



Affiliated to Tribhuvan University
Koteshwor
MULTIPLE CAMPUS

Accredited by University Grants Commission (UGC) Nepal, 2023

EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education

2081/82 B.S. (2024/25 A.D.)

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Koteshwor Multiple Campus

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Foreword

It is a matter of great pride and satisfaction to present this Education Management Information System (EMIS) Report of Koteshwor Multiple Campus for the fiscal year 2081/82 B.S. (2024/25 A.D.). This report has been prepared in accordance with the Campus HEMIS Guidelines issued by the University Grants Commission (UGC) of Nepal.

Koteshwor Multiple Campus, located at Jadibuti, Kathmandu-32, has been serving the academic aspirations of students from across Nepal since its establishment. The campus currently offers programs under three faculties: Management, Education, and Humanities and Social Sciences, with both Bachelor's and Master's level programs.

This report presents a comprehensive picture of the campus in terms of student enrollment, academic performance, faculty-wise data, gender parity, caste/ethnicity representation, teacher-student ratios, and recent academic trends. The data contained herein is sourced from the campus Management Information System for the fiscal year 2081/82 (2082 admission batch and current enrollments).

I extend my sincere thanks to all the faculty members, administrative staff, and students who have contributed to the compilation of this report. I also acknowledge the valuable guidance of UGC-Nepal in establishing the HEMIS framework.

Campus Chief

Koteshwor Multiple Campus

Jadibuti, Kathmandu-32

Acknowledgements

The preparation and publication of this EMIS Report would not have been possible without the valuable contributions, co-operation, and support of numerous individuals and institutions. The campus administration extends its sincere gratitude to University Grants Commission Nepal for developing the HEMIS framework and providing necessary guidelines and technical direction for campus-level EMIS reporting. The campus is also highly indebted to Tribhuvan University for its continued academic affiliation, guidance, and institutional support.

Special appreciation is extended to the Heads of Departments of the faculties of Management, Education, and Humanities and Social Sciences ; Suresh Pokhrel, Binod Kumar Karki, and Kalpana Marahatta for their active involvement in providing accurate and updated faculty-level information. The campus administration further acknowledges the dedicated efforts of the examination and administrative section staff, including Sedu Nath Dhakal, Binod Nepal, PhD, Nuchhelal Maharjan and Harikeshab Adhikari, along with all administrative assistants, for their careful data collection, compilation, verification, and record management.

The campus also expresses heartfelt thanks to all teaching and non-teaching staff members for their valuable co-operation and support throughout the reporting process. In particular, sincere appreciation is extended to Prakash Pokhrel, Nandi Keshar Nepal, Manoj Adhikari, and Sailesh Chandra Baral for their significant contributions to the successful completion of this report.

Executive Summary

This EMIS Report presents the academic and institutional status of Koteswor Multiple Campus for FY 2081/82 B.S. (2024/25 A.D.). The campus is a community-based higher education institution affiliated with Tribhuvan University, offering five programs under Management, Education, and Humanities & Social Sciences faculties. Total enrollment stands at 3,281 students, with strong female participation: 63.88% female and 36.12% male. Management is the largest faculty, covering 66.7% of total enrollment, while BBS is the dominant program with 61.84% of students.

The report shows positive progress in gender inclusion, with an overall Gender Parity Index of 1.77, indicating higher female enrollment across all programs. Students come from all seven provinces, though Bagmati Province contributes 60.7% of enrollment. The campus has also shown rapid enrollment growth, increasing from 349 students in 2078 B.S. to 1,362 students in 2082 B.S. However, the report highlights key areas for improvement, including low pass rates in some programs, a high student–teacher ratio of 58.6:1, and the need to strengthen graduate output and academic support systems. The campus demonstrates strong growth, wide access, and improving inclusion, while requiring further investment in teaching staff, student support, and data-based planning.

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Abbreviations and Acronyms

Abbreviation	Full Form
BA	Bachelor of Arts
BASW	Bachelor of Arts in Social Work
BBS	Bachelor of Business Studies
BED	Bachelor of Education
MBS	Master of Business Studies
EMIS	Education Management Information System
HEMIS	Higher Education Management Information System
GPI	Gender Parity Index
HOD	Head of Department
RMC	Research and Management Committee
TU	Tribhuvan University
UGC	University Grants Commission
FY	Fiscal Year
B.S.	Bikram Sambat (Nepali Calendar)
A.D.	Anno Domini (English Calendar)

Section 1

Introduction

1.1 Background

Koteshwor Multiple Campus (KMC), situated at Jadibuti in the prime area of Kathmandu, is one of Nepal's leading community-based higher education institutions established in 2047 B.S. with the spirit of public participation and collective effort. It was founded with the noble objective of providing accessible, affordable and quality education to students from all social and economic backgrounds. Functioning as a non-profit, service-oriented institution affiliated with Tribhuvan University, the campus stands as a model of how community involvement can strengthen the nation's higher education system. In an era where education is often commercialized, Koteshwor Multiple Campus has continued to uphold its mission of academic excellence blended with social responsibility and inclusivity.

Community campuses like Koteshwor Multiple Campus play a pivotal role in Nepal's educational landscape. They operate not for profit but for public service making higher education attainable for marginalized and economically disadvantaged groups who might otherwise be deprived of learning opportunities. The establishment of KMC was driven by a vision to transform education into a tool for empowerment, fostering equity, innovation, and civic awareness. Over the years, the campus has contributed immensely to human resource development by offering academic programs that are both practically relevant and socially responsive.

As a community-managed institution, KMC represents the collective aspirations of local educators, intellectuals and residents of Koteshwor, who believed in the transformative power of education. It has gradually evolved from a modest initiative into a reputed educational center with a strong focus on quality, discipline, and academic integrity. The campus not only emphasizes classroom learning but also encourages research, creativity, and practical skill development in alignment with national and global educational trends.

Affiliated with Tribhuvan University and accredited by the University Grants Commission under Nepal's Quality Assurance and Accreditation (QAA) system, Koteshwor Multiple Campus has achieved a recognized position among the top community campuses in the country. Its emphasis on maintaining high academic standards, transparent governance, and participatory management has earned it both local and national recognition. In a broader sense, KMC embodies the values of Nepal's community education movement where education is seen not as a privilege, but as a

shared social right, empowering every individual to contribute meaningfully to national progress and sustainable development.

1.1 Historical Background of Koteswor Multiple Campus

Koteswor Multiple Campus (KMC) was established in 2047 B.S. (1990 A.D.) through the collective efforts of local education enthusiasts and social reformers who aimed to provide accessible higher education to the growing population of the eastern region of Kathmandu. In its early days, the campus conducted classes using the premises of Shree Saraswati Secondary School at Koteswor, Mahadevsthan. Founded with a community-based, non-profit vision, KMC sought to make higher education affordable and inclusive, aligning with Nepal's community education movement. Under the leadership of its founding chairperson and campus chief, KMC began its academic journey with a commitment to quality education and social responsibility.

On 2047-08-12 B.S., KMC received its first affiliation from Tribhuvan University (TU) at the Intermediate Level under the Deans of Law, Management, Humanities, and Arts Faculties. This affiliation marked the official beginning of KMC's academic legacy. In 2054-11-15 B.S., the campus received approval from the Faculty Department of Planning to launch the Bachelor of Business Studies (BBS) programme, expanding into business and management education to meet the needs of the emerging market economy. Further academic growth occurred in 2064-06-22 B.S., when KMC gained affiliation for the Bachelor of Education (B.Ed.) programme, offering majors in English, Nepali, Mathematics and Population Studies (three-year programme). Later, on 2074-06-24 B.S., additional subjects; Health Education, and Educational Management and Planning were introduced, extending the B.Ed. programme to a four-year curriculum, ensuring greater academic depth and professional preparation for future educators.

