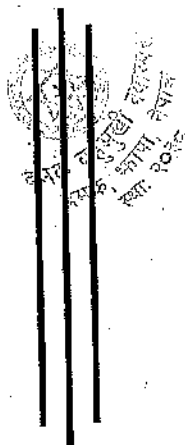


Damak Multiple Campus

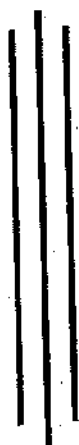
Damak Municipality-9, Jhapa

Nepal



**Higher Education Management Information System
(HEMIS)**

F.Y. 2081/082B.S



Date: 2082

Foreword

I am pleased to present the HEMIS report of the Higher Education Management Information. The HEMIS Unit of our campus was tasked with studying all relevant aspects of our information system, and this report is the result of their efforts. It encompasses key areas of campus information, including students, teachers, non-teaching staff, examinations, the library, financial status, research, scholarships, and more. I trust that this report will provide the necessary information to our stakeholders.

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

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

I thankfully appreciate the HEMIS Unit for their diligent efforts in making this report as comprehensive as possible, including an analysis of all relevant aspects. I acknowledge their meticulous collection and presentation of information. The suggestions in this report will be seriously considered for institutional reforms. I encourage all readers to provide feedback to help us improve future reports.



Mr. Yagyaraj Giri

Campus Chief

Damak Multiple Campus

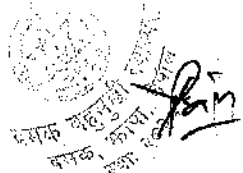
Acknowledgments

We extend our gratitude to Mr. Yagyaraj Giri, Campus Chief; Mr. Ram Prasad Bhandari, Mr. Kamalnath Dawadi and Mr. Parash Mani Acharya Assistant Campus Chiefs; and Mr. Dhundiraj Bhandari, CMC Chairman, Mrs. Rita Basnet Shrestha CMC Vice-Chairman and Mr. Suresh Subba NEHEP Coordinator, along with all the CMC Members of Damak Multiple Campus for their trust in us and for assigning us the task of preparing this report we extend our gratitude to all.

We are especially grateful to the Account Officer, Administrative Officer, and Library Officer for providing the necessary documents that helped us verify the collected information. Our thanks also go to all sections of the campus for supplying the required information.

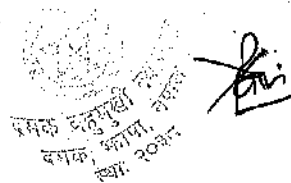
Lastly, we sincerely appreciate the cooperation of all HoDs, teachers, non-teaching staff, and students in assisting us with data collection and report preparation.

Mr. Padam Prasad Ghimire
Co-coordinator
HEMIS Unit
Damak Multiple Campus



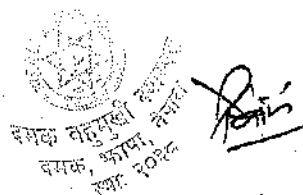
Abbreviations and Acronyms

BA	Bachelor in Arts
BBS	Bachelor in Business Studies
B.Ed.	Bachelor in Education
MA	Master in Arts
MBS	Master in Business Studies
TU	Tribhuvan University
DMC	Damak Multiple Campus
UGC	University Grant Commission
M.Phil	Master in Philosophy
Ph.D.	Doctor of Philosophy
MC	Management Committee
HERP	Higher Education Reform Project
MIS	Management Information System
HEMIS	Higher Education Management Information System
QAA	Quality Assurance and Accreditation
GPI	Gender Parity Index
STR	Student-Teacher Ratios



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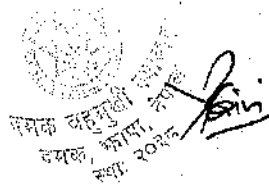
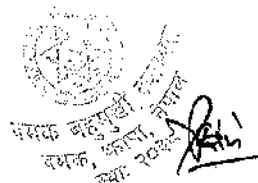



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 नेपाल सरकार
 शिक्षा विभाग
 काठमाडौं
 मिति: २०८१

Section: 1 Introduction

Damak Multiple Campus, founded in 2038 BS, is one of the leading public campus in the nation. It is affiliated to Tribhuvan University, the largest university in the country. It is a landmark in the academic field having its own glorious history of over four decades. Damak Multiple Campus is located at Campus Mode, Ward NO.09 of Damak Municipality. DMC is the first QAA (Quality Assurance Accreditation) certified community campus in the eastern region (2012 AD) and second in Nepal. The campus was re-accredited the second time by UGC, Nepal in 2017 AD. It is a non-profit community campus that provides higher education to the students. It also conducts bachelor's degree programs like BSC, BBS, BBA, BCA, BSW, BA, BED and master's degree programs in Management (MBA), Humanities (MA, Economics) and Education (MED, English and Nepali). Now the campus is going to launch BSC CSIT and other market-driven programs in the near future.

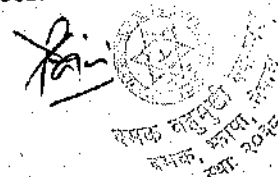
Damak Multiple Campus was awarded the QAA certification from UGC, Nepal for its contributions made to the students and the communities in general. The campus meets standards of quality education, fulfils certain policies and procedures of delivering services to the local communities. The campus generates not only skilled manpower but also business entrepreneurs, professionals and social workers. It has highly qualified, experienced and motivated teaching faculties who stimulate the students for academic excellences. DMC promotes the sense of common responsibility, honesty and integrity among the students.

1.1 Vision

National leadership to ensure quality education, academic excellence and professional development.

1.2 Mission

DMC is committed to prepare highly qualitative, skillful and globally competent professionals with the help of advance technology and research-based educational and academic activities, and with the proper utilizations of its manpower and resources.

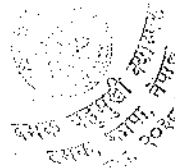


1.3 Goals

- To include professional market driven/ technical academic programs.
- To boost internal effectiveness and efficiency.
- To improve department and its capacity for high-quality extension and education
- To improve human resources in order to ensure efficient service delivery.
- To offer top-notch student services and assistance.
- To encourage technological advancement.
- To encourage the culture of academic research publication and innovation.
- To response about climate change
- To improve governance and capacity development.

1.4 Objectives

- To improve internal management of the campus.
- To oversee academic and professional market driven/ technical programs based on necessity.
- To enhance modern TL activities through a positive learning environment in the classroom, internal assessments, and extracurricular activities.
- To engage in workshop research-related activities.
- To access an online E-library and online approaches.
- To enhance departmental operations.
- The use of technology in the classroom.
- To improve effacing and effectiveness of campus administration.
- To plan and assign speakers and officials for workshops, trainings, and seminars.
- To improve internal administration of the campus.
- To strengthen stakeholders' sense of ownership.
- To recognize and commemorate those who have contributed to its progress, see XII.
- To deepen connections with other institutions and organizations at the local, national, and global levels
- To improve financial aid for meritorious students, as well as for underprivileged women, Dalits, Janajatis, and disadvantaged people in general.



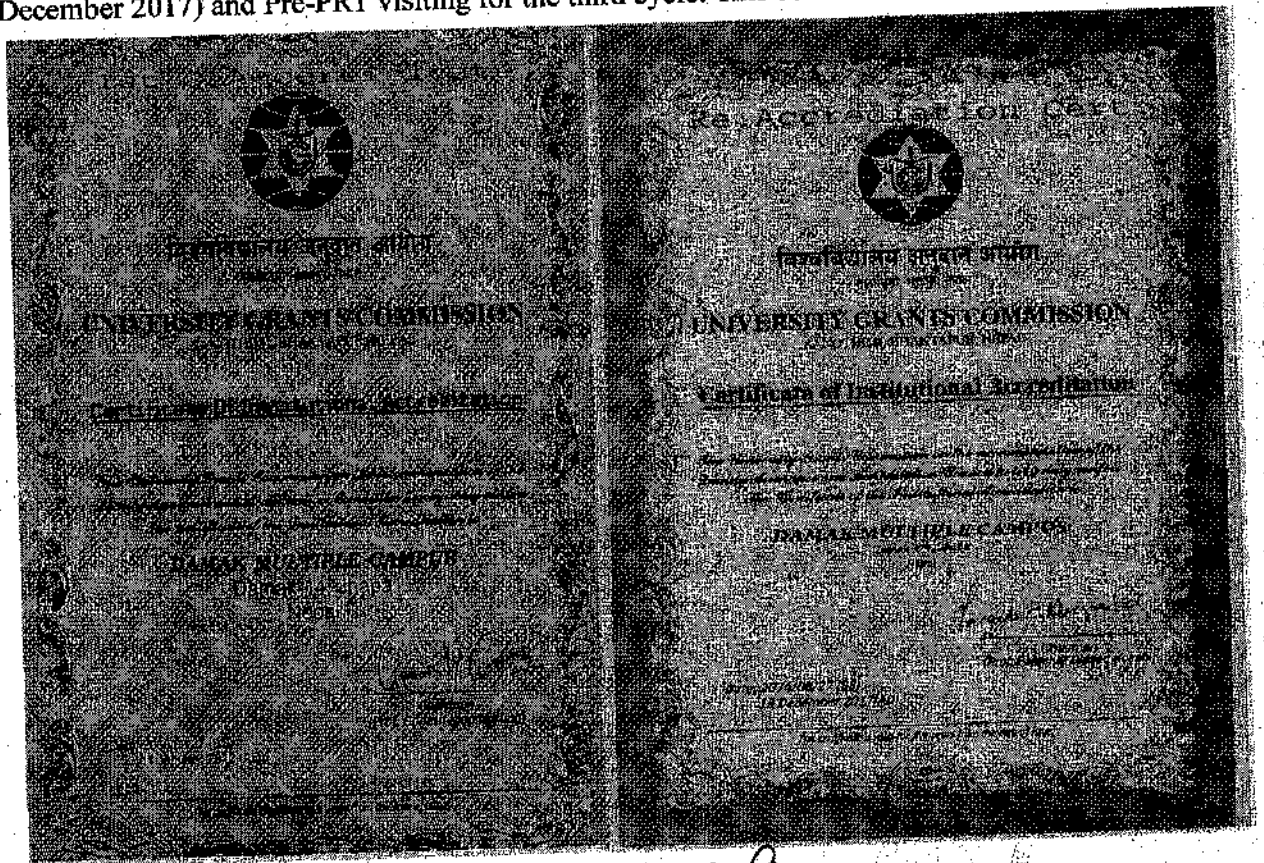
- To make maximum use of the campus' resources.
- To gradually establish sustainability and financial viability.
- To make the MC members more aware and competent.
- To focus on the gender equity issue.
- Update the MIS to improve its documentation and record-keeping procedures.

1.5 Methodology

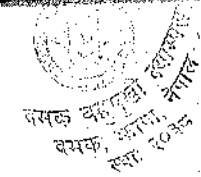
This report was prepared through the direct or indirect contribution of the departments, and administrative section within Damak Multiple Campus. The data were collected from the administrative sections of the campus. The data obtained are presented in a simple table and figure when necessary. Descriptive statistics are used for the analysis of data.

1.6 QAA Progress

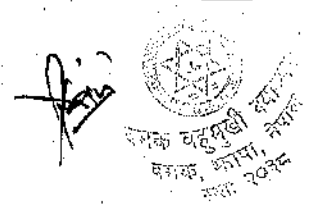
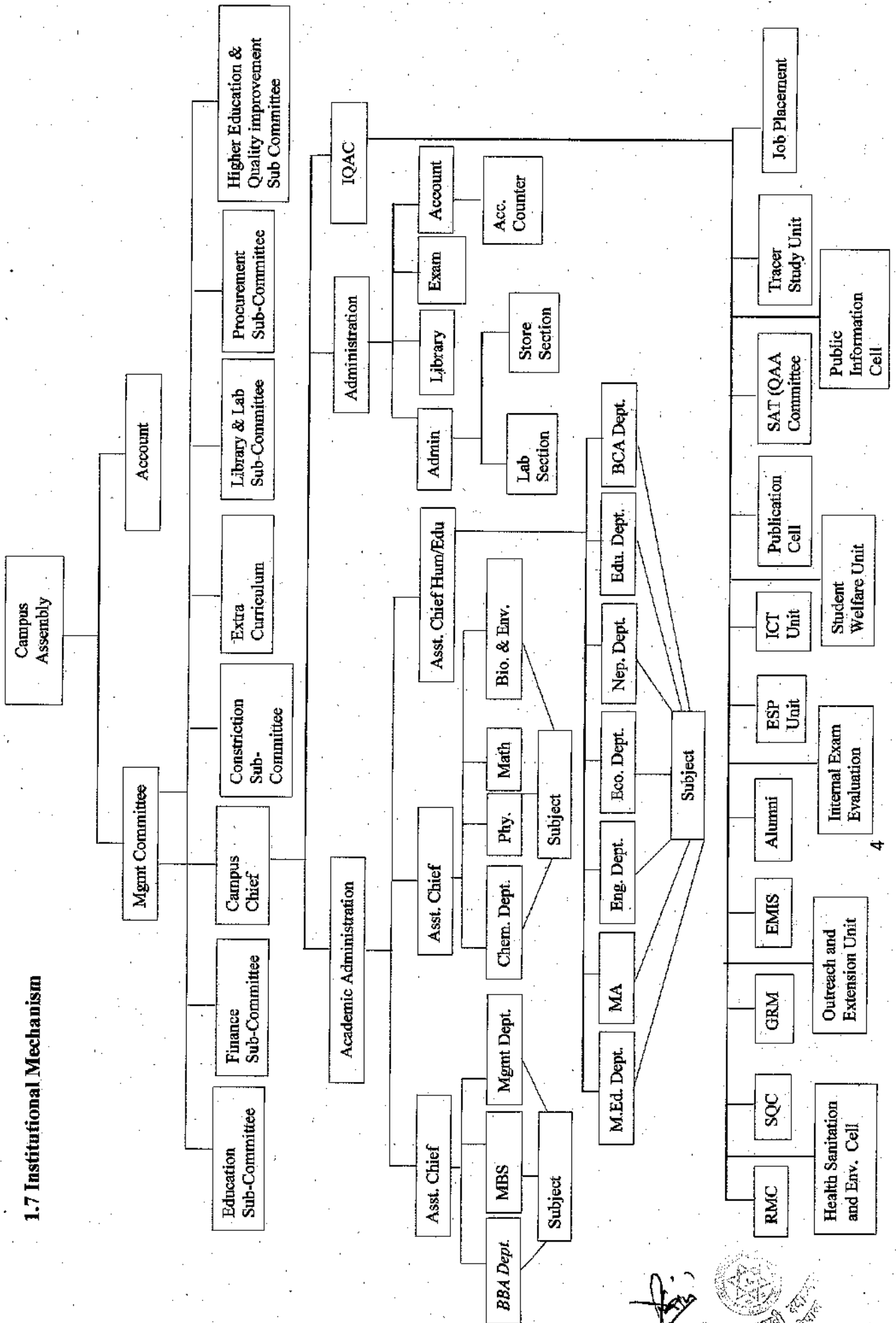
Damak Multiple Campus achieved the Quality Assurance and Accreditation (QAA) first certificate in 2068/09/27 (11 Jan. 2012), the Reaccreditation Certificate in 2074/08/27 (13 December 2017) and Pre-PRT visiting for the third cycle. This certificate is as follows.



