

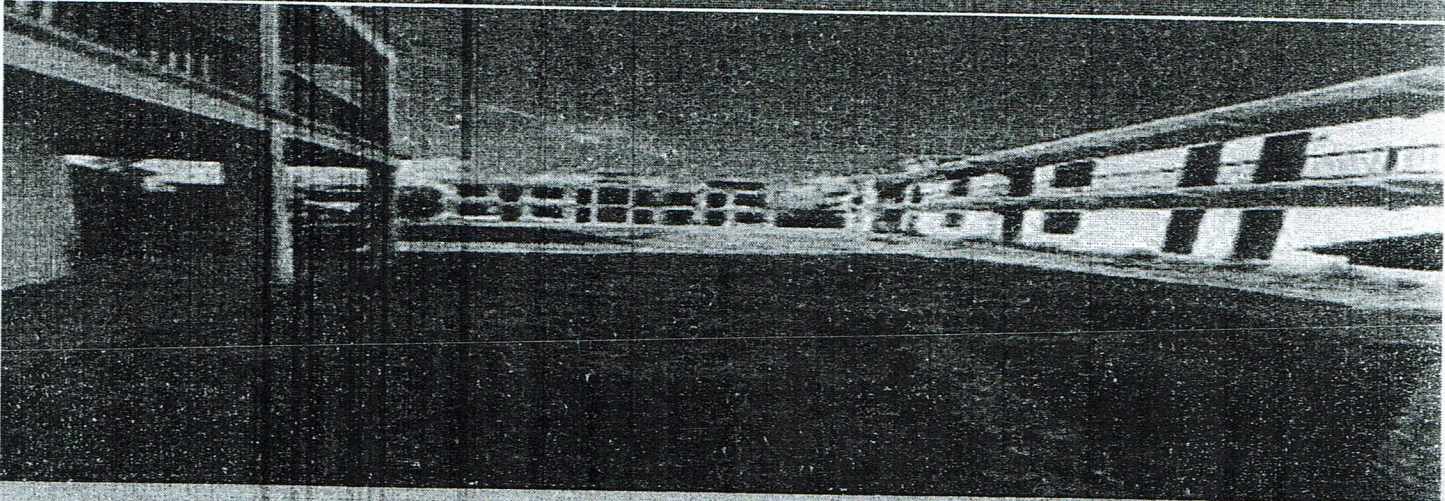


Affiliated to Tribhuvan University

**Achham Multiple Campus**

Mangalsen, Achham

**Education Management  
Information System**



**Annual Report**

**2079/080**

## EMIS Unit, Achham Multiple Campus

Pahal Sing Bogati                      Coordinator

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## FOREWORD

I am pleased to bring out the 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, scholarships, freeships and so on. I hope that the report will provide required information to the stakeholders.

After the campus has been officially accredited by University Grants Commission Nepal in 2015, we have made significant progress in our academic activities. New programs have been added, student enrollment has increased, and examination results have improved. 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.

**Chhatra Bahadur Bista**

**Campus Chief**

## ACKNOWLEDGEMENTS

We express our sincere gratitude to Mr. Chhatra Bahadur, Campus Chief, Mr. Dhurba Kumar Shahi As. Campus Chief, Mr. Padam Bahadur Bohara, CMC Chair as well as all the CMC Members of Achham Multiple Campus for believing in us and giving the task of preparing this report. We are particularly thankful to all sections of the campus for providing required information for this report. Finally, we gratefully acknowledge all HoDs, teachers, non-teaching staff and students for helping us to collect information and prepare the report.

**EMIS Unit, Achham Multiple Cmapus**

## EXECUTIVE SUMMARY

Achham Multiple Campus 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, 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 in 12 different sections presenting analysis of campus information.

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 four faculties. The third, fourth, fifth, sixth and seventh sections present the analysis of the number and ratio of students, teachers, non-teaching staff and graduates. The eighth, ninth, tenth, eleventh and twelfth sections report information related to examination results, financial status research and publications, library, and scholarships and freeships. The major sections covered by the report include the following.

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

Including seven programs of study in Inatermidiate, Bachelors level and two in Masters level, there are nine academic programs in two faculties. Both programs in Masters level are run under semestersystem. In Bachelors level, two programs (B Ed and BBS) programs are run under semestersystem, and all the other programs are run under annual system.

The faculties include Education, Humanities, and Management. Education is the largest faculty in terms of the number of programs and specialization subjects. It includes four programs and seven specialization subjects. Faculty of Management hasthree programs with the specialization subjects in each.

## **Student Enrollment**

In various programs of Bachelors and Masters levels, the number of enrolled students was 680 in 2078/79. The number increased to 267 in 2079/080. This year the number has reached 947.

BBS program is the largest program in terms of the number of enrolled students. Four-Year B Ed first, second and third years respectively in students' enrollment in both years. Comparison of enrollment in two years also shows that the number of students has increased by 267 students in the latter year, with the increment in the number of both male and female students. The number of male students has increased by 136, and the number of female students has increased by 131.

Department of Management is the largest department, with more than fifty percent of the enrolled students. Department of Health and Population Education contain least number of students. While the number of students in programs under faculties of 'Humanities and Social Sciences' and 'Education' is decreasing, there is significant increment in students' number in the programs under faculty of Management. The enrollment of students in Faculty of Science is constant for some years.

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

There are 24 (12 full-time and 12 part-time) teachers and 8 non-teaching staff. The number of female teachers (5 full-timers and 3 part-timers) and non-teaching staff is far smaller compared to male staff.

Most of the teachers are Masters Degree passed. There is only one teacher with M. Phill. There is no teacher at the level of Professor and only one teacher working as an Associate professor. 30 teachers are working as Lecturers and 24 teachers are working as Teaching Assistants.

2 are Bachelors passed, 4 have qualifications of PCL or equivalent, 2 are SLC passed. The positions held by the staff are: 1 second class officer, 2 Subba, 2 Kharidar, and 3 Office Assistants.

### **Student-Teacher Ratio**

The overall STR of the campus is 1:43.04. This means that in average a teacher teaches about 43 students.

## **Graduate Information**

The campus produced 75 graduates in 2019/20, 114 graduates in 2020/21, 373 in 2021/022. This indicates the number of graduates gradually increasing every year. The number of employed graduates is gradually increasing. Most of the graduates are involved in teaching profession. The number of graduate pursuing further studies is declining in the recent years.

## **Examination and Result Analysis**

Looking at the statistics of the academic year 2020/021, it is seen that out of a total of 770 students in the various programs of the campus, 703 have passed the annual examination. Overall, the pass rate is 16.22%, which is about 3.75% increase compared to the first academic session. Looking at the pass percentage, the highest number of students passed in BBM (25%) and the lowest in B.Ed. (12.93%) is seen.

Looking at the statistics of the academic year 2021/2022, it is seen that out of a total of 872 students in the various programs of the campus, 373 passed the annual examination. Overall, the pass rate is 42.47%, which is about 26,554 percent increase compared to the first academic session. Looking at the pass percentage, it is seen that 72.89% of students have passed in M.Ed and the lowest in MBS (27. It seems to be 86%).

## **Financial Aspect of the Campus**

The total assets of the campus are worth Rupees 200,924,518. Total land area of the campus is 35 ropanis. The building area covers 11 ropanis. The four buildings have 34 rooms. Other fixed assets include laboratory equipment, electronic equipment and furniture.

Total incomes of the campus in 2078/079 were Rupees 30,723,071.51 respectively.

## **Research and Publications**

So far, two mini research projects have been accomplished. The academic publications of the campus include Academic Journal and Achham Bani.

