

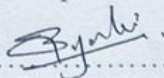
**Education Management Information System (EMIS) Report
2080/081**



**Far Western University
Durgalaxmi Multiple Campus
Attariya Kailali**

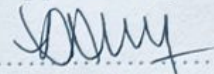
**Education Management Information System (EMIS) Report
2080/081**

Prepared by



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**Far Western University
Durgalaxmi Multiple Campus
Attariya Kailali**

Acknowledgements

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Thank you all for your dedication and contributions. Together, we continue to work towards achieving excellence in education and management.

Bhuwan Raj Joshi

Coordinator

EMIS Committee

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Introduction

1. Background

Durgalaxmi Multiple Campus (DLMC) was established in 2063 BS with the aim of providing higher education especially to the people coming from different strata of society of Far Western in affordable fee and the people from neighboring territory as well. It is situated in the gateway to the entire Far Western Province and proposed capital city of Far West Province. This is a non-profit public institution established with a commitment to make higher education accessible to the deserved people who are deprived from it due to various reasons. It has shouldered with the responsibilities for the promotion of the students' potentialities as per the social expectations and demands with its highly qualified, experienced and professional human resources. With the mission of making DLMC a leading academic institution of this region, local people, academicians, education lovers, politicians, entrepreneurs, and other stake-holders contributed their valuable time, energy, financial and intellectual support for the establishment and development of the campus to its height. DLMC commenced its academic programs on education faculty with 130 students, 4 faculty members (2 full- time and 2 part time basis) and one office assistant, and ran its classes from the rented building. Gradually, the number of students increased, and the college expanded its academic programs especially Bachelor in Humanities and Social Sciences (BA) in 2064 BS and Bachelors in Business Studies (BBS) in 2065 BS respectively.

The existing physical infrastructures could not accommodate the increasing number of students. In order to have sustainability and address the growing needs and expectations of the students, the college felt the need of its own physical infrastructure. Sudurpashchim Secondary School, Attariya provided about 6.5 *bighas* of lands, and the college succeeded to run all the classes in two shifts from its own newly built three-story building. The faculty members, administrative staff have been added to cope with the challenging environment of the college. After its integration into Far-western University on Shrawan 1, 2075 BS, DLMC has been a constituent campus, and have been running its programs both at undergraduate and graduate levels as per the rules and regulations of Far-western University.

1.1. Vision, Mission, Goals and Objectives

Vision

The vision of Durgalaxmi Multiple Campus is to be a nationally recognized educational institution of quality education through making contribution on intellectual, social, cultural and

economic development of Far Western region as well as the entire nation incorporating the vision of Far-Western University, Nepal.

Mission

The mission of Durgalaxmi Multiple Campus is to provide access to quality higher education by providing skill based, career based, vocational, technical, research based and general education to the people of Far Western region and the whole nation emphasizing the participation of ethnic, Dalit, Janajatis and the people of different social strata and marginalized groups incorporating the mission of Far-Western University, Nepal.

Goals

In order to achieve the vision and mission the campus, under the goals of Far-Western University Nepal, The Campus will strive to achieve the following goals:

- Programme extension in line with the educational demand of local community and Far Western region.
- Continued efforts towards quality improvement.
- Strengthening infrastructures base and human resource development
- Qualify for Accreditation from the UGC and maintain accreditation status.
- Improving internal academic and administrative efficiency.
- As a socially responsible educational institution maintaining good relation with the community.
- Achieving sustainability by expanding the financial resource base.

Objectives

Durgalaxmi Multiple campus has the following strategic objectives which will be achieved with in the coming 5-year period.

1. Infrastructural development

- Construction work
- Procurement of Goods and services

2. Quality improvement

- Human Resource Development
- Students' performance
- Incorporation of technology

3. Program Expansion

- Expansion of bachelor programs
- Expansion of Masters Programs

- Vocational courses of CTEVT

4. Community Involvement

- Provide Volunteer support to public and government schools
- Student-Teacher-Guardian Interaction
- Networking with social organizations
- Field work focused on social issues like Dalit, Freed Kamaiyas, Janajati, drug abuse, girl trafficking, HIV/AIDS, and women empowerment

5. Equity Establishment

- Priority to Female local disadvantage group in staff
- Support to EDJ, Dalit, women, poor and disadvantaged Students

6. Fiscal Sustainability

- The campus will maintain fiscal sustainability through the funds allocated by Far-Western University, mobilizing local and government funds and financial support from University Grants Commission, Nepal.