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1.7 Institutional Mechanism



Section 2: Campus Level, Faculty, Program and Department

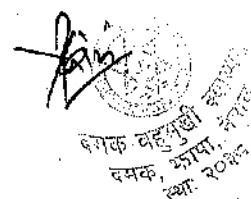
2.1 Campus Level and Program

Damak Multiple Campus has 4 faculties and 11 departments. Each offers excellent teaching-learning and research environments in a wide-ranging variety of fields. We are recognized as a leader in higher education due to the outstanding quality of our campus which offers over 9 programs.

Table 1: Academic Program Details

SN	Level (Bachelor/ Masters)	Faculty	System (Annual/ Semester)	Program Name	Affiliated to	Approval Date	Program Start Year
1	Bachelor	Management	Annual	BBS	T.U	2045	2045
2.	Bachelor	Science	Annual	B.Sc.	T.U	2061	2061
3.	Bachelor	Education	Annual	B.Ed.	T.U	2063	2063
4.	Bachelor	Humanities	Annual	B.A.	T.U	2050	2050
5.	Bachelor	Management	Semester	BBA	T.U	2075	2075
6.	Bachelor	Humanities	Semester	BCA	T.U	2075	2075
7.	Masters	Humanities	Annual	MA(Eco)	T.U	2061	2061
8.	Masters	Management	Semester	MBS	T.U	2064	2064
9	Masters	Humanities	Semester	M.Ed.(Eng.& Nep)	T.U	2076	2076

Source: Admin Section



2.2 Faculty and Department

Damak Multiple Campus has 4 Faculties and 11 departments. Each offers excellent teaching-learning and research environments in a wide-ranging variety of fields. Its academic vigor offers excellence across disciplines and around the country. We are recognized as a leader in higher education due to the outstanding quality of our departments which offers over 13 programs.

2.2.1 Faculty of Management

The Faculty of Management at Damak Multiple Campus aims to provide higher education to students for academic and professional pursuits in business, industry, and government. It produces dynamic and innovative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal.

In 2064, the campus started offering a Master's degree in Commerce. The faculty has the following departments.

1. Department of Management.
2. Program of BBA.
3. Program of MBS

2.2.2 Faculty of Science

The Faculty of Science at Damak Multiple Campus intends to promote the quality of its departments in terms of effective teaching-learning and research activities. The faculty encompasses the logical, experimental, and mathematical study of our sciences, combining both theoretical and practical aspects and directly benefitting our students from access to well-furnished laboratory facilities. Currently, the faculty has the following 3 Departments that handle different specialized subjects:

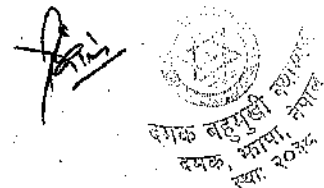
1. Department of Chemistry.
2. Department of Biology and Environment Science.
3. Department of Physics and Mathematics.

2.2.3 Faculty of Education

The Faculty of Education at Damak Multiple Campus is the leading institution in producing dynamic and innovative future teachers, and educators/trainers in the eastern region of Nepal. In 2076, the campus started a Master's degree M.Ed. (English and Nepali).

The faculty has the following departments under its operations:

1. Department of Education.



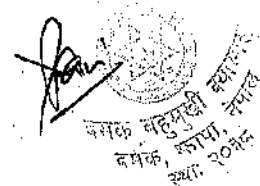
2.2.4 Faculty of Humanities

The Faculty of Humanities & Social Sciences at Damak Multiple Campus aims to provide higher education to students for academic and professional pursuits in business, industry, and government. This faculty has the following departments:

1. Department of English.
2. Department of Nepali.
3. Department of Economics.
4. Program of BCA (IT)

2.2.5 Master Degree's Program

1. MBS (Account, Finance, Marketing)
2. M.Ed. (Nepali, English)
3. MA (Economic)



Section 3: Student Enrollment

Yearly and Semester system has been adopted for admission in different programs. Most of the students are enrolled in the management faculty. Details about student enrollment are as follows:

Table 2: Student Enrollment -2081

Academic Programs	Bachelors/ Masters Levels								Total
	Year/Semester Wise No. of Student (Enrollment)								
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	
Management	611	423	301	217					1552
Humanities	44	30	20	24					118
Science	128	115	57	66					366
Education	172	114	93	81					460
BBA	65	64	53	47	48	32	29	26	364
BCA	35	34	29	31	33	25	21	23	231
MBS	75	69	64	141					349
M.Ed	27	27	21	30					105
MA	20	31	11	9					71
Total	1172	907	649	536	121	89	58	49	3516

Source: Admin Section

Table 2 shows that the management program has more students than other programs followed by Education, Humanities, Science, BBA, BCA, MBS, M.Ed. and MA. BBS program is the major bachelor program from the student enrollment perspective as this program has a huge number of student enrollments. The number of students in BA, B.Sc., and B.Ed. also has a major contribution to enrollment. MBS program is the major program from which the student enrolled. Financial support mainly provided by the BCA, BBA, M.Ed. MA and MBS programs on this campus.

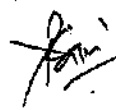
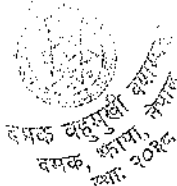
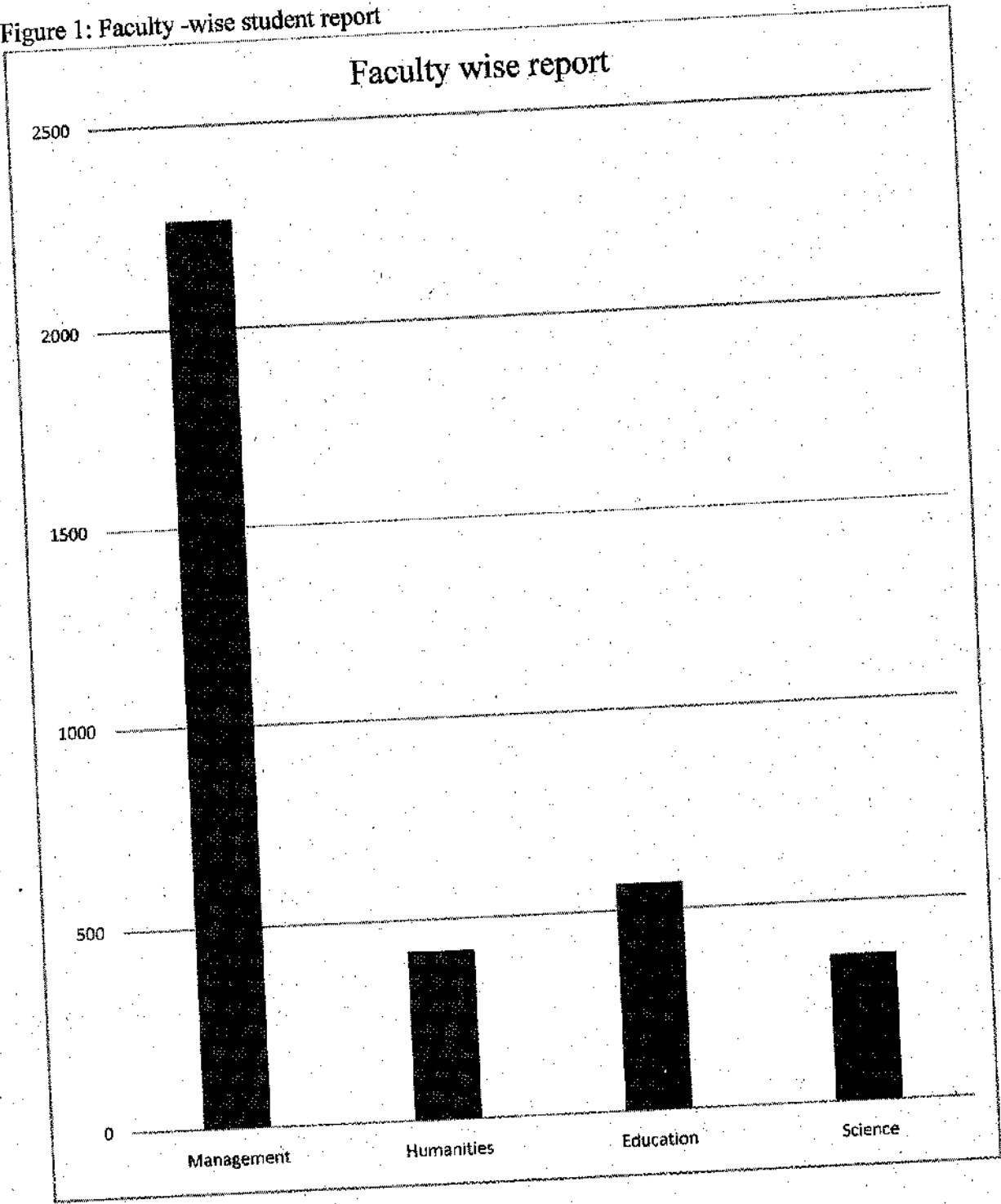


 Director, BBA, MBS, M.Ed.
 BBA, MBS, M.Ed.
 BBA, MBS, M.Ed.

Figure 1: Faculty -wise student report



Source: Table 2

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इसक बरमंडी प्रान्त
इसक, भावल, भारत
स्था. २०२६

3.1 Gender wise Student Report

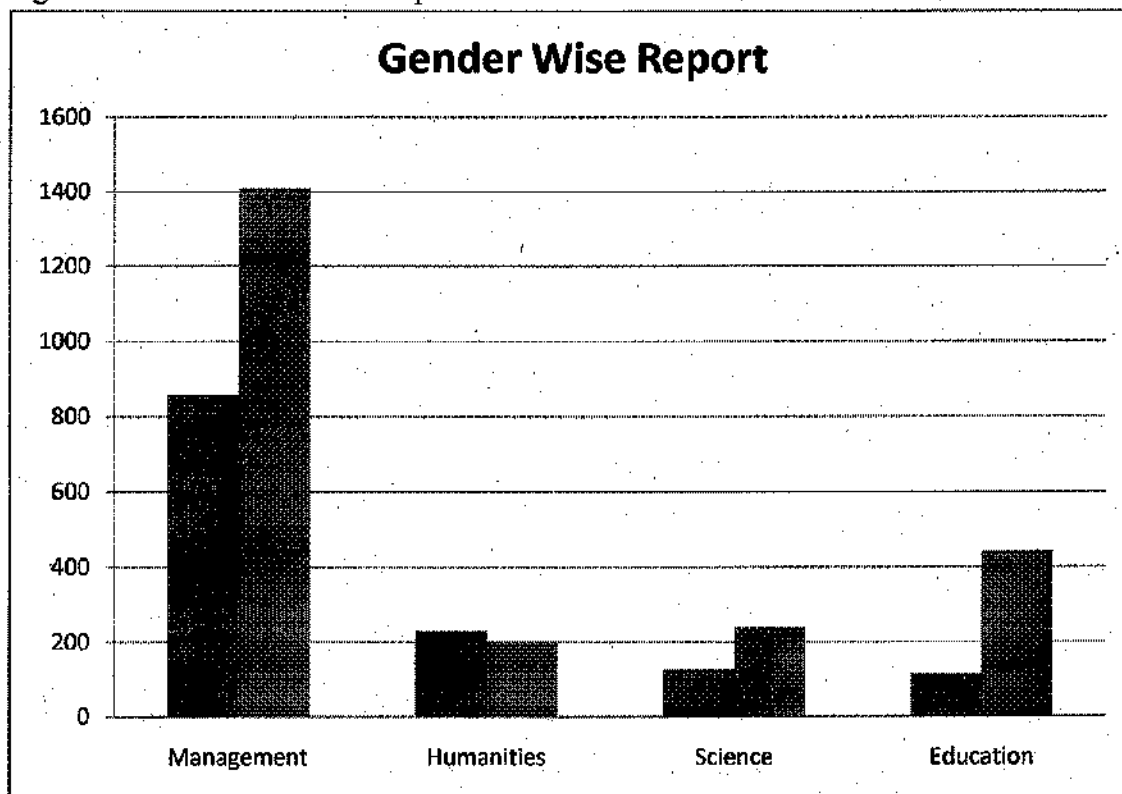
Table 3: Gender Wise Student Report

Faculty	Male	Female	Total	Remarks
Management	857	1408	2265	
Humanities	230	200	430	
Science	126	240	366	
Education	113	442	555	
Total	1326	2290	3616	

Source: Admin Section

The contribution of female students is more than male students. It signifies that women's enrollment is better than the males. Female enrollment in Bachelor and Masters Level is higher than male students.

Figure 2: Gender-wise student report



Source: Table 3

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 Director
 Faculty of Management Studies
 J. J. Somaiya Institute of Management Studies & Research
 V. J. Somaiya Center for Research in Management
 Mumbai - 400 078

Section 5: Graduates

This section presents the total number of graduates from this campus. The number of students who obtained transcripts in a particular year is taken as the basis for calculating the graduates.

