

**Education Management Information System (EMIS) Report
2081/082**



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

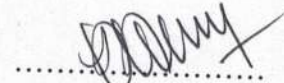
Education Management Information System (EMIS) Report 2081/082

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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 instruction 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 Master's 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 the female local disadvantaged 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 Durgalaxmi Multiple Campus.

Table 1

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, and BCA
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

Table 2

Teaching Faculties

Total		Service type			Qualification				
Total	Female	Permanent	Contract full time	Part-time	PhD	Running PhD	MPhil	Running MPhil	Masters
31	4	19	8	4	4	14	4	1	8

Table 3

Non-teaching staffs

Total	Female	Permanent	Contract full time	Part-time	Officer Level	Non-officer level
7	5	6	1	-	1	6



6 Student profile

6.1 Student Enrollment Detail

Table 4

Student Enrollment Detail (2077/078)

Faculty	Program	Level	Male Student	Female student	Total	Remarks
Management	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	

Table 4 shows the student distribution data for Durgalaxmi Multiple Campus, revealing 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.

Table 5

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	

Table 5 enrollment data for Durgalaxmi Multiple Campus reveal 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.

Table 6

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 table 6 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.

Table 7

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 table 7 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.

Table 8

Student Enrollment Detail (Poush end 2082)									
Faculty/Year/Semester	Total			Other		Janajati		Dalit	
	Total	Male	Female	Male	Female	Male	Female	Male	Female
BBS I Semester	198	93	105	80	73	7	14	13	9
BBS III Semester	185	65	120	55	100	4	9	6	11
BBS IV Semester	122	32	90	25	79	3	7	4	4
BBS VII Semester	84	16	66	16	62	2	2	0	2
BBS VII Semester	71	21	50	16	41	2	1	3	8
BBAI Semester	41	12	29	10	20	0	3	2	6
BBA III Semester	40	11	29	9	26	1	0	1	3
BBA IV Semester	26	7	19	4	17	1	1	2	1
BBA VI Semester	15	5	10	4	8	0	0	1	2
BBA VII Semester	13	8	5	7	5	0	0	1	0
BA I Semester	53	22	31	15	23	5	1	2	7
BA III Semester	34	11	23	7	19	1	1	3	3

Semester									
BA VI Semester	26	2	24	1	18	0	5	1	1
BA VII Semester	43	5	38	2	32	2	0	1	6
B Ed I Semester	240	41	199	29	150	5	6	7	43
B Ed III Semester	147	21	126	18	108	2	1	1	17
B Ed IV Semester	83	13	70	7	44	3	12	3	3
B Ed VI Semester	73	13	60	9	56	2	7	2	7
B Ed VII Semester	75	18	57	1	54	1	3	2	14
M.ED II	31	23	8	19	7	1	0	3	1
M.ED. IV	28	8	20	6	19	1	1	1	0
M.ED.I	51	13	38	13	36	0	1	0	1
MA II	18	8	10	7	9	1	0	0	1
MA I	30	11	19	10	16	1	2	0	1
MBSI	40	11	29	11	28	0	1	0	0
MBSII	45	31	14	31	12	0	0	0	3
MBS IV	29	12	17	10	16	0	1	2	0
Total	1854	538	1314	425	1082	47	80	61	157

Table 8 shows the student enrollment status of the campus up to the end of Poush 2082, classified by faculty, semester/year, gender, and caste/ethnic group. The total student enrollment is 1854, out of which 538 students (29.02%) are male and 1,314 students (70.88%) are female. This clearly indicates that female students form more than two-thirds of the total enrollment, reflecting strong female participation across almost all academic programs. B.B.S. programs account for the largest share of enrollment, with 660 students, followed by B. Ed. with 618 students, showing that management and education streams dominate the campus enrollment. Other programs, such as BA, BBA, MA, M.Ed., and MBS, together account for about 24.4% of the total students, indicating comparatively lower enrollment in these disciplines.

From a caste/ethnic perspective, students from the 'Other' category constitute the majority, with 1,507 students (81.30%). Janajati students number 127 (6.85%), while Dalit students number 218 (11.76%). Although Janajati representation is relatively low, their presence across almost all faculties and semesters reflects gradual progress toward inclusiveness in higher education.



Semester-wise, enrollment is generally higher in lower semesters (especially first and third semesters) and declines in higher semesters, suggesting issues related to student retention, progression, or academic continuation.

The table highlights a female-dominated enrollment pattern, a high concentration in B.Ed. and BBS programs, and an unequal but improving representation of Janajati and Dalit students, providing valuable insights for policy formulation, inclusion strategies, and academic planning at the campus level.

