

Reason for Decreasing Trend of Students' Number in Tribhuvan University

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Abstract

This article is intended to find out reason behind falling students' number in Tribhuvan University through study of business model elements adopted by the university. Survey method through questionnaire and Grey-TOPSIS method for mathematical interpretation is used in this research. Grey-TOPSIS method is a mathematical interpretation tool that can be used to analyze raw data. The limitation of this research is that it is based on students of Tribhuvan University rather than other universities. Though the output of result may vary from one student to another, sample population taken into consideration in research have shown that the reason behind loss of students is due to lack of proper identification of key partners by the university. Besides key partners, the university should keep their major focus on revenue streams, cost structure and value proposition respectively. The probability of increasing number of students is not far away if the university prioritize their activities as per these findings.

Keywords: Business Model Canvas, correlational research, euclidean distance, framework, normalization.

Introduction

The recent trend of decreasing student enrollment in Nepalese universities, including Tribhuvan University, is a growing concern. As highlighted by Ghimire (2023), this drop is becoming significant. While some reasons are apparent, such as the increasing attraction toward foreign universities and their better infrastructure, as well as rising dropout rates in local institutions comprehensive research is still lacking to pinpoint the actual causes of this trend (Rauniyar, 2023; Roy & Sharma, 2019).

To understand why student numbers are falling, a closer examination of student satisfaction levels could be key. The University Grants Commission's record of 579,448 university students presents a valuable dataset for studying how satisfied students are across various dimensions—academic quality, campus facilities, financial aid, career services, etc. Identifying gaps in these areas could provide concrete evidence as to why students are leaving or opting for universities abroad.

In response to this situation, developing a robust business model by Nepalese university could play a crucial role in reversing the trend. A business model defines the processes and strategies an organization uses to create, deliver, and capture value, not just in financial terms but also in social, cultural, and edu-

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-cational aspects (Wikipedia, 2024). For universities, this could mean rethinking how they offer value to students—both academically and in terms of campus life. For example, a business model for a university might include:

1. Value Proposition: Offering unique programs, modern facilities, and better career support, that can compete with international universities.
2. Customer Segments: Focusing not only on traditional students but also on working professionals, international students, and online learners.
3. Revenue Streams: Diversifying income through research grants, online courses, executive education, and collaborations with industry.
4. Channels: Improving digital presence, marketing, and outreach to potential students both locally and globally.
5. Key Resources: Investing in quality faculty, up-to-date research, and infrastructure to improve the overall student experience.
6. Key Activities: Ensuring quality education, strong alumni networks, and strong placement programs to secure jobs for graduates.

Focusing on these elements can make a university more attractive and better equipped to retain students, preventing the declining trend from continuing.

Literature Review

After the introduction of multiparty democracy in Nepal, various universities established with the goal to provide quality education (Neupane, 2019). This increased the competition among universities and their affiliated colleges. Students started choosing those universities which offered modern curriculum and teaching methods (Pandey, 2019). Similarly, TU faced various bureaucratic and management challenges along with infrastructural issues. Lack of administrative efficiency in managing academic sessions, conducting exams timely and publishing results started growing frustration in students. Similarly, slow decision-making process and unaccountability of bureaucratic system also resulted in dropout of students pursuing higher education in TU (Gautam, 2018).

Growth of opportunities to study abroad attracted most youngsters and students flying abroad to pursue academic degree increased drastically ((ECAN), 2021). Despite this, most Nepalese students in foreign countries are still willing to study in Nepal due to existing gun laws, shooting, racial discrimination, difficulties in extending the visa and many more reasons in those countries but could not come back to Nepal due to “existing conditions”. Existing conditions includes push factors like better foreign courses, job placement problem and unavailability of courses (Karki, 2023). Bringing back those unsatisfied students from foreign land could help the university to increase students.

Being government university, and based on past experience people believe that TU faces frequent political interference and strikes (Koirala, 2017). Beside this, the university is not found being able to provide job placements. This have developed a feeling that having a degree of this university cannot guarantee job opportunity (Sharma & Pradhan, 2021). So, students feel more attracted towards other universities which offer internship opportunities and are having strong industry connection. Over time, the perception of Tribhuvan University's educational quality has diminished due to the factors mentioned above. Students are becoming increasingly wary of the reputation of their degrees in the job market, leading them to seek better alternatives (Subedi, 2017).