While preparing the tracer study report, data from graduated students have been analyzed. Since this section covers the same topic, the relevant data from the tracer study report have been included.

The tracer study of the graduates was conducted by a team comprising both teaching and non-teaching staff of Damak Multiple Campus in 2023 (AD). As it has already been mentioned, the total number of students was 295, out of which 210 participated in the study carried out by the team. All the students who participated in and responded to the study are carried out by the team. The number of Bachelor level graduates was 224 (Male 92+ Female 132), and of Master's level was 71 (Male 34+ Female 37). There were 13 Educationally Disadvantaged Janajati and 11 Dalit graduates.

The tracer study team applied the questionnaire provided by the UGC, Nepal, as a tool for data collection. The questionnaire form was distributed to the students. They submitted the filled-up forms with responses to the study team/campus. In some cases, the team also used other instruments and approaches like e-mails, telephone contacts, home visits, interviews etc. The students' responses have been presented in the following tables and graphs:

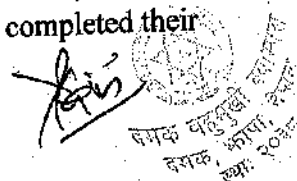
5.1 Graduate Status 2080

Table 5: Profile of the graduate

Level	Faculty	Total Graduates	Male Graduates	Female Graduates	Educationally Disadvantaged Graduates	
					EDJ	Dalits
Bachelor Level	B.B.S.	93	35	58	6	8
	B.Sc.	50	26	24	1	1
	B.A.	9	2	7	0	0
	B.Ed	32	8	24	3	0
	BBA	19	6	13	0	0
	BCA	21	15	6	0	1
Master's Level	MBS	71	34	37	3	0
	Master's Total	71	34	37	3	0

Source: Tracer Study Report 2023

As evident from the table above, a total of 295 students graduated from DMC, including 126 male and 169 female students. The data further reveal that 224 students completed their



bachelor's degrees, while 71 graduated at the master's level. The table also highlights that the number of female graduates is higher than that of male graduates at DMC.

5.2 Traced Graduate Status

This section describes the profile of the tracer student's status as a graduate. The following table shows the profile of the tracer student's status:

Table 6: Traced Study Status

Level	Faculty	T.S.	M.G.	F.G.	E.D.G.		E	E&FS	U F.S.	U non FS.	S.E.
					E.D.J.	D.					
Bachelor	B.B.S.	45	20	25	3	3	4	2	7	32	0
	B.Sc.	29	16	13	0	0	3	1	10	15	0
	B.A.	8	2	6	0	0	0	1	1	6	0
	B.Ed	28	7	21	3	0	2	0	4	22	0
	BBA	19	6	13	0	0	1	0	2	16	0
	BCA	21	15	6	1	0	2	0	1	18	0
Bachelors' Total		150	66	84	7	3	12	4	28	109	0
Master's	MBS	60	31	29	3	0	29	1	0	30	0
	Master's Total	60	31	29	3	0	29	1	0	30	0
Grand Total		210	97	113	10	3	41	5	28	139	0

Source: Tracer Study Report 2022

T.S. = Tracer Study, M.G.= Male Graduates, F.G.= Female Graduates, E.D.G.= Educationally Disadvantage Graduates, EDJ=Educationally Disadvantaged Janajatis, D= Dalits, E= Employed, F.S.= Further Studies, E&F= Employed & Further Studies, S.E.= Self-Employed, U= Unemployed, U non FS = Unemployed and Further Study

The above table shows that 210 graduates who actively participated in the study. In total, there were 97 male students' participants and 113 students were females. Likewise, the number of participants from the Bachelor Level was 150 (Male 66- Female 84), and 60 (Male 31- Female 29) participants from the Master's Level. There were 41 graduates who were employed, while there were 5 student graduates who were pursuing further studies with employment. The number of students who were involved only in studies was 25. Number of self-employed not were found student and 139 were completely unemployed non further study. The total number of EDG students was 10 and Dalits students were 3.

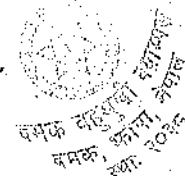
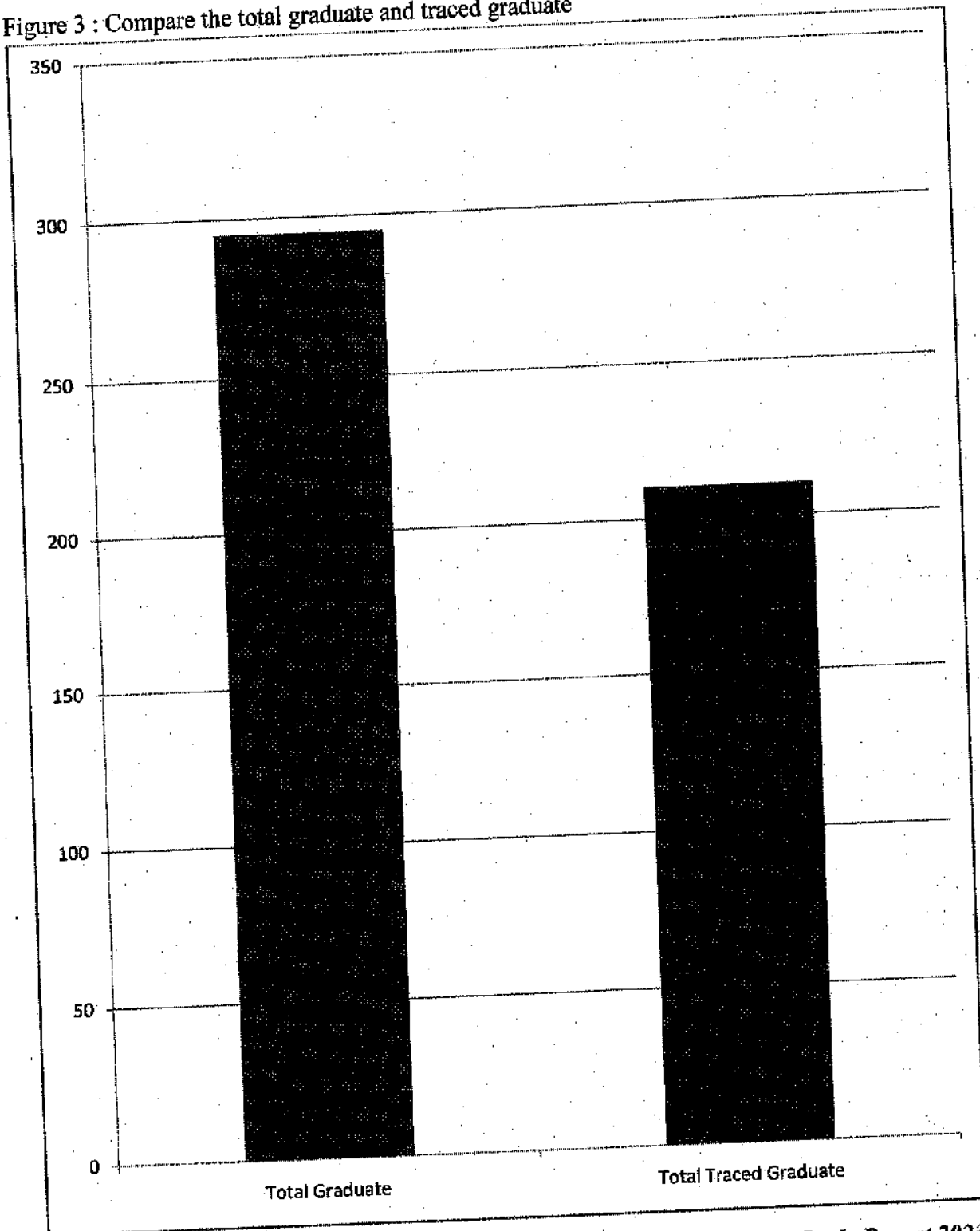
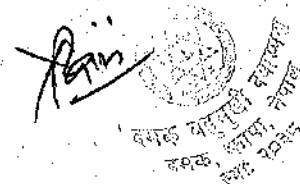


Figure 3 : Compare the total graduate and traced graduate



Source: Tracer Study Report 2023



Section 6: Gender Parity Index

Gender parity typically refers to the equal participation of girls and boys in education, serving as a crucial indicator of success for educational institutions. It is determined by dividing the female value of an indicator by the male value at a specific education level:

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

A GPI of one (1) signifies gender parity, meaning equal participation. A GPI between zero (0) and one (1) indicates a disparity favoring males, while a GPI greater than one (1) indicates a disparity favoring females. Since achieving a GPI of exactly 1 is rare, a range of 0.97 to 1.03 is generally considered to indicate gender parity. An increase in GPI can suggest that girls' enrollment or completion rates have improved or that boys' enrollment or completion rates have declined.

6.1 Overall GPI

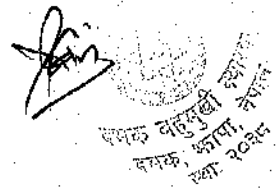
At present, the number of female students exceeds that of male students. This signifies that the overall Gender Parity Index (GPI) is greater than 1, indicating a higher participation rate among female students. The table below presents a summary of the overall GPI in student enrollment.

Table 7: Overall GPI Calculation

FS: 2081/082			
Level	Male	Female	GPI
Masters	184	341	1.85
Bachelor	1142	1949	1.70
Total	1326	2290	1.72

Source: Admin Section

The table reveals a gender imbalance at both the Bachelor's and Master's levels, with a clear disparity favoring female students in the academic year 2081/082. This reflects a significantly higher proportion of female enrollment overall. The consistently high average Gender Parity Index (GPI) suggests that similar gender disparities exist across most faculties and programs. This trend may be influenced by broader social and cultural factors that promote greater female participation in higher education.



 Director,

 Faculty of Education,

 PAF, 2081

6.2 Program-wise GPI

Table 8 : Program wise GPI Calculation

SN	Program	Bachelors/Masters Levels		
		Male	Female	GPI
1	BBS	625	927	1.48
2	BA	45	73	1.62
3	B.Sc.	126	240	1.90
4	B.Ed.	92	358	3.89
5	BBA	109	255	2.34
6	BCA	145	96	0.66
7	MBS	123	226	1.84
8	M.Ed.	21	84	4.00
9	MA	40	31	0.78
Total		1326	2290	1.73

Source: Campus admin

These disparities suggest a complex landscape of gender representation across different programs. The dominance of female students in most programs could be a result of targeted efforts to promote female education or social trends valuing higher education for women. The imbalance in the M.Ed. program may highlight a particular appeal or suitability of this field for female students.

6.3 Faculty-wise GPI comparison

We have attempted to compare the enrollments of male and female students across the four faculties to see if there was any gender-specific choice of students for studying in those faculties. This will help us to get information on which faculties are most preferred by male and female students. Table 9 presented below summarizes the GPI in different faculties in the year 2080/081

Table 9 : Faculty wise GPI Calculation

Faculty	Male	Female	GPI	Remarks
Management	857	1408	1.64	
Humanities	230	200	0.87	
Science	126	240	1.90	
Education	113	442	3.91	
Total	1326	2290	1.73	

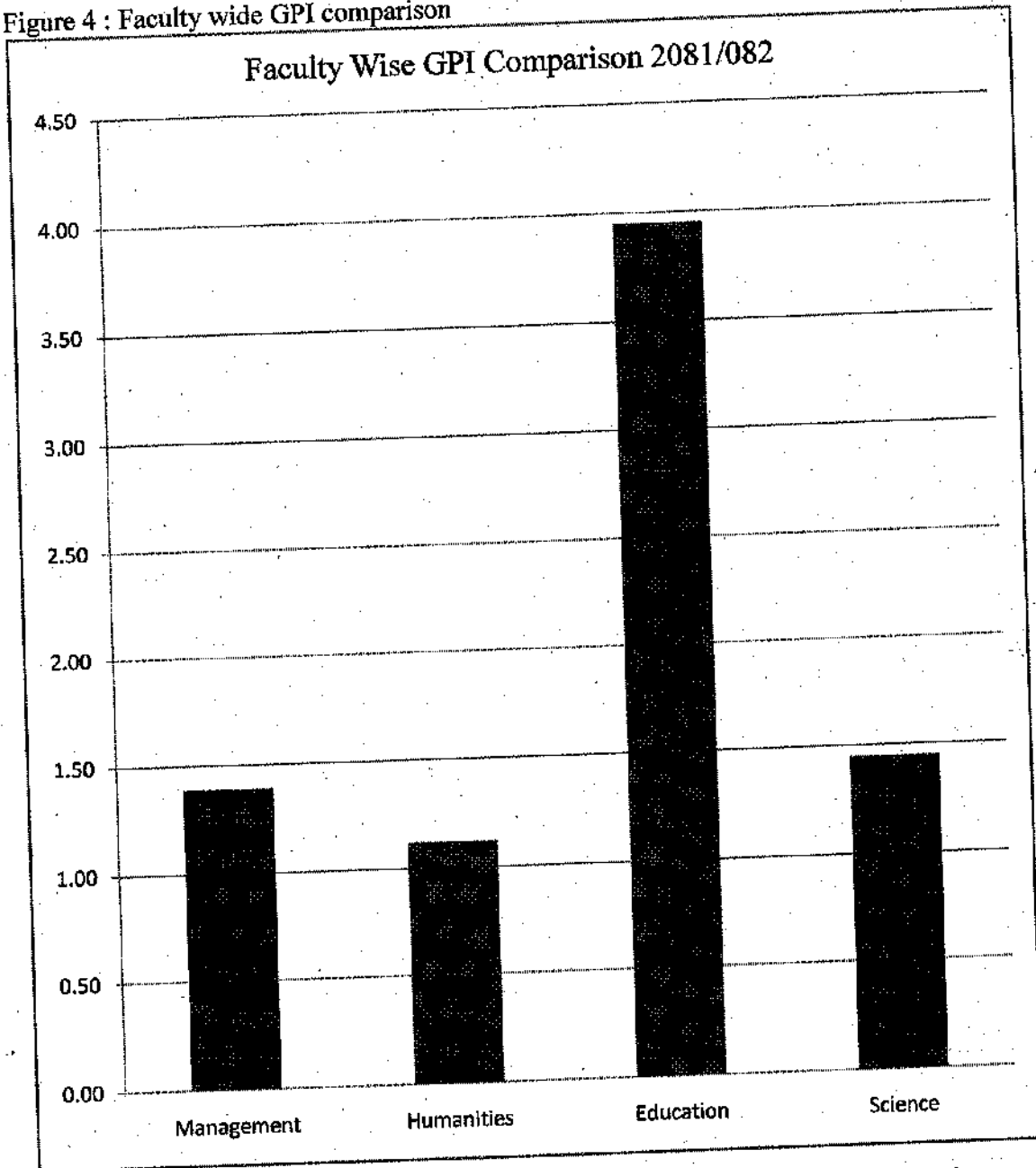
Source: Admin Section

AS



The table shows that there is lack of gender parity in all the faculties. All faculties except Faculty of Humanities and Social Sciences in 2081/082 have GPI value of more than 1. The largest disparity was found in the Faculty of Education in favor of female students. The GPI of the years shows that Faculty of Humanities and Social Science has smallest disparity.

