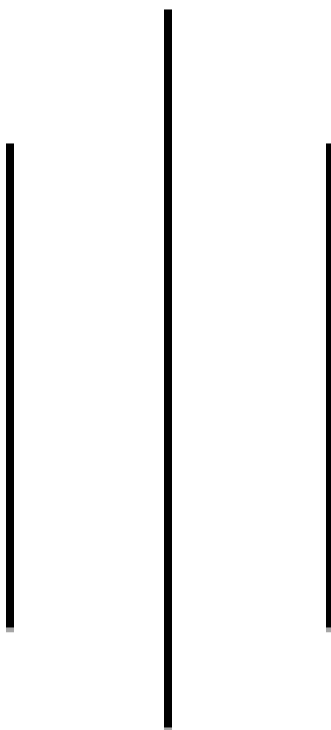


ANNUAL REPORT OUTLINE
OF
CHAUTARA MULTIPLE CAMPUS

Chautara, Sindhupalchok

2058



Budget Fiscal Year: 2073/74

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This report has been prepared by the active participation of the following members:

1. Nagendra Prasad Dangal
2. Dambar Bahadur Shrestha
3. Binod ojha
4. Bhim Prasad Regmi
5. Krishna Gopal Shrestha

This Report has been endorsed by Management Committee on the date of 2073-02-27

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Krishna Raj Shrestha
(Chairperson)
Campus Management Committee

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Nagendra Prasad Dangal
Campus Chief
Chautara Multiple Campus

CHAPTER: ONE

BACKGROUND

The Higher Education Reform Project of Nepal has an objective to support improvements in selected institutions for improving quality, relevance and efficiency of higher education; and to support underprivileged students for equitable access. The annual outline of the institution is a good indicator that indicates the academic success of the institution. The purpose of the present report is therefore to overview the varied aspects of the institutions.

The present report is the annual outline of the Chautara Multiple Campus, which attempt to analyze the different aspects of the campus. This brief report analyzes the academic progress, physical progress, financial progress, social progress as well as issues and challenges of the institutions.

CHAPTER: TWO

ACADEMIC PROGRESS

Academic progress of the campus is being quite satisfactory. The number of enrolment and the pass rate of students are not constant. In some academic years it increases and in some academic years it goes down.

2.1 Enrolment Trend Analysis of the Last Three Years (program wise)

2.1.1 Faculty of Education

Year	No. of enrolment			
	EDJ	F	M	Total
2070	83	169	64	233
2071	86	171	52	223
2072	59	127	38	165

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.1.2 Faculty of Management

Year	No. of enrolment			
	EDJ	F	M	Total
2070	20	26	20	46
2071	13	25	15	40
2072	31	26	38	64

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.1.3 Institute of Science and Technology

Year	No. of enrolment			
	EDJ	F	M	Total
2070	1	3	0	3
2071	6	8	3	11
2072	6	8	3	11

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2 Enrolment Trend Analysis of the Last Three Years (Level-Wise)

2.2.1 Faculty of Education (2070)

Program	Years Included	F	M	EDJ	Total
B.Ed.	I Year	64	29	40	93
	II Year	54	18	25	72
	III Year	51	17	18	68
Total		169	64	83	233

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.2 Faculty of Education (2071)

Program	Years Included	F	M	EDJ	Total
B.Ed.	I Year	50	14	27	64
	II Year	60	24	37	84
	III Year	51	14	22	65
Total		161	52	86	213

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.3 Faculty of Education (2072)

Program	Years Included	F	M	EDJ	Total
B.Ed.	I Year	40	8	18	48
	II Year	35	9	13	44
	III Year	52	21	28	73
Total		127	38	59	165

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.4 Faculty of Management (2070)

Program	Years Included	F	M	EDJ	Total
B.B.S.	I Year	15	7	11	22
	II Year	5	4	-	9
	III Year	6	9	9	15
Total		26	20	20	46

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.5 Faculty of Management (2071)

