



ROOPNAGAR
NANDARAJ SANGRAULA
CAMPUS



ANNUAL REPORT
2081/2082

Prepared by

PROF. DEEPAK KUMAR GAJUREL

Campus Chief



Acknowledgement

We would like to express our heartfelt gratitude to all those who contributed to the successful completion of this Annual Progress Report for the Fiscal Year 2081/82. Our sincere thanks go to the Campus Management Committee, faculty, and staff of Roopnagar Nandaraj Sangraula Campus for their invaluable support and dedication throughout the year.

We extend special appreciation to the University Grants Commission, local community members, and our donors whose financial and moral support has been instrumental in the progress of our campus. Our thanks also go to the students who continuously strive for excellence and make Roopnagar Campus a vibrant center of learning.

Lastly, we acknowledge the collective effort of the staff of the Campus for helping compile this report and everyone involved in ensuring the continued growth and success of our institution.

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Message from the Campus Chief

It gives me immense pleasure to present the Annual Progress Report for the Fiscal Year 2081/82 of Roopnagar Nandaraj Sangraula Campus. As we reflect on another year of challenges and achievements, I am proud of how far we have come in fulfilling our mission of providing quality education to the community. The past year has witnessed remarkable growth in infrastructure, academic programs, and student initiatives, thanks to the dedication of our faculty, staff, and students, as well as the unwavering support from our donors and community partners.

At Roopnagar Campus, we have always strived to foster a culture of academic excellence, innovation, and community engagement. This year, we introduced new programs, expanded our library and computer lab, and engaged in various community outreach activities, all aimed at providing a holistic learning experience for our students.

As we look ahead, our focus remains on enhancing the quality of education, improving our infrastructure, and continuing to serve as a beacon of knowledge and development for our community. I extend my deepest gratitude to everyone who has contributed to the growth of this institution. Together, we will continue to strive for excellence and ensure that Roopnagar Campus remains a source of pride for Saptari and beyond.

Thank you.

Prof. Deepak Kumar Gajurel
(Campus Chief)



List of Acronyms Used

- AGM: Annual General Body Meeting
BBS: Bachelor of Business Studies
GON: Government of Nepal
ICT: Information and Communication Technology
NGO: Non-Governmental Organization
NRs.: Nepalese Rupees
RNS: Roopnagar Nandaraj Sangraula Campus
TU: Tribhuvan University
UGC: University Grants Commission

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Annual Progress Report

(Fiscal Year 2081/2082)

Executive Summary

Roopnagar Nandaraj Sangraula Campus (RNS Campus), a community-owned, not-for-profit institution established in 2070 B.S. (2013 A.D.) in Kanchanrup Municipality, Ward No. 12, Saptari District, Nepal, continues to serve as a vital hub for affordable higher education in the rural southern plains. Affiliated with Tribhuvan University (TU), the campus offers a four-year Bachelor of Business Studies (BBS) program, catering primarily to students from economically disadvantaged backgrounds. Founded through collective community efforts to address the lack of local educational facilities, RNS Campus has grown into a beacon of academic excellence, innovation, and community engagement. Situated along the East-West Mahendra Highway in the lap of the Chure Hills, approximately 30 kilometers northeast of Rajbiraj, the district headquarters, the campus draws students from Kanchanrup Municipality and surrounding areas, including Krishnasawaran Rural Municipality, Sapta Koshi Municipality, Tirhut Rural Municipality, and Hanumannagar Kankalini Municipality. The region's diverse social fabric—encompassing ethnic groups such as Brahmin, Kshetri, Newar, Tharu, Yadav, and others—reflects unity in diversity, with residents predominantly following Hinduism, Buddhism, and Islam. However, low literacy rates (around 60% in Kanchanrup Municipality), agricultural dependency, inadequate irrigation, and youth migration for foreign employment underscore the socioeconomic challenges that RNS Campus aims to mitigate through accessible education.

The campus's vision is to evolve into a center of educational excellence, while its mission focuses on delivering quality education to produce efficient, competent graduates equipped with essential life skills. Key goals include instilling values and responsibilities, fostering academic and professional excellence, promoting responsible societal contributions, and ensuring holistic student development through curricular and extracurricular activities. Operating from a three-story building on 2 Kattha 5 Dhur of land, the campus features 12 well-equipped rooms with desks, benches, whiteboards, lights, and fans. Current staffing and student numbers highlight ongoing growth, with the institution addressing infrastructure gaps to compete with for-profit private colleges in the vicinity.

In Fiscal Year 2081/2082, RNS Campus achieved significant milestones in infrastructure, academic programs, student development, and community outreach, building on the progress of previous years. Infrastructure enhancements included the establishment of a state-of-the-art computer lab with 15 desktop computers to bolster IT skills for academic and extracurricular purposes. A well-equipped library, supported by donor Dr. Bijay Raj Bhattarai, was expanded and made accessible to students, faculty, and the public for three hours daily in the afternoon, promoting lifelong learning and community involvement. Additionally, the campus launched its official website, serving as a digital platform for news, resources, updates, and student engagement, thereby enhancing transparency and online accessibility.

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Academic progress over the past three sessions (2079/2080 to 2081/2082 B.S.) demonstrates steady growth and gender dynamics. Total enrollment remained stable at 126 students in 2079/2080 (49 boys, 77 girls) and 2080/2081 (54 boys, 72 girls) before rising to 146 in 2081/2082 (55 boys, 91 girls), indicating a 15.9% increase and a shift toward greater female participation (boys-girls ratio of 1:1.65). Year-wise trends reveal fluctuations: first-year enrollment dipped slightly from 35 to 31, with a marked increase in female students; second-year numbers varied from 47 to 37; third-year saw a peak at 47 before settling at 35; and fourth-year rebounded from 11 to 43. These patterns suggest improved retention and appeal, particularly among women, though instability in upper years warrants targeted recruitment strategies.

Beyond the core BBS curriculum, the campus emphasized extracurricular skill-building starting from 2080 B.S. First-year students received basic computer training, second-year focused on writing and editing for feature articles, third-year on social research methods, and fourth-year on research methodology as per the syllabus. Sixteen interaction programs with experts from fields like economics, environment, medicine, and technology enriched students' real-world knowledge. Virtual classes in Accountancy and Statistics for first-year students ensured flexible learning amid challenges. Eight students underwent social research training, applying skills in a seven-day fieldwork project in Shambhunath and Kanchanrup Municipalities, collecting data on social issues.

Student success and career development were highlights, with a fourth-year female student securing employment as an accountant in a firm handling over NPR 30 crore in annual transactions, exemplifying the campus's job-oriented education. Over five students completed banking internships, bridging theory and practice. Research initiatives shone through second-year student Mr. Aftab Ali, who, under Campus Chief Prof. Deepak Kumar Gajurel's guidance, secured a NPR 200,000 grant from Purak Asia for a plastic waste management project producing eco-bricks, advancing environmental sustainability.

Publications and writing training empowered students, with five feature articles published in national, local, and international newspapers. The "Roopnagar Campus Feature Service" was launched to disseminate student work, featured on the "Campus Chronicles" webpage. Scholarships supported inclusivity: 38 students benefited from schemes including UGC, Madhesh Pradesh, Ward Chairman, and campus specials, plus the new "Rastra Nirnata Prithvi Scholarship" funded by Dr. Rajesh Ahiraj.

Community engagement extended beyond campus walls. Twenty girls from Shankar School received training in digital and financial literacy and communication skills, supported by Sequal Foundation, Nepal, empowering young women. Virtual IELTS classes by Prof. Loknath Koirala enhanced language skills for global opportunities, while a share market orientation by financial expert Shiv Kumar Roy equipped students with investment knowledge.

Despite achievements, challenges persist, including financial sustainability, infrastructure limitations, faculty retention, community awareness, evolving educational landscapes, and crisis preparedness. Short-term mitigations involve fundraising, essential upgrades, incentives, awareness campaigns, training, and plan development. Long-term strategies include endowment funds, master plans, international collaborations, advisory boards, technology units, and regular drills.

The current fiscal year's work plan aligns with strategic priorities: fundraising and admission campaigns for financial sustainability; upgrades and master planning for infrastructure; incentives and exchanges for faculty; media campaigns and advisory boards for community; and training partnerships for technology. Budget projections emphasize tuition, grants, donations, and alumni contributions, with expenditures on development, scholarships, incentives, engagement, integration, research, awareness, and administration. Monitoring ensures adaptability.

For the next three years, projections escalate: expanding fundraising and partnerships; phased infrastructure; enhanced faculty programs; deepened community involvement; and advanced technology integration. Income diversifies with endowments, while expenditures support sustained growth.

