

*Affiliated to Tribhuvan University*

# **Barun Multiple Campus**

**Khandbari, Sankhuwasabha**



"Barun Multiple Campus, a destination for professional development, leadership development and community development"

**Education Management Information System**

**Annual Report**

**(2080/81)**

Contact No: 029562195, 029562695

Website: [www.baruncampus.edu.np](http://www.baruncampus.edu.np), Email: [barun.campus95@gmail.com](mailto:barun.campus95@gmail.com)

## Institutional Information

### Barun Multiple Campus Khandbari, Sankhuwasbha

Telephone: 029562195/695

Website: [www.baruncampus.edu.np](http://www.baruncampus.edu.np)

Email: [barun.campus95@gmail.com](mailto:barun.campus95@gmail.com)

CMC Chairperson: Dirghadhwoj Chapagain (9842026475)

Campus Chief: Chitrarekha Karki Adhikari (9762219333)

QAA Focal Person : Rudra Nath Dahal ( 9852051599)

### EMIS Unit, Barun Multiple Campus

Kishor Shrestha

Nabaraj Karki

Umesh Basnet

Coordinator

Member

Member



Chitrarekha Karki Adhikari  
Campus Chief

## Foreword

I am pleased to present the first annual report of the Education Management Information System (EMIS). The EMIS Unit of our campus was tasked with studying all relevant aspects of our information system, and this report is the result of their efforts. It encompasses key areas of campus information, including students, teachers, non-teaching staff, examinations, the library, financial status, research, scholarships, and more. I trust that this report will provide the necessary information to our stakeholders.

We have seen significant advancements in our infrastructure, the introduction of new programs, an increase in student enrollment, and improved examination results. Recently, our focus has been on integrating technology in classrooms and fostering a student-friendly environment. We have ensured internet access in all classrooms and have adopted digitalized record-keeping. We are committed to the transparent dissemination of information to stakeholders. I believe this report not only highlights the progress made by our campus but also identifies key areas for improvement.

I thankfully appreciate the EMIS Unit for their diligent efforts in making this report as comprehensive as possible, including an analysis of all relevant aspects. I acknowledge their meticulous collection and presentation of information. The suggestions in this report will be seriously considered for institutional reforms. I encourage all readers to provide feedback to help us improve future reports.

Co-Ordinator  
EMIS Committee  
Barun Multiple Campus  
Khandbari, Sankhuwasbha



*Chit*  
Chitrarekha Karki Adhikari  
Campus Chief

## Acknowledgements

We extend our gratitude to Chitrekha Karki Adhikari, Campus Chief; and Mr. Dirghadwoj Chapagain, CMC Chair, along with all the CMC Members of Barun Multiple Campus for their trust in us and for assigning us the task of preparing this report. We are especially grateful to Mr. Rudra Nath Dahal, QAA Focal Person, for providing the necessary documents that helped us verify the collected information. Our thanks also go to all sections of the campus for supplying the required information. Lastly, we sincerely appreciate the cooperation of all Head of Faculty, teachers, non-teaching staff, and students in assisting us with data collection and report preparation.

Co-Ordinator  
EMIS Committee  
Barun Multiple Campus  
Khandbari, Sankhuwasbha



Chitrekha Karki Adhikari  
Campus Chief

## Executive Summary

Barun Multiple Campus gives top priority to keeping records of its valuable information and disseminating it to the stakeholders. To ensure availability of information when required, the Education Management Information System (EMIS) unit has been given responsibility to collect, store, process, analyze and keep records of relevant data. The unit has been assigned the task of keeping a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps a record of infrastructure, land, equipment and other assets of the campus. Previously activities related to information system of the campus were primarily performed manually, but with the use of EMIS software, this institution has been better able to bring efficiency in data processing, storage, analysis and supply of educational management information.

The report is organized in 12 different sections presenting analysis of campus information. Each section presents statistical data related to these areas and brief analysis. The first section is divided into three subsections presenting brief background and scope of the report, methodology adopted and limitations. The second section presents information related to different programs and three faculties. The third, fourth, fifth, sixth and seventh sections present the analysis of the number and ratio of students, teachers, non-teaching staff and graduates. The eighth, ninth, tenth, eleventh and twelfth sections report information related to examination results, financial status research and publications, library, and scholarships and freeships.



Co-Ordinator

EMIS Committee

Barun Multiple Campus

Khandbari, Sankhuwasbha



Chitrarekha Karki Adhikari  
Campus Chief

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 Chitrarekha Karki Adhikari  
 Campus Chief

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 Chitrarekha Karki Adhikari  
 Campus Chief

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*[Signature]*  
Chandrekha Karki Adhikari  
Campus Chief

## Abbreviations

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
BS	Bikram Sambat
CMC	Campus Management Committee
DLI	Disbursement Linked Indicators
EMIS	Education Management Information System
EPM	Education Planning and Management
F	Female
FA	Financing Agreement
FSU	Free Students Union
FT	Full Time
GoN	Government of Nepal
GPA	Grade Point Average
GPI	Gender Parity Index
HEI	Higher Education Institution
H-EMIS	Higher Education Management Information System
HERP	Higher Education Reform Project
HSEB	Higher Secondary Education Board
M	Male
M.Ed.	Master of Education
PCL	Proficiency Certificate Level
PT	Part Time
PhD	Doctor of Philosophy
No.	Number
RMC	Research Management Cell
SAT	Self-Assessment Team
Sem.	Semester
SLC	School Leaving Certificate
BMC	Barun Multiple Campus
SN	Serial Number
STR	Student-Teacher Ratio
T	Total
TU	Tribhuvan University
UGC	University Grants Commission



  
 Chitrarekha Karki Adhikari  
 Campus Chief

## Section 1 : Introduction

Since the establishment of the campus, UGC has been actively participating in various other comprehensive planning programs by coordinating with donor agencies. In the meantime, the campus created a ten-year strategic plan (year 2010-2020) in the year 2066/10/06, and according to the same plan, the programs under the Second Higher Education Project (SHEP-Scheme-C) were conducted in an agreement with the University Grants Commission . Again, Penry In 2079 a five-year strategic plan (year 2022-2027) of the campus was made and various programs are being conducted accordingly. Under that Various programs related to Education Reform Project (HERP) are being conducted from 2072 to 2070. Under the physical development of the campus, construction of buildings, classroom management, purchase of furniture, EMIS system management of the campus under information and communication technology, purchase and management of computers and smart TVs.

In last year, the National Higher Education Program (NEHEP) invited by the university grants Commission called for equity grants funding project and extended performance-based program. Campus has submitted proposal to participate in such program in collaboration. After accepting the NEHEP, the campus has been conducting the various activities as provided protocol by UGC. Along with this project SSR submission is being prepared for QAA process.

Recently, the campus has made continuous efforts to enhance quality. Significant advancements have been observed in infrastructure, the introduction of new programs, increased student enrollment, and improved examination results. The campus has focused on integrating technology into classrooms and fostering a student-friendly environment. Internet access has been ensured in all classrooms, and digitized record-keeping has been adopted. Beyond quality instructional activities, faculty members are continuously encouraged to engage in research initiatives based on innovative pedagogical practices. Quality manifests in various forms, with the campus's information management system lying at the core of its primary activities, including teaching, learning, and research. The collection, relevance, dissemination, and retrieval of information support the integral functions of the campus. Moreover, the establishment of the Education Management Information System (EMIS) unit and the regular publication of EMIS reports have contributed to ensuring quality.

To ensure transparent dissemination of information to stakeholders, the campus regularly publishes its EMIS report. The EMIS is part of the campus's efforts to improve quality. For this purpose, an EMIS Unit has been formed to collect, compile, analyze, and publish various academic data available on the campus. The unit is tasked with maintaining records related to all departments as well as the Administration, Finance, Library, and Examination sections. It records and analyzes data related to students' personal information, enrollment, library usage, and examinations.

Additionally, it maintains records of infrastructure, land, equipment, and other assets of the campus. The application of the information management system has been realized to improve efficiency in data processing, storage, analysis, and the timely supply of educational information. By using this system, the campus has started working on collecting, processing, storing, and transmitting relevant information. The recent implementation of a centralized information system has enabled the campus to generate relevant, accurate, consistent, and timely data, positioning it to meet its internal aims and objectives and serve its stakeholders.



*Chitwarekha Karki*  
Campus Chief

## Organization of the Report

The report is organized into three major units. The first unit presents campus information, each presenting an analysis of information in the specified areas. The first section is divided into three subsections that provide a brief background and scope of the report, the methodology adopted, and its limitations. The second section presents information on various programs and departments within four faculties. The educational programs offered at the campus are affiliated with Tribhuvan University (TU), Nepal, and span three streams: Education, Humanities and Social Sciences and Management.

Sections three through seven analyze the numbers and ratios of students, teachers, non-teaching staff, and graduates. The third section details student enrollment in various programs. The fourth section compares male and female students using the Gender Parity Index (GPI). The fifth section reports the numbers and academic qualifications of teaching and non-teaching staff. The sixth section analyzes the student-teacher ratio. The seventh section summarizes recent graduate information. The eighth section provides an overview of examination results across

various programs. The ninth section presents information on the campus's fixed and capital assets, along with an analysis of income and expenses. The tenth section includes report covers scholarships and freeships distributed to students. The eleventh section details about the campus's research activities and publications. The twelfth section provides information on the collection and circulation of library resources.

The second unit of the report mainly presents the major findings obtained from the analysis of information of the first unit. The last unit is for the recommendations for institutional reforms.

## Methodology

We primarily used a quantitative approach for compiling and analyzing the data. Accordingly, we have specified the source of data collection, tools for collection of data and data analysis procedure.

### *Data Collection Source*

Data for the study were obtained from both primary and secondary sources. Most of the information came from the EMIS software, which has been taken as the primary source.

Additional data were gathered from campus publications. The BMC uses 'Siksha' software to store, process, and analyze data from various campus sections. This software integrates fragmented data into a unified system, aiding in the recording and dissemination of campus information. Data on student enrollment, teaching and non-teaching staff, examinations, and the library were primarily sourced from the Shiksha software. Furthermore, the Annual Progress Report, Graduate Tracer Study Reports, statistical data forms, and the Audit Report were reviewed to collect information on finances, graduates, research and publications, and scholarships and freeships. Moreover, information provided by various departments and functional units was also considered for analysis.



*Chitrarekha Karki Adhikari*  
Campus Chief

### ***Data analysis Tools and Procedure***

We utilized the EMIS software to extract relevant data regarding student enrollment, teaching and non-teaching staff, examinations, and library usage. For the analysis, we created visualizations, including tables and charts. These visualizations were designed prior to data collection, and once the data were available, the information was systematically recorded in the pre-established format. The data presented in these visualizations were interpreted objectively.