Program	Years Included	F	M	EDJ	Total
B.B.S.	I Year	13	4	5	17
	II Year	9	7	8	16
	III Year	5	4	-	9
Total		27	15	13	42

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.6 Faculty of Management (2072)

Program	Years Included	F	M	EDJ	Total
B.B.S.	I Year	15	16	18	31
	II Year	13	4	5	17
	III Year	10	6	8	16
Total		38	26	31	64

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.7 Institute of Science and Technology (2070)

Program	Years Included	F	M	EDJ	Total
B.Sc.	I Year	3	1	1	4
	II Year	3	0	1	3
	III Year	-	-	-	
Total		6	1	2	7

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.8 Institute of Science and Technology (2071)

Program	Years Included	F	M	EDJ	Total
B.Sc.	I Year	5	3	5	8
	II Year	3	-	1	3
	III Year	-	-	-	-
Total		8	3	6	11

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.2.7 Institute of Science and Technology (2072)

Program	Years Included	F	M	EDJ	Total
B.Sc.	I Year	-	-	-	-
	II Year	5	3	5	8
	III Year	3	-	3	3
Total		8	3	8	11

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.3 Pass Rate Trade Analysis of the Last Three Years (Program Wise)

2.3.1 Faculty of Education

Year	No. of enrolment and passed out							
	EDJ	Passed out	F	Passed out	M	Passed out	Total	Passed out
2070	83	23	169	43	64	23	233	66
2071	86	22	171	56	52	22	223	78
2072	59	16	127	41	38	12	165	53

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.3.2 Faculty of Management

Year	No. of enrolment and passed out							
	EDJ	Passed out	F	Passed out	M	Passed out	Total	Passed out
2070	21	11	25	9	20	12	46	21
2071	13	2	27	9	15	3	40	14
2072	31	5	26	12	38	1	64	13(BBS first Year result has not been publised yet)

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.3.3 Institute of Science and Technology

Year	No. of enrolment and passed out							
	EDJ	Passed out	F	Passed out	M	Passed out	Total	Passed out
2070	2	1	3	1	1	1	7	2
2071	6	0	8	1	3	0	11	1
2072	8	2	8	4	3	0	11	4

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4 Pass Rate Trend Analysis of Last Three Years (Level Wise)

2.4.1 Faculty of Education (2070)

Program	Years Included	F	Passed out	M	Passed Out	EDJ	Passed out	Total	Passed out
B.Ed.	I Year	64	7	30	6	40	7	93	13
	II Year	54	21	18	9	25	13	72	30
	III Year	51	15	17	8	18	3	68	23
Total		169	43	64	23	83	23	233	66

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.2 Faculty of Education (2071)

Program	Years Included	F	Passed out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.Ed.	I Year	50	15	14	4	27	9	64	19
	II Year	60	17	24	11	37	9	84	28
	III Year	51	24	14	7	22	10	65	31
Total		161	56	52	22	86	22	213	78

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.3 Faculty of Education (2072)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.Ed.	I Year	40	5	8	3	18	2	48	8
	II Year	35	21	9	3	13	7	44	24
	III Year	52	15	21	6	28	7	73	21
Total		127	41	38	12	59	16	165	53

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.4 Faculty of Management (2070)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.B.S.	I Year	15	0	7	0	11	0	22	0
	II Year	5	5	4	3	-	0	9	8
	III Year	6	4	9	9	9	11	15	13
Total		26	9	20	12	20	11	46	21

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.5 Faculty of Management (2071)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.B.S.	I Year	13	3	4	0	5	1	17	3
	II Year	9	3	7	1	8	1	16	4
	III Year	5	3	4	2	-	0	9	5
Total		27	9	15	3	13	2	42	13

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.6 Faculty of Management (2072)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.B.S.	I Year	15		16		18		31	Not fixed
	II Year	13	8	4	0	5	2	17	8
	III Year	10	4	6	1	8	2	16	5
Total		38	12	26	1	31	4	64	13