Similarly, the Bachelor of Arts (BA) programme evolved over time with the inclusion of new disciplines. In 2064-06-13 B.S., Rural Development was added, followed by Mass Communication in 2066-07-26 B.S. and later Social Work and Mathematics in 2074-06-26 B.S., reflecting KMC's commitment to interdisciplinary and socially relevant education. The academic portfolio expanded further with the introduction of the Master of Business Studies (MBS) programme in 2070-09-17 B.S., offering postgraduate opportunities in management and business studies, thus establishing KMC as a complete institution for undergraduate and graduate learning. Over the years, Koteswor Multiple Campus has grown from a small community initiative into a respected center for higher learning. Its programs now cover management, humanities, and education, supported by qualified faculty and modern infrastructure. Since 2062 B.S., KMC has also been authorized by Tribhuvan University to serve as an official examination center for bachelor's and master's level programs, reflecting TU's confidence in its academic integrity and

management capacity. This role has further strengthened KMC's institutional credibility and partnership with TU.

Today, after more than three decades of dedicated service, KMC stands as a leading community campus that has produced thousands of skilled graduates contributing to Nepal's education, management, and development sectors. Its sustained commitment to academic quality, inclusivity, and community values continues to make Koteswor Multiple Campus a model of excellence and a trusted institution within Nepal's higher education landscape.

1.2 Objective of this Report

This EMIS report has been prepared in compliance with the Campus HEMIS Guidelines issued by UGC-Nepal. The objectives of this report are to:

- (i) Present a systematic account of the academic and administrative status of the campus for FY 2081/82 B.S.;
- (ii) Provide disaggregated data on student enrollment by faculty, program, gender, caste/ethnicity, and level;
- (iii) Document academic outcomes including pass rates and graduate numbers;
- (iv) Inform policy and planning for the campus management committee, TU, and UGC.

1.3 Data Source

All data presented in this report has been extracted from the campus Management Information System (MIS) database for Fiscal Year 2082/083 (which represents current enrollments including batch 2082 first-year students). The student registration report covers all enrolled students across all batches and programs as of the reporting period.

Section 2

Campus Level, Faculty and Program

2.1 Campus Overview

Table 1. An Overview of Koteswor Multiple Campus

Particulars	Details
Campus Name	Koteswor Multiple Campus
Address	Jadibuti, Kathmandu-32, Bagmati Province, Nepal
Campus Type	Community (Multiple) Campus
Affiliated University	Tribhuvan University (TU)
Campus Chief	Prakash Pokharel
Fiscal Year	2081/82 B.S. (2024/25 A.D.)
Levels Offered	Bachelor's and Master's
Number of Faculties	3
Number of Programs	5

Source: (EMIS, 2026)

Koteswor Multiple Campus is a leading educational institution guided by the leadership of Mr. Bhola Prasad Dhakal, a highly experienced educationist in Nepal with extensive administrative experience gained through his long association with Tribhuvan University. The campus has also benefited from the academic leadership of Prakash Pokhrel, PhD an experienced scholar and innovative academician, who served as the Campus Chief and contributed significantly to strengthening the institution's academic quality and educational development.

2.2 Programs Offered

Table 2 Programme offered by KMC

S.N.	Faculty	Level	Program	Program Code	Duration
1	Management	Bachelor's	Bachelor of Business Studies	BBS	4 Years
2	Management	Master's	Master of Business Studies	MBS	2 Years (4 Semesters)
3	Education	Bachelor's	Bachelor of Education	BED	4 Years
4	Humanities & Social Sciences	Bachelor's	Bachelor of Arts	BA	4 Years
5	Humanities & Social Sciences	Bachelor's	Bachelor of Arts in Social Work	BASW	4 Years

Section 3

Student Enrollment

3.1 Total Enrollment by Faculty and Gender (FY 2082/083)

The total enrollment at Koteswor Multiple Campus in FY 2082/083 stands at 3,281 students across all programs and batches.

Table 1: Total Enrollment by Faculty and Gender (FY 2082/083)

S.N.	Faculty	Male	Female	Total
1	Education	138	507	645
2	Humanities and Social Sciences	156	293	449
3	Management	891	1,296	2,187
4	Grand Total	1,185	2,096	3,281

Source: (EMIS, 2026)

The faculty-wise and gender-wise distribution of students at Koteswor Multiple Campus. The total number of students enrolled is 3,281, of which 1,185 (36.1%) are male and 2,096 (63.9%) are female students. Among the faculties, Management has the highest number of students with 2,187 students (66.7%), followed by Education with 645 students (19.7%), and Humanities and Social Sciences with 449 students (13.7%). The data also show that female students have a higher enrollment than male students in all faculties, indicating greater participation of female students in the campus.

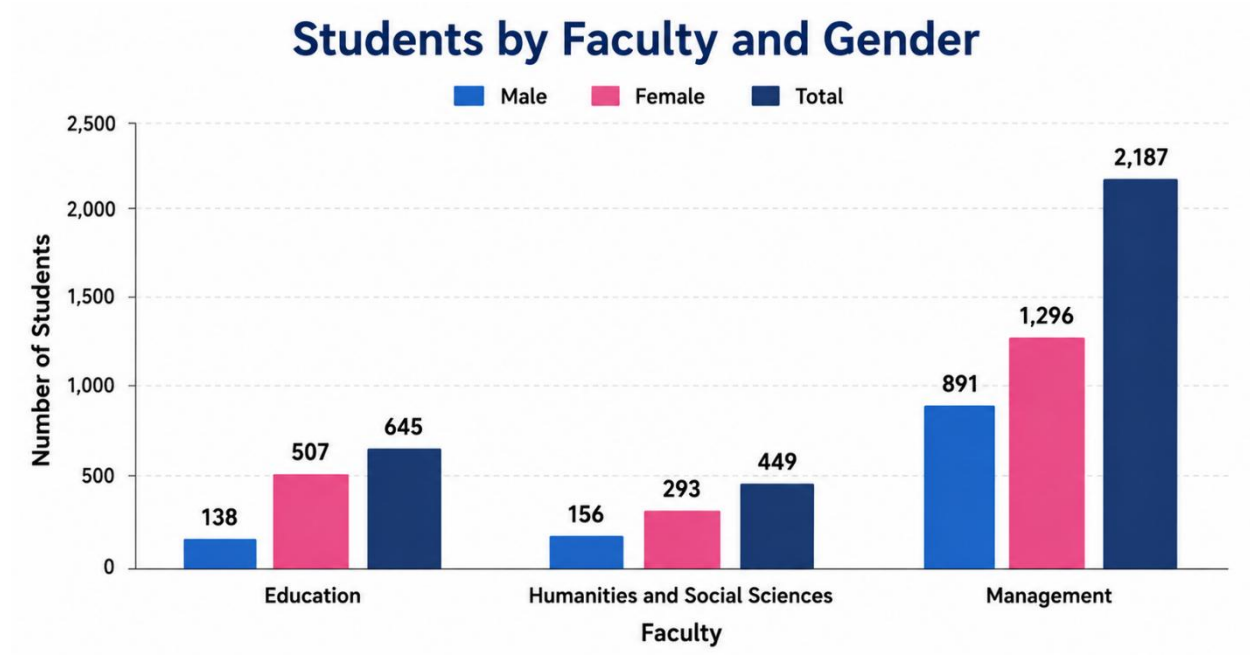


Figure 1 Students by faculty and Gender

3.2 Enrollment by Level and Gender

Table 3 Enrollment by Level and Gender

Enrollment by Level and Gender

S.N.	Level	Male	Female	Total
1	Bachelor's	1,116	2,007	3,123
2	Master's	69	89	158
3	Total	1,185	2,096	3,281

Source: (EMIS, 2026)

The total enrollment is 3,281 students, out of which 1,185 students are male (36.12%) and 2,096 students are female (63.88%). At the Bachelor's level, there are 3,123 students, representing 95.18% of the total enrollment. Among them, 1,116 are male (35.73%) and 2,007 are female (64.27%). At the Master's level, there are 158 students, representing 4.82% of the total enrollment. Among them, 69 are male (43.67%) and 89 are female (56.33%). The enrollment is highly concentrated at the Bachelor's level. Female students are higher than male students at both Bachelor's and Master's levels, showing stronger female participation in the institution.

