



Affiliated to Tribhuvan University  
**Okhaldhunga Campus, Okhaldhunga**  
Siddhicharan-12, Okhaldhunga

**"Okhaldhunga Campus: Inspiring Excellence, Empowering Futures"**

**Education Management Information System (EMIS)**

**Annual Report**

**2023/024 A.D. (2080/081 B.S.)**

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## Institutional Information

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## Foreword

I am pleased to bring out the first annual report of Education Management Information System (EMIS). The EMIS Unit of the campus was given responsibility to study all possible aspects related to information system, and this report is the output of the study. The report covers the key areas of information in the campus including students, teachers, non-teaching staff, examination, library, financial status, research, and so on. I hope that the report will provide required information to the stakeholders.

We have made significant progress in our academic activities. Recently we have concentrated on use of technology in classrooms and creation of student friendly environment. In the past years, record of campus record was paper work only, but now it is digitalized through the use of software. I believe that the publication of this report will encompass the progress made by the campus recently.

I appreciate the efforts of the EMIS Unit to make the report as comprehensive as possible by including analysis of all possible aspects. I request all the readers to provide feedback so that improvements will be made in future reports.



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**Mr. Indra Prasad Timalsena**  
**Campus Chief**

## Acknowledgements

We extend our gratitude to Mr. Indra Prasad Timalsena, Campus Chief; Mr. Toya Nath Kafle, Assistant Campus Chiefs; and Mr. Mohan Kumar Shrestha, CMC Chair, along with all the CMC members of Okhaldhunga Campus, for trusting us with the task of preparing this report. We are especially thankful to all the unit and cell members of the campus for providing the necessary information. Finally, we sincerely acknowledge the support of all HoDs, teachers, non-teaching staff, and students in helping us collect data and prepare the report.



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**Mr. Tika Thebe**  
**Coordinator**  
**EMIS Unit**  
**Okhaldhunga Campus, Okhaldhunga**

## Abbreviation

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B. Ed.	Bachelor of Education
CMC	Campus Management Committee
EMIS	Education Management Information System
F	Female
FA	Financial Agreement
FSU	Free Students Union
GoN	Government of Nepal
GPI	Gender Parity Index
HEIs	Higher Education Institutions
H-EMIS	Higher Education Management Information System
HERP	Higher Education Reform Project
HoD	Head of Department
HPE	Health and Physical Education
ICT	Information Communication Technology
IDA	International Development Association
M	Male
M Ed	Master of Education
No.	Number
RMC	Research Management Cell
OC	Okhaldhunga Campus
SN	Serial Number
STR	Student-Teacher Ratio
TU	Tribhuvan University
UGC	University Grants Commission

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## Executive Summary

Okhaldhunga Campus, Okhaldhunga gives top priority to keeping records of its valuable information and disseminating it to the stakeholders. To ensure availability of information when required, the Education Management Information System (EMIS) unit has been given responsibility to collect, store, and process, analyze and keep records of relevant data. The unit has been assigned the task of keeping a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps a record of infrastructure, land, equipment and other assets of the campus. Previously activities related to information system of the campus were primarily performed manually, but with the use of EMIS software, this institution has been better able to bring efficiency in data processing, storage, analysis and supply of educational management information.

The report is organized into 15 different sections, each presenting an analysis of campus information. Each section provides statistical data related to these areas along with a brief analysis.

The first section is divided into three subsections, presenting a brief background and scope of the report, the methodology adopted, and its scope and limitations. The second section provides information about various programs, faculties, and departments. The third, fourth, fifth, and sixth sections analyze the number and ratio of students, pass rates, graduates, and the Gender Parity Index. The seventh section discusses public financing. Similarly, the eighth, ninth, tenth, eleventh, twelfth, thirteenth, and fourteenth sections provide information related to teachers and staff, the student-teacher ratio, scholarship, research and publications, library and learning resources, recommendations, and recent trends.

Finally, the fifteenth section presents the annex summary.

The major sections covered in the report include the following:

### **Programs, Faculties and Departments**

There are four programs of study, including three at the bachelor's level and one at the master's level. Since the campus is affiliated with Tribhuvan University, the master's program follows the semester system, while the bachelor's programs operate under the annual system.

The faculties include Education, Humanities and Social Sciences, and Management. Education is the largest faculty in terms of the number of programs and specialization subjects. It includes 7 specialization subjects. Faculty of Humanities and Social Sciences includes 3 specialization subjects. Faculty of Management includes single specialization subject.

The campus runs 9 departments including Department of Economics, Department of English, Department of Nepali, Department of Mathematics, Department of Sociology, Department of Health, Department of Population Education, Department of curriculum, and Department of Management.

### **Student Enrollment**

In the academic year 2079/080, the total enrollment was 459 students. In 2080/081, this number dropped to 449. In all programs the number of students has decreased. In both years, the number of female students is higher than that of male students. The B.Ed. program is the largest program and M.Ed. is the smallest program in terms of the number of enrolled students. The Management department has the highest enrollment with 192 students. In 2080/081, students from different districts were enrolled in different programs. Most of the students were from Koshi Province, the largest number of students were from Okhaldhunga district. The students from Okhaldhunga district was 392 out of the total 449 students in 2080/081.

### **Gender Parity Index**

The number of female students is higher than that of male students, indicating that the overall Gender Parity Index (GPI) is greater than 1. This suggests a lack of gender parity at both the bachelor's and master's levels. The GPI value exceeds 1 in both programs for both years, demonstrating a disparity in favor of female students across all programs.

In the bachelor's program, the GPI increased from 1.46 in the previous year to 2.23 in 2080/081, indicating a widening gender gap, with female enrollments dominating. In the master's program, the GPI rose slightly from 1.10 to 1.56, reflecting an increase in gender

disparity. The overall GPI also increased from 1.43 to 2.18, highlighting a growing gender gap across both academic levels.

### **Teaching and Non-Teaching Staff**

The campus currently has 16 teaching staff, with a higher proportion of full-time teachers than part-time, reflected in a full-time to part-time ratio of 3:1. All teachers hold Master's degrees, but none have M. Phil or PhD qualifications, indicating a need for further academic development. There are no non-teaching staff at the officer level, but 5 non-officer staff are employed: 1 technical staff member handling computer operations and student records, 1 accounts assistant managing financial transactions, 1 administration assistant overseeing student enrollment, 2 librarian handling library books, and 2 support staff managing daily non-teaching activities.

### **Student-Teacher Ratio**

The student-teacher ratio (STR) of the campus is 1:28. This means that in average a teacher teaches nearly 28 students. Since Most of the teachers have been assigned teaching load in more than one level, program and department, level-wise, program-wise and department-wise calculation of STR has not been possible.

### **Graduate Information**

In 2076, the total stood at 62, followed by a slight increase to 64 in 2077. The highest number of graduates was recorded in 2078, reaching 77. However, the number significantly dropped to 41 in 2079, marking the lowest count in the given years. In 2080, there was a recovery, with the total rising to 54.

### **Examination and Result Analysis**

A total of 426 students were enrolled, with 394 appearing for exams and an overall dropout rate of 8%. The overall pass rate was 49%, with the lowest 6% to cent percent. in the 1st year (23%) and the highest in the 4th year (66%), showing an improving trend over the years. Among programs, B.Ed. had a 44% pass rate, BA 37%, and BBS 54%.

### **Financial Aspect of the Campus**

The campus spans an area of 10-12-2-1, with a building area of 1,350 sq. ft. There are two teaching buildings that house 14 classrooms, promoting effective learning, along with designated spaces for administration and departmental activities that ensure efficient operations. Fixed assets include teaching and learning equipment, electronic devices, and furniture. In the fiscal year 2080/081, the total income was Rs. 1,76,61,434.27 marking a

decrease of Rs. 698,412.81 from the previous year. Meanwhile, total expenditure for the same period was Rs. 1,82,81,697.49, which shows declination of Rs. 254,205.62 compared to the previous year. The largest expense category was salaries for teaching and non-teaching staff and the average unit cost per student in 2080/081 was Rs. 20,748.85.

**Scholarship:**

The campus provides scholarships to students at both the bachelor's and master's levels. In 2080/081, a total of 70 students benefited from scholarships, amounting to Rs. 250,250.

**Research and Publications**

Okhaldhunga Campus, Okhaldhunga has established a Research Management Cell (RMC) to facilitate research activities for both faculty and students. The RMC has developed an annual action plan, successfully carried out its activities, and maintained records. To date, 9 mini research projects and 10 journal articles have been completed, along with one collaborative research project. The campus disseminates its institutional and academic information through various publications, including the annual report, academic journals, prospectus, brochure, and bulletin.