1.2. Core Values and Norms

Durgalaxmi Multiple Campus believes in and committed to the following values and Norms:

- Academic Excellency: Durgalaxmi Multiple Campus prioritizes academic success and works to develop an atmosphere that encourages learning, critical thinking, and intellectual curiosity.
- Life-long Learning: The campus emphasizes the value of lifelong learning and actively promote the notion that students should persist in their educational and personal development throughout their lifetimes.
- Diversity and Respect: The campus values diversity and establish an inclusive environment honoring and acknowledging individuals from varying backgrounds, cultures, and beliefs.
- Social Responsibility: The campus promotes and foster student engagement in its respective communities and encourage them to contribute constructively to society.
- Collaboration and Teamwork: In academic and professional contexts, collaboration and teamwork are essential competencies higher education institutions emphasize.

1.3. Commitments

- We are committed to strive for excellence in all our endeavors.
- Our approach involves the creation of dynamic environments that optimize teaching and learning experiences.
- Promoting collaboration, service, and community involvement is encouraged by cultivating collaboration, teamwork, and cooperation.
- Recognizing the contribution and worth of all individuals is crucial for achieving success in a global society.

- It is our stance to engage in the diversification of our financial resources as a means of ensuring economic sustainability.

2. Institutional Performance

The campus has been working towards quality enhancement from its inception. For this to be achieved, the campus has made policy provisions, reviewed, and revised to address the needs of the persisting context. The efforts towards improving the overall performance in line with the overarching mission and goals, the campus has taken the initiatives for the efficiency of academic programs, employability of the graduates in local and global markets, accessibility of minority community and disadvantaged groups in higher education, creation of conducive learning environment and promotion of research and innovation. The subsequent section briefly discusses how the campus has attempted to address the issues related to quality enhancement.

3. Efficiency

Educational efficiency is an explicit indicator of quality enhancement. It has been the most focused and prioritized strategy of the campus. The strategic plan makes provision for quality improvement through human resource development, remedial classes, ICT-integrated pedagogy, periodical seminars and workshops for the students, etc. The students who need additional tutorials are provided with remedial classes. The remedial classes are especially demanded in the first few academic years of program tenure. The students are also provided orientation before they enter into the program, and the academic and career counseling service is available on the campus to scaffold their learning attempts. The departments analyze the results of the students and recommend additional support. In some cases, students demand remedial classes.

4. Academic Program

The ratio of students to faculty plays a crucial role in quality enhancement. The campus maintains a student- teacher ratio of 48:1 to ensure better interaction, engagement, and outcomes. All the programs are in semester modality. The students have easy access to their mentors. Regular attendance, interaction, project work, term papers, quizzes, note keeping, and mid-term examination are the criteria for overall performance evaluation of learning outcomes. The operational calendar, being aligned with the university academic calendar, is prepared and disseminated to students during their entry into the program. Moreover, the campus encourages the students to do presentations and group work to learn from colleagues and promote collaboration. The students' learning endeavors are supported by introducing non-credit courses. The campus has prioritized the use of ICT and social media in teaching. All faculties are provided with a laptop for PowerPoint presentations, and students are connected by Messenger and Facebook groups. All the classrooms are equipped with projectors and internet connectivity. Currently, Durgalaxmi Multiple

Campus has been running bachelor programs in Management, Humanities and Social Sciences and Education. Likewise, it has also offered Master's Degree programs in Education (Curriculum and Evaluation, English, Health, Nepali) Management and in Humanities and Social Sciences (Development studies, Sociology, English) as part of key programs offered by Far-Western University. In brief, it has been catering to qualitative education in students at different levels. The table 1 shows the details of the programs offered by Tikapur Multiple Campus.