Figure 4 : Faculty wide GPI comparison



Source: Table 9

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Section 7: Financial Status

Community campuses in Nepal, like us, receive financial support primarily through government grants, local community contributions, and student fees. The government of Nepal provides various types of funding to community campuses to ensure accessible and affordable education for students in rural semi-urban and urban areas.

One of the major sources of financial support comes from the **University Grants Commission (UGC) of Nepal**, which provides grants based on academic performance, student enrollment, and institutional needs. These grants are categorized into **regular grants, performance-based grants, and development grants**. Regular grants help cover operational expenses such as faculty salaries and administrative costs, while performance-based grants are awarded to institutions that meet academic quality benchmarks. Development grants, on the other hand, are allocated for infrastructure improvement, such as building classrooms, libraries, and laboratories.

Apart from government funding, local municipalities and provincial governments also contribute financial aid to community campuses. These funds are often used for scholarship programs, faculty development, and facility enhancement.

7.1 Unit Cost

The unit cost of the campus is calculated and presented as follows

Unit Cost = Total annual expenditure of budget / Total number of students

Unit cost calculated excluding salary component = Total annual expenditure budget- salary / total number of students The unit cost of education per student, including salary, is 30,808.467 and excluding salary is 12,405.8

Unit cost	2078/079	2079/080	2080/081
Including Salary	30808.467	32613.76	31256.1
Without Salary	12405.8	12,237.28	9948.31

Unit cost =

The unit cost of the campus is calculated and presented as follows:

FS: 2078/079

Total amount annual expenditure: 12,25,56,083.65

Total number of students: 3,978

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{12,25,56,083.65}{3,978} = 30808.47$$

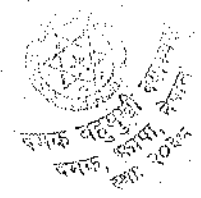
$$\text{Unit cost calculated excluding salary component} = \frac{12,25,56,083.65 - 7,32,05,693.65}{3,978} = 12405.83$$

The unit cost of the campus is calculated and presented as follows:

FS: 2079/080

Total amount annual expenditure: 13,51,84,076.01

Total number of students: 4,145



$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{13,51,84,076.01}{4,145} = 32613.76$$

$$\text{Unit cost calculated excluding salary component:} = \frac{13,51,84,076.01 - 8,44,60,541.01}{4,145} = 12237.28$$

The unit cost of the campus is calculated and presented as follows:

FS: 2080/081

Total amount annual expenditure: 12,16,48,775.5

Total number of students: 3,892

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{12,16,48,775.5}{3,892} = 31256.1$$

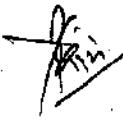
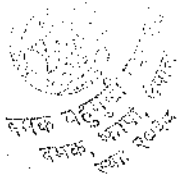
$$\text{Unit cost calculated excluding salary component:} = \frac{12,16,48,775.5 - 82,92,9939.15}{3892} = 9948.31$$

The unit cost of the campus is calculated and presented as follows:

FS: 2081/082

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{153656373.20}{3616} = 42493.46$$


$$\text{Unit cost calculated excluding salary component:} = \frac{153656373.20 - 87292451.20}{3616} = 18352.85$$

7.2 Income of Last Seven Years

Table 10: Institution Budget of the last seven year

A	Income Analysis						
	2081/082	2080/081	2079/080	2078/079	2077/078	076/077	075/076
	Income last three years						
1	self generated				55,236,220	67,459,560.00	63,944,585.00
1.1	student fee	126,279,055.00	109,758,590.00	111,832,035.00	132,546,200.00	4,472,025.00	6,313,100.00
1.2	Other fee	9,119,200.00	6,162,565.00	7,562,165.00		4,922,160.00	4,833,570.00
1.3	fund fee	7,774,750.00	7,729,600.00	7,318,000.00	7,510,250.00		
	grant from governmental sources				15462806.61	16,620,739.69	11,872,348.81
2	UGC	10,351,000.00	7,961,300.00	4,355,463.00	2,385,000.00	0	3,500,000.00
2.1	Nepal Government	1,715,640.00	1,798,479.00	2,816,100.00	1,148,577.00	692300	
3	Other sources	2,309,318.00	368,087.00	119,100.00		560,149.00	323,917.00
3.1	Misc. Income	2,065,297.88	1,910,697.98	1,152,879.98	492,662.07	3,79780.54	1,898,347.49
3.2	Bank interest	514,611.00	400,555.00	100,000.00	925,000.00	0	50,000.00
3.3	Capital nature income	160,128,871.88	136,089,875.98	135,255,742.98	145,207,339.07	81724427.2	92,685,868.30
	Total						
B	expenditure analysis				63252838.4	63,697,589.11	51,989,339.58
1	Salary (with liabilities payable)	87,292,451.20	82,929,939.15	84,460,514.01	73,205,693.65	9967184	8,626,457.00
2	Depreciation	9,578,749.00	8,326,718.00	8,235,674.00	8,777,127.00	10075446.64	15,086,146.12
2.1	administrative exp (with liabilities payable)	27,869,163.00	21,104,634.35	20,893,897.00	17,767,304.00	976815	6,482,650.00
2.2	student related expenses	7,115,255.00	6,749,755.00	3,146,493.00	4,236,865.00	40375	14,062,855.00
2.3	Retirement fund exp(with liabilities)	2,421,501.00		12,275,487.00	13,803,703.00	936700	971,000.00
2.4	Fund fee and fund scholarship exp	2,246,720.00	1,840,015.00	1,117,500.00	1,280,000.00	1,015,835.00	
C	capital expenditure						
3	major infrastructures				0		



Section 8: Teachers and Non Teaching Staff

Damak Multiple Campus is dedicated to maintaining high standards in teaching, research, and student services. With teaching and learning at the core of its values, the campus strives to attract distinguished scholars recognized for their diligence, experience, and commitment, as well as professionally dedicated non-teaching staff. According to data from the academic year 2080/081, DMC employs 68 teachers and 23 non-teaching staff in various roles.

Table 11: Teaching Staff Status

Post Type	Permanent				Temporary				Contract				Part-Time			
	Female	EDP*	Double	Medical	Female	EDP*	Double	Medical	Female	EDP*	Double	Medical	Female	EDP*	Double	Medical
Professor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reader	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lecturer	7	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Asst. Lecturer / Teaching Assistant	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	7	1	-	2	4	-	-	-	-	-	-	-	-	-	-	-

Source: Admin Section

The proportion of female teachers is smaller in all working positions. In terms of qualifications, most teachers hold Master's degrees in relevant subjects. The proportion of full-time teachers is higher than that of part-time teachers. Among the various teaching positions, the largest numbers of teachers were found to be working as lecturers. The campus authority needs to pay serious attention to upgrading teachers' qualifications.

Official stamp and signature of the Admin Section.

8.1 Ph.D, M. Phil and Masters Status

Table 12 : Ph.D, M. Phil and Masters Status

Positions	P. hD		M. Phil		Masters		Total
	Male	Female	Male	Female	Male	Female	
Professor	-	-	-	-	-	-	-
Associate Professor/Reader	1	-	-	-	-	-	1
Lecturer	2	-	3	1	41	6	53
Assistant Lecturer (Teaching Assistant)	-	1	-	-	9	4	14
Instructor	-	-	-	-	-	-	-
Total	3	1	3	1	50	10	68

Source: Admin Section

As per the table above, there is 2 male and 1 female in the PhD holders. There are 3 males and 1 female among the M.Phil holders. Similarly, there are 43 male and 6 female professors, while there are 9 male and 4 female assistant professors. A total of 68 teachers are working at the institution, including 56 male and 12 female professors. Additionally, 9 teachers are studying for their PhD.

8.2 Faculty Wise Teaching Staff

Table 13 : Faculty Wise Teaching Staff

Faculty	Number of teachers	Remarks
Faculty of Management	20	
Faculty of Science	24	
Faculty of Education and Humanities and Social Science	24	
Total	68	

Source: Admin Section

Within the Faculty of Management, there are the Departments of Management, BBA, and MBS. There are 14 teachers in this faculty. In the Faculty of Science, there are the Departments of Physics & Mathematics, Chemistry, Biology, and Environmental Science. There are 25 teachers in this faculty. The Faculty of Education has the Education and M.Ed departments, but only 6 teachers are working in this faculty. In the Faculty of Humanities and Social Science, there are the MA Economics, BA, Nepali, English, and BCA departments. A total of 23 teachers are working in this faculty.

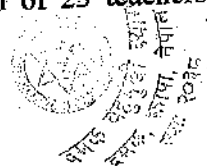
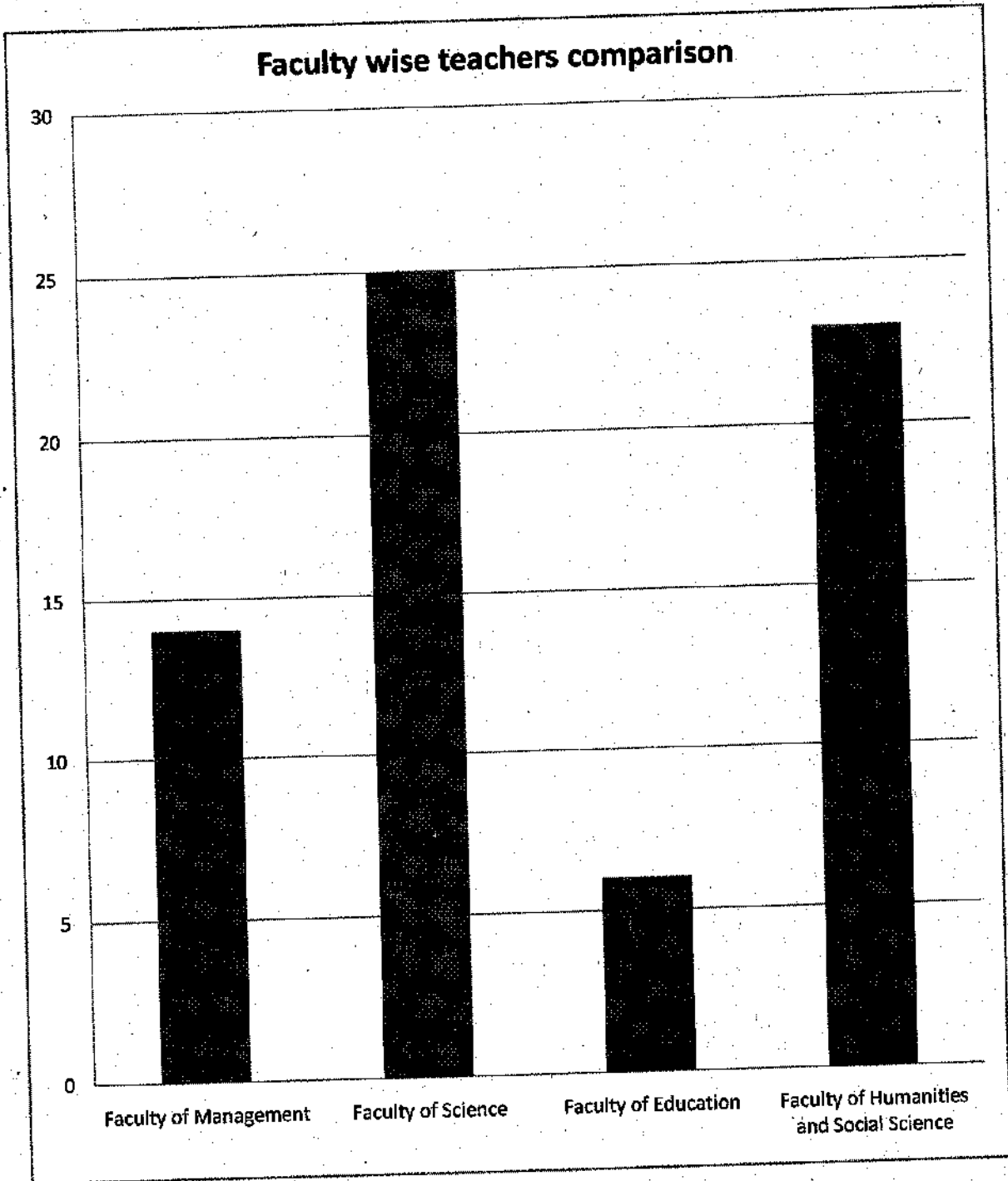


Figure 5: Faculty wise teachers comparison



Source : Campus Admin

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विश्व कौशल विश्वविद्यालय
बाराक, शिवपुर, पटना
पिन- 801 005

8.3 Non-Teaching Staff

There is currently 23 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.


