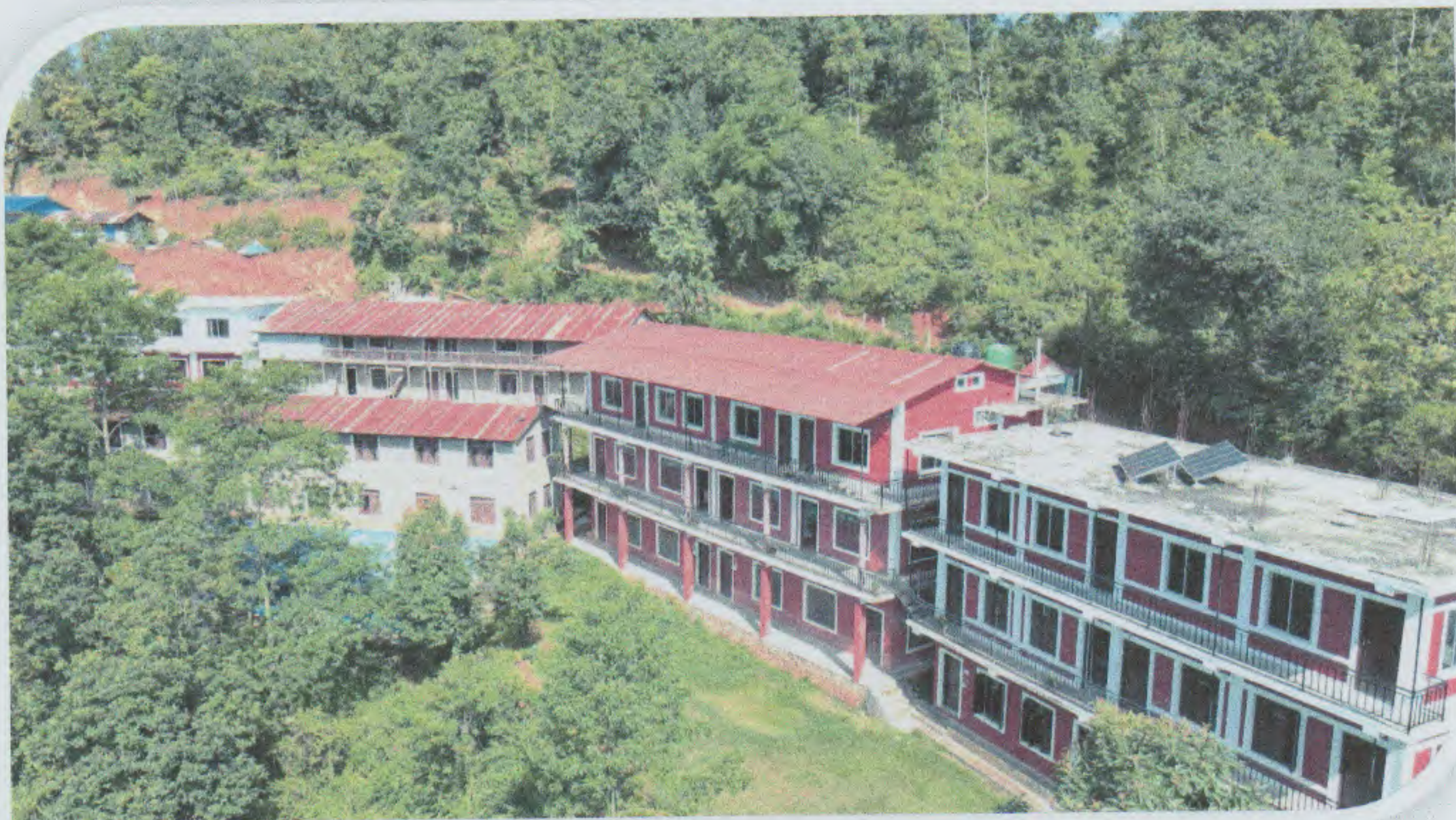




Affiliated to Tribhuvan University

Barun Multiple Campus

Khandbari, Sankhuwasabha



"Barun Multiple Campus, a Destination for Professional Development,
Leadership Development and Community Development"

