1.2) describes the total number of passed out students in 3 years (2074/75/76) including both gender program and year wise.

Similarly, it present the total number of students passed out with in this 3 year in which the total graduate student of all faculties is 90. Whereas it shows the 3 faculties B.ED, B.B.S and B.SC and passed out number including both gender.

In 2074 in B.ED faculty the number of female passed out student was 18 contrasting to male which is only 4. Likewise, in the year 2075 both (female and male) passed out number of students descended to 15 and 2 respectively. Moreover, in 2076 the female passed out students ascended to 17 and the no. of male passed students was stable, i.e. 2.

Similarly, in 2074 in BBS faculty, the number of female passed out students was 8 whereas there were no one of the male passed represented was seen. But in 2075 there were 3 male students passed out and 4 female as the number of female passed out was descending comparing to the year 2074. In addition, in the year 2076 there were 4 male students passed out and 7 female students which show sort of similarities in the year 2075 and 2076.

Lastly, it elaborate the B.SC faculty result of 3 years, in 2074 the number of female passed out was 3 whereas there is no one of the male representative to pass in this year. Also in the year 2075 both male and female weren't able to pass. But in 2076, there was 2 female and 1 male student pass which was ascending result comparing to 2075.

## CHAPTER-6 FINANCIAL ASPECT OF THE CAMPUS

Community campuses generate internal funds by mobilizing their available resources and imposing additional charges to the students. This campus has raised the funds by levying development fees to the students enrolled in the academic programs approved by the Campus Management Committee.

**Table 6.1 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)

Unit Cost of Education (FY: 2075 /2076)

Total Amount of budget: 26, 81,883,000.00 + 1200000 = Rs. 28, 00,883.00

Amount of development budget: Rs. 12, 00,000.00

Capital Expenditure: Rs. 52, 00, 00,000.00

Unit Cost = Total Expenditure

Total Number of students

= Rs. 28, 00,883.00 = 16681.00

323

Total Unit Cost = Rs. 16681.00

**Table 6.3 Income Expenditure of the Institution for last three years**

S.N.	Fiscal Year	Total Income	Total Expenditure
1	2073/074	<b>1,38,42,122.76</b>	<b>1,38,42,122.76</b>
3	2074/075	<b>1,19,25,607.94</b>	<b>1,19,25,607.94</b>
3	2075/076	<b>2,68,1,883.28</b>	<b>2,68,1,883.28</b>