Current Number of Academic Programs Offered in the Institution			
Faculty	Level	Programme	Subjects
Education	Undergraduate	B.Ed.	English, Nepali, Health, Mathematics
		CSITE	All mandatory
	Graduate	M. Ed.	CPL, TESOL, Nepali, Health
Humanities	Undergraduate	B.A.	English, Nepali, Health, Mathematics, Sociology, Economics
Management	Undergraduate	BBS	Accountancy, Marketing, Finance
		BBA	Accountancy, Marketing, Finance
	Graduate	MBS	Accountancy, Marketing, Finance

5. Staff Profile

Number of Full Timer/Part Timer Teaching Staff and Non-teaching Staff

Teaching Faculties

Total		Service type			Qualification				
Total	Female	Permanent	Contract full time	Part-time	PhD	Running PhD	MPhil	Running MPhil	Masters
28	3	18	3	7	3	13	3	1	8

Non-teaching staffs

Total	Female	Permanent	Contract full time	Part-time	Officer Level	Non-officer level
7	3	4	3	-	1	6

6 Student profile

Student Enrollment Detail (2077/078)

Faculty	Program	Level	Male Student	Female student	Total	Remarks
	BBS	Bachelor	196	391	587	
	BBA	Bachelor	33	50	83	

Management	MBS	Master	1	7	8	
	MBM	Master	10	1	11	
Education	B. Ed	Bachelor	92	298	390	
	CSITE	Bachelor	34	36	70	
	M. Ed	Master	31	53	84	
Humanities	B.A.	Bachelor	78	310	388	
Grand Total			475	1146	1621	

This table shows student distribution data of Durgalaxmi Multiple Campus, which reveals significant gender and program-wise disparities. Female students (1,146) dominate the total enrollment, constituting 70.7%, while male students (475) represent 29.3%. The Management faculty has the highest enrollment (689 students, 42.5%), with BBS being the largest program. The Education faculty follows with 544 students (33.6%), where B.Ed is the most popular, and Humanities accounts for 388 students (23.9%), predominantly in the B.A. program. Master's level programs (103 students) show significantly lower enrollment than bachelor's (1,518 students), with limited male participation except for MBM. These trends highlight a strong preference for management studies and substantial female representation. Targeted interventions to promote male enrollment, enhance postgraduate offerings, and align under-enrolled programs like MBM and CSITE with market demands could help balance participation and improve overall educational outcomes.

Student Enrollment Detail (2078/079)						
Faculty	Program	Level	Male Student	Female student	Total	Remarks
Management	BBS	Bachelor	205	425	630	
	BBA	Bachelor	35	49	84	
	MBS	Master	27	11	38	
Education	B. Ed	Bachelor	85	367	452	
	CSITE	Bachelor	52	42	94	
	M. Ed	Master	28	33	61	
Humanities	B.A.	Bachelor	98	384	482	
Grand Total			530	1311	1841	

The enrollment data for Durgalaxmi Multiple Campus reveals a total student population of 1,841, comprising 530 male students (28.8%) and 1,311 female students (71.2%), indicating a significant gender imbalance favoring female enrollment. The Management faculty leads in total enrollment, with BBS being the most popular program (630 students) and BBA accounting for 84 students. The

Education faculty follows, with B.Ed. having 452 students and CSITE 94, showcasing a balanced male-to-female ratio in the latter. Humanities see substantial enrollment in B.A., with 482 students, predominantly female. At the master's level, Management's MBS program has 38 students, predominantly male, whereas Education's M.Ed. program has 61 students, with a slightly higher female representation. These figures underscore the popularity of management and education programs, a growing interest in technology-oriented courses like B.Ed. CSIT, and a need to address gender imbalances.

Student Enrollment Detail (2079/080)						
Faculty	Program	Level	Male Student	Female student	Total	Remarks
Management	BBS	Bachelor	204	404	608	
	BBA	Bachelor	32	48	80	
	MBS	Master	26	11	37	
Education	B. Ed	Bachelor	70	336	406	
	CSITE	Bachelor	46	35	81	
	M. Ed	Master	28	31	59	
Humanities	B.A.	Bachelor	85	359	444	
Grand Total			491	1224	1715	

The enrollment data for Durgalaxmi Multiple Campus reflects a total student population of 1,715, with 491 male students (28.6%) and 1,224 female students (71.4%), showing a strong female majority. The Management faculty has the highest enrollment, with BBS being the most popular program (608 students), followed by BBA (80 students). The Education faculty is also significant, with B.Ed. (406 students) showing a higher female representation and B.Ed. CSIT (81 students) reflecting a relatively balanced gender ratio. The Humanities' B.A. program enrolls 444 students, predominantly female. At the master's level, MBS in Management has 37 students, with male students forming the majority, while Education's M.Ed. program has 59 students, with a slightly higher number of female students. These trends highlight the dominance of female participation, the popularity of management and education programs, and the need to encourage male enrollment.