3.3 Enrollment by Program and Gender

Table 4 Enrollment by Program and Gender

S.N.	Program	Program Code	Male	Female	Total
1	Bachelor of Arts	BA	143	237	380
2	Bachelor of Arts in Social Work	BASW	13	56	69
3	Bachelor of Business Studies	BBS	822	1,207	2,029
4	Bachelor of Education	BED	138	507	645
5	Master of Business Studies	MBS	69	89	158
6	TOTAL		1,185	2,096	3,281

BA has 37.63% male and 62.37% female, with 11.58% of total enrollment. BASW has 18.84% male and 81.16% female, with 2.10% of total enrollment. BBS has 40.51% male and 59.49% female, with 61.84% of total enrollment. BED has 21.40% male and 78.60% female, with 19.66% of total enrollment. MBS has 43.67% male and 56.33% female, with 4.82% of total enrollment. Overall, the total enrollment consists of 36.12% male and 63.88% female students. It can be shown as:

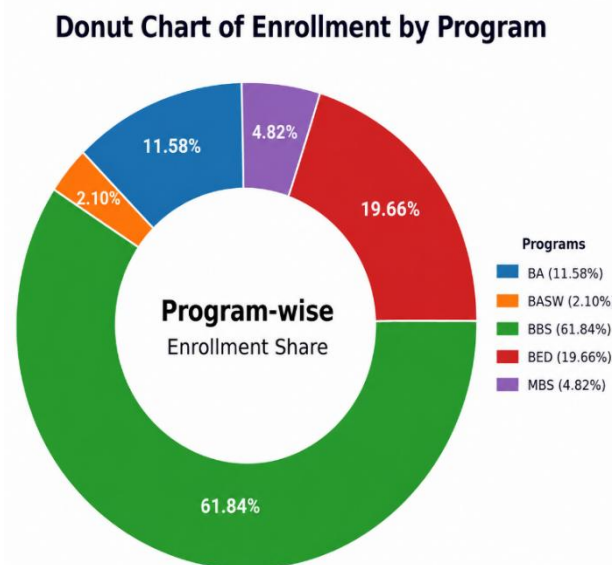


Figure 2 Enrollment by Program

3.4 Enrollment by Program and Year/Semester (All Batches Combined)

Table 5 Enrollment by Program and Year/Semester

Program	1st Year/Sem	2nd Year/Sem	3rd Year/Sem	4th Year/Sem	Total
BA	157	78	50	100	385
BASW	23	16	8	23	70
BBS	776	496	329	456	2,057
BED	293	145	80	130	648
MBS	113	—	46	—	159
Total	1,362	735	513	709	3,319

Note: MBS is a semester-based program; 1st Sem and 3rd Sem counts are shown. The slight variation (3,319 vs 3,281) reflects rounding in extracted individual records vs summary reports.

The enrollment data show that a total of 3,319 students are enrolled across different academic programs and years/semesters. Among the programs, the Bachelor of Business Studies (BBS) has the highest enrollment with 2,057 students, representing approximately 62.0% of the total enrollment. This indicates that BBS is the most popular program in the institution. The Bachelor of Education (BEd) program has 648 students, accounting for about 19.5% of the total enrollment, making it the second-largest program. Similarly, the Bachelor of Arts (BA) program enrolls 385 students, which is around 11.6% of the total students. The Master of Business Studies (MBS) program has 159 students, contributing 4.8%, while the Bachelor of Arts in Social Work (BASW) has the lowest enrollment with only 70 students, representing about 2.1% of the total enrollment. Year/semester-wise analysis shows that the 1st year/semester has the highest enrollment with 1,362 students, accounting for nearly 41.0% of the total enrollment. This suggests a strong intake of new students. The 2nd year/semester has 735 students, which is around 22.1%, while the 3rd year/semester has the lowest enrollment with 513 students, representing approximately 15.5% of the total. The 4th year/semester includes 709 students, contributing about 21.4% of the total enrollment. The declining trend from the 1st year to the 3rd year may indicate student dropout, transfer, or delayed progression, whereas the increase in the 4th year enrollment suggests continuation and completion among many students.

It can be shown below :

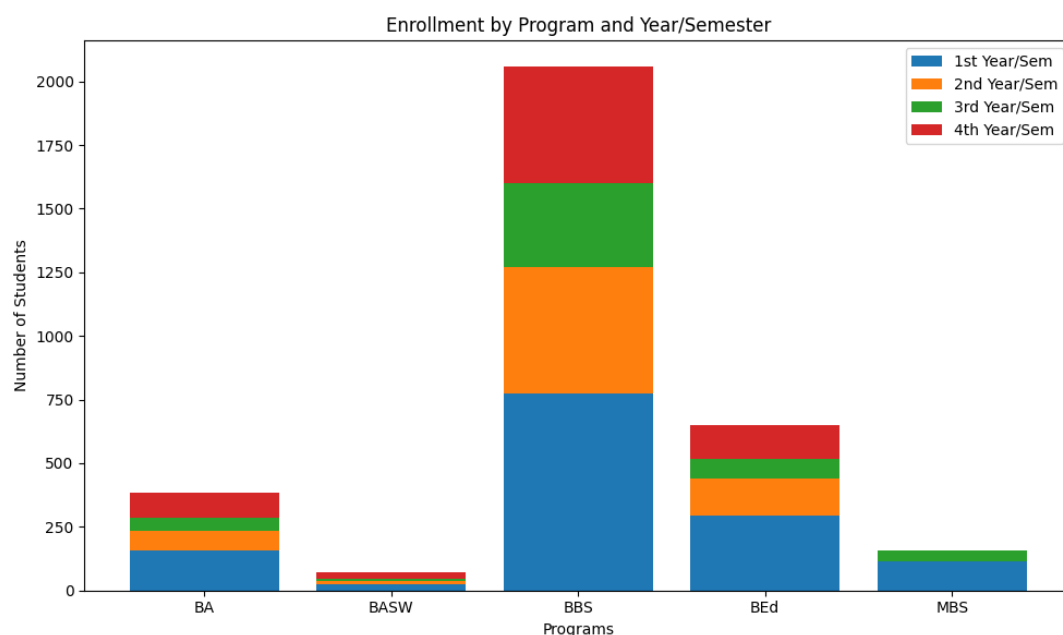


Figure 3 Enrollment by programme and Year/ Semester

3.5 Enrollment by Caste/Ethnicity

Table 6 Enrollment by Level and Gender

S.N.	Faculty	Dalit	Janajati	Madheshi	Muslim	Other	Total
1	Education	59	183	31	0	372	645
2	Humanities & Soc. Sci.	29	123	14	0	283	449
3	Management	110	463	154	0	1,460	2,187
4	Grand Total	198	769	199	0	2,115	3,281

The total enrollment is 3,281 students. Out of this, 198 students (6.03%) are Dalit, 769 students (23.44%) are Janajati, 199 students (6.07%) are Madheshi, 0 students (0.00%) are Muslim, and 2,115 students (64.46%) belong to other groups. In the Education faculty with 645 students, 59 students (9.15%) are Dalit, 183 students (28.37%) are Janajati, 31 students (4.81%) are Madheshi, and 372 students (57.67%) are from other groups. In Humanities and Social Sciences with 449 students, 29 students (6.46%) are Dalit, 123 students (27.39%) are Janajati, 14 students (3.12%)

are Madheshi, and 283 students (63.03%) are from other groups. In the Management faculty with 2,187 students, 110 students (5.03%) are Dalit, 463 students (21.17%) are Janajati, 154 students (7.04%) are Madheshi, and 1,460 students (66.76%) are from other groups. The data shows that the largest proportion of students belongs to the other group category (64.46%), followed by Janajati students (23.44%). Dalit and Madheshi students make up smaller proportions of total enrollment, and there are no Muslim students recorded in any faculty. Among the faculties, Management has the highest enrollment and also the highest number of students across all social groups. It can be presented below:

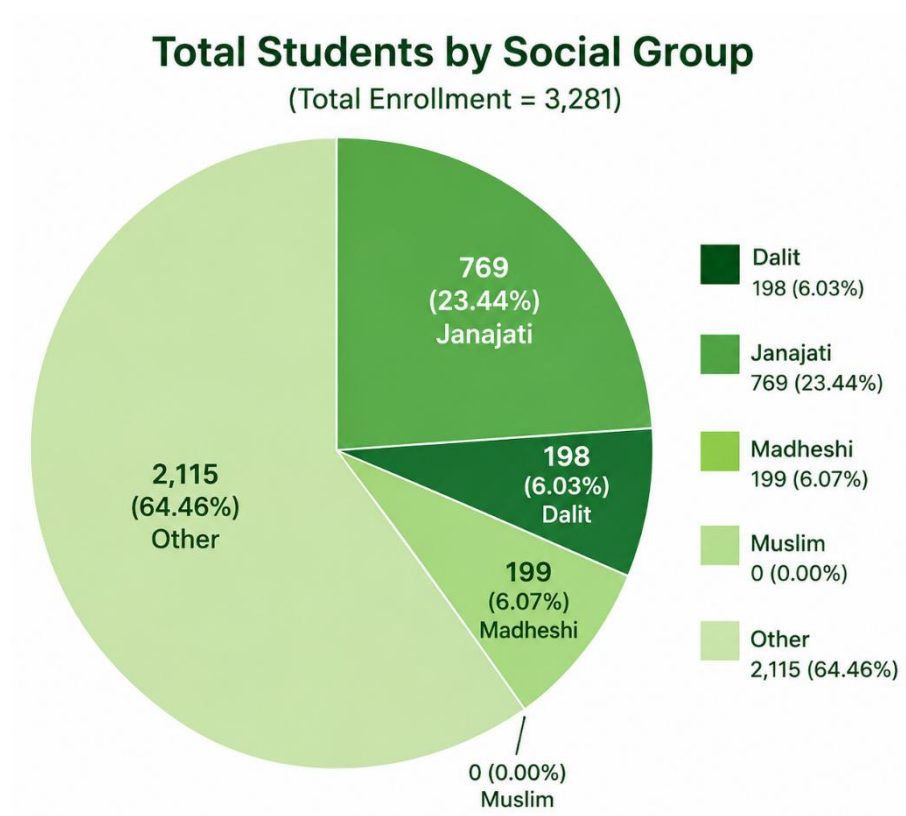


Figure 4 Pie chart of Ethnicity

3.6 Enrollment by Province

Table 7 Table : Enrollment by Province

S.N.	Province	Male	Female	Total
1	Bagmati	680	1,311	1,991
2	Koshi	196	355	551
3	Madhesh	116	138	254
4	Sudurpashchim	103	159	262
5	Karnali	34	50	84
6	Lumbini	41	55	96
7	Gandaki	15	28	43
8	Grand Total	1,185	2,096	3,281

Note: Bagmati Province accounts for 60.7% of total enrollment, reflecting the campus's location in Kathmandu. However, the campus serves students from all 7 provinces of Nepal.

The provincial enrollment distribution indicates that the institution attracts students from all seven provinces of Nepal, although the majority come from Bagmati Province due to the campus's location in Kathmandu. Out of the total 3,281 students enrolled, Bagmati Province contributes 1,991 students, representing approximately 60.7% of the total enrollment. Koshi Province has the second-highest enrollment with 551 students (16.8%), followed by Sudurpashchim Province with 262 students (8.0%) and Madhesh Province with 254 students (7.7%). Similarly, Lumbini Province contributes 96 students (2.9%), Karnali Province 84 students (2.6%), and Gandaki Province has the lowest representation with 43 students, accounting for only 1.3% of the total enrollment. The data reveal that while the institution primarily serves students from Bagmati Province, it also maintains a nationwide academic reach by enrolling students from every province of Nepal. It can be shown below:

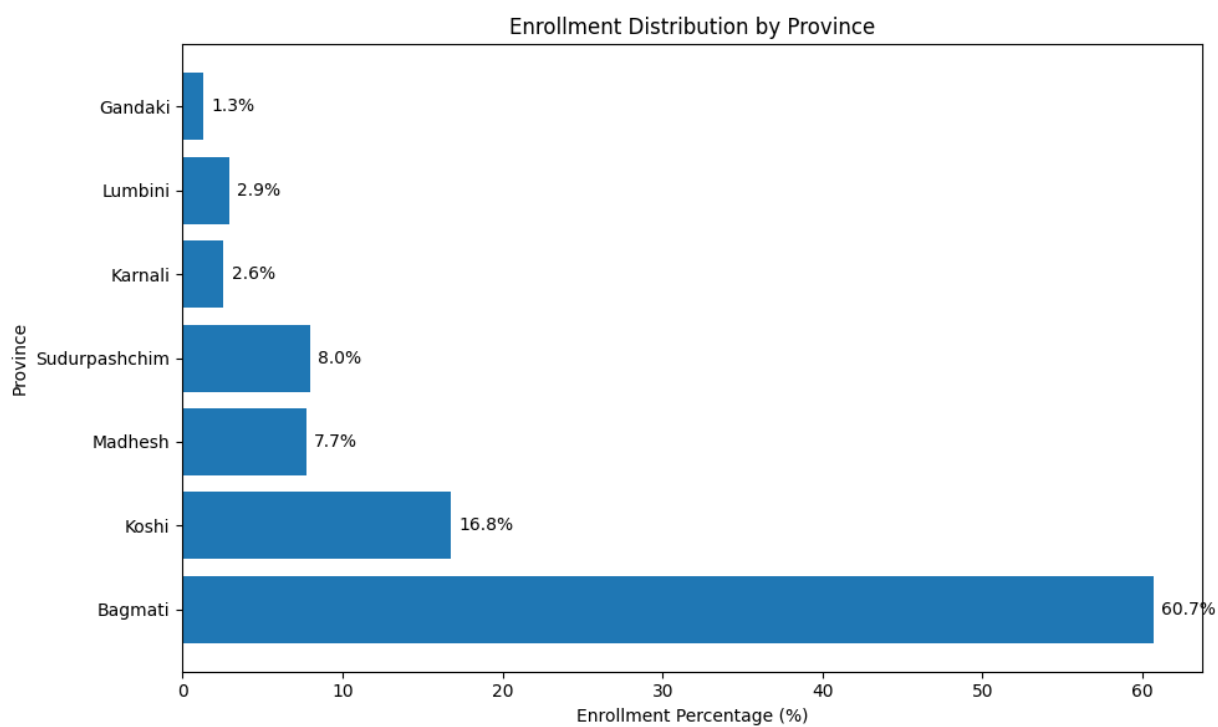


Figure 5 Pie chart of Ethnicity

Section 4

Pass Rate

The pass rate shows the percentage of students who successfully passed the examination. A higher pass rate indicates better academic performance and effectiveness of teaching-learning activities, while a lower pass rate suggests the need for additional academic support and improvement strategies. The following pass rate data pertains to Batch 2077 students (those who enrolled in 2077 B.S.) appearing in their respective examinations in FY 2082/083. Data is disaggregated by program, year/semester, and gender.

4.1 Pass Rate : Bachelor of Education (BED), Batch 2077

Table 8 Pass Rate - Bachelor of Education (BED), Batch 2077

Year/Sem	Gender	Total Appeared	Passed	Pass Rate (%)
1st Year	Female	113	5	4.42
1st Year	Male	18	1	5.56
2nd Year	Female	58	8	13.79
2nd Year	Male	4	1	25.00
3rd Year	Female	59	10	16.95
3rd Year	Male	5	0	0.00
4th Year	Female	47	23	48.94
4th Year	Male	4	1	25.00

The data shows that the pass rate is generally low in the lower years, especially in the 1st Year, where female students had a pass rate of 4.42% and male students had 5.56%. The pass rate improves in the 2nd Year, with 13.79% female and 25.00% male students passing. In the 3rd Year, female students achieved 16.95%, while male students had 0.00% pass rate. The highest performance is seen in the 4th Year, where female students recorded the highest pass rate of 48.94%, while male students had 25.00%. The pass rate improves in higher years, especially among female students in the 4th Year. However, the overall pass rate is still low, showing the need for academic support, regular assessment, and improvement strategies.