### **Scope and Limitations**

The report aims to be comprehensive by analyzing information, primarily based on quantitative data. Some areas are intentionally omitted due to a lack of official records. Specifically, the report excludes information on extracurricular activities, public information, and the +2 self-sustaining program, despite the campus offering it. The report focuses on programs at the Bachelor's and Master's levels. Student enrollment is analyzed department-wise, accounting for specializations in relevant subjects, while compulsory subjects common to all students in specified programs are excluded from this analysis. Additionally, information on internal examinations is excluded due to a lack of systematic records, and no gender-wise analysis is provided in the Examination and Result Analysis section.



  
Pratirekha Karki Adhikari  
Campus Chief

## Section 2 : Program and Faculties

Barun Multiple Campus offers five different programs across three faculties, all of which are affiliated with Tribhuvan University (TU). Consequently, these programs adhere to TU's regulations regarding admission, teaching, learning, and evaluation.

### Academic Programs

The campus provides five study programs, four at the Bachelor's level and one at the Master's level. The Master's programs operate on a semester system. The remaining Bachelor's programs follow an annual system. Further details of these programs are provided below.

**Table 1**  
*Programs Run at Barun Multiple Campus*

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/Semester)	Admission Qualification
Bachelors	BA	4	2045 BS	Annual	Class 12 passed or equivalent
	B.Ed.	4	2057 BS	Annual	Class 12 passed or equivalent
	BBS	4	2063 BS	Annual	Bachelor's degree in any stream
	1 Years B.Ed.	1	2063 BS	Annual	Bachelors with specialization in relevant subjects
Masters	M Ed	2	2064 BS	Semester	B Ed with specialization in relevant subjects

The table indicates that there are five programs across three faculties: Education, Humanities and Social Sciences and Management. The Master's programs are offered exclusively under the Education faculties. Masters programs running on semester basis. The B.A. program is the oldest. Bachelor's degree programs have a duration of four years, whereas Master's degree programs last two years with semester. Additionally, the table reveals that no new programs have been introduced in the past five years.

### Faculties and Departments

As stated above, the five academic programs are conducted under three faculties: Education, Humanities and Social Sciences and Management. The various faculties run at the campus are highlighted in table 2 below.



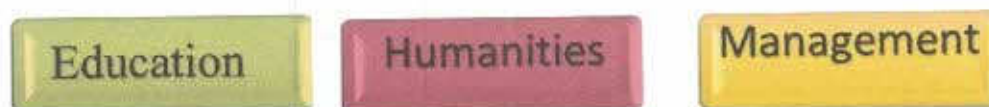
*Chittarekha Karki*  
Campus

**Table 2**  
*Faculties run at the Campus*

SN	Faculty	Programs	Specialization subjects
1	Education	B Ed	English, Nepali, Mathematics, Science, Population, HPE, Economics
		M Ed	English, Nepali, EPM and Health Education
2	Humanities and Social Sciences	BA	English, Nepali, Economics, Sociology, Mathematics, Political Science, History
3	Management	BBS	Accountancy, Finance, Marketing, Management

The table shows 22 specialization subjects in three faculties. It also shows that Humanities and Social Science covers the largest number of specialization subjects. Education faculties include two programs and eleven specialization subjects. Faculty of Humanities and Social Sciences and Faculty of Management are running with single programs with twelve specialization subjects. There is not a neat division of departments across various faculties and programs.

**Figure 1**  
*Faculties*



The figure shows three faculties. There is no neat division of departments in different faculties. Details of the faculties at BMC are outlined in Table 3.

**Table 3**  
*Faculty Information*

SN	Faculty	Name of Head of Faculty
1	Humanities and Social Science	Laxmi Dhungana
2	Education	Rajendra Sarbahara Niraula
3	Management	Nabaraj Karki



*Nabaraj Karki*  
Campus Chief

## Section 3 : Students Enrollment

This section concerns the information related to students who got admission in the campus in 2078/079 and 2079/080. The enrollment status of the students will be discussed on the basis of programs, departments, faculties, levels, and districts. The purpose of analyzing students on the basis of these criteria is to make the enrollment status of the students as comprehensive as possible.

### Program-Wise Enrollment


We have attempted to study the number of enrolled students in each program in the last two years. Based on the enrollment number, we have also calculated the proportion of male and female students in each program. This has helped to generalize the trend of enrollment in each program.

Table 4 presents a summary of enrolled students in 2079/080 and 2080/081.

**Table 4**  
*Program-wise enrollment in 2079/080 and 2080/081*

Program and year/semester	2079/080			2080/081		
	Number of Students			Number of Students		
	M	F	T	M	F	T
B Ed I	18	76	94	15	48	63
B Ed II	38	72	110	17	75	92
B Ed III	31	104	135	21	62	83
B Ed IV	9	56	65	10	71	81
<b>B Ed Total</b>	<b>96</b>	<b>308</b>	<b>404</b>	<b>63</b>	<b>256</b>	<b>319</b>
BA I	9	5	14	3	1	4
BA II	9	9	18	9	5	14
BA III	14	13	27	6	9	15
BA IV	4	1	5	5	6	11
<b>B A Total</b>	<b>36</b>	<b>28</b>	<b>64</b>	<b>23</b>	<b>21</b>	<b>44</b>
BBS I	17	31	48	19	30	49
BBS II	21	33	54	18	29	47
BBS III	32	41	73	20	28	48
BBS IV	11	15	26	15	28	43
<b>BBS Total</b>	<b>81</b>	<b>120</b>	<b>201</b>	<b>72</b>	<b>115</b>	<b>187</b>
M.Ed. I	8	6	14	11	8	19
M.Ed. II	7	5	12	12	8	20
M.Ed. III				5	5	10
M.Ed. IV				5	5	10
<b>M.Ed. Total</b>	<b>15</b>	<b>11</b>	<b>26</b>	<b>33</b>	<b>26</b>	<b>59</b>



  
 Anarekha Karki, Adhikari  
 Campus Chief

The table also shows that B.Ed is the largest program and M.Ed. is the smallest program in 2079/080 in terms of student enrollment. In 2080/081, programs in order from the largest to smallest are B.Ed, BBS, M.Ed, and BA. The year-wise and semester-wise trend of enrollment in most programs indicates that in comparison to the first year/semester, students enrollments have gradually decreased in the latter years/semesters.

Comparison of enrollment in programs with annual system and those with semester system shows similar trend as most of the programs in these systems show slight decrease in student enrollment.

### Local Governance-wise Enrollment

Barun Multiple Campus has stood as a leading higher education institution (HEI). in Koshi Province of Nepal. Therefore, a large number of students are enrolled from various local level of this province. The following table presents the summary of enrolled students from different local level of districts in 2079/080 and 2080/081.

**Table 5**

*Student enrollment from different local Governance Level in 2079/080 and 2080/081*

Local Level			B Ed		BA		BBS		M Ed		Total	
			2079/080	2080/081	2079/080	2080/081	2079/080	2080/081	2079/080	2080/081	2079/080	2080/081
KHANDBARI	MUNICIPALITY	SANKHUWASABHA	119	95	17	13	104	102	10	14	250	224
SILICHONG	RURAL MINICIPALITY	SANKHUWASABHA	76	58	10	4	18	17	6	10	110	89
SABHAPOKHARI	RURAL MINICIPALITY	SANKHUWASABHA	50	41	7	4	12	8	2		71	53
PANCHKHAPAN	MUNICIPALITY	SANKHUWASABHA	37	24	3	1	18	12		6	58	43
CHICHILA	RURAL MINICIPALITY	SANKHUWASABHA	35	30	6	6	12	12			53	48
MAKALU	RURAL MINICIPALITY	SANKHUWASABHA	27	25	8	5	11	10			46	40
SADANANDA	MUNICIPALITY	BHOJPUR	22	17		1	3	6	4	10	29	34
BHOTKHOLA	RURAL MINICIPALITY	SANKHUWASABHA	13	7	5	5	6	7			24	19
CHAINPUR	MUNICIPALITY	SANKHUWASABHA	8	4	3	1	6	2		4	17	11
SALPASILICHHO	RURAL MINICIPALITY	BHOJPUR	12	9	1		2	5	2	13	17	27
KEPILASHDAHI	RURAL MINICIPALITY	KHOTANG	2	3	1	1	1				4	4
MADHI	MUNICIPALITY	SANKHUWASABHA	1	1			1	1	2	2	4	4
BAGMATI	RURAL MINICIPALITY	LALITPUR	2	1							2	1
ARUN	RURAL MINICIPALITY	BHOJPUR		3	1	1	1	1			2	5
URLABARI	MUNICIPALITY	MORANG					2	2			2	2
KHAPTADCHANNA	RURAL MINICIPALITY	BAJHANG				1					1	1



*Amarekha Karki Adhikari*  
Campus Chief

MAHAKALI	MUNICIPALITY	DARCHULA			1					1	0	
BUDHANILKANTHA	MUNICIPALITY	DHADING					1			1	0	
DEWANGANJA	MUNICIPALITY	SUNSARI					1			1	0	
MIRCHAIYA	MUNICIPALITY	SIRAHA					1	1		1	1	
PATHARI	RURAL MINICIPALITY	MORANG					1	1		1	1	
ITHARI	MUNICIPALITY	SUNSARI		1						0	1	
DHUDALI	MUNICIPALITY	SINDHULI				1				0	1	
<b>Total</b>			<b>404</b>	<b>319</b>	<b>64</b>	<b>44</b>	<b>201</b>	<b>187</b>	<b>26</b>	<b>59</b>	<b>695</b>	<b>609</b>

The table indicates that the majority of students were enrolled from the Khandbari Minicipality, comprising of total 250 enrollments in the academic year 2079/080 and slightly 224 decreasing in 2080/081. Despite being more distant compared to neighboring Silichong Rural Municipality had the second-highest number of enrollments in 2079/080 and 2080/081.

Moreover, the data reveals a broader geographical reach, with students from various local levels. In 2080/081, there were 1 students from Dhudali Municipality, 1 from Mahakali Municipality, Darchula, and 1 from Khaptadchana Rural Municipality, Bajhang. This distribution highlights the campus's role in attracting students from across the nation, reflecting its broad appeal and accessibility.



*[Signature]*  
Chirarekha Karki Jadhikari  
Campus Chief

## Section 4 : Gender Parity Index

Gender parity typically refers to the equal participation of girls and boys in education, serving as a crucial indicator of success for educational institutions. It is determined by dividing the female value of an indicator by the male value at a specific education level:

$$\text{GPI for given indicator} = \frac{\text{Female Value in given indicator}}{\text{Male Value in given indicator}}$$

A GPI of one (1) signifies gender parity, meaning equal participation. A GPI between zero (0) and one (1) indicates a disparity favoring males, while a GPI greater than one (1) indicates a disparity favoring females. Since achieving a GPI of exactly 1 is rare, a range of 0.97 to 1.03 is generally considered to indicate gender parity. An increase in GPI can suggest that girls' enrollment or completion rates have improved or that boys' enrollment or completion rates have declined.