Student Enrollment Detail (2080/081)				
Faculty/Year/Semester	Total			Remarks
	Total	Male	Female	
BBS I Semester	174	57	117	
BBS II Semester	103	27	76	
BBS IV Semester	97	26	71	
BBS VI Semester	99	25	74	

BBS IV Year	95	26	69	
BA I Semester	33	13	20	
BA III Semester	47	7	40	
BA IV Semester	48	6	42	
BA VI Semester	70	10	60	
BA VIII Semester	61	10	51	
B Ed I Semester	107	14	93	
B Ed III Semester	116	18	98	
B Ed IV Semester	65	10	55	
B Ed VI Semester	78	13	65	
B Ed VIII Semester	78	16	62	
CSITE I Semester	26	9	17	
CSITE III Semester	18	8	10	
CSITE IV Semester	17	10	7	
CSITE VI Semester	22	13	9	
CSITE VIII Semester	20	11	9	
BBA I Semester	29	8	21	
BBA III Semester	19	4	15	
BBA IV Semester	12	5	7	
BBA VI Semester	22	5	17	
BBA VIII Semester	20	11	9	
M Ed I Semester	36	12	24	
M Ed III Semester	15	4	11	
M B S I Semester	33	13	20	
M B S III Semester	29	15	14	
Total	1589	406	1183	

The enrollment data for Durgalaxmi Multiple Campus indicates a total of 1,589 students, with a significant gender disparity as female students (1,183, 74.4%) dominate over male students (406, 25.6%). Education programs, particularly B.Ed. and M.Ed., attract the highest enrollment, with a pronounced female majority, reflecting societal trends favoring women in education-related fields. BBS, the most popular program in Management, has a total of 568 students, although a drop in enrollment is observed in later semesters, with the highest in the I Semester (174 students) and lowest in the 4th Year (95 students). Similarly, BA programs show substantial female representation, particularly in the VI and VIII Semesters, while male enrollment remains consistently low. Professional programs like B.Ed. CSIT and BBA show more balanced gender ratios but have lower overall enrollment, suggesting room for growth. Master's programs, such as M.Ed. and MBS, have smaller enrollment figures, with MBS showing relatively balanced male and female participation. The data highlights the need to address gender imbalances, promote male

participation in education and arts programs, and improve retention across later semesters. Encouraging enrollment in technology-oriented programs and providing academic support services could also enhance diversity and sustain student engagement.

Information on Pass Percentage 2075/076

Faculty/Semester	Total Appeared	Total Passed	Pass %
BBS I	165	20	12.12
BBS II	179	59	32.96
BBS III	92	18	19.56
BBS IV	75	53	70.67
B. Ed I	74	7	9.46
B. Ed II	113	6	5.31
B.Ed. III	71	20	28.17
B.A. I	90	28	31.11
B. A. II	94	17	18.08
B.A. III	54	22	40.74
M.A. I	13	6	46.15
M.A. II	19	13	68.42
MBS II	10	4	40
Total	1049	273	26.02

The examination results data from Durgalaxmi Multiple Campus reveals a total of 1,049 students appeared, with only 273 passing, resulting in an overall pass percentage of 26.02%, indicating significant challenges in academic performance. Among the programs, the BBS IV Semester demonstrates the highest pass rate at 70.67%, showing relatively strong academic outcomes in the final stage of the program. Conversely, the B.Ed II Semester has the lowest pass rate at a mere 5.31%, highlighting critical issues that may require intervention. Similarly, B.Ed I (9.46%) and BBS I (12.12%) also reflect low pass rates, suggesting the need for enhanced academic support for first-year students. The Master's programs perform relatively better, with M.A. Nepali I achieving a pass rate of 46.15% and M.A. II at 68.42%, indicating better retention and performance at advanced levels.