In conclusion, Fiscal Year 2081/2082 marked transformative progress for RNS Campus, with enrollment growth, infrastructure advancements, skill enhancements, and community impacts reinforcing its role in Saptari's development. As a not-for-profit entity committed to equity, the campus is poised for future excellence, fostering competent graduates who contribute responsibly to society. Continued support from UGC, donors, and partners will be pivotal in overcoming challenges and realizing long-term goals.

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According to recent data from Kanchanrup Municipality, about 60 percent of the residents are literate in this Municipality. The table below shows the number of educational institutions running within Kanchanrup Municipality.

S. N.	Institutions	Public	Private	Total
1.	Campuses	01	03	04
2.	Higher Secondary Schools	05	06	11
3.	Basic and Lower Secondary Schools	25	18	45
	Total	31	27	60

1.7 Present condition of the campus:

The following table shows the number of students in this running Academic Session.

Faculty	Lever/Year	Nos. of Students		
		Girls	Boys	Total
Management	BBS I	26	5	31
Management	BBS II	21	16	37
Management	BBS III	18	17	35
Management	BBS IV	26	17	43
	Total	91	55	146



1.8 An account of staffing:

Description	Number		
	Male	Female	Total
Teaching staff	6	3	9
Non-teaching staff	3	0	3
Total	9	3	12

1.9 Physical account of the campus:

Roopnagar Nandaraj Sangraula Campus operates from its own building. The three-story building of the campus with 12 rooms, including classrooms, is built on a land piece of 2 Kattha 5 Dhur. All the classrooms are well managed with necessary desks, benches, whiteboards, lights, and fans.

2. Introduction of the campus

2.1 Background and Introduction:

Roopnagar Nandaraj Sangraula Campus (RNS Campus) is a public college nestled in the heart of Roopnagar, Saptari district, in the southern plains of Nepal. Established in 2070 BS, as a not-for-profit institution, RNS Campus is committed to providing quality education and empowering students from diverse backgrounds.

Affiliated with Tribhuvan University, Nepal's oldest and largest university, RNS Campus offers a Bachelor of Business Studies program. The college strives to deliver an excellent

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academic experience while fostering personal growth and professional development among its students.

RNS Campus plays a crucial role in the local community, particularly for students hailing from poor family backgrounds in the rural southern region of Nepal. Given the financial constraints and limited opportunities, thousands of students from poor and marginalized communities are compelled to pursue their higher education in local colleges.

Unfortunately, these local colleges, including RNS Campus, face numerous challenges. They lack essential physical infrastructure, quality teaching faculties, laboratories, computers, and other necessary tools for comprehensive skill development. Despite the demand for higher education, the financial limitations prevent students from accessing the better-equipped private colleges in the vicinity.

In this context, Roopnagar Nandaraj Sangraula Campus stands out as the sole community-owned, not-for-profit college within a 30-kilometer radius, catering specifically to Bachelor's Degree programs in Management Faculty. However, the surrounding area comprises for-profit private colleges that remain financially out of reach for students from poor and disadvantaged communities.

Recognizing the urgent need to bridge this gap, RNS Campus is dedicated to equipping itself with world-class physical infrastructure, quality teaching faculties, and modern learning tools. The college has established a state-of-the-art computer lab with 15 desktop computers, a well-stocked library with online library access, and other essential facilities that will enhance the overall learning experience for its students.

At RNS Campus, we firmly believe that education should be accessible to all, irrespective of financial constraints. By providing an inclusive and supportive environment, we strive to empower students and equip them with the knowledge and skills necessary to succeed in the ever-evolving global landscape.

Roopnagar Nandaraj Sangraula Campus is dedicated to becoming a center of educational excellence, with a focus on providing quality education and preparing students to be efficient and competent individuals equipped with essential life skills. The campus aims to fulfill its vision, mission, and goals through various programs and activities.

Vision:

The vision of RNS Campus is to develop itself as a center of educational excellence, committed to providing high-quality education to its students:

Mission:

The mission of RNS Campus is to render quality education and prepare students who are efficient, competent, and equipped with ample life skills necessary for their personal and professional growth.

Goals:

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- **Values, beliefs, and responsibilities:** RNS Campus aims to enable students to fulfill the values, beliefs, and responsibilities of life, fostering a strong moral character and ethical conduct.
- **Academic and professional excellence:** The campus strives to produce students who can succeed in facing any challenges that may arise in their educational qualifications and business environments, ensuring their academic and professional excellence.
- **Responsible contribution to society:** RNS Campus aims to produce human resources with academic and professional excellence that is responsible towards society, actively contributing to its development and welfare.
- **Holistic development:** The campus endeavors to provide a comprehensive educational experience by offering a range of curricular, extracurricular activities, and skill-based programs. These include basic computer training, writing and editing skills, and social science research, among others, to facilitate the holistic development of students.

2.2 Academic program:

RNS Campus offers a four-year Bachelor in Business Studies (BBS) program, affiliated with Tribhuvan University, Nepal, as its regular course. The program provides students with a solid foundation in business studies.

2.3 Extra-curricular skill training and learning:

In addition to the regular curriculum, RNS Campus, started from 2080 BS academic session, offers various training programs to enhance the skills and knowledge of its students. These programs are aimed at developing additional competencies and fostering practical abilities.

- **Computer training:** In the first year, willing and eager students receive basic computer training, enabling them to acquire essential computer skills.
- **Writing and editing training:** In the second year, students undergo writing and editing training. This training equips them with the ability to prepare newspaper articles based on the information, statistics, and knowledge they have acquired during their studies. The focus is on developing the students' capability to produce high-quality well researched feature articles.
- **Social research training:** Students in the third year have the opportunity to receive basic skills training in social research methods. This training enables them to conduct research and prepare reports on various social, economic, cultural, and environmental issues.
- **Research methodology training:** In the fourth year, students receive training in research methodology, providing them with technical knowledge about research methodology. This training is prescribed in the fourth-year syllabus and equips students with the practical skills required to conduct social, economic, and academic research.



- **Interaction with experts:** RNS Campus facilitates interactions with experts from various fields. These experts, either invited to the campus or accessed through virtual technology, provide valuable insights and knowledge on subjects such as social, economic, cultural, environmental, engineering, medicine, agriculture, animal husbandry, business, industry, and technology. This engagement helps students develop life skills and gain useful real world knowledge and information.

Through its comprehensive academic program and extra-curricular skill training and learning initiatives, RNS Campus strives to create a conducive learning environment that nurtures the intellectual, personal, and professional growth of its students, ultimately preparing them to become competent individuals capable of making significant contributions to society.

2.4 Academic progress (2079/2080 B.S. - 2081/2082 B.S.):

Number of students enrolled:

Roopnagar Nandaraj Sangraula Campus is dedicated to providing quality education to its students. To assess the institution's performance and progress over the past three academic sessions, we have analyzed the data pertaining to student enrolment. The analysis focuses on the number of students enrolled, gender distribution, changes in the number of students, and the overall trends.

Analysis:

Total number of students:

Examining the total number of students in each academic session:

- In the academic session 2079/2080 B.S., the total number of students was 126, comprising 49 boys and 77 girls.
- In 2080/2081 B.S., the total student count remained constant at 126, with 54 boys and 72 girls.
- In 2081/2082 B.S., the total student count increased to 146, consisting of 55 boys and 91 girls.
- The total number of students remained consistent in the first two academic sessions (2079/2080 and 2080/2081). However, the student population increased by 20 students between 2080/2081 and 2081/2082. This indicates stability in the earlier sessions, with a notable upward trend in the most recent session.

Boys-girls ratios:

Analyzing the boys-girls ratios in each academic session:

- In the academic session 2079/2080 B.S., the boys-girls ratio was approximately 1:1.57, with 49 boys and 77 girls.
- In 2080/2081 B.S., the ratio improved to approximately 1:1.33, with 54 boys and 72 girls.
- In 2081/2082 B.S., the ratio was approximately 1:1.65, with 55 boys and 91 girls.
- The boys-girls ratio improved between 2079/2080 and 2080/2081, indicating a more balanced distribution between genders. However, in the 2081/2082 session, the gap widened slightly due to a higher increase in female enrollment, though it remains more balanced than in the initial session.