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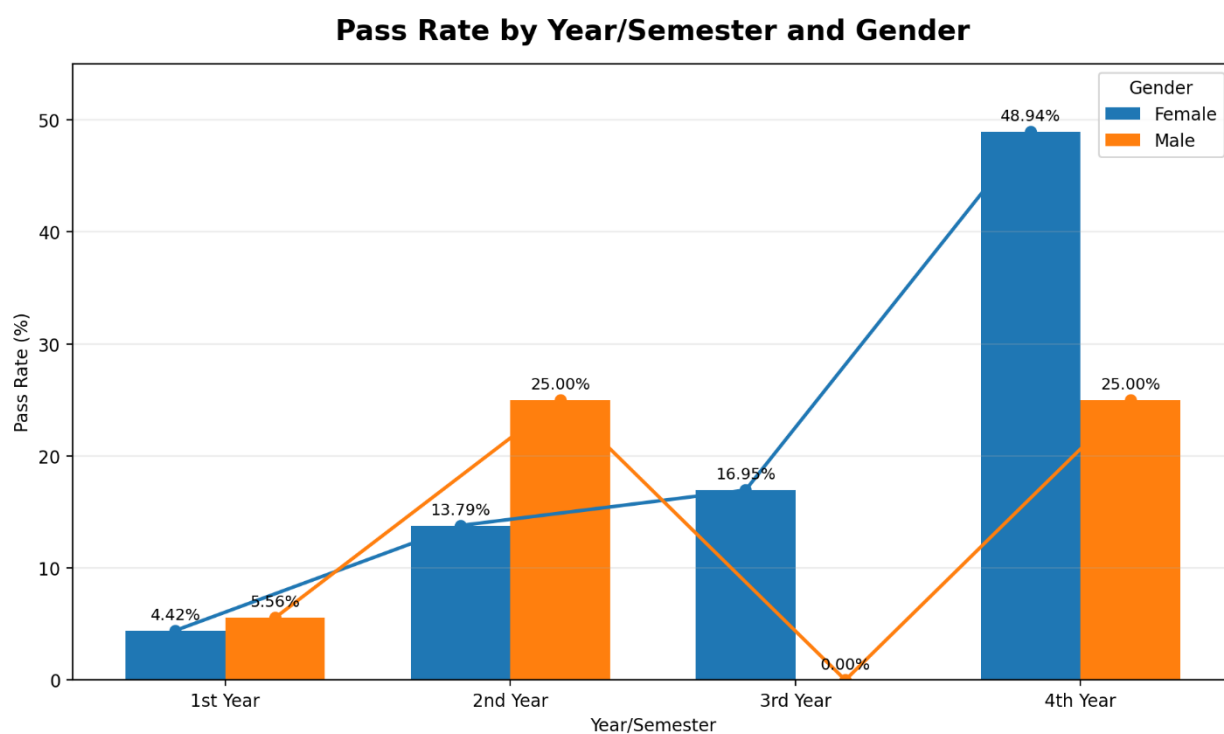


Figure 6 Pass rate of B.Ed. By Gender in Year

4.2 Pass Rate – Bachelor of Arts (BA), Batch 2077

Table 9 Pass Rate - Bachelor of Arts (BA)

Year/Sem	Gender	Total Appeared	Passed	Pass Rate (%)
1st Year	Female	107	53	49.53
1st Year	Male	70	21	30.00
2nd Year	Female	62	44	70.97
2nd Year	Male	29	17	58.62
3rd Year	Female	59	31	52.54
3rd Year	Male	29	16	55.17
4th Year	Female	53	34	64.15
4th Year	Male	27	17	62.96

It can be shown below:

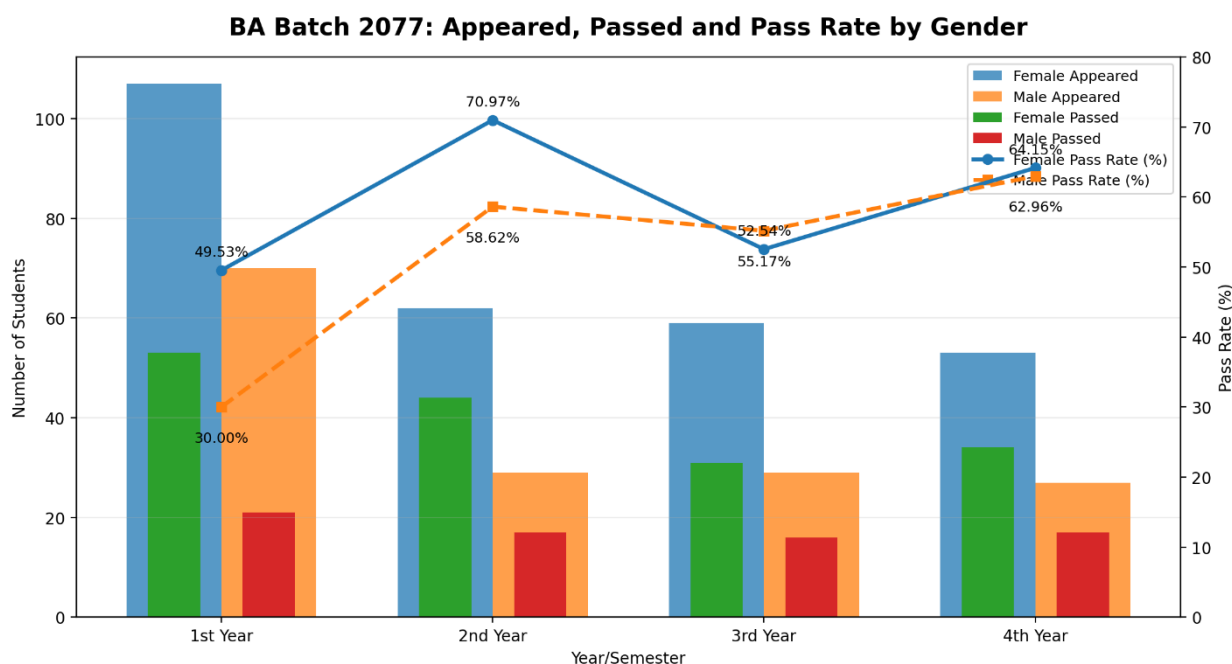


Figure 7 Appeared, Passed and pass rate of BA

4.3 Pass Rate – Bachelor of Arts in Social Work (BASW), Batch 2077

Table 10 Pass Rate – Bachelor of Arts in Social Work (BASW), Batch 2077

Year/Sem	Gender	Total Appeared	Passed	Pass Rate (%)
1st Year	Female	15	8	53.33
1st Year	Male	2	2	100.00
2nd Year	Female	10	7	70.00
2nd Year	Male	4	3	75.00
3rd Year	Female	11	4	36.36
3rd Year	Male	4	0	0.00
4th Year	Female	11	8	72.73
4th Year	Male	4	2	50.00

The pass rate analysis for the Bachelor of Arts in Social Work (BASW), Batch 2077, shows varying academic performance across years and gender groups. Female students demonstrated moderate to strong pass percentages in most years, with the highest success rate in the 4th Year at 72.73%, followed by 70.00% in the 2nd Year and 53.33% in the 1st Year. However, the pass rate declined significantly in the 3rd Year to 36.36%. Male students achieved an excellent 100% pass rate in the 1st Year and 75.00% in the 2nd Year, but performance dropped to 50.00% in the 4th Year, while no male students passed in the 3rd Year, resulting in a 0.00% pass rate. Overall, the data indicates stronger performance in the early and final years, with the 3rd Year being the most academically challenging for both genders.

4.4 Pass Rate – Bachelor of Business Studies (BBS), Batch 2077

Table 11 Pass Rate – Bachelor of Business Studies (BBS), Batch 2077

Table: 4.4 Pass Rate – Bachelor of Business Studies (BBS), Batch 2077

Year/Sem	Gender	Total Appeared	Passed	Pass Rate (%)
1st Year	Female	200	23	11.50
1st Year	Male	213	17	7.98
2nd Year	Female	133	48	36.09
2nd Year	Male	95	24	25.26
3rd Year	Female	133	32	24.06
3rd Year	Male	92	21	22.83
4th Year	Female	122	75	61.48
4th Year	Male	74	45	60.81

The pass rate analysis for the Bachelor of Business Studies (BBS), Batch 2077, reveals a gradual improvement in student performance across academic years. In the 1st Year, pass rates were very low, with female students achieving 11.50% and male students 7.98%, indicating significant academic challenges at the entry level. Performance improved notably in the 2nd Year, where females recorded a 36.09% pass rate and males 25.26%. In the 3rd Year, pass rates remained moderate, with females at 24.06% and males at 22.83%. The highest success rates were observed in the 4th Year, where both female and male students achieved strong results of 61.48% and

60.81% respectively. Thus, female students performed slightly better than male students in most years, and the data suggests that student achievement increased substantially as learners progressed toward the final year.