The condition of university can be improved by focusing minutely on each and every element which help to run the university. The elements necessary to run each and every type of professional institutions

can be identified by using business model canvas. It is strategic management template which can be used to develop new business model (Barquet, 2011). Proper development of business model through appropriate survey can help to identify elements necessary to run every institution (Teece, 2010).

Business model research is at the union of strategy and entrepreneurship research (Demil, Ricart, & Zott, 1994). The research helps firms to perform business activities at system level. One way to perform business model research is by collecting data from customers and evaluating the existing business model by using Grey-TOPSIS. Grey-TOPSIS assists to determine, manipulate and verify weight analysis and ranking of affecting indices (Chang, Wu, Chen, & Ke, 2021). Grey-TOPSIS method is a combination of GST and TOPSIS where GST stands for Grey System Theory and TOPSIS stands for Technique for Order Preference by Similarity to Idea Solution (Deng, 1989). Grey System Theory can be used to deal with imprecise, incomplete, or uncertain information, where the word "grey" refers to the data that is somewhere between well-known and unknown data (Lai, Wu, & Wang, 2011). Similarly, TOPSIS is a technique to decide best option through calculation of geometrical distance from "ideal solution" where ideal solution is hypothetical option which optimizes cost-benefit ratio (Mokhtarian & Mohsenin, 2013).

Findings can't be established without conducting research. Research involves collecting data that can be analyzed to produce valuable insights. It must be conducted impartially, with the data being both reliable and valid to ensure it can be generalized. Various techniques, as outlined by research design, can be used for this purpose. The main types of research designs include descriptive, correlational, experimental, diagnostic, and explanatory (Edu, 2021).

Methodology

Research design

This research study is based on quantitative as well as qualitative research. Besides that, the study has used descriptive, diagnostic and explanatory research design. Primary data are collected in this research to perform quantitative analysis and qualitative. Similarly, secondary data from various sources are used for qualitative analysis. Similarly, mathematical calculations are used to fulfil objectives of the study.

Data collection and processing

Primary data are collected through survey among people. The collected data are used to produce necessary information by performing necessary calculations. Raw data is first normalized and weighted value of each normalized data is calculated. Ideal best value and ideal worst value in each case is determined and the concept of Euclidean distance is used. Euclidean distance from the best and Euclidean distance from the worst is used to calculate performance score which is used to determine rank of element of business model.

Limitations of study

The research has following limitations:

1. The research has not performed survey on Nepalese students at foreign countries.
2. Entire research is Tribhuvan University student's opinion which vary from person to person.
3. The research has placed all different business models like subscription model, bundling model, freemium model, razor blades model, leasing model etc. in the same basket and has analyzed all of them considering them as "business model" (Kriss, 2020).

Results

Grey-TOPSIS method was used to determine major sectors on which Tribhuvan University should focus. For the purpose of research, set of questions as mentioned in Appendix A were prepared and asked with students to answer them. Among 332 responses, as shown in appendix B, recorded from students of various colleges, 8.2% of students felt that their financial and career related problems will be solved by the TU course. It was found that only 5.6% of students were using studied contents in their career regularly, while remaining had to learn more new things in workplace which they had not studied in college. Third question of survey found that colleges were easily accessible to 38.8% of students whereas 2.4% of students were never found to be attending college classes due to various reasons. Similarly, 45% of students wanted to pursue next degree but were not sure whether they can join or not due to lack of time, money, job and various other reasons. 29.7% of students felt that university course is expensive, 51.8% of students voted that the quality of education is average, and 46.8% of students found that colleges should extend their partnership with various organizations so as to provide internship opportunity, provide loans to convert best ideas to firms, and to fulfil various future related demands. 7.1% of students sensed that the studying course contents motivated them to study and learn more whereas 47.9% of students felt that course content was average and non-competitive. The last question nearly confirmed that the investment made by the university colleges was insufficient since 22.9% of total students voted that the investment made is not adequate enough to provide quality education. Only 5% of students voted that the investment was sufficient. All these data were compiled for quantitative interpretation purpose as shown in Appendix C. Normalization of original data was done and tabulated as shown in Appendix D. Assuming that all parameters are of equal weightage, weightage of each cell in the case of 9 criteria would be 0.11. Finally, summary table was constructed as below:

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Table 1

Summary Table Derived from Interpretation of Data Shown in Appendix C and D.