Year-wise Analysis:

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Analyzing the student enrolment for each academic year (first year, second year, third year, and fourth year) in each session:

2079/2080 B.S.:

First year: 35 students (boys: 13, girls: 22)
Second year: 47 students (boys: 17, girls: 30)
Third year: 11 students (boys: 7, girls: 4)
Fourth year: 33 students (boys: 12, girls: 21)

2080/2081 B.S.:

First year: 33 students (boys: 17, girls: 16)
Second year: 35 students (boys: 13, girls: 22)
Third year: 47 students (boys: 17, girls: 30)
Fourth year: 11 students (boys: 7, girls: 4)

2081/2082 B.S.:

First year: 31 students (boys: 5, girls: 26)
Second year: 37 students (boys: 16, girls: 21)
Third year: 35 students (boys: 17, girls: 18)
Fourth year: 43 students (boys: 17, girls: 26)



In the first year, the number of students decreased slightly from 35 (2079/2080) to 33 (2080/2081) and then to 31 (2081/2082), with a notable shift toward higher female enrollment in the latest session. The second-year student count decreased from 47 (2079/2080) to 35 (2080/2081) before increasing slightly to 37 (2081/2082). The third-year student count increased significantly from 11 (2079/2080) to 47 (2080/2081) but decreased to 35 (2081/2082). The fourth-year student count decreased from 33 (2079/2080) to 11 (2080/2081) before rebounding strongly to 43 (2081/2082).

These fluctuations in the number of students in each academic year indicate a certain degree of instability in enrolment numbers, particularly in the third and fourth years, which saw significant drops and recoveries across the sessions.

Overall trend:

The overall trend in the student population suggests that the campus has maintained a relatively consistent number of students in the earlier sessions, with a marked increase in 2081/2082. While the total student count remained steady at 126 between 2079/2080 and 2080/2081, it rose to 146 in 2081/2082, reflecting growing interest in the campus's programs.

There was variation in the number of students in each academic year, with notable fluctuations in the third and fourth years. The boys-girls ratio improved from approximately 1:1.57 in 2079/2080 to 1:1.33 in 2080/2081 before adjusting to 1:1.65 in 2081/2082, still indicating progress toward a more balanced gender distribution overall.

In conclusion, Roopnagar Nandaraj Sangraula Campus has shown overall growth in its student population over the past three academic sessions. While stability was evident in the first two sessions, the significant increase in total enrollment in 2081/2082, along with improved gender balance, points to positive momentum. However, fluctuations in the number of students in each academic year suggest a need for further analysis to identify the factors contributing to these variations.

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To continue improving the campus's academic performance and providing quality education, we should focus on understanding the causes of these fluctuations and work on strategies to maintain a consistent enrolment pattern across academic years. This will help ensure a stable and balanced student body, providing an optimal learning environment for all students.

Pass rate and trend:

In addition to analyzing student enrolment data, it is essential to evaluate the academic performance of Roopnagar Nandaraj Sangraula Campus by examining the number of students who successfully passed their final exams in the past three academic sessions. This analysis aims to provide insight into the campus's academic achievements, including the boys-girls ratios, changes in the number of students who passed, and overall trends in performance.

Analysis:

Number of students passed:

Assessing the total number of students who passed their final exams in each academic session (total number includes students appearing and passing in all 4 years' final examinations):

- In the academic session 2079/2080 B.S., a total of 105 students successfully passed their exams.
- In 2080/2081 B.S., the number of students who passed decreased slightly to 101.
- In 2081/2082 B.S., the total number of students passed was 103.
- The number of students who passed their final exams showed a slight decrease from 105 in 2079/2080 to 101 in 2080/2081, followed by a minor increase to 103 in 2081/2082, indicating that academic performance remained relatively stable across the three academic sessions.

Boys-girls ratios:

Examining the boys-girls ratios among students who passed their final exams in each academic session:

2079/2080 B.S.:

Boys: 38

Girls: 67

Boys-girls ratio: approximately 1:1.76

2080/2081 B.S.:

Boys: 40

Girls: 61

Boys-girls ratio: approximately 1:1.53

2081/2082 B.S.:

Boys: 41

Girls: 62

Boys-girls ratio: approximately 1:1.51



The boys-girls ratio improved over the three academic sessions, shifting from approximately 1:1.76 in 2079/2080 to approximately 1:1.51 in 2081/2082. This positive trend suggests a more balanced representation of both genders among students who successfully passed their final exams.

Year-wise analysis:

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Examining the performance of students in each academic year (first year, second year, third year, and fourth year) in each academic session:

2079/2080 B.S.:

First year: 28 students (boys: 10, girls: 18)
Second year: 37 students (boys: 12, girls: 25)
Third year: 10 students (boys: 6, girls: 4)
Fourth year: 30 students (boys: 10, girls: 20)



2080/2081 B.S.:

First year: 25 students (boys: 13, girls: 12)
Second year: 28 students (boys: 10, girls: 18)
Third year: 39 students (boys: 12, girls: 27)
Fourth year: 9 students (boys: 5, girls: 4)

For 2081/2082 B.S., the detailed year-wise breakdown is not yet available, but the overall total of 103 passed students reflects continued performance across all years.

In the first year, the number of students who passed their exams decreased from 28 (2079/2080) to 25 (2080/2081). The second-year performance showed a decrease from 37 (2079/2080) to 28 (2080/2081). The third-year performance increased from 10 (2079/2080) to 39 (2080/2081), and the fourth-year performance decreased from 30 (2079/2080) to 9 (2080/2081). With the total pass count rising slightly to 103 in 2081/2082, this suggests a recovery in overall performance.

These fluctuations in the number of students who passed in each academic year reflect a degree of variability in performance across different years of study.

Overall trend:

The overall trend in student performance indicates that the number of students who successfully passed their final exams experienced a slight decrease between 2079/2080 and 2080/2081, followed by a minor increase in the 2081/2082 session. This suggests relative stability in academic achievement across the three sessions.

The most notable improvement was in the boys-girls ratio, which shifted from approximately 1:1.76 in 2079/2080 to approximately 1:1.51 in 2081/2082. This reflects a more balanced distribution between male and female students who passed their final exams.

In conclusion, Roopnagar Nandaraj Sangraula Campus has maintained stability in student performance over the past three academic sessions. While there was a slight fluctuation in the number of students who passed their final exams across the sessions, the overall trend remained relatively consistent. The most significant improvement was in the boys-girls ratio, indicating a more balanced representation of genders among students who passed.

The fluctuations in the number of students who passed their exams in different academic years highlight the need for further analysis to understand the factors contributing to these variations. By identifying the causes of these fluctuations, the campus administration can develop strategies to enhance academic performance and ensure that all students have the opportunity to succeed.



Continued efforts to maintain this positive trend in gender balance and further improve overall academic performance will contribute to the campus's mission of providing quality education and fostering the success of its students.

2.5 Program of the campus:

Academic program:

RNS Campus offers a four-year Bachelor in Business Studies (BBS) program, affiliated with Tribhuvan University, Nepal, as its regular course. The program provides students with a solid foundation in business studies.

Extra-curricular skill training and learning:

In addition to the regular curriculum, RNS Campus, starting from this current academic session, offers various training programs to enhance the skills and knowledge of its students. These programs are aimed at developing additional competencies and fostering practical abilities.

- **Computer training:** In the first year, willing and eager students receive basic computer training, enabling them to acquire essential computer skills.
- **Writing and editing training:** In the second year, students undergo writing and editing training. This training equips them with the ability to prepare newspaper articles based on the information, statistics, and knowledge they have acquired during their studies. The focus is on developing the students' capability to produce high-quality articles.
- **Social research training:** Students in the third year have the opportunity to receive basic skills training in social research methods. This training enables them to conduct research and prepare reports on various social, economic, cultural, and environmental issues.
- **Research methodology training:** In the fourth year, students receive training in research methodology, providing them with technical knowledge about research methodology. This training is prescribed in the fourth-year course and equips students with the practical skills required to conduct social, economic, and academic research.
- **Interaction with experts:** RNS Campus facilitates interactions with experts from various fields. These experts, either invited to the campus or accessed through online virtual technology, provide valuable insights and knowledge on subjects such as social, economic, cultural, environmental studies, engineering, medicine, agriculture, animal husbandry, business, industry, and technology. This engagement helps students develop life skills and gain useful knowledge and information.

Through its comprehensive academic program and extra-curricular skill training and learning initiatives, RNS Campus strives to create a conducive learning environment that nurtures the intellectual, personal, and professional growth of its students, ultimately preparing them to become competent individuals capable of making significant contributions to society.



2.6 Educational pedagogy:

Roopnagar Nandaraj Sangraula Campus (RNS Campus) offers the Bachelor of Business Studies (BBS) program and supplements its regular curriculum with a variety of training programs to enhance students' skills and knowledge. This multifaceted approach to education combines traditional teaching methods with practical, extra-curricular training to provide a well-rounded educational experience. This analysis delves into the educational pedagogy of RNS Campus, emphasizing its methods for teaching and learning, as well as the significance of the extra-curricular skills training programs.

2.7 Methods for teaching and learning:

RNS Campus employs a mix of teaching methods to ensure that students receive a comprehensive and engaging education. These methods include lectures (both in person and virtual), interactions, discussions, and question-answer sessions. Each of these approaches plays a crucial role in fostering a deep understanding of the BBS program's core subjects and promoting active participation among students.