**Library and Learning Resources**

The campus has a substantial collection of 8,200 print books, 65 current journals, 100 reference journals, 25 back volumes of journals, 100 theses/reports, and 25 magazines, along with access to one database (TUCL).

## Section 1: Introduction

After the Financing Agreement (FA) between the Government of Nepal (GoN) and the International Development Association (IDA) of the World Bank was established in 2014, the Higher Education Reforms Project (HERP) has been active since 2015. The University Grants Commission (UGC) Nepal has played a crucial role in implementing this project by allocating and disbursing government grants to universities and higher educational institutions (HEIs), and by taking appropriate measures to promote and maintain the standards of higher education in Nepal. The main objectives of this project are to support reform activities in HEIs to improve the quality, relevance, and efficiency of education, and to assist underprivileged students in gaining equitable access to education. The campus has made continuous efforts to enhance quality. As part of these efforts, the campus has started to develop an Education Management Information System (EMIS).

The Okhaldhunga Campus, Okhaldhunga is implementing comprehensive education management through the application of integrated information system. For this purpose, EMIS Unit has been formed to collect, compile, analyze and publish various academic data available in the campus. The unit has been assigned the task of keeping a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps a record of infrastructure, land, equipment and other assets of the campus.

The campus has determined more to improve its quality. Quality comes about in many forms, but information management system the campus has used lies at the heart of its primary activities, along with teaching, learning and research. Information in terms of its collection, relevance, dissemination, and retrieval supports integral functions of the campus. It has been realized that the application of information management system has helped to improve our efficiency in data processing, storage, analysis and the timely supply of educational information. Using information management system, the campus has started working on collecting, processing, storing and transmitting its relevant information. With the recent application of centralized information system, the campus has been able to generate

relevant, accurate, consistent and timely data, and positioned to meet its internal aims and objectives and serve its stakeholders.

It is expected that the publication of this report will make positive impact on the overall performance of the campus. Through the careful examination of this report, it will be easier for the campus management to monitor the distribution of resources and allocation of budget among various aspects of institutional development.

### **Organization of the Report**

The report is organized in 13 different sections presenting analysis of information in the aforementioned areas. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections presenting brief background and scope of the report, methodology adopted and limitations. The second section presents information related to different programs and departments under there faculties. The educational programs run at the campus are affiliated to Tribhuvan University (TU), Nepal. It provides higher education through three different streams: Education, Humanities and Social Sciences, and Management. There three programs are offered Under the faculty of Education ( B.Ed. and M.Ed.), and the faculty of Management (BBS) and faculty of Humanities and Social Sciences (B.A.). The third, fourth, fifth, and sixth sections analyze the number and ratio of students, pass rates, graduates, and the Gender Parity Index. The seventh section discusses public financing. Similarly, the eighth, ninth, tenth, eleventh, twelfth, thirteenth, and fourteenth sections provide information related to teachers and staff, the student-teacher ratio, scholarship, research and publications, library and learning resources, recommendations, and recent trends. Finally, the fifteenth section presents the annex summary.

Methodology

#### ***Data collection source***

Data for the study was collected from secondary sources. Information on student enrollment, results, staff details, library resources, and graduates was gathered from various campus sections. Additionally, the Annual Progress Report, Graduate Tracer Study Reports, and Audit Report were consulted to support the analysis.

#### ***Data analysis tools and procedure***

The data in this report has been compiled and analyzed using Excel. Information related to student enrollment, teachers, non-teaching staff, examinations, graduates, and the library was analyzed in the spreadsheet and presented in table format.

**Scope and Limitations**

The report provides a comprehensive analysis across 13 key areas, primarily using quantitative data. However, some areas were excluded due to a lack of official records. Data was collected from EMIS and manually from various campus sections, presenting only the major highlights of campus activities. Information on extracurricular activities, public events, and internal examinations is excluded due to limited data and the absence of systematic records. Additionally, gender-wise analysis is not included in the Examination and Result Analysis section.

## Section 2: Program, Faculties and Department

Okhaldhunga Campus, Okhaldhunga has been running four different programs under three faculties. All the programs run at the campus are affiliated to Tribhuvan University (TU). Therefore, all the programs follow TU regulations for admission, teaching and learning and evaluation.

### Academic Programs

There are four programs of study including three in Bachelors level and one in Masters. As the campus is affiliated to Tribhuvan University, the program in Masters level is run under semester system. In Bachelors level, all the programs are run under annual system. Details of the programs are outlined in the table below.

**Table 1: Programs Run at OC**

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/Semester)	Admission Qualification
Bachelors	B Ed	4	2042/07/16	Annual	Class 12 passed or equivalent
	BBS	4	2067/04/23	Annual	Class 12 passed or equivalent
	BA	4	2070/09/23	Annual	Class 12 passed or equivalent
Masters	M Ed	2	2067/03/29	Semesters	B.Ed. with specialization in relevant subjects specialization or equivalent

As the table shows, there are four programs under three faculties, viz. Education, Humanities and, Management. Masters program is run under Education faculty only.

### Faculties and Departments

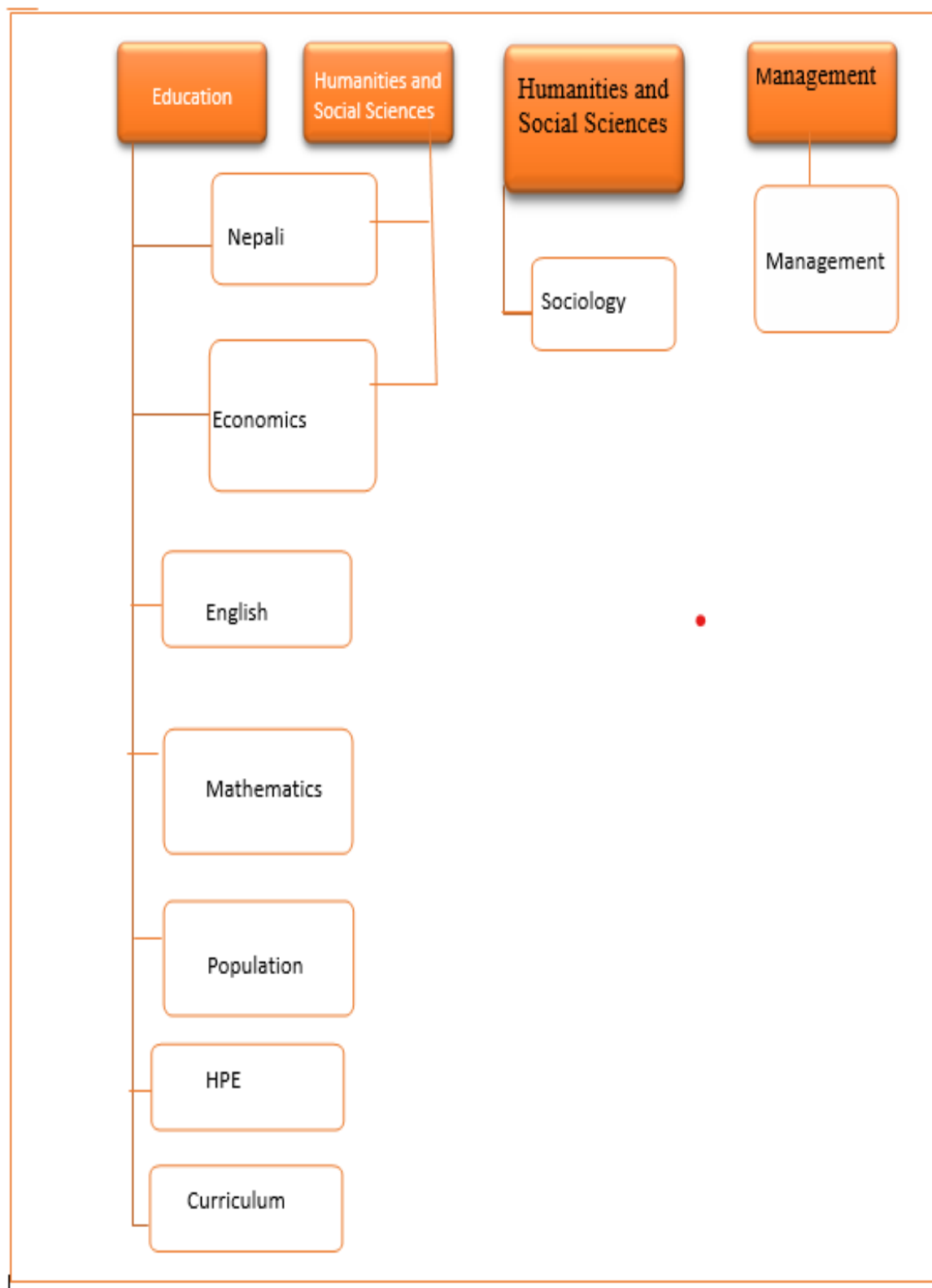
As stated above, the four academic programs are conducted under three faculties viz Education, Humanities, and Management. The various faculties run at the campus are highlighted in table 2 below.