## **Library and Learning Resources**

Recently, the library has completed 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.

The total number of collections in the library include 9834 circulating textbooks, 1059 reference books, 118 books in special collection, 4635 books in special collection, , 10 journals, 431 printed magazines and 264 e-resources.

## Scholarships and Freeships

The scholarships are collected from various endowment funds raised by individuals, donations provided by individuals and institutions, and the internal source of the campus. The amount of endowment funds is increasing every year. By this year Rs. 2, 524,116 have been collected in endowment funds.

In 2078/079 the different scholarships of worth Rs. 140,500 were provided to 20 students. The scholarships amounts ranged from Rs. 7,000 to 15,000. Similarly, freeships of worth Rs. 125,327 were provided to 25 students.



# TABLE OF CONTENTS

<i>Institutional Information</i>	<i>i</i>
<i>Foreword</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Executive Summary</i>	<i>iv</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Figures</i>	<i>xii</i>
<i>Abbreviations and Acronyms</i>	<i>xiii</i>
Section 1: Introduction	1
Section 2: Programs, Faculties and Departments	4
Section 3: Student Enrollment	8
Section 4: Teaching and Non-Teaching Staff	15
Section 5: Student-Teacher Ratios	19
Section 6: Graduate Information	23
Section 7: Examination and Result Analysis	24
Section 8: Financial Aspect of the Campus	28
Section 9: Research and Publications	39
Section 10: Library and Learning Resources	45
Section 11: Scholarship and Freeship Distribution	47

251

## LIST OF TABLES

- Table 1: Programs Run at AMC
- Table 2: Faculties run at the campus
- Table 3: Departmental information
- Table 4: Program-wise enrollment in 2020/021 and 2021/022
- Table 5: Department-wise enrollment in 2021/022
- Table 6: Student enrollment from different districts in 2021/022
- Table 7: Overall GPI in 2020/021 and 2021/022
- Table 8: Faculty-wise GPI comparison
- Table 9: Department-wise GPI in 2021/022
- Table 10: Teaching and non-teaching staff
- Table 11: Number of teachers in different departments
- Table 12: Positions held by teachers
- Table 13: Positions held by non-teaching staff
- Table 14: Employed and unemployed graduates
- Table 15: Results of annual examinations held in 2078
- Table 16: Results of annual examinations held in 2079
- Table 17: Results of B Ed ICT examinations held in 2078
- Table 18: Results of semester examinations held in 2078
- Table 19: Total assets of the campus in 2079
- Table 20: Area occupied by campus premises
- Table 21: Number of buildings and rooms
- Table 22: Laboratory equipment
- Table 23: Electronic equipment
- Table 24: Furniture details

Table 25: Income in the last two years

Table 26: Expenses in the last two years

Table 27: List of accomplished research projects

Table 28: Campus publications

Table 29: General information on library

Table 30: Collection size up to 2078

Table 31: Conditions of borrowing books

Table 32: Books with top issue counts in 2078/079

Table 33: Students with most book issues in 2078/079

Table 35: Staff with most book issues in 2078/079

Table 34: Scholarships provided in 2078/079

Table 36: Freeships provided in 2078/079

## ABBREVIATIONS AND ACRONYMS

BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
BS	Bikram Sambat
CMC	Campus Management Committee
DLI	Disbursement Linked Indicators
EMIS	Education Management Information System
EPM	Education Planning and Management
F	Female
FA	Financing Agreement
FNCCI	Federation of Nepalese Chamber of Commerce & Industry
FSU	Free Students Union
GoN	Government of Nepal
GPA	Grade Point Average
GPFS	Graduates Pursuing Further Studies
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

HSEB	Higher Secondary Education Board
ICT	Information Communication Technology
IDA	International Development Association
Ltd.	Limited
M	Male
M Ed	Master of Education
MBS	Master of Business Studies
M Phil	Master of Philosophy
PCL	Proficiency Certificate Level
PhD	Doctor of Philosophy
No.	Number
RMC	Research Management Cell
SLC	School Leaving Certificate
AMC	Achham Multiple Cmapus
SN	Serial Number
STR	Student-Teacher Ratio
T	Total
TU	Tribhuvan University
UGC	University Grants Commission

## SECTION 1: INTRODUCTION

After Financing Agreement (FA) was made between Government of Nepal (GoN) and International Development Association (IDA) of the World Bank in 2014, Higher Education Reforms Project (HERP) has been activated since 2015. University Grants Commission (UGC) Nepal has played the key role in implementing this project by allocating and disbursing government grants to universities and higher Educational Institutions (HEIs), and taking appropriate steps for the promotion and maintenance of standards of higher education in Nepal. The main purpose of this project is to support reform activities of HEIs for improving quality, relevance and efficiency of education; and to assist underprivileged students for equitable access. Achham Multiple Campus (AMC) was accredited for quality assurance meeting the target of DLI1 for year one of HERP implementation. Since then, the campus has been making continuous efforts to strengthen quality. Education Management Information System (EMIS) is a part of the campus's efforts for quality improvement. Based on Higher Education Management Information System (H-EMIS) developed by UGC Nepal, this campus has made an attempt to develop the first EMIS report.

AMC has implemented 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.

With the official accreditation received from University Grants Commission (UGC) Nepal in 2015, 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.

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## **Organization of the Report**

The report is organized in 11 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 four faculties. The educational programs run at the campus are affiliated to Tribhuvan University (TU), Nepal. It provides higher education through four different streams: Education, Management and three programs are offered Under the faculty of Education (Four Year B Ed and M Ed), and the faculty of Management (Four Year BBS, MBS and BBS).

The third, fourth, fifth, sixth and seventh sections present the analysis of the number and ratio of students, teachers, non-teaching staff and graduates. The third section presents the number students enrolled in various programs of study. The fourth section compares the male and female students through Gender Parity Index (GPI). The fifth section shows the number and academic qualifications of teaching and non-teaching staff. The Sixth section presents analysis of student-teacher ratio. The seventh section summarizes the information of graduates in the recent years.

The eighth section of the report presents a glimpse of examination results of various programs. Similarly, the ninth section reports information related to fixed and capital assets of the campus as well as analysis of income and expenses. The tenth section includes information related to research activities and publications of the campus. The eleventh section presents information related to collection and circulation of library resources. Final section of the report is related to scholarships and freeships distributed to students. The eighth section presents analysis of examination results of various programs. The ninth, tenth, eleventh and twelfth sections report information related to research and publications, library. Final section of the report is related to scholarships and freeships distributed to students.

## **Methodology**

### **Data collection source**

Data were collected from secondary source for the study. While bulk of information has been extracted from the EMIS software, publications released by the campus are also source of data for this report. AMC has been using 'Pathshala software' to store, process, and analyze information obtained from different sections of the campus. With the application of this software, fragmented data in different sections are easily accumulated within a single framework, which makes possible to record and disseminate campus information. Most of the information related to student enrollment, teaching and non-teaching staff, examination, library has been taken from 'Pathshala' software' used by the campus. Besides, Annual Progress Report, Graduate Tracer Study Reports of last five years, Annual Report Submitted to Campus Council and Audit Report have also been consulted to draw information related to finance, graduates, research and publications, and scholarships and freeships.

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

The data presented in this report have been compiled and analyzed in the EMIS software used in the campus. Mostly, data related to student enrollment, teachers, non-teaching staff, examination and library were analyzed in the software. Since information related to research, publications, scholarships and freeships were not collected in the software, separate statistical tools were designed to process and analyze such data.

