

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त



सिम्रुतु क्याम्पस

सिम्रुतु क्याम्पस (पश्चिम)

स्थापना: २०६९
त्रिभुवन विश्वविद्यालय
सिम्रुतु क्याम्पस
रुकुम (पश्चिम)
स्था: २०६९

पत्र संख्या:-२०८१/०८२
चलानी नं.:-

मिति:-२०८२।०१।३१

श्रीमान सदस्य सचिव ज्यू,
विश्वविद्यालय अनुदान आयोग
सानोठिमी भक्तपुर

विषय : कागजात पठाइएको बारे ।

उपरोक्त सम्बन्धमा यस सिम्रुतु क्याम्पस रुकुम (पश्चिम)ले विश्वविद्यालय अनुदान आयोग सानोठिमी भक्तपुरद्वारा संचालित डिजिटलाइजेशन कार्यक्रम अन्तर्गत *Web based HEMIS software* जडान गरि आवश्यक डाटाहरु अपलोड गरि रिपोर्ट तथा आवश्यक कागजात सहित उक्त कार्यक्रमा विनियोजित अनुदान रकमको दाबी सहित अनुरोध छ ।

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सूर्यविक्रम खड्का
क्याम्पस प्रमुख

थप जानकारीका लागि ९८५१४०६५५९/९८५१२००२०४/९८४८५३५२३२/९८१२५९९८७/९८०९९४७५१२
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AC. Bank Name:Rashtriya Banijya Bank b) Branch:Tulsipur dang c) Account No:4160100003304001

<http://hemis.simrutucampus.edu.np/>

EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education
2080/81 B.S



Simrutu Campus, Simrutu
Rukum (WEST)

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EDUCATION MANAGEMENT INFORMATION SYSTEM

Report on Higher Education
2080/81 B.S (2024/025 A.D.)



Foreword: Message from College Head

Simrutu Campus, established on the 18th of Magh, 2069 BS, is located in the historically and commercially important Rural Municipality Triveni 02 Simrutu, Rukum (West). Having completed 12 successful years, the college is now proudly entering its 13th year. This institution was founded as a community initiative, inspired by the legacy of Shree Tribeni Secondary School, with the goal of addressing current educational needs and challenges in the region.

Our college is dedicated to nurturing skilled and competent individuals who can confidently face future challenges in an ever-changing world. We aim to build a strong educational foundation that helps ensure a sustainable future for the generations to come. Currently, Simrutu Campus offers B.Ed and M.Ed programs affiliated with Tribhuvan University. The college is well-equipped with its own land, buildings, classrooms, furniture, a library, an ICT lab, and a playground.

Our primary goal is to establish Simrutu Campus as a leading educational center and play a vital role in the advancement of education and culture throughout this region.

The campus operates through regular grants from the University Grants Commission, Bhaktapur, support from local government bodies, donations from generous supporters, and student fees. Recently, we received a grant under the digitalization program for the fiscal year 2081/82 BS to implement a Higher Education Management Information System. Through this system, we are working to compile and share detailed reports on the college's physical, financial, educational, administrative, and statistical information. This marks the first edition of such a publication.

With the introduction of this digital system, the college administration is confident that our dedicated faculty members will be able to deliver high-quality teaching, both in person and online, benefiting all students. We encourage every student to seize this valuable opportunity to enhance their learning experience.

Mr. Surya Bikram Khadka

Campus chief

Simrutu campus, Simrutu

Simrutu -2, Rukum (west), Nepal



Foreword: Message from College Chairman

It is with great pride and joy that I warmly greet all the students, parents, faculty members, and supporters of Simrutu Campus. As the Chairman, I feel honored to be part of an institution dedicated to academic excellence, personal growth, and serving the community.

At Simrutu Campus, we focus on nurturing young minds through quality education and overall development. Our passionate educators work hard to create a positive and encouraging atmosphere where students can thrive and unlock their full potential.

We strive not only to provide knowledge but also to cultivate values that help build responsible, compassionate, and forward-looking individuals. As the college continues to grow and improve, we remain steadfast in our commitment to innovation, honesty, and inclusiveness in education.

I warmly invite everyone involved to join us in creating a brighter future for our students and the wider community. Thank you for your ongoing trust and support.

With best wishes,

Mr. Chandra Bahadur Khadka

Chairman Simrutu Campus, Triveni-2, Rukum (west), Nepal

Simrutu Campus Management Committee

Simrutu Campus, Triveni-2, Rukum (west), Nepal



Acknowledgements

This report has been prepared to include comprehensive information about all students enrolled in the B.Ed. & M.Ed program across first, second, third, and fourth years & semester during the academic year 2081/82 BS. It covers details such as gender, year of study, ethnicity, as well as representation of Dalit and disabled students. Additionally, the report provides information on the qualifications and personal details of the assistant professors teaching at the campus.