Data	Value Proposition (A1)	Customer Segments (A2)	Channels (A3)	Relationships (A4)	Revenue Streams (A5)	Key Resources (A6)	Key Partners (A7)	Key Activities (A8)	Cost Structure (A9)
1	0.005568719	0.005509077	0.007407407	0.007221252	0.007735222	0.003538499	0.008447621	0.005291005	0.00461762
2	0.005568719	0.007345437	0.007407407	0.009026565	0.005156815	0.007076997	0.005631748	0.007054674	0.00923524
10	0.005568719	0.005509077	0.005925926	0.001805313	0.007735222	0.003538499	0.002815874	0.003527337	0.00230881
22	0.005568719	0.007345437	0.005925926	0.007221252	0.007735222	0.007076997	0.008447621	0.007054674	0.00461762
35	0.005568719	0.005509077	0.007407407	0.009026565	0.005156815	0.005307748	0.008447621	0.007054674	0.00692643
44	0.009281199	0.007345437	0.005925926	0.009026565	0.007735222	0.007076997	0.008447621	0.007054674	0.00692643
57	0.00371248	0.005509077	0.005925926	0.005415939	0.007735222	0.005307748	0.002815874	0.005291005	0.00692643
63	0.007424959	0.003672718	0.005925926	0.005415939	0.005156815	0.007076997	0.005631748	0.005291005	0.00461762
76	0.005568719	0.003672718	0.004444444	0.007221252	0.005156815	0.007076997	0.011263495	0.003527337	0.00692643
80	0.005568719	0.003672718	0.004444444	0.005415939	0.007735222	0.005307748	0.008447621	0.007054674	0.00461762
107	0.00371248	0.005509077	0.005925926	0.005415939	0.005156815	0.003538499	0.002815874	0.005291005	0.00230881
111	0.005568719	0.003672718	0.001481481	0.003610626	0.007735222	0.001769249	0.002815874	0.005291005	0.00692643
127	0.00371248	0.005509077	0.005925926	0.005415939	0.007735222	0.007076997	0.005631748	0.005291005	0.00692643
133	0.007424959	0.005509077	0.005925926	0.007221252	0.007735222	0.007076997	0.002815874	0.007054674	0.00692643
145	0.00371248	0.005509077	0.005925926	0.007221252	0.005156815	0.007076997	0.002815874	0.005291005	0.00461762
155	0.005568719	0.005509077	0.005925926	0.007221252	0.005156815	0.007076997	0.002815874	0.003527337	0.00923524
170	0.007424959	0.007345437	0.007407407	0.007221252	0.002578407	0.005307748	0.002815874	0.005291005	0.00461762

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173	0.00371248	0.003672718	0.005925926	0.005415939	0.005156815	0.007076997	0.002815874	0.007054674	0.00461762
182	0.009281199	0.009181796	0.007407407	0.009026565	0.012892037	0.008846247	0.011263495	0.008818342	0.01154405
197	0.005568719	0.007345437	0.007407407	0.007221252	0.002578407	0.007076997	0.002815874	0.005291005	0.00461762
202	0.007424959	0.007345437	0.007407407	0.007221252	0.005156815	0.007076997	0.005631748	0.005291005	0.00230881
215	0.005568719	0.005509077	0.007407407	0.005415939	0.002578407	0.005307748	0.002815874	0.005291005	0.00230881
221	0.005568719	0.005509077	0.005925926	0.005415939	0.005156815	0.005307748	0.005631748	0.005291005	0.00461762
248	0.007424959	0.005509077	0.005925926	0.005415939	0.005156815	0.005307748	0.008447621	0.007054674	0.00461762
252	0.005568719	0.005509077	0.007407407	0.005415939	0.002578407	0.005307748	0.002815874	0.005291005	0.00230881
284	0.005568719	0.001836359	0.002962963	0.005415939	0.005156815	0.007076997	0.005631748	0.005291005	0.00230881
291	0.005568719	0.005509077	0.005925926	0.007221252	0.002578407	0.005307748	0.005631748	0.003527337	0.00692643
308	0.00371248	0.003672718	0.007407407	0.007221252	0.005156815	0.005307748	0.002815874	0.005291005	0.00230881
313	0.00371248	0.007345437	0.004444444	0.007221252	0.01031363	0.005307748	0.014079369	0.007054674	0.01154405
316	0.007424959	0.005509077	0.004444444	0.003610626	0.007735222	0.005307748	0.008447621	0.003527337	0.00692643
319	0.005568719	0.007345437	0.007407407	0.005415939	0.002578407	0.005307748	0.002815874	0.003527337	0.00230881
320	0.007424959	0.005509077	0.004444444	0.005415939	0.01031363	0.007076997	0.011263495	0.007054674	0.00923524
321	0.007424959	0.003672718	0.005925926	0.005415939	0.01031363	0.005307748	0.005631748	0.005291005	0.00923524
322	0.007424959	0.007345437	0.007407407	0.005415939	0.002578407	0.005307748	0.005631748	0.007054674	0.00461762
332	0.009281199	0.007345437	0.007407407	0.001805313	0.007735222	0.003538499	0.005631748	0.008818342	0.00461762
Vj+	0.0093	0.0092	0.0074	0.0090	0.0129	0.0088	0.0141	0.0088	0.0115
Vj-	0.0019	0.0018	0.0015	0.0018	0.0026	0.0018	0.0028	0.0018	0.0023
Si+	0.070267934	0.065981282	0.039056078	0.064285368	0.141859279	0.058785954	0.167704138	0.05846767	0.119434905