6.2 Information on Pass Percentage

Table 9

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 table 9 examination results data from Durgalaxmi Multiple Campus reveal 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,



strengthen teaching methodologies. Initiatives such as regular formative assessments, counseling, and faculty training could potentially improve student outcomes and overall pass percentages.

Table 10

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 table 10 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.

Table 11



Information on Pass Percentage 2077/078

Faculty/Semester	Total Appeared	Total Passed	Pass %
BBA I	31	29	93.55
BBAIII	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 table 11 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.

Table 12**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 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. 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	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

Table 12 presents students' examination performance for the academic year 2078/079 across different faculties and semesters, measured by pass percentage. The results show significant variation in pass rates across programs and levels, indicating uneven academic performance.

In the BBA program, pass percentages fluctuate considerably. While BBA II records a high pass rate of 83.33%, performance declines sharply in higher semesters, with BBA IV achieving only 19.40% and BBA VI recording a critically low pass percentage of 4.54%. This suggests increasing academic difficulty or retention challenges at advanced levels.

The BBS program shows particularly weak performance in the lower years. BBS I has an extremely low pass percentage of 0.91%, while BBS II records only 6.17%, and BBS III improves slightly to 15.07%. However, a notable improvement is observed in BBS 4th year (TU), with the pass percentage rising substantially to 54.71%, indicating better performance in the final stage. At the master's level, performance is relatively strong. MBS II records a pass percentage of 72.00%, while MBS III maintains a solid 64.00%, reflecting higher academic maturity and selectivity at this level. In the B.Ed. program, pass percentages remain generally low in the initial semesters, ranging from 7.35% to 11.85%. However, performance improves at higher levels, with B.Ed. VI achieving 38.88% and B.Ed. 4th year (TU) recording 38.80%.



At the master's level in Education, performance is comparatively satisfactory. M.Ed. II records a pass percentage of 42.85%, while M.Ed. III shows a higher success rate of 55.55%, indicating better academic achievement among postgraduate students. In contrast, the Bachelor of Arts (B.A.) program demonstrates weak performance in the lower semesters. B.A. I recorded a very low pass percentage of 5.22%, while B.A. II and B.A. III achieved only 6.62% and 8.62%, respectively. Although performance improves gradually in higher semesters, with the B.A. IV reaching 14.13%, a notable improvement is observed in B.A. VI, where the pass percentage rises significantly to 39.21%. The table highlights a clear pattern of low pass percentages at lower undergraduate levels and comparatively better results in final-year and master's programs. This trend underscores the need for academic support, curriculum review, and improved teaching-learning strategies, particularly in early semesters.

Table 13
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 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

Table 13 summarizes the examination results for the academic year 2079/080 across the Education, Humanities and Social Sciences, and Management faculties, highlighting clear trends in student performance through pass percentages.

In the Faculty of Education, pass percentages are very low in the initial semesters, with B.Ed. I at 6.53% and B.Ed. III dropping further to 3.73%. However, a steady improvement is observed in higher semesters, rising to 34.95% in B.Ed. V, 59.61% in B.Ed. VII, and peaking at 74.50% in B.Ed. VIII. At the master's level, M.Ed. I records 22.22%, while M.Ed. IV improves significantly to 47.05%.

The Faculty of Humanities and Social Sciences shows a similar progression. Lower semesters, such as B.A. I (8.77%) and B.A. II (6.62%) record weak results, but performance improves gradually, reaching 39.21% in B.A. VI, 44.68% in B.A. VII, and a high 74.46% in B.A. VIII.

In the Faculty of Management, the BBS program records consistently low pass percentages in early semesters, ranging from 6.25% to 13.33%. However, final-year results show improvement, with 31.37% in BBS III Year and 41.48% in BBS IV Year. At the postgraduate level, MBS I demonstrates a relatively strong pass rate of 46.87%.

The BBA program exhibits wide variation across semesters. While BBA I achieves 54.16%, performance declines sharply in BBA VI to 4.50%. In contrast, higher semesters show strong outcomes, including 76.92% in BBA III, 70.00% in BBA V, and 65.65% in BBA VIII.

The table reveals a consistent pattern of low pass percentages in lower semesters and substantially higher success rates in advanced levels, suggesting that student performance improves with academic progression and experience.

Table 14
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. 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

Table 14 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 reflects 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.