**Table 2: Faculties run at the campus**

SN	Faculty	Programs	Specialization subjects
1	Education	Four Year B Ed	English, Nepali, Mathematics, Population, HPE, and Economics
		M Ed	HPE and Curriculum
2	Humanities and Social Sciences	BA	Nepali, Economics, and Sociology
3	Management	BBS	Finance

The table 2 shows twelve specialization subjects in three faculties. It also shows that Education covers the largest number of programs and specialization subjects. It includes two programs and eight specialization subjects. Faculty of Humanities and Social Sciences and Faculty of Management are running with single program.

There is not a neat division of departments across various faculties and programs. There are nine departments run under four programs of study. The departments under each faculty are represented in figure 1 below

**Figure 1: Faculties and Department**

The figure shows nine departments in three faculties. There is no neat division of departments in different faculties. Faculty of Management has not been fully departmentalized. The campus's plan of setting separate departments in these faculties has not been materialized yet. Details of the departments at OC are outlined in Table 3.

**Table 3: Departmental information**

SN	Department	Name of HoD
1	Education	Ms. Usha Rai
2	Humanities and Social Science	Mr. Choplal Dhamala
3	Management	Mr. Yadab Baniya

There are some departments in the Faculty of Education and Faculty of Humanities and Social Sciences according to specialization subjects. However, Faculty of Management has been running with single department.

## Section 3: Student Enrollment

In various programs of Bachelors and Masters Levels, the number of enrolled students was 459 in 2079/080. The present number of students is 449.

### Program-wise Enrollment

In the academic year 2079/080, the total student enrollment was 459, which slightly declined to 449 in 2080/081. In the B.Ed. program, the number of students increased by 13, reaching 209, while the BBS program saw a marginal rise of one student, bringing the total to 192. However, enrollment in the BA and M.Ed. programs declined. In both years, the number of female students remained higher than that of male students. Table 4 provides a summary of student enrollment for the academic years 2079/080 and 2080/081. The details of level-wise students are presented in the [Annex Summary](#).

**Table 4: Program-wise enrollment in 2079/080 and 2080/081**

Program	2079/080					2080/081				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
Four Year B. Ed.	70	126	196	36	64	55	154	209	26	74
BA	15	17	32	47	53	9	16	25	36	64
BBS	85	106	191	45	56	68	124	192	35	65
M Ed	19	21	40	48	53	9	14	23	39	61
<b>Total</b>	189	270	<b>459</b>	41	59	141	308	<b>449</b>	31	69

### Faculty-wise Enrollment

The faculty-wise enrollment data of Okhaldhunga Campus for the academic years 2079/080 and 2080/081 indicate a slight overall decline in student enrollment from 459 to 449. The Education faculty saw a minor decrease in total enrollment from 236 to 232, with a notable decline in male students from 89 to 64, while female enrollment increased from 147 to 168. The Humanities and Social Science faculty experienced a drop in student numbers from 32 to 25, with male enrollment decreasing from 15 to 9 and female enrollment slightly declining from 17 to 16. Conversely, the Management faculty witnessed a small rise in total enrollment from 191 to 192, with a reduction in male students from 85 to 68 but an increase

in female students from 106 to 124. Across both years, female enrollment remained consistently higher than male enrollment in all faculties, reflecting a continuing trend of higher female participation in higher education at Okhaldhunga Campus, Okhaldhunga.

**Table 5: Faculty-wise enrollment in 2079/080 and 2080/081**

Faculties	2079/080			2080/081		
	Male	Female	Total	Male	Female	Total
Education	89	147	236	64	168	232
Humanities and social science	15	17	32	9	16	25
Management	85	106	191	68	124	192
<b>Total</b>	<b>189</b>	<b>270</b>	<b>459</b>	<b>141</b>	<b>308</b>	<b>449</b>

### Department-wise Enrollment

The department-wise number of students with male female proportion is presented in the following table.

**Table 6: Department-wise enrollment in 2080/081**

Department	Program	Number of Students			Proportion (%)	
		Male	Female	Total	Male	Female
English	B Ed	12	16	28	43%	57%
Nepali	B Ed	12	56	68	18%	82%
	BA	9	13	22	41%	59%
	Total	21	69	90	23%	77%
Mathematics	B Ed	3	1	4	75%	25%
Economics	B.Ed.	1	4	5	20%	80%
	B.A.	1	2	3	33%	67%
	Total	2	6	8	25%	75%
Health and Physical Education	B Ed	23	39	62	37%	63%
	M. Ed.	7	6	13	54%	46%
	Total	30	45	75	40%	60%
Population	B.Ed.	12	30	42	29%	71%
Curriculum	M.Ed.	5	5	10	50%	50%
Management	BBS	68	124	192	35%	65%

The department-wise enrollment data for the academic year 2080/081 at Okhaldhunga Campus reveal significant variations in student distribution across different programs. The highest enrollment is observed in the Management department (BBS), with 192 students, where female students (124) outnumber males (68), comprising 65% of the total. In the

Education faculty, the Nepali department has a total of 90 students, with a dominant female representation (77%), while the English department has 28 students, with 57% being female. Mathematics has the lowest enrollment, with only four students, 75% of whom are male. The Economics department also records low enrollment, with a total of eight students, and a female majority of 75%. Health and Physical Education has 75 students across B.Ed. and M.Ed. programs, with a 60% female proportion. Similarly, the Population department has 42 students, with 71% being female, whereas the Curriculum department in the M.Ed. program has an equal male-to-female ratio of 50%. Overall, the data indicate a higher proportion of female students in most departments, reinforcing the trend of greater female participation in higher education at Okhaldhunga Campus.

### **District-wise Enrollment**

In 2080/081, students from various districts were enrolled in different programs, with the majority coming from Okhaldhunga District. The following table provides a summary of enrolled students by district.

**Table 7: Student enrollment from different districts in 2080/081**

SN	District	Number of Students				
		B. Ed.	BA	BBS	M Ed	Total
1	Okhaldhunga	180	20	175	17	392
2	Khotang	5		2		7
3	Solukhumbu	20		5	3	28
4	Others	4	5	10	3	22

The student enrollment data for the academic year 2080/081 at Okhaldhunga Campus indicate that the majority of students were from Okhaldhunga district, accounting for 392 out of the total enrolled students. Among them, 180 were in the B.Ed. program, 20 in BA, 175 in BBS, and 17 in M.Ed. Khotang district had the lowest representation, with only seven students enrolled, including five in B.Ed. and two in BBS. Similarly, Solukhumbu district contributed 28 students, with 20 in B.Ed., five in BBS, and three in M.Ed. Additionally, students from other districts totaled 22, distributed across B.Ed. (4), BA (5), BBS (10), and M.Ed. (3). The data highlight that Okhaldhunga district remains the primary source of students for the campus, with significantly lower enrollments from neighboring districts.

### Cast Ethnicity-wise Enrollment

The following table 8 presents caste/ethnicity-wise enrollment data of the campus, highlighting the distribution of students across different ethnic groups. The total student enrollment is 449, with the majority belonging to the Janajati group, constituting 218 students (48%). The second-largest group is "Other," comprising 196 students (44%), followed by Dalits with 27 students (6%). The Madesi community has the lowest representation, with only 8 students (2%). This data provides insight into the diversity of student enrollment at the campus. The details of cast-ethnicity-wise students are presented in the Annex Summary.

**Table 8 Cast Ethnicity-wise Enrollment**

S.N.	Cast/Ethnicity	Number of Students	Percentage
1	Dalit	27	6
2	Janajati	218	48
3	Madesi	8	2
4	Other	196	44
	<b>Total</b>	<b>449</b>	<b>100</b>

### Gender-wise Enrollment

The total number of male students enrolled on the campus is 141 out of 449, making up 31% of the total. The remaining 308 students, accounting for 71%, are female. The details of gender-wise students are presented in the Annex Summary.

## Section 4: Pass Rate

Examinations are a crucial part of evaluation, fulfilling academic requirements and serving as the most reliable method for assessing students' academic progress, which is closely tied to effective teaching and learning activities. Okhaldhunga Campus, Okhaldhunga conducts various types of examinations to reflect students' academic achievements. Results analysis provides valuable insights into students' learning and performance each year or semester, helping identify overall trends in campus performance and offering constructive feedback for individual students. This report excludes information related to internal examinations and their results, focusing solely on the final examinations of different programs.