### **Scope and Limitations**

The report attempts to be comprehensive by covering analysis of information related to 12 areas. Mostly, the analysis is based on quantitative information. There are some areas which are deliberately ignored because of lack of official record. The report does not include information related to extracurricular activities and activities and public information. Similarly, the report presents information related to programs conducted in Bachelors and Masters levels. Although the campus has been running +2 program as a self-sustaining program, almost no information has been included related to this program in the report. Department-wise enrollment of students has been calculated considering specializations in relevant subjects. Thus, Compulsory subjects assigned to all the students specified programs have been ignored in department-wise analysis. Moreover, information related to internal examinations have been excluded because of lack of systematic records. Gender-wise analysis has not been made in Examination and Result Analysis section.



## SECTION 2: PROGRAMS, FACULTIES AND DEPARTMENTS

Achham Multiple Campus has been running nine different programs under four 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

Including seven programs of study in Bachelors level and two in Masters level, there are nine academic programs. Both programs in Masters level are run under semester system. In Bachelors level, B Ed and BBS programs are run under semester system, and all the other programs are run under annual system. Details of the programs are outlined in the table below.

**Table 1: Programs Run at AMC**

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/Semester)	Admission Qualification
Bachelors	B Ed	4	2063	Annual	Class 12 passed or equivalent
	BBS	4	2062	Annual	Bachelor's degree in any stream
Masters	M Ed	2	2075	Semester	B Ed with specialization in relevant subjects
	MBS	2	2077	Semester	Bachelor's degree with management specialization

The table shows that there are seven programs in Bachelors and two programs in masters. Five programs are run under annual system and four are run under semester system. The table does not show the addition of any program in 2078. As per TU policy, programs that were conducted under annual system are being changed to semester system.

## Faculties and Departments

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

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

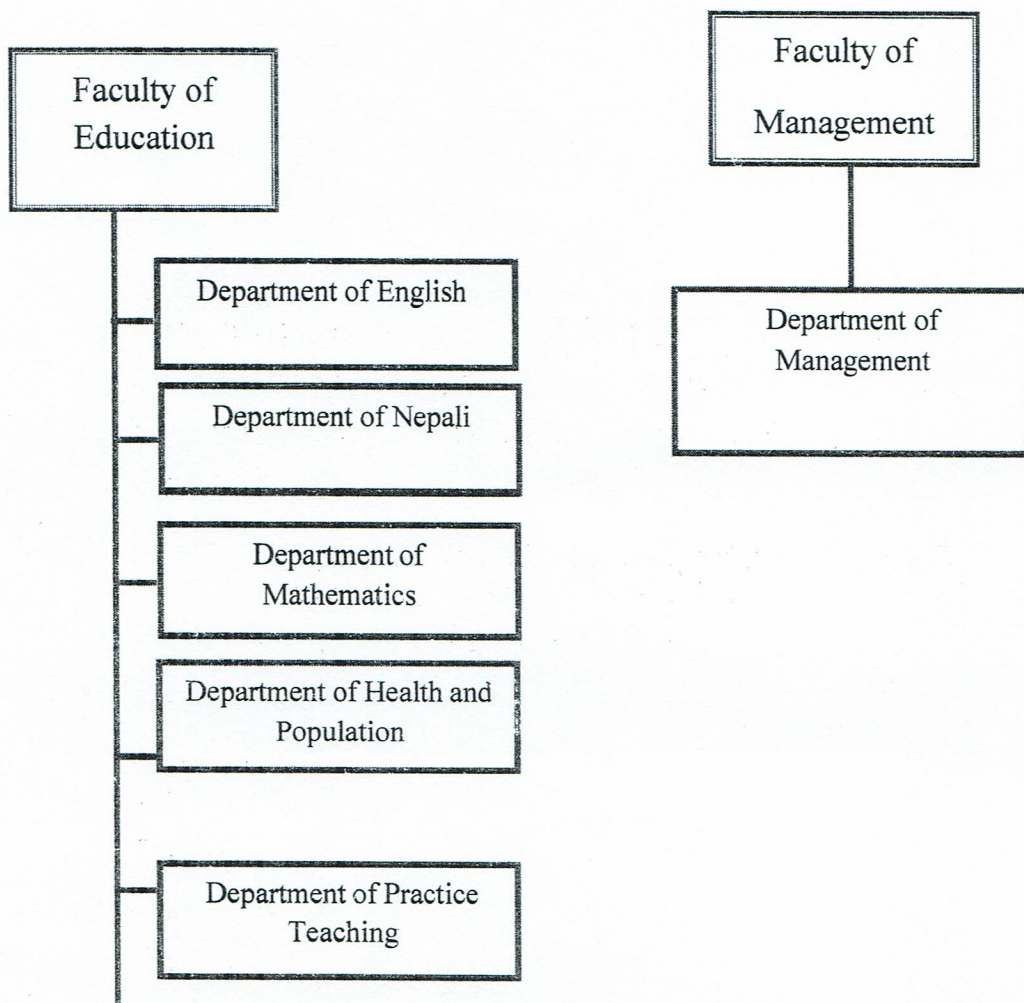
SN	Faculty	Programs	Specialization subjects
1	Education	Four Year B Ed	English, Nepali, Mathematics, Population, HPE,
		M Ed	Nepali and EPM
2	Management	BBS	Accountancy, Finance, Marketing
		MBS	Accountancy, Finance, Marketing

As the table shows, Education is the largest faculty in terms of the number of programs and specialization subjects. It includes four programs and 10 specialization subjects. Faculty of Humanities and Social Sciences and Faculty of Science are running with single programs. Faculty of Management has three programs with three specialization subjects in each.

Nine programs of study are run under nine departments. There is not neat division of departments across faculties. Most programs of Education and Humanities and Social Sciences are run under common departments. The departments under each faculty are represented in the following figure.

**Figure 1: Faculties and departments at AMC**

The figure shows nine departments in four faculties. There is no neat division of departments in different faculties. Faculties of Management and Science have not been fully



261

The campus's plan of setting separate departments in these faculties has not been materialized yet. Faculty of Humanities and Social Sciences and Faculty of Education run their academic programs in the common departments. Department of Health and Population Education and Department of ICT are under Faculty of Education only. Moreover, Department of Practice Teaching serves all students in Faculty of Education. Details of the departments at AMC are outlined in Table 3.

**Table 3: Departmental information**

SN	Department	Name of HoD
1	Nepali	Man Bahadur Budha
2	Management	Nirpa Chad
3	Department of Practice Teaching	Harak Singh Dhami

Department of Management is the largest department in terms the number of teachers and students. Since Faculties of Management and Science have not been departmentalized according to specialization subjects, departments in these faculties are bearing a lot pressure in keeping records of students, assigning teaching loads and analyzing results of students.

## SECTION 3: STUDENT ENROLLMENT

With the introduction of new programs, the number of enrolled students is gradually increasing every year at AMC. In various programs of Bachelors and Masters levels, the number of enrolled students was 680 in 2078/79. The number increased to 267 in 2080/081. This year the number has reached 947.

### Program-wise Enrollment

The total enrollment in 2078/79 was 680. This year the number has reached 267. In most programs the number of students has increased. In both years, the number of female students is higher than that of male students. Table 4 presents a summary of enrolled students in 2078/79 and 2079/080.