Table 15

Information on Pass Percentage 2081/082			
Faculty/Semester	Total Appeared	Total Passed	Pass %
Education			
B.Ed. I	171	67	39.18
B.Ed. III	89	23	25.84
B.Ed. IV	84	35	41.67
B.Ed. VI	75	42	56.00
B.Ed. VIII	87	75	86.21
M.Ed. I	29	16	55.17
M.Ed. III	27		Nil
M.Ed.IV	15	15	100
Humanities and Social Sciences			
B.A. I	35	22	62.86
B.A. III	16	16	100
B.A. IV	32	10	31.25
B.A. VI	32	10	31.25
B.A. VIII	60	60	100
M.A. I	19	9	47.37
Management			
BBS I	193	20	10.36
BBS III	123	40	32.52
BBS VI	82	62	75.61
BBS VIII	78	76	97.44
MBS I	45	9	20.00
MBS III	28		Nil
MBS IV	29	29	100
BBA I	37	22	59.46
BBA III	24	17	70.83
BBA VI	16	10	62.5
BBA VIII	22	22	100

Table 15 presents the pass percentages of students for the academic year 2081/082 across the Education, Humanities and Social Sciences, and Management faculties, showing a generally improved academic performance compared to earlier years.

In the Faculty of Education, pass percentages range from 39.18% in B.Ed. I to 56.00% in B.Ed.VI, and rise sharply to 86.21% in B.Ed. VIII, indicating strong performance in higher semesters. At the postgraduate level, M.Ed. I semester (55.17%) and M.Ed. III semester (Nil) exhibit relatively balanced results, but further attention is needed to ensure consistency across semesters.



achieves a perfect 100% pass rate. However, M.Ed. III shows no successful candidates. The Faculty of Humanities and Social Sciences demonstrates mixed results. B.A. I recorded a pass percentage of 62.86%, while B.A. III and B.A. VIII achieve 100% pass rates. In contrast, B.A. IV and B.A. VI recorded lower performance at 31.25% each. At the master's level, M.A. I achieved a moderate 47.37% pass rate. In the Faculty of Management, BBS results show a gradual improvement from 10.36% in BBS I to 75.61% in BBS VI, reaching 97.44% in BBS VIII. At the postgraduate level, MBS I records 20.00%, while MBS IV achieves a 100% pass rate, though MBS III records no pass results. The BBA program shows consistently strong performance, with 59.46% in BBA I, 70.83% in BBA III, 62.50% in BBA VI, and a perfect 100% pass rate in BBA VIII.

The table highlights a clear trend of higher pass percentages in senior and final semesters, with several programs achieving 100% success rates, reflecting improved academic preparedness and effective teaching–learning outcomes at advanced levels.

6.3 Categorical Status of Students

Table 16

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 table 16 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.

Table 17

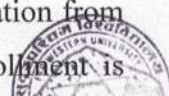
Categorical status of Students in Durgalaxmi Multiple Campus (2081/082)									
Faculty/Year/Semester	Total			Other		Janajati		Dalit	
	Total	Male	Female	Male	Female	Male	Female	Male	Female
BBS I Semester	193	66	127	51	109	3	7	12	11
BBS III Semester	146	46	100	34	80	5	9	7	11
BBS V Semester	85	16	69	13	62	1	4	2	3
BBS VI Semester	80	22	58	17	49	2	1	3	8

BBS VIII Semester	83	20	63	17	58	1	2	2	3
BA I Semester	35	11	24	7	19	1	1	3	4
BA III Semester	25	10	15	6	9	3	3	1	3
BA V Semester	32	4	28	2	18	1	7	1	3
BA VI Semester	46	8	38	5	30	2	2	1	6
BA VIII Semester	63	10	53	8	39	0	11	2	3
B Ed I Semester	171	46	125	31	107	3	7	12	11
B Ed III Semester	106	19	87	13	66	3	13	3	8
B Ed V Semester	95	23	72	18	53	2	8	3	11
B Ed VI Semester	76	16	60	14	41	0	3	2	16
B Ed VIII Semester	89	22	67	19	53	0	8	3	6
BBA I Semester	45	8	37	5	29	1	3	2	5
BBA III Semester	27	8	19	4	17	2	1	2	1
BBA V Semester	16	4	12	3	11	0	0	1	1
BBA VI Semester	12	5	7	5	7	0	0	0	0
BBA VIII I Semester	22	5	17	5	17	0	0	0	0
M.ED. I Semester	29	12	17	5	14	2	1	5	2
M.ED. III Semester	27	10	17	9	14	0	3	1	0
MBS I Semester	37	13	24	13	22	0	0	0	2
MBS III Semester	28	10	18	7	17	0	1	3	0
M.A I Semester	15	7	8	7	7	0	0	0	1
	1583	421	1162	318	948	32	95	71	119

Table 17 presents the categorical distribution of students by gender and social groups (Other, Janajati, and Dalit) across different faculties, years, and semesters at Durgalaxmi Multiple Campus for the academic year 2081/082. The table indicates a total enrollment of 1,583 students, comprising 421 male and 1,162 female students, clearly showing a strong female majority across almost all programs.