4.5 Pass Rate – Master of Business Studies (MBS), Batch 2077

Table 12 Pass Rate – Master of Business Studies (MBS), Batch 2077

Semester	Gender	Total Appeared	Passed	Pass Rate (%)
1st Sem	Female	18	14	77.78
1st Sem	Male	14	11	78.57
2nd Sem	Female	17	4	23.53
2nd Sem	Male	14	5	35.71
3rd Sem	Female	17	11	64.71
3rd Sem	Male	14	9	64.29
4th Sem	Female	17	14	82.35
4th Sem	Male	14	12	85.71

The pass rate analysis for the Master of Business Studies (MBS), Batch 2077, indicates generally strong academic performance with some fluctuations across semesters. In the 1st Semester, both female and male students achieved high pass rates of 77.78% and 78.57% respectively. However, performance declined sharply in the 2nd Semester, where female students recorded a pass rate of 23.53% and male students 35.71%, making it the most challenging semester. Academic achievement improved again in the 3rd Semester, with nearly equal pass rates for females (64.71%) and males (64.29%). The highest success rates were observed in the 4th Semester, where female students achieved 82.35% and male students 85.71%. Overall, the data shows that male students performed slightly better than female students in most semesters, and student performance strengthened considerably toward the final semester.

Section 5

Graduates

Graduates are students who have successfully completed all the academic requirements of a program and have earned their degree or qualification. They represent the successful outcome of the educational process and reflect the institution's academic achievement and student performance. The following table presents the number of graduates from Koteswor Multiple Campus in Fiscal Year 2082/083, disaggregated by program and gender. These are students who successfully completed all requirements for their respective degrees.

5.1 Graduates by Program and Gender (FY 2082/083)

Table 13 Graduates by Program and Gender (FY 2082/083)

S.N.	Faculty	Program	Male	Female	Total
1	Humanities & Soc. Sci.	BA	4	7	11
2	Humanities & Soc. Sci.	BASW	0	2	2
3	Management	BBS	5	6	11
4	Management	MBS	2	3	5
5	Total		11	18	29

Note: The graduate report for FY 2082/083 records 29 graduates. The relatively low graduate count compared to total enrollment reflects the large first-year cohort (batch 2082) and cumulative backlog in examination clearance, which is common across TU-affiliated institutions.

The graduate distribution for FY 2082/083 shows that a total of 29 students successfully completed their academic programs, including 11 male and 18 female graduates. Under the Faculty of Humanities and Social Sciences, the Bachelor of Arts (BA) program produced 11 graduates, comprising 4 males and 7 females, while the Bachelor of Arts in Social Work (BASW) had 2 female graduates with no male graduates. In the Faculty of Management, the Bachelor of Business Studies (BBS) program recorded 11 graduates, including 5 males and 6 females, whereas the Master of Business Studies (MBS) program produced 5 graduates, with 2 males and 3 females. Overall, female graduates outnumbered male graduates across most programs, indicating higher female participation and successful completion rates during the fiscal year.

Section 6

Gender Parity Index (GPI)

Gender Parity Index (GPI) is a statistical measure used to compare the participation or achievement levels of females and males in education. It is calculated by dividing the number of females by the number of males in a specific indicator, such as enrollment, graduation, or literacy rate. A GPI value of 1 indicates equal participation between males and females, while a value above 1 shows higher female participation and a value below 1 indicates higher male participation. The Gender Parity Index (GPI) is calculated as the ratio of female to male enrollment. A GPI above 1.0 indicates more female students than male students enrolled.

6.1 GPI by Program

Table 14 GPI by Program

S.N.	Program	Male	Female	Total	GPI (F/M)
1	BA	143	237	380	1.66
2	BASW	13	56	69	4.31
3	BBS	822	1,207	2,029	1.47
4	BED	138	507	645	3.67
5	MBS	69	89	158	1.29
6	Overall	1,185	2,096	3,281	1.77

The Gender Parity Index (GPI) by program indicates that female student enrollment is higher than male enrollment across all academic programs. The overall GPI of 1.77 shows that there are significantly more female students than male students enrolled in the institution. Among the programs, BASW recorded the highest GPI of 4.31, followed by BEd with 3.67, indicating very high female participation in these fields. BA and BBS also showed higher female enrollment with GPIs of 1.66 and 1.47 respectively, while MBS had the lowest GPI of 1.29, though female students still outnumbered males. The data reflects strong female representation and positive gender inclusion in enrollment across all programs.

6.2 GPI by Faculty

Table 15 GPI by Program

S.N.	Faculty	Male	Female	Total	GPI (F/M)
1	Education	138	507	645	3.67
2	Humanities & Social Sciences	156	293	449	1.88
3	Management	891	1,296	2,187	1.45
4	Overall	1,185	2,096	3,281	1.77

The Gender Parity Index (GPI) by faculty shows that female enrollment is higher than male enrollment in all faculties. The Faculty of Education recorded the highest GPI of 3.67, indicating a significantly larger number of female students compared to male students. The Faculty of Humanities and Social Sciences also showed strong female representation with a GPI of 1.88. In the Faculty of Management, female enrollment remained higher, with a GPI of 1.45. Overall, the institutional GPI of 1.77 demonstrates that female students outnumber male students across the institution, reflecting positive progress toward gender inclusion and balanced educational participation.

6.3 GPI by Level

Table 16 GPI by Level

S.N.	Level	Male	Female	Total	GPI (F/M)
1	Bachelor's	1,116	2,007	3,123	1.80
2	Master's	69	89	158	1.29
3	Overall	1,185	2,096	3,281	1.77

The Gender Parity Index (GPI) by level shows that female enrollment is higher than male enrollment at both the bachelor's and master's levels. The bachelor's level recorded a GPI of 1.80, indicating a substantially larger number of female students compared to male students, while the master's level had a lower but still positive GPI of 1.29. The overall GPI of 1.77 reflects significantly higher female participation at Koteswor Multiple Campus, demonstrating positive

progress toward gender equity in higher education. This trend is especially notable in education-related programs, where female enrollment is considerably higher, aligning with national patterns of stronger female participation in the education sector.

The overall GPI of 1.77 indicates significantly higher female enrollment at Koteswor Multiple Campus, reflecting positive gender equity outcomes. The BED program has a particularly high GPI of 3.67, consistent with national trends of female dominance in education programs.

Section 7

Public Financing

Public financing refers to financial support provided by the government or public institutions to fund educational, social, or development activities. It includes budgets, grants, subsidies, and other resources allocated for public services and institutional operations. As a community campus affiliated with Tribhuvan University, Koteswor Multiple Campus receives government grants through the University Grants Commission (UGC) in addition to generating revenue from student tuition and fees. Detailed financial data for FY 2081/82 is to be provided by the campus accounts section.

Table 17 Sources of Financing

S.N.	Source of Financing	Amount (NPR)	Remarks
1	UGC Block Grant	5641100	To be filled by accounts
2	Student Tuition & Fees	56691351	Primary revenue source
3	Other Income (Donations, etc.)	693139	Community contributions
4	Total Budget	53500703	

Note: Detailed financial statements, including income and expenditure accounts, are maintained by the campus accounts office under the oversight of the Account & Administration Officer (Hari Keshab Adhikari). The campus is requested to supplement this section with actual figures from the FY 2081/82 audited accounts.

The table on sources of financing shows that the institution receives financial support from multiple sources to operate its academic and administrative activities. Student tuition and fees constitute the primary source of revenue, contributing NPR 56,691,351, which indicates strong dependence on student enrollment for institutional sustainability. The institution also received NPR 5,641,100 through the UGC Block Grant, reflecting government support for educational development. In addition, NPR 693,139 was generated from other income sources such as donations and community contributions.