Dhakal (2025): Reason for decreasing trend of students'.....

Si-	0.0792986	0.079176686	0.085246355	0.079843015	0.071221941	0.080067084	0.07050939	0.080183901	0.075169411
Si ⁺⁺ Si ⁻	0.149566534	0.145157968	0.124302433	0.144128383	0.213081221	0.138853039	0.238213527	0.138651571	0.194604315
Pi	0.530189463	0.545451878	0.68579796	0.553971492	0.334247857	0.576631848	0.295992383	0.578312242	0.386267954
Rank	6	5	1	4	8	3	9	2	7

V_j^+ : Ideal Best Value; V_j^- : Ideal Worst Value; S_i^+ : Euclidean distance from the best; S_i^- : Euclidean distance from the worst; PS: Performance Score

Discussion

- a) From the rank row, channel got the first rank. This shows that the university colleges have made them easily accessible to students physically or virtually. The contents taught by the colleges are easily available to students. Students are found being able to access the contents and services provided by the university in a comfortable way.
- b) Similarly, key partners got last position in rank. This notifies that the reason behind huge loss of students in TU is university's inability to contract with well renown firms for internship of students, banks for providing loans at cheap rate to students to objectify their ideas, etc. In short, university should mainly focus on extending relation with various partners to guarantee bright future of students.
- c) Next to key partners, university colleges should focus on various revenue streams to increase cash inflow so that colleges can provide learning facilities, hostel facilities, library etc. to students in cheaper rates to decrease the living cost of students. Living cost of students can also be normalized by providing them scholarships which can only be made possible if colleges can increase their revenue.
- d) Besides these, university should focus on increasing investment on quality education, developing more career-oriented courses, designing practical and exciting subjects and hiring professional and well experienced office personnel and teaching faculty members.

Conclusion

Tribhuvan University is facing huge loss in number of students in present days. University have made its services accessible to students through new college establishments, online material availability, and making its facilities available in internet. Along with accessibility, course design of university also seems okay as students are feeling good while studying course subjects. The confidence of students was found to be increased after studying course content. The reason behind loss of students is found to be universities inability to develop relations with key partners so as to provide job opportunities to students. Also, university should focus on providing scholarships, hostel and library facilities to students to attract more students towards its course. The investment made by university in laboratory, library, sports, etc. seems inadequate. If university could focus on above mentioned business elements, the fall in number of students in the university can be stopped.

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Appendix A

1. Will your financial and career related problems be solved by the subjects which you are studying ?

	1	2	3	4	5	
None of problems will be solved. I am pursuing this degree just because I have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I will use this education to solve all financial and career related problems.

2. How often you will use what you have learnt from university/college?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. How often you go to university/college?

	1	2	3	4	5	
Never - Just during examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Everyday.

4. Will you pursue next degree?

- No, never. - Point 1
- I don't want to but I might have to. (For example, no opportunity in market without next degree)- Point 2
- I want to but I might not be able to. (For example, due to lack of time, money etc.) - Point 3
- I want to because I have to. (For example, for promotion in job.) - Point 4
- I will certainly pursue next degree. (Wow, I am attracted by this education system/This is my hobby.)- Point 5

5. Is your education cost okay? (including university/college fee, exam fee, library fee, id card charge, all other fees charged by university/college + living cost while studying)

	1	2	3	4	5	
Everything is expensive. - Point 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Everything is cheap. - Point 5

6. Rate the quality of your education.

	1	2	3	4	5	
Worst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Best

7. Is partnership extended by college/university sufficient to guarantee the bright future of students?

	1	2	3	4	5	
No, every firms, factories, companies, other universities and job providers should be partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes, its sufficient and the knowledge I gain here is enough for me to tackle with everyone/everything.