### Annual Examinations

The table 9 presents enrollment, appearance, dropout rates, and pass rates across different program years (1<sup>st</sup> to 4<sup>th</sup>) and programs (B.Ed., BA, BBS). A total of 426 students were enrolled, with 394 appearing for exams and an overall dropout rate of 8%. The overall pass rate was 49%, with the lowest 6% to cent percent. in the 1st year (23%) and the highest in the 4th year (66%), showing an improving trend over the years. Among programs, B.Ed. had a 44% pass rate, BA 37%, and BBS 54%. The data indicate challenges in student retention and academic success, especially in the early years, necessitating academic support, improved instructional methods, and remedial classes to enhance student performance and reduce dropout rates.

**Table 9: Results of annual examinations held in 2081**

Program Year	Details				Total
		B. Ed.	BA	BBS	
1 <sup>st</sup> Year	Enrolled	49	8	50	107
	Appeared	36	5	41	82
	Dropouts	13	3	9	25
	Dropout Rate	27%	38%	18%	23%
	Pass	8	0	11	19
	Pass Rate	22%	0%	27%	23%
2 <sup>nd</sup> Year (Batch A)	Enrolled	31	2	38	71
	Appeared	31	2	37	70
	Dropouts	0	0	1	1

	Dropout Rate	0%	0%	3%	1%
	Pass	10	2	26	38
	Pass Rate	32%	100%	70%	54%
2 <sup>nd</sup> Year (Batch B)	Enrolled	26	3	32	61
	Appeared	23	3	30	56
	Dropouts	3	0	2	5
	Dropout Rate	12%	0%	6%	8%
	Pass	NA	NA	NA	NA
	Pass Rate	NA	NA	NA	NA
3 <sup>rd</sup> Year	Enrolled	48	7	42	97
	Appeared	48	7	41	96
	Dropouts	0	0	1	1
	Dropout Rate	0%	0%	2%	1%
	Pass	18	NA	28	46
	Pass Rate	38%	NA	68%	52%
4 <sup>th</sup> Year	Enrolled	55	5	30	90
	Appeared	55	5	30	90
	Dropouts	0	0	0	0
	Dropout Rate	0	0	0	0
	Pass	38	5	16	59
	Pass Rate	69%	100%	53%	66%
Total	Enrolled	209	25	192	426
	Appeared	193	22	179	394
	Dropouts	16	3	13	32
	Dropout Rate	8%	12%	7%	8%
	Pass	74	7	81	162
	Pass Rate	44%	37%	54%	49%

Source: Administration and Examination Section-2081

## Section 5: Graduates

This section provides detailed information about graduates, highlighting the number of students who have successfully completed their programs. This data reflects the campus's academic achievements and the effectiveness of its educational strategies, offering insights into the career readiness and professional capabilities of its graduates.

### Number of graduates

The number of graduates is gradually increasing each year. The following table incorporates graduates from the campus in the last five years.

**Table 10: Traced graduates in the last five years**

Faculties	2076	2077	2078	2079	2080
Humanities	10	8	15	NA	5
Education	35	39	39	27	31
Management	17	17	23	14	10
Education (M.Ed.)					8
<b>Total</b>	<b>62</b>	<b>64</b>	<b>77</b>	<b>41</b>	<b>54</b>

The table 10 presents data on traced graduates from Okhaldhunga Campus over the past five years (2076–2080), categorized by faculty. The Education faculty consistently recorded the highest number of graduates, peaking at 39 in 2077 and 2078, while the Humanities and Management faculties showed fluctuating trends. Humanities had the lowest number of traced graduates, with a maximum of 15 in 2078 and a minimum of 5 in 2080. The Management faculty exhibited a declining trend, dropping from 23 in 2078 to 10 in 2080. The Master of Education (M.Ed.) program only reported traced graduates in 2080, totaling 8. The total number of traced graduates varied, peaking at 77 in 2078 before declining to 41 in 2079 and rising again to 54 in 2080. The data suggests variability in graduate tracking, due to enrollment trends.

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<sup>2</sup> NA= 3 year B.A. discontinued.

## Employment Status

In the tracer studies, the graduates were asked about their current position with regard to paid work. The number of employed and unemployed graduates in the last five years is represented in table 11 below.

**Table 11: Employed and unemployed graduates**

Year	Employed			Unemployed			Total Graduates	Employment Rate
	Male	Female	Total	Male	Female	Total		
2077	13	16	29	15	20	35	64	45%
2078	7	10	17	17	33	60	77	22%
2079	8	5	13	9	19	28	41	32%
2080	11	12	23	6	25	31	54	43%

The employment status of traced graduates from Okhaldhunga Campus over the last five years shows significant fluctuations. In 2077, 45% of graduates were employed, with 29 individuals in jobs and 35 unemployed. The employment rate declined sharply to 22% in 2078, where only 17 graduates found employment, while unemployment surged to 60. A slight improvement occurred in 2079, with an employment rate of 32%, though the total number of graduates was lower. By 2080, employment rose to 43%, with 23 graduates securing jobs out of 54. Overall, employment trends indicate variability, possibly influenced by external job market conditions, graduate qualifications, or career preferences.

## Section 6: Gender Parity Index (GPI)

Gender parity generally refers to equal participation of girls and boys in education. Achieving gender parity in enrollment is a crucial measure of success for educational institutions. It is calculated by dividing the female value of an indicator by the male value for the given level of education

$$\text{GPI for given indicator} = \frac{\text{Female Value in given indicator}}{\text{Male Value in given indicator}}$$

A Gender Parity Index (GPI) of one (1) signifies equal participation between genders. A GPI between zero (0) and one (1) indicates a disparity favoring males, while a GPI above one (1) show a disparity favoring females. Since a GPI of exactly 1 is rare, values between 0.97 and 1.03 are generally accepted as indicating gender parity. An increase in the GPI can suggest either an improvement in girls' enrollment or completion rates, or a decline in boys' enrollment or completion rates.

### Overall GPI

The table 12 provides data on the Gender Parity Index (GPI) and the number of male and female students enrolled in Bachelors and Masters programs over two academic years.

**Table 12: Overall GPI in 2079/080 and 2080/081**

Level	2079/080			2080/081		
	Male	Female	GPI	Male	Female	GPI
Bachelors	170	249	1.46	132	294	2.23
Masters	19	21	1.10	9	14	1.56
<b>Total</b>	<b>189</b>	<b>270</b>	<b>1.43</b>	<b>141</b>	<b>308</b>	<b>2.18</b>

The table presents data on the Gender Parity Index (GPI) and student enrollment in Bachelors and Masters programs at Okhaldhunga Campus over two academic years, 2079/080 and 2080/081. In 2079/080, there were 170 male and 249 female students in the Bachelors program, resulting in a GPI of 1.46, while the Masters program had 19 male and 21 female students, leading to a GPI of 1.10. The total GPI for that year stood at 1.43. In 2080/081, male enrollment in the Bachelors program decreased to 132, while female enrollment increased to 294, raising the GPI to 2.23. Similarly, in the Masters program, the

male count dropped to 9, while the female count fell to 14, with a GPI of 1.56. The overall GPI for 2080/081 significantly increased to 2.18, indicating a growing gender imbalance in favor of female students at Okhaldhunga Campus.

### Faculty-wise GPI

The table 13 presents a faculty-wise Gender Parity Index (GPI) comparison at Okhaldhunga Campus for the academic years 2079/080 and 2080/081. In the Education faculty, male enrollment decreased from 89 to 64, while female enrollment increased from 147 to 168, leading to a sharp rise in GPI from 1.65 to 2.63. Similarly, in the Humanities and Social Sciences faculty, male enrollment dropped from 15 to 9, whereas female enrollment decreased slightly from 17 to 16, resulting in an increased GPI from 1.33 to 1.78. In the Management faculty, male enrollment declined from 85 to 68, while female enrollment rose from 106 to 124, raising the GPI from 1.25 to 1.82. Overall, the data indicates a consistent increase in GPI across all faculties, reflecting a growing gender imbalance in favor of female students at Okhaldhunga Campus.