Furthermore, based on verified data, the report outlines the college's physical assets including land, buildings, classrooms, furniture, laboratories, and equipment. All this information will be made available online to the University Grants Commission (UGC) and Tribhuvan University through the college's newly established dynamic website.

The institution sincerely thanks all the staff and faculty members whose dedication and effort have contributed significantly to the college's success.

....Savita oli.....

Focal Person



Abbreviations and Acronyms

HEMIS - Higher Education Management Information System

MoE - Ministry of Education

UG - Undergraduate

PG - Postgraduate

STEM - Science, Technology, Engineering, and Mathematics

GPA - Grade Point Average

ICT - Information and Communication Technology

DoE - Department of Education

NA - Not Available

UGC - University Grants Committee

M.Ed - masters in Education

B.Ed - Bachelor in Education

GPI - Gender Parity Index



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1) Introduction

Campus Name: Simrutu Campus
Affiliating University: Tribhuvan University(TU)
Address: Simrutu, Rukum
Province: Karnali, **District:** Rukum (West)
Local Level: Tribeni Rural Municipality
Campus Phone/Email: / simrutucampusrugha02rukum@gmail.com
Campus Chief Name: Surya Bikram Khadka
Campus Chief Contact No: 984-3086559,
Campus Chief Email: suryabikram@gmail.com
Landline Phone:
Focal Person: Surya Bikram Khadka
Focal Person Email/Phone: info@simrutucampus.edu.np / 983086559

Rukum district is located in Karnali Province, which is one of the seven provinces of Nepal. The district is divided into six local levels, and among them is Triveni Rural Municipality. Simrutu Campus is situated in Triveni-2, this rural municipality. The campus is approximately 600 kilometers west of Nepal's capital, Kathmandu.

Around Rukum, there are 20 secondary schools that offer education up to grade 12. To ensure that students who complete their secondary education have easy access to higher education within their own community, the local parents—who strongly value education—decided to establish this institution. On the 18th of Magh, 2069 BS, they named it “Simrutu Campus, Simrutu.”





Fig. 1.1: College Building

2) College Level, Faculty and Program

The table provides a detailed overview of the academic programs offered at the college, including the level of study, faculty, specific programs, and their current status. This information gives a clear picture of the college's academic structure and the learning opportunities available to students.

<i>S.No.</i>	<i>Program Name</i>	<i>Level</i>	<i>Faculty</i>
1	Bachelor in Education	Bachelor	Education
2	Master in Education	Master	Education

Table 1: Level, Faculty and Program



Both programs belong to the Faculty of Education. The Bachelor in Education program has been offered at the college since 18th Kartik, 2069 B.S., while the Master in Education program started in 2078 B.S. These programs are designed to prepare students for professional careers in the education sector, providing them with the essential knowledge and skills needed in this field.

Both programs are currently marked as Active, meaning they are open for enrollment and continue to be part of the college's academic offerings. Their long-standing presence indicates the institution's commitment to providing quality education in both the educational fields.

3) Student Enrollment

There are 320 students as regular students. We have entered 1231 students but there are 1410 in the campus with dropout