8. Rate your experience/feelings while you study your course subjects.

	1	2	3	4	5	
Worst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Best

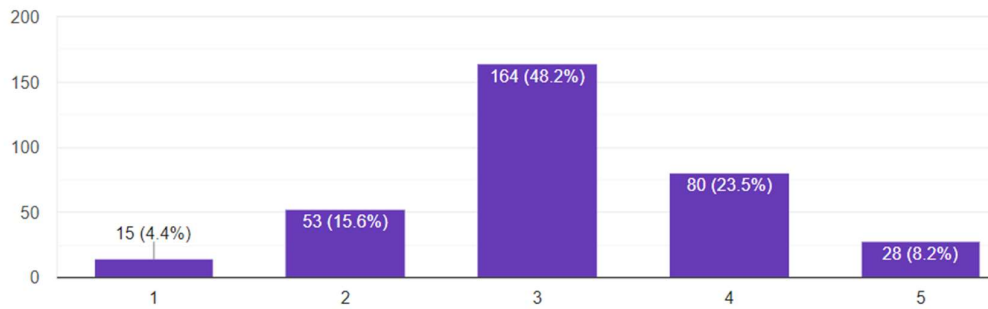
9. Is investment made by your university/college sufficient to provide you quality education?

	1	2	3	4	5	
Its very low, not enough from all aspects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	University/college have made best investment for us.

Appendix B

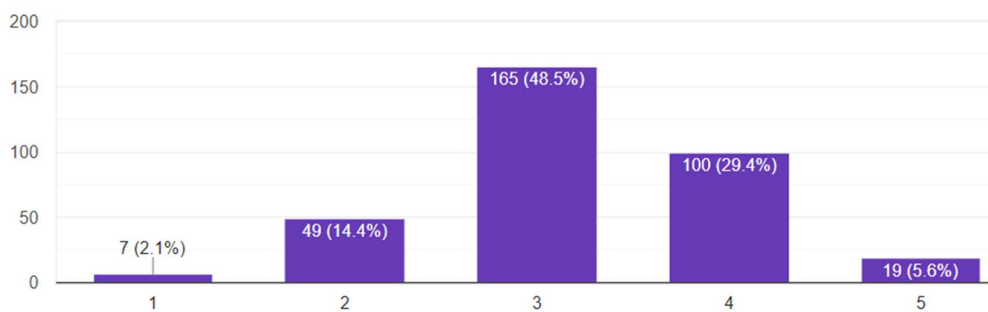
1. Will your financial and career related problems be solved by the subjects which you are studying ? [Copy](#)

340 responses



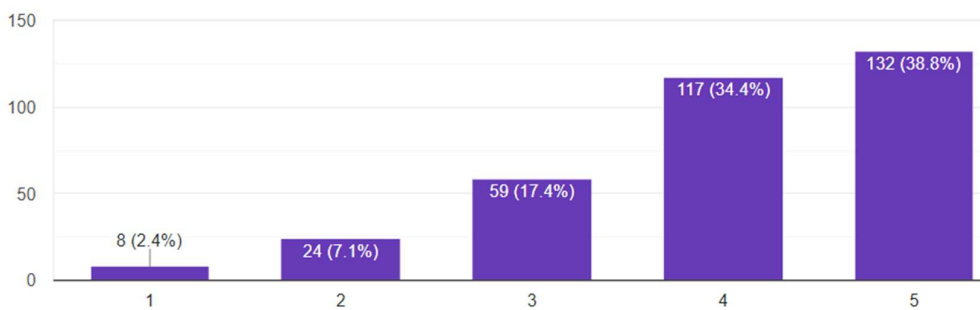
2. How often you will use what you have learnt from university/college? [Copy](#)

340 responses



3. How often you go to university/college? [Copy](#)

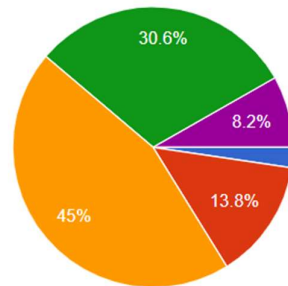
340 responses



4. Will you pursue next degree?

[Copy](#)