**Education Management Information System
(EMIS)**

**Annual Report
(2081/82)**

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Nabaraj Karki

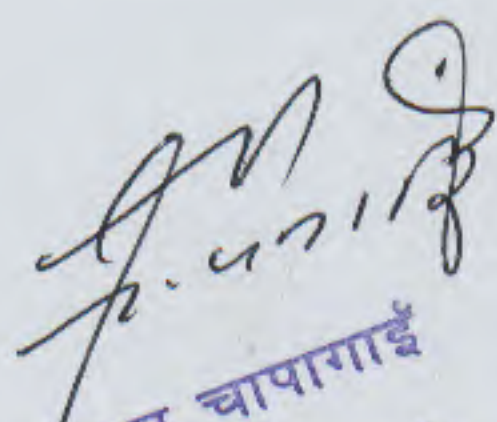
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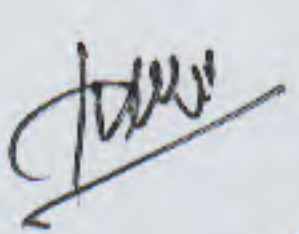
Coordinator

Member

Member




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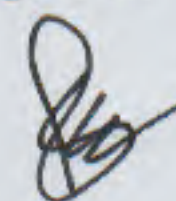

Campus Chief

Foreword

I am pleased to present the second 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.

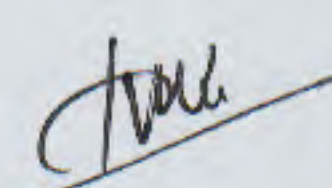
We have seen significant advancements in our infrastructure, the introduction of new programs, an increase in student enrollment, and improved examination results. Recently, our focus has been on integrating technology in classrooms and fostering a student-friendly environment. We have ensured internet 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.

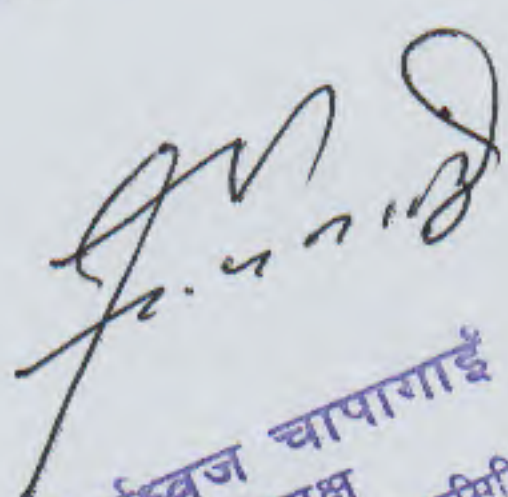
I thankfully appreciate the EMIS Unit for their diligent efforts in making this report as comprehensive as possible, including an analysis of all relevant aspects. I acknowledge their meticulous collection and presentation of information. The suggestions in this report will be seriously considered for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



Kishor Shrestha
Co-Ordinator
EMIS Committee
Barun Multiple Campus
Khandbari, Sankhuwasbha

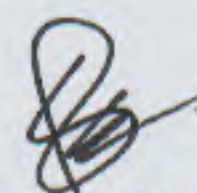



Campus Chief


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Acknowledgements

We extend our gratitude to Chirtarekha Karki Adhikari, Campus Chief; and Mr. Dirghadhwoj 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.

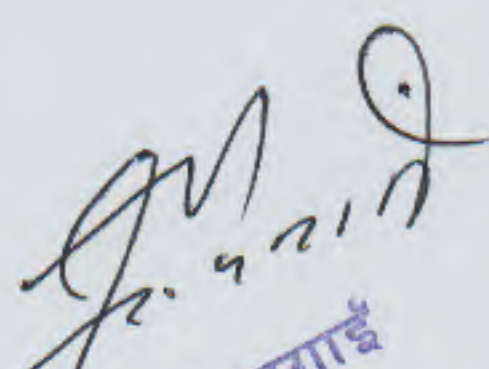


Kishor Shrestha

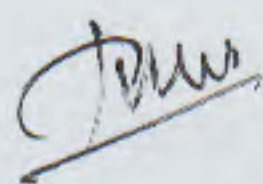
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EMIS Committee

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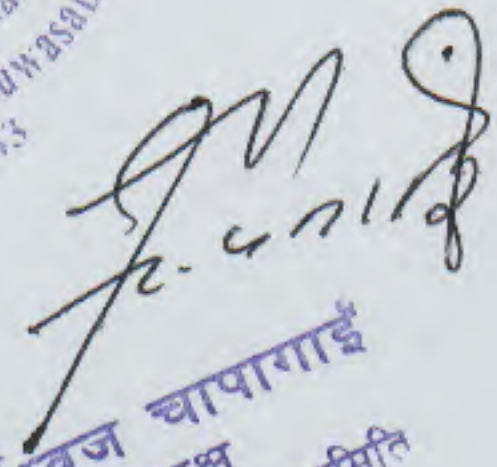
Executive Summary

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.