3.1. Total no of students by faculty and gender

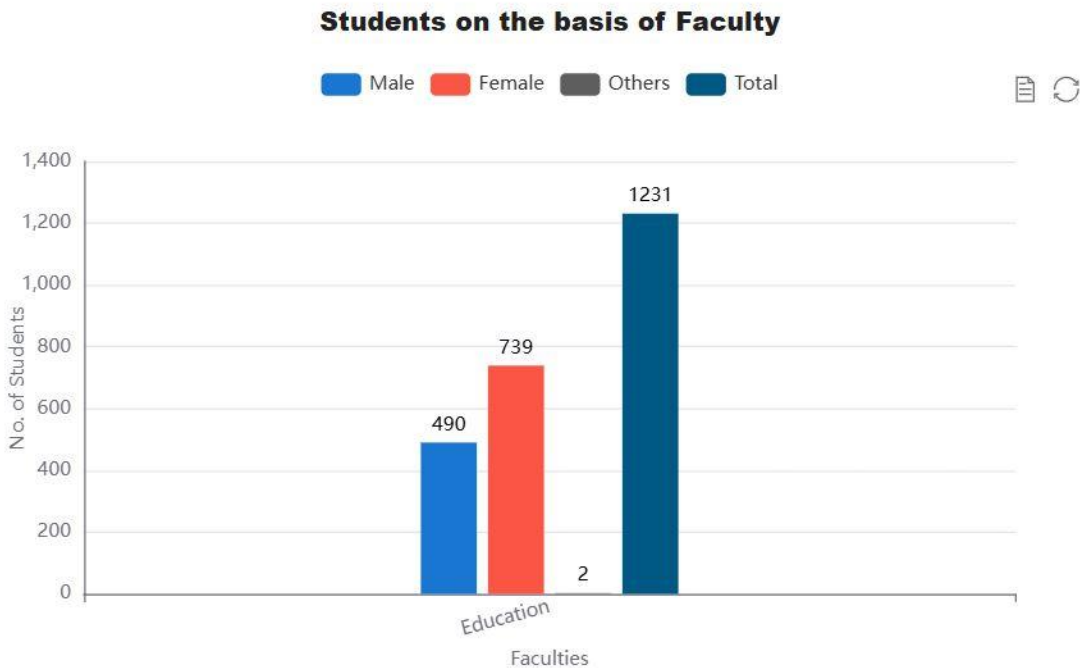


Figure 1 faculty and Gender



The graph presents the number of students enrolled and studying at Simrutu Campus based on gender in the Education faculties. There are 1231 students studying currently in the education faculty of which 490 are male and 739 female students, totaling,students in the Education faculty. Overall, the education faculty has more students, but the trend shows higher female enrollment in education fields.

- **Total no of students by Faculty and ethnicity**

The data below represents that the Campus has a total of 1231 faculty members in Education faculties. The M.Ed faculty consists of 114 members, with the highest representation from Chhetri (91). The Education faculty has 1117 members, Chhetri (770) with Janajati (228) and Dalit (77) being the majority groups. Other ethnic groups, including Brahman, Madhesi, Muslim, and Others, have smaller representations.

S.No.	Program Name	Level	Faculty	Gender					Ethnicity								
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Education	Bachelor	Education	432	683	2	1.58	1115	13	77	0	0	228	26	3	770	1117
2	Master in Education	Master	Education	58	56	0	0.97	114	0	3	0	0	13	3	0	95	114
Grand Total				490	739	2	1.51	1231	13	80	0	0	241	29	3	865	1231

Table 3.1: No. of students by faculty and ethnicity



- **Total no of students by level and Gender**

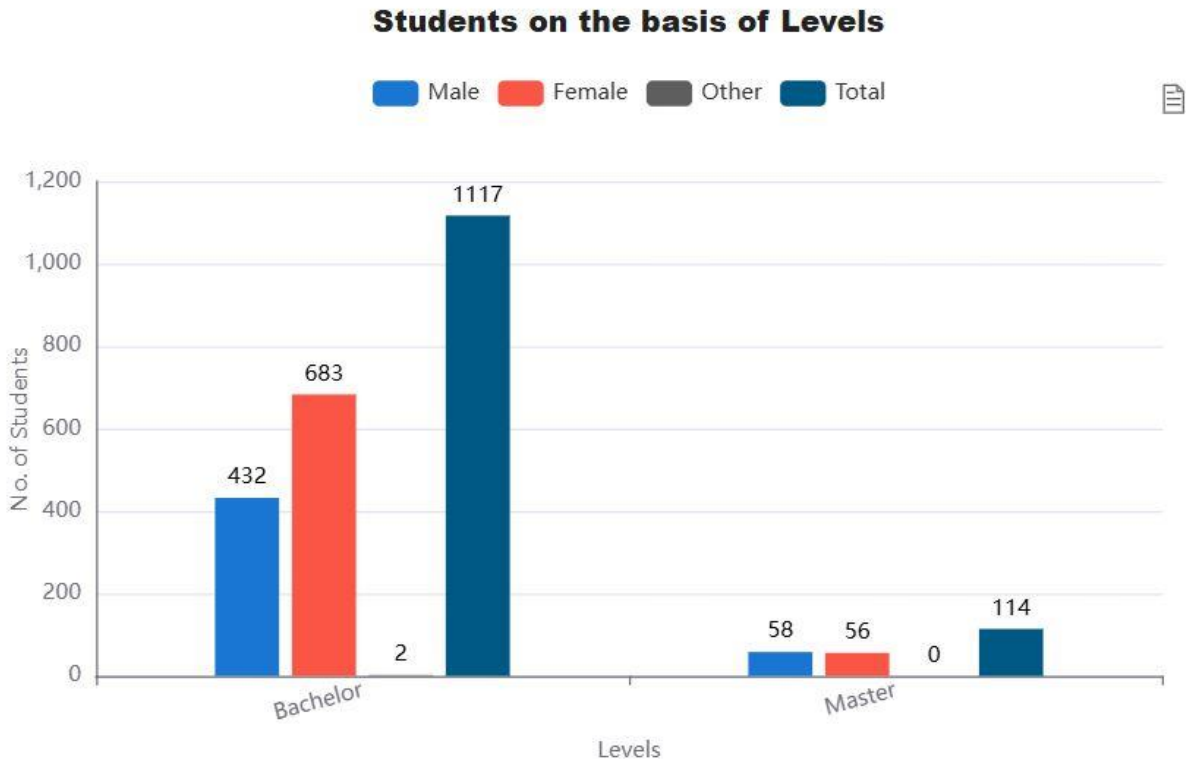


Fig.2: Number of students studying in the College by level and gender

Overall, 1117 students studying at Simrutu Campus right now in a Bachelor's of education. in masters 114 student Among them 739 are females and 490 are males.