### Overall GPI

Currently, the number of female students surpasses that of male students, with females making up 67.19% of the total enrollment in 2079/080 and 68.64% in 2080/81. This indicates that the overall GPI is greater than 1, reflecting a higher participation rate for female students. The following table provides a summary of the overall GPI in student enrollment.

**Table 6**  
*Overall GPI in 2079/809 and 2080/081*

Level	2079/080			2080/081		
	Male	Female	GPI	Male	Female	GPI
<b>Bachelors</b>	213	456	2.14	158	392	<b>2.48</b>
<b>Masters</b>	15	11	0.73	33	26	<b>0.79</b>
<b>Total</b>	<b>228</b>	<b>467</b>	<b>2.05</b>	<b>191</b>	<b>418</b>	<b>2.19</b>

The table highlights a lack of gender parity at the Bachelor's levels, with a noticeable gender disparity favoring female students. This indicates a significantly higher proportion of female students overall. A year-to-year comparison reveals that the average GPI decreased in 2080/081. When examining GPI by education level, there was a slight decline at the Bachelor's level. Despite these changes, the average GPI still reflects a significantly higher proportion of female students.


  
 Chitrarekha Karki Adhikari  
 Campus Chief

## Section 5 : Teaching and Non-Teaching Staff

Barun Multiple Campus is dedicated to high standards in teaching, research, and student services. With teaching and learning at the core of its values, the campus strives to attract distinguished scholars recognized for their diligence, experience, and commitment, as well as professionally dedicated non-teaching staff. According to data from the academic year 2080/081, BMC employs 27 teachers and 7 non-teaching staff in various roles.

**Table 7**

*Teaching staff in 2080/081*

Full Time	FT		PT		FT:PT Ratio	Academic Qualification						Grand Total	
						PhD		M.Phil		Master's			
	M	F	M	F		M	F	M	F	M	F	M	F
<b>Professor</b>													
<b>Associate Professor/Reader</b>													
<b>Assistant Professor/</b>													
<b>Lecturer</b>	9	4	0	0	1:0					9	4	9	4
<b>Assistant Lecturer</b>	0	1	13	0	1:13					13	1	13	1
<b>Instructor</b>													
<b>Sub – Total</b>	<b>9</b>	<b>5</b>	<b>13</b>	<b>0</b>	<b>1:0.93</b>					<b>22</b>	<b>5</b>	<b>22</b>	<b>5</b>

The table shows that only 18.52 percent female teachers working at the campus. In terms of qualifications, most teachers have passed Master's degrees in relevant subjects. The proportion of full-time teachers is larger than that of the part time teachers. Among the various working positions of teachers, the largest number of teachers was found to be working as Assistant Lecturers. The campus management committee /administration needs to pay a serious attention towards upgrading teachers' qualifications.

**Table 8**

*Number of Recruitment in the last five years*

Positions	FT:PT Ratio	PhD		M. Phil		Master's		Grand Total	
		M	F	M	F	M	F	M	F
<b>Professor</b>	-	-	-	-	-	-	-	-	-
<b>Associate Professor/Reader</b>									



  
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Assistant Professor/	-	-	-	-	-	-	-	-	-
Lecturer	1:0.5	0	0	0	0	2	1	2	1
Assistant Lecturer (Teaching Assistant)	0:1	0	0	0	0	0	1	0	1
Instructor	-	-	-	-	-	-	-	-	-
Sub – Total	1:1	0	0	0	0	2	2	2	2

The table shows that 4 teachers have been appointed in the last five years on the campus. There are 2 woman and 2 men.

The number of teachers in different faculties is related to the number of students in these faculties. The number of teachers in different faculties is presented in the table below.

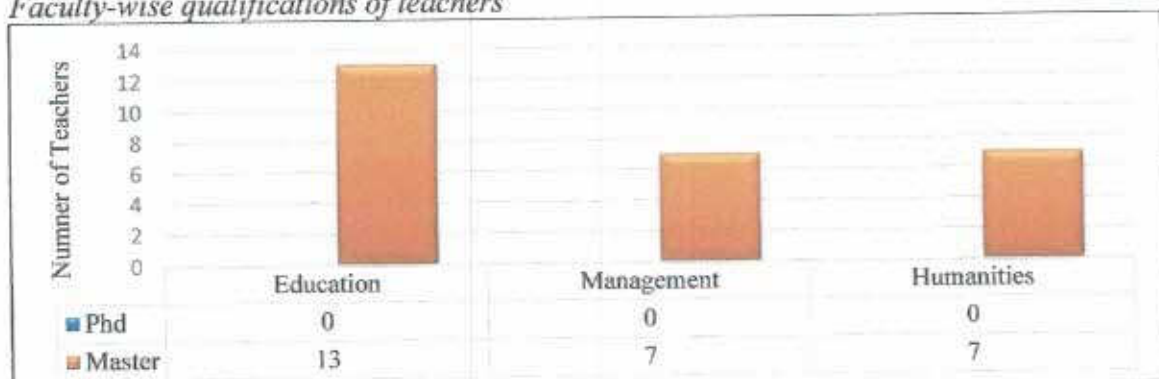
**Table 9**  
*Number of teachers in different faculty*

SN	Department Name	Number of Teachers		
		M	F	T
1	Faculty of Education	11	2	13
2	Faculty of Management	6	1	7
3	Faulty of Humanities and Social Science	5	2	7
<b>Total</b>		<b>22</b>	<b>5</b>	<b>27</b>

As the number of Teacher in the Faculty of Education is very high, the largest number of teachers is in this faculties. In terms of the number of teachers, Faculty of Management and Faculty of Humanities and Social Science are in the second and third positions respectively.

The academic qualifications of teachers working in different faculty of the campus are presented in the following figure.

**Figure 2**  
*Faculty-wise qualifications of teachers*



The figure shows that all have teachers with Masters degrees.



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### Non-teaching staff

There are currently 6 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.

**Table 10**

*Non-Teaching Staff*

Particulars	Distribution of Staff by Gender		
	Male	Female	Female
<b>Officer Level :</b>			
<b>Professional Staff</b>			
<b>Technical Staff</b>			
<b>Assistant Level</b>			
<b>Non-Officer Level :</b>	4	0	4
<b>Professional Staff</b>			
<b>Technical Staff</b>			
<b>Support/Help staff</b>	2	0	0
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>

As the table shows, all administrative staff at the Non-officer level. The table does not show any technical and professional staff working at any of the level. More specific picture of the positions held by non-teaching staff can be observed in the table below.

**Table 111**

*Positions held by non-teaching staff*

Position	Male	Female	Total
<b>Section Officer</b>	0	0	0
<b>Subba</b>	1	0	1
<b>Kharidar</b>	3	0	3
<b>Driver</b>	0	0	0
<b>Office Helper</b>	2	0	2
<b>Sweepers</b>	0	0	0
<b>Gate Keepers</b>	0	0	0
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>

The table shows only one staff at the Subba. Half (50%) of the non-teaching staff are Kharidar. Similarly, 33.33% of the staffs are office Helper. The following table shows the appointment of non-teaching staff in the last five years.

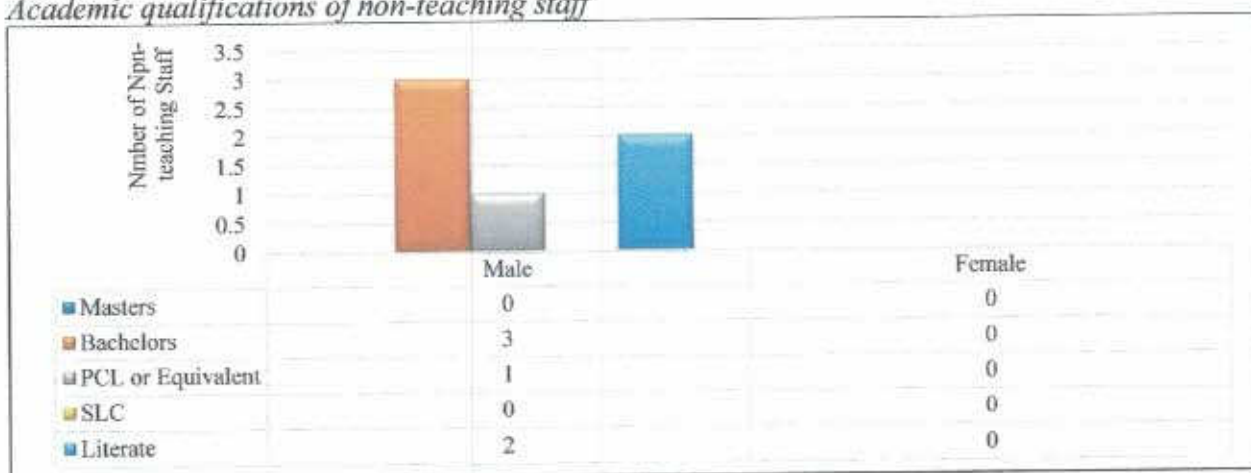


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Campus Chief*

**Table 12***Non-Teaching Staff Recruited in the Last Five Years*

Particulars	Distribution of Staff by Gender		
	Male	Female	Total
Officer Level :	0		0
Professional Staff			
Technical Staff			
Non-Officer Level :	1	0	0
Professional Staff			
Technical Staff			
Assistant Level			
Support/help staff	1	0	0
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>

The table shows that 33.33 per cent of the six administrative staff have been recruited in the last five years. As of this time, there are no staff at the officer level on campus.

**Figure 3***Academic qualifications of non-teaching staff*

The figure shows that most of the non-teaching staff have educational qualifications above SLC. Most of the employees have an educational qualification above the Proficiency Certificate Level (PCL) or equivalent. The supporting staff are only literate.



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## Section 7 : Graduate Information

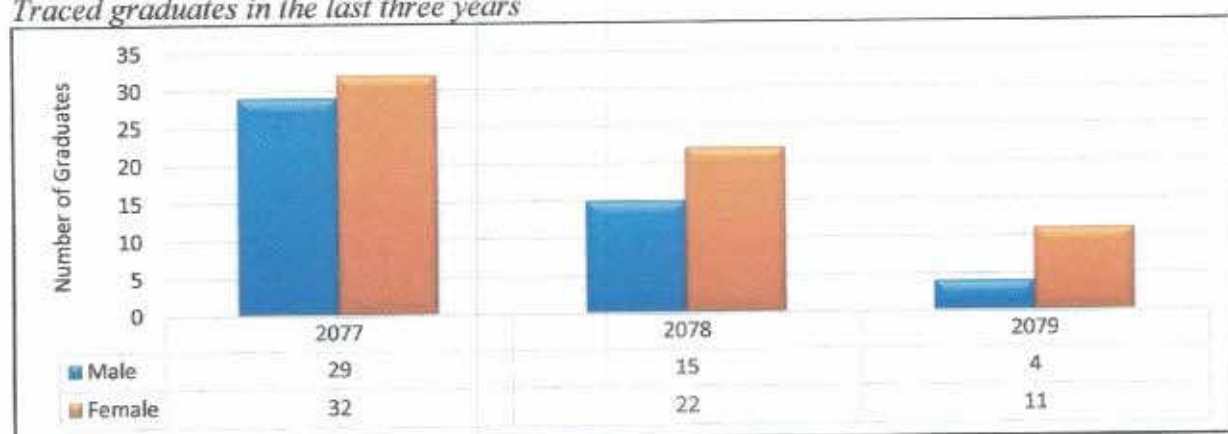
The institution produces graduates annually, in the hope that their qualifications will be valued in the job market. To meet accreditation and quality standards, the campus regularly conducts tracer study surveys and keeps a record of its graduates from previous years. The data collected from these graduates is used to guide institutional reforms.