- **Lectures (both in person and virtual):** Lectures serve as a foundational method of instruction, providing students with essential knowledge and theoretical understanding of various business-related topics. They are instrumental in conveying complex concepts and theories to a large audience efficiently.
- **Interactions:** Interactions with instructors and peers are crucial for a well-rounded education. These sessions facilitate student engagement, allow for clarification of doubts, and encourage the exchange of ideas and perspectives. They promote a dynamic learning environment that helps students relate theory to real-world scenarios.
- **Discussions:** Discussions promote critical thinking and analytical skills by encouraging students to express their opinions, challenge ideas, and engage in debates. They help develop a deeper understanding of the subject matter and encourage students to think independently.
- **Question-answer sessions:** Question-answer sessions are essential for assessing students' comprehension and allowing them to seek clarification on areas of confusion. These sessions also create an open channel of communication between students and instructors, fostering a supportive learning environment.

2.8 Extra-curricular skills training programs:

From the past academic session, RNS Campus has gone beyond the standard BBS curriculum by offering additional training programs that aim to develop students' competencies and practical abilities. These programs are designed to enhance their skills and prepare them for real-world challenges. Following are the training programs offered:

- **Computer training:** In the first year, students have the opportunity to receive basic computer training. This training is a valuable addition to the curriculum, as computer skills are indispensable in today's digital age. It equips students with essential computer literacy, which is essential for various business-related tasks and research.



- **Writing and editing training:** In the second year, students undergo writing and editing training. This training is particularly valuable in developing the ability to create high-quality written content, a skill that is essential in various professional fields. By preparing students to produce newspaper articles based on their acquired knowledge, RNS Campus enhances their communication and research abilities.
- **Social research training:** In the third year, students receive training in social research methods. This is a crucial skill for understanding and addressing complex social, economic, cultural, and environmental issues. The ability to conduct research and prepare reports is an important competence that can benefit students in their academic and professional pursuits.
- **Research methodology training:** In the fourth year, students receive training in research methodology. This technical training equips students with the skills required to conduct social, economic, and academic research. This is a valuable addition to the curriculum, as research is a fundamental aspect of academia and industry.
- **Interaction with experts:** RNS Campus facilitates interactions with experts from diverse fields, exposing students to a wide range of knowledge and insights. These interactions, whether in-person or through virtual technology, contribute to students' personal and professional development. They gain valuable information and real-world perspectives on subjects that extend beyond the scope of their BBS program.

2.9 Educational pedagogy overview:

The educational pedagogy at RNS Campus is characterized by its holistic approach to teaching and learning. It combines traditional classroom methods with practical, real-world training to provide students with a well-rounded education. This approach aligns with the modern educational philosophy that emphasizes the development of both knowledge and practical skills.

The use of lectures, interactions, discussions, and question-answer sessions in the regular curriculum ensures that students acquire a strong theoretical foundation while actively engaging with their instructors and peers. This dynamic classroom environment fosters critical thinking and effective communication.

The inclusion of extra-curricular skills training programs complements the core academic curriculum by equipping students with practical skills that are highly relevant to their academic and professional success. These programs not only enhance their competencies but also broaden their horizons through interactions with experts from various fields.

RNS Campus' commitment to providing students with computer training, writing and editing skills, social research abilities, and research methodology expertise reflects its dedication to preparing graduates who are well-rounded and ready to excel in a rapidly changing and competitive job market. Moreover, the interactive sessions with experts and the creative outlet of the wall newspaper publication contribute to a vibrant and intellectually stimulating campus environment.



In conclusion, the educational pedagogy at Roopnagar Nandaraj Sangraula Campus (RNS Campus) demonstrates a commitment to nurturing students' intellectual, practical, and creative abilities. By combining traditional teaching methods with a range of extra-curricular training programs, the campus aims to produce graduates who are not only well-versed in their academic disciplines but also equipped with the skills necessary to thrive in a dynamic and ever-evolving professional landscape.

2.10 Physical progress

Infrastructural development and educational aids

In the relentless pursuit of academic excellence, Roopnagar Nandaraj Sangraula Campus has undergone a remarkable transformation in its physical infrastructure over the past few fiscal years. The journey unfolds as a testament to the institution's commitment to providing a conducive environment for learning and growth.

Fiscal year 2078/2079: A solid foundation

In this inaugural phase, the campus laid the groundwork with a three-storey building boasting 12 rooms, designed to cater to the diverse needs of its academic programs. Classrooms, the nucleus of intellectual exchange, took shape within these walls, fostering an environment where knowledge could seamlessly flow from educators to eager minds. Furthermore, the initiation of a library, though modest with 200 books, marked the inception of a repository for wisdom and exploration.

Fiscal year 2079/2080: elevating standards

Building upon the initial momentum, the campus surged ahead in the subsequent fiscal year. The library underwent a substantial augmentation, its shelves now proudly displaying 400 books, a symbolic embodiment of the growing intellectual wealth within the institution. Practical considerations were not overlooked, with the addition of desk-bench units in classrooms. This period also witnessed the introduction of 25 chairs and 3 tables, ensuring a blend of comfort and functionality.

Fiscal year 2080/2081: A technological leap

The latest chapter in the campus' evolution reflects an ambitious stride towards technological integration and academic sophistication. The three-storey edifice stood as a beacon of continuity, housing 12 classrooms that continued to echo with the vibrancy of learning. The expanded and enriched library burgeoned into a formidable repository of knowledge, housing an impressive collection of more than 4,000 books. The shelves now supported not only literature but also the weight of academic progress, with the addition of six more bookshelves.

The campus boasts a state-of-the-art computer lab equipped with 15 modern desktop computers, designed to provide students with essential technical skills and hands-on experience. This facility is a critical resource for basic computer training, enabling students to become proficient in various software applications, internet navigation, and digital tools that are vital in today's academic and professional environments. The lab supports interactive learning and practical sessions, ensuring that students not only grasp theoretical concepts but



also apply them in real-world scenarios. By fostering digital literacy, the computer lab plays a pivotal role in preparing students to excel in an increasingly technology-driven world.

Acknowledging the changing dynamics of education, the campus embraced technology wholeheartedly. A substantial increase in desk-bench units, chairs, and tables catered to the growing student body. Yet, it was the introduction of two revolving chairs, 15 desktop computers, two laptop computers, and a printer-cum-photocopier that marked a paradigm shift in the campus's approach to education. This infusion of technology positioned Roopnagar Nandaraj Sangraula Campus at the forefront of modern education, equipping both students and educators with the tools needed for an immersive and innovative learning experience.

Fiscal year 2081/2082: Another leap forward

In the fiscal year 2081/2082, the campus added more equipment and learning aids. One laptop, two projectors, and sound systems are added in this fiscal year. At the same time, a more equipped and full of books library is established at the Campus premises.

The journey of Roopnagar Nandaraj Sangraula Campus is a saga of relentless dedication to progress. From the modest beginnings of a three-storey building to the integration of cutting-edge technology, each fiscal year has been a stride towards creating an environment where knowledge flourishes, and students are empowered to embrace the challenges of the future. The institution's commitment to growth is not merely in bricks and mortar but in the intangible spirit of intellectual curiosity that now reverberates through its halls.

2.11 Financial progress

Analysis of financial resources / income and expenditure of the last three fiscal years:

In the intricate dance of financial stewardship, Roopnagar Nandaraj Sangraula Campus has gracefully navigated the fiscal landscape, orchestrating a harmonious blend of income and expenditure over the past three years. Embarking on a journey through the ledgers unravels the financial narrative that has shaped the institution's economic trajectory.

Fiscal Year 2079/2080: The crescendo of prosperity

Total income: NRs. 4,373,333.03

Income sources: Students' fee: NRs. 1,167,950.00 Grants from University Grants Commission: NRs. 972,800.00 Grants from Kanchanrup Municipality: NRs. 1,500,000.00 Bank interest, etc.: NRs. 52,001.55 Others: NRs. 680,581.48

Total expenditure: NRs. 3,724,740.35

The financial odyssey reached its zenith in this year, as the total income surged to an impressive NRs. 4,373,333.03. Students' fees remained a stalwart contributor, reflecting the institution's enduring appeal to aspiring minds. The University Grants Commission continued to be a reliable ally, joined by grants from Kanchanrup Municipality, a testament to the collaborative spirit between the institution and the local governing body. Bank interest and miscellaneous income added the final strokes to this financial masterpiece.



The prudent financial management was once again evident in the total expenditure of NRs 3,774,740.35. As the institution expanded its physical and academic horizons, the financial stewardship ensured that every resource was meticulously allocated, reinforcing the institution's commitment to sustainable growth.