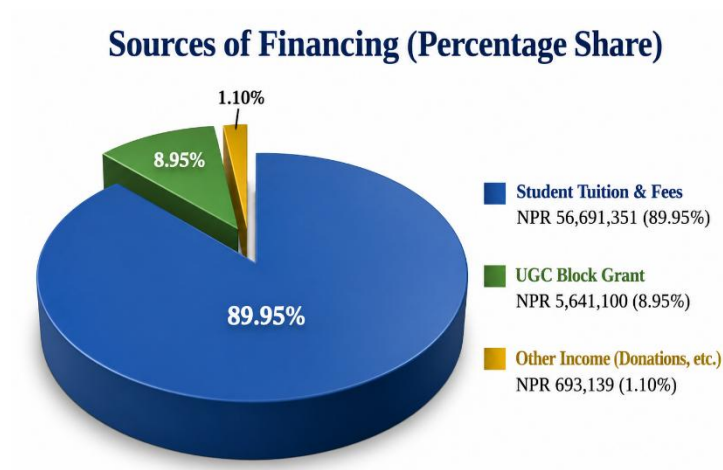


Figure 8 Sources of Financing

Section 8

Teachers and Staff

Teachers and staff are the key human resources of an educational institution who contribute to academic excellence, administration, and overall institutional development. Teachers are responsible for delivering quality education, mentoring students, and supporting research and learning activities, while administrative and support staff ensure the smooth operation and management of institutional services. Together, they play a vital role in maintaining an effective teaching-learning environment and achieving institutional goals.

8.1 Staff by Designation and Gender

Table 18 Staff by Designation and Gender

S.N.	Designation	Working Type	Gender	Count
1	Campus Chief	Teaching	Male	1
2	Asst. Campus Chief	Teaching	Male	3
3	HOD Economics	Teaching	Male	1
4	HOD Education	Teaching	Male	1
5	HOD Management	Teaching	Male	1
6	HOD Nepali	Teaching	Male	1
7	HOD RD, Sociology & Mass Comm	Teaching	Female	1
8	Coordinator	Teaching	Male	1
9	RMC Head	Teaching	Male	1
10	Research Expert	Teaching	Male	1
11	Lecturer	Teaching	Female	8
12	Lecturer	Teaching	Male	35
13	Edu. Administrative Head	Non-Teaching	Male	1

S.N.	Designation	Working Type	Gender	Count
14	Administrative Head	Non-Teaching	Male	1
15	Account & Administration Officer	Non-Teaching	Male	1
16	Asst. Accountant	Non-Teaching	Female	1
17	Library Head	Non-Teaching	Male	1
18	Exam Assistant	Non-Teaching	Male	1
19	Admin Assistant	Non-Teaching	Female	2
20	Admin Assistant	Non-Teaching	Male	1
21	Office Assistant	Non-Teaching	Female	1
22	Grand Total			65

The staffing structure shows that 84.62% of staff are in teaching positions, while 15.38% are in non-teaching positions. Overall, 80.00% of the staff are male and 20.00% are female, showing a male-dominated staffing pattern. Among teaching staff, 83.64% are male and 16.36% are female. Among non-teaching staff, 60.00% are male and 40.00% are female. Lecturers form the largest staff group, covering 66.15% of the total staff. Overall, female representation is comparatively low, especially in teaching positions.

8.2 Summary: Teaching vs. Non-Teaching Staff

Table 19 Teaching and Non Teaching Staffs

Staff Category	Male	Female	Total
Teaching Staff	47	9	56
Non-Teaching Staff	6	5	11
Grand Total	53	14	67

Note: Total staff count from individual records is 65 per position-gender summary; slight differences may reflect staff joining/leaving during the year. The campus has 56 teaching staff and 11 non-teaching staff.

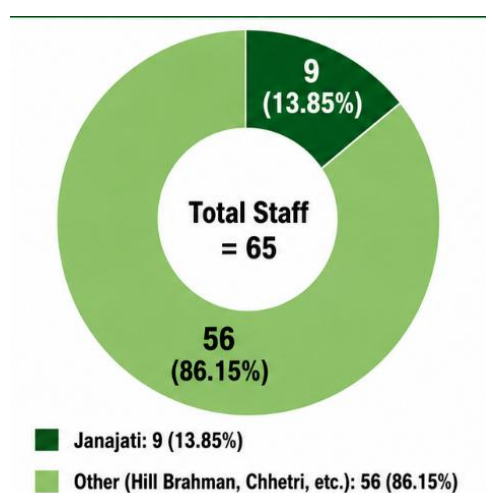
The staff composition of the campus shows that teaching staff account for 83.58% of the total workforce, while non-teaching staff represent 16.42%. Among the teaching staff, male staff constitute 83.93% and female staff 16.07%. In the non-teaching category, males represent 54.55% and females 45.45%, indicating relatively balanced participation. Overall, out of the total 67 staff members, 79.10% are male and 20.90% are female, reflecting a higher proportion of male employees in the institution.

8.3 Staff by Ethnicity

Table 20 Staffs by Ethnicity

S.N.	Ethnic Group	Male	Female	Total
1	Janajati	4	5	9
2	Other (Hill Brahman, Chhetri, etc.)	48	8	56
3	Total	52	13	65

Out of the total 65 staff members, 86.15% belong to other ethnic groups such as Hill Brahman and Chhetri, while 13.85% belong to the Janajati community. Among the total staff, 80% are male and 20% are female. In the Janajati category, 44.44% are male and 55.56% are female, whereas in the other ethnic groups, 85.71% are male and 14.29% are female. It is shown as:



Section 9

Student-Teacher Ratio

The student–teacher ratio is an important indicator used to measure the number of students assigned to each teacher in an educational institution. It helps assess the availability of teaching support, classroom management, and the overall quality of education. A lower student–teacher ratio generally indicates better opportunities for individual attention, effective interaction, and improved learning outcomes, while a higher ratio may place greater workload on teachers and affect instructional effectiveness. The Student-Teacher Ratio (STR) is a key indicator of teaching quality and resource adequacy. The following table presents the STR for each faculty at Koteswor Multiple Campus.

Table 21 Student Teacher Ratio

S.N.	Faculty	Total Students	Teaching Staff (Approx.)	Student-Teacher Ratio
1	Education (BED)	645	10 (est.)	64.5 : 1
2	Humanities & Social Sciences (BA, BASW)	449	12 (est.)	37.4 : 1
3	Management (BBS, MBS)	2,187	34 (est.)	64.3 : 1
4	Overall Campus	3,281	56	58.6 : 1

The student–teacher ratio analysis indicates that the campus has a relatively high number of students per teacher across all faculties. The Faculty of Education recorded a ratio of 64.5:1, while the Faculty of Management showed a similarly high ratio of 64.3:1, mainly due to large student enrollment in programs such as BBS. The Faculty of Humanities and Social Sciences had a comparatively lower ratio of 37.4:1, suggesting better teacher availability. Overall, the campus student–teacher ratio stands at 58.6:1, which is significantly higher than the recommended UGC and Tribhuvan University standard of around 25:1 for quality higher education.

This indicates the need for additional qualified teaching staff to improve classroom interaction, academic support, and the overall quality of education. The overall student-teacher ratio of approximately 58.6:1 highlights the need for additional teaching staff, particularly in high-

enrollment programs such as BBS and BED. UGC and TU norms recommend a ratio closer to 25:1 for quality higher education. The campus management committee is urged to take steps to recruit additional qualified faculty.

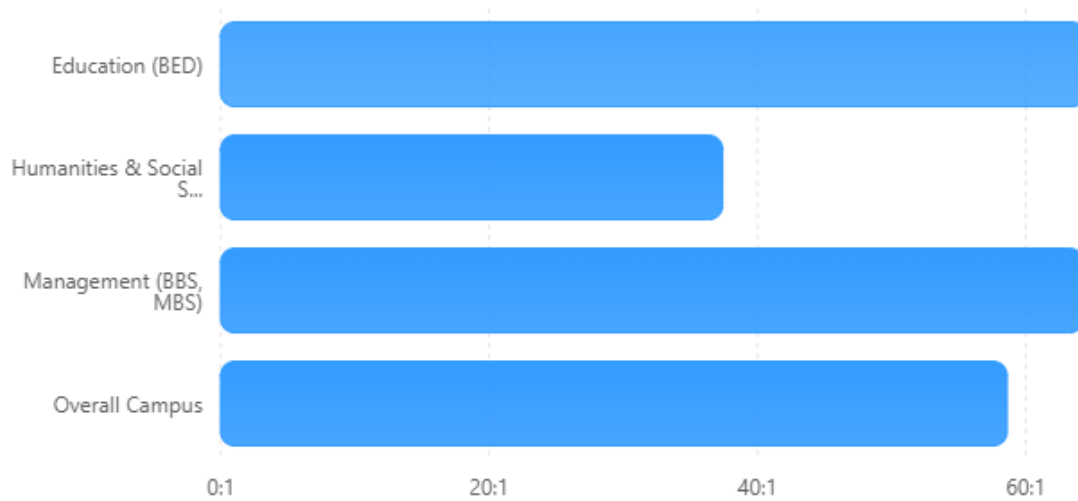


Figure 9 Students Teachers' Ratio

Section 10

Recent Trends

Recent Trends refers to the new patterns, changes, advancements or developments that have recently occurred in a particular field, sector or activity. It helps to show the current direction and ongoing progress over a certain period of time.