**Table 4: Program-wise enrollment in 2078/079 and 2079/080**

Program	Number of Students	
	2078/79	2079/80
Four Year B. Ed.	379	493
BBS	136	152
M.Ed.	166	27
MBS	61	17
Toatal	742	689

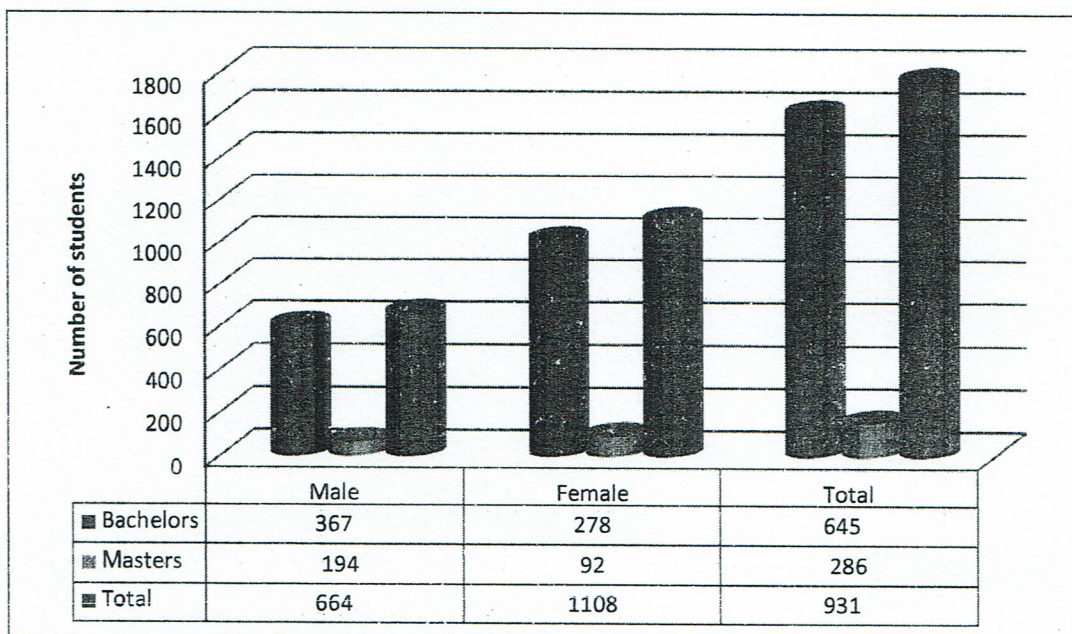
As the figure shows, Faculty of Management is the largest faculty in terms of the number of students. This faculty occupies more than 50% of total enrollment at the campus. Another large faculty is Faculty of Education, which occupies slightly more than one third of the total enrollment. Faculty of Humanities and Social Sciences and Faculty of Science have very low enrollments having 2.78% and 7.87% of the students' total number. Faculty of Science has more enrollment among male students than female students. In all other faculties female students have more enrollments.

Comparison of the data in 2078/079 and 2079/080 shows that enrollment has increased in Faculty of Education, Faculty of Management and Faculty of Science in the latter year. Both male and female students' enrollments have increased in the Faculty of Education and Faculty of Management. In Faculty of Humanities and Social Sciences, enrollments of both male and female students have declined. In Faculty of Science, male students' enrollment has decreased but female students' enrollment has increased.

### Level-wise Enrollment

Achham Multiple Campus conducts various academic programs in Bachelors and Masters levels. Bachelors level has seven programs and Masters level has only two programs. The following figure represents the level-wise enrollment in 2078/079.

**Figure 4: Level-wise enrollment in 2078/079**



The diagram shows that Bachelors level occupied 69.28% of the total enrollments. The number of female students was higher in both levels.

## SECTION 4: GENDER PARITY INDEX

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

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

GPI of one (1) indicates parity between the genders. A GPI that varies between zero (0) and one (1) means a disparity in favor of males, and a GPI greater than one (1) indicates a disparity in favor of females. As GPI value of 1 is highly unlikely, the value ranging from 0.97 to 1.03 has generally been considered gender parity. An increase in the GPI can mean that girls' enrollment or completion has improved or that boys' enrollment or completion has decreased.

Since department-wise information of student enrollment was not available for 2078/079, department-wise GPI enrollment has been analyzed for 2079/080 only.

**Table 9: Subject-wise GPI in 2079/080**

Program	Number of Students		GPI
	Male	Female	
English	72	140	1.94
Nepali	73	132	1.81
Mathematics	114	132	0.97
Health and Population Education	6	21	3.5
Management	439	668	1.52

The table shows that Department of Health and Population has the highest GPI and Department of ICT has lowest GPI. Only Department of Mathematics has parity of gender. All the other departments have disparity. Department of ICT and Department of Science have disparity in favor of male students. Department of English, Department of Nepali, Department of Social Studies, Department of Health and Population Studies, and Department of Management have disparity in favor of female students.

## SECTION 5: TEACHING AND NON-TEACHING STAFF

Achham Multiple Campus aims at promoting high standards in teaching, research and student service. As teaching-learning is at the center of institutional ethos, it has a policy of attracting eminent scholars known for diligence, experience and commitment in its faculty, and professionally dedicated people in non-teaching service. There are currently 22 teachers and 8 non-teaching staff working at different positions of AMC.

Overall composition of teaching and non-teaching staff is represented in table 10.

**Table 10: Teaching and non-teaching staff**

	Teachers									Non-teaching staff			All staff		
	Full-time			Part time			All teachers			M	F	T	M	F	T
	M	F	T	M	F	T	M	F	T						
Total	11	0	11	11	1	12	21	1	22	8	0	8	8	0	8

The table shows nearly hundred staff working at the campus. There are two categories of teachers: full-time and part-time. About 50-50% of the teachers are all teachers. The number of non-teaching staff looks small to serve a large number of students. The number of female teachers and non-teaching staff is far smaller compared to male staff. Number of full-time teachers is higher than that of part time teachers.

Most of the teachers at AMC are working at the level of Teaching Assistant. There is no teacher at the level of Professor and only one teacher working as an Associate professor. Position-wise distribution of teachers is presented in the following table.

**Table 12: Positions held by teachers**

Position	Number and share					
	Male		Female		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
Professor	0	0%	0	0%	0	0%
Associate Professor	6	27.27%	0	0%	6	27.27%
Associate Lecturer (Full time)	5	22.72%	1	4.54%	6	27.27%
Part time- Lecturer	10	45.45%	0	0	0	45.45%
<b>Total</b>	<b>21</b>	<b>95.45%</b>	<b>1</b>	<b>4.54%</b>	<b>22</b>	<b>100%</b>

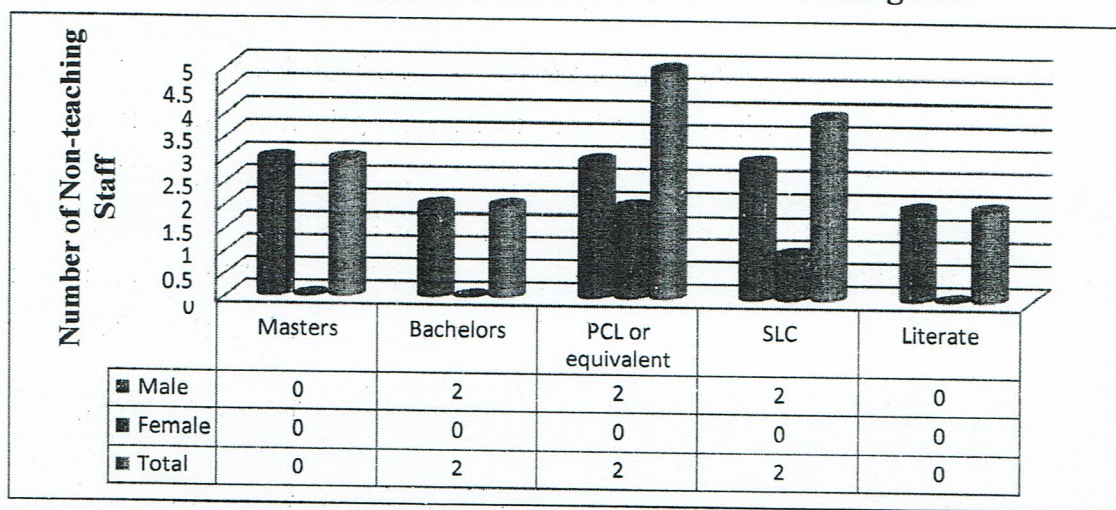


The number of male teachers is almost nine times greater than that of female teachers. Majority of teachers are working at the position of Teaching Assistant. Part-time teaching assistants occupy largest proportion of the teaching faculty. Lecturers occupy nearly equal proportion. No teachers are found at the level of Professor, and only one teacher is working at the level of Associate Professor. Thus, only limited teachers are working at higher positions. This shows that the campus needs to work more on the faculty development of teachers.