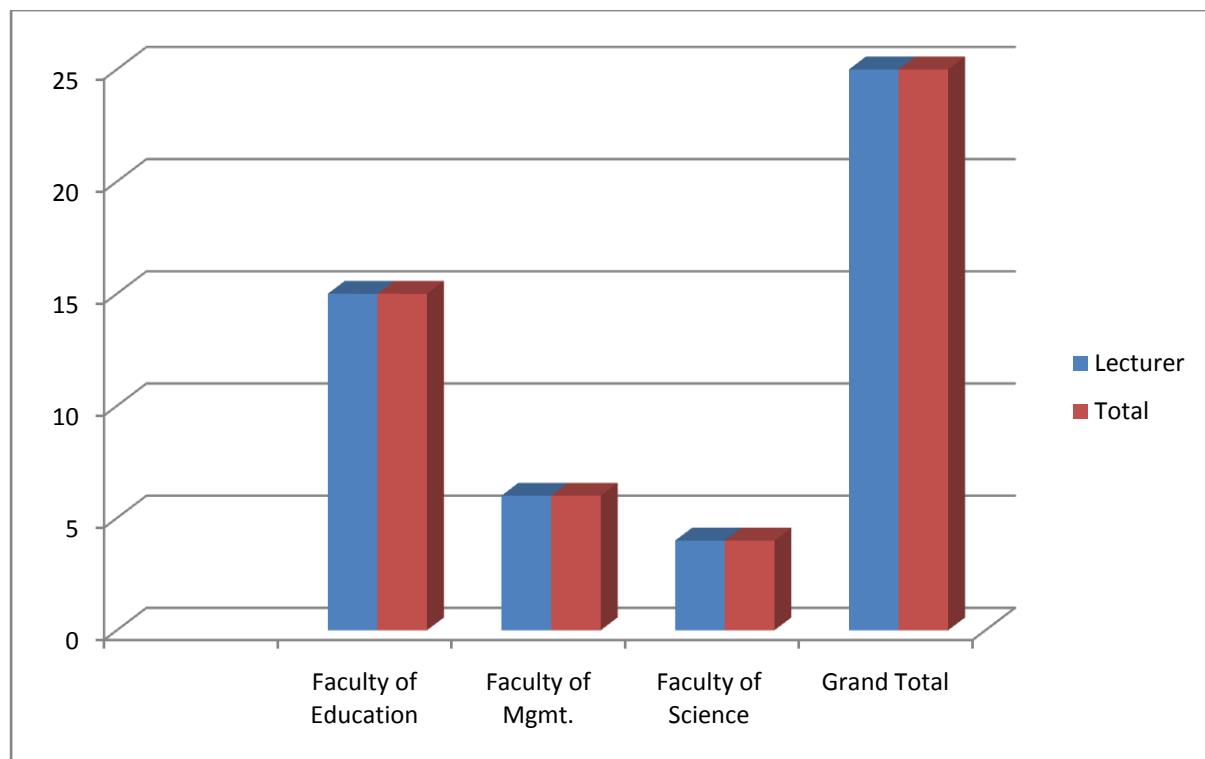
## CHAPTER-7

### TEACHING AND NON-TEACHING STAFFS DETAILS

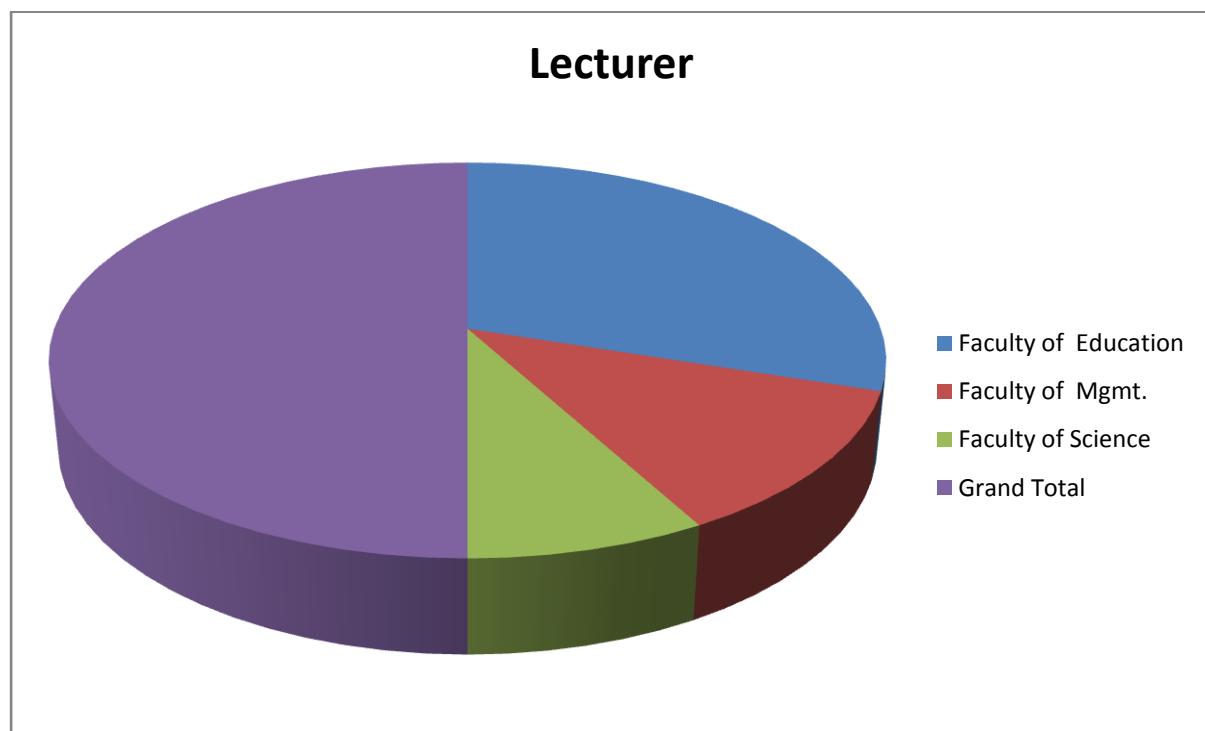
This chapter provides information about the number of teachers in different faculty as per degree and position. Chautara Multiple Campus places a high priority on creating an environment that enables teaching and non-teaching staff to perform their best job. The campus appreciates the contributions of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

**Table 7.1: Faculty-Wise Faculty Members According to Designation in 2018**

SN	Faculty	Number of Faculty Members					Total
		Professor	Associate Prof.	Lecturer	Teaching Assistant	Adjunct Faculty	
1.	Faculty of Education			15			15
2.	Faculty of Mgmt.			6			6
3.	Faculty of Science			4			4
	Grand Total			25			25