- **Total no of students by program, ethnicity and gender**

Students by Ethnicity

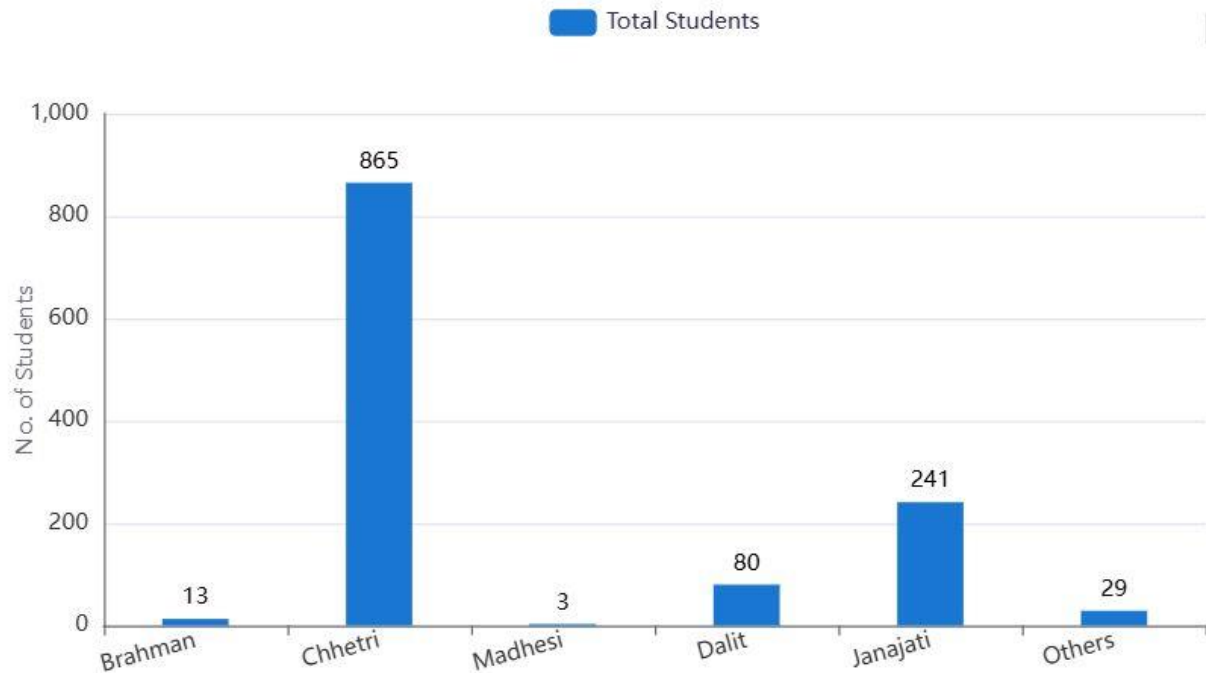


Figure 2. number of student by Ethnicity

This report provides an overview of the ethnic distribution among students at Simrutu Campus, highlighting the representation of various ethnic groups within the student body. The data aims to support institutional planning, promote inclusivity, and ensure equitable resource allocation. The campus hosts a diverse student body, with **Chhetri** students representing the largest subgroup. **Chhetri**: Dominant group with **865 students** (sum of subgroups: 3, 65, 174, 19). **Janajati**: **241 students** recorded. **Madhesi, Dalit, Brahman, Others**: Data partially visible; further verification needed.

as a Conclusion Simrutu Campus reflects Nepal's multi-ethnic society, with Chhetri students forming the majority. Addressing data gaps and promoting inclusivity will strengthen institutional equity.



● "B.Ed Comparative Enrollment Data: Gender and Ethnic Groups by Academic Year"

1.1 Bachelor in Education

STUDENT ENROLLMENT IN FY 2081/082													
Year	Gender				EDJ	Ethnicity							
	Male	Female	Others	Total		Dalit	Muslim	Tharu	Janajati	Chhetri	Brahman	Others	Total
First	172	263	0	435	0	23	0	0	84	313	5	0	425
Second	152	225	0	379	0	33	0	0	80	250	4	0	369
Third	75	95	0	170	0	11	0	0	41	113	3	0	169
Fourth	33	100	0	133	0	10	0	0	23	94	1	0	128
Grand Total	432	683	0	1117	0	77	0	0	228	770	13	0	1091

Table 3.2: No. of students by faculty, ethnicity and gender

The table above presents student enrollment data at the Campus, categorized by program, gender, and ethnicity. The **B.Ed** students, totaling **1117** students. Gender distribution shows **432 males, 683 females**. Ethnically, the majority belong to **chhetri (770) Janajati (228)**, followed by **Dalit (77) and Brahman (13)**, with smaller representations from other groups.