### 8.1 Non-teaching staff

There are only 8 non-teaching staff working at the campus. As some of them have been assigned over time work responsibilities, the number looks small as per the number of teachers and students. Academic qualifications of the non-teaching staff are represented in figure 6 below.

**Figure 8: Academic qualifications of non-teaching staff**



Most of the teaching staff have academic qualification above SLC. Majority of the staff have academic qualification above Proficiency Certificate Level (PCL) or equivalent. Average qualification of male staff is higher than that of female staff. None of the female staff have completed Bachelors and Masters.

## SECTION 6: STUDENT -TEACHER RATIOS

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 s and Masters level is 947. Total number of teachers available to teach these students is 22. STR is obtained by using the following formula:

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

Using this formula, overall STR of the campus in 2078/079 is calculated as:

$$\begin{aligned} & \frac{947}{22} \\ & = 43.04 \end{aligned}$$

Thus, the overall STR of the campus is 1:43.04. This means that in average a teacher teaches about 27 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.

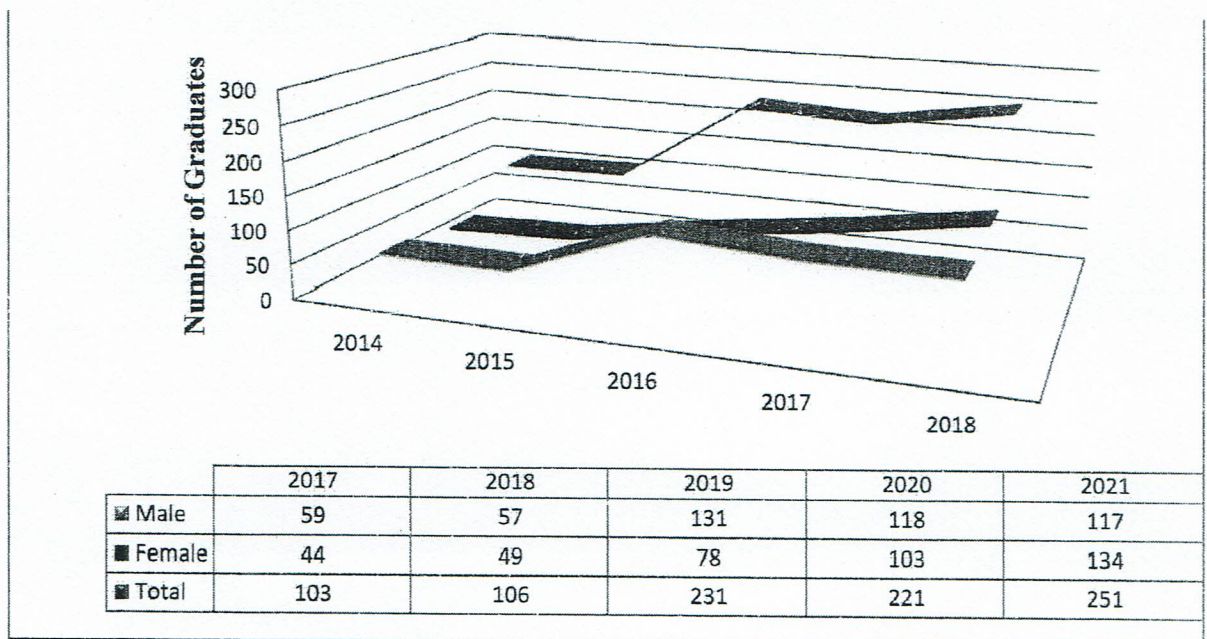
## SECTION 7: GRADUATE INFORMATION

After the accreditation given by UGC Nepal in 2015, this campus has determined more to improve its quality. This institution produces hundreds of graduates every year with the expectation that their qualification is valued in the job market. The campus regularly conducts tracer study survey to fulfill both accreditation and quality requirements. The campus has kept the record of its graduates since 2014. The information obtained from the graduates serves as the basis for the institutional reform of the campus.

### Number of graduates

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

**Figure 9: Traced graduates in the last five years**



The figure shows that the number of female graduates is gradually increasing every year, but there is slight fluctuation in the number of male graduates.

## Employment Status

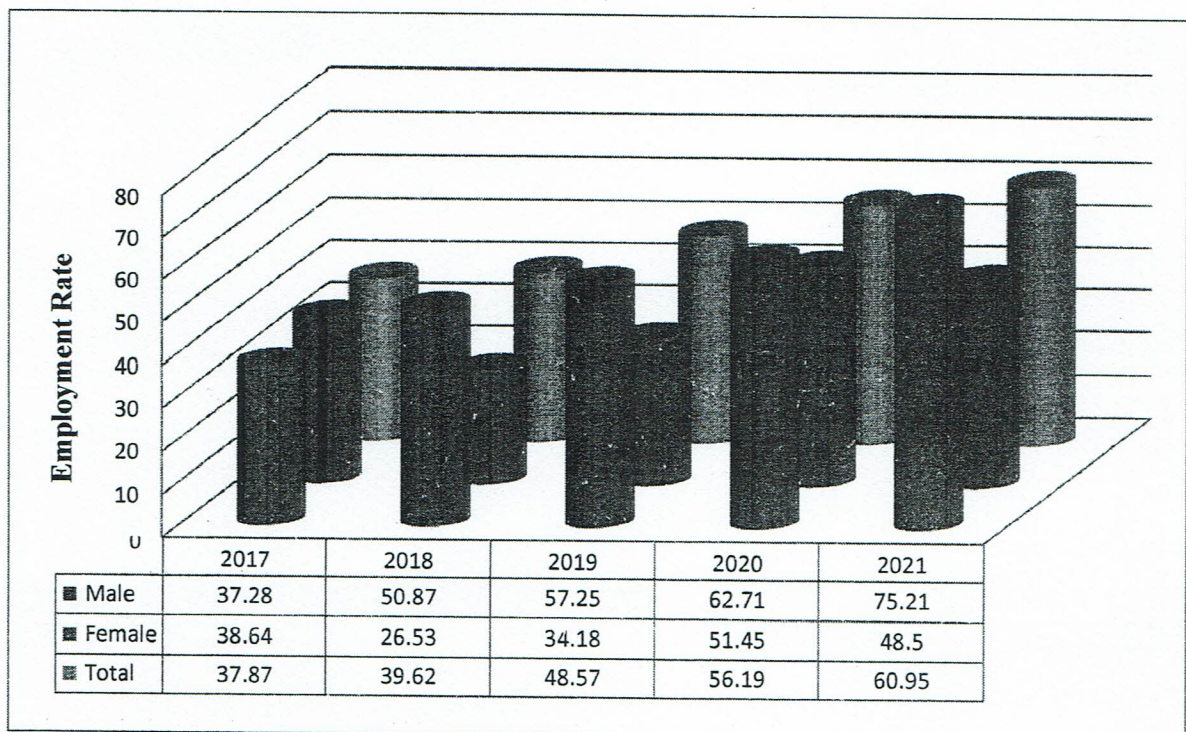
In the tracer studies, the graduates were asked about their current position with regard to paid work. The number of employed and unemployed graduates in the last five years is represented in table 14 below.