**Figure 7.1: Faculty-Wise Faculty Members According to Designation in 2018**



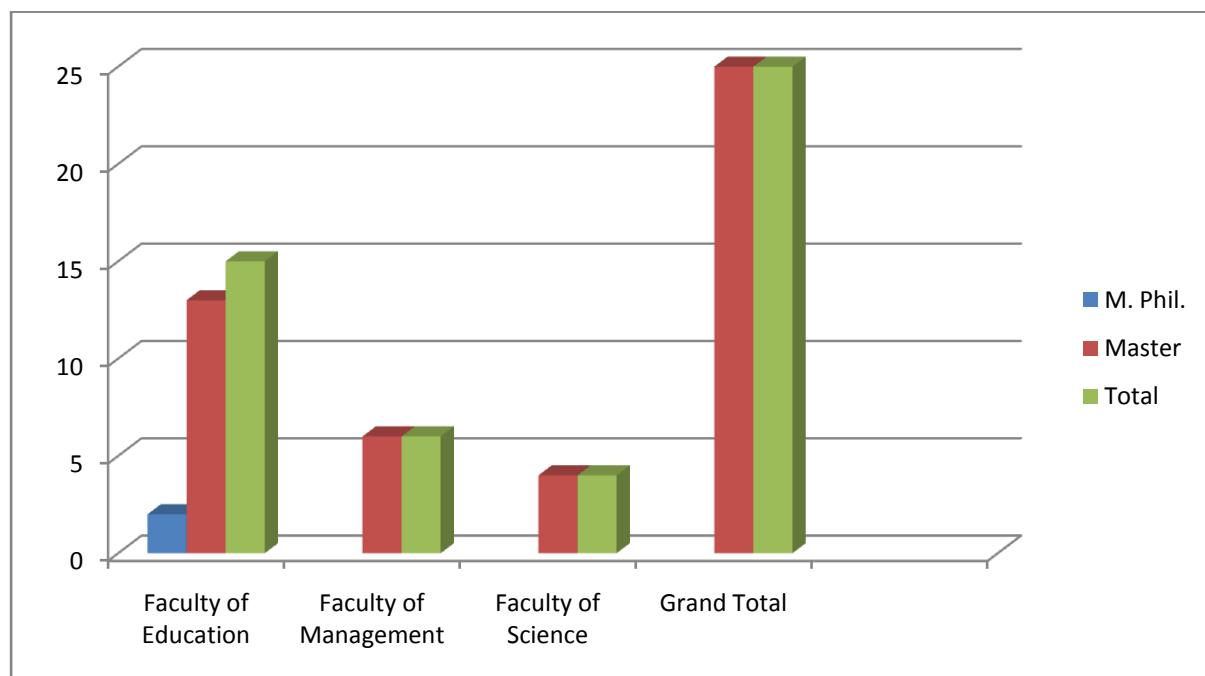
**Figure 7.2: Faculty-Wise Faculty Members According to Designation in 2018**

Table 7 (7.1 and 7.2) disclose the Faculty- Wise members according to designation in 2018

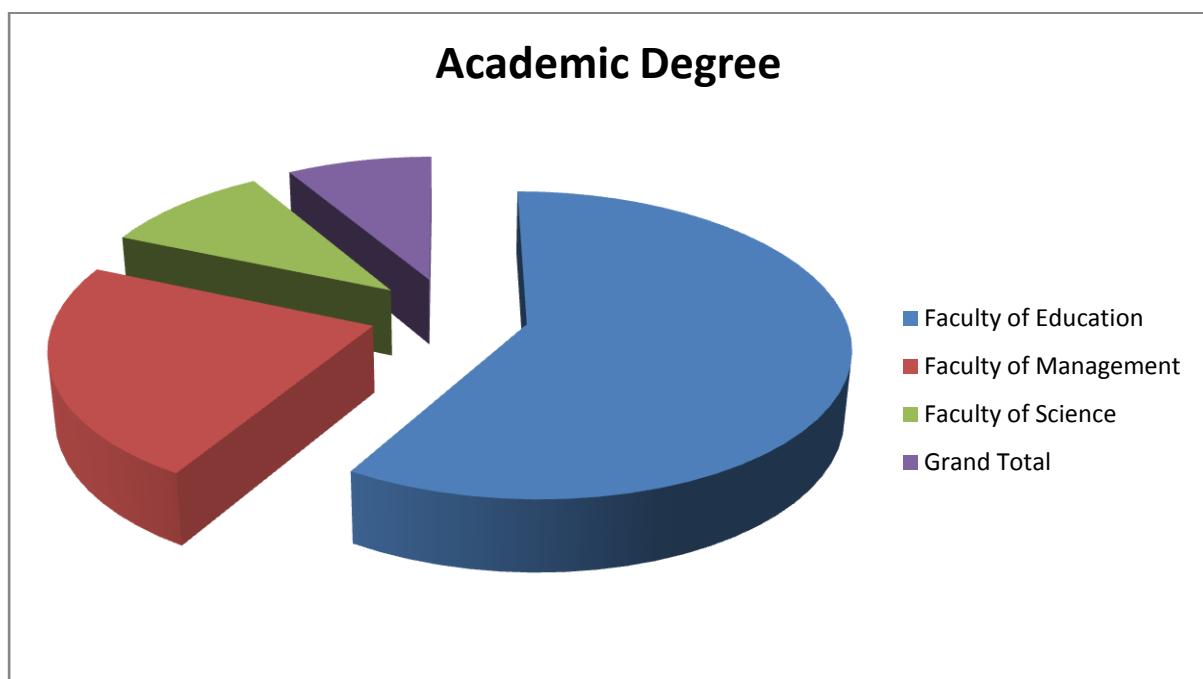
including the total number of faculty members ( Education, Management and Science) which is 25 where in education faculty there are 15 lecturers, in Management 6 and in faculty of Science 4. It clearly shows that the highest number of teachers is in education faculty comparing to Management and Science.