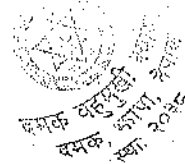
Table 14: Non-teaching Staff Status

Type	Post	Permanent				Temporary				
		Female	EDJ*	Dalits	Others	Female	EDJ*	Dalits	Others	
Non-Teaching Staff	Administrative	First Class	-	-	-	-				
		Second Class	-	-	-	-				
		Third Class	-	-	-	-				
		Assistants	3	6	-	-				
	Technical	First Class								
		Second Class								
		Third Class								
		Assistants								
		Driver/Peon/Others					2		4	

Source: Admin Section

The table shows only 3 staff at the third-class officer level. The number of female staff is very low as 78.26% of the non-teaching division is occupied by male staff. Nearly one third (56.52%) of the non-teaching staff are Assistant Level. Similarly, 26.08% of the staff is EDJ, 82.60% of the staff are permanent and 17.39% of staff are temporary in the position of gatekeepers and sweepers.

The non-teaching staff has academic qualifications above SLC. The majority of the staff has academic qualifications above Proficiency, Bachelor Level or equivalent. The average qualification of male staff is higher than that of female staff. One of the female staff has completed studies above the bachelor's level.



 Director, School
 Date: 20/05/2024

Section 9: Student-Teacher Ratio

The student-teacher ratio (STR) is commonly understood as the number of students per teacher, calculated by dividing the total number of students by the total number of teachers at a given educational level. This ratio is a crucial factor in determining the quality of education, indicating both teacher workload and their availability to students. Lower STRs are beneficial because they allow teachers to give more individual attention to each student, though they also lead to higher costs per student. While the quality of teaching is the most significant factor in educational quality, STR remains an important measure of students' learning achievements and the overall quality of education in an institution.


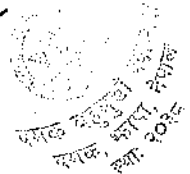
In the academic year 2081/082, the total student enrollment was 3616 with 68 teachers available. The STR is calculated using the following formula:

$$\text{Student-Teacher Ratios} = \frac{\text{Number of enrolled students}}{\text{Number of Teachers}}$$

$$\text{STR} = \frac{3616}{68}$$

$$= 53.17$$

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: Library Status

The library provides access to a wide range of information and knowledge resources, fostering learning, research and personal development. Library play crucial role in preserving historical documents books, journals. It offers quite environment for studying and reading. It is most important to gain knowledge for students and teachers also.

Objectives

The main objectives of this report are to analyze

- a. Daily issued books per student in DMC
- b. Number of book issued per student per semester/per year.
- c. Transactions of books.

Result Summary

The finding of our library data indicates that the:

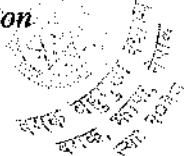
- Total number of students in Bachelors and Master levels (BBS, B.Ed., B.Sc. BA, BCA BBA, MBS, MA and M.Ed.) are 3616
- The total number of books (Text Books and Reference Books) till the date is 59246

Table 15 : Library Status

Books Details					
Year	Text Books	Reference Books	Journals		Total
			National	International	
Up to 2070/071	29776	0	0	0	29776
2071/072	1001	23	4	1	1029
2072/073	1609	191	4	1	1805
2073/074	1332	75	2	1	1410
2074/075	2732	119	1	1	2853
2075/076	4069	153	62	2	4286
2076/077	2722	103	6	3	2834
2077/078	2109	28	2	1	2140
2078/079	4937	214	4	0	5155
2079/080	3328	56	2	0	3386
2080/081	2730	19	1	0	2750
2081/082	1799	23	1	0	1822
Total	58144	1004	89	10	59246

Source: Library Section

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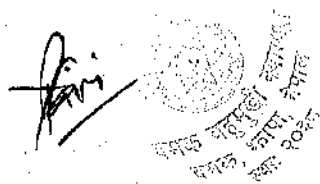
The Campus has a provision to issue 5 books at once for each semester wise students and 3 books at once for each annual student. They can keep these 5 books throughout the semester and 3 books throughout the year or they can also transact as per their need basis. It has seen that the total number of book transactions by all students throughout the year is 11,607 but a single student has issued books up to maximum 18 times per year. It has also seen that a single student has issued books up to minimum 3 times per year.

- The maximum number of times book issued by a student per year in 18 times.
- The minimum number of times book issued by a student per year is 3 times.
- Average number of books issued by per day is 80

Conclusion:

It reflects that the students have a great interest in reading books with variations observed across grade levels and periods.

A few samples of Book transactions are also attached along with this Report.



The image shows a handwritten signature in black ink on the left. To its right is a circular official stamp. The stamp contains the text 'UNIVERSITY OF RAJASTHAN' at the top, 'JAI PRAKASH' in the center, and 'JAI PRAKASH' at the bottom. There is also some smaller, less legible text within the stamp.

DAMAK MULTIPLE COLLEGE

DAMAK 14, JHAPA

Phone : 023-581232

Book Issue Report, @Date Range : 07/17/2024 - 07/15/2025 (04/01/2081 - 03/31/2082)

SN	Tran No	Book ID	Name of Book	Author	Name of Student	Current Class	Roll No	Issue Date	Expect Date	Return Date	User	Time	Remarks
1	BT65380	38990	Business Law	Ram Prasad Shrestha	AADARSHA CHAUHAN	BBA 5th SEM- MANAGEMENT	20	11/14/2081	11/29/2081	01/31/2081	BALA	2:58:26	
2	BT67208	52084	Business Information System	Saraj Pandey	AADARSHA CHAUHAN	BBA 5th SEM- MANAGEMENT	20	03/31/2082	04/15/2082		MABI NDRA	12:55:32	
3	BT66338	50603	Microeconomics for Business	Rajendra Gopal Shrestha	AADARSHA CHAUHAN	BBA 5th SEM- MANAGEMENT	20	01/31/2082	02/15/2082	02/22/2082	BALA	1:07:46	
4	BT65368	42254	A World of Fiction	Sybil Marcus	AADARSHA CHEMIONG	B.A. 2nd Year- HUMANITIES	8	11/14/2081	11/29/2081		BALA	12:15:40	
5	BT65368	42205	Poems, Poets, Poetry	Helen Vendler	AADARSHA CHEMIONG	B.A. 2nd Year- HUMANITIES	8	11/14/2081	11/29/2081		BALA	12:15:40	
6	BT67172	47658	Anubarya Nepali	Buddha Raj Khaniya	AADARSHA CHEMIONG	B.A. 2nd Year- HUMANITIES	8	03/30/2082	04/14/2082		BALA	11:44:32	
7	BT65368	42293	The Anatomy of Prose	Marjorie Boulton	AADARSHA CHEMIONG	B.A. 2nd Year- HUMANITIES	8	11/14/2081	11/29/2081	03/30/2081	BALA	12:15:40	
8	BT64539	42827	Business Communication	Anindira Thapa	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	10/17/2081	11/03/2081		BALA	3:15:34	
9	BT62374	49764	Business Mathematics II	Guru Prasad Rijal	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	2081/04/31	05/14/2081	10/17/2081	MABI NDRA	12:11:24	
10	BT65383	49316	Fundamentals of Finance	Rajan Bahadur Poudel	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	11/14/2082	11/29/2081		BALA	3:45:25	
11	BT62374	49711	Macroeconomics for Business	Rajendra Gopal Shrestha	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	2081/04/31	05/14/2081	10/17/2081	MABI NDRA	12:11:24	
12	BT62374	49754	Principles of Financial Accounting	Yadav Raj Koirala	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	2081/04/31	05/14/2081	10/17/2081	MABI NDRA	12:11:25	
13	BT65383	49381	Leadership and Organizational Behaviour	Mahananda Chalise	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	11/14/2082	11/29/2082		BALA	3:45:25	
14	BT62374	49736	Database Management System	Subarna Shakya	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	2081/04/31	05/14/2081	10/17/2081	MABI NDRA	12:11:24	
15	BT64539	49272	Business Statistics	Azay B. Sthapit	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	10/17/2081	11/03/2081		BALA	3:15:34	
16	BT64539	49248	Cost and Management Accounting	Yadav Raj Koirala	AADESH OJHA	BBA 4th SEM- MANAGEMENT	5	10/17/2082	11/03/2082		BALA	3:15:34	



Section 11: Scholarship

Damak Multiple Campus provides scholarships to needy students who come from different backgrounds. Each year, the scholarship distribution and selection subcommittee notifies all its students regarding the application deadlines for the scholarships. Around 30% of students out of the total students get fee waivers and scholarships each year, which are awarded based on their talent, economic status, geographic distance, physical status, marginalized community, etc.

11.1 Sources of scholarship:

Damak Multiple Campus has established a scholarship fund. Various organizations and individuals have contributed to this fund to assist poor, Jehendar, and educationally disadvantaged Janajati (EDJ) students at this campus. The scholarship distribution and selection sub-committee will provide the scholarship based on the scholarship procedure 2079. This section deals with the scholarships distributed in 2080/081 and 2081/082.

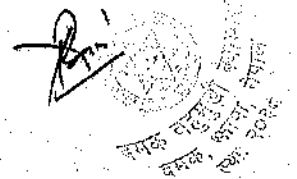
11.2 Scholarship Details

Scholarships Result Publication Date: 2080/10/21

Table 16: Scholarship Status

		2078/079 Old 2nd Year				Remarks
Level	Program	Scholarships				
		100%		50%		
		Total Number	Total Amount	Total Number	Total Amount	
Bachelor's Level	BBS	29	417600	32	230400	
	B.Ed	5	72000	12	86400	
	B.Sc			16	220800	
	BA	1	14400	7	50400	
	BCA					
	BBA					
Master's Level	MBS					
	M.Ed					
	MA					
Total		35	504000	67	588000	

Source: Campus Admin



Scholarships Result Publication Date: 2080/10/11

1st Year 2078/079 Current 2nd Year

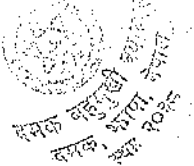
Level	Program	Scholarships				Remarks
		100%		50%		
		Total Number	Total Amount	Total Number	Total Amount	
Bachelor's Level	BBS	5	72000	50	360000	
	B.Ed	1	14400	8	57600	
	B.Sc			10	138000	
	BA	1	14400	2	14400	
	BCA					
	BBA					
Master's Level	MBS					
	M.Ed					
	MA					
Total		7	100800	70	570000	

Scholarships Result Publication Date : 2081/05/19

2079/080 3rd Year Old

Level	Program	Scholarships				Remarks
		100%		50%		
		Total Number	Total Amount	Total Number	Total Amount	
Bachelor's Level	BBS	10	144000	31	223200	
	B.Ed	1	14400	8	57600	
	B.Sc			15	207000	
	BA	6	86400			
	BCA					
	BBA					
Master's Level	MBS					
	M.Ed					
	MA					
Total		17	244800	54	487800	

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Scholarships Result Publication Date: 2081/08/11

2080/081 1st year (old)


Level	Program	Scholarships				Remarks
		100%		50%		
		Total Number	Total Amount	Total Number	Total Amount	
Bachelor's Level	BBS	3	43200	23	165600	
	B.Ed			10	72000	
	B.Sc			15	207000	
	BA			2	14400	
	BCA					
	BBA					
Master's Level	MBS					
	M.Ed					
	MA					
Total		3	43200	50	459000	

Scholarships Result Publication Date: 2081/08/11

SN	Program	Full Scholarship (100%)		Partial Scholarship (50%)		Topper Scholarship		Remarks
		Number of Student	Amount	Number of Student	Amount	Number of Student	Amount	
1	BBS	14	192480	136	968730	2	28800	
2	BA	6	101040	14	132690	1	37260	
3	B.Ed.	1	14400	14	132690	1	37260	
4	B.Sc.	1	27600	66	925700	4	109500	
5	BBA					10	384000	
6	BCA					8	234000	
7	MA					1	15000	
8	MBS					3	45000	
9	M.ED							

11.3 Indigenous/Tribal Scholarship

Among the tribal students studying on this campus, the details of the students who submitted applications for scholarships and participated in the interview are as follows.

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Scholarships Result Publication Date: 2080/11/11

Table 17 : Indigenous/Tribal Scholarships

Level	Program	Scholarships		Remarks
		Total Number	Total Amount	
Bachelor's Level	BBS	9	108000	
	B.Ed.	1	12000	
	B.Sc.	2	24000	
	BA	2	24000	
	BCA	0	0	
	BBA	0	0	
Master's Level	MBS	0	0	
	M.Ed.	0	0	
	MA	1	12000	
Total		15	180000	

Source: Admin Section

11.4 Scholarship from UGC in 2080/081

Poor, Dalit, Jehendar, and educationally disadvantaged Janajati (EDJ) students have been receiving scholarships not only from the campus but also from various organizations. Damak Multiple Campus is grateful to the organizations that have supported its students with scholarships. It has been observed that when students receive scholarships, they become more motivated to study, show greater interest in their education, receive financial support, and successfully complete their studies.

The following students of Damak Multiple Campus received scholarships for the academic year 2080-081, as announced by the University Grants Commission (UGC).

Table 18 : Scholarship from UGC

Sn	Number of Students	Category	Remarks
1	45	Poor	
2	5	Dalit	
3	1	Disable	

Source: Campus Admin

This table presents information about the number of students who received scholarships at Damak Multiple Campus across different categories. Forty-five students from economically disadvantaged backgrounds received scholarships, 5 students from the Dalit community received scholarships, and 1 student with a disability received a scholarship from the University Grant Commission (UGC). Detailed information is provided in the Annex.

Section 12: Research and Publication

12.1 Research

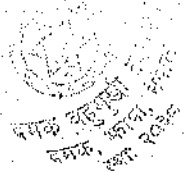
Damak Multiple Campus has established a Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. Although the campus has yet to establish research as it's distinguished and competitive strength, it has a firm belief in knowledge generated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

1. Coordinator - Mr. Bhumi Prasad Dahal
2. Member - Mr. Rajendra Dhakal
3. Member - Mr. Tanka Prasad Bhattarai
4. Member - Mr. Nabin Basnet
5. Member - Mr. Sudip Thapa

The details of the accomplished research projects 2080/081 and 2081/082 at DMC are summarized in table below.