In the BBS program, enrollment remains high across semesters, with female students significantly outnumbering males. Most students belong to the Other category, followed by Janajati and Dalit groups, reflecting broad social representation within management studies. The BA program shows moderate enrollment, again dominated by female students. Although the Other category constitutes the largest share, participation from Janajati and Dalit students is evident across all semesters, indicating inclusive access to humanities education. The B.Ed program records substantial enrollment, particularly in the first and final semesters, with a high proportion of female students. Representation from Janajati and Dalit communities is comparatively more visible in this faculty, highlighting its accessibility to diverse social groups.

In the BBA program, enrollment is relatively lower compared to BBS, but female participation remains dominant. Social category distribution shows limited yet consistent representation from Janajati and Dalit students. At the postgraduate level (M.Ed., MBS, and MA) enrollment is



presence of students from Janajati and Dalit categories reflects continued inclusiveness at advanced academic levels.

The table highlights three major trends Consistent female dominance across all faculties and levels, Predominance of the "Other" category, alongside meaningful inclusion of Janajati and Dalit students, and Broad-based social and gender inclusiveness within the campus during the academic year 2081/082.

6.4 Dropout Status of Student

Table 18

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

Table 18 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.

Table 19

Program-wise Completion (graduation) and Drop-out rates of students for the last four years ** (Academic Level Four Year Data)

Pmg	YoE	EN	FY/SE	NoSA	Dropout	DO %
B.Ed.	2074	74	2078	36	38	51.35
	2075	80	2079	51	29	36.25
	2076	180	2080	96	84	46.67
	2077	219	2081	87	132	60.27
BBS	2074	165	2078	106	59	35.76
	2075	138	2079	87	51	36.96
	2076	167	2080	96	71	42.51
	2077	194	2081	78	116	59.79
B.A.	2074	90	2077	70	20	22.22
	2075	82	2079	47	35	42.68
	2076	145	2080	54	91	62.76
	2077	204	2081	60	144	70.58
BBA	2075	23	2079	23	0	-
	2076	31	2080	20	11	35.48
	2077	38	2081	22	16	42.11
M.Ed.	2075	53	2077	43	10	18.87
	2076	42	2078	32	10	23.81
	2077	19	2079	17	2	10.53
	2078	18	2080	13	5	27.78
MBS	2075	3	2077	3	0	-
	2076	10	2078	8	2	20
	2077	30	2079	24	6	20
	2078	31	2080	29	2	6.45

Pmg: Program (A), **YoE:** Year of Enrolment (B), **EN:** Enrolment Number (C), **FY/SE:** Final Year / Semester Examination (D), **NoSA:** Number of Students Appeared in Final Year / Semester Examination (only regular) (E), **DO %:** Dropout percent

Table 19 presents a program-wise analysis of student completion (graduation) and drop-out rates over the last four academic cohorts under the four-year academic structure. The table compares



enrollment size, number of students appearing in the final year/semester examination, and the resulting drop-out percentage across different programs.

In the B.Ed. program, dropout rates remain consistently high across all cohorts. Students enrolled in 2074 show a dropout rate of 51.35%, which decreases to 36.25% in 2075 but rises again to 46.67% in 2076 and peaks at 60.27% for the 2077 cohort. This indicates persistent retention challenges in teacher education programs. A similar trend is observed in the BBS program, where dropout rates increase steadily over time from 35.76% (2074) and 36.96% (2075) to 42.51% (2076) and 59.79% (2077). The rising dropout percentages suggest growing academic or socio-economic pressures affecting management students. The B.A. program shows the most alarming trend. While the 2074 cohort records a relatively low dropout rate of 22.22%, the rate increases sharply to 42.68% in 2075, 62.76% in 2076, and reaches a critical 70.58% in 2077, indicating serious sustainability concerns for humanities programs. In contrast, the BBA program demonstrates comparatively better retention. The 2075 cohort records 0% dropout, while dropout rates increase moderately to 35.48% (2076) and 42.11% (2077), reflecting relatively stronger student commitment despite some attrition.

At the postgraduate level, M.Ed. exhibits comparatively lower dropout rates, ranging from 10.53% to 27.78%, with the lowest dropout observed in the 2077 cohort (10.53%). Similarly, the MBS program shows strong retention, with 0% dropout in 2075, 20% in both 2076 and 2077, and a notably low 6.45% in 2078.

The table reveals that drop-out rates are substantially higher at the undergraduate level, particularly in B.A., B.Ed., and BBS programs, while postgraduate programs demonstrate better completion and retention. The increasing dropout trend in recent cohorts highlights the need for targeted academic support, counseling, financial assistance, and institutional interventions to improve student retention and graduation outcomes.