**Table 14: Employed and unemployed graduates**

Year	Employed			Unemployed		
	Male	Female	Total	Male	Female	Total
2017	22	17	39	9	14	23
2018	29	13	42	6	10	16
2019	75	27	102	36	31	67
2020	74	53	127	16	29	45
2021	88	65	153	28	70	98

The table shows discrepancy in number of employed and unemployed graduates because of graduates pursuing further studies, who are not counted in either of the categories. The number of employed graduates is gradually increasing whereas the number of unemployed graduates is fluctuating. Deeper observation of graduates can be obtained in the employed rates, which are presented in figure 8 below.

**Figure 10: Employment rates in the last five years**



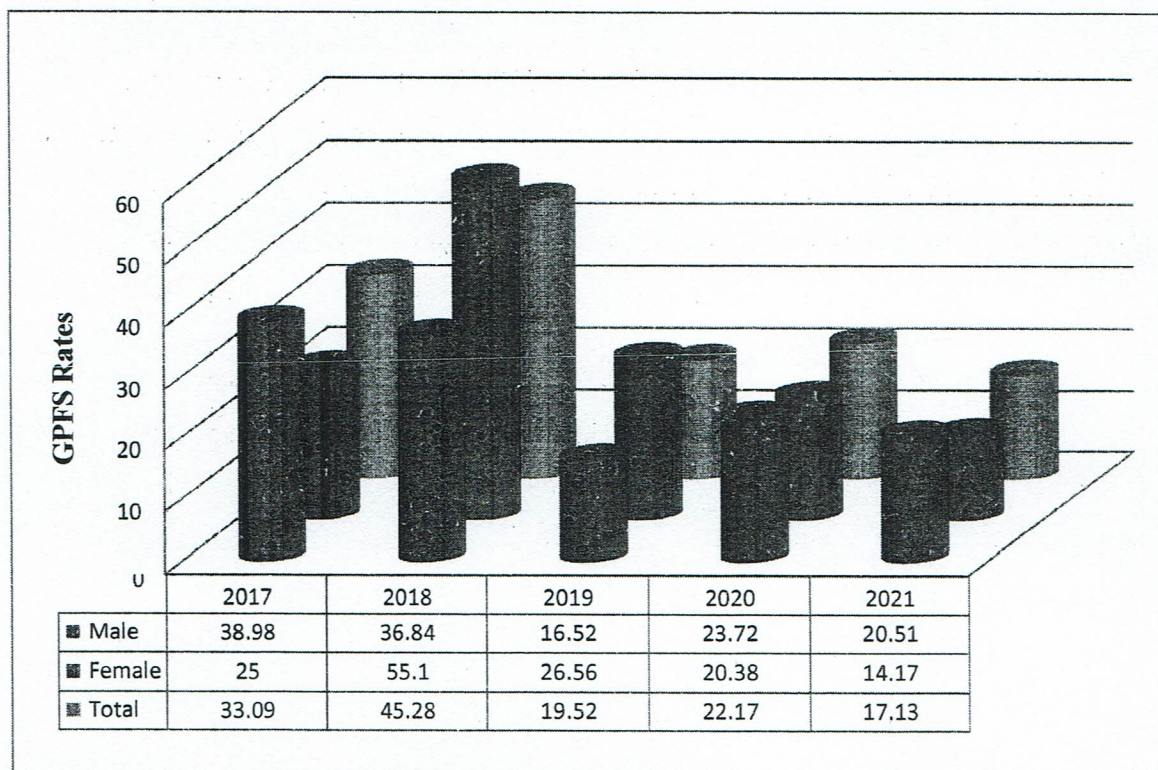
Gradual increment in overall employment rate among graduates shows improving employments prospects at AMC. The figure also shows consistently increasing rates among male graduates. Female employment rates are rather fluctuating in the figure. Also, except 2017, male employment rates are higher than female employment rates.

The figure clearly shows that AMC is primarily a producer of teachers required for educational institutions. More than three quarters of the employed graduates from this campus are involved in teaching. Some graduates from faculty of Management, especially from MBS program were found to be working in banks and financial institutions. Very small number of graduates was found to be doing government service (teaching excluded).

### Graduates pursuing further studies (GPFS)

The tracer study reports provide information about proportion of graduates pursuing further studies in different educational institutions. In all tracer studies, GPFS were found from Bachelors programs only. There was no record of GPFS in foreign countries. Figure 10 represents the number and proportion of GPFS.

**Figure 12: Percentage of graduates pursuing further studies**



The figure shows diminishing number of GPFS in the recent years. Except 2017 and 2018, the rates of male GPFS are higher than those of female GPFS.

## SECTION 8: EXAMINATION AND RESULT ANALYSIS

Examinations are crucial part of evaluation and are carried out to fulfill the academic requirements. They are the most reliable method in assessing students' academic progress, which are related to effective teaching and learning activities. Although each day spent at campus is important, how students perform in examinations will identify their skill and capability. Achham Multiple Campus conducts different types of examinations to reflect students' academic achievements.

Results Analysis provides valuable information about how students are learning, and how they have performed each year/semester of their studies. The information obtained from the results will help to identify overall trends in the performance of the campus and provide constructive feedback for individual students. It will also help to identify areas of strengths and weaknesses in order to focus the areas where teaching needs improvement. It can also be used to provide support in overall administration decisions.

Achham Multiple Campus conducts two internal examinations within an academic year. The information related to internal examinations and their results have been excluded from this report. The report only analyzes the information related to final examinations of different programs. The number of examinations per year vary in programs under annual system and programs under semester system. Examination and evaluation systems are also different in these programs.

Therefore, the details of students in annual examinations and semester examinations are separately presented.

### **Annual Examinations**

The number of students is significantly high in the programs under annual system. Therefore, the numbers of examinations appeared students, dropouts and passed students are also high in these programs.

#### **Results of annual examinations held in 2079**

In 2078/079, 931 students were enrolled in programs of annual system. Among them 872 students appeared in the annual examinations held in 2078. This shows that 59 (6.33%) students were dropped out. The largest number of students were from B.Ed program, and the lowest number

of students were from MBS. The following table represents enrolled, exam appeared, dropouts and passed students from programs under annual system in 2078/079.

- Total number of examinations appeared students: 872
- Total number of dropouts: 59
- Average dropout rate: 6.33 %
- Total number of passed students: 373
- Average pass rate: 42.77%
- Program with largest number of examinations appeared students: B.Ed. (493)
- Program with smallest number of examinations appeared students: MBS(16)

### Comparison of examination and results (2078 and 2079)

The study of examinations held in 2078 and 2079 reveals that the numbers of enrolled students, exam appeared students and dropouts, and dropout rate has decreased in the latter year. On the other hand, the number of passed students and pass rate has increased.

### Semester Examinations

In comparison to programs under annual system, there are fewer students in the programs under semester system. Therefore, the numbers of examinations appeared students, dropouts and examinations passed students are smaller in these programs.