340 responses

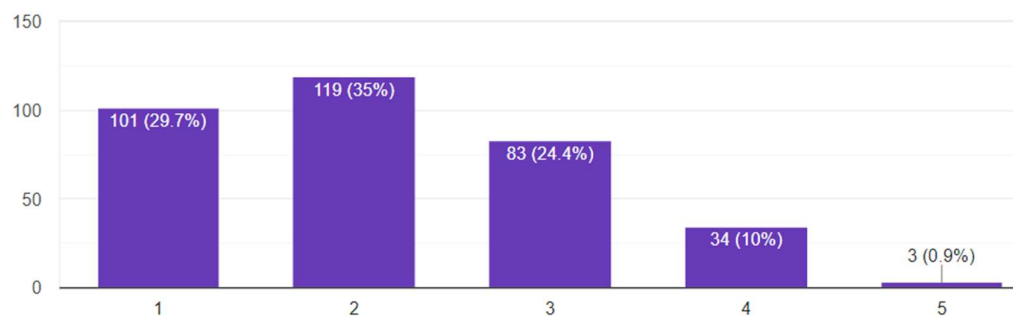


- No, never. - Point 1
- I don't want to but I might have to. (For example, no opportunity in market without next degree)- Point 2
- I want to but I might not be able to. (For example, due to lack of time, money etc.) - Point 3
- I want to because I have to. (For example, for promotion in job.) - Point 4
- I will certainly pursue next degree. (Wow, I am attracted by this education syste...

5. Is your education cost okay? (including university/college fee, exam fee, library fee, id card charge, all other fees charged by university/college + living cost while studying)

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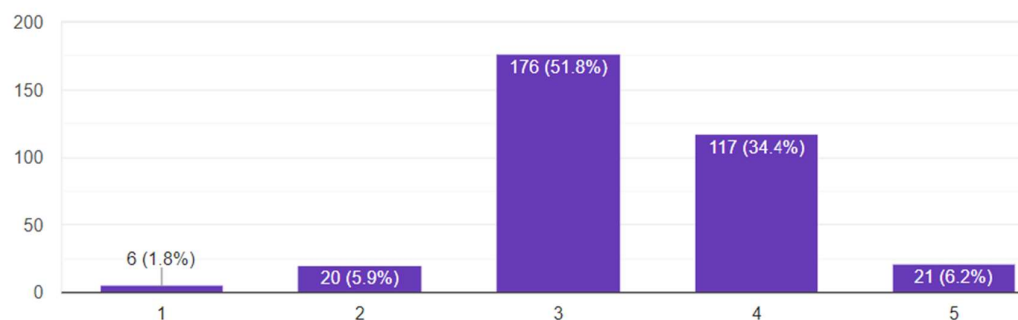
340 responses



6. Rate the quality of your education.

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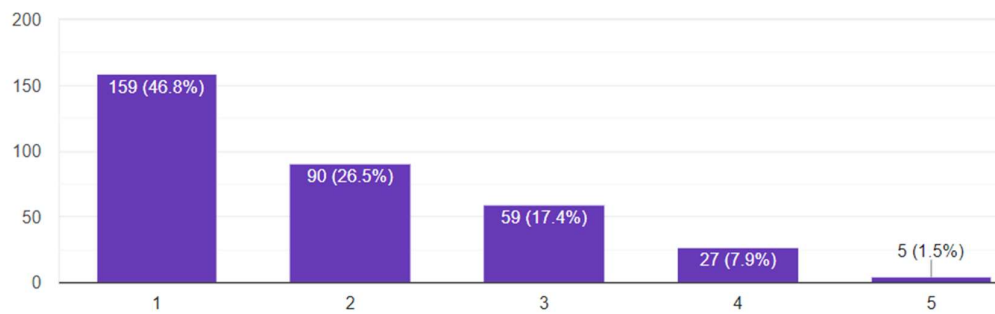
340 responses