### Number of Graduates

The following figure shows the number of graduates from BMC over the past three years.

**Figure 4**

*Traced graduates in the last three years*



The figure shows the number of female graduates is larger than that of the male graduates in the last three years. The figure also shows gradual decreased in the number of graduates from 2077 to 2079.

### Employment Status

In the tracer studies, the graduates were asked about their current position with regard to paid work. The number of employed and unemployed graduates in the last years is represented in table 13 below.

**Table 13**

*Employed and unemployed graduates status of Last Year 2078(2021)*

Status	No of Graduates	Percentage
Employed	16	59.26
Higher Study	1	3.70
Unemployed	10	37.04

Regarding the employment and further study status of the graduates, 59.26 percent of the graduates are employed and 3.70 percent of the graduates go for their higher study another large number i.e.37.04 percent of the graduates neither get job nor go for higher study.



  
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## Section 8 : Examination and Result Analysis

Examinations are an essential aspect of academic evaluation, fulfilling key educational requirements. They are the most dependable method for assessing students' academic progress, directly linked to effective teaching and learning activities. While daily campus activities are important, examination performance ultimately highlights students' skills and capabilities.

Barun Multiple Campus administers various types of examinations to showcase students' academic achievements.

Results Analysis offers valuable insights into students' learning and performance throughout their academic journey, whether yearly or by semester. This analysis helps identify overall performance trends at the campus and provides constructive feedback to individual students. It also highlights strengths and weaknesses, guiding improvements in teaching and supporting administrative decisions.

Barun Multiple Campus holds one internal examination each academic year, though this report excludes data from those assessments. The report focuses solely on final examination results across different programs. The number and type of examinations differ between programs following an annual system and those using a semester system, with distinct examination and evaluation methods. However, we have attempted to present the number of passed students from programs of annual and semester systems together.

**Table 14**

Examination Results of 2079 BS							
Level	Program	Total Appeared			Total Passed		
		Male	Female	Total	Male	Female	Total
4 Years Bachelor' s Level	B. Ed I	24	60	84	0	6	6
	B. Ed II	19	132	151	7	30	37
	B. Ed III	16	82	98	5	32	37
	B. Ed IV	17	59	76	5	11	16
	BBS I	20	27	47	2	2	4
	BBS II	17	38	55	5	9	14
	BBS III	14	25	39	2	9	11
	BBS IV	9	17	26	3	6	9
	BA I	6	9	15	0	0	0
	BA II	6	7	13	3	2	5
	BA III	5	2	7	0	0	0
	BA IV	0	0	0	0	0	0
Master' s Level Semester	M. Ed. I	15	13	28	1	3	4
	M.Ed. II	8	12	20	3	2	5
	M. Ed. III	8	9	17	1	1	2
	M. Ed. IV	0	0	0	0	0	0
<b>Grand Total</b>		<b>184</b>	<b>492</b>	<b>676</b>	<b>37</b>	<b>113</b>	<b>150</b>



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The table shows that the overall examination pass percentage is 22.19. The pass percentage seems slightly higher among male students. The pass percentage is 23.13 among male students and 76.87 among female students. The result seems impressive in B.Ed. program



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## Section 9 : Financial Aspects and Assets

This section presents the analysis of fixed assets, and income and expenditure details.

### Fixed assets

The fixed assets of the campus include land, building, lab equipment, furniture, books and other physical properties. Details of the different portions of land area covered by campus are presented the following table.

**Table 15**

SN	Particulars	Area	Remarks
1	Total land area	110 Ropani	
2	Number of buildings	10	
3	Area occupied by buildings	21350 Sq/ft	
4	Number of classrooms	37	
5	Areas occupied by classrooms	1800 Sq/Ft	
6	Number of Labs	6	Computer Lab-6

### *Area occupied by campus premises*

The table shows that the campus occupies a large area with buildings in some parts of the complex and a huge mixed sports field for playing various sports. Concrete buildings constructed a few years ago are major physical asset of the campus. All the constructed buildings have been protected with addition of trusses at top. There are separate buildings for administrative activities, Free Students Union (FSU), and campus canteen. Office of the Campus Chief, Assistant Campus Chiefs, HoDs, Research Management Cell (RMC), Practice Teaching, Primary Health Desk room are in the administrative building. Details of the buildings and rooms are presented in Table 22.

**Table 16**

*Number of buildings and rooms*

Particulars		Number
<b>Buildings</b>	Teaching	6
	Administration	2
	FSU	1
	Canteen	1
	Hostel	1
	Total	11
<b>Classrooms</b>		37



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Labs	ICT	1
Office Rooms		2
Library Rooms		1
Study Rooms		1
e-library room		1
Program Hall		1
Seminar Hall		1
Research Management Cell (RMC)		1
FSU Rooms		1
Canteen rooms		1
Youth Redcross Room		1
Faculty Head and Staff Room		3
Campus Chief Room		1
Asst. Campus Room		1
Primary Health Care Room		1
Indoor TT Hall		1
Guest Room		1
<b>Total Rooms</b>		<b>57</b>

The campus has most of electronic equipment required in an educational institution. Table shows the number of electronic equipment available at campus. The details of the electronic equipment available at the campus are presented in table 17 below.

**Table 17**  
*Electronic equipment*

SN	Particulars	Number	SN	Particulars	Number
1	Desktop computers	8	14	Internet lines	2
2	Laptops	4	15	Camera	1
3	Multimedia projectors	3	16	Invertor Batteries	1
4	Solar 2000 Watt	1	17	UPS	4
5	Solar 1200 Watt	1	18	Water Pumping motors	1
6	Printers	5	19	Ceiling fans	30
7	Color printer	1	20	Stand fans	1
8	Photocopy machines	2	21	Water Dispenser	1



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9	Scanners	1			
10	Stabilizers	4			
11	Telephone sets	3			
12	Fax	1			
13	CC TV Cameras	11			
14	<b>Smart Television sets</b>	<b>6</b>			

As the table shows, the campus has back-up solar system including 2000-Watt, 1200 Watt and 850 VA inverter to compensate unexpected power cut. All classrooms have been equipped with solar light and sets of modern furniture have been added to BBS classrooms. Additions of CC Cameras have ensured security and effective monitoring of all activities. 5 classrooms have been equipped with Smart TV. The campus has plans to install the Interactive Board and Smart TV in all the remaining classrooms in near future. The use of photocopy machines is using to office and Students facilities. The details of the furniture available at the campus are summarized in table 18.

**Table 18**  
*Furniture details*

SN	Particulars	Number	SN	Particulars	Number
1	U Table	1	14	Beds: Palang	4
2	Desk and benches	400	15	Computer tables	26
3	Semi Flooding Bed	1	16	Library Card Box	6
4	Sofas	2 sets	17	Rostom	15
5	Beds	2	18	Tables with drawers	10
6	Book Rack	6 sets	19	Wooden Table	40
7	Plastic Chair	50	20	Plain chairs	30
8	Green Board	4	21	Wooden Rack	23
9	White boards	40	22	Chair with foam	17
10	Folding Chair	10			
11	Steel Chair	25			
12	Wooden Cupboard	13			
13	<b>Notice Boards</b>	<b>4</b>			

### Income and Expenses

Income and expenditure are very important to maintain infrastructure, teaching learning, research and

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Campus Chief



other academic activities. The details of income made by the campus in 2078/079 and 2079/080 are presented in table below.

**Table 19**

*Total Income and Expenses in 2079/080 and 2080/81*

Year	Expenditure		Income
	Operational	Capital	
2079/080	22,467,208.24	9,386,874	26,488,826.33
2081/081	24,783,963.85	2,893,383	19,519,046.87

**Table 20**

*Details of Income in 2079/080 and 2080/081*

Sources of Income	Amount(Rs.)	
	2079/080	2080/081
a) Student Revenue/Fees	16,045,135.00	1,27,74,340.00
b) UGC Grants (Regular)	2,170,000.00	21,70,000.00
c) UGC Grants for Furniture purchase		7,00,000
d) UGC Grants for Equity grants	800,000.00	11,17,500.00
d) UGC Grants for Proposar Writing	125,000.00	
d) UGC Grants for Building	4,250,000.00	
e) From Other Income (Makalu)	200,000.00	200,000.00
ii) Interest from Trust fund	647,340.33	503,519.87
v) Other Income	312,905.00	392,174.00
iv) TU Controller office	147,157.00	374,049.00
v) Other Grants	1,491,289.00	12,87,464.00
Vi) Akshya Kosh	300,000.00	
<b>Grand Total</b>	<b>26,488,826.33</b>	<b>19,519,046.87</b>

The table shows source of income of the last two years. The table shows that the largest source of income in the last two years was fees from regular programs. The table also shows that the second largest source of revenue for these years was grants received from UGC and other agencies.

**Table 21**

*Expenses in 2079/090 and 2081/081*

Total Expenditures	Amount(Rs.)	
	2079/080	2080/081
<b>Operating Costs</b>		
a) Salary	14,018,290.00	14,783,746.00
b) Provident fund return	1,254,372.00	1,287,658.00
c) Maintenance	15,500.00	230,565.00



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d) Scholarship	373,281.00	458,600.00
e) Guest Expenses	68,850.00	39,215.00
f) Others	3,653,513.00	
f) Epf Expenses		980,530.00
i) TU registration/Exam	865,722.00	807,649.00
ii) NEB Reg/Exam	432,115.00	507,470.00
iii) Social Contribution		100,000.00
iv) Edu.Excursion	50,000.00	
iv) Office equipment	12,225.00	109,085.00
v) Pr. Teaching/PR Exam	187,260.00	185,665.00
vi) Auditing Fees	35,000.00	50,000.00
vii) Seminar Training	62,645.00	232,050.00
viii) Information	5,000.00	38,500.00
ix) Telephone/Electricity/D. water	89,250.00	57,135.00
x) Miscellaneous&other	131,756.00	1,150,078.20
xi) Depreciation	1,108,134.47	3,513,087.65
xii) Annual anniversary/Assembly	104,295.00	176,930.00
xiii) Center library Charge		76,000.00
<b>Capital Expenditure</b>		
a) Land /Construction	9,999,428.37	-
c) Furniture	147,510.00	118,365.00
d) Lab		-
e) Books purchase	18,329.00	65,736.00
iii) Teaching. Materials		2,200.00
vi) Service (Prog. Renew)	196,860.00	
vii) Printing Expenses	36,499.00	
	32,865,833.84	24,970,264.85

Source: Audit Report 2079/080 and 2081/081

The comparison of expenses in 2079/080 and 2080/081 shows that the expenses have decreased by Rupees 78,95,568.99. Expenses have decreased Capital expenditure.