**Table 17: Results of M Ed examinations held in 2078**

Semester	Student Category	Batch 4	Batch 5
First Semester	Enrolled	-	30
	Appeared	-	28
	Dropouts	-	2
	Dropout Rate		6.67 %
	Passed	-	9
	Pass Rate	-	32.14%
Second Semester	Enrolled	-	28
	Appeared	-	25
	Dropouts	-	3
	Dropout Rate		10.71%
	Passed	-	10
	Pass Rate	-	40%
Third Semester	Enrolled	18	-
	Appeared	16	-
	Dropouts	2	-
	Dropout Rate	11.11%	
	Passed	4	-
	Pass Rate	25%	-

273

The table shows details of only three classes under semester system in 2078. There was only one examination of the fourth batch in 2078, and two examinations of the fifth batch (first and second semester). Among the three examinations results presented in the table, the third semester examinations held for the fourth batch has highest dropout rate, and the first semester examinations held for fifth batch have the lowest rate. In terms of the pass rates, the second semester examinations held for the fifth batch has best results among others. In the same way third semester examinations held for the fourth batch have lowest pass rate. The Batch-wise comparison passed students shows that fifth batch have better results than the fourth batch.



## SECTION 9: FINANCIAL ASPECT

**Table 19: Total assets of the campus in 2076**

SN	Particulars	Amount
1	Fixed assets	81670790
2	Current assets	55349920
3	Current liabilities	6096192
4	<b>Total assets (1+2-3)</b>	<b>130924518</b>

*Source : Audit Report 2078/079*

### 4.1 Fixed assets

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

**Table 20: Area occupied by campus premises**

SN	Particulars	Ar ea	Remarks
1	Total land area	35 Ropani (1.78 Sq.hectors)	
2	Area occupied by building	11 Ropani (5596.11 square M.)	
3	Sports ground	....Sq/m	unavailable
4	Botanical garden	....Sq/m	unavailable

The table shows that the campus premises have covered a large area with buildings and spacious composite sports ground for playing various games. The land occupied by the campus is in the single location. Botanical garden is still in progress

Recently constructed modern concrete buildings are major physical asset of the campus. All the constructed buildings have been protected with addition of trusses at top. There are separate buildings for administrative activities and Free Students Union (FSU). Office of the Campus Chief, Assistant Campus Chiefs, HoDs, Research Management Cell (RMC), Practice Teaching and HERP are in the administrative building. One building for canteen is under construction with the financial aid of Ministry of Social Development, Province No. 1. Details of the buildings and rooms are presented in Table 21.

**Table 21: Number of buildings and rooms**

Particulars		Number
Buildings	Teaching	3
	Administration	1
	FSU	1
	<b>Total</b>	<b>5</b>
Classrooms		19
Labs	ICT	2
	<b>Total</b>	<b>2</b>
Office Rooms		5
Library Rooms		3
Yoga and Meditaion Hall		1
Seminar Hall		1
Research Management Cell (RMC)		1
FSU Rooms		2
Canteen rooms		3
<b>Total Rooms</b>		<b>31</b>

The campus has most of electronic equipment required in an educational institution. Table 23 shows the number of electronic equipment available at campus.

**Table 23: Electronic equipment**

SN	Particulars	Number	SN	Particulars	Number
1	Desktop computers	25	13	Camera	1
2	Laptops	15	14	Invertors Batteries	16
3	Multimedia projectors	2	15	UPS	5
4	Overhead projectors	21	16	Computer Speaker	16
5	Smart boards	1	17	Water filter	2
6	Printers	9	18	Ceiling fans	60
7	Photocopy machines	5	19	Stand fans	5
8	Scanners	2	20	Wall fans	1
9	Stabilizers	5	21	Air conditioners	2
10	Telephone sets	3	22	Television sets	2
11	Sound System Microphone	1	23	Vacuum cleaner	2
12	CC Cameras	24	24	Water Chiller Machine	2

**Table 24: Furniture details**

SN	Particulars	Number	SN	Particulars	Number
1	Wooden Drawers	8	13	Tools	25
2	Library card holder drawers	3 sets	14	Computer tables	26
3	Sofas	8 sets	15	Benches (plain)	13
4	Beds: Palang	3 sets	16	Joint Desks and benches	285sets
5	Book Cabinet	4 sets	17	Tables with drawers	9
6	Telephone Box	4 sets	18	Cushion armchairs	220 sets
7	Steel Drawers	16	19	Plain chairs	30
8	White boards	13	20	Plastic chairs	145
9	Teacher stands	50	21	Computer Chair	30
10	Plain tables	48	22	Podium	2
11	Revolving Chairs	13	23	Racks	67
12	Notice Boards	2	24		

Table shows availability of sufficient lab and modern teaching equipment in the campus.

### Income and Expenses

Income and expenditure are very important to maintain infrastructure, teaching learning, research and other academic activities. The details of income made by the campus in 2078/079 are presented in table 25 below.

**Table 25: Total income in the last two years**

SN	Particulars	Income Amount in Rupees		
		2077/078	2078/079	
1	Student fees	Admission fee	3,138,400	3,191,710
		Tuition fee	32,370,675	40,295,630
		Library fee	1,706,600	1,571,500
		Laboratory fee	1,293,750	1,190,500
		Exam fee	3,754,550	4,137,335
		Certificate fee	1,015,970	1,108,300
		Campus development fee	1,569,100	1,419,100
		Sports fee	511,400	404,800
		Practice teaching fee	1,389,745	1,682,410
		Student welfare fee	599,000	652,600
		Others	8,779,732	2,642,203
			<b>Total</b>	<b>56,128,922</b>
2	Other Income	Grants from UGC	5,754,049	4,981,925
		Grants from local agencies	1,350,955	1,877,000
		Grants from GoN	-	3,500,000
		Income from investment	2,695,898	3,719,752
		Donation and Membership	5,795,438	-
		Rent from canteen	46,000	24,500
		Other grants	327,286	1,743,436
			<b>Total</b>	<b>8,864,622</b>
<b>Total</b>		<b>64,993,544</b>	<b>60,063,484</b>	

Source : Audit Report 2078/079

The comparison of income in the last two fiscal years shows that it has increased by Rupees 1736353 in 2078/079. In both years the largest source of income was tuition fees collected from students. Other large sources of income were admission fees, grants from UGC, income from income, library and laboratory fees and campus development fees. Compared to 2077/078, income has increased in student fees, but it has decreased in the income generated from other sources. To be more specific, income has increased in fees collected for admission, tuition, exams, certificates, practice teaching fees, sources including grants from local agencies, grants from GoN, investment and sales of materials. On the other hand, income has decreased in fees collected for library, laboratory, campus development, sports and student development, and other income sources including exam grants from HSEB, donation and membership, rent from canteen and other grants.

The Audit Report 2078/079 shows total expenses of Rupees 65,061,093, which is more in amount than that of the previous year. The largest factor of expenses is the salary spent on teachers and non-teaching staff. Table 27 shows the expenses of the campus in 2074/75 and 2078/079.