7. Is partnership extended by college/university sufficient to guarantee the bright future of students?



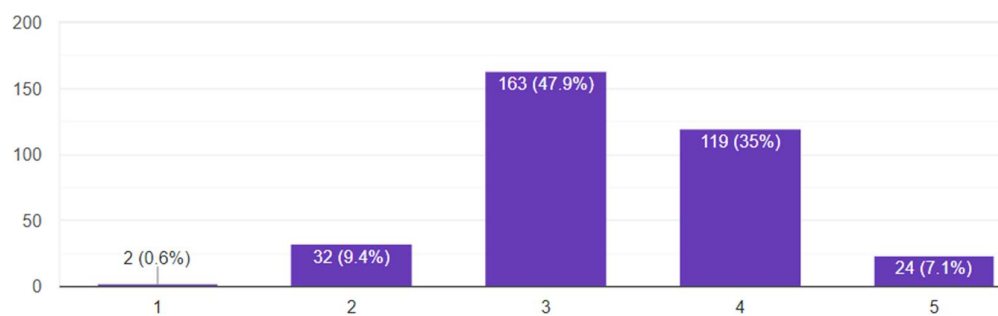
340 responses



8. Rate your experience/feelings while you study your course subjects.



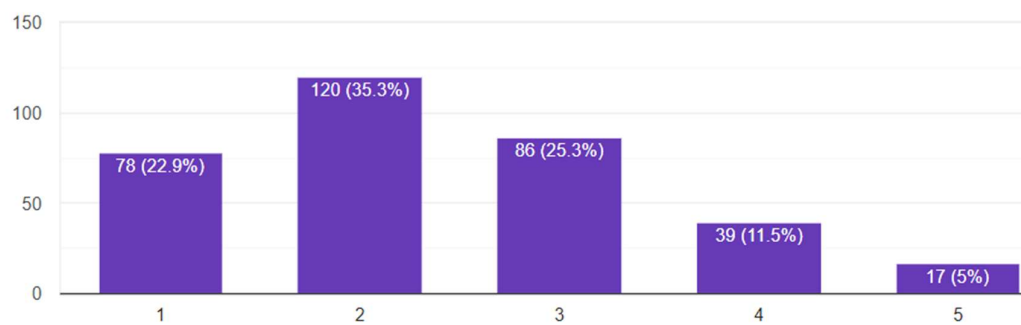
340 responses



9. Is investment made by your university/college sufficient to provide you quality education?



340 responses



Appendix C

Q.N o.	1	2	3	4	5	6	7	8	9
Data	Value Proposition (A ₁)	Customer Segments (A ₂)	Channels (A ₃)	Relationships (A ₄)	Revenue Streams (A ₅)	Key Resources (A ₆)	Key Partners (A ₇)	Key Activities (A ₈)	Cost Structure (A ₉)
1	3	3	5	4	3	2	3	3	2
13	1	2	2	2	4	1	1	2	1
27	5	3	5	1	4	4	1	4	2
32	5	5	5	5	5	5	5	5	5
45	3	2	3	3	3	3	1	3	4
56	2	3	4	2	1	3	1	3	3
64	2	3	3	3	2	4	3	3	2
79	3	4	4	3	2	4	3	3	2
88	5	5	5	5	2	5	1	5	5
100	3	3	2	3	3	4	4	3	4
108	2	3	4	3	2	4	3	3	3
114	3	3	2	2	3	3	4	4	3
127	2	3	4	3	3	4	2	3	3
133	4	3	4	4	3	4	1	4	3
145	2	3	4	4	2	4	1	3	2
152	2	3	4	2	4	3	3	3	4
166	4	3	4	4	1	3	1	3	3
167	3	3	4	4	1	4	1	3	3
171	3	3	3	4	1	3	1	3	1
189	3	3	5	3	1	4	1	3	1
194	5	5	5	4	1	3	2	5	2
201	2	2	5	4	2	4	1	4	2
215	3	3	5	3	1	3	1	3	1
223	3	3	4	3	2	3	2	3	2
232	5	5	5	3	2	3	2	4	2
247	4	4	5	3	2	3	2	3	2
259	3	3	5	3	1	3	1	3	1
268	2	3	5	2	1	3	1	4	3
276	2	4	2	3	4	3	3	4	2
280	4	4	1	3	1	3	1	3	1
297	3	3	1	3	3	1	3	3	1
306	1	2	3	2	2	2	1	2	1
319	3	4	5	3	1	3	1	2	1
321	4	2	4	3	4	3	2	3	4
325	5	4	4	4	2	4	4	3	4
332	5	4	5	1	3	2	2	5	2