However, most programs at the undergraduate level, including BBS III (19.56%), B.A. II (18.08%), and B.Ed III (28.17%), report low pass percentages, signifying widespread academic challenges across faculties. These results suggest a pressing need to improve academic preparedness, provide targeted remediation for struggling students, and strengthen teaching methodologies. Initiatives such as regular formative assessments, counseling, and faculty training could potentially improve student outcomes and overall pass percentages.

Information on Pass Percentage 2076/077

Faculty/Semester	Total Appeared	Total Passed	Pass %
BBA I	23	9	39.13
BBS I	138	39	28.26
BBS II	146	23	15.75

BBS III	150	19	12.67
BBS IV	79	10	12.66
B. Ed. I	80	21	26.25
B. Ed II	60	6	10
B. Ed III	84	16	19.05
B.A. I	82	24	29.27
B. A. II	73	8	10.96
B.A. III	85	39	45.88
Total	1000	214	21.4

The examination results data from Durgalaxmi Multiple Campus shows a total of 1,000 students appeared, with 214 passing, resulting in an overall pass percentage of 21.4%, indicating a need for academic improvements across most programs. The highest pass rate is seen in B.A. III Semester (45.88%), followed by BBA I Semester (39.13%) and B.A. I Semester (29.27%), reflecting better outcomes in these programs compared to others. On the other hand, B.Ed II Semester and B.A. II Semester reports some of the lowest pass percentages at 10% and 10.96%, respectively, signaling academic challenges in these areas.

Management programs like BBS also face challenges, with BBS IV (12.66%), BBS III (12.67%), and BBS II (15.75%) all showing low performance, though the BBS I Semester (28.26%) offers a relatively better outcome. Similarly, in Education, the B.Ed I Semester (26.25%) shows improved results compared to other semesters but still indicates room for improvement. These results underscore the need for targeted academic support, such as remedial classes, skill-based workshops, and enhanced faculty engagement, to improve performance across semesters and faculties. Additionally, integrating technology and student-focused interventions could help address these persistent academic challenges and enhance overall pass rates.

Information on Pass Percentage 2077/078			
Faculty/Semester	Total Appeared	Total Passed	Pass %
BBA I	31	29	93.55
BBAI	22	20	90.91
BBS I	167	49	29.34
BBS II	125	100	80.00
BBS III	146	19	13.01
BBS IV	133	17	12.78
MBM I	10	4	40.00
MBM II	3	2	66.67
CSITE I	30	19	63.33
B. Ed I	150	98	65.33
B. Ed III	60	13	21.67
B.Ed. IV	76	9	11.84
M.Ed. II	47	41	87.23
B.A. I	145	61	42.07

B.A. III	73	35	47.95
Total	1218	516	42.36

The examination results data for Durgalaxmi Multiple Campus reveals a total of 1,218 students appeared, with 516 passing, resulting in an overall pass percentage of 42.36%, showing a moderate improvement compared to previous performance trends. Among the programs, BBA I Semester has the highest pass rate at 93.55%, followed closely by BBA III Semester (90.91%) and M.Ed. II Semester (87.23%), indicating strong outcomes in professional and advanced education programs. Similarly, B.Ed. I Semester (65.33%) and CSITE I Semester (63.33%) also exhibit promising pass rates, suggesting better foundational preparation in these fields.

In contrast, undergraduate programs such as BBS IV (12.78%), B.Ed. IV (11.84%), and BBS III (13.01%) show low pass percentages, reflecting challenges in these courses that require intervention. While B.A. III Semester (47.95%) and B.A. I Semester (42.07%) demonstrated relatively better performance among Arts students, but overall results still highlight areas for improvement. The BBS II Semester (80%) stands out as an exception within the BBS program, suggesting effective teaching or better student readiness in this cohort.

Graduate-level programs like MBM II Semester (66.67%) and MBM I Semester (40%) show promising but uneven outcomes, underscoring the need for consistent support at advanced levels. To sustain and improve these results, the campus should focus on enhancing teaching methods, providing academic counseling, and offering targeted support for weaker programs to boost overall success rates.