Table 19 : Research Status

SN	Research title	Researcher's Name	Research type	Year
1	दमक नगरपालिकाभित्रका कक्षा १० मा अध्ययनरत भिमांलभाषी विद्यार्थीहरूको उच्चारण तथा सस्वरपठन क्षमताको त्रुटि अध्ययन	Bala Bhattarai	Mini	2080
2	Comparative Study on Macro-Invertebrates as Bio-Indicator from Ratuwa and Mawa Rivers	Jivan Gurung	Mini	2080
3	To Study the Electrical Conductivity of Aqueous Surfactants' Solutions at Low Concentration	Nabin Basnet	Mini	2080
4	Conduct metric study of alkali metal chlorides in binary mixed solvents of short chain alcohols	Rajendra Dhakal	Mini	2080
5	Comparative assessment of quality of Drinking Water from premises of Damak multiple campus	Ratna B. Thapa	Mini	2080
6	Consumer Response and Satisfaction towards Coffee Consumption in Damak City	Sudip Thapa	Mini	2080
7	Credit Risk and Its Impact on the Profitability of Nepalese Commercial Banks	Tej Prasad Acharya	Mini	2080
8	Study Of Some Physical Parameters of Five Different Brands of Mustard Oils Available in Damak.	Yam Budathoki	Mini	2080



Researcher(Faculty Members) Details		Particulars (Publication in 2081/082)			
Name, Position and Faculty	Research Title	Sponsoring Agency and If Host Institution (Specify)	Grants Received(Rs.)	Research Duration	Remark/Status*
Dr. Arun Kumar Shrestha	Physico-chemical analysis of satakshi river of the evaluation of water quality.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Rajendra Dhakal	Aggregation behavior of TTAB in presence of sodium carboxymethylcellulose as polyelectrolyte in water salt system	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Nabin Basnet	Investigating the effectiveness of TTAB with Triton X-100 as a mixed corrosion inhibitor in acidic medium	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Esha Rai	Ground water quality analysis for drinking purpose in Urlabari-1.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Jeevan Kumar Gurung	Study on Ichthyofaunal diversity of Kankai Riber Koshi Province, Nepal	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Ratna Bahadur Thapa	Organization and management survey of Damak Multiple Campus.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Dhyanajaya Baskota	The influence of Sanskrit Literature on western Literary Tradition.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Yam Bahadur Budhatboki	Study of some physical parameters of Sunflower oil available in Damak.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Sudip Thapa	Consumer response and perception toward elective vehicle in Damak city.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Bala Bhattarai	अन्वेषित संस्कार उद्भवका संस्कारमा शिवाल जतिको अन्वेषित संस्कार विशेष अध्ययन	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Bhupal Prasad Khatiwada	कविता विद्या शिक्षणमा शिक्षक सामग्रको प्रायोग	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Radhika Ojha	The role of SACCOS in economic empowerment of women in Nepal (A case study in Jhapa districts)	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Bishnu Prasad Bhattarai	Determination of Ph and organic matter present in the soil sample of Shivasatakshi Municipality Ward No.-3.	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Shantiram Subedi	Exploring analyzing factors of mathematical anxiety in undergraduates students at damak multiple campus through multivariate statistical modeling	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Dilliram Pokhrel	Interaction of isoniazid drug on micellization behavior of surfactant at various	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Bishnu Prasad Neupane	Surface Properties of saponin : investigating surface tension and it implementation	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed

Binita Bhattarai	occupational safety and health hazard of to bricks kilns of kamal municipality	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed
Devraj Sapkota	first principle study of structural, electronics elastic, vibration, thermal and theroelectc properties of MgX (X=Ag, Au) compound	RMC, Damak Multiple Campus	Rs. 25,000	6 Month	Completed

Source : RMC Section

Research Management Cell (RMC) has been established in this Damak Multiple Campus for the past few years and research studies are being conducted regularly. Some of the research studies completed in 2080-081 and 2081/082 are mentioned in the above table.

12.2 Campus Publication

Campus publications are an integral part of university life. The campus publishes its institutional and academic information through various publications. They include academic journals, reports, prospectus, and academic calendar. Some campus publications are highlighted in table 20.

Table 20 : Campus publications

S.N.	Campus Publication	Frequency of Publication
1	Annual Report	Annual
2	HEMIS Report	Annual
3	Tracer Study Report	Annual
4	Academic Audit Report	Annual
5	Academic Journal	Annual
6	Academic Calendar	Annual
7	Prospectus	Annual
8	Bulletin/Newsletter's	Annual
9	The Web	Annual
10	Brochure	Annual

Source: Admin/RMC Section

In general, various types of publications have been created to meet the needs of the campus. These publications serve as a platform for student expression, help foster a more informed and united campus community, and provide valuable learning opportunities for students. Their role in promoting free speech, critical thinking, and creativity, as well as documenting history and encouraging social change, makes them essential to the educational and cultural experience at any institution.

Section: 13 Physical Infrastructures

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

Table 21: DMC Physical Infrastructure

Description	Number
Building	12

Sl. No.	Land			Building	
	Building	Area (Square Feet)	Floor	Number of Rooms (Hall)	Room Size (Length x Breadth)
1	Main Building	12000	3	36	24X33 TO 24X12
2	Science Building	2100	3	4	25X30
3	Master Degree Building	2000	3	9	18X25
4	Library Building	2380	3	14	50X24 TO 24X18
	Laboratory			4	24X33
	physics			3	24X33
	Biology			3	24X33
	Chemistry			1	26x36
	Env. Sc.			1	26x36
	Computer				
5	Student Union Building	800	1	3	18X24 TO 18X 12
6	Canteen	1300	1	4	25X30 TO 10X12
7	IT Building	8712	2	10	12X12 TO 24X20
8	Administration Building	1638	2	12	12X12 TO 15X 20
9	Seminar Hall			1	
11	Conference Hall			1	

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 2018-2019
 2018-2019
 2018-2019

12	Compound Wall	1990	6 feet Height		
13	Weather Station	225	-	-	
14	Tutorial Classes	-	-	35	-
15	ICT LAB	948		1	
16	BBA Building			2	26x36
17	BCA Building			2	26x36
18	Laboratory Building			2	26x36
19	Construction of new building with shatter and underground	9,000	5 Floor with Underground	Class Room-24 Shatter- 18	
20	Library Building	DBR Completed			

Source: Admin Section

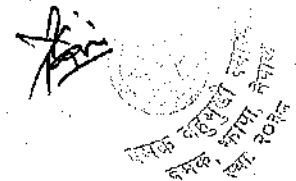
The table shows that the campus premises have covered a large area with buildings and spacious composite sports ground for playing various games. The land occupied by the campus is in the single location. Botanical garden is still in progress.

Concrete buildings constructed a few years ago are major physical asset of the campus. There are separate buildings for administrative activities, Free Students Union (FSU), BBA Building, BCA/IT Building and campus canteen. Office of the Campus Chief, Assistant Campus Chiefs, Department, Research Management Cell (RMC), Practice Teaching and NEHEP are in the administrative building.

Some of the buildings at Damak Multiple Campus are aging, while others are under construction, and some buildings have completed the DPR (Detailed Project Report) process.

13.1 Electronic, furniture and other equipment

The campus has most of the electronic equipment, furniture, and other essentials required in an educational institution. The table shows the number of electronic equipment, furniture, and other items available at the campus. Detailed information about the electronic equipment, furniture, and other items is provided in the Annex 1.



Section 14: Recent Trends (Enrollment, Pass Rates, Graduates and Financing)

14.1. Enrollment

Table 22.: Student's Enrollment trend last three years.

Faculty	2076						2079						2080										
	Level Program Year	Boys	Girls	ED J	Dal it	Mathe si	Tot al	Faculty	Level	Boys	Girls	ED J	DALI T	MADRES HI	Tot al	Faculty	Level	Boys	Girls	ED J	DALI T	MADRES HI	Tot al
Mgmt	BBS 1 st Year	322	391	37	37	26	713		BBS 1st Year	291	372	33	30	41	663		BBS 1st Year	254	331	24	24	23	585
	BBS 2 nd Year	296	300	39	22	21	596		BBS 2nd Year	193	310	25	25	23	503		BBS 2nd Year	156	295	22	24	30	491
	BBS 3 rd Year	203	209	35	10	5	412		BBS 3rd Year	302	305	36	22	11	607		BBS 3rd Year	102	198	16	13	17	300
	BBS 4 th Year	89	168	13	5	7	257		BBS 4th Year	162	187	24	7	8	349		BBS 4th Year	109	159	10	7	14	268
	BBA 1 st Sem	17	16	1	0	1	33		BBA 1st Sem	12	36		0	0	48		BBA 1st Sem	19	37	2	2	3	56
	BBA 2 nd Sem	9	20		2	1	29		BBA 2nd Sem	13	17		0	0	30		BBA 2nd Sem	19	36	2	2	3	55
	BBA 3 rd Sem								BBA 3rd Sem	0	0	0	0	0	0		BBA 3rd Sem	13	35	0	0	0	48
	BBA 4 th Sem	11	19		0	0	30		BBA 4th Sem	8	20		2	1	28		BBA 4th Sem	16	14	2	0	2	30
	BBA 5 th Sem	11	19		0	0	30		BBA 5th Sem	0	0	0	0	0	0		BBA 5th Sem	19	33	2	2	2	52
	BBA 6 th Sem								BBA 6th Sem	0	0	0	0	0	0		BBA 6th Sem	0	0	0	0	0	0
	BBA 7 th Sem	30	61	2	1	2	91		BBA 7th Sem	8	20	0	2	1	28		BBA 7th Sem	0	0	0	0	0	0
	BBA 8 th Sem	48	94	16	4	2	142		BBA 8th Sem	0	0	0	0	0	0		BBA 8th Sem	0	0	0	0	0	0
HUM	BA 1 st Year	21	53	10	1	0	74		BA 1st Year	11	18	2	0	2	29		B.Sc. 1st Year	49	102	2	4	6	151
	BA 2 nd Year	16	41	4	4	0	57		BA 2nd Year	23	25	1	1	0	48		B.Sc. 2nd Year	32	37	2	0	2	69
	BA 3 rd Year	20	6	1	1	0	26		BA 3rd Year	19	39	1	1	1	58		B.Sc. 3rd Year	38	38	9	1	5	76
	BA 4 th Year	17	17		0	0	34		BA 4th Year	49	93		0	0	142		B.Sc. 4th Year	30	42	3	0	1	72
	BCA 1 st Sem	27	7	1	1	0	34		B.A. 1st Year	15	43	6	1	0	58		B.A. 1st Year	10	25	0	0	1	35
	BCA 2 nd Sem	17	6		0	0	23		B.A. 2nd Year	17	18		0	1	35		B.A. 2nd Year	13	21	0	1	0	34
	BCA 3 rd Sem	41	193	14	7	5	234		B.A. 3rd Year	18	5		0	1	23		B.A. 3rd Year	6	23	1	1	1	29
	BCA 4 th Sem	39	200	16	7	2	259		B.A. 4th Year	0	0	0	0	0	0		B.A. 4th Year	15	54	8	0	1	69
	BEd 1 st Year	28	140	15	3	1	168		B.A. 1st Sem	25	7		0	0	32		B.A. 1st Sem	23	8	0	0	0	31
	BEd 2 nd Year	24	94	6	2	3	118		B.A. 2nd Sem								B.A. 2nd Sem						
	BEd 3 rd Year								B.A. 3rd Sem								B.A. 3rd Sem						
	BEd 4 th Year								B.A. 4th Sem								B.A. 4th Sem						



Level	2081					Total
	Boys	Girls	EDJ	DALIT	MADHESHI	
BBA 1st Sem	14	51		0	0	65
BBA 2ND SEM	14	50		0	0	64
BBA 3rd SEM	17	36	1	1	3	53
BBA 4th SEM	15	32	1	1	3	47
BBA 5th SEM	18	30	2	0	2	48
BBA 6th SEM	11	21	2	0	2	32
BBA 7th SEM	12	17	4	2	4	29
BBA 8th SEM	8	18	2	2	2	26
BBS 1st Year	282	329	33	40	14	611
BBS 2nd Year	168	255	18	15	16	423
BBS 3rd Year	102	199	14	15	18	301
BBS 4th Year	73	144	14	13	12	217
MBS 1ST SEM	29	46		3	3	75
MBS 1st Year				0	0	0
MBS 2ND SEM	25	44		3	3	69
MBS 2nd Year				0	0	0
MBS 3RD SEM	23	41	4	4	4	64
MBS 4th SEM	46	95	4	4	9	141
MBS 5th SEM				0	0	0
MBS 6th SEM				0	0	0
B.Sc 1st Year	37	91	2	5	6	128
B.Sc. 2nd Year	29	86	2	4	2	115
B.Sc. 3rd Year	26	31	2	0	2	57
B.Sc. 4th Year	34	32	8	1	5	66
B.A. 1st Year	24	20	1	2	1	44
B.A. 2nd Year	8	22		0	1	30
B.A. 3rd Year	8	12		0	0	20
B.A. 4th Year	5	19		1	0	24
BCA 1ST SEM	24	10		0	0	34
BCA 2nd SEM	18	17		0	0	35
BCA 3rd SEM	20	9		0	0	29
BCA 4th SEM	18	13		0	0	31
BCA 5th SEM	21	12	1	1	0	33
BCA 6th SEM	14	11		0	0	25
BCA 7th SEM	15	16	1	1	0	31
BCA 8th SEM	15	8	1	1	0	23
M.A. 1st Semester	10	10		0	0	20
M.A. 1st Year				0	0	0
M.A. 2nd Semester	17	14		0	1	31
M.A. 2nd Year				0	0	0
M.A. 3rd Semester	7	4		0	1	11
M.A. 4th Semester	6	3		0	0	9
B.Ed. 1st Year	44	128	3	6	0	172
B.Ed. 2nd Year	19	95	6	7	1	114
B.Ed. 3rd Year	18	69	3	3	0	87
B.Ed. 4th Year	11	66	7	3	4	77
MED. 2ND SEM ENGLISH	7	20		1	0	27
M.ED. 2ND SEM NEPALI				0	0	0
M.Ed. 3rd Semester	2	19		0	0	21
M.Ed. 4th Semester	5	25		0	0	30
M.Ed. ENG 1ST SEM	2	7		1	0	9
M.Ed. NEP 1ST SEM	5	13		0	0	18
Total	1326	2290	136	140	119	3616

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14.2. Pass Rate

Examinations are an essential aspect of academic evaluation, fulfilling key educational requirements. They are the most dependable method for assessing students' academic progress, directly linked to effective teaching and learning activities. While daily campus activities are important, examination performance ultimately highlights students' skills and capabilities.