Fiscal Year 2080/2081: A Symphony of Resilience

Total income: NRs. 4,697,188.06

Income sources: Students' fee: NRs. 1,569,730.00 Grants from University Grants Commission: NRs. 2,492,019.00 (includes previous year's remaining) Bank interest, etc.: NRs. 305,437.06 Others: NRs. 330,000.00

Total expenditure: NRs. 3,738,172.01

This fiscal year marked another successful chapter for the campus, continuing the upward trend established in previous years. Students' fees continued to form a robust foundation, demonstrating sustained trust from the student body. The substantial grants from the University Grants Commission, bolstered by carryover funds from prior periods, underscored enhanced institutional support. Bank interest saw notable growth, reflecting improved cash management and investment strategies, while other sources provided supplementary stability.

The total expenditure remained closely managed at NRs. 3,738,172.01, with a marginal increase that highlighted the institution's focus on operational efficiency amid expanding programs. This balance exemplified the campus's resilience, ensuring resources were directed toward academic excellence, infrastructure enhancements, and community initiatives without compromising fiscal responsibility.

Fiscal Year 2081/2082: Harmonizing Growth and Sustainability

Total income: NRs. 5,760,023.62

Income sources: Students' fee: NRs. 2,569,500.00 Grants from University Grants Commission: NRs. 2,113,380.00 Bank interest, etc.: NRs. 32,588.62 Others: NRs. 1,044,555.00 (includes remaining deposits from prior year and targeted funds for library, internal scholarships, and training programs)

Total expenditure: NRs. 4,270,715.89

In this fiscal year, the financial narrative evolved into a robust harmony of expanded revenues and strategic allocations, with total income climbing to NRs. 5,760,023.62. Students' fees emerged as a dominant force, surging significantly and underscoring the campus's growing enrollment and appeal in the region. Grants from the University Grants Commission remained a cornerstone of support, enabling key investments in education and infrastructure. Bank interest contributed modestly, while other sources—encompassing carryover deposits and dedicated inflows for library development, internal scholarships, and training initiatives—provided diversified strength, reflecting proactive fundraising and community engagement.

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The total expenditure rose to NRs. 4,270,715.89, driven by investments in faculty and staff salaries, infrastructure upgrades such as furniture and sound systems, academic resources like books and examinations, and specialized programs including scholarships, training, and library operations. This measured increase demonstrated the institution's commitment to enhancing educational quality and facilities, all while maintaining a surplus that positions the campus for future innovations.

Financial Analysis for Fiscal Year 2081/2082

Total Income: NRs. 5,760,023.62

Income Sources:

Students' fee: NRs. 2,569,500.00 Grants from University Grants Commission (UGC): NRs. 2,113,380.00 Bank interest, etc.: NRs. 32,588.62 Others: NRs. 1,044,555.00 Total Expenditure: NRs. 4,270,715.89

Comparison with Fiscal Year 2080/2081

The fiscal year 2081/2082 represents a period of accelerated growth for Roopnagar Nandaraj Sangraula Campus, building on the solid foundation of the prior year. Compared to the total income of NRs. 4,697,188.06 in 2080/2081, there is a substantial increase in income for 2081/2082, amounting to NRs. 5,760,023.62—an overall growth of approximately 22.6%.

Key Insights:

Students' Fee: 2081/2082: NRs. 2,569,500.00 2080/2081: NRs. 1,569,730.00

Revenue from students' fees experienced a remarkable increase of about 63.7% in 2081/2082, signaling robust enrollment growth, possibly influenced by enhanced academic programs, scholarships, and community outreach efforts. This surge highlights the campus's increasing reputation as an accessible hub for quality higher education.

Grants from UGC:

2081/2082: NRs. 2,113,380.00 2080/2081: NRs. 2,492,019.00

UGC grants saw a modest decrease of approximately 15.2%, likely due to the absence of significant carryover funds from the previous year. Nonetheless, the continued substantial support from UGC affirms the institution's alignment with national educational priorities and its eligibility for ongoing funding.

Bank Interest and Other Income:

Bank interest decreased from NRs. 305,437.06 in 2080/2081 to NRs. 32,588.62 in 2081/2082, representing a decline of about 89.3%. This reduction may stem from shifts in investment strategies or lower interest rates, though it was offset by other gains.

Other income rose significantly from NRs. 330,000.00 in 2080/2081 to NRs. 1,044,555.00 in 2081/2082, an increase of approximately 216.5%. This growth reflects successful diversification, including targeted contributions to library funds, scholarships, and training programs, demonstrating effective resource mobilization from donors and internal initiatives.

Total Expenditure:

2081/2082: NRs. 4,270,715.89 2080/2081: NRs. 3,738,172.01

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The campus's vision extends beyond traditional paradigms, envisioning a society enriched by innovative activities. From pioneering education pedagogy for children to fostering student-community interactions on multifaceted issues, Roopnagar Nandaraj Sangraula Campus is a hub of creativity and social consciousness. The institution's commitment to encouraging the community in environment conservation, nature conservation, modern horticulture, vegetable farming, small business startups, and knowledge sharing signifies a dedication to sustainable practices and economic empowerment.

Moreover, initiatives aimed at savings, women's education, and the care of the elderly, commencing from this academic session, underscore a commitment to holistic societal well-being. By addressing these multifaceted aspects, the campus emerges as a dynamic force, not merely imparting knowledge but actively participating in the social fabric's enrichment.

Roopnagar Nandaraj Sangraula Campus stands as a beacon of educational excellence with a profound commitment to societal progress. The institution's engagement in social activities is not a mere reflection of responsibility; it is a dynamic, ongoing dialogue with the community it serves. As the campus continues to weave its narrative of social involvement, it not only molds future leaders but also contributes to the flourishing tapestry of a community united in growth and shared values.

Society's contributions for campus

The establishment of Roopnagar Nandaraj Sangraula Campus 11 years ago marked a transformative milestone for the local community, particularly for those who were economically underprivileged and lacked access to higher education opportunities. This noble initiative, spearheaded by a group of passionate intellectuals and community leaders, led by Nandaraj Sangraula, exemplifies the profound impact that societal contributions can have on educational landscapes, especially in regions where such provisions are scarce.

In reflecting upon the past eleven years, it becomes evident that the campus has become a beacon of hope for the underprivileged segment of the society. The absence of community owned public institutions of higher education in the area compelled visionary individuals to step forward and bridge the educational gap. The significance of this initiative is heightened by the fact that, prior to the campus's establishment, the only options available for education were either exorbitantly priced foreign universities or institutions in larger cities, rendering them impractical for the economically disadvantaged.

Nepal's educational landscape typically caters to the affluent elite or those with the means to send their children to urban centers or abroad. However, the majority of families in the vicinity fall into the third category, individuals grappling with financial constraints that make education beyond their immediate surroundings an unattainable dream. For these families, the establishment of Roopnagar Nandaraj Sangraula Campus represents a lifeline, bringing higher education to their doorsteps and breaking the cycle of generational poverty through accessible and affordable learning opportunities.

3. Three categories of students:

Generally analyzing, there are three categories of students in this area. The first category students are those wealthy persons' children who can spend at least a couple of million rupees

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per year. This category of people do not send their children to schools or colleges in villages, instead they send their children to developed countries, such as, the United States, Australia, Canada, European countries, etc., for higher education.

Second category of students are those whose parents or guardians afford to spend a couple hundred thousand rupees annually on their education. These people send their children for education to bigger cities in Nepal or to neighboring India.

Unfortunate are those parents and guardians who cannot even afford to send their children to bigger cities like Kathmandu, or Biratnagar, for higher studies. Sending their children to developed countries for study is beyond their imagination.

The bottom line is, the poorest of the poor desperately need better schools and colleges locally; at their doorsteps!

One of the most commendable aspects of the campus's foundation is its not-for-profit status, emphasizing its commitment to providing education as a public good rather than a lucrative enterprise. Affiliated with Tribhuvan University, the campus operates under the governance of a dedicated Campus Management Committee formed by the local community. This unique structure ensures that the institution remains deeply rooted in the needs and aspirations of the people it serves, fostering a sense of ownership and community pride.

The enduring love and care bestowed upon the campus by the local community is a testament to its integral role in the region's social fabric. Beyond being an academic institution, Roopnagar Nandaraj Sangraula Campus has evolved into a hub for community engagement, cultural exchange, and collective growth. The ripple effects of this endeavor extend far beyond the classrooms, impacting the community's socio-economic landscape positively.

Thus, the establishment and sustenance of Roopnagar Nandaraj Sangraula Campus stand as a remarkable testament to society's power to effect positive change. Through the concerted efforts of passionate individuals and the unwavering support of the local community, the campus has become a catalyst for empowerment, enabling the least privileged to access the transformative power of education. It serves as a shining example of how collective action can reshape the educational narrative, offering a brighter and more inclusive future for generations to come.