Campus Chief


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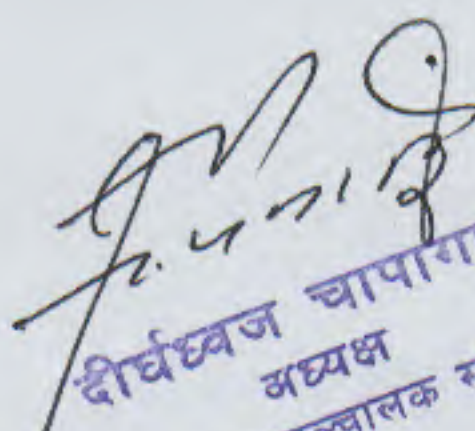


Kishor Shrestha
Co-Ordinator
EMIS Committee
Barun Multiple Campus
Khandbari, Sankhuwasabha

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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



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Section 1 : Introduction

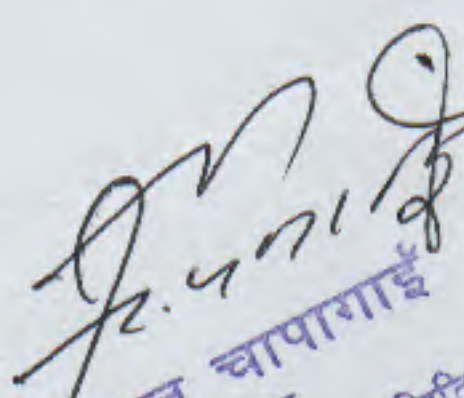
Since the establishment of the campus, UGC has been actively participating in various other comprehensive planning programs by coordinating with donor agencies. In the meantime, the campus created a ten-year strategic plan (year 2010-2020) in the year 2066/10/06, and according to the same plan, the programs 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 two years, the National Higher Education Programme (NEHEP) invited by the University Grants Commission had called for Equity Grant Funding Project and Extended Performance-Based Programme. The campus has submitted a proposal to participate in such a programme in collaboration. After accepting the NEHEP, the campus is carrying out various activities as per the protocol provided by the UGC. The SSR has been prepared and submitted along with this project and is moving forward for the 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.


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Khandbari, Saptari
Est. 2010
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.



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Barun Multiple Campus, EMIS Report 2081/082-----2

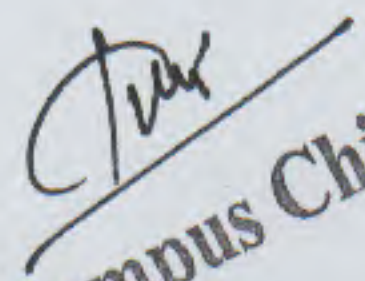
Data analysis Tools and Procedure

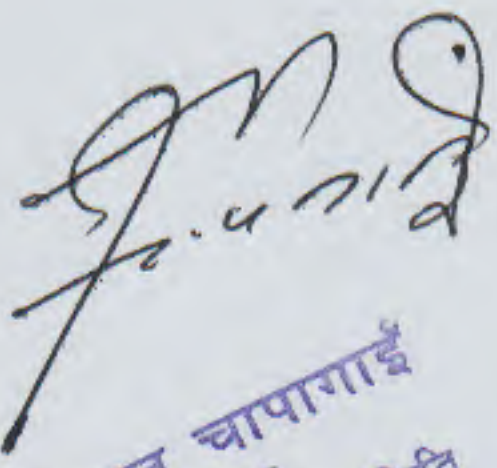
We utilized the EMIS software to extract relevant data regarding student enrollment, teaching and non-teaching staff, examinations, and library usage. For the analysis, we created visualizations, including tables and charts. These visualizations were designed prior to data collection, and once the data 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.