**Table 13: Faculty-wise GPI comparison**

Faculties	2079/080			2080/081		
	Male	Female	GPI	Male	Female	GPI
Education	89	147	1.65	64	168	2.63
Humanities and social science	15	17	1.33	9	16	1.78
Management	85	106	1.25	68	124	1.82

### Program-wise GPI

The table 14 presents a program-wise Gender Parity Index (GPI) comparison at Okhaldhunga Campus for the academic years 2079/080 and 2080/081. In the Four-Year B.Ed. program, male enrollment declined from 70 to 55, while female enrollment increased significantly from 126 to 154, leading to a rise in GPI from 1.80 to 2.80. The BA program saw a slight decrease in male enrollment from 15 to 9, while female enrollment decreased marginally from 17 to 16, increasing the GPI from 1.13 to 1.78. In the BBS program, male enrollment dropped from 85 to 68, whereas female enrollment rose from 106 to 124, raising the GPI from 1.25 to 1.82. The M.Ed. program also experienced a decline in male enrollment from 19 to 9 and a slight drop in female enrollment from 21 to 14, increasing the GPI from 1.11 to 1.56. Overall, the total GPI increased from 1.43 in 2079/080 to 2.18 in 2080/081, indicating a growing gender disparity in favor of female students across all programs at Okhaldhunga Campus.

**Table 14: Program-wise GPI in 2079/080 and 2080/081**

Program	2079/080			2080/081		
	M	F	GPI	M	F	GPI
Four Year B. Ed.	70	126	1.80	55	154	2.80
BA	15	17	1.13	9	16	1.78
BBS	85	106	1.25	68	124	1.82
M Ed	19	21	1.11	9	14	1.56
<b>Total</b>	<b>189</b>	<b>270</b>	<b>1.43</b>	<b>141</b>	<b>308</b>	<b>2.18</b>

**Department-wise GPI**

There are nine departments at the campus. The number of male and female students along with the GPI has been presented in the table 15 as below:

**Table 15: Department-wise GPI in 2080/081**

Program	2080/081		
	Number of Students		GPI
	Male	Female	
English	12	16	1.33
Nepali	21	69	3.29
Mathematics	3	1	0.33
Health and Physical Education	30	45	1.50
Population Education	12	30	2.50
Economics	2	6	3.00
Management	68	124	1.82
Curriculum	5	5	1.00

The table 15 presents a department-wise Gender Parity Index (GPI) comparison at Okhaldhunga Campus for the academic year 2080/081. The Nepali department has the highest GPI at 3.29, with 21 male and 69 female students, followed by the Economics department with a GPI of 3.00, enrolling 2 males and 6 females. Population Education also has a high GPI of 2.50, with 12 male and 30 female students. The Management department shows a GPI of 1.82, with 68 males and 124 females, while Health and Physical Education has a GPI of 1.50, with 30 male and 45 female students. The English department has a GPI of 1.33, with 12 males and 16 females, while the Curriculum department maintains a gender balance with a GPI of 1.00, having equal male and female enrollment. However, Mathematics has a significantly low GPI of 0.33, with 3 males and only 1 female student. The data highlights a gender disparity favoring female students in most departments, except for Mathematics, where male students dominate.

## Section 7: Public Financing

### Fixed assets

The fixed assets of the campus include land, building, equipment, furniture, books and other physical properties. Details of the different portions of land area covered by campus are presented the following table.

**Table 16: Area occupied by campus premises**

SN	Particulars	Area	Remarks
1	Total land area	10.11.2.1	
2	Area occupied by buildings	2.10.1.3 (1350 Sq/m)	

*Sources: Administration Department, 2080/081*

The table 16 provides detailed information on the land area and building coverage of the campus. The total land area of the campus is 10 Ropani, 11 Aana, 2 Paisa, and 1 Daam. Out of this, the area occupied by buildings is 2 Ropani, 10 Aana, 1 Paisa, and 3 Daam, which is equivalent to 1,350 square meters. This data highlights the campus's land utilization, indicating that a significant portion of the land is dedicated to buildings, reflecting the infrastructure development within the available land area.

Details of the buildings and rooms are presented in Table 17.

**Table 17: Number of Buildings and Rooms**

Particulars		Number
Buildings	Teaching	2
	Administration	1
	Department	2
	Canteen	1
	<b>Total</b>	<b>6</b>
Classrooms	Teaching	14
Campus Chief room		1
CMC Chair room		1
Department room		11
Library /Study room		2
Account room		1
Computer operator room/IT Support		1
Exam room		1

Administration Rooms	1
Computer Lab	1
Program Hall	1
Canteen rooms	1
Recording Room	1
Store Room	1
FSU Rooms	1
<b>Total Rooms</b>	<b>39</b>

The table 17 shows the details of buildings and classroom. The infrastructure of Okhaldhunga Campus consists of six buildings, including two teaching buildings, one administration building, two department buildings, and one canteen building, which provide essential spaces for academic and administrative activities. Additionally, the campus has a total of 39 rooms, comprising 14 classrooms for teaching, 11 department rooms, and 2 library/study rooms. Other specialized rooms include the Campus Chief room, CMC Chair room, Account room, Exam room, Administration rooms, Computer Lab, Program Hall, Canteen rooms, Recording Room, Store Room, and FSU Rooms, each having one designated space. This structured arrangement of buildings and rooms ensures the availability of necessary facilities for students, faculty, and administrative staff, contributing to the smooth functioning of academic and operational activities. The provision of separate departmental and administrative spaces supports efficient campus management while enhancing the learning environment.

Details of the campus machinery and equipment are presented in table 18 as below:

**Table 18: Electronic equipment**

SN	Particulars	Number
1	Desktop computers	14
2	Laptops	10
3	Multimedia projectors	2
4	Printers	4
5	Color printer	1
6	Photocopy machines	1
9	Telephone sets	1
10	CC TV Cameras	17
11	Internet lines	1
12	Solar System Set	1
13	UPS	1
14	Stabilizer	1

15	Projector Screen	2
16	Generator	1
17	Biometric Machine	2
18	Sound System	1
19	Electric Kettle	1
20	Numbering Machine	1
21	Gas Set	1

*Sources: Administration Department, 2080/081*

The table provides an overview of the electronic equipment available at Okhaldhunga Campus for the academic year 2080/081. The campus is equipped with 14 desktop computers and 10 laptops, supporting digital learning and administrative tasks. There are 2 multimedia projectors and 2 projector screens, facilitating presentations and lectures. Printing and documentation needs are met with 4 printers, 1 color printer, and a photocopy machine. Security and surveillance are strengthened by 17 CCTV cameras. Additionally, the campus has essential utilities such as 1 internet line, a telephone set, a solar system set, a UPS, and a stabilizer. Other key equipment includes a generator for backup power, 2 biometric machines for attendance management, a sound system for events, and a numbering machine. Moreover, 1 gas set and an electric kettle contribute to staff convenience. The data indicates that the campus is moderately equipped with essential electronic resources, but improvements in network infrastructure and additional digital learning tools could further enhance the institution's technological capacity.

Details of the Furniture and Fixtures are presented in table 19 as below:

**Table 19: Furniture and Fixtures**

SN	Particulars	Number
1	Desk-bench Pair	250
2	Wooden Chairs	26
3	Cupboard	3
4	Sofa Set	1
5	Sofa Chair	4
6	Wooden Rack	3
7	Steel Rack	4
8	Table	23
9	Whiteboard	18
10	Steel Cupboard	7
11	Plastic Chair	20
12	Steel Chair	5

13	Computer Table	5
14	Bench with Cushion	4

### Income and Expenses

The total income of Okhaldhunga Campus over the last two years is categorized into student fees and other income sources. In 2079/080, the total income was NPR 1,83,59,847.08, while in 2080/081, it decreased to NPR 1,76,61,434.27. Student fees, a major source of income, declined significantly from NPR 92,06,430 in 2079/080 to NPR 67,83,763 in 2080/081, primarily due to a reduction in tuition fees, exam fees, and other miscellaneous fees. However, income from grants showed a mixed trend. Regular grants from UGC decreased sharply, but construction and equity grants were newly received in 2080/081. Income from local agencies, the government (GoN), and investments also contributed to the campus's financial resources. While there was an overall decline in income, the addition of new grants, particularly for construction, indicates a shift in funding sources toward infrastructure development.