**Table 7.2: Faculty-Wise Faculty Members According to their Academic Degree in 2018**

SN	Faculty	Number of faculty members having:			Total
		PhD	M. Phil.	Master	
1.	Faculty of Education		2	13	15
2.	Faculty of Management			6	6
3.	Faculty of Science			4	4
	Grand Total			25	25



**Figure 7.2.1: Faculty-Wise Faculty Members According to their Academic Degree in 2018**



**Figure 7.2.2: Faculty-Wise Faculty Members According to their Academic Degree in 2018**

Table 7.2 shows Faculty-Wise Faculty Members according to their Academic Degree in 2018 on the basis of faculty as well as their academic degree. Out of the total number of teaching staffs which is 25, there are total 15 lectures in education faculty, 13 holding Master degree where as 2 are with M. Phil degree. Similarly, in Management faculty there are 6 lecturers having Master degrees and in Science faculty there are 4 lecturers holding Master degree. Education faculty contributes the highest number of M. Phil degree comparing to Management and Science which have only Master degrees.

**Table 7.3: Department-Wise Faculty Members According to their Academic Degree in 2018**

	PhD	M. Phil.	Master	Total
<b><i>Faculty of Management</i></b>				
<b>Department of Account</b>			2	2
<b>Department of Finance</b>			3	3
<b>Total of Faculty of Management</b>			6	6
<b><i>Faculty of Education</i></b>				
<b>Department of English Education</b>		1	1	2
<b>Department of Nepali Education</b>		1	2	3
<b>Department of Education</b>			3	3
<b>Department of HPE</b>			4	4
<b><i>Faculty of Science &amp; Technology</i></b>				
<b>Department of Physics</b>			2	2
<b>Department of Statistics</b>			1	1
<b>Department of Mathematics</b>			2	2
<b>Others</b>				
<b>Department of Teaching Practice</b>			1	1
<b><i>Mathematics Education</i></b>			1	1
<b>Grand Total</b>		2	23	25

**Table 7.4: Department-Wise Faculty Members and Their Designation**

		Profess or	Associate Prof.	Lecturer	Total
	Department of English Education			2	2
	Department of Nepali Education			3	3
	Department of Education			7	7
	Department of Teaching Practice			1	1
	Mathematics Education			1	1
	Department of Account			2	2
	Department of Finance			3	3
	Department of Marketing			1	1
	Department of Physics			2	2
	Department of Chemistry			1	1
	Department of Statistics			1	1
	Department of Math			1	1
<b>Grand Total</b>				25	25

## 1. NON-TEACHINGSTAFF

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

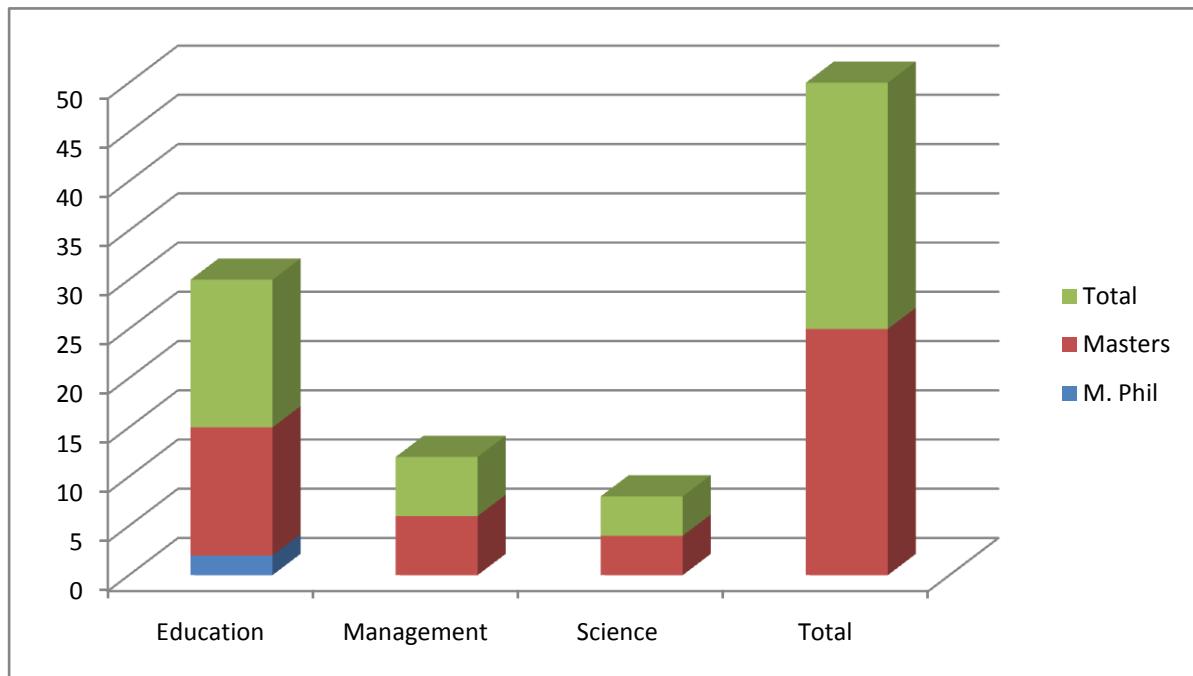
with the facilities of the campus and make all the work of the campus a possibility. The following table shows the academic qualification of non-teaching staff of the campus:

Table 7.5: Academic Qualification of Non-Teaching Staff

Level of Education	Number
<b>Master</b>	
<b>Bachelor</b>	1
<b>Plus 2</b>	
<b>SLC</b>	2
<b>Total</b>	3

**Table 7.6 Distribution of teaching staffs according to academic degree**

Faculty	M. Phil	Masters	Total	Share (%)
<b>Education</b>	2	13	15	60.0
<b>Management</b>		6	6	24.0
<b>Science</b>		4	4	16.0
<b>Total</b>		25	25	
<b>Share (%)</b>	8.0	92.0	100.0	



**Figure 7.6.1 Distribution of teaching staffs according to academic degree**

Table 7.1 shows Faculty-Wise Faculty Members according to their Academic Degree in 2018 on the basis of faculty as well as their academic degree. Out of the total number of teaching staffs which are 25, there are total 15 (60.0%) lectures in education faculty, 13 holding Master degree where as 2 are with M. Phil degree. Similarly, in Management faculty there are 6 (24.0%) lecturers having Master degrees and in Science faculty there are 4 (16.0%) lecturers holding Master degree.

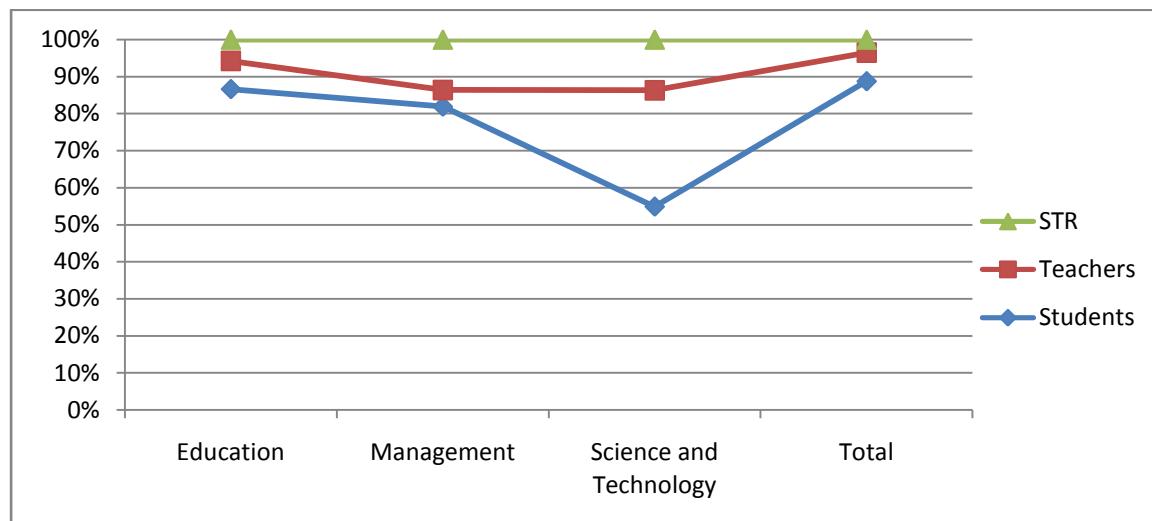
Education faculty contributes the highest number of M. Phil degree comparing to Management and Science which have only Master degrees.

## CHAPTER-8 STUDENT-TEACHER RATIO

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

**Table 8.1 Student to Teacher ratios of different faculty/institute**

Faculty/Institute	Students	Teachers	STR
<b>Education</b>	171	15	<b>11.4</b>
<b>Management</b>	110	6	<b>18.33</b>
<b>Science and Technology</b>	7	4	<b>1.75</b>
<b>Total</b>	<b>288</b>	25	<b>11.52</b>



**Figure 8.1 STR of different faculty/institute**

Table 8.1 shows STR of the campus overall and on the basis of faculty/ institute. The overall STR of the campus is 11.52 indicating that on average one teacher is allocated to 12 students. The faculty of management has the highest STR of 18.33 and science and technology the lowest with 1.75 only. The STR is also presented in figure 8.1.

## CHAPTER-9 RESEARCH AND PUBLICATIONS

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. Campus has provided supports to lectures for their authentic piece of writing such as journal, research paper, articles etc. by publishing it in the yearly published magazine called 'Smarika', these published writings (research paper, article) has remarkably enhance in the decision making process and further planning of management committee, Campus administrator consisting students and teachers too. Unfortunately, Campus is unable to do any sort of field based research due to tight schedules of existing lecturers and instead of them there is no replacement of adequate manpower.

### **RESEARCH CELL**

Research Cell 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. Recently, Campus has submitted its said proposal regarding to establish research management cell under the funding of University Grants Commission. Hence, the below mention members are propose to establish research management cell:

1. Dambar Bahadur Shrestha- Cordinator
2. Hari Gopal Shrestha- Member
3. Harshalal Tamang- Member
4. Shivaraj Paudel- Member
5. Jashmin Lama- Member

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.