**Table 26: Expenses in the last two years**

SN	Particulars	Expenses Amount in Rupees	
		2077/078	2078/079
1	Salary	7,780,659	8,768,357
2	Administration expenses		
	Allowance and meeting expenses	544,880	732,200
	Provident fund grants	1,109,701	1,133,806
	Subsidy expenses	2,148,792	2,706,456
	Examination	1,666,726	1,139,524
	Electricity and water	147,998	133,361
	Communication	82,594	99,939
	Medicine and treatment	4,000	3,080
	Repair	716,802	585,230
	Transportation and fuel	632,346	549,181
	Advertisement	336,585	579,088
	Donation and prizes	219,185	125,285
	Office stationery	180,260	240,792
	Newspapers and magazines	22,600	27,950
	Excursion	286,954	607,362
	Overtime expenses	73,391	349,989
	Office management miscellaneous	63,630	133,494
	Publication and printing	301,075	293,210
	Student welfare	1,337,920	1,223,190
	Scholarship	940,222	1,207,700
	Teaching materials	263,125	369,537
	Training, seminar and workshop	452,784	183,910
	Practice teaching	1,127,299	1,321,510
	Sports	253,504	415,765
	General Assembly	306,524	221,845
	Professional development (MPhil study)	629,710	406,244
	Others	322,913	1,294,284
<b>Total</b>		<b>21,952,179</b>	<b>24,852,289</b>

Source: Audit Report 2078/079

Particularly, expenses have increased in allowance and meeting, provident fund grants, subsidy, advertisement, donation and prizes, office stationery, purchase of newspapers and magazines, excursion, overtime wages, office management miscellaneous, publication and printing,

279

scholarship, teaching materials, practice teaching, sports, and others. Expenses have decreased in examination, electricity and water, medicine and treatment, repair, transportation and fuel, student welfare, training, seminar and workshop, general assembly, and professional development for MPhil studies.

### 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.

$$\text{Unit cost} = \frac{\text{Total Expenses}}{\text{Total enrollment}}$$

In the cost calculation, students of +2 programs have also been included because total expenses include this program as well. Using the above formula, the unit cost of AMC for the year 2078/079 has been calculated as:

$$\frac{24852289}{947}$$

= Rs. 2,6243.49 per student

In 2077/078 the unit cost was calculated as:

$$\frac{21952179}{680}$$

= Rs. 32,282.62 per student

Comparison of the unit costs in the past two years shows that cost per student has decreased by Rs. 6039.13 per student in 2078/079.

## SECTION 10: RESEARCH AND PUBLICATION

Achham Multiple Campus 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 its 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 Masters Level to carry out research activities as partial fulfillment of their academic degrees.

The details of the accomplished research projects up to 2078/079 at AMC are summarized in Table 28 below.

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

SN	Researcher title	Researcher's Name	Research type	Year
1	Teachers' Knowledge about the use of ICT in the ELT Classroom	Dhurba Kumar Shahi	Mini Research	2022
2	The Role of Teacher-student Relationship in Motivation	Shankar Bahadur Rawal	Mini Research	2022

The table shows 2 Mini Research studies accomplished at AMC so far. This clearly indicates lack of regularity in conducting research studies at the campus. The number of research studies conducted so far is very small, as only three studies have been completed within almost six years.

The campus publishes its institutional and academic information through various publications. They include academic journals, reports, prospectus and academic calendar. Table 29 provides a general preview of the campus publications.

**Table 28: Campus publications**

SN	Publication Title	Publication Type	Publication Year	Publication Period
1	Academic Journal of	Research Journal	2078	Annual
2	Achham Bani	Research Journal	2078	Annual
3	Academic Calendar	Calendar	2078/79/80	Annual
4	Annual Progress Report	Activities Report	2078	Annual
5	Tracer Study Report	Report of Graduates	2078	Annual

Although the table shows various information and research related publications, there seems a problem in regularity of academic journals, as no such publications have appeared in the last two years.



## SECTION 11: LIBRARY AND LEARNING RESOURCES

With the aim to provide a good quality learning center, Achham Multiple Campus 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 2076 BS, 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 all days open except Saturdays. It also offers flexible study hours during winter and summer vacations. The general information about library is summarized in Table 30.

**Table 29: General information on library**

SN	Particulars	Number
1	Opening hours/day	12
2	Number of staff	2
3	Study seats	30
4	Student computers	5
5	Number of photocopies	1
6	Number of printers	1

### Total collection

The central library has a collection of over 25000 resource materials. In 2076 the campus library received a remarkable number of learning resources through direct purchase as well as donations. The total collections of materials are presented in table 30.

**Table 30: Collection size up to 2078**

Print Sources	
Collection Type	Collection
Textbooks (Circulating)	2834
Special collection	108
Reference books	559
Old Collection	2824
<b>Total Books</b>	<b>6325</b>
Journals	15
Newspaper types	12

**Circulation and provision of borrowing books**

The library mainly offers service of circulation of books to students and teachers of AMC. Reference materials cannot be borrowed but studied in the reading room. Study opportunities are also provided to students from other educational institutions provided that they bring recommendation letters. The circulation privileges provided to teachers and students are summarized in table 31.

**Table 31: Conditions of borrowing books**

SN	Types of Users		No. of Books allowed	Period
1	Students of AMC	BBS students	6	15 days
		MBS students	3	15 days
		Others	2	15 days
2	Teachers of AMC		Unlimited	Books have to be submitted by the last of academic year
3	Non-teaching staff of AMC		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 teachers non-teaching staff and students. Students from other institutions cannot borrow books but they can study the reading resources inside reading rooms. They can also photocopy reading resources with specified pay rates.

## SECTION 12: SCHOLARSHIPS AND FREESHIPS DISTRIBUTION

The campus offers very liberal, need-based scholarship and free ship schemes, which are subject to satisfactory academic progress, good conduct and economic condition of students. These enable students from diverse socio-economic backgrounds to study at affordable cost, and ensure students' equitable access to higher education.

### 12.1 Scholarships

AMC believes in the positive impact of fair scholarship on students' education. Therefore, some awarding criteria have been set to choose students for the opportunities. The biggest criteria for selecting students for academic scholarships provided at the campus are academic merit and gender. Some scholarships are also provided on the basis of economic status and physical disabilities. Students securing highest position from each program, one male and one female, are offered scholarships. The entrance toppers from some programs are also provided with the scholarships.

The scholarships are collected from various endowment funds raised by individuals, donations provided by individuals and institutions, and the internal source of the campus. The amount of endowment funds is increasing every year. By this year Rs. 3, 624,116 have been collected in endowment funds. A large number of financial social institutions have also supported in providing scholarships. Some amounts have been received from performance grants of UGC and Student Financial Assistance Fund Development Board (SFAFDB). The campus has been able to provide some amounts from its internal source. This has maximized chances of a large number of students' access to scholarships making quality learning within their means.

## 12.1 Freeships

The campus offers free ships to 6% of the bachelor's level and 3% of the master's level students. There are some criteria for selecting students for receiving this financial aid to support their studies.

**Table 36: Freeships provided in 2078/079**

SN	Program	Year/Semester	Amount per student	No. of Students			Total Amount		
				M	F	T			
1	B Ed	First Year	3,850	2	2	4	15,400		
			0	0	0	0			
		Second Year	2,475	5	4	9	22,275		
			0	0	0	0			
		Third Year	3,575	2	2	4	14,300		
			0	0	0	0	0		
		Fourth Year	2,475	7	5	12	29700		
			0	0	0	0	0		
		<b>Total</b>			12,375	<b>16</b>	<b>13</b>	<b>29</b>	<b>358,875</b>
		3	BBS	First Year	2,750	2	9	11	30,250
0	0				0	0	0		
Second Year	2,885			2	3	5	14,425		
	0			0	0	0	0		
Third Year	2,610			1	5	6	15,660		
	0			0	0	0	0		
Fourth Year	0			0	0	0	0		
	2,450			2	4	6	14,700		
<b>Total</b>				10,695	<b>7</b>	<b>21</b>	<b>28</b>	<b>299,460</b>	
<b>Total</b>						<b>658,335</b>			

The above table shows that a total of Rupees 658,335 was distributed to 57 students in academic year 2078/079. The number of male students was higher than that of the female students. Largest amount was distributed to BEd students and smallest amount was distributed to the students of BSS.