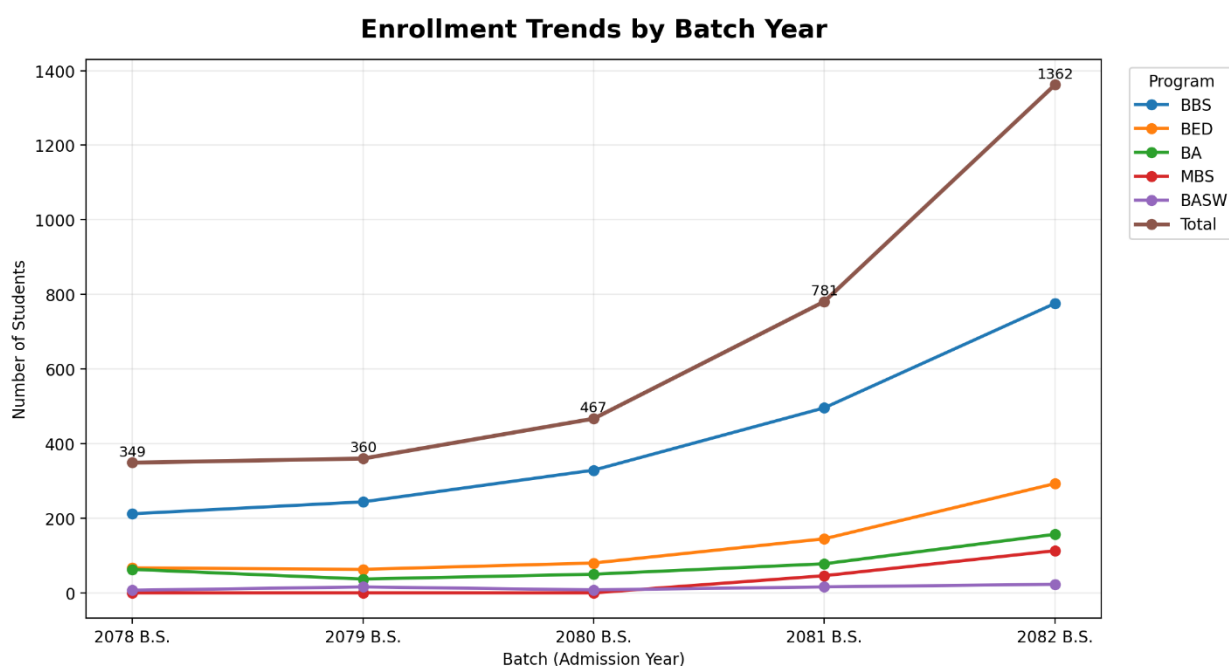
10.1 Enrollment Trends by Batch Year

The following table presents enrollment trends over the last five admission batches, reflecting the campus's growth trajectory.

Table 22 Enrollment Trends by Batch Year

Batch (Admission Year)	BBS	BED	BA	MBS	BASW	Total
2078 B.S.	212	67	63	0	7	349
2079 B.S.	244	63	37	0	16	360
2080 B.S.	329	80	50	0	8	467
2081 B.S.	496	145	78	46	16	781
2082 B.S.	776	293	157	113	23	1,362

It can be shown by the given line



The trend line shows a strong and continuous increase in student enrollment over the five admission batches. Total enrollment rose from 349 students in 2078 B.S. to 360 in 2079, 467 in 2080, 781 in 2081, and 1,362 in 2082 B.S., indicating rapid institutional growth. BBS remained the dominant program throughout the period, increasing steadily from 212 to 776 students. BED also showed notable growth, rising from 67 students in 2078 to 293 in 2082. Similarly, BA increased from 63 to 157 students. BASW remained the smallest program, though it showed a slight increase from 7 to 23 students. A major change occurred in 2081 B.S. with the introduction of the MBS program, which enrolled 46 students initially and increased to 113 in 2082. Overall, the trend suggests that the campus has experienced significant expansion, with the sharpest rise occurring in the last two batches.

The total enrollment has grown substantially from 349 students in Batch 2078 to 1,362 new students in Batch 2082, representing a nearly four-fold increase. The introduction of the MBS program from Batch 2081 has been a major contributor to recent growth. BBS remains the dominant program, while BED and BA have also shown strong growth.

10.2 Graduate Trends

Table 23 Graduate Trends

Fiscal Year	BA	BASW	BBS	MBS	BED	Total
2082/083	11	2	11	5	0	29
Prior Years	Data to be compiled					

Note: Graduate data from prior fiscal years should be compiled from examination records and added in future editions of this EMIS report.

In the fiscal year 2082/083, a total of 29 students graduated from different programs. Among them, BA and BBS each contributed 37.93% of the total graduates, BASW contributed 6.90%, and MBS contributed 17.24%. No students graduated from the BED program during this fiscal year.

10.3 Dropout Trends

Table : Graduate Trends

S.N.	Program	Gender	Dropouts (FY 2082/083)
1	BA	Male	1
2	BBS	Female	1
3	BBS	Male	5
4	BED	Female	1
5	Grand Total		8

In FY 2082/083, a total of 8 students dropped out from different programs. Among the total dropouts, 62.50% were male students from the BBS program, while 12.50% each were male students from BA, female students from BBS, and female students from BEd. Overall, male students accounted for 75% of the total dropouts, whereas female students represented 25%.

The dropout rate is relatively low at 8 students out of 3,281 enrolled (approximately 0.24%). BBS male students account for the majority of dropouts (5 out of 8), which warrants targeted academic counseling and support.

Section 11

Annex - Summary Enrollment by Level, Faculty, Program, Gender and Caste/Ethnicity

Annex A: Program-wise Enrollment by Gender and Caste/Ethnicity

Program	Gender	Dalit	Janajati	Madheshi	Muslim	Other	Total
BA	Female	15	72	2	0	148	237
BA	Male	10	42	8	0	83	143
BASW	Female	2	7	3	0	44	56
BASW	Male	2	2	1	0	8	13
BBS	Female	53	287	71	0	796	1,207
BBS	Male	54	156	77	0	535	822
BED	Female	45	147	16	0	299	507
BED	Male	14	36	15	0	73	138
MBS	Female	2	11	4	0	72	89
MBS	Male	1	9	2	0	57	69
Grand Total		198	769	199	0	2,115	3,281

Annex B: Province-wise Enrollment by Caste/Ethnicity and Gender

Province	Gender	Dalit	Janajati	Madheshi	Muslim	Other	Total
Bagmati	Female	65	325	31	0	890	1,311
Bagmati	Male	42	145	28	0	465	680
Gandaki	Female	3	6	0	0	19	28
Gandaki	Male	1	3	0	0	11	15
Karnali	Female	7	5	0	0	38	50
Karnali	Male	5	3	0	0	26	34
Koshi	Female	14	146	8	0	187	355
Koshi	Male	10	81	4	0	101	196
Lumbini	Female	4	9	2	0	40	55
Lumbini	Male	3	3	5	0	30	41
Madhesh	Female	6	22	53	0	57	138
Madhesh	Male	6	6	62	0	42	116
Sudurpashchim	Female	18	11	2	0	128	159
Sudurpashchim	Male	14	4	4	0	81	103
Grand Total		198	769	199	0	2,115	3,281