● "M.Ed Comparative Enrollment Data: Gender and Ethnic Groups by Academic Year"

2.2 Master in Education

STUDENT ENROLLMENT IN FY 2081/082													
Semester	Gender				EDJ	Ethnicity							
	Male	Female	Others	Total		Dalit	Muslim	Tharu	Janajati	Chhetri	Brahman	Others	Total
First	18	17	0	35	0	0	0	0	2	32	0	0	35
Second	0	0	0	0	0	0	0	0	0	0	0	0	0
Third	10	20	0	30	0	2	0	0	2	24	0	0	30
Fourth	0	0	0	0	0	0	0	0	0	0	0	0	0
Fifth	28	19	0	47	0	1	0	0	9	37	0	0	47
Sixth	0	0	0	0	0	0	0	0	0	0	0	0	0
Seventh	0	0	0	0	0	0	0	0	0	0	0	0	0
Eighth	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	56	56	0	112	0	3	0	0	13	93	0	0	112

Figure 3.3 no. of student by faculty, ethnicity and gender

The table above presents student enrollment data at the Campus, categorized by program, gender, and ethnicity. programs: **M.Ed** with **112** students totaling **1231** students. Gender distribution shows **58 males, 56 females**. Ethnically, the majority belong to **chhetri (93) Janajati (13)** with smaller representations from other groups.



- **Total no of students by province**

S.No.	Faculty	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpashchim	Total
1	B.Ed	0	1	0	0	320	795	1	1117
2	M.Ed	0	0	0	0	11	103	0	114
	Grand Total	0	1	0	0	331	898	1	1231

Table 3.4: No. of students by province

The data shows the distribution of faculty across seven province, with **Education** faculties contributing to the total of **1231** faculty members. **Education** has **1117** faculty members, while **M.Ed** has **112**. Of the total. The highest concentration of faculty is in **karnali (795 in B.Ed and 103 in M.Ed)**, The data reflects gender disparities, with more **female** faculty members than **male** ones overall.

- **Pass Rate of the students of the college of fiscal year 2080/81**

4) Pass Rate

S.No.	program	Appeared-Male	Appeared-Female	Appeared-Other	Appeared-Total	Passed-Female	Passed-Other	Passed-Total	Male (pass %)	Female (pass %)	Other (pass %)	Total (pass %)
1	Bachelor in Education	57	63	0	120	42	0	70	49.12	66.67	0.00	58.33
	Total	57	63	0	120	42	0	70	49.12	66.67	0.00	58.33

Table 4.1: Pass Rate of the students of the college of fiscal year 2080/81

In the fiscal year **2080/81**, a total of **153 students** appeared in the exams of
The **B.Ed. program** had **120 students** appearing—**57 males** and **66 females**. **7 out of the 42 male students passed (49%)**, while **26 of the 70 female students succeeded (66.67%)** in this program, producing a total program pass rate of **58.33%**.



5) Graduates

Graduation represents a pivotal milestone in students' academic paths at Simrutu Campus, symbolizing the culmination of persistent effort and learning over the years. Graduates are those who have completed their required education levels, whether at diploma, undergraduate, or other academic stages.

For many students, graduation opens new horizons, including opportunities for higher studies, employment, or entrepreneurship. This achievement is more than personal success; it positions graduates to contribute innovations and skills that support growth in various sectors.

Analyzing graduate data at Simrutu Campus reveals important trends in student completion rates and gender distribution. Such data is vital for understanding academic performance and guiding future educational strategies.