**Table 20: Total income in the last two years**

SN	Income Head	Income Amount in Rupees		
		2079/080	2080/081	
1	Student fees	Admission Fees	916,000	636,000
		Tuition Fees	37,08,800	25,89,200
		Registration Fees	50,500	51,500
		Exam Fees	17,71,000	12,04,000
		Internal Exam Fees/Exam Center	440,600	246,600
		Practical Exam Fees	423,800	322,800
		T.U. Fees	113,750	74,400
		Certificate Fees	349,000	348,000
		Practice teaching fee	519,050	398,675
		Student welfare fee	23,450	16,950
		Miscellaneous income	880,480	487,980
		Other fees	10,000	7,000
	Exam Conduction(T.U.)		400,658	
	<b>Total</b>	<b>9,206,430</b>	<b>67,83,763</b>	
2	Other Income	Regular Grants from UGC	69,75,037.03	25,02,500
		Construction Grants from UGC		60,00,000

	Equity Grants from UGC		14,42,500
	Grants from local agencies and other grants	14,93,441	
	Grants from GoN	272,499	662,015
	Interest from investment	341,840.05	270,656.27
	Rent from canteen	8,600	
	Other grants and income	62,000	
	<b>Total</b>	<b>91,53,417.08</b>	<b>1,08,77,671</b>
<b>Total</b>		<b>1,83,59,847.08</b>	<b>1,76,61,434.27</b>

Source: Audit Report 2079/080 and 2080/081

**Table 21: Expenses in the last two years**

S. N.	Expense Head		Expenses Amount in Rupees	
			2079/080	2080/081
1	Salary		66,71,190	58,33,796
2	Administrati on expenses	Allowance and meeting expenses	257,290	
		Examination expenses	12,31,770	11,41,877
		Electricity and water	33,500	120,417.75
		Practical exam fees		75,522.50
		TADA		234,222.50
		Communication	20,200	17,000
		Repair	34,805	56,980
		Advertisement	81,717.60	14,500
		Printing and stationery	182,360	145,940
		Newspapers and magazines	3,400	
		Guests hospitality	126,318.60	157,155
		Office management	60,814.89	20,755
		Student welfare	70,000	55,000
		Scholarship	252,000	250,250
	Practice teaching		8,850	
	Affiliation charges		84,000	
	Construction cost	87,43,791.48	84,65,852.60	
	Equipment	224,079	330,468.50	
	Furniture		140,888.40	
	Books	29,571	96,085	

	Website design		50,000.24
	Software		28,250
	E-library		14,800
	T.U. charges		111,665
	Registration Fees		57,500
	QAA Program		19,450
	EPBF Program		137,220
	Equity Grants Program		533,423
	ECA Conduction		16,820
	Miscellaneous expenses	513,095.54	63,009
<b>Total</b>		<b>1,85,35,903.11</b>	<b>1,82,81,697.49</b>

*Source: Audit Report 2079/080 and 080/81*

The table 21 outlines the expenses of Okhaldhunga Campus over two fiscal years (2079/080 and 2080/081). The total expenditure of Okhaldhunga Campus for the fiscal years 2079/080 and 2080/081 shows a slight decrease from NPR 1,85,35,903.11 to NPR 1,82,81,697.49. Salaries accounted for the largest share, decreasing from NPR 66,71,190 to NPR 58,33,796, reflecting staffing adjustments. Administrative expenses covered various operational costs, including examination expenses, electricity, printing, hospitality, and scholarships. Notably, electricity and water costs surged, while advertisement expenses declined sharply. The construction cost remained significant, indicating ongoing infrastructure development. Equipment and furniture expenses increased, suggesting investments in resources and facilities. New expenditures such as website design, software, and e-library highlight digitalization efforts. Overall, the spending pattern reflects a balance between operational needs and infrastructure improvements, with a focus on modernization and resource management.

### **Unit cost analysis**

Unit cost of education means cost per unit i.e. per student, per graduate, per credit, etc. Generally, unit in unit costs means the total number of learners enrolled in a course in a particular year. Generally, the unit cost of an educational institution is calculated using the following formula.

$$\text{Unit Cost} = \frac{\text{Total Expenses}}{\text{Total Enrollment}}$$

Using this formula the unit cost in 2079/080 was:

$$\begin{aligned} &= \frac{9568033}{459} \\ &= \text{Rs. } 20,845.38 \text{ per student} \end{aligned}$$

Similarly, the unit cost in 2080/081 was:

$$\begin{aligned} &= \frac{9316237.99}{449} \\ &= \text{Rs. } 20,748.85 \text{ per student.} \end{aligned}$$

In this calculation the capital expenditure(i.e. Construction cost, Equipment, Furniture, Software) are excluded while calculating unit cost.

## Section 8: Teachers and Staff

Okhaldhunga Campus, Okhaldhunga is committed to maintaining high standards in teaching, research, and student services. Teaching and learning are at the heart of the institution's values, so the campus works to bring in well-known scholars who are diligent, experienced, and dedicated. The campus also hires skilled and committed individuals for non-teaching positions. Here are currently 16 teachers and 7 non-teaching staff working at different positions of OC.

### Teachers

The data table 22 presents the current teaching staff information. Overall composition of teaching staff is represented in table 22.

**Table 22: Teaching staff**

Full Time	FT		PT		FT:PT Ratio	Academic Qualification						Grand Total			
						PhD		M. Phil		Master's				Others	
	M	F	M	F		M	F	M	F	M	F	M	F	M	F
Lecturer	6		1		6:1					7				7	
Assistant Lecturer	4	1	3		1.67:1					7	1			7	1
Instructor	1				1:0							1		1	
<b>Total</b>	<b>11</b>	<b>1</b>	<b>4</b>		<b>3:1</b>					<b>14</b>	<b>1</b>	<b>1</b>		<b>15</b>	<b>1</b>

The table highlights the distribution of full-time and part-time teaching staff, their academic qualifications, and the male-to-female ratio among different categories of teaching positions. The proportion of full-time teachers is higher than that of part time teachers. The overall full-time to part-time staff ratio is 3:1, indicating a higher proportion of full-time staff.

In terms of qualifications, all teachers have passed Master's degrees in relevant subjects. There are no teachers having M. Phil or PhD degrees. Hence, the campus authority needs to pay a serious attention towards upgrading teachers' qualifications.

The number of teachers in different departments is presented in the next table; 23:

**Table 23: Number of teachers in different departments**

SN	Department Name	Number of Teachers		
		Male	Female	Total
1	Department of English	3		3
2	Department of Nepali	3		3
3	Department of Mathematics	1		1
4	Department of Sociology	1		1
5	Department of Health and Physical Edu.	1		1
6	Department of Population		1	1
7	Department of Economics	2		2
8	Department of Management	3		3
9	Department of Curriculum	1		1
<b>Total</b>		<b>15</b>	<b>1</b>	<b>16</b>

The table 23 shows Number of teachers in different departments, provides a summary of the teacher distribution across various departments. It lists the number of male and female teachers, along with the total for each department. The Department of English, Nepali, and Management each have three male teachers and no female teachers, while the Department of Mathematics, Sociology, Health and Physical Education, and Curriculum each have one male teacher. The Department of Population has one female teacher, and the Department of Economics has two male teachers. Overall, there are 16 teachers at the campus, with 15 males and only one female, indicating a significant gender disparity. This data highlights the need for more balanced staffing, particularly in increasing female representation among the teaching staff.

### Staff

There are currently 7 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.

**Table 24: Staff**

Particulars	Distribution of Staff by Gender		
	Male	Female	Total
Computer Operator	1		1
Administrative Staff		1	1
Accountant	1		1
Librarian		2	2
Support staff	2		2
<b>Total</b>	<b>4</b>	<b>3</b>	<b>7</b>

The table indicates that there are no non-teaching staff at the officer level, but 7 non-teaching staff are employed: 1 computer staff member handling computer operations and student records, 1 accountant managing financial transactions, 1 administration assistant overseeing student enrollment, 2 librarian staff responsible for managing library books and recording; and 2 support staff managing daily non-teaching activities.

## Section 9: Student-Teacher Ratio

Student-teacher ratio (STR) is generally perceived as the number of enrolled students per teacher. It is therefore calculated by dividing the number of students by number of teachers at a given level of education. It is one of the key determinants of the quality of education. It is also an indicator of teacher workload and teacher availability to students. Lower student-teacher ratios are highly beneficial because they allow for large amount of attention teachers give to individual students. However, they will also result in higher expenditure per student. Although quality delivered by teacher is the most influential factor of educational quality, STR is still an important determinant of learning achievement of students and overall quality of education in an institution.

Total enrollment of students in Bachelors and Masters Levels is 449. Total number of teachers available to teach these students is 16. STR is obtained by using the following formula:

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

Using this formula, overall STR of the campus in 2080/081 is calculated as:

$$\begin{aligned} &= \frac{449}{16} \\ &= 28 \end{aligned}$$

Thus, the overall STR of the campus is 1:28. This means that in average a teacher teaches nearly 28 students. Since Most of the teachers have been assigned teaching load in more than one level, program and department, level-wise, program-wise and department-wise calculation of STR has not been possible.

## Section 10: Scholarship

This section deals with the scholarships distributed in 2080/081.