Campus Chief


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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

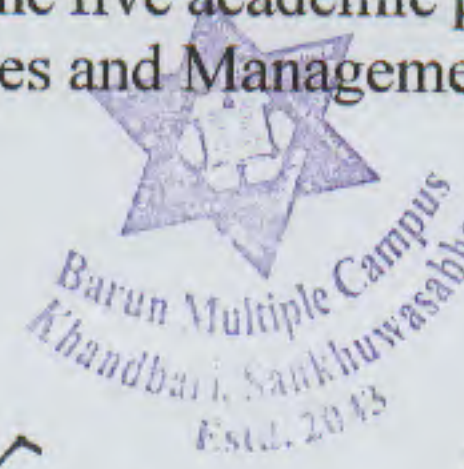
Programs Run at Barun Multiple Campus

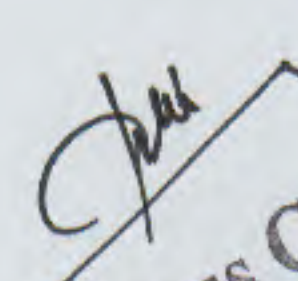
Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
Bachelors	BA	4	2045 BS	Annual	Class 12 passed or equivalent
	B.Ed.	4	2057 BS	Annual	Class 12 passed or equivalent
	BBS	4	2063 BS	Annual	Bachelor's degree in any stream
	1 Years B.Ed.	1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


 Barun Multiple Campus
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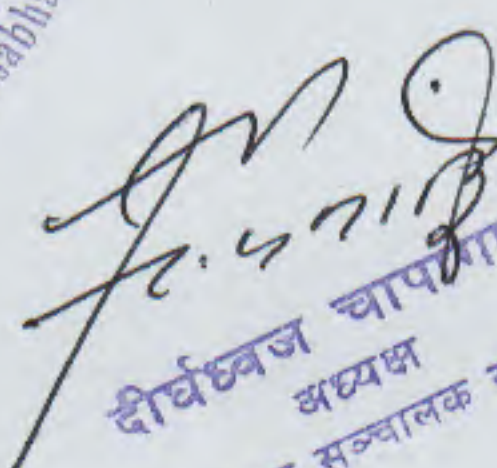

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Table 2*Faculties run at the Campus*

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.

The departments are divided into different faculties and programs. Which is shown in the table below.

Figure 1**Faculties**

The figure shows three faculties. Under these faculties there are 7 departments. Details of the faculties and departments 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

Departments

SN	Departments	Name of Head of Department
1	Education, Sociology and Educational Planning & Management (EPM)	Rudra Nath Dahal
2	Economics and Mathematics	Chhatra Mani Panta
3	Nepali	Rajendra Sarbahara Niraula
4	Health and Population Education	Bimal Bhattarai
5	Management	Laxmi Prasad Khanal
6	English	Yograj Pokhrel
7	Teaching Practice	Dandapani Guragain

Barun Multiple Campus
Khandbari, Sankhuwasabha
Estd. 2043

Campus Chief

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आचार्य मन्त्रालय समिति

Section 3 : Students Enrollment

This section concerns the information related to students who got admission in the campus in 2080/081 and 2081/082. 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 2070/081 and 2081/082.

Table 4

Program-wise enrollment in 2080/081 and 2081/082

Program and year/semester	2080/081			2081/082		
	Number of Students			Number of Students		
	M	F	T	M	F	T
B Ed I	15	48	63	31	55	86
B Ed II	17	75	92	13	38	51
B Ed III	21	62	83	7	42	49
B Ed IV	10	71	81	7	38	45
B Ed Total	63	256	319	58	173	231
BA I	3	1	4	5	2	7
BA II	9	5	14	0	0	0
BA III	6	9	15	4	3	7
BA IV	5	6	11	3	3	6
B A Total	23	21	44	12	8	20
BBS I	19	30	49	21	35	56
BBS II	18	29	47	19	30	49
BBS III	20	28	48	10	18	28
BBS IV	15	28	43	10	11	21
BBS Total	72	115	187	60	94	154
M.Ed. I	11	8	19	9	14	23
M.Ed. II	12	8	20	9	12	21
M.Ed. III	5	5	10	10	8	18
M.Ed. IV	5	5	10	9	7	16
M.Ed. Total	33	26	59	37	41	78

The table also shows that B.Ed is the largest program and BA. is the smallest program in 2081/082 in

terms of student enrollment. In 2081/082, 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.

A similar trend is seen in the admissions in programs with annual system as most of the programs in these systems have seen a decrease in student enrollment. Except in the semester system. Under the semester system, there has been an increase in the number of admissions in M.Ed. compared to the previous year.

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 2080/081 and 2081/082.