Information on Pass Percentage 2078/079

Faculty/Semester	Total Appeared	Total Passed	Pass %
BBA I	12	4	33.33
BBA II	12	10	83.33
BBA III	22	10	45.45
BBA IV	21	4	19.4
BBA VI	22	1	4.54
BBS I	218	2	0.91
BBS II	162	10	6.17
BBS II	158	11	6.19
BBS III	126	19	15.07
BBS 4th year TU	106	58	54.71
MBS II	25	18	72.00
MBS III	25	16	64
B.Ed. I	161	12	7.45
B.Ed. II	136	10	7.35
B. Ed II	166	17	10.24
B.Ed. III	135	16	11.85
B.Ed. IV	107	10	9.34
B. Ed VI	54	21	38.88
B. Ed. 4th year TU	36	14	38.80

M. Ed. II	21	9	42.85
M.Ed. III	18	10	55.55
B.A. I	153	8	5.22
B.A. II	106	7	6.60
B.A. II	151	10	6.62
B.A. III	116	10	8.62
B.A. IV	92	13	14.13
B.A. VI	51	20	39.21
Total			

Information on Pass Percentage 2079/080

Faculty/Semester	Total Appeared	Total Passed	Pass %
Education			
B. Ed. I	153	11	6.53
B. Ed. II	166	17	10.24
B. Ed. III	107	4	3.73
B. Ed. IV	94	17	18.08
B. Ed. V	103	36	34.95
B. Ed. VI	54	21	38.80
B. Ed. VII	52	31	59.61
B. Ed. VIII	51	38	74.5
M. Ed. I	18	4	22.22
M. Ed. IV	34	16	47.05
Humanities and Social Sciences			
B. A. I	57	5	8.77
B. A. II	151	10	6.62
B. A. III	66	8	12.12
B.A. IV	92	12	13.04
B. A. V	78	19	24.35
B.A. VI	51	20	39.21
B. A. VII	47	21	44.68
B.A. VIII	47	35	74.46
Management			
BBS I	121	9	7.43
BBS II	158	11	6.69
BBS III	128	8	6.25
BBS IV	105	14	13.33
MBS I	32	15	46.87
BBS III Year FWU	102	32	31.37
BBS IV year FWU	94	39	41.48
BBA I	24	13	54.16
BBA II	22	3	13.63
BBA III	13	10	76.92
BBA V	20	14	70.00
BBA VI	22	1	4.5
BBA VII	23	11	43.47
BBA VIII	23	22	65.65

Information on Pass Percentage 2080/081

Faculty/Semester	Total Appeared	Total Passed	Pass %
Education			
B.Ed. I	133	19	14.28
B.Ed. II	134	19	14.17
B.Ed. III	106	4	3.77
B.Ed. 4 th	82	16	19.51
B.Ed. V	100	26	26
B.Ed. VII	98	69	70.40
B.Ed. VIII	96	91	94.79
M.Ed. II	15	12	80
M.Ed. IV	19	17	89.47
Humanities and Social Sciences			
B.A. I	33	4	12.12
B.A. II	47	3	6.38
B.A. III	66	8	12.12
B.A. IV	48	12	25
B.A. V	70	20	28.57
B.A. VII	61	14	22.95
B.A. 8 th	54	41	75.92
Management			
BBS I	173	13	7.5
BBS II	104	8	7.69
BBS III	127	24	18.89
BBS IV	97	14	14.43
BBS V	99	46	46.46
BBS 4 th Year	95	76	80
MBS II	29	25	86.20
MBS IV	24	20	83.33
BBA I	29	11	37.93
BBA II	26	17	65.38
BBA III	13	10	76.92
BBA IV	12	8	66.66
BBA V	22	22	100
BBA VII	20	18	90
BBA VIII	20	20	100

The examination results of Durgalaxmi Multiple Campus highlight a mixed academic performance across programs and semesters, with a total of varied pass percentages indicating specific strengths

and challenges. The highest pass rates are observed in B.Ed. VIII Semester (74.5%), B.A. VIII Semester (74.46%), and MBS II Semester (72.00%), reflecting strong outcomes at the advanced levels of these programs. Similarly, BBA VIII Semester (65.65%) and BBA V Semester (70.00%) also demonstrate commendable performance, showing a positive trend in professional and specialized management courses.