## PUBLICATION

Almost all the departments of Chautara Multiple Campus have been publishing research articles in their area of studies. QAA/EMIS Unit of Chautara Multiple Campus have been publishing biannual *CMC Bulletin* covering all the activities of Chautara Multiple Campus. These publications play 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. With its commitment to economic, social and environmental sustainability, the campus is minimizing the content of its print publications, and enhancing its website by providing PDF versions online of its printed publications. A list of the journals that have been published by different department so far is presented below:

**Table9.1: List of Research Article Published in Chautara Multiple Campus**

S N	Name of the research article	Published by
1	Joys that Sprouted with M.Ed. Programme	Lecturer Shiv Raj Paudel
2	Gaijatra	Lecturer Jashmin Lama
3	Project Based Language Teaching, Cry of the Day	Ex. Lecturer Bhim Prasad Regmi
4	Safe Migration: Challenges and Prosperities in the Context of Nepal	Ex. Lecturer Bharat Acharaya
5	Comodification of Women Self in Henry James' 'Portrait of Lady'	Lecturer Jashmin Lama

## CHAPTER 10- SCHOLARSHIP

Apart from research article published by lecturers in the campus, there are other publications such as magazines and bulletins. For instance, Publication Cell publishes a bulletin and Chautara Multiple Campus Unit publishes Smarika, *Chautara Paridrish* (Souvenir) and Free Student's Union, Chautara Multiple Campus Publication Cell publishes souvenir named 'Bddhyarthi Paila'.

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

This chapter only provides the scholarship and free ship information of limited program. These facilities are provided by the campus itself. However, there is other scholarship provided other organizational scholarship which is not mention in this chapter.

**Table 10.1: Status of Scholarship and Free-ship Received by Students at Present**

Program	Scholarship	Free ship
<b><i>Master Degree Second Semester 2076 Group</i></b>		
<b>M.Ed. Nepali</b>	0	0
<b>M.Ed. English</b>	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>

<b><i>Bachelor First Year 2076 Group</i></b>		
<b>B. Ed.</b>	5	1
<b>B. B. S.</b>	3	2
<b>B. Sc</b>	4	
<b>TOTAL</b>	<b>12</b>	<b>3</b>
 <b><i>Bachelor Second Year 2076 Group</i></b>		
<b>B.ED.</b>	5	1
<b>B. B. S.</b>	3	1
<b>B. Sc.</b>	2	
<b>Total</b>	<b>10</b>	<b>2</b>
 <b><i>Bachelor Third Year 2076 Group</i></b>		
<b>B. Ed.</b>	<b>4</b>	<b>1</b>
<b>B. B. S.</b>	3	1
<b>B. Sc</b>		
<b>TOTAL</b>	<b>7</b>	<b>2</b>
 <b><i>Bachelor Fourth Year 2076 Group</i></b>		
<b>B.ED</b>	5	1
<b>B. B. S.</b>	3	1
<b>B. Sc.</b>	3	
<b>TOTAL</b>	<b>11</b>	<b>2</b>
<b>GRAND TOTAL</b>	<b>38</b>	<b>9</b>

**Table 10.2 Faculty-wise scholarship and free ship**

Faculty	Education	Management	Science	Total
<b>Scholarship</b>	19	12	9	40
<b>Free ship</b>	4	5	0	9

Currently, faculty of education students is benefited by more scholarship opportunity.

However, in terms of free ship, management students are also enjoying this facility compared to other faculty and institute. It is presented in figure 10.1.

## ANNEX-1 DEFINITION OF LEVELS

<b>Statements</b>	<b>Description</b>
Bachelor B. Ed, BBS, B. Sc.	Four year bachelor program: Education, Management and Science are running in the morning shift
Master (M. Ed.) Nepali and English	Semester system of M. Ed. program is conducting in the evening shift

## 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 collective endeavor of distinguished academicians, social workers, political figures and general public from the community. NATURED by dedicated and experienced lecturers, different local authorities including, District Development Committee, Village Development Committee and efficient working staffs, the campus is instilling the 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 from Tribhuvan University. The campus again expanded its horizon incorporating different disciplines and faculties in different sphere of time. The campus started its BBS programme in 2063, B.Sc. in 2069 and recently has started its M.Ed. programme in 2075 specializing on Nepali and English. Currently, there are 3 faculties including Faculty of Education, Faculty of Management and Institute of Science and Technology. It has 6 departments and offer 8 programs. There are 25 faculty teachers and 3 non-teaching staffs who are feeding the higher education to 300 students. The campus has been the center for higher education in Sindhupalchok district and has spread over 15 ropanees and it has total 32-4-3-3 ropanees in its ownership.