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## Section 10 : Scholarship and Freeship

This section deals with the scholarships and freeships distributed in 2080/081.

**Table 22**  
*Scholarship details 2080/081*

Level	Program	Scholarship Type										Grand Total					
		Full Fee Waiver					Partial Fee Waiver					Total Amount (Rs.)	Total Students Number	Total Amount (Rs.)	Total Students		
		Total Amount (Rs.)	Total Students Number				Total Amount (Rs.)	Total Students Number									
Name (e.g B.Ed.)	Scholarships(Excluding Fee Waiver) (Amount provided to the students by campus and other agency)	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total		
		Amount (Rs.)	Girls	EDJ*	Dalits	M	Girls	EDJ †	D	Madhesi	Amount (Rs.)	Girls	EDJ*	Dalits	Madhes	Amount (Rs.)	Students
Bachelor's Level	B.Ed	53,500	13	11	0	2	0	0	0	0	53,500	13	11	0	0	53,500	13
	BBS	108,500	21	17	3	1	0	4	0	0	108,500	19	15	3	1	108,500	21
	BA	3,000	1	1	0	0	0	0	0	0	3,000	1	1	0	0	3,000	1
	1 Yr B.ed																
Master's Level	M.Ed																
M. Phil.																	
Ph.D.																	
	<b>Grand Sub Total</b>	<b>165,000</b>	<b>35</b>	<b>29</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>135,180</b>	<b>33</b>	<b>27</b>	<b>3</b>	<b>0</b>	<b>165,000</b>	<b>35</b>



  
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## Section 11 : Research and Publication

Barun Multiple Campus has established Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. Although the campus is yet to establish research as its distinguished and competitive strength, it has a firm belief on knowledge generated through research. With this view, some mini research projects have been accomplished recently. In addition, RMC provides support to students at Masters Level to carry out research activities as partial fulfillment of their academic degrees.

The details of the accomplished research projects up to 2080/081 at BMC are summarized in Table below.

**Table 23**

*List of accomplished research projects*

Name of Faculty Members	Publication Title	Publication Date
Mr. Rudra Nath Dahal	The Role of Agro-forestry on Food Security and Climate-friendly Farming in Nepal and its Challenges and Approaches	2081 Baishak
Mr. Dandapani Guragain	THE USE OF LANGUAGE IN ADVERTISEMENTS IN CORE AREA OF KHANDBARI	2081 Baishak
Mr. Sandesh Rohit Gurung	Enhancing Learning Outcomes of College Students through Smartphone Integration in the Class Room	2081 Baishak
Mr. Jaya Prakash Basnet	Health Insurance Programme in Nepal: Analysis of Implementation Status	2081 Baishak
Mr. Tara Bahadur Budhathoki	अरुण उपत्यकाका मौलिक उखानहरू	2081 Baishak
Mr. Bimal Bhattarai	Age at Marriage and Fertility; Case Study of Sarki Women in Chainpur Municipality, Sankhuwasabha	2081 Baishak
Mr. Rajendra Sarbahara	अरुण उपत्यकामा प्रचलित इयाउरे लयका हान्पारे गीतमा रसको अध्ययन	2081 Baishak
Mr. Nabaraj Karki	Study of the Academic Course 'Management'; Its Need, Scope and Significance in Modern Period	2081 Baishak

The table shows 8 Mini Research studies accomplished at BMC so far. This clearly indicates lack of regularity in conducting research studies at the campus.

The campus publishes its institutional and academic information through various publications. They include academic journals, reports, prospectus and academic calendar. Table 24 provides a general preview of the campus publications.

**Table 24**  
*Campus publications*

Publication	Frequency of Publication
Annual Report	Annual
Barun Journal	Annual
EMIS Report	Annual
Tracer Study Report	Annual
Academic Audit Report	Annual
Prospectus/ brochure	Annual



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## Section 12 : Library Information

Barun Multiple Campus offers a resourceful library with books, journals, theses, magazines and electronic resources upon which students and teachers depend for their research and study. It is an essential element of the campus's attempt to create and maintain learning platform, which has been fortified with recently set up separate reading room facility with access to electronic and online resources.

### General Information

The library remains open all days open except Saturdays. It also offers flexible study hours during winter and summer vacations. The general information about library is summarized in Table below

**Table 25**

*General information on library*

SN	Particulars	Number
1	Opening hours/day	5
2	Number of staff	1
3	Study seats	10
4	Student computers	2
5	Number of photocopies	1
6	Number of printers	1

**Table 26**

*Collection size up to 2080/081*

Print Sources		Electronic Sources	
<b>Collection Type</b>	<b>Collection</b>	<b>Textbook</b>	<b>6</b>
<b>Textbooks (Circulating)</b>	14536	<b>Marksheet Scan</b>	<b>3849</b>
<b>Barun Darpan</b>	1-11 Volume	<b>Question Collection</b>	<b>836</b>
<b>Reference books</b>	45	<b>Thesis CD</b>	<b>18</b>
<b>Old Collection</b>			
<b>Total Books</b>	<b>14,581</b>		



  
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<b>Journals/Question Collection</b>	20 Files		
<b>Theses/ Practicum/ Practical</b>	232		
<b>Magazines/ Others</b>	294		

### Circulation and provision of borrowing books

The library mainly offers service of circulation of books to students and teachers of BMC. Reference materials cannot be borrowed but studied in the reading room. Study opportunities are also provided to students from other educational institutions provided that they bring application letters and book deposit amount. The circulation privileges provided to teachers and students are summarized in table 27.

**Table 27**

*Conditions of borrowing books*

SN	Types of Users	No. of Books allowed	Period
1	Students of BMC	4 Books for Masters 2 Books for Bachelors	30 Days
	Teachers of BMC	Unlimited	1 Years
2	Non-Teaching Staff on BMC	Unlimited	1 Years
3	Students from Other Institutions	Unlimited	Limited Time Frame with Deposit Amount needed.

The table shows different conditions of borrowing books for teachers non-teaching staff and students. Students from other institutions cannot borrow books but they can study the reading resources inside reading rooms. They can also photocopy reading resources with specified pay rates.

**Table 28**

*New book entry in 2079/080 and 2080/081*

SN	Particulars	2079/080	2080/81
1	Book varieties	38	53
2	Quantities	99	151
3	Purchase amount (Rs.)	24,217	79,731

**Table 29**

*Books with top issue counts (2080/081)*

SN	Name of Book	Issue Count
1	Foundation of education	105
2	Nepali Natka, Ykanki ra Nibanda	81
3	Principles of Management	68



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4	English for Business Studies - I	66
5	Population Dynamics	62
6	Snatak Aanibarya Nepali	59
7	Nepali Katha ra Uppanas	58
8	Population Situation of Nepal	57
9	Project work and Saminar in population education	54
10	Curriculum and evaluation	52
11	Financial Accounting and Analysis	48
12	Business Statistics	48
13	Patterns for College Writing	48
14	Nepali Kabita ra kabya	48
15	Fundamentals of Financial Management	45
16	English for The New Millennium	45
17	Cost and Management Accounting	44
18	Active Grammer Level 3	41
19	Microeconomics for Business	39
20	Basha Bigyan ra Nepali Basha	38
21	Classroom Instruction	38
22	Method of Teaching Population education	34
23	Foundation Population Education	32
24	Foundation of Population Education	29
25	Foundation of Language and Linguistics	28
26	Organization Behaviour and Human Resource Management	26
27	Business Communication	26
28	Business Environment & Stratgices Mangement	26
29	Academic Writing	26
30	Business Law	24
31	Fundamentals of Marketing	23
32	English for Mass Communication	22
33	Economics	22
34	Educational Phychology	22
35	New Directions	21
36	Education Psychology	20
37	Foundation of Health	19
38	Readings for New Horizons	19
39	education Phychology	17
40	Foundations of Physical Education	16
41	Babharik Lekhan ratha Sampadan	15
42	Child Development and Learning	15
43	Com. Nepali	14
44	Macroeconomics for Business	14
45	Nepali Bhasha Sischan	14
46	Principle of Accounting I English	14
47	Environmental Health and Health Promotion	13
48	sayatyasastra ra nepali Samalochana	13

49	Social Studies and Life Skills Educations	13
50	Sports Science and Games	13
51	Social Studies	12
52	Basic Research & Project meet of Health and Physichal education	12
53	Business Staitistis	12
54	Basic Business Finance	11
55	Opt. Nepali	11
56	Nepalese Economy	11
57	Research Mothod	11
58	School Health Programme and Community Health Survey	10
59	Utachariya Saisachik Manobigyan	10
60	Nepali Sahitike Rachana	10
61	Foundation of Health Education	10
62	Introduction of Sociology	10
63	Critical Readings in English	10
64	Devloping and Planning of Economic	9
65	Management & Supervision of Health & Physical education	9
66	Method of Teaching Healtha and Physical education	9
67	Population Studies	9
68	Pragyagic Bhasha Bigyan	8
69	Principle of Accounting I Nepali	8
70	nepali basa phatayacram, phatayapustak tatha Teaching Method	8
71	Dynamics of Nepali Society	8
72	English for Communication	8
73	Com. English	8
74	Educational Management and Leadership Development	7
75	English for New Millennium	6
76	English Language Teaching	6
77	Business Studies	6
78	A History of Literary Criticism	6
79	Organization Behaviour in education	6
80	International Studies	5
81	Modern Political Theory	5
82	Major Political Systems	5
83	Accounting for Financial Analysis & Planing	5
84	Accounting II	5
85	Education Planning	5
86	Reading, Writing and Thinking	5
87	Research methodology in Sociology	5
88	Research methodology in Education	5
89	Research methodology in English Education	5
90	Saishik Babhasthan ra netratow siddantas	4
91	Sports Training Physical eduaction	4
92	Sociological Theories	4
93	Siris ko Ful	4