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.7 Institute of Science and Technology (2070)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.Sc.	I Year	3	1	1	1	1		4	2
	II Year	-		-		-		-	-
	III Year	-	-	-	-	-	-	-	-
Total		3	1	1	1	1	1	4	2

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.8 Institute of Science and Technology (2071)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.Sc.	I Year	5	1	3	0	5	0	8	1
	II Year	3	0	-	0	1	0	3	0
	III Year	-		-		-		-	-
Total		8	1	3	0	6	0	11	1

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.4.9 Institute of Science and Technology (2072)

Program	Years Included	F	Passed Out	M	Passed Out	EDJ	Passed Out	Total	Passed Out
B.Sc.	I Year	-	-	-	-	-	-	-	-
	II Year	5	2	3	0	5	1	8	2
	III Year	3	2	-	0	1	1	3	2
Total		8	4	3	0	6	2	11	4

(EDJ= Educationally Disadvantaged Students, F= Female, M=Male)

2.5 Graduate Trend Analysis of the Last Three Years (Program Wise)

Number of students getting graduation in last three years under the different program form this campus has been shown in the following table:

2.3.1 Faculty of Education

Year	F.	EDJ.	Total
2070	14	21	22
2071	23	20	32
2072	19	15	23

(EDJ= Educationally Disadvantaged Students, F= Female)

2.3.2 Faculty of Management

Year	F.	EDJ.	Total
2070	2	4	5
2071	8	7	14
2072	1	0	2

(EDJ= Educationally Disadvantaged Students, F= Female)

2.3.3 Institute of Science and Technology

Year	F.	EDJ.	Total
2070			-
2071			-
2072			

(EDJ= Educationally Disadvantaged Students, F= Female,)

2.6 Programs

Mainly, this campus has been running three programs respecting the public views of this area. They are as follows:

1. **Faculty of Education:** Students can study range of subjects based on their interest under the faculty of education. They are; English, Nepali, Population, Mathematics, Health, and Economics.
2. **Faculty of Management:** BBS program is their under the faculty of Management.
3. **Institute of Science and Technology:** Students can study either Physics or Chemistry under the Science and Technology.

2.7 Educational Pedagogy

Pedagogy is the art (and science) of teaching. Effective teachers use a collection of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain

skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating a variety of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Since its establishment, Chautara Multiple Campus has been applying different types of the learner-centered methods aiming to increase the pass rate of the students. Mainly, the campus gives priority to the project work, group work, discussion methods collaborative learning and so on because these methods directly help to engage the learners in the classroom and they make the learners active too.

CHAPTER: THREE

PHYSICAL PROGRESS

3.1 Infrastructural Development

At the time of its establishment, the classes of campus were running in the building of Shree Krishna Ratna Ganga Higher Secondary school. At that time it had faced many problems in running the classes effectively and successfully. After some years the Campus Management Committee made an agreement with the office of irrigation Sindhupalchok and the classes of this campus were started to run in the building of irrigation office. But recently the new campus building having three stories and 27 rooms including three rest rooms has been constructed with the financial assistance of the Indian Embassy. Therefore at present there is not any problem, regarding the room to run the class effectively for this campus. The campus has built the separate building of canteen where around 30 students have snacks at the same time.

The campus has spacious playground. It has provided sufficient physical and infrastructure facilities for volleyball, table tennis, and javelin throw, short-put, badminton with required materials and playground. Due to the devastating earthquake of 2015 the walls of the ground floor rooms were completely damaged except beams and pillars of the building now the campus has repaired with its own economics sources and made it usual to run the classes and administrative works as the pervious situation.

3.2 Educational Aids

Educational aids are those aids which are used by the teachers and students along with the textbooks or course books to make the teaching learning process effective, meaningful and successful. Providing only the content given in the syllabus or textbook is not the effective way of teaching. Therefore as a qualified, skilled and trained teacher, it is mandatory to use the educational aids.