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

The campus has its own legislation approved by the campus assembly. All the internal bodies of the campus are formed in accordance with the provision made by the campus law. The campus legislation has clearly defined job, responsibility, and right of different internal bodies, portfolio members and working units. Under the provision of campus legislation, Academic and Administrative bylaws and Economic Administration by laws 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. The University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) program with the aim of improving the quality of higher education in Nepal. CMC has decided to participate in QAA process to serve the following purposes:

- To assure students and public with high quality education so that the number of students will increase in classes.
- To develop 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 qualitative higher education.

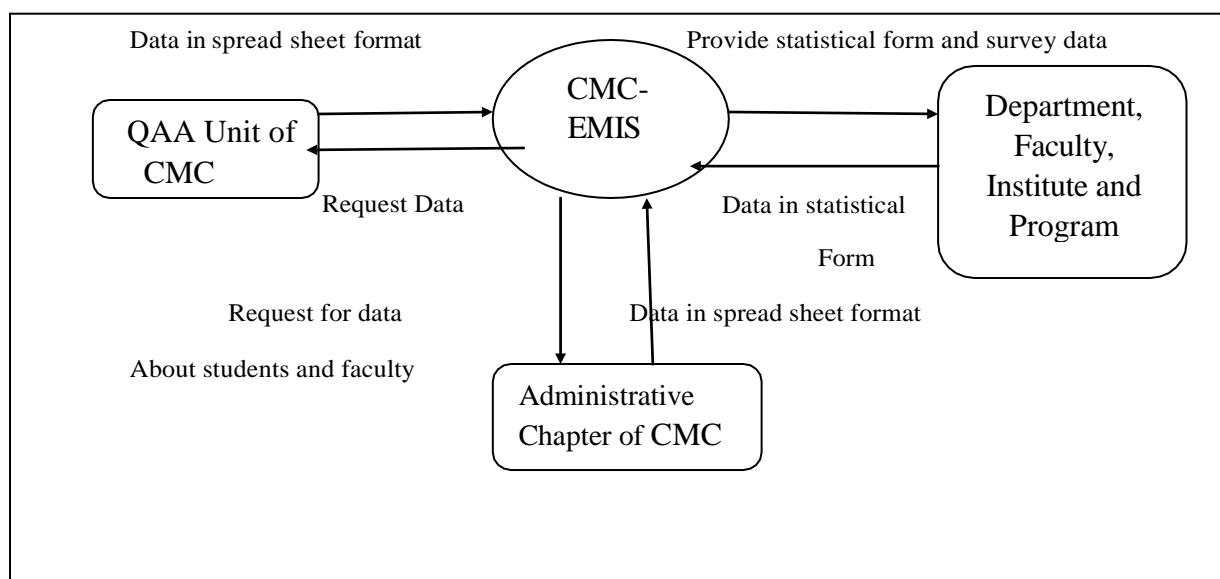
## **History and Development**

Chautara Multiple Campus (CMC) is a non-profit oriented community based higher educational institution, established on 8<sup>th</sup> Bhadra 2058 B.S. Studying the need of 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 is chairperson of this campus till the date, established the campus and it has been flourished till now in this condition. It is the pioneer campus for catering higher education in Sindhupalchok district. Since its establishment up to the present situation, it has gone through several upheavals achieving 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 deep love of people of Sindhupalchok district, District Coordination Committee, Chautara Sangachokgadhi Municipality, various private and public organizations.

## ANNEX-3 REPORT PREPARATION

To prepare this report, required data were collected from different sources: 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 spread sheet those data were uploaded to data base using data base 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 was generated
- Those summary tables were analyzed and interpreted



## ANNEX-4 ENROLLMENT DETAILS OF CMC

<b>Level</b>	<b>Program</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>BACHELOR</b>	EDUCATION	30	141	171	59.40
	MANAGEMENT	39	71	110	38.20
	SCIENCE	4	3	7	2.40
	<b>Bachelors Total</b>	<b>73</b>	<b>215</b>	<b>288</b>	<b>100</b>

**Table 13: Number of Student in Master Level in Academic Year 2076/077**

<b>Level</b>	<b>Program</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>Masters</b>	M.Ed. (Nepali)	3	15	18	51.40
	M.Ed. (English)	12	5	17	48.60
	<b>Total</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>100</b>