94	Curriculum Practices	4
95	Basic Mathematics	4
96	Basha Bigyan	4
97	Measurement & Evalutin in Education	4
98	Kunjani	3
99	Foundation of Public Health	3
100	Pragyagic Bhasha Bigyan ka Pramukha Chettra	3
101	Optional English	3
102	Class Ground & Nationals Issue	3
103	Dristikod	3
104	Education & Devlopment	3
105	education Psychology	3
106	Educational Management Information system (EMIS)	3
107	ELT Resrarch and Testing	3
108	Sports Training and Evalidation of Physical eduactional	3
109	THEORY & PRACTICE OF NONFORMAL EDUCATION	3
110	Recent Trends in Educational Planning and Management	3
111	Rajeshwory	3
112	Purbiya ra Pachataya Samalochana	2
113	Quantitive Techniques in Economics	2
114	Retubichar	2
115	Taxation in Nepal	2
116	Situation of nepalese poplation	2
117	Educational Resource Management	2
118	Effective Academic Writting 3 Edition	2
119	Ek Sharko Maya	2
120	English Language Teaching Method	2
121	Aandhabeg	2
122	Basuari ma Naaatayaka Dhunharu	2
123	Organization Behaviour	2
124	Nepali Samajko Gatisilita	2
125	Nepal ko sambidhan	2
126	Microeconomics	2
127	Pather ko Khata	2
128	Hitlar ra Yadhudi	2
129	Major Political Thinkers and Isms of the World	2
130	Instructional Pedagogy and Evaluation	2
131	Interdisclipnary Readings	2
132	Mathematics and Statistics For Economics	2
133	Measurement & Evaluation in Education	1
134	Muluk Bahira	1
135	Naso	1
136	Jiban Kada ho ki Phul	1
137	Khali Khutta	1
138	Lai-see	1



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139	LINGUSTICS IN APPLICATION	1
140	Human Resorch Management in Nepal	1
141	Gender Studies	1
142	Health and Physical Education 12	1
143	Foundations of Financial Systems in Nepal	1
144	Foundation of Physical	1
145	Phonestics & Phonology	1
146	Poem, Poets, Poetry	1
147	Purbiya ra Pachataya Sahitaya Siddanta	1
148	Population Education	1
149	Principles of Management in Nepal	1
150	Nepali Basha Sichan	1
151	Nepali Aakhyan ra natak	1
152	Bhrun Prashna	1
153	Critical Thinking	1
154	Commercial Bank Magagement	1
155	Comprarative law and Nepalese Legal System	1
156	Contemporary Educational Issues	1
157	Corporate Finance	1
158	Business Mathematics	1
159	Baaau	1
160	Aadhnik Nepali Upanash ra Natak	1
161	Aadhunik Nepali Kabita Kabya	1
162	15th Planning 2076 to 81	1
163	A course of Phonestic & Phonology	1
164	A dictionary of Linguistics & Phonestics	1
165	English Language Teaching Pedagogy and Meaterials	1
166	Flax Golden Tales	1
167	English Gread 11	1
168	ELT Pedagogy and Materials	1
169	Educational Management Information (EMIS)	1
170	Educational Psychology	1
171	Economics Analysis	1
172	Eduactional Administration and Supervision	1
173	Dimensions of Teacher Devlopment	1
174	Social Justice Education	1
175	Sociology	1
176	Theory and Practice of Nonformal Education	1
177	Translation Studies	1
178	Visions	1
179	Yesto Hoss Jibansaili	1
180	Yogmaya	1
181	Second Language Learning Theroies	1
182	Siddanta ra Samalochana	1
183	Research methodology	1



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All the books with top issue counts presented in the table are textbooks, most of which are related to B.Ed. students. Foundation of Education is the textbook with most issue counts. We have also attempted to identify the users who frequently borrowed books. Table 33 summarizes users who frequently borrowed books in 2080/081.

**Table 30**  
*Students with most book issues in 2080/081*

S.N.	Name of Student	Level	Faculty	Roll NO	Issue Count
1	BIMALA NIRLAULA	Bachelor	Management	25	21
2	MANISHA LIMBU	Bachelor	Management	54	18
3	BYANJANA KULUNG	Bachelor	Education	33	18
4	MANAWATA RAI	Bachelor	Education	72	18
5	ARCHANA RAI	Bachelor	Management	2	18
6	ASMITA RAI	Bachelor	Management	9	17
7	BHUMIKA RASAILI	Bachelor	Education	36	17
8	BINITA RAI	Bachelor	Management	13	17
9	ANJANA RAI	Bachelor	Education	4	17
10	REJINA SHRESTHA	Bachelor	Education	62	16
11	SHRISTI B.P	Bachelor	Education	6	16
12	MANIKA BISHWAKARMA	Bachelor	Education	7	16
13	BINITA RAI	Bachelor	Management	18	16
14	ANITA GHALE	Bachelor	Education	15	15
15	MINA TAMANG	Bachelor	Education	14	15
16	KISMAT SHRESTHA	Bachelor	Management	22	15
17	SABINA SHRESTHA	Bachelor	Education	13	15
18	BHOJ KUMARI KARKI	Bachelor	Education	2	15
19	ANJITA BASNET	Bachelor	Education	47	15
20	RAJILA SHRESTHA	Bachelor	Management	21	14
21	ANIKA PANDEY	Bachelor	Management	15	14
22	DEEPA DARNAL	Bachelor	Education	63	14
23	BIMA KUMARI GURUNG	Bachelor	Management	13	14
24	SAMITA KALAKHETI	Bachelor	Education	62	14
25	ALISHA BHANDARI	Bachelor	Education	49	14
26	CHHAYA DEVI THAPA	Bachelor	Management	30	14
27	SAMARAJ DARJEE	Bachelor	Management	1	14
28	PHIYONA KULUNG	Bachelor	Education	4	14
29	KAMALA TAMANG	Bachelor	Education	21	14
30	KARISHMA BISWAKARMA	Bachelor	Education	30	14
31	DILLI SHRESTHA	Bachelor	Education	9	14
32	BABITA GURUNG	Bachelor	Management	16	14
33	ASMITA RAI	Bachelor	Management	8	14
34	AYUSHA SHRESTHA	Bachelor	Management	7	14
35	SUMITRA RAI	Bachelor	Education	142	14
36	RABITA RAI	Bachelor	Education	29	14
37	PHURBU SHERPA	Bachelor	Education	37	13
38	SUMANA DARJI	Bachelor	Management	30	13
39	MINA DAHAL	Bachelor	Education	31	13



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40	TARA MAN RAI	Bachelor	Education	17	13
41	SAMALA RAI	Bachelor	Education	76	13
42	LAXMI ACHHAMI	Bachelor	Education	113	13
43	ROJA SHRESTHA	Bachelor	Management	35	12
44	NIRMALA SHRESTHA	Bachelor	Education	101	12
45	BIPANA RAI	Bachelor	Education	63	12
46	TARA DEVI GHIMIRE	Bachelor	Education	32	12
47	PUJA KATUWAL	Bachelor	Education	78	12
48	SABINA SHRESTHA	Bachelor	Education	59	12
49	HIMJYOTI RAI	Bachelor	Education	17	12
50	SMARIKA KHANAL	Bachelor	Education	57	12
51	PRATIBHA RAI	Bachelor	Education	11	12
52	BUDDHI MAYA KULUNG	Bachelor	Education	40	12
53	ANISH SHRESTHA	Bachelor	Management	1	12
54	CHAKRA BAHADUR TAMANG	Bachelor	Management	6	12
55	SACHINDRA GHALE	Bachelor	Management	10	12
56	MIRA RAI	Bachelor	Education	34	12
57	INDRA MAYA KARKI	Bachelor	Education	32	12
58	MUNA RAI	Bachelor	Education	28	12
59	SABINA TAMANG	Bachelor	Education	6	12
60	DIKSHYA SHRESTHA	Bachelor	Management	33	12
61	ROSA RAI	Bachelor	Education	71	12
62	BINITA RAI	Bachelor	Education	8	12
63	REJINA PANDE	Bachelor	Education	31	11
64	RUSIKA RAI	Bachelor	Education	41	11
65	SIJA GURUNG	Bachelor	Management	17	11
66	AANCHAL SHRESTHA	Bachelor	Management	24	11
67	PUSHPA RAI	Bachelor	Education	62	11
68	MANISHA KALAKHETI	Bachelor	Education	17	11
69	SANDIKALA KULUNG	Bachelor	Education	126	10
70	BARSHA KHADKA	Bachelor	Management	31	10
71	SARASWATI SHRESTHA	Bachelor	Education	15	10
72	DHANSUBHA RAI	Bachelor	Education	77	10
73	SADANANDA NEUPANE	Bachelor	Education	114	10
74	PRIYA RAI	Bachelor	Education	85	10
75	SANISHA NEUPANE	Bachelor	Education	98	10
76	SMRITI RAI	Bachelor	Education	15	10
77	RAJINA RAI	Bachelor	Education	85	10
78	ASMITA RAI	Bachelor	Education	36	10
79	SABINA GURUNG	Bachelor	Management	11	10
80	SUDESHANA RAI	Bachelor	Education	101	10
81	PREM BAHADUR BISTA	Bachelor	Education	36	10
82	BINITA NIROULA	Bachelor	Education	38	10
83	BEDRAJ BARAILI	Bachelor	Humanities	4	10
84	BINITA RAI	Bachelor	Education	33	10
85	PABITRA SHRESTHA	Bachelor	Management	34	10
86	SIRJANA KULUNG	Bachelor	Education	147	10
87	YADAV PARAJULI	Bachelor	Humanities	3	10



*Chitrankha Karki*  
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88	BINU RAI	Bachelor	Management	29	10
89	DURGA BHANDARI	Bachelor	Education	50	10
90	NIRMALA MAGAR	Bachelor	Education	2	10
91	ANJANA TAMANG	Bachelor	Management	52	10
92	SABINA RAI	Bachelor	Education	35	10
93	ALINA RAI	Bachelor	Management	20	9
94	MUNA KUMARI MAJHI	Bachelor	Humanities	2	9
95	ASMITA PANTA	Bachelor	Education	20	9
96	BHIM SUKHA KULUNG	Bachelor	Education	66	9
97	BHIM KESHAR RAI	Bachelor	Education	29	8
98	CHANDIKA RAI	Bachelor	Education	43	8
99	ALINA MADEN LIMBU	Bachelor	Education	149	8
100	NIRU GHALE	Bachelor	Education	69	8
101	BISHNU MAYA BISHWAKARMA	Bachelor	Education	64	8
102	SANJU YUBA RAI	Bachelor	Education	44	8
103	MANISHA GHIMIRE	Bachelor	Management	26	8
104	SANJEETA RAI	Bachelor	Education	1	8
105	MANISHA TAMANG	Bachelor	Education	12	8
106	YUBA RAJ GURUNG	Bachelor	Management	38	8
107	YAMUNA RAI	Bachelor	Education	48	8
108	SITA SHRESTHA	Bachelor	Education	52	8
109	BHIM KUMARI CHAPAGAIN	Master	Education	4	8
110	CHANDRAWATI GAUTAM	Master	Education	8	8
111	PARSHANA RAI	Bachelor	Management	37	8
112	ANISHA KAFLE	Bachelor	Education	87	7
113	JAYA KUMAR RAI	Master	Education	11	7
114	ROHIT KARKI	Bachelor	Management	27	7
115	BIMAL RAI	Bachelor	Education	5	7
116	BHUTIK SHERPA	Bachelor	Education	73	7
117	SMRITI RAI	Bachelor	Management	242	7
118	YUMIHANG RAI	Bachelor	Education	9	7
119	SANJITA LIMBU	Bachelor	Management	81	6
120	DILLI KUMAR SHRESTHA	Bachelor	Humanities	7	6
121	DUKPA SHERPA	Bachelor	Education	57	6
122	RENUKA RAI	Bachelor	Education	68	6
123	CHANDRA KALA SHRESTHA	Bachelor	Management	12	6
124	DHRUBA RAI	Bachelor	Education	70	6
125	MANITA RAI	Bachelor	Education	92	6
126	YAMU SHRESTHA	Bachelor	Management	98	6
127	JAYANTI TAMANG	Bachelor	Education	14	6
128	PRAMISHA MAHARA	Bachelor	Education	25	6
129	SUBINA RAI	Bachelor	Education	2	6
130	SANTA KUMAR BISWAKARMA	Bachelor	Management	40	6
131	SIRJANA TAMANG	Bachelor	Education	37	6
132	KUSHUM RAI	Bachelor	Education	10	6
133	MANISHA TAMANG	Bachelor	Management	28	6
134	NISHAN KHATRI	Bachelor	Education	31	6
135	SUSMA SHRESTHA	Bachelor	Management	4	6