**Table 25: Scholarship Details 2080/081**

Level	Program	Year	Scholarship Amount (Rs.)	Total Students
Bachelor	BBS	First	39,100	11
	BBS	Second	25,100	6
	BBS	Third	82,025	26
	B.Ed.	First	45,100	10
	B.Ed.	Second	12,000	4
	B.Ed.	Third	18,550	6
	B.Ed.	Fourth	3,275	1
	B.A.	First	15,275	3
Masters	M.Ed.	First	3,275	1
	M.Ed.	Second	3,275	1
	M.Ed.	Third	3,275	1
<b>Total</b>			<b>250,250</b>	<b>70</b>

## Section 11: Research and Publication

Okhaldhunga Campus, Okhaldhunga has established Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. Although the campus is yet to establish research as it's distinguished and competitive strength, it has a firm belief on knowledge generated through research. With this view, some mini research projects have been accomplished recently. In addition, RMC provides support to students at Bachelors and Masters Level to carry out research activities as partial fulfillment of their academic degrees.

The details of the accomplished research projects are summarized in Table 26 as below.

**Table 26: List of accomplished research projects**

SN	Researcher title	Researcher's Name	Research type	Year
1	सूचना तथा सञ्चार प्रविधिको प्रयोग र यसको प्रभावकारीता	Chop Lal Dhamala	Mini Research	2080
2	Enhancing English Language Proficiency in Okhaldhunga Campus: A Comprehensive Investigation	Yubaraj Dahal	Mini Research	2080
3	Financial Literacy Assessment at Okhaldhunga Campus	Tika Thebe	Mini Research	2080
4	ओखलढुङ्गा जिल्लामा बोलचालमा रहेका र लोपोन्मुख उखान टुक्काहरु	Bheshnath Khanal	Mini Research	2080
5	Impact of Internal Factors in Nepalese Share Market	Prabin Sainju	Mini Research	2080
6	Strategies for the Optimizing the Service of the Library	Ramesh Kandel	Mini Research	2080
7	शिक्षण पेशाप्रति शिक्षक र प्राध्यापकहरुको शन्तुष्टि	Kumar Bahadur Baniya	Mini Research	2080
8	Income and Expenditure Trend Analysis	Yadab Baniya	Mini Research	2080
9	सामुदायिक क्याम्पसमा विद्यार्थीको नियमितता	Toyanath Kafle, Badri Pd. Dhamala, Somnath Poudel, Usha Rai	Collaborative	2080

The table indicates that a total of 9 mini research projects has been completed, while only one collaborative research project has been accomplished at the college. This clearly highlights the need for an increase in collaborative research.

The faculty members have also published various articles in the campus's own journal, *Okhaldhunga Journal*. The details of the articles published in the current year are presented in Table 27.

**Table 27: List of accomplished research articles**

S.N.	Title of the Research Article	Author	ORCID ID
1.	Contribution of the English Language to Advancing Travel and Tourism	Mr. Ramesh Kandel	0009-0004-8048-0944
2.	Peer Coaching as Strategy for Teachers' Professional Developmen	Mr. Badri Prasad Dhamala	0009-0000-5957-9684
3.	Financial Literacy of the Undergraduate Students at the College of Hilly Region in Nepal: A Case of Okhaldunga Campus	Mr. Tika Thebe	0009-0004-6129-4089
4.	The Interplay of Language, Ideology, and Power	Mr. Yubaraj Dahal	0009-0002-5116-2635
5.	“श्रद्धासुमन”कथा सङ्ग्रहका कथामा आञ्चलिकता	Mr. Kul Prasad Ghimire	0009-0009-0484-6672
6.	ओखलढुङ्गा क्याम्पसमा सूचना र सञ्चार प्रविधि	Mr. Choplal Dhamala	0009-0005-9576-7996
7.	ओखलढुङ्गा जिल्लामा लोपोन्मुख उखानटुक्काहरु	Mr. Bhesnath Khanal	0009-0001-5092-5701
8.	नेपाली विषयको वर्तमान माध्यामिक शिक्षा पाठ्याक्रममा तहगत सक्षमता र सिकाइ उपलब्धीको तुलना	Mr. Somanath Poudel	0009-0007-0602-0052
9.	Robinson and Lou Aronica's Creative Schools: The Grassroots Revolution That's transforming Education: A Book Review	Mr. Govinda Puri	0000-0002-5010-1235
10	भाषा शैक्षणिक अनुसन्धानमा परिमाणात्मक अनुसन्धानविधिको उपयोग	Mr. Indra Prasad Timalsena	

The faculty members of Okhaldhunga Campus actively participate in research and publish their work in the *Okhaldhunga Journal*. These research contributions help in academic growth and provide valuable knowledge for students and scholars.

The campus publishes its institutional and academic information through various publications. They include annual report, academic journals, EMIS report, tracer study report, academic audit report, prospectus, brochure, and bulletin. The details of the campus publication are presented in the table 28 as below.

**Table 28: Campus publications**

<b>Publication</b>	<b>Name of report/ Publication</b>	<b>Frequency</b>	<b>Frequency of Publication</b>
Annual Report		Annual	1
Academic Journal	Okhaldhunga Journal	Annual	2
EMIS Report		Annual	1
Tracer Study Report		Annual	1
Academic Audit Report		Annual	1
Prospectus		N/A	1
Brochure		Annual	1
Bulletin		Semi-annual	1

Table 28 lists various reports and publications along with their frequency and number of publications. The Annual Report, EMIS Report, Tracer Study Report, Academic Audit Report, and Brochure are all published annually, each with one publication. The Academic Journal, specifically named "Okhaldhunga Journal," is also published annually but has been issued twice. The Prospectus has one publication with no specified frequency, while the Bulletin is published semi-annually with one recorded publication. This structured approach to publication highlights the campus's commitment to regular information dissemination and transparency.

## Section 12: Library and Learning Resources

With the aim to provide a good quality learning center, Okhaldhunga Campus, Okhaldhunga offers a resourceful library with books, journals, theses, magazines and electronic resources upon which students and teachers depend for their research and study. It is an essential element of the campus's attempt to create and maintain learning platform, which has been fortified with recently set up separate reading room facility with access to electronic and online resources.

In 2080/081, the library saw a completion of some important tasks including addition construction of reading room, e-library and sections, addition of department libraries, use of software, automation, open access and tracking the library users.

### General Information

The library remains open in morning (till 11:30am) except Saturdays. It also offers flexible study hours during winter and summer vacations. The general information about library is summarized in Table below

**Table 29: General information on library**

SN	Particulars	Number
1	Opening hours/day	5
2	Number of staff	4
3	Maximum Capacity	70
4	Student computers	20
5	Number of photocopies /Printers	1
6	Number of departmental libraries	4

The table provides a snapshot of the Okhaldhunga Campus, Okhaldhunga library, showing it operates 5 hours daily, staffed by 4 individuals, and can accommodate 70 users at a time. It offers 20 computers and 1 photocopier/printer, with 4 additional departmental libraries. While the current resources seem adequate, especially with specialized departmental libraries, there may be a need to extend hours or increase facilities, depending on student demand and peak usage times.

### Collection Size

The table 30 reveals that the campus has a substantial collection of 8,200 print books, 65 current journals, 100 reference journals, 25 back volumes of journals, 100 theses/reports, and 25 magazines, along with access to one database (TUCL). However, the electronic resources are limited, with only two journals available, indicating a need for expansion in digital resources.

**Table 30: Collection size up to 2080/081**

Print Sources		Electronic Sources	
Collection Type	Collection	Journals	2
Books	8200		
Current Journal	65		
Reference Journals	100		
Back volumes of Journals	25		
Database Access(TUCL)	1		
Theses /report	100		
Magazines	25		

### Circulation and provision of borrowing books

The library primarily provides book circulation services to students and teachers. While reference materials cannot be borrowed, they are available for study in the reading room. Students from other educational institutions can also access study opportunities, provided they present recommendation letters. The circulation privileges granted to teachers and students are detailed in Table 31.

**Table 31: Conditions of borrowing books**

SN	Types of Users		No. of Books allowed	Period
1	Students	BA students	2	7 days
		BBS students	2	7 days
		B.Ed.	2	7 days

2	Teachers	Unlimited	Books have to be submitted by the last of academic year
3	Non-teaching staff	Unlimited	Books have to be submitted by the last of academic year
4	Students from other institutions	No books	

The table shows different conditions of borrowing books for teacher's non-teaching staff and students. Students from other institutions cannot borrow books.