## ANNEX-5 TEACHING STAFFS

### Department-Wise Faculty Members and Their Designation

S.N.	Name Lecturers	Gender	Type of Service	T. Subject	Faculty
1.	NAGENDRA PRASAD DANGAL	M	Full Time	EDUCATION	EDUCATION
2.	DAMBAR BDR SHRESTHA	M	Full Time	CURRICULUM	EDUCATION
3.	YAGGYA PRASAD DANGAL	M	Full Time	NEPALI	EDUCATION
4.	RAJENDRA KUMAR SHRESTHA	M	Part Time	ECONOMICS	EDUCATION
5.	HARI GOPAL SHRESTHA	M	Part Time	NEPALI	EDUCATION
6.	BODHA RAJ BHATTARAI	M	Full Time	MATHS/PHYSICS	SCIENCE
7.	NIRMALA TIMALSINA	F	Full Time	HEALTH	EDUCATION
8.	HARSA LAL TAMANG	M	Full Time	ENGLISH	ENGLISH
9.	GYAN BAHADUR TAMANG	M	Full Time	POPULATION	EDUCATION
10.	UMESH BARAL	M	Part Time	MATH	EDUCATION
11.	JASHMIN LAMA	F	Full Time	ENGLISH	EDUCATION
12.	PAWAN SAPKOTA	M	Part Time	MARKETING	MANAGEMENT
13.	NABARAJ KOIRALA	F	Part Time	MATH	SCIENCE
14.	DILIP KUMAR SHA	M	Part Time	MATHS/PHYSICS	SCIENCE
15.	PUNNYA PRASAD GAJUREL	M	Part Time	ENGLISH	EDUCATION
16.	SUBBA PRASAD DULAL	M	Full Time	POPULATION	EDUCATION
17.	KRISHNA BHANDARI	M	Part Time	POPULATION	EDUCATION
18.	SOM BAHADUR SINGAR	M	Part Time	CHEMISTRY	SCIENCE
19.	SHIVA RAJ PAUDEL	M	Full Time	ENGLISH	EDUCATION
20.	SUDARSHAN NEUPANE	M	Part Time	NEPALI	EDUCATION
21.	SAMIK KUMAR DAHAL	M	Part Time	PM	MANAGEMENT
22.	JHALAK KHATRI	M	Part Time	FIM	MANAGEMENT
23.	NARAD BAHADUR DHAMI	M	Full Time	ACCOUNT	MANAGEMENT
24.	JAJIT MANI SOTI	M	Full Time	NEPALI	EDUCATION
25.	SANTA DANGAL	M	Full Time	MARKETING	MANAGEMENT
26.	RAJU PARAJULI	M	Full Time	EDUCATION	EDUCATION

# THREE YEAR STRATEGIC PLAN

## Logical Framework Analysis of 3-Year Action Plan (2017-2019)

Name of Sector: Academic Program

Objective:

S N	Activities	Indicator	Baseline Data	Targeted Data				Budget(000.00)			Partners	Lead Response
				2017	2018	2019	Total	Total	Internal	External		
1	Library Improve	Increase Books	6000	400 Books	300 Books	200 Books	900 Books	500	250	250	CMC UGC	CC, CMC
2	Purchase Computer and Laptop	Computer and Laptops	12		1 Desktop	1 Laptop	2	150	75	75	CMC UGC	CC, CMC
3	Generator	Register record	1	1			1	500	250	250	CMC UGC	CC, CMC
4	Photo Copy, Multimedia Projector	Goods	0	1	1	1	3	400	200	200	CMC UGC	CC, CMC
5	Furniture	Record	150	150	50	50	250	500	250	250	CMC UGC	CC, CMC
6	To update website and Internet	Website and Internet			1		1	150	75	75	CMC UGC	CC, CMC
7	Machinery Wall	Complete Wall			1		1	4000	2000	2000	CMC UGC	CC, CMC
8	Hostel Building	Construction Building				1		3000	1000	2000	CMC UGC	CC, CMC
9	Scholarship and Financial Support	Student		50	60	70	180	500	250	250	CMC UGC	CC, CMC
10	Co-Curricular Activities							300	150	150	CMC UGC	CC, CMC
11	Advertisement and Smarika Publication	Publication				1	1		300	150	CMC UGC	CC, CMC
12	M.Ed.	Starting M.Ed. Class				1			1600	800	CMC UGC	CC, CMC
13	Seminar					25 For Teacher	25 For Teacher		250	125	CMC UGC	CC, CMC
14	Field Trip	Stud.+Teacher				40	30	20	300	150		
Total							90	8100	6725			

## ANNEX-7 SCHOLARSHIP DETAIL

### SCHOLARSHIP DETAILS

S.N.	Student Name	Year	Faculties	Remarks
1.	Nisha K.C	Third	Management	
2.	Jamuna Ghale	Third	Education	
3.	Bhavani nepal	Second	Education	
4.	Jamuna Nepal	Third	Management	
5.	Ranjana Shrestha	First	Management	
6.	Manisha Ghimire	Second	Management	
7.	Mandira Shrestha	First	Education	
8.	Rasmila Khatri	First	Education	
9.	Asmita Acharaya	First	Management	
10.	Lila Khatri	Third	Education	
11.	Asmita Adhakari	Four	Education	
12.	Chandra Maya Tamang	Second	Management	
13.	Siddhartha Tamang	Second	Management	
14.	Bimala Shrestha	Third	Management	
15.	Pabita Bharati	Third	Management	
16.	Jeena Tamang	Third	Management	
17.	Devaki Thapa	Four	Education	
18.	Dinesh Shrestha	Second	Education	
19.	Samjhana Sapkota	Second	Management	
20.	Manisha Dulal	First	Management	
21.	Umesh Shrestha	First	Education	
22.	Alina Lama	Second	Management	
23.	Shobha Adhikari	Third	Education	
24.	Srijana Dangal	Second	Management	
25.	Subas Sherstha	Second	Education	
26.	Sabita Shrestha	Four	Education	

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