Conversely, several programs reflect significant challenges. BBS II Semester (6.69%), B.Ed I Semester (6.53%), and B.A. II Semester (6.62%) exhibits particularly low pass percentages, signaling foundational gaps that need to be addressed urgently. Programs such as BBA VI Semester (4.5%), BBS III Semester (6.25%), and B.Ed. III Semester (3.73%) also reflect concerning outcomes, suggesting a need for targeted academic intervention in these cohorts.

Middle-level semesters, including B.A. IV Semester (13.04%), B.Ed. IV Semester (18.08%), and BBS IV Semester (13.33%), show modest improvements but still require focused efforts to enhance outcomes. Graduate-level programs such as M.Ed. IV Semester (47.05%) and MBS I Semester (46.87%) exhibit relatively balanced results, but further attention is needed to ensure consistency across semesters.

To improve these results, strategies such as remedial programs, enhanced instructional methods, counseling support, and regular formative assessments should be implemented. Additionally, leveraging technology and fostering better faculty-student engagement can further aid in addressing the academic challenges faced by students.

7 Categorical status of Student's in Durgalaxmi Multiple Campus (2080/081)

Faculty/Year/Semester	Total			Other		Janajati		Dalit	
	Total	Male	Female	Male	Female	Male	Female	Male	Female
BBS I Semester	174	57	117	43	98	6	8	8	11
BBS II Semester	103	27	76	18	68	4	5	5	3
BBS IV Semester	97	26	71	20	55	3	4	3	12
BBS VI Semester	99	25	74	20	68	0	3	5	3
BBS 4th Year	95	26	69	18	59	4	6	4	4
BA I Semester	33	13	20	9	11	3	3	1	6
BA III Semester	47	7	40	5	27	1	9	1	4
BA IV Semester	48	6	42	3	34	2	1	1	7
BA VI Semester	70	10	60	7	45	1	11	2	4
BA VIII Semester	61	10	51	8	38	1	8	1	5
B Ed I Semester	107	14	93	10	75	1	13	3	5
B Ed III Semester	116	18	98	13	75	3	11	2	12
B Ed IV Semester	65	10	55	10	37	0	3	0	15
B Ed VI Semester	78	13	65	10	52	1	8	2	5
B Ed VIII Semester	78	16	62	14	51	0	5	2	6

CSITE Semester	26	9	17	6	13	2	4	1	0
CSITE III Semester	18	8	10	7	6	0	0	1	4
CSITE IV Semester	17	10	7	8	5	0	0	2	2
CSITE VI Semester	22	13	9	10	9	1	0	2	0
CSITE VIII Semester	20	11	9	10	8	1	0	0	1
BBA I Semester	29	8	21	4	18	1	2	3	1
BBA III Semester	19	4	15	3	14	0	0	1	1
BBA IV Semester	12	5	7	4	7	0	0	1	0
BBA VI Semester	22	5	17	5	17	0	0	0	0
BBA VIII Semester	20	11	9	9	8	1	1	1	0
M Ed I Semester	36	12	24	11	22	0	2	1	0
M Ed III Semester	15	4	11	3	10	1	1	0	0
M B S I Semester	33	13	20	10	18	0	2	3	0
M B S III Semester	29	15	14	13	12	1	1	1	1
Total	1589	406	1183	311	960	38	111	57	112

The enrollment data of Durgalaxmi Multiple Campus provides a detailed demographic breakdown of 1,589 students, highlighting significant diversity in student representation. Of the total, 311 (19.58%) students belong to the "Other" category, 960 (60.44%) are Janajati, 38 (2.39%) are Dalit males, and 112 (7.05%) are Dalit females. This reflects a substantial representation of marginalized groups, though disparities in distribution are evident across programs and semesters.

In the BBS program, Janajati students are predominant, comprising the majority in all semesters, while Dalit students, especially females, have lower participation. Similarly, in the BA program, Janajati students consistently dominate, while Dalit representation remains minimal, particularly among males. The B.Ed. program also follows this trend, with Janajati students being the largest group, while Dalit females have slightly better representation than males.