Table 5

Student enrollment from different local Governance Level in 2080/081 and 2081/082

Local Level			B Ed		BA		BBS		M Ed		Total	
			2080/081	2081/082	2080/081	2081/082	2080/081	2081/082	2080/081	2081/082	2080/081	2081/082
KHANDBARI	MUNICIPALITY	SANKHUWASAB HA	95	65	13	5	102	83	14	18	224	171
SILICHONG	RURAL MINICIPALITY	SANKHUWASAB HA	58	28	4	3	17	14	10	9	89	54
SABHAPOKHARI	RURAL MINICIPALITY	SANKHUWASAB HA	41	26	4	3	8	6			53	35
PANCHKHAPAN	MUNICIPALITY	SANKHUWASAB HA	24	22	1	4	12	8	6		43	34
CHICHILA	RURAL MINICIPALITY	SANKHUWASAB HA	30	23	6	1	12	6		4	48	34
MAKALU	RURAL MINICIPALITY	SANKHUWASAB HA	25	23	5	2	10	12			40	37
SADANANDA	MUNICIPALITY	BHOJPUR	17	13	1		6	8	10	21	34	42
BHOTKHOLA	RURAL MINICIPALITY	SANKHUWASAB HA	7	6	5	2	7	6			19	14
CHAINPUR	MUNICIPALITY	SANKHUWASAB HA	4	5	1		2	3	4	4	11	12
SALPASILICHHO	RURAL MINICIPALITY	BHOJPUR	9	7			5	5	13	15	27	27
KEPILASHDAHI	RURAL MINICIPALITY	KHOTANG	3	2	1						4	2



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MADHI	MUNICIPALITY	SANKHUWASAB HA	1	1			1		2		4	1
BAGMATI	RURAL MINICIPALITY	LALITPUR	1	1							1	1
ARUN	RURAL MINICIPALITY	BHOJPUR	3	3	1		1				5	3
URLABARI	MUNICIPALITY	MORANG					2				2	0
KHAPTADCHANNA	RURAL MINICIPALITY	BAJHANG			1	1					1	1
MAHAKALI	MUNICIPALITY	DARCHULA				1					0	1
BUDHANILKANTHA	MUNICIPALITY	DHADING									0	0
DEWANGANJA	MUNICIPALITY	SUNSARI									0	0
MIRCHAIYA	MUNICIPALITY	SIRAHA					1				1	0
PATHARI	RURAL MINICIPALITY	MORANG					1				1	0
ITHARI	MUNICIPALITY	SUNSARI	1	2							1	2
DHUDALI	MUNICIPALITY	SINDHULI			1						1	0
BUDIGANGA	MUNICIPALITY	BAJURA				1						1
MAHALAXMI	MUNICIPALITY	DHANKUTA							2			2
GAURUJANG	RURAL MINICIPALITY					1						1
BUDDHASANTI	RURAL MINICIPALITY	JHAPA				1						1
DHULIKHEL	MUNICIPALITY	KAVRE		1								1
LETANG	MUNICIPALITY	MORANG		1								1
DUPPESHOR	RURAL MINICIPALITY	NUWAKOT						1				1
MANEBHYANG	RURAL MINICIPALITY	OKHALDHUNGA							2			2
DUMAYAK	RURAL MINICIPALITY	PACHTHAR		1								1
DHARMADEVI	MUNICIPALITY	SANKHUWASAB HA		1								1
Total			319	231	44	25	187	152	59	75	609	483

The table shows that the majority of students were enrolled from Khandbari Municipality, which had a total of 224 enrollments in the academic year 2080/081, decreasing to 171 in 2081/082. Despite being further away than the neighboring Silichong Rural Municipality, the enrollment numbers were the second-highest in 2080/081 and 2081/082.

Moreover, the data reveals a broader geographical reach, with students from various local levels. In 2081/082, there were 1 students from Dhulikhel 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.

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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

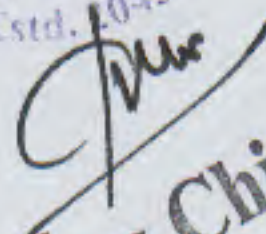
Currently, the number of female students surpasses that of male students, with females making up 68.64% of the total enrollment in 2080/081 and 65.42% in 2081/82. This indicates that the overall GPI is greater than 1, reflecting a higher participation rate for female students. The following table provides a summary of the overall GPI in student enrollment.