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136	AASTHA NIRLAULA	Bachelor	Education	63	6
137	SUBAS KULUNG	Bachelor	Education	30	6
138	ASHA RAI	Bachelor	Management	43	6
139	SANJU ADHIKARI	Bachelor	Education	58	5
140	PRITI RAI	Bachelor	Management	36	5
141	RABIN SHRESTHA	Bachelor	Humanities	12	5
142	PABITRA MADEN LIMBU	Bachelor	Management	42	5
143	RAMJI DUTPAU	Master	Education	1	5
144	SARASWATI ALE	Bachelor	Management	32	5
145	BINITA POKHREL	Bachelor	Education	43	5
146	ASHA TAMANG	Bachelor	Education	34	5
147	DIPESH KOIRALA	Bachelor	Management	45	5
148	ELISHA BHATTARAI	Bachelor	Education	10	4
149	LAXMI BISHWAKARMA	Bachelor	Education	32	4
150	MANISHA RAI	Bachelor	Education	40	4
151	BINITA KATUWAL	Bachelor	Education	89	4
152	RASMITA GURUNG	Bachelor	Education	58	4
153	KOPILA BHATTARAI	Bachelor	Education	80	4
154	DEVI MAYA SUNUWAR	Bachelor	Management	29	4
155	MANISHA KHATRI	Bachelor	Education	69	4
156	PRATIK RAI	Bachelor	Education	25	4
157	SAGAR RAI	Bachelor	Education	30	4
158	SAPANA RANA MAGAR	Bachelor	Management	3	4
159	BISHNU PARAJULI	Bachelor	Management	10	4
160	YAM KUMARI MAGAR	Bachelor	Education	60	4
161	KENDRIYA KULUNG	Bachelor	Management	46	4
162	PRATIMA RAI	Bachelor	Education	16	4
163	DOMA SHERPA	Bachelor	Education	41	4
164	SUNITA KARKI	Bachelor	Education	9	4
165	DEVI KALA KULUNG	Bachelor	Education	74	4
166	SHRISTI TAMANG	Bachelor	Education	13	4
167	MANISHA GHIMIRE	Bachelor	Education	93	4
168	SABITA BHANDARI	Bachelor	Education	22	4
169	SANGITA SIMKHADA	Bachelor	Education	36	4
170	DIKSHA SINGAURE	Bachelor	Education	46	4
171	MANISHA GURUNG	Bachelor	Management	19	4
172	PUSHPA TAMANG	Bachelor	Education	49	4
173	ASMA MAGAR	Bachelor	Education	50	4
174	BABITA MAGAR	Bachelor	Education	23	4
175	SONIKA BISHWAKARMA	Bachelor	Education	27	4
176	RANJANA RAI	Bachelor	Management	13	4
177	PRABIN GURUNG	Bachelor	Management	15	4
178	SUJATA RAI	Bachelor	Education	13	4
179	SHOBHA RAI	Bachelor	Education	107	4
180	SUJITA RAI	Bachelor	Education	22	4
181	LAXMI RAI	Bachelor	Education	42	4
182	YASMIN RAI	Master	Education	0	4
183	YASHODA KARKI	Master	Education	22	4



*Chitralekha Karki Adhikari*  
 Chitralekha Karki Adhikari  
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184	CHHABI MAYA RAI	Master	Education	0	4
185	SIRJANA THAPA	Bachelor	Education	26	4
186	RAMESH MAGAR	Bachelor	Management	31	4
187	SHANTA RAI	Bachelor	Education	82	4
188	MANITA RAI	Bachelor	Education	29	4
189	SUSMITA RAI	Bachelor	Education	68	4
190	SAMPURNA RAI	Bachelor	Education	5	4
191	BISHAL RAI	Bachelor	Education	8	4
192	MEGHA RAJ BOGATI	Master	Education	5	4
193	HIRA SHRESTHA	Master	Education	10	4
194	NISHANT GHIMIRE	Bachelor	Education	12	4
195	SHARMILA TAMANG	Bachelor	Management	138	4
196	SARMILA KATTEL	Bachelor	Education	62	4
197	KARUNA GAUTAM	Bachelor	Education	61	4
198	KABITA DHITAL	Master	Education	12	4
199	SUMITA RAI	Bachelor	Management	47	3
200	INDIRA DHITAL	Master	Education	11	3
201	TULI MAYA GURUNG	Bachelor	Education	82	3
202	PARKASH KULUNG RAI	Bachelor	Education	90	3
203	HARI SHANKAR RAI	Master	Education	10	3
204	PARMILA BISHWAKARMA	Master	Education	9	3
205	SAMJHANA RAI	Bachelor	Education	81	3
206	DIKSHYA BHATTARAI	Master	Education	0	3
207	RANJANA KATUWAL	Master	Education	9	3
208	BHUPAL KULUNG RAI	Master	Education	17	3
209	UMA KANT PANDIT	Master	Education	1	3
210	MANISH RAI	Master	Education	14	3
211	ALINA RAI	Master	Education	0	3
212	TIRSHANA RAI	Bachelor	Education	3	3
213	LALINA RAI	Bachelor	Education	42	3
214	BINDRA KULUNG	Bachelor	Education	10	3
215	NIRMALA KOIRALA	Bachelor	Management	40	3
216	SAJINA LIMBU	Bachelor	Education	73	3
217	LATA ADHIKARI	Master	Education	11	3
218	ANJANA RAI	Bachelor	Education	98	3
219	NISHA PURI	Bachelor	Management	31	3
220	NISHA RAI	Bachelor	Management	22	3
221	LAXMI GURUNG	Bachelor	Management	21	3
222	SANDHYA RAI	Bachelor	Education	61	3
223	YASODA RAI	Bachelor	Education	48	3
224	SUNITA TAMANG	Bachelor	Education	47	2
225	AYUSH RAI	Bachelor	Management	15	2
226	BHUMIKA RAI	Bachelor	Education	53	2
227	KALPANA THING	Bachelor	Education	9	2
228	SANJIKA RAI	Bachelor	Education	59	2
229	API KALAKHETI	Bachelor	Management	34	2
230	BIDISHA RAI	Bachelor	Management	44	2
231	SAMJHANA THAPA	Bachelor	Management	28	2



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232	KRISHTINA KULUNG	Bachelor	Education	83	2
233	ARYA SHANKAR JOSHI	Bachelor	Humanities	10	2
234	SONIYA KULUNG RAI	Bachelor	Management	3	2
235	SANJU THAPA MAGAR	Bachelor	Humanities	1	2
236	LOKENDRA KULUNG	Bachelor	Education	4	2
237	SANGITA BISWAKARMA	Bachelor	Education	11	2
238	PRATIKSHA RAI	Bachelor	Education	22	2
239	SUJANA BISHWAKARMA	Bachelor	Education	78	2
240	MANISHA RAI	Bachelor	Education	22	2
241	LAXMI TAMANG	Bachelor	Education	35	2
242	SUJANA DHAKAL	Bachelor	Management	36	2
243	HOM KUMARI THAPA	Bachelor	Management	42	2
244	DIL KUMARI JOGI	Bachelor	Education	114	2
245	RAJINA SHRESTHA	Bachelor	Management	2	2
246	KRISTINA GURUNG	Bachelor	Education	107	2
247	SILA KULUNG	Bachelor	Education	1	2
248	MANIKA MAGAR	Bachelor	Education	108	2
249	SOM MAYA WANEM	Bachelor	Education	26	2
250	DEBARAJ RAI	Bachelor	Education	6	2
251	SHANTI RAI	Bachelor	Education	99	2
252	SARU RAI	Bachelor	Education	45	2
253	DEV KUMARI RAI	Bachelor	Education	47	2
254	BABITA MAGAR	Bachelor	Education	97	2
255	BIBAS KHATRI	Bachelor	Management	7	2
256	SHANTI RAI	Master	Education	12	2
257	POOJA TAMANG	Bachelor	Education	19	2
258	BHUMIKA TAMANG	Bachelor	Education	38	2
259	BISHAL RAI	Bachelor	Humanities	6	2
260	MILAN RAI	Bachelor	Humanities	14	2
261	ASH MAYA RAI	Bachelor	Management	3	2
262	KISHORI RAI	Master	Education	3	2
263	AMIT RAI	Master	Education	19	2
264	BUDDHA KUMARI NIRAULA	Bachelor	Education	65	2
265	JENI MADEN LIMBU	Bachelor	Education	106	2
266	TULASA MAGAR	Bachelor	Education	79	2
267	DILIP RAI	Bachelor	Education	39	2
268	PUJANA RAI	Bachelor	Management	51	2
269	SARU ROKKA	Bachelor	Education	21	2
270	BIPANA RAI	Bachelor	Education	55	2
271	ARATI RAI	Bachelor	Education	53	2
272	MAN MAYA TAMANG	Bachelor	Education	51	2
273	DIPAK TAMANG	Bachelor	Education	59	2
274	BALIKA KUMARI SHRESTHA	Bachelor	Education	94	2
275	MANITA RAI	Bachelor	Management	48	2
276	SAJANA KULUNG	Bachelor	Education	16	1
277	SIRJANA RAI	Bachelor	Education	39	1
278	PUJA RAI	Bachelor	Management	23	1
279	KRISHA TAMANG	Bachelor	Management	20	1



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280	NILESWARI MAGAR	Master	Education	0	1
281	PREMISH MAGAR	Bachelor	Management	43	1
282	YADAV ACHARYA	Master	Education	8	1
283	MANJU NIRLAULA	Master	Education	6	1
284	SANTOSH RAI	Master	Education	6	1
285	SUMAN ALE	Bachelor	Education	19	1
286	SUJAN DHAKAL	Bachelor	Education	87	1
287	SUMNIMA RAI	Bachelor	Management	51	1
288	KABITA GHIMIRE	Bachelor	Management	39	1
289	SAMJHANA RAI	Master	Education	0	1
290	SANTOSH BARAKOTI	Bachelor	Education	79	1
291	PUSPA SHRESTHA	Bachelor	Management	84	1
292	NEHA KATUWAL	Bachelor	Management	38	1
293	TIKA DEVI ADHIKARI	Bachelor	Management	13	1
294	SABIN KUMAR RAI	Bachelor	Education	60	1

The table shows that students with most frequent book issues are from BBS program although four students from B Ed program are in the top ten list. All the students in the most frequent issues of books list are from bachelor's programs.