## Section 13: Recommendations

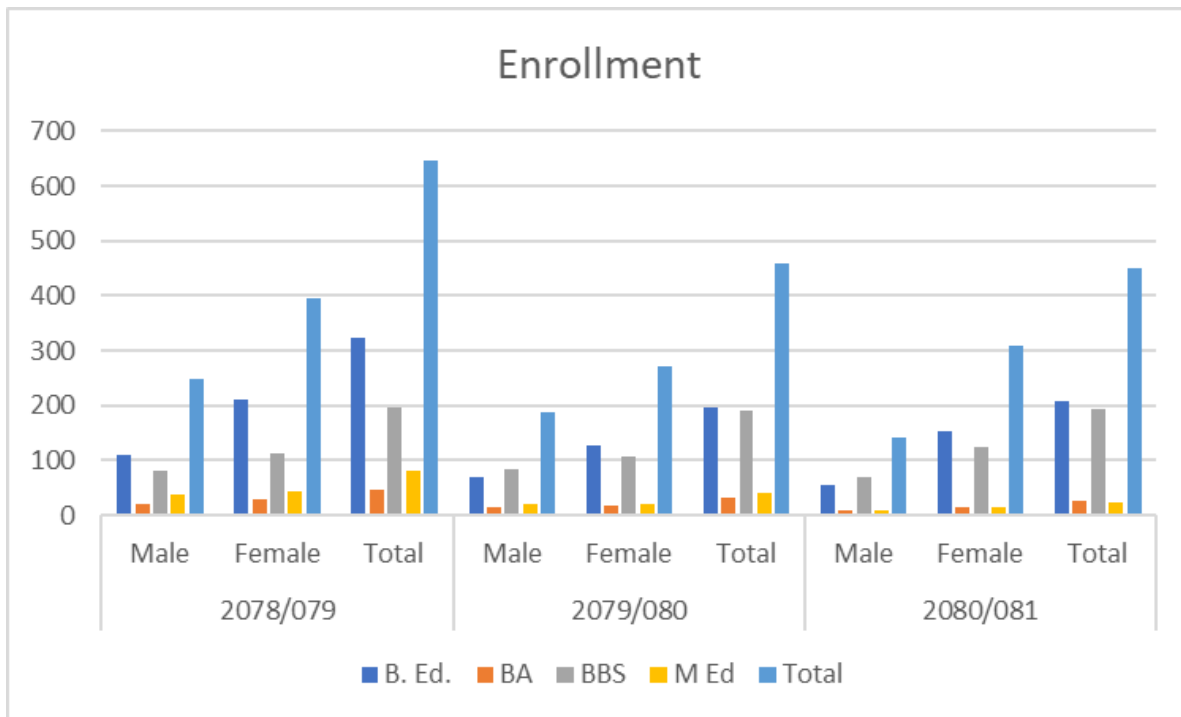
Based on the comprehensive analysis of data gathered through the Education Management Information System (EMIS), we have identified strategic recommendations aimed at enhancing the overall performance and effectiveness of our institution. These recommendations address key areas such as academic quality, administrative efficiency, student engagement, and resource optimization. By implementing these strategies, we aim to foster an environment of continuous improvement, ensuring that our institution not only meets but exceeds the educational standards and expectations of all stakeholders.

- i. The current four study programs do not sufficiently meet the demand for education in technical and professional fields. To address this, the institution should take proactive steps to introduce new programs that cater to these areas.
- ii. Although the slight decline in student enrollment in 2080/081 may not be alarming, it highlights the need for effective strategies to attract more students. Marketing campaigns, scholarship opportunities, and outreach programs can help boost enrollment.
- iii. To minimize dropout rates, effective retention strategies should be implemented. Academic advising, mentorship programs, and support services can help retain students.
- iv. Consistently low enrollment in the BA program suggests the need for improvement.
- v. The gender disparity in enrollment, particularly the low number of male students, requires initiatives to create a balanced gender representation. Programs and campaigns aimed at male students can help address this issue.
- vi. The proportion of female teachers remains low. Prioritizing the recruitment and development of female faculty members will help achieve gender balance.
- vii. The fluctuation in the number of graduates and their employment rates suggests the need for consistency. Strengthening career services, building industry partnerships, and regularly updating curricula to match job market demands can help maintain stable employment outcomes for graduates.
- viii. The weaker academic performance in the first year of study across most programs indicates a need for remedial support. Offering remedial classes and additional tutoring can help students achieve better results.

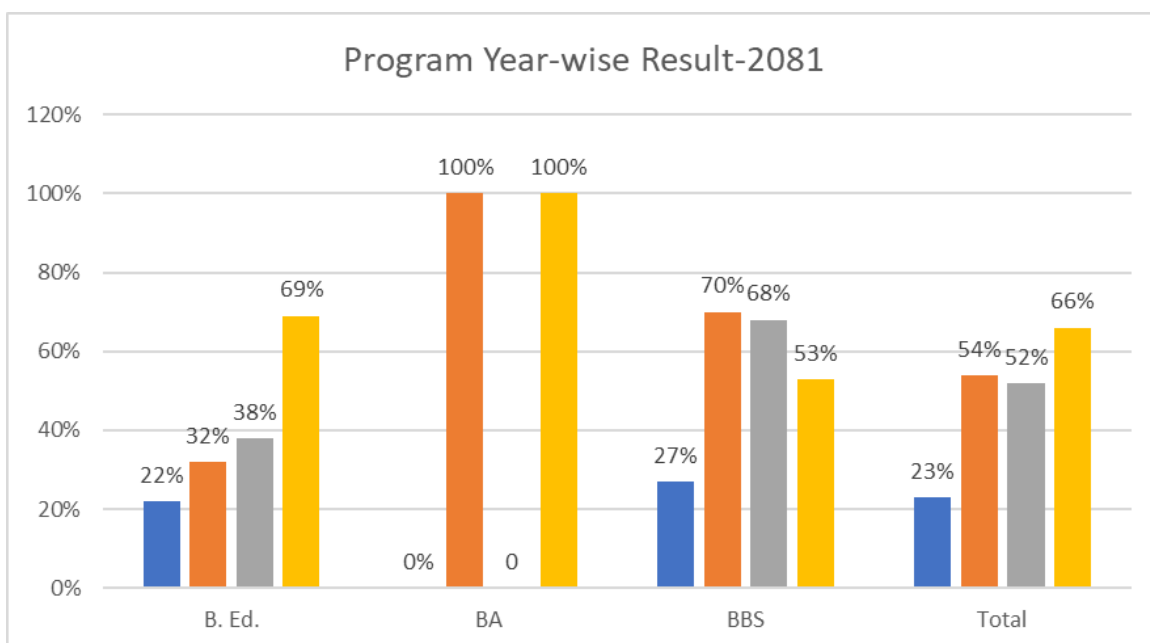
- ix. The low number of research publications highlights the need to encourage faculty research. Providing research grants, organizing workshops, and creating a supportive research environment can boost publication rates and academic contributions.
- x. Building strong community ties through service-learning programs, local partnerships, and community-based projects can enhance the institution's social impact and attract students interested in civic engagement.

## Section 14: Recent Trends

**Figure 2: Enrollment Trend**



**Figure 3: Program Year-wise Result-2081**



## Section 15: Annex Summary

### Level-wise Enrollment

#### Bachelor Level

Program	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	Total
B.Ed.	49	57	48	55	209
B.A.	8	5	7	5	25
B.B.S.	50	70	42	30	192
<b>Total</b>	<b>107</b>	<b>132</b>	<b>97</b>	<b>90</b>	<b>426</b>

#### Masters Level

Program	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	3 <sup>rd</sup> Sem	4 <sup>th</sup> Sem	Total
M.Ed.	6	5		12	23
<b>Total</b>	<b>6</b>	<b>5</b>		<b>12</b>	<b>23</b>

### Gender-wise Enrollment

Program	1 <sup>st</sup> Year			2 <sup>nd</sup> Year			3 <sup>rd</sup> Year			4 <sup>th</sup> Year			Total		Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	
B.Ed.	13	36	49	12	45	57	12	36	48	18	37	55	55	154	
B.A.	0	8	8	2	3	5	3	4	7	4	1	5	9	16	
B.B.S.	23	27	50	26	44	70	14	28	42	5	25	30	68	124	
M.Ed.	2	4	6	3	2	5	-	-	-	4	8	12	9	14	
<b>Total</b>	<b>38</b>	<b>75</b>	<b>113</b>	<b>43</b>	<b>94</b>	<b>137</b>	<b>29</b>	<b>68</b>	<b>97</b>	<b>31</b>	<b>71</b>	<b>102</b>	<b>141</b>	<b>308</b>	<b>449</b>

### Cast ethnicity-wise Enrollment

Program	Dalit	Janajati	Madhesi	Other	Total
B.Ed.	10	106	1	92	209
B.A.	2	13	0	10	25
B.B.S.	14	83	7	88	192
M.Ed.	1	16	0	6	23
<b>Total</b>	<b>27</b>	<b>218</b>	<b>8</b>	<b>196</b>	<b>449</b>