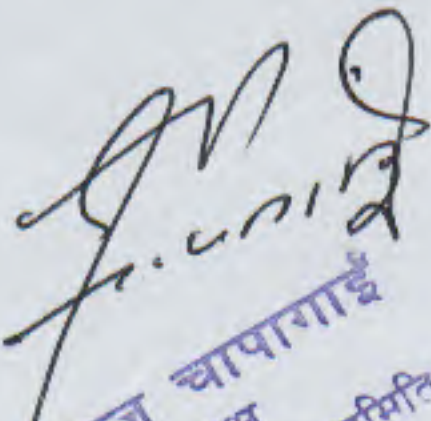
Table 6

Overall GPI in 2080/81 and 2081/082

Level	2080/081			2081/082		
	Male	Female	GPI	Male	Female	GPI
Bachelors	158	392	2.48	130	275	2.12
Masters	33	26	0.79	37	41	1.11
Total	191	418	2.19	167	316	1.89

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 2081/082. 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.


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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 2081/082, BMC employs 25 teachers and 6 non-teaching staff in various roles.

Table 7

Teaching staff in 2081/082

Full Time	FT		PT		FT:PT	Academic Qualification						Grand Total	
					Ratio	PhD		M.Phil		Master' s			
	M	F	M	F		M	F	M	F	M	F	M	F
Professor													
Associate Professor/Reader													
Assistant Professor													
Lecturer	9	5	0	0	1:00					9	5	9	5
Assistant Lecturer	0		11	0	0:01					11	0	11	0
Instructor													
Sub – Total	9	5	11	0	01:00.8					20	5	20	5

The table shows that only 20 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 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
Professor			-	-	-	-	-	-	-	-	-
Associate Professor/Reader											
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



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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

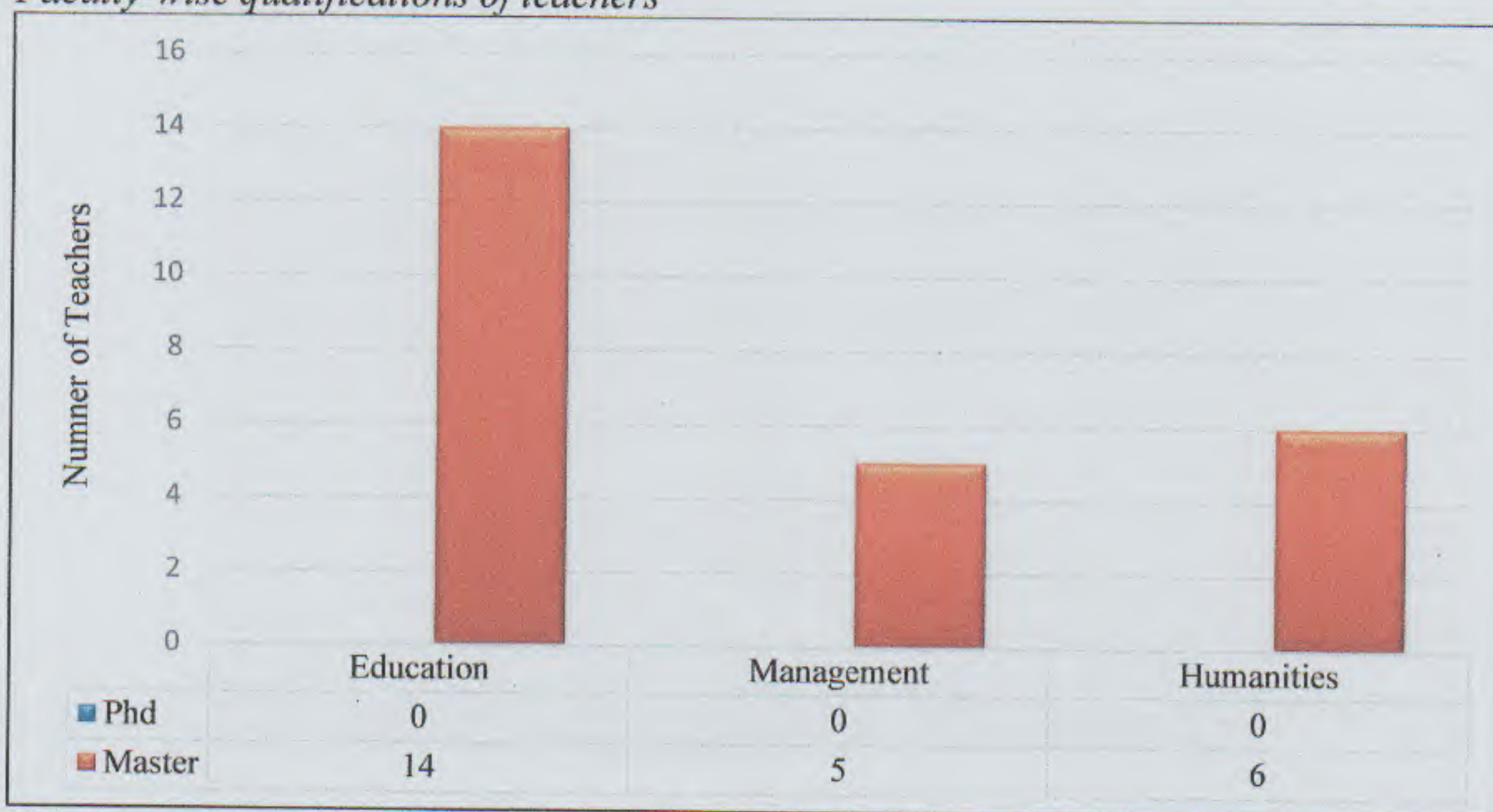
SN	Department Name	Number of Teachers		
		M	F	T
1	Faculty of Education	11	3	14
2	Faculty of Management	4	1	5
3	Faulty of Humanities and Social Science	5	1	6
Total		20	5	25