4. Plan for campus' contribution to society

Crafting a comprehensive plan for Roopnagar Nandaraj Sangraula Campus' contribution to society involves strategic initiatives that address the unique needs and challenges of the local community.

Roopnagar Nandaraj Sangraula Campus community enrichment plan

Following are the plans to be implemented in the coming years:

Scholarship programs:



- Establish a robust scholarship program to ensure that students from economically challenged backgrounds have equal access to quality education.
- Collaborate with local businesses and philanthropists to create a sustainable fund for scholarships, emphasizing the campus commitment to inclusivity.

Vocational training and skill development:

- Introduce vocational training programs aligned with the region's economic needs. This could include courses in agriculture, entrepreneurship, and other skills relevant to the local job market.
- Forge partnerships with local industries to provide practical, hands-on training opportunities for students, enhancing their employability.

5. Community outreach and awareness:

- Conduct regular outreach programs to raise awareness about the importance of education and the opportunities provided by the campus.
- Organize workshops, seminars, and community events to involve parents and community members in the educational journey of the students.

6. Health and wellness initiatives:

- Collaborate with healthcare professionals and organizations to conduct health camps and awareness programs within the community.
- Integrate wellness programs into the extra-curricular programs to promote the holistic development of students, focusing on physical and mental well-being.

7. Cultural exchange and diversity promotion:

- Facilitate cultural exchange programs to foster understanding and appreciation among students from diverse backgrounds.
- Celebrate and showcase the rich cultural heritage of the region through events and activities, promoting unity and harmony.

8. Environmental sustainability projects:

- Implement eco-friendly practices within the campus, such as waste reduction, energy efficiency, and tree planting initiatives.
- Educate students and the community about environmental conservation, encouraging sustainable practices in their daily lives.

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9. Partnerships with local businesses:

- Forge partnerships with local businesses to create internship opportunities for students, providing them with real-world experience.
- Establish a career guidance and placement cell to connect graduating students with job opportunities within the local job market, and beyond.

10. Continued infrastructure development:

- Continuously upgrade campus facilities to meet the evolving needs of students and faculty.
- Seek support from the local community, government, and NGOs for infrastructure development projects.

11. Research and innovation hub:

- Encourage faculty and students to engage in research projects that address local challenges and contribute to community development.
- Establish a platform for showcasing innovative solutions and research findings with practical applications for the community.

12. Community-driven governance:

- Maintain an open line of communication with the local community through regular meetings and feedback sessions.
- Involve community members in decision-making processes, ensuring that the campus's initiatives align with the aspirations of the people it serves.
- This comprehensive plan reflects the commitment of Roopnagar Nandaraj Sangraula Campus to be a catalyst for positive change within the local community, addressing educational, economic, and social needs in a holistic manner.

13. Plan for increased involvement of society in the campus

Enhancing the involvement of society in Roopnagar Nandaraj Sangraula Campus is essential for fostering a sense of ownership and creating a symbiotic relationship between the institution and the community. Following is a plan to increase societal involvement:

Roopnagar Nandaraj Sangraula Campus community engagement plan

Community advisory board.

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- Establish a Community Advisory Board comprising local leaders, parents, and representatives from various sectors to provide input and feedback on campus initiatives.
- Hold regular meetings to discuss the community's needs and aspirations, ensuring their perspectives are integrated into decision-making processes.

Parent-teacher collaboration:

- Organize regular parent-teacher meetings to keep parents informed about their children's academic progress, campus activities, and future plans.
- Create a platform for parents to actively participate in shaping the educational experience of their children.

Community workshops and seminars:

- Conduct workshops and seminars on relevant topics, inviting local experts and professionals to share their knowledge with both students and community members.
- Topics could include career guidance, financial literacy, and health and wellness.

Volunteer programs:

- Develop volunteer programs that involve community members in campus activities and events.
- Encourage professionals from various fields to volunteer their time as guest lecturers or mentors, providing students with valuable insights and guidance.

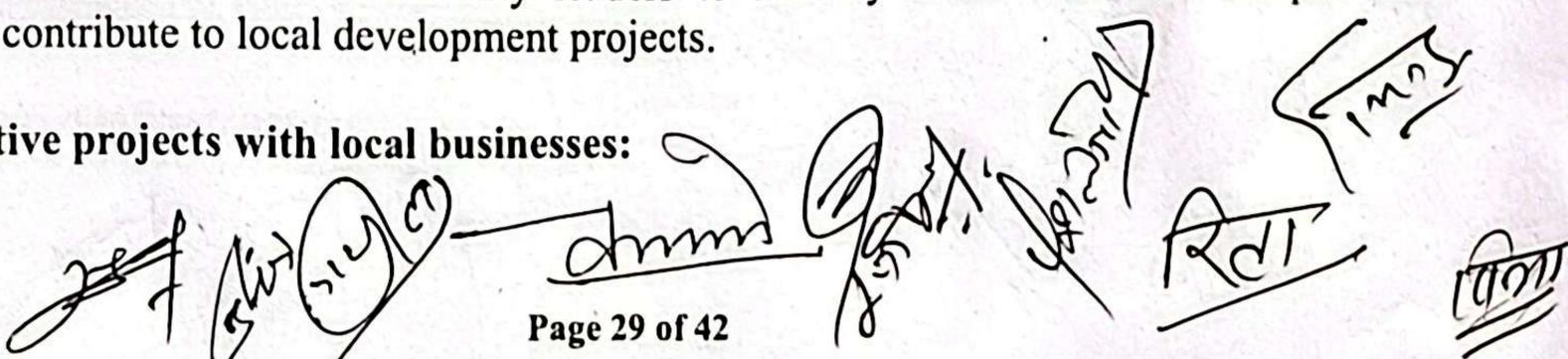
Cultural and sports events:

- Organize cultural and sports events that involve active participation from the community.
- Invite community members to showcase their talents, fostering a sense of pride and unity.

Community outreach initiatives:

- Launch community outreach programs to address specific needs identified by the local population.
- Collaborate with community leaders to identify areas where the campus can contribute to local development projects.

Collaborative projects with local businesses:





- Partner with local businesses for collaborative projects that provide practical experience for students and contribute to the economic development of the community.
- Create internship opportunities within local enterprises, strengthening the connection between education and the local job market.

Alumni engagement:

- Establish an alumni association to connect with former students who have succeeded in various fields.
- Leverage the expertise and experiences of alumni to inspire and guide current students, creating a network that benefits both the institution and its graduates.

Open campus days:

- Organize regular open campus days to welcome community members and showcase the campus facilities and achievements.
- Provide guided tours, demonstrations, and informational sessions to familiarize the community with the campus environment.

Community-driven events and festivals:

- Celebrate local festivals and events in collaboration with the community, integrating cultural traditions into campus life.
- Engage community members in the planning and execution of these events, making them inclusive and reflective of the local identity.
- This engagement plan aims to create a dynamic and collaborative relationship between Roopnagar Nandaraj Sangraula Campus and the surrounding community, ensuring that the institution becomes a vibrant hub that actively involves and serves the needs of its stakeholders.

14. Issues and challenges

14.1 Short-term issues and challenges:

- **Financial constraints:**

The campus may face immediate financial challenges in sustaining salary of the faculty and employees and implementing infrastructure upgrades, impacting the quality of education and student experience.

- **Limited infrastructure:**

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Insufficient facilities and infrastructure, in particular ICT, might hinder the campus' ability to accommodate a growing student population, affecting the overall learning environment.

- **Staffing and faculty development:**

Recruiting and retaining qualified faculty members may pose a challenge, affecting the delivery of high-quality education and research initiatives.

- **Awareness and outreach:**

Creating awareness about the campus' existence and offerings within the community might be an immediate challenge, impacting student enrollment and community engagement.

- **Integration of technology:**

Rapid integration of technology into the teaching-learning process may pose challenges, particularly if there is a lack of resources or training for both faculty and students.

14.2 Long-term issues and challenges:

- **Sustainable funding:**

Ensuring a consistent and sustainable source of funding to support salary, infrastructure development, and ongoing campus operations is crucial for long-term success.

- **Capacity building:**

Addressing the long-term need for expanded infrastructure and facilities to accommodate a growing student population and evolving educational programs.

- **Curriculum relevance:**

Regularly updating and adapting the extra-curricular programs to meet industry demands and technological advancements, ensuring graduates are well-prepared for the job market.

- **Research and innovation culture:**

Fostering a strong research and innovation culture requires continuous investment in resources, faculty development, and collaborations with industries and research institutions.

- **Alumni engagement:**

Establishing a sustainable and active alumni network to contribute back to the campus and support current students, ensuring a strong connection between the institution and its graduates.