Damak Multiple Campus administers various types of examinations to assess students' academic achievements. Results analysis provides valuable insights into students' learning and performance throughout their academic journey, whether on a yearly or semester basis. This analysis helps identify overall performance trends at the campus and offers constructive feedback to individual students. It also highlights strengths and weaknesses, guiding improvements in teaching and supporting administrative decisions.

Damak Multiple Campus holds two internal examinations each academic year, though this report excludes data from those assessments. The report focuses solely on final examination results across different programs. The number and type of examinations differ between programs following an annual system and those using a semester system, with distinct examination and evaluation methods. However, we have attempted to present the number of passed students from programs of annual and semester systems together.

Table 23 : Student's Pass Rate trend last three years.

Year	Stream in Level	Exam appeared Students					Total	Pass Students					Total	Pass in Percentage
		Boys	Girls	EDD	Dalit	Made in		Boys	Girls	EDD	Dalit	Made in		
2077	Manit	533	823	52	16	21	1356	254	386	62	196	8	640	47.2
	Hon	56	109	8	34	0	165	36	68	6	21	0	104	63.03
	Edu	69	358	32	10	8	427	37	172	11	6	3	209	48.95
	Soc	269	160	43	18	18	429	205	111	31	13	14	316	73.66
	BCA	20	6	1	1	0	26	12	6	1	1	0	18	69.23
	BBA	59	97	11	0	7	156	50	84	10	0	6	134	85.9
	MBS	304	377	18	6	37	681	153	217	10	3	18	370	54.33
MED	14	24	2	0	6	38	8	9	0	0	0	17	44.74	
Year	Stream in Level	Exam appeared Students					Total	Pass Students					Total	Pass in Percentage
		Boys	Girls	EDD	Dalit	Made in		Boys	Girls	EDD	Dalit	Made in		
2078	Manit	543	738	116	38	46	1281	185	277	48	13	16	462	36.07
	Hon	21	59	4	4	0	80	13	36	3	3	0	49	61.25
	Edu	72	385	36	13	6	457	23	117	13	4	3	140	30.63
	Soc	109	90	19	9	7	199	72	47	13	7	4	119	59.8
	BCA	112	46	0	0	0	158	69	22	0	0	0	91	57.59
	BBA	57	102	6	4	8	159	50	93	6	4	8	143	89.94
	MBS	154	172	9	5	18	326	90	110	4	1	6	200	61.35

M.Ed	19	29	4	3	1	48	5	8	1	0	0	13	27.08
MA	6	0	0	0	0	6	0	0	0	0	0	0	0

Year	Program Name (e.g. B.Ed.)	Total Appeared	Total Passed	1st Year/1 st Semester		2 nd Year/3 rd Semester		3 rd Year/5 th Semester		4 th Year/7 th Semester		Remark (Please Specify Year)
				Total Appeared	Total Passed	Total Appeared	Total Passed	Total Appeared	Total Passed	Total Appeared	Total Passed	
2079	BBS	1294	462	396	117	402	74	271	108	225	163	Year
	B.Sc.	311	197	114	59	54	26	72	61	71	51	Year
	BA	142	81	23	14	28	15	26	15	65	37	Year
	B.Ed	426	200	113	48	107	40	97	61	109	51	Year
	BBA	127	103	0	0	53	38	48	39	26	26	Semester
	BCA	67	52	0	0	24	17	25	18	18	17	Semester
	MBS	151	112	0	0	73	53	0	0	78	59	Semester
	MA	20	16	0	0	11	10	0	0	9	6	Semester
	M.Ed	35	13	0	0	23	7	0	0	14	6	Semester
Total		2573	1201	646	238	773	280	539	302	615	416	

Year 2081											
Level	Program Name	TP	GIRLS		EDJ ^m		Madhesi		Dalits		Remark
			TP	TP	TP	TP	TP	TP			
Bachelor's Level (5)	BBS	319		216		19		17		14	Yearly
	B.Sc	83		56		4		1		2	Yearly
	BA	58		43		3		1		4	Yearly
	B.Ed	85		70		5		1		3	Yearly
	BBA	139		101		1		3		3	Semester
	BCA	94		44		1		1		1	Semester
	MBS	38		29		0		4		0	Semester
Master's Level (6)	M.Ed	17		10		2		2		1	Semester
	MA	14		4		1		0		0	Semester

Source: Exam Section

Note: TA=Total Appeared, TP=Total Pass

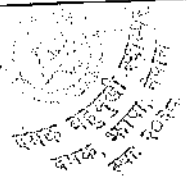
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14.3. Graduates

Table 24 : Student's Graduate trend last three years.

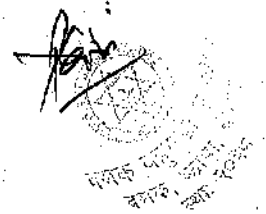
Year	Level	Faculty	Total Graduates	Male Graduates	Female Graduates	Educationally Disadvantaged Graduates	
						EDJ	Dalits
2020	Bachelor Level	B.B.S.	156	66	90	9	1
		B.Ed.	62	10	52	3	1
		B.A.	36	14	22	2	1
		B.Sc.	90	56	34	1	1
	Bachelor's Total		344	146	198	15	4
	Master's Level	MBS	12	5	7	0	0
		MA	0	0	0	0	0
	Master's Total		12	5	7	0	0
Grand Total		356	151	205	15	4	
2021	Bachelor Level	B.B.S.	73	31	42	6	4
		B.Ed.	38	6	32	2	1
		B.A.	35	13	22	1	1
		B.Sc.	33	21	12	0	2
	Bachelor's Total		179	71	108	9	8
	Master's Level	MBS	27	12	15	0	0
		MA	1	1	0	0	0
	Master's Total		28	13	15	0	0
Grand Total		207	84	123	9	8	
2022	Bachelor Level	B.B.S.	32	10	22	5	1
		B.Ed.	31	2	29	3	1
		B.A.	3	0	3	0	2
		B.Sc.	50	19	31	5	1
	Bachelor's Total		116	31	85	13	5
	Master's Level	MBS	50	22	28	2	3
		MA	0	0	0	0	0
	Master's Total		50	22	28	2	3
Grand Total		166	53	113	15	8	

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2023	Level	Faculty	Total Graduates	Male Graduates	Female Graduates	Educationally Disadvantaged Graduates	
						Educationally Disadvantaged Janajatis	Dalits
Bachelor Level	B.B.S.		93	35	58	6	8
	B.Sc.		50	26	24	1	1
	B.A.		9	2	7	0	0
	B.Ed		32	8	24	3	0
	BBA		19	6	13	0	0
	BCA		21	15	6	0	1
Bachelor's Total			224	92	132	10	11
Master's Level	MBS		71	34	37	3	0
	Master's Total		71	34	37	3	0
Grand Total			295	126	169	13	11

Source: Tracer Study Report 2022



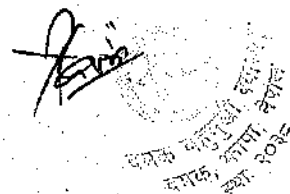
Summary of Findings

The introduction of the information management system has enhanced efficiency in data processing, storage, analysis, and the timely provision of educational information. This system has enabled the campus to start collecting, processing, storing, and transmitting relevant information. The recent implementation of a centralized information system has allowed the campus to produce relevant, accurate, consistent, and timely data, aligning it with its internal goals and objectives and better serving its stakeholders.

The publication of this report is expected to improve the overall performance of the campus. By carefully reviewing this report, campus management will be better equipped to monitor the distribution of resources and budget allocation across various aspects of institutional development.

The report is divided into 3 parts. The first part provides covering areas; second part provides the middle part or section part. These sections include Section: 1 Introduction (Vision, Mission, Goals, Objectives, Methodology, and Institutional Mechanism etc.), Section 2: Campus Level, Faculty, Program and Department, Section 3: Student Enrollment, Section 4: Pass Rate, Section 5: Graduates, Section 6: Gender Parity Index, Section 7: Teachers and Staff, Section 8: Student-Teacher Ratio, Section 10: Library Status, Section 11: Scholarship, Section 12: Research and Publication, Section: 13 Physical Infrastructures and Section 14: Recent Trends (Enrollment, Pass Rates, Graduates and Financing). The third parts provide the major findings from the analysis of the information, provides recommendations for institutional reforms, and a Conclusion.

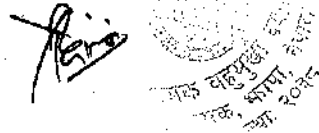
A quantitative approach was primarily used for compiling and analyzing the data. The sources of data collection, tools for data collection, and data analysis procedures are specified. Data for the study were obtained from both primary and secondary sources, with most information coming from the HEMIS software, which served as the primary source. Additional data were gathered from campus publications. The DMC uses 'Siksha' software to store, process, and analyze data from various campus sections.



Recommendations for Institutional Reform

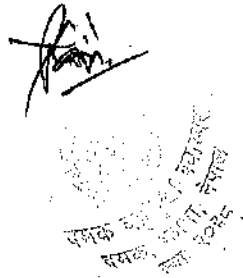
Based on the comprehensive analysis of data gathered through the Education Higher Management Information System (EMIS), we have identified some strategic recommendations aimed at enhancing the overall performance and effectiveness of our institution. These recommendations are designed to address key 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 nine program 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 2081/082 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. The observed decline in enrollment for Master's programs, particularly in M Ed, MA economics and MBS, necessitates targeted initiatives to attract students. Developing specialized tracks, offering flexible schedules, and enhancing career support services could make these programs more appealing.
- iv. The observed decline in enrollment for Bachelor's programs, particularly in B.Ed., BA and BBS, necessitates targeted initiatives to attract students.
- v. The high dropout rates, indicated by the lower number of students in later years compared to the first year, call for effective retention strategies. Implementing academic advising, mentorship programs, and support services can help retain students.
- vi. The absence of international students indicates a potential growth area. Introducing programs tailored to global markets and actively marketing to international audiences can help attract foreign students.
- vii. 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.
- viii. The proportion of female teachers remains low. Prioritizing the recruitment and development of female faculty members will help achieve gender balance.
- ix. The low number of teachers with Ph.D. and M. Phil. degrees necessitates strategies to enhance faculty qualifications. Offering professional development opportunities, funding for advanced studies, and partnerships with research institutions can facilitate this.
- x. The high student-teacher ratio indicates a need for more faculty appointments. Recruiting additional teachers will enhance the quality of education and provide more personalized attention to students.
- xi. 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.

- xii. Despite high student enrollment, the average book issue rates indicate underutilization of the library. Promoting reading cultures through book clubs, reading challenges, and integrating library resources into coursework can increase library usage.
- xiii. To meet the growing demand for professional and technical education, the institution should consider launching new programs in fields such as data science, cyber security, healthcare management, and engineering. These additions will cater to the evolving job market and attract a diverse student body.
- xiv. 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.



A handwritten signature is written over a circular stamp. The stamp contains the text "UNIVERSITY OF THE SOUTH PACIFIC" around the perimeter and "FACULTY OF EDUCATION" in the center.

Annex 1

Electronic, furniture and other equipment

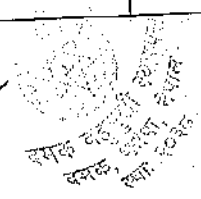
Product Description	Up To 2079/080	Purchased in 2080/081	Total
COMPUTER			
COMPUTER SET - I58Th Gen	33	27	60
COMPUTER-CPU/MONITAR	10		10
LAP TOP	1		1
PRINTER			
PRINTER	15	4	19
DATA CARD PRINTER	1	1	2
TV			
LED Interactive Flat Panel Display 75 Inch	0	2	2
T.V LED - 55 Inch	4	10	14
T.V LED - 32 Inch	1	1	2
PROJECTOR	3		3
BOARD			
NOTICES BOARD - SPONG	10		10
WHITE BOARD	51	10	61
Camera			
CC Camera	27	24	51
BATTERY			
BATTERY 160AH	16	3	19
INVERTER -1775 VA	2	1	3
BELL			
SCHOOL BELL & TIMER	0	3	3
ATTENDANCE MACHINE			
ATTENDANCE MACHINE	2	3	5
CHAIR			
CHAIR GADDA STEEL	47		47
CHAIR HATTA WALA (WOODEN)	100		100
CHAIR (STOOL)	74		74
CHAIR - HARD WOOD (RAYAGIN)	70		70
CHAIR -S - IRON	32	12	44
CHAIR -SIMPLE METAL CHAIR	40		40
CHAIR GADDA (WOODEN)	228		228
CHAIR PLASTICK	64		64
CHAIR RAYAGIN SIMPAL	65		65
CHAIR ROUND	50		50
CHAIR SIMPLE (WOODEN)	67		67
FIX CHAIR MEDIUM TYPE	12		12
FIX CHAIR TOP HEAD	18		18
REVOLING CHAIR- BOSS CHAIR	8		8
DARAJ			
BOX (AMPLIFER DEVICE BOX) PLY	2		2
CUP BOARD (FILR RACK)	11		11