The following table shows the list of staff with most issue counts in 2080/081.

**Table 31**

*Staff with most book issues in 2080/081*

SN	Name of Staff	Designation	Issue Count
1	CHITRAREKHA KARKI ADHIKARI	ASST CAMPUS CHIEF	19
2	YOGRAJ POKHREL	TEACHING ASSISTANT	12
3	LAXMI DHUNGANA	LECTURER	11
4	GITA KATUWAL	TEACHING ASSISTANT	10
5	BHIM RAJ KHATRI	TEACHING ASSISTANT	9
6	DANDAPANI GURAGAIN	CO-ORDINATOR	8
7	RUDRA NATH DAHAL	LECTURER	7
8	SHUSHILA THAPALIYA	LECTURER	7
9	LAXMI PRASAD KHANAL	TEACHING ASSISTANT	6
10	RAJMANI GHIMIRE	TEACHING ASSISTANT	5
11	BIMAL BHATTARAI	LECTURER	5
12	CHHATRA MANI PANTA	LECTURER	3
13	NABARAJ KARKI	LECTURER	3
14	ROHIT GAUTAM	TEACHING ASSISTANT	3
15	BHARAT RAI	TEACHING ASSISTANT	3
16	DIPA BHATTARAI	TEACHING ASSISTANT	3
17	SANTOSH SHRESTHA	TEACHING ASSISTANT	2
18	RAJENDRA SARBAHARANIRLAULA	LECTURER	2
19	TIKA RAM GURUNG	CAMPUS CHIEF	2



*Chitrekha Karki*  
Campus Chief

20	GANESH SHRESTHA	TEACHING ASSISTANT	2
21	KESHAB SHRESTHA	TEACHING ASSISTANT	2
22	AMBAR BAHADUR KARKI	ACCOUNT OFFICER	1
23	BHUWAN HALIDE	TEACHING ASSISTANT	1
24	SANDESH ROHIT GURUNG	TEACHING ASSISTANT	1
25	ALOK DAHAL	TEACHING ASSISTANT	1
26	KRISHNA BAHADUR CHAPAGAIN	TEACHING ASSISTANT	1



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Chitrekha Karki Adhikari  
Campus Chief

## Unit II : Summary of Findings

The introduction of the information management system has enhanced efficiency in data processing, storage, analysis, and the timely provision of educational information. This system has enabled the campus to start collecting, processing, storing, and transmitting relevant information. The recent implementation of a centralized information system has allowed the campus to produce relevant, accurate, consistent, and timely data, aligning it with its internal goals and objectives and better serving its stakeholders.

The publication of this report is expected to improve the overall performance of the campus. By carefully reviewing this report, campus management will be better equipped to monitor the distribution of resources and budget allocation across various aspects of institutional development.

The report is divided into three main units. The first unit provides campus information. These areas include a brief background, scope, and methodology of the report; programs and departments; student enrollment in various programs; Gender Parity Index (GPI) of enrolled students; numbers and academic qualifications of teaching and non-teaching staff; the student-teacher ratio; graduate information; examination results across various programs; fixed and capital assets, and income and expenses; research activities and publications; library resources; and scholarships and financial aid distributed to students.

The second unit presents the major findings from the analysis of the information in the first unit. The final unit discusses these findings and provides recommendations for institutional reforms.

A quantitative approach was primarily used for compiling and analyzing the data. The sources of data collection, tools for data collection, and data analysis procedures are specified. Data for the study were obtained from both primary and secondary sources, with most information coming from the EMIS software, which served as the primary source. Additional data were gathered from campus publications. The BMC uses 'Siksha' software to store, process, and analyze data from various campus sections.

### Programs, Faculties and Departments

- Barun Multiple Campus offers five different programs across three faculties, all of which are affiliated with Tribhuvan University (TU). Consequently, these programs adhere to TU's regulations regarding admission, teaching, learning, and evaluation.
- The campus provides five study programs, four at the Bachelor's level and one at the Master's level. The Master's programs operate on a semester system. The remaining Bachelor's programs follow an annual system.
- The campus offers 22 specialization subjects in three faculties. Faculty of humanities and social science covers the largest number of programs and specialization subjects. Faculty of Education running two programs and Faculty of Management are running with single programs.
- The campus offers three faculties.

### Student Enrollment

- B.Ed is the largest program and M Ed is the smallest program in both 2079/080 and 2080/081 in terms



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of student enrollment.

- In 2079/080, programs in order from the largest to smallest are B.Ed, BBS, BA and M.Ed. Similar trend is observed in 2080/081.
- The total number of students (both male and female) has slightly decreased, in 2079/080 from 2080/081.
- Faculty of Education is the largest faculty in terms of the number of enrolled students.
- Faculty of Humanities and Social Sciences have very low enrollments
- In most of the faculties, the proportion of female students looks higher than that of male students.
- At the Bachelor's level, female enrollment constituted 68.16% in 2079/080 and it's increased to 71.27% in 2081/081. Conversely, the Master's level saw a decrease in the proportion of male students, from 57.69% in 2079/080 to 55.93% in 2081/081.
- Comparing enrollments over the two years, there is a noticeable decline at both academic levels. The Bachelor's level experienced a reduction of 119 students, while the Master's level saw an increase of 33 students.

### Gender Parity Index

- The overall GPI of Bachelor's level was 2.14 in 2079/080 2.48 in 2080/081. The GPI of Master's level was 0.73 in 2079/080 and 0.79 in 2080/081. There is lack of gender parity at both the Bachelor's and Master's levels, with a noticeable gender disparity favoring female students in both 2079/080 and 2080/081.

### Teachers and Non-Teaching Staff

- As per the data of 2080/081, there are currently 27 teachers and 6 non-teaching staff working at different positions of BMC.
- Only 18.52 percent female teachers are working at the campus.
- The proportion of full-time teachers is larger than that of the part time teachers.
- Among the various working positions of teachers, the largest number of teachers was found to be working as Assistant Lecturers.
- There are just 27 teachers with Master's degree.
- There are currently 6 non-teaching staffs working in different positions. Among them 4 are in the non-officer level and 2 in supporting positions.
- 2 non-teaching staff have been appointed in the last five years.
- Most of the non-teaching staffs have academic qualification above +2 or equivalence.

### Student-Teacher Ratios

- Thus, the overall STR of the campus in 2079/080 was 1:25.74
- The overall STR of the campus in 2080/081 was 1:25.74

### Graduate Information

- The number of employed graduates is higher among female graduates than among male graduates.
- The employment rate has 59.26% in the last years.
- The employment rate looks higher among male graduates than among female graduates.

### Examination and Result Analysis

- Overall examination pass percentage is 22.19.
- The pass percentage seems higher among female students. The pass percentage is



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76.87 among female students and 23.13 among male students.

- The result seems impressive in B.Ed. program.

#### **Financial Aspects and Assets**

- The campus occupies 110 Ropani of land.
- There are 10 buildings which occupy 21350 Sq. ft of land
- There are 37 classrooms and 13 rooms for office use.
- The campus occupies 8 desktop computers, 5 laptop computers, 5 Smart TV, 3 multimedia projectors, 2 Photocopy Machine, 1 Fax Machine and 5 printers.
- The total income was Rs. 26,488,826.33 and Rs. 19,519,046.87 in 2079/080 and 2080/081 respectively.

#### **Scholarships and freeships**

- The campus distributed Rs. 165000 in 2080/081 for scholarships and freeships
- The total number of students who received scholarships and freeships was 35 in 2080/081.

#### **Research and Publication**

- Barun Multiple Campus has established Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. Although the campus is yet to establish research as its distinguished and competitive strength, it has a firm belief on knowledge generated through research. With this view, some mini research projects have been accomplished recently.
- So far, eight mini research projects have been accomplished. The academic publications of the campus include Barun Journal, Academic Calander and Barun brochure.

#### **Library and Learning Resources**

- In top issue books category, the foundation of education is 105 times in a 2080/081.
- In Students with most book issues category, Bimaka Karki from Management faculty is 21 times in a 2080/081.
- In Staff with most book issues category, Chitrarekha Adhikari, Campus Chief is 19 times in a 2080/081.



*Chitrarekha Karki Adhikari*  
Campus Chief

### Unit 3 : Recommendations for Institutional Reform

Based on the comprehensive analysis of data gathered through the Education Management Information System (EMIS), we have identified some strategic recommendations aimed at enhancing the overall performance and effectiveness of our institution. These recommendations are designed to address key areas such as academic quality, administrative efficiency, student engagement, and resource optimization. By implementing these strategies, we aim to foster an environment of continuous improvement, ensuring that our institution not only meets but exceeds the educational standards and expectations of all stakeholders.

- i. The current 4 study programs do not sufficiently meet the demand for education in technical and professional fields. To address this, the institution should take proactive steps to introduce new programs that cater to these areas.
- ii. Although the slight decline in student enrollment in 2080/081 may not be alarming, it highlights the need for effective strategies to attract more students. Marketing campaigns, scholarship opportunities, and outreach programs can help boost enrollment.
- iii. The observed decline in enrollment for Bachelor's programs, particularly in BBS and B.Ed., necessitates targeted initiatives to attract students. Developing specialized tracks, offering flexible schedules, and enhancing career support services could make these programs more appealing.
- iv. Consistent low enrollment in the BA program suggests the need for improvement. Enhancing the curriculum, promoting interdisciplinary opportunities, and providing career pathways can attract more students.
- v. The gender disparity in enrollment, particularly the low number of male students, requires initiatives to create a balanced gender representation. Programs and campaigns aimed at male students can help address this issue.
- vi. The low number of teachers with Ph.D. and M. Phil. degrees necessitates strategies to enhance faculty qualifications. Offering professional development opportunities, funding for advanced studies, and partnerships with research institutions can facilitate this.
- vii. The fluctuation in the number of graduates and their employment rates suggests the need for consistency. Strengthening career services, building industry partnerships, and regularly updating curricula to match job market demands can help maintain stable employment outcomes for graduates.
- viii. The low number of research publications highlights the need to encourage faculty research. Providing research grants, organizing workshops, and creating a supportive research environment can boost publication rates and academic contributions.
- ix. To meet the growing demand for professional and technical education, the institution should consider launching new programs in fields such as data science, cyber security, healthcare management, and engineering. These additions will cater to the evolving job market and attract a diverse student body.



  
Chitrarekha Karki Adhikari  
Campus Chief