Appendix D

Data	Value Proposition (A1)	Customer Segments (A2)	Channels (A3)	Relationships (A4)	Revenue Streams (A5)	Key Resources (A6)	Key Partners (A7)	Key Activities (A8)	Cost Structure (A9)
1	0.0501	0.0496	0.0667	0.0650	0.0696	0.0318	0.0760	0.0476	0.0416
13	0.0167	0.0331	0.0267	0.0325	0.0928	0.0159	0.0253	0.0317	0.0208
27	0.0835	0.0496	0.0667	0.0162	0.0928	0.0637	0.0253	0.0635	0.0416
32	0.0835	0.0826	0.0667	0.0812	0.1160	0.0796	0.1267	0.0794	0.1039
45	0.0501	0.0331	0.0400	0.0487	0.0696	0.0478	0.0253	0.0476	0.0831
56	0.0334	0.0496	0.0533	0.0325	0.0232	0.0478	0.0253	0.0476	0.0623
64	0.0334	0.0496	0.0400	0.0487	0.0464	0.0637	0.0760	0.0476	0.0416
79	0.0501	0.0661	0.0533	0.0487	0.0464	0.0637	0.0760	0.0476	0.0416
88	0.0835	0.0826	0.0667	0.0812	0.0464	0.0796	0.0253	0.0794	0.1039
100	0.0501	0.0496	0.0267	0.0487	0.0696	0.0637	0.1014	0.0476	0.0831
108	0.0334	0.0496	0.0533	0.0487	0.0464	0.0637	0.0760	0.0476	0.0623
114	0.0501	0.0496	0.0267	0.0325	0.0696	0.0478	0.1014	0.0635	0.0623
127	0.0334	0.0496	0.0533	0.0487	0.0696	0.0637	0.0507	0.0476	0.0623
133	0.0668	0.0496	0.0533	0.0650	0.0696	0.0637	0.0253	0.0635	0.0623
145	0.0334	0.0496	0.0533	0.0650	0.0464	0.0637	0.0253	0.0476	0.0416
152	0.0334	0.0496	0.0533	0.0325	0.0928	0.0478	0.0760	0.0476	0.0831
166	0.0668	0.0496	0.0533	0.0650	0.0232	0.0478	0.0253	0.0476	0.0623
167	0.0501	0.0496	0.0533	0.0650	0.0232	0.0637	0.0253	0.0476	0.0623
171	0.0501	0.0496	0.0400	0.0650	0.0232	0.0478	0.0253	0.0476	0.0208
189	0.0501	0.0496	0.0667	0.0487	0.0232	0.0637	0.0253	0.0476	0.0208
194	0.0835	0.0826	0.0667	0.0650	0.0232	0.0478	0.0507	0.0794	0.0416
201	0.0334	0.0331	0.0667	0.0650	0.0464	0.0637	0.0253	0.0635	0.0416
215	0.0501	0.0496	0.0667	0.0487	0.0232	0.0478	0.0253	0.0476	0.0208
223	0.0501	0.0496	0.0533	0.0487	0.0464	0.0478	0.0507	0.0476	0.0416
232	0.0835	0.0826	0.0667	0.0487	0.0464	0.0478	0.0507	0.0635	0.0416
247	0.0668	0.0661	0.0667	0.0487	0.0464	0.0478	0.0507	0.0476	0.0416
259	0.0501	0.0496	0.0667	0.0487	0.0232	0.0478	0.0253	0.0476	0.0208
268	0.0334	0.0496	0.0667	0.0325	0.0232	0.0478	0.0253	0.0635	0.0623
276	0.0334	0.0661	0.0267	0.0487	0.0928	0.0478	0.0760	0.0635	0.0416
280	0.0668	0.0661	0.0133	0.0487	0.0232	0.0478	0.0253	0.0476	0.0208
297	0.0501	0.0496	0.0133	0.0487	0.0696	0.0159	0.0760	0.0476	0.0208
306	0.0167	0.0331	0.0400	0.0325	0.0464	0.0318	0.0253	0.0317	0.0208
319	0.0501	0.0661	0.0667	0.0487	0.0232	0.0478	0.0253	0.0317	0.0208
321	0.0668	0.0331	0.0533	0.0487	0.0928	0.0478	0.0507	0.0476	0.0831
325	0.0835	0.0661	0.0533	0.0650	0.0464	0.0637	0.1014	0.0476	0.0831
332	0.0835	0.0661	0.0667	0.0162	0.0696	0.0318	0.0507	0.0794	0.0416