- **Government regulations and accreditation:**

Navigating and complying with evolving government regulations and accreditation standards to maintain the institution's credibility and eligibility for funding and collaboration.

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- **Global collaboration:**

Developing and sustaining international partnerships and collaborations for exposure, research opportunities, and global perspectives may be a long-term challenge.

- **Community integration:**

Ensuring ongoing community involvement and support requires establishing a lasting connection with local leaders, parents, and businesses for mutual benefit.

- **Changing educational landscape:**

Adapting to changes in the educational landscape, including emerging teaching methodologies and learning technologies, to stay relevant in the long run.

14.3 Crisis preparedness:

- Developing a robust crisis management plan to handle unforeseen challenges such as natural disasters, pandemics, or political unrest to ensure the continuity of operations.
- Understanding and addressing these short-term and long-term issues will be crucial for Roopnagar Nandaraj Sangraula Campus to thrive, contribute effectively to society, and provide a sustainable and enriching educational experience for its students.
- Mitigation measures to address the issues and meet the challenges
- Mitigating the identified issues and meeting the challenges faced by Roopnagar Nandaraj Sangraula Campus involves implementing strategic measures that span various aspects of institutional management. Here are proposed mitigation measures for the identified issues:

14.4 Short-term mitigation measures:

Financial constraints:

- Launch short-term students' admission campaigns, during the new admission seasons, targeting students and guardians of the catchment area.
- Establish alumni and philanthropic organizations to secure immediate funds.
- Explore cost-sharing models with local businesses and organizations for specific projects or initiatives.

Limited infrastructure:

- Utilize existing spaces efficiently; such as, optimizing classroom schedules and exploring shared-use arrangements with local community center.

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- Prioritize essential infrastructure upgrades and maintenance based on immediate needs.

Staffing and faculty development:

- Implement incentive programs to attract qualified faculty, including short-term benefits and professional development opportunities.
- Facilitate partnerships with neighboring educational institutions for faculty exchange programs.

Awareness and outreach:

- Launch a short-term marketing campaign using local media, community events, and targeted outreach programs to increase awareness about the campus and to boost attraction towards the campus among the potential students.
- Offer incentives for current students to refer new students from the community.

Integration of technology:

- Provide short-term intensive training programs for faculty and students on the effective use of technology in education.
- Seek partnerships with technology companies for the donation or subsidized provision of essential technological resources.

15. Long-term mitigation measures:

15.1 Sustainable funding:

- Establish an endowment fund to secure a long-term and sustainable source of funding, with contributions from government agencies, donor community, alumni, local businesses, philanthropists and community members.
- Explore opportunities for government grants and collaborations with international funding agencies.

15.2 Capacity building:

- Develop a long-term master plan for infrastructure expansion, taking into account projected increases in student enrollment and evolving educational programs.
- Seek partnerships with government agencies or private investors for large-scale infrastructure projects.

15.3 Research and innovation culture:

- Allocate dedicated resources for research and innovation projects, including funding, laboratories, and collaborations with industry partners.

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- Implement a reward system for faculty and students involved in successful research initiatives.

15.4 Alumni engagement:

- Launch a long-term alumni engagement program that includes regular events, mentorship programs, and fundraising initiatives.
- Leverage successful alumni to contribute back to the campus through guest lectures, internships, and collaborative projects.

15.5 Government regulations and accreditation:

- Establish a dedicated compliance team to monitor and ensure adherence to evolving government regulations and accreditation standards.
- Foster open communication channels with relevant government bodies to stay informed about changes and seek guidance.

15.6 Global collaboration:

- Develop a long-term strategy for establishing and sustaining international partnerships, focusing on academic exchange programs, joint research initiatives, and student exchange programs.
- Invest in language and cultural training for faculty and students to facilitate global collaborations.

15.7 Community integration:

- Institutionalize community engagement by establishing regular forums for dialogue, feedback, and collaboration between the campus and local community leaders.
- Integrate community members into campus committees and decision-making processes.

16. Changing educational landscape:

- Invest in faculty development programs that focus on emerging teaching methodologies and learning technologies.
- Establish a dedicated unit for educational technology to continuously assess and implement innovations in teaching.

17. Crisis preparedness:

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- Develop a comprehensive crisis management plan that includes protocols for various scenarios, communication strategies, and resources for quick response.
- Conduct regular drills and training sessions to ensure preparedness at all levels of the institution.

Implementing these short-term and long-term mitigation measures will help Roopnagar Nandaraj Sangraula Campus navigate challenges effectively, foster sustainable growth, and ensure the continued delivery of quality education to its students.

18. Annual work plan and budget of the current fiscal year (as per the strategic plan)

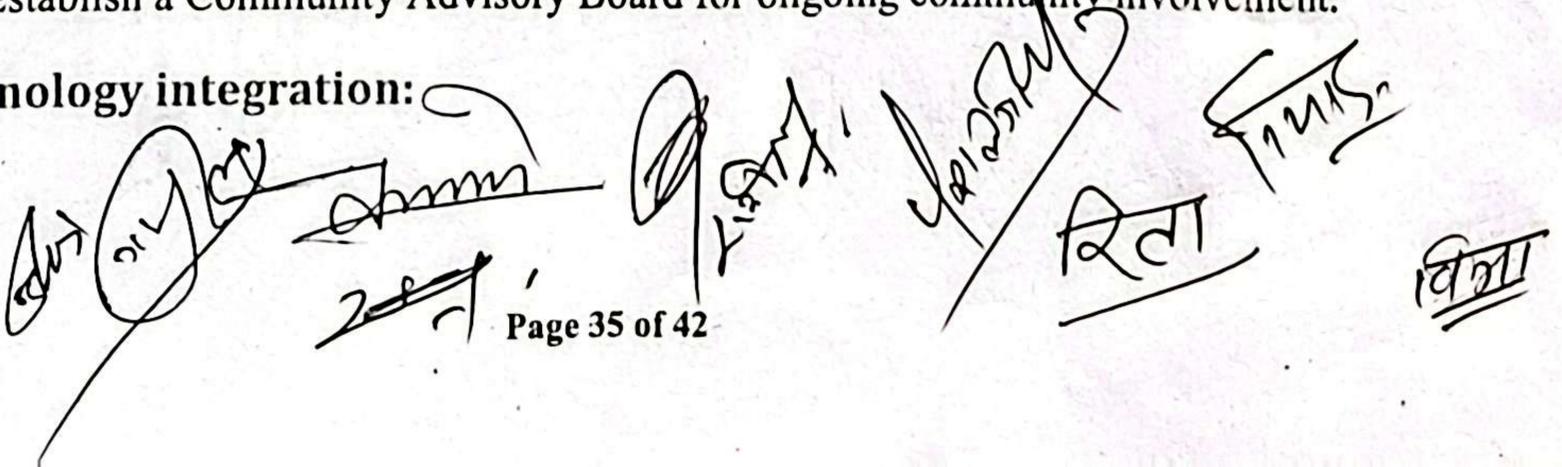
Developing an annual work plan and budget requires aligning strategic priorities with specific actionable items and allocating resources accordingly. Below is a sample annual work plan and budget for Roopnagar Nandaraj Sangraula Campus for the current fiscal year, based on the identified issues and mitigation measures:

18.1 Annual work plan (Current fiscal year)

Strategic priority areas:

- **Financial sustainability:**
 - Implement short-term fundraising campaigns, especially through grants, and donations.
 - Design and implement new admission campaigns to increase students enrolment.
 - Explore partnerships with local businesses for cost-sharing models.
- **Infrastructure development:**
 - Prioritize essential infrastructure upgrades.
 - Develop a master plan for long-term infrastructure expansion, in particular, technology integration.
- **Faculty and staff development:**
 - Launch incentive programs for faculty recruitment.
 - Facilitate faculty exchange programs with neighboring institutions.
- **Community engagement:**
 - Conduct awareness campaigns using national and local media and community events.
 - Establish a Community Advisory Board for ongoing community involvement.

18.2 Technology integration:



19. Projected annual work plan and budget of the three fiscal years following the current fiscal year (as per the strategic plan)

Projecting an annual work plan and budget for the next three fiscal years involves considering the long-term goals outlined in the strategic plan. Below is a sample projected annual work plan and budget for Roopnagar Nandaraj Sangraula Campus for the three fiscal years following the current fiscal year:

19.1 Projected annual work plan (Next three fiscal years)

Strategic priority areas:

Financial sustainability:

Year 2:

- Expand fundraising efforts; targeting a wider audience.
- Explore opportunities for endowment fund establishment.
- Campaign for increased new students' enrollment.

Year 3-4:

- Strengthen partnerships with government agencies, local government, local businesses for sustained financial support.
- Actively engage with government agencies for grant opportunities.