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DARAJ - RAYAK	5		5
DARAJ - STEEL	53		53
DARAJ - STILL (PIJON BOX)	3		3
DARAJ - WODDEN (PIJON)	3		3
DARAJ - WOODEN	15		15
DARAJ - WOODEN(CAMECAL)	10		10
DRAWA - CARD RAKHANE	2		2
PIGEON BOX (8 BOX)	7		7
DESK/BENCH			
BENCH (SINGAL) WODDEN	241		241
BENCH - AARAM BENCH	2		2
BENCH - CANTINE BANCH	25		25
DESK - SINGLE(WOODEN)	229		229
DESK/BENCH (JODI) IRON	177		177
DESK/BENCH (JODI) PLY	238		238
DESK/BENCH (JODI) WOODEN	94		94
KHAT			
KHAT - LECTUR	24		24
KHAT - LOW BED	2		2
RAYAK			
RAYAK (CAMICAL RAYAK)WALL	3		3
RAYAK (CAMICAL RAYAK)	7		7
RAYAK (STEEL)	6		6
RAYAK (WOODEN) SINGAL	7		7
RAYAK (WOODEN)DOUBLE	12		12
RAYAK - PAPPER	1		1
SOFA SET			
AARAM CHAIR (SADA SOFA)	1		1
SOFA - 3 SITER - STILL	1		1
SOFA - SINGAL	9		9
SOFA LONG	11		11
SOFA ROUND - 8 SITTER - WODDEN	1	1	2
SOFA SET 11 SHITTER	1		1
SOFA SET 5 SHITTER	1		1
TABLE			
CO DIYAM - UDBHOSHAN DYAS	1		1
FAX - BOX	1		1
LABORATORY TABLE	4		4
OFFICE TABLE IMPORTED	2		2
T.TABLE	3		3
TABLE - BCA LAB(PLY & 4MIKA	8		8
TABLE - COMPUTER (WOODEN)	45		45
TABLE - COUNTER	1		1
TABLE - COUNTER LAB	0		0
TABLE - DRRA (WOODEN	2		2
TABLE - LAB (WOODEN)	18		18
TABLE - LECTURE STAND	52		52
TABLE - PHOTOCOPY	1		1

TABLE - ROUND (WOODEN)	3		3
TABLE - SECURETY (STEEL)	22		22
TABLE - SECURETY (WOODEN)	24	1	25
TABLE - SIDE TABLE	1		1
TABLE - SIMPLE (WOODEN)	47	2	49
TABLE - STUDENT READ(WOODEN)	12		12
TABLE - T (WOODEN)	17		17
TABLE TENNIS BORD	2		2
TABLE-LAB TABLE (TEACHER)	2		2
BILOGY LAB EQUIPMENT KHAPNE SAMAN			
AIR CONDITIONER 1.0 TON	1		1
AUTO CLAVE	1		1
CANADA BALSOM	2		2
DEFLECTION MICROSCOPE	0		0
DNA MODEL	1		1
GANONGS RESPIROSCOPE	0		0
HOT AIR OVEM (DIGITAL)	1		1
HOTAIR OVEN - OLD	2		2
INCUBATOR	2		2
MAGNETIC COMPASS	1		1
MICROSCOPE PROJECTION (ADVANCE TYPE)	1		1
MICROSCOPE STAGE	6		6
MICROSCOPE - STUDENT (VERSION 2 EXCEL)			
MICROSCOPE DEFLECTION	1		1
MICROSCOPE OLD	12		12
MICROSCOPE PATHOLOGICAL COMPOND	4		4
MICROSCOPE PROJECTION	0		0
MICROSCOPE SIMPLE - NIKE SM2	8		8
MICROTOME MACHINE	1		1
MISCROSCOPE ELECTRONIC PHOTOGRAPHIC EXTRA ASSOCERIES	1		1
MUSEUM SPECIMBN	0		0
ORDINARY MICROSCOPE	0		0
PHOTOGRAPHIC MICROSCOPE	0		0
STAGE MICROSCOPE	0		0
STEREO MICROSCOPE	2		2
STREOMICROSCOPE BINOCULAL DISCTING	1		1
WAX TREY	30		30
CHEMISTY LAB - KHAPNE			
ACETOCARMINE SOLUTION	0		0
ATOMIC MODEL	1		1
COLORIMETER - DIGITAL	1		1
CONDUCTIVITY METER	5		5
CONDUCTIVITY METER (LUTRUN)	1		1
CONDUCTIVITY METER (WITH TDS METER)	1		1
CONDUCTIVTTY METER - AUTOMATIC	1		1

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CRYSTAL BALSOM	0	0
CRYSTAL VIOLET	0	0
CUVETTE DRYER	0	0
DESSICATOR - 1000 ML	1	1
DESSICATOR - 500 ML	0	0
DESSICATOR 500ML	1	1
DIGITAL BALANCE - 2 DIGITS	3	3
DISTILLATION SET -(2000ML)	1	1
DISTILLATION SET -(250ML)	1	1
DISTILLATION SET -(TRIPLE SET)	1	1
FILTER APPARATUS	3	3
FIRE EXITINGUISHERS	1	1
FISHING NET(PLATE NET)	0	0
FLOW CALORIMETER	0	0
GAS - CYLINDER	5	5
HOT AIR OVEN	1	1
KIPP'S APPARATUS (PLASTIC)	1	1
MAGNETIC STERRIER MANUAL OPERATING	1	1
MICROPROCESSOR BASED PH SYSTEM WITH 7 DIGIT	1	1
PH/V -CONDUCTIVITY	1	1
PH METER - DIGITAL	4	4
PH METER - DIGITAL (PORTABLE)	1	1
PORTABLE DO METER	0	0
PORTABLE PH METER	0	0
POTENTIOMETER	6	6
QUARTZ - TRIPLY DISTILLATION SET	0	0
REFRIJEREATOR - LG 190 LTR	1	1
SEROLOGICAL WATERBATH	1	1
SEROLOGICAL WATERBATH	0	0
SPHADES	0	0
VDRL SHAKER (ROTATER ELECTRIC)	1	1
VDRL- SHAKER	1	1
WATER BATH (DIGITAL)	1	1
WATTER HOT POT-450 LTR	2	2
WATTER TROUGH - GLASS	3	3
WATTER TROUGH - PLASTIC	3	3
WOULF BOTTLE	7	7
ENV-SCIENCE - KHAPNE		
ALTMETER	1	1
ANEMOMETER	2	2
AUTOMATIC WEATHER STATION	1	1
CLINOMETER DIGITAL HEGLOX	1	1
DO - METER	1	1
DO METER -DIGITAL PORTABLE	1	1
GPS-ETRAX	1	1
INCUBATOR- 18*18*18 DIGITAL	1	1
LAMINAR AIR FLOW (HORIZONTEL MODEL)	1	1

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MINERALS SEMPLE	1	1
QUADRATES (METALLIC)	5	5
ROCK SAMPLE	1	1
SIEVEC SHAKER	1	1
SOUND LEVEL METER	2	2
PHYSICS LAB EQUIPMENT-KHAPNE	7	7
A MMETER		
ABSORPTION OF BETA PARTICLE APPARATUS BY MATERIAL	1	1
AC MILLI AMETER - 250	1	1
AC MILLI AMETER - 500	1	0
ASTRO BINOCULARS	0	2
AUDIO FREQUENCY OSCILLATOR -LG	2	2
B-H CURVE APPARATUS	2	2
BAR MAGNET	6	6
BAR PANDULEM	5	5
BENDING BEAM APPARATUS	3	3
BREAD - BOARD TRAINER - VITCO - DOUBLE		
PROJECTION BOARD	2	2
C.R.T. APPARATUS FOR E/M	1	1
CALORIE METER	7	7
CAPACITANCE BOX 2 DIAL	2	2
CARTER PENDULUM	5	5
DC POWER SUPPLY	3	3
DESORM'S APPARTUS FOR CP/CV	1	1
DIGITAL MULTI METER -	5	5
DIP CIRCLE	4	4
DRAWING BOARD	20	20
DRY & WET BULB HYGROMETER	3	3
E/M THOMPSONS APPARATUS	1	1
EFFICIENCY OF TRANSFORMER APPARTUS	0	0
ELECTRIC VIBRATION	1	1
FLY WHEEL	1	1
FORTINS BAROMETER	1	1
FOUR - PROBE METHOD APPARATUS OR RESISTIVITY OF SEMI CONDUCTOR	1	1
FOUR-PROBE METHOD APPARATUS FOR RESISTIVITY OF SEMICONDUCTOR	0	0
FRACTIONAL BOARD APPARATUS	1	1
FRESNAL BI PRISM WITH OPTICAL BENCH	1	1
FUNCTION GENERATOR	2	2
G.M.COUNTER	1	1
G.M.TUBE APPARATUS	1	1
GALVANOMETER - BALASTIC	8	8
GALVANOMETER WITH EARTH INDICTOR	2	2
GEOLOGICAL COMPAS	0	0
HALL EFFECT APPARATUS	1	1
HALLO PRISM	1	1

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HOT PLATE WITH MAGNETIC STIRRER	0	0
HYDROSTATIC BALANCE	1	1
INDUCTANCE BOX 2 DIAL	2	2
JAGERS APPARATUS	1	1
JJ THOMSON'S APPARATUS	1	1
KLEEN JAR	1	2
LCR IMPEDANCE APPRATUS	2	
LCR RESONANCE APPARATUS(SERIES AND PARALLEL) FOR Q FACTOR	2	2
LECLANCHE CELL	1	1
LLOYD'S MIRROR	1	1
LLOYD'S MIRROR WITH RESEARCH OPTICAL BENCH	1	1
LOGIC GATE	2	2
MAGNETIC STIRRER	1	1
MAGNETRON TUBE APPARATUS FOR E/M	2	2
MAX. NEEDLE APPARATUS	1	1
MELDES APPARATUS	1	1
MICHELSON'S INTERFEROMETER	1	1
MICROWAVE SOURCE APPARATUS OR REFRACTION, DIFFRACTION	0	0
MILIKAN OIL DROP APP- WITH CAMERA SK-052 A	1	1
MILLIKAN'S OIL DROP APPARATUS NORMAL	1	1
MICROSCOPE - TRAVELLING	2	2
N - CHANNEL JFET-2N5484	0	0
NEWTON RING	1	1
NEWTON'S CRADLE APPARATUS	0	0
NEWTON'S RING MICROSCOPE	0	0
OPTICAL BENCH APPARATUS	1	1
OPTICAL BENCH WITH LLOYD'S MIRRORS	1	1
OSCILLOSCOPE	3	3
P.O. BOX	1	1
PLAN DEFLECTING GRATING	2	2
PLANKS APPARATUS	1	1
PN JUNCTION DIODE CHARACTERISTICS APPARATUS	2	2
POLARIMETER- DIGITAL AUTOMATIC	1	1
PORTABLE DIGITAL DO METER -DO 5509	0	0
PORTABLE DIGITAL PH METER -98107	4	4
POWER SUPPLY 12 V - 2	0	0
PRISM - BI WITH OPTICAL BENCH	1	1
RADIOACTIVE CS-137 9 MICRO CURIE SOURCE (RADIO ISOTOPE GENERATOR)	1	1
RADIOACTIVE SOURCES	1	1
REFLECTING GALVANOMETER	2	2
RESONANCE COLUMN	1	1
RESONANCE TUBE APPARATUS	1	1
RHEOSTAT (3000 OHMS)	4	4
ROTARY ELECTRIC	1	1
SCREW GAUGE	10	10
SEARLS APPARATUS	1	1

SODIUM LAMP HOUSE	1		1
SODIUM LAMP TRANSFORMER	1		1
SONO METER	1		1
SPEAKER - YIS CZ76	1		1
SPECTRO METER	10		10
SPHERO METER	1		1
STEFAN'S CONSTANT APPARATUS	1		1
STEFENS CONSTANT OF APPARATUS	6		6
STOP WATCH	3		3
STOP WATCH MECHINICAL (DIAMOND)	0		0
TDS METER	1		1
TDS METER (HANA ORGINAL)	1		1
THERMOMETER - DIGITAL (MAX - MINIMUM)	3		3
TRAVELLING MICROSCOPE	1		1
TUNNING FORK	2		2
VERIFICATION OF NORTH THEOREM	2		2
VERIFICATION OF THEVENINS THEOREM	26		26
VERNIER CALIPER	5		5
VISCOSITY APPARATUS	10		10
VOLT METER	1		1
YOUNGS MODULUS			
RESEARCH LAB-KHAPNE			
DIGITAL BALANCE - 4 DIGITS	1		1
DISTILATION QUARZ TYPE -DOUBLE (4-LT/HR	1		1
DISTILLATION SET -(1000ML)	0		0
ELECTRIC SHAKER (RESEBARCH GRADE)	0		0
JUICER MACHINE	3		3
MANSINGH SERVICE METER	0		0
MELTING POINT APPARTUS	1		1
SOXHLET EXTRACTION APP	1		1
SPECTOR PHOTO METER	0		0
WATER BATH (RESEARCH GRADE)	0		0
WATTER CONDENSER			
CLEMENT AND DESORMES APPARATUS		1	1
AIR POLLUTION METER/AIR QUALITY MONITER		3	3
TOPOGRAPHIC MAP		3	3
WATHER ANALYSIS KIT		1	1
SOIL ANALYSIS KIT		2	2
SEPARATING FUNNEL		2	2
ELECTROLYTE (OXEL-3)		5	5
WATER SAMPLER		5	5
AQUATIC DIP NET		3	3
JAEGERS APPARATUS FOR SURFACE TENSION		1	1
POISEUILLES APPARATUS		1	1
DIGITAL TO ANALOG CONVERTER KIT		2	2
TURBIDITY METER		2	2
TDS METER		2	2

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SONICATOR (GOOD QUALITY)	1	1
SOIL THERMOMETER	2	2
DIGITAL BALANCE - 3 DIGITS	1	1
Ph Paper Full Range	10	10
CONDUCTIVITY METER	3	3
DO - METER	1	1
AUTO CLAVE	1	1
GANONGS RESPIROSCOPE	3	3
OSCILLOSCOPE	1	1
SOUND LEVEL METER	2	2
FLY WHEEL	2	2
G.M.COUNTER	1	1
MICHEL SONS INTERFEROMETER	1	1
SODIUM LAMP HOUSE	2	2
YOUNGS MODULUS	1	1
SIEVEC SHAKER	1	1
PIPETTE - 10ML	6	6
CHROMATOGRAPHY PAPER	1	1
MERCURY LAMP TUBE	2	2
MICRO PIPETT	6	6
COLORIMETER - DIGITAL	1	1
BOD BOTTLE -250ML	6	6
GANONGS POTOMETER	3	3
CLINOMETER DIGITAL HEGLOX	1	1
Photoelectric Effect Apparatus /Plancks Constant Apparatus	1	1

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Thank You