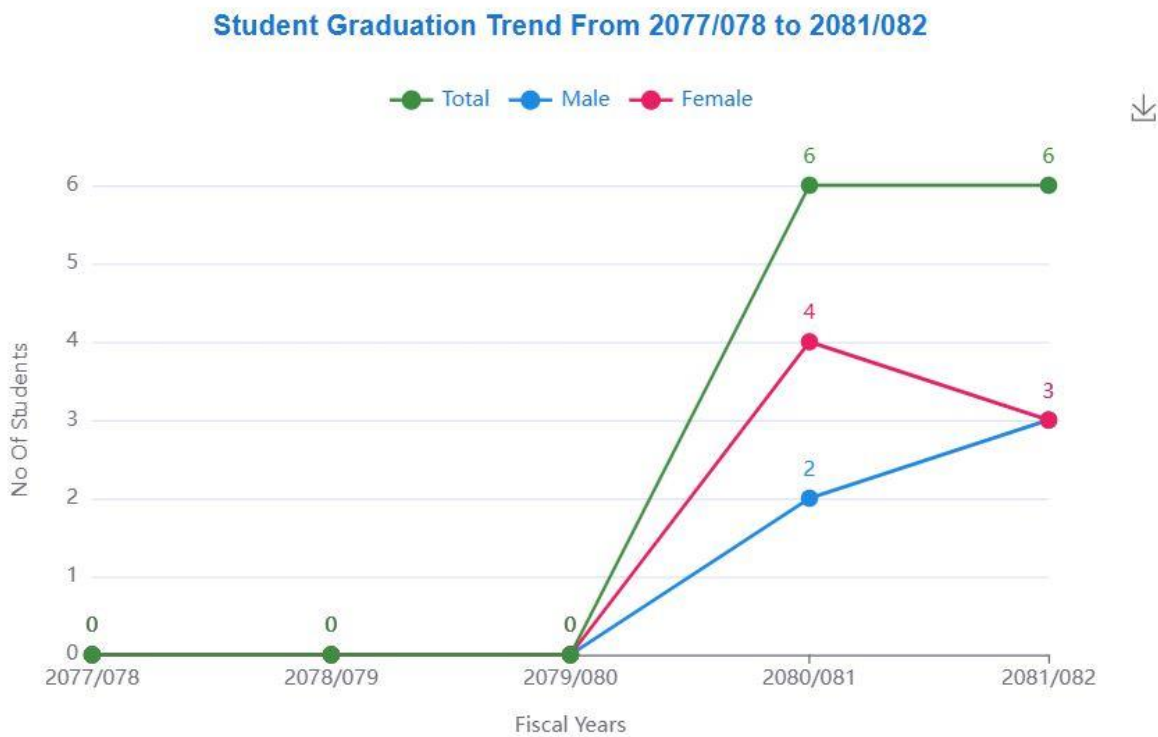


Fig 5.1: Students graduates' chart

As seen in the chart, there were no graduations recorded from 2077/078 to 2079/080. In 2080/081, graduation numbers peaked with a total of 12 graduates—7 females and 2 males. The following year, 2081/082, saw a sharp decline to just 1 male graduate, with no female graduates.



This fluctuation suggests potential influences such as enrollment changes, academic policies, or external factors impacting student success. Continued data collection will help determine whether these are one-time variations or part of a recurring pattern, enabling better future planning and support for students.

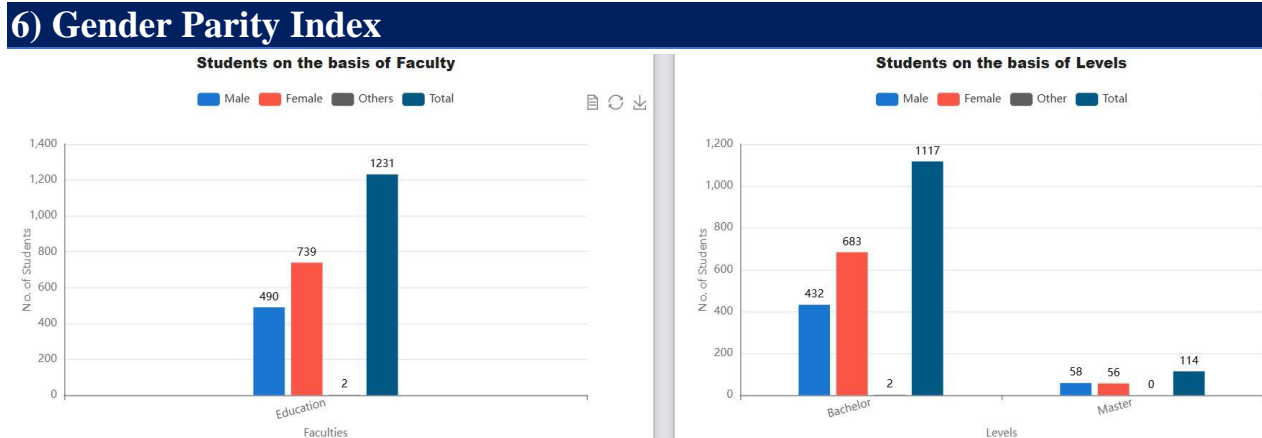


Fig. 6.1: No. of students on the basis of gender in faculty

The Gender Parity Index (GPI), calculated as the number of female students divided by the number of male students, provides insight into gender balance across different academic levels and faculties at Simrutu Campus.

Gender Parity Index (GPI) = (No. of female students) / (No. of male students)

GPI for B.Ed Faculty:

Female students: 739

Male students: 490

$$\text{GPI} = 739 / 490 \approx 1.50$$

GPI for M.Ed Faculty: (Derived from the Master level data)

Female students: 56

Male students: 58

$$\text{GPI} = 56 / 58 \approx 0.97$$

Analysis:

For the **Bachelor Level** (total students: 1117; females: 683 males: 432), the GPI is:

$$\text{GPI} = 683 / 432 \approx 1.58$$



This means there are significantly more female students than male students at the Bachelor level, indicating stronger female representation overall in the undergraduate programs.