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 Humanities and Social Science and Faculty of Management 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.

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.

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Table 10*Non-Teaching Staff*

Particulars	Distribution of Staff by Gender		
	Male	Female	Total
Officer Level :	1	0	1
Professional Staff			
Technical Staff			
Assistant Level			
Non-Officer Level :	3	0	3
Professional Staff			
Technical Staff			
Support/Help staff	2	0	2
Total	6	0	6

As the table shows, one Officer level and other 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 11*Positions held by non-teaching staff*

Position	Male	Female	Total
Section Officer	1	0	1
Subba	1	0	1
Kharidar	2	0	2
Driver	0	0	0
Office Helper	2	0	2
Sweepers	0	0	0
Gate Keepers	0	0	0
Total	6	0	6

The table shows one-one staff at the Section Officer and 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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Table 12*Non-Teaching Staff Recruited in the Last Five Years*

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

The table shows that 33.33 percent of the six administrative staff have been recruited in the last five years. As of this time, there are one staff at the officer level on campus.

Figure 3*Academic qualifications of non-teaching staff*

The figure show 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 6 : Students-Teacher Ratios

The student-teacher ratio (STR) is commonly understood as the number of students per teacher, calculated by dividing the total number of students by the total number of teachers at a given educational level. This ratio is a crucial factor in determining the quality of education, indicating both teacher workload and their availability to students. Lower STRs are beneficial because they allow teachers to give more individual attention to each student, though they also lead to higher costs per student. While the quality of teaching is the most significant factor in educational quality, STR remains an important measure of students' learning achievements and the overall quality of education in an institution. In the academic year 2081/082, the total student enrollment was 483, with 25 teachers available.

The STR is calculated using the following formula:

$$\text{STR} = \frac{\text{Number Students Enrollments}}{\text{Number of Teachers}}$$

$$\frac{483}{25}$$

$$= 19.32$$

Total enrollment of students in 2080/081 was 609. Total number of teachers available to teach these students was 27. STR is obtained by using the following formula:
in 2080/081 is calculated as:

$$\text{STR} = \frac{\text{Number Students Enrollments}}{\text{Number of Teachers}}$$

$$\frac{609}{27}$$

$$= 22.25$$

Thus, the overall STR of the campus is 1:19.32 This means that in average a teacher teaches nearly 20 students. This ratio is lower than the ratio of 2080/081, (1:22.55).



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Section 7 : Graduate Information