Infrastructure development:

Year 2:

- Continue short-term upgrades as per the master plan.
- Initiate the planning phase for long-term expansion projects.

Year 3-4:

- Begin implementation of long-term infrastructure expansion projects.
- Regularly assess and adapt the master plan based on evolving needs.

Faculty and staff development:

Year 2:

- Enhance faculty development programs, including international collaborations.
- Implement long-term strategies for attracting and retaining qualified staff.

Year 3-4:

- Establish faculty exchange programs with international institutions.
- Introduce mentorship programs to support faculty growth.



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Year 3-4:

Income:

- Tuition fees (Expected increase)
- Endowment fund contributions
- Alumni contributions
- Government grants
- Donations from individuals and organizations.

Expenditure:

- Continued infrastructure development
- Expanded scholarship programs
- Advanced faculty and staff development
- Enhanced community engagement activities
- Ongoing technology integration
- Sustained research and innovation initiatives
- Administrative costs

19.3 Budget monitoring and evaluation:

- Regularly assess the success of fundraising campaigns and adjust strategies.
- Monitor the impact of infrastructure upgrades on the campus environment and student experience.
- Evaluate the effectiveness of faculty and staff development programs through feedback and performance indicators.
- Measure the outcomes of community engagement activities, including increased enrollment and community support.
- Review the utilization and impact of advanced technology resources and integration in the educational process.

Analysis:

- **Financial sustainability:** The projections indicate a shift toward diversified funding sources, with a focus on building an endowment fund for long-term financial stability. Strengthening partnerships and engaging with government agencies demonstrate a strategic approach to financial sustainability.
- **Infrastructure development:** The phased approach to infrastructure development aligns with the master plan, ensuring that short-term upgrades support immediate needs, while long-term projects are implemented progressively, adapting to changing requirements.
- **Faculty and staff development:** The projections reflect a commitment to continuous improvement in faculty quality and development. International collaborations and mentorship programs contribute to creating a vibrant academic community.
- **Community engagement:** The focus on community involvement intensifies over the projected years, moving from awareness campaigns to active participation in



Community engagement:

Year 2:

- Strengthen ties with the Community Advisory Board.
- Expand community workshops and events.

Year 3-4:

- Involve community members in decision-making processes.
- Launch community-driven initiatives for campus improvement.

Technology integration:

Year 2:

- Invest in advanced technology resources for classrooms and laboratories.
- Expand technology training programs for faculty and students.

Year 3-4:

- Integrate innovative educational technologies into the curriculum, as extra-curricular programs.
- Establish a dedicated unit for ongoing technology support and upgrades.

19.2 Budget analysis (Next three fiscal years):

Year 2:

Income:

- Tuition fees
- Fundraising campaigns
- Alumni contributions
- Government grants
- Donations from individuals and organizations.

Expenditure:

- Infrastructure development
- Scholarship programs
- Faculty and staff incentives
- Community engagement activities

Technology integration

- Research and innovation initiatives
- Administrative costs



- **Social Research Training:** Eight students were trained in research, data collection, and fieldwork methodologies. These students were employed for a seven-day period, conducting data collection in Shambhunath Municipality and Kanchanrup Municipality. This experience allowed students to apply theoretical knowledge in real-world settings, enhancing their practical research skills.

20.4 Student Success and Career Development

- **Student Employment:** A fourth-year female student was employed as an accountant at a business company handling annual transactions of over NPR 30 crore. This achievement highlights the campus's role in providing practical job-oriented education and enabling students to secure employment in competitive fields.
- **Internship Programs:** More than five students were sent on internships to various banks, providing them with hands-on experience in the financial sector. This initiative is part of the campus's effort to bridge the gap between theoretical knowledge and practical application in the job market.

20.5 Research and Project Funding

- **Project Grant Secured:** A second-year student, Mr. Aftab Ali, with the guidance and support of the Campus Chief Prof. Deepak Kumar Gajurel, secured a project grant worth NPR 200,000 from Purak Asia. The grant is being utilized for plastic waste management and the production of eco-bricks, an innovative and environmentally sustainable initiative that demonstrates the campus's commitment to environmental protection and community engagement.

20.6 Student Publications and Writing Training

- **Feature Writing and Publications:** Students received comprehensive training in feature writing, issue identification, data collection, interviewing, and report writing. Five feature articles authored by campus students were published in various national, local, and international newspapers. These publications reflect the students' ability to critically analyze and communicate issues of societal relevance.
- **Roopnagar Campus Feature Service:** Under the leadership of the Campus Chief, the "Roopnagar Campus Feature Service" was launched to disseminate feature articles and news written by students. These articles are also featured on the newly introduced "Campus Chronicles" webpage on the campus website, providing a platform for student voices to reach a broader audience.

20.7 Scholarships and Financial Support

- **Scholarship Programs:** A total of 38 students received scholarships under various schemes, including the University Grants Commission scholarship, Madhesh Pradesh scholarship, Ward Chairman scholarship, and the campus's special scholarship. In addition, the "Rastra Nirmata Prithvi Scholarship," supported by Dr. Rajesh Ahiraj, was established, further expanding opportunities for deserving students to receive financial assistance.
- **Special Scholarships:** Several special scholarships were granted to meritorious and financially disadvantaged students, ensuring inclusivity and supporting the campus's mission of providing quality education to all, regardless of financial background.

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decision-making processes. This approach strengthens the bond between the campus and its community.

- **Technology Integration:** The projections show a strategic shift towards advanced technology integration, with ongoing training programs and the establishment of a dedicated unit for technology support, ensuring the campus remains at the forefront of educational technology.

The projections demonstrate a holistic and sustainable approach to addressing the identified issues and challenges, positioning Roopnagar Nandaraj Sangraula Campus for continued growth and positive impact in the coming years. Regular monitoring and adaptation of strategies will be crucial to achieving the outlined long-term goals.

20. Academic Activities (Fiscal Year 2080/081 & Q1 2081/082)

20.1 Introduction

The fiscal year 2080/081 and the first quarter of 2081/082 have been highly productive for Roopnagar Nandaraj Sangraula Campus, with significant strides in academic excellence, infrastructure development, research, and student training. This report outlines the major academic activities, initiatives, and achievements that have contributed to the campus's growth and commitment to providing quality education.

20.2 Infrastructure Development

- **Computer Lab:** A state-of-the-art computer lab equipped with 15 desktop computers has been established to enhance students' practical IT skills. This facility is designed to support both academic and extra-curricular activities, providing a conducive environment for research, learning, and digital literacy development.
- **Library Expansion:** With generous support from Dr. Bijay Raj Bhattarai, a well-equipped library was established. The library is open to students and faculty during campus hours and accessible to the public for three hours each afternoon, fostering community engagement and promoting a culture of learning beyond campus boundaries.
- **Campus Website:** The campus website (www.roopnagarcampus.edu.np) was launched, serving as a digital platform for campus news, academic resources, student engagement, and updates. The website is regularly maintained, ensuring transparent communication and online accessibility for students, faculty, and the public.

20.3 Academic Programs and Training Initiatives

- **Interaction Programs:** Sixteen interaction programs were organized for students and faculty, providing opportunities to engage with field experts. These programs covered diverse topics, promoting a deeper understanding of academic subjects, research methodologies, and contemporary industry trends.
- **Virtual Classes:** To accommodate the needs of first-year students, virtual classes were introduced in Accountancy and Statistics. These online classes have proven beneficial, offering flexible learning options and ensuring continuity of education during uncertain times.



20.8 Student Skill Development and Community Engagement

- **Digital and Financial Literacy Training:** Twenty girls from Shankar School were trained in digital literacy, financial literacy, and interpersonal communication skills. This initiative, conducted with support from Sequel Foundation, Nepal, aimed to empower young women with essential skills for their future academic and professional pursuits.
- **IELTS English Learning Classes:** Virtual IELTS preparation classes were conducted for first- and second-year students by Prof. Loknath Koirala from Kathmandu. These weekly sessions provided students with the language skills necessary for higher education and employment opportunities, both locally and internationally.
- **Share Market Orientation:** A one-day special orientation on the share market was organized for all students, with Shiv Kumar Roy, a financial expert and UN Women consultant, delivering insights on how to earn money in the share market. This session aimed to equip students with knowledge of financial investments and strategies for wealth creation.

20.9 Conclusion

The academic year 2080/081 and the first quarter of 2081/082 have been marked by notable achievements in infrastructure development, student success, and academic programs at Roopnagar Nandaraj Sangraula Campus. These efforts reflect the campus's unwavering commitment to providing high-quality education, fostering student development, and contributing to societal progress. The campus is well-positioned to continue building on these successes in the years to come, creating an environment that nurtures academic excellence, innovation, and community engagement.

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