When broken down by faculty:

The **Education Faculty** shows a GPI of **1.58**, meaning there are about 1.8 female students for every male student. This points to a notable female majority in this faculty.

The **M.Ed Faculty** has a GPI of **0.096**, meaning there are slightly fewer female students than male students at the Master's level, suggesting a more balanced (even slightly male-dominant) gender distribution in this particular program.

Summary:

At Simrutu Campus, female students outnumber male students at the Bachelor level and specifically within the Education faculty, reflecting strong female participation. However, the M.Ed faculty shows a near-balanced gender ratio with a slight male majority. These insights can help in planning gender-focused policies and support programs tailored to each education level and faculty.

7) Public Financing

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

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



Apart from government funding, local municipalities and provincial governments also contribute financial aid to community campuses. These funds are often used

Sources of Income	Amount	Operating Costs	Amount	Capital Expenditure	Amount
Student Revenue/Fees	7,663,000.00	a) Salary	4,695,709.84	a) Land/Construction	-
Grants from University	3,476,993.95	c) Maintenance	704,617.09	c) Furniture	764,304.91
Other Sources (Int	1,094,853.55	d) Scholarship	-	d) Books	35,995.00
TU Fee & Others	699,993.39	e) Adit	96,316.00	e) Others	-
Total Income	30,227,120.86	f) Others	65,000.00	Total Capital	3,895,274.95
		Total Operating Costs	13,546,738.18		

for scholarship programs, faculty development, and facility enhancement.

Fig 7.1: Income and Expenses of college in last fiscal year

The image presents a financial summary of the Campus, outlining both its sources of income and total expenditures. The institution receives income from various sources, including grants from the University Grants Commission (UGC), interest from fixed deposits (FD), student certification fees, student annual fees, and other miscellaneous sources. Among these, the largest share of income comes from the students' annual fees, amounting to Rs. **7663000**. The second-highest source is the UGC grant, which contributes Rs. **3476993.95**. Additionally, the institution earns Rs. **699,993.39** from interest on fixed deposits, Altogether, the total income amounts to Rs. **30,227,120.86**.

On the expenditure side, the institution's expenses are divided into two main categories: operating costs and capital expenditures. Operating costs cover the day-to-day functioning of the institution and include salaries of employees (Rs. 4,695,709.84), stationery (Rs. 35995.00), maintenance (Rs. 704,617.09), audit fees (Rs. 96,316.00), meeting and official expenses (Rs. 65,000.00), and furniture costs (Rs. 764,304.91). These items together make up the total operating expenditure, which stands at Rs. **3,895,274.95**

In terms of capital these items collectively total Rs. 3,895,274.95 under capital expenditure.



8) Teachers and Staff

There are altogether 21 teachers and staff working in the college. The data are given as follow:

- **Total no of Teachers and staff by position, Job Type and gender**

Post	parmanent			Temprrory			Grand Total
	Male	Female	Total	Male	Female	Total	
Lecturer	1	1	2	10	2	12	14
account	0	1	1	0	0	0	0
Assistants	0	0	0	3	2	5	7
peon		1	1	0	0	0	0
Total	1	3	4	13	4	17	21

Table 8.1: No. of teachers and staff by post, job type and gender

This table presents the distribution of employees at the Simrutu campus based on their job position, job type (temporary or parmanent), and gender. The roles listed include Lecturer, Assistant Accountant. Among the Lecturers, 14 are employed on a temporary basis, while 2 are hired on a permanent.

The Assistants category consists of only 2 employees, both of whom are females in temporary positions, with no one in contract positions. Similarly, for the Assistant Accountant role, there is only 1 employee, who is also a male in a permanent position, with no one employed on a contract basis.

The total number of employees in the college is 21, with 17 in temporary positions and 4 in prmanent positions.



- **Total no of Teachers and staff by ethnicity and gender**

Ethnicity	Teacher(temporary)		Non-teaching staff		Grand Total
	Male	Female	Male	Female	
Brahman	2	0	0	0	12
Chhetri	1	0	1	0	4
Muslim	0	0	0	0	1
Janajati	0	0	2	0	3
Total	3	0	3	0	20

Table 8.2: No of Teachers and staff by ethnicity and gender

The table represents the staff distribution at the college based on ethnicity, job category, and gender. The majority of the staff are male contract teachers, with Brahmans leading at 10 out of 14. There are three temporary teachers, a male from the Chhetri group and two males from Brahman group. The non-teaching staff consists only of males, with the Janajati group having the highest representation (2 out of 3). Overall, the college has a total of 20 staff members, with Brahmans forming the largest group (12 individuals).

9) Student-Teacher Ratio

The student-teacher ratio refers to the number of students for every teacher in an educational institution. It is a measure of the average class size and how many students a teacher is responsible for.