It is said that this is the age of Information Communication and Technology (ICT). To promote the ICT the campus has developed a free- Wi-Fi Zone providing easy access of good quality internet facility to all the faculty members and students. So that both teachers and students can visit different sites to empower their teaching and learning ability.

The campus has well equipped computer and science laboratories. There are separate laboratories for physics and chemistry. There is a computer lab with adequate computers and it also has the facility of internet so it is also being used as E-library. The faculty members can use the campus computers and internet for the sake of their professional development. Similarly because of the use of computer and internet, teachers have been able to use varieties of teaching materials in their teaching. As a result, teaching learning process has become more effective and meaningful.

The campus has a separate library room with sufficient text and reference books. There are sufficient national and international magazines. The campus is also planning to install library software to make the library more advanced.

The campus is well equipped regarding the furniture. At the present time there is no crisis of furniture in the campus.

CHAPTER: FOUR

FINANCIAL PROGRESS

In this chapter, it has tried to analyze the financial progress (income and expenditure) of this campus of the last three years.

4.1 Income of the Last Three Years

years	Self-Generated Income		Grant from Government Sources		Others Sources	Total
	Students fee	others	UGC	OGB		
2069/70	3778646.64	363855	3335000	161146	4999833.47	12638481.11
2070/71	5199810	297461.82	8850500	168055	3915075.79	18430902.61
2071/72	3383198	375876	890000	219345	4101206.64	8969625.64

(UGC= University Grant Commission, OGB= Other Government Bodies)

4.2 Expenditures Analysis of the Last Three Years

Years	Recurrent Expenses		Capital Expenditures				Total
	Salary	Others	MID	MiID	Equipment	Books	
2069/70	4132059/-	4579880.89	1599706/-	-	21510/-	99454/-	10432609.89/-
2070/71	4346652/-	1962262.17	3495983/-	-	941586/-	98908/-	10845391.17/-
2071/72	5327765/-	1449587.93	864935/-	586118/-	588114/-	219109/-	9035628.93/-

(MID=Major Infrastructures Development, MiID= Minor Infrastructures Development)

Chapter: Four

Social Progress

Chautara Multiple Campus of Chautara, Sindhupalchok is one of the leading public campus of the district therefore, the main aim of the campus is bringing positive change in the society by providing quality education. Frequently, campus has been actively involving in the social activities of this location. There is the provision of sending students in the different functions organized by different bodies like; DDC, Municipality, District Agriculture Office etc. on the especial occasions such as: World Environment Day, Republican Day. Similarly, whole body of the campus also participates in the different rallies organized by the different local governmental bodies.

This location is badly affected by the devastative earthquake of 2015. Both the lecturers and students contributed in helping injured people, providing psycho-social activities and helping them for treatment. Likewise, as a community college of the mountainous region, the Management Committee has formed in every three years from the different areas of personality. The campus has planned to increase the numbers of permanent members in the assembly. In every year, the numbers from society take the membership for college assembly. In 2066, the campus organized "Mahayagyna Saptaha" in which public had contributed a noticeable amount to run the campus and its programmes. They provided both cash and land to the campus.

In the coming days, campus has planned to send up qualitative graduates who will serve as a good manpower in the different field of society. As the wings of Youth Red Cross circle, campus mobilizes the students in sanitation programs in the bazaar areas. In the district, a lot of NGOs and INGOs are working in the different areas. When they open the vacancies at that time campus collect the notices or advertisements and encourage the students to apply for the different posts.

Recently, Campus Management Committee has made a plan to increase its general memberships. Now, the campus general memberships are 350, so it has planned to increase the membership up to 500 memberships.

Issues and Challenges

Short Term Challenges

- Increasing enrolment of the students.
- Orientation on existing problems of the campus to the community.
- Conducting Master Degree Program
- Increasing number of books in library.
- Library automation and promotion.
- Promoting computer lab.

- Establishment of play ground.

Long Term Challenges

- Construction of hostel
- Construction of quarter for staffs.
- Maintaining compound wall.
- Teacher's grading and permanency.