Professional programs like BBA and CSITE show relatively balanced representation among "Other" and Janajati categories, though Dalit students are significantly underrepresented. At the graduate level, M.Ed. and MBS programs also reflect limited participation from Dalit students, with "Other" and Janajati students forming the majority.

This data underscores the need for targeted initiatives to enhance inclusivity and equitable access for Dalit students. Scholarships, mentorship programs, and outreach efforts could help improve their representation and academic outcomes, ensuring a more diverse and inclusive academic environment.

8 Drop-Outs of Students by Programs (Baishakh, 2081)

Faculty/Year/Semester	Total			Other		Janajati		Dalit	
	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
BBS 2 nd sem. Now 3 rd sem.	18	3	15	3	10	0	2	0	3
BBS 3 rd sem. Now 4 th sem.	31	17	14	10	12	2	4	3	0
BBS 5 th sem. Now 6 th sem.	6	4	2	3	1	0	0	0	2
BBS 4 th year	7	2	5	1	5	0	0	1	0
BA 2 nd sem. Now 3 rd sem.	10	4	6	3	4	0	2	1	0
BA 3 rd sem. Now 4 th sem.	19	3	16	1	16	0	0	0	2
BA 5 th sem. Now 6 th sem.	22	4	18	2	9	2	4	0	5
BA 7 th sem. Now 8 th sem.	11	3	8	1	8	0	1	1	0
B Ed 2 nd sem. Now 3 rd sem.	18	2	16	1	8	0	3	1	5
B Ed 3 rd sem. Now 4 th sem.	25	4	21	1	20	0	2	2	0
B Ed 5 th sem. Now 6 th sem.	16	2	14	2	11	0	1	2	0
B Ed 7 th sem. Now 8 th sem.	2	0	2	0	2	0	0	0	0
CSITE 2 nd sem. Now 3 rd sem.	1	1	0	1	0	0	0	0	0
CSITE 3 rd sem. Now 4 th sem.	0	0	0	0	0	0	0	0	0
CSITE 5 th sem. Now 6 th sem.	0	0	0	0	0	0	0	0	0
CSITE 8 th sem.	0	0	0	0	0	0	0	0	0
BBA 2 nd sem. Now 3 rd sem.	5	2	3	2	3	0	0	0	0
BBA 3 rd sem. Now 4 th sem.	1	1	0	1	0	0	0	0	0
BBA 5 th sem. Now 6 th sem.	0	0	0	0	0	0	0	0	0
BBA 7 th sem. Now 8 th sem.	0	0	0	0	0	0	0	0	0
M Ed 2 nd sem. Now 3 rd sem.	3	2	1	1	1	0	0	1	0
MBS 2 nd sem. Now 3 rd sem.	1	1	0	1	0	0	0	0	0
Total	196	55	141	34	110	4	19	12	17

The data on student dropouts from Durgalaxmi Multiple Campus for Baishakh, 2081, reveals significant trends across programs and demographic groups. A total of 196 students dropped out, with 55 boys and 141 girls. Among these, 34 boys and 110 girls belonged to the "Other" category, while 4 boys and 19 girls were Janajati. Dalit representation in the dropouts included 12 boys and 17 girls. The BBS program recorded the highest dropouts, particularly in the transition from the 2nd semester to the 3rd semester (18 students) and from the 3rd semester to the 4th semester (31 students). Dropout rates were notably higher among girls, with the "Other" category and Janajati comprising the majority. The BA program also saw substantial dropouts, particularly from the 5th to the 6th semester (22 students) and the 3rd to the 4th semester (19 students).

The B.Ed. program experienced notable dropouts, especially in the transition from the 3rd to the 4th semester (25 students) and the 5th to the 6th semester (16 students). Dalit students, particularly girls, were a significant portion of these dropouts. BBA and CSITE recorded minimal dropouts, indicating better retention in these areas. Similarly, graduate programs like M.Ed. and MBS had very few dropouts, with only three and one student respectively.

These trends highlight the need for targeted interventions to address dropout rates, particularly among girls and marginalized communities. Academic support systems, counseling services, and financial assistance could be critical in improving retention and ensuring equity across programs and demographic groups.