To calculate the student-teacher ratio, we use the following formula:



Student-to-Teacher Ratio = Total Number of Students / Total Number of Teachers

Student-Teacher ratio of college:

S.No.	Faculty	Academic degree of teaching staff				Total Teachers	Total Students	Ratio (student/teacher)
		Bachelors	Masters	MPhil	PhD			
1	B.Ed	0	14	0	0	14	982	137.48
2	M.Ed	0	9	0	0	9	110	9.99

Table 9.1: Student-teacher ratio

The table provide an overview of the student-teacher ratios in both the Education and Management departments. In the Education department, we currently have 14 teachers serving 1231 students, resulting in a student-teacher ratio of 87.92 This lower ratio is beneficial as it allows our educators to provide more personalized attention to each student and ensures smaller class sizes, fostering a more supportive learning environment.

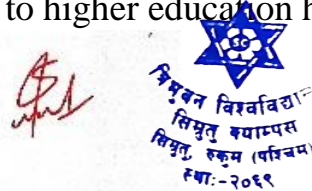
In contrast, the M.Ed consists of 9 teachers and 114 students, which results in a higher student-teacher ratio of 12.66.

The difference in these ratios reflects the varying teaching demands between departments. While a lower student-teacher ratio is generally seen as favorable for providing tailored learning experiences, we are mindful of managing class sizes effectively across all disciplines. Our goal is to maintain a balance between teacher workload and student support, ensuring a high-quality educational experience for all our students.

10) Recent Trends

This section analyzes key trends at the college, including enrollment patterns, graduation rates, academic performance, and financial health. Together, these indicators provide important insights into the institution's educational quality and the challenges it faces.

Enrollment trends reflect broader societal changes, economic factors, and shifts in education policies, showing how access to higher education has evolved over time.



Pass rates serve as a measure of academic achievement, revealing both student preparedness and the effectiveness of teaching approaches and institutional support. Graduation rates indicate student retention and success in completing their programs.

Financial stability is equally critical, as it determines the college's ability to maintain quality education, support students and staff, and ensure long-term growth. By studying these trends, this section offers a comprehensive view of how these elements collectively shape the student experience and institutional development at Simrutu Campus.

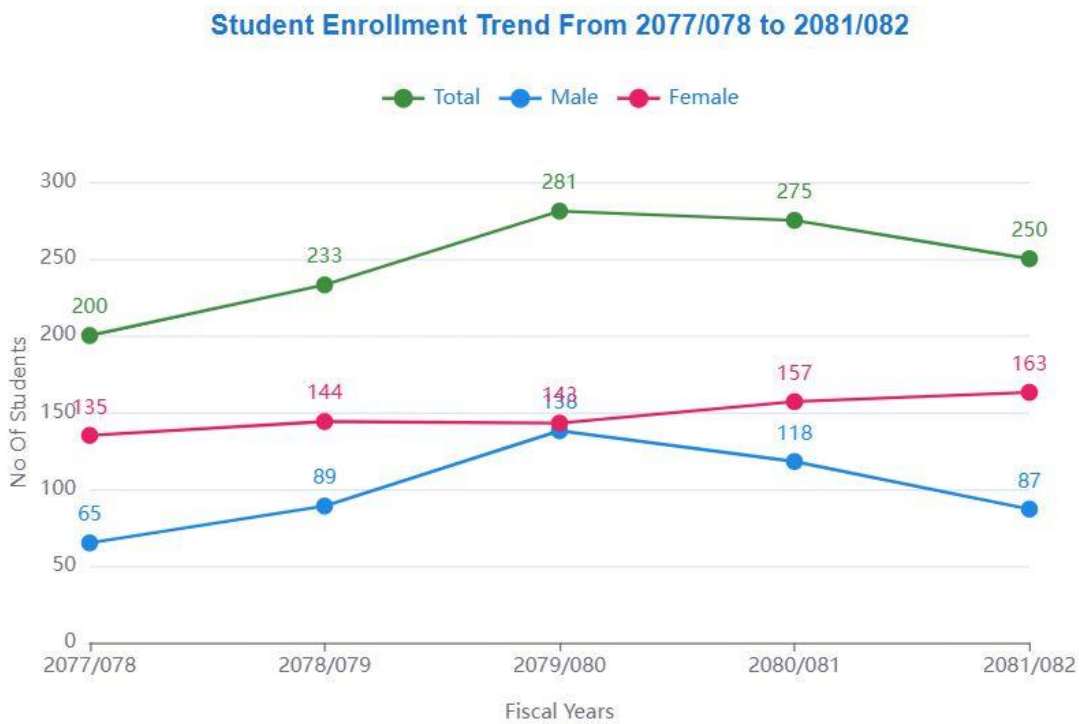


Fig 10.1: Student enrollment trend in last five fiscal years