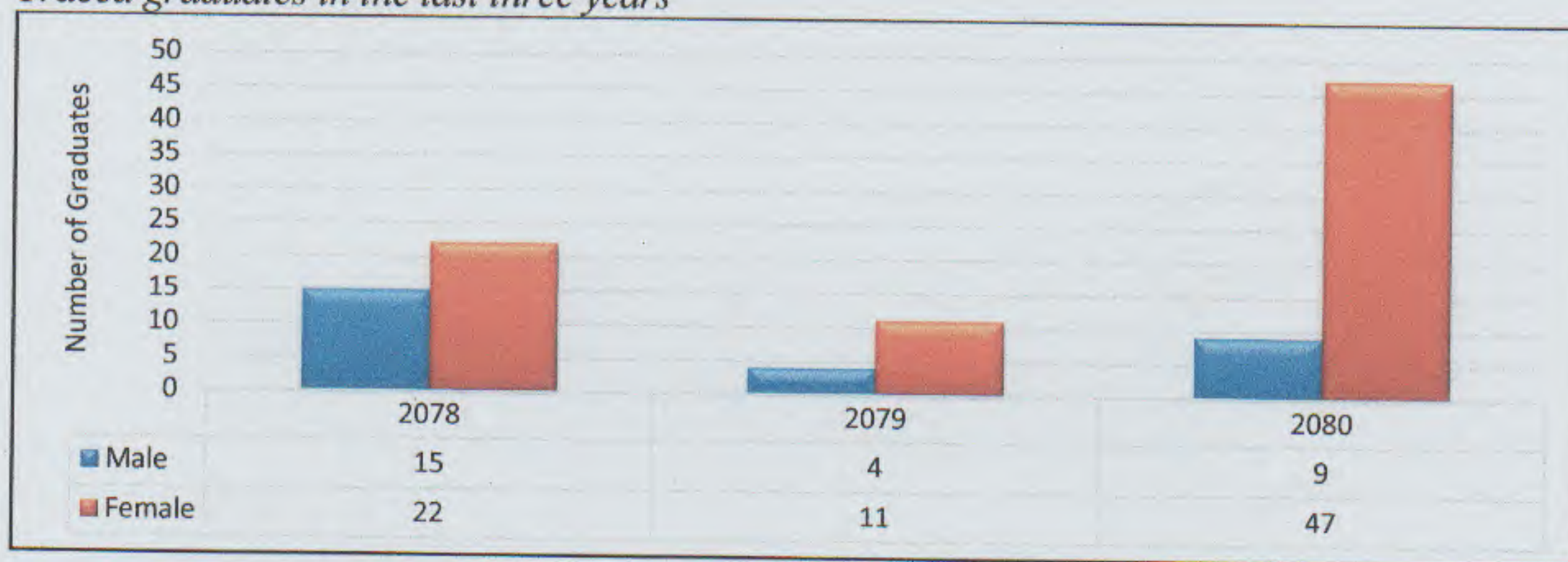
The institution produces graduates annually, in the hope that their qualifications will be valued in the job market. To meet accreditation and quality standards, the campus regularly conducts tracer study surveys and keeps a record of its graduates from previous years. The data collected from these graduates 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 increased in the number of graduates from 2079 to 2080.

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.

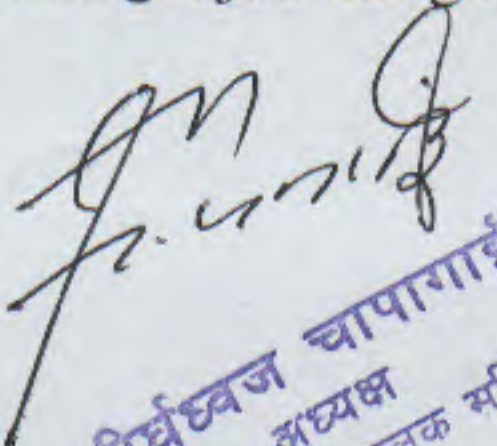
Table 13

Employed and unemployed graduates status of Last Year 2080BS(2023AD)

Status	No of Graduates	Percentage
Employed	22	39.29
Higher Study	3	5.36
Unemployed	31	55.36

Regarding the employment and further study status of the graduates, 39.29 percent of the graduates are employed and 5.36 percent of the graduates go for their higher study another large number i.e.55.36 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.

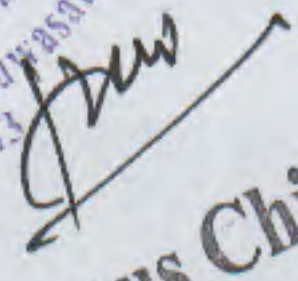
Table 14

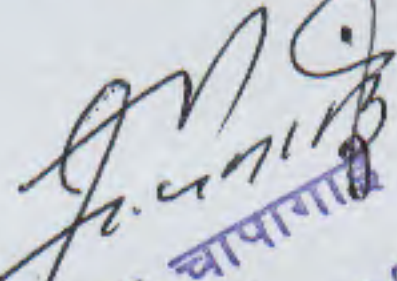
Examination Results of 2080 BS (Regular)

Level	Program	Total Appeared			Total Passed		
		Male	Female	Total	Male	Female	Total
4 Years Bachelor's Level	B. Ed I	13	60	73	1	3	4
	B. Ed II	11	44	55	0	7	7
	B. Ed III	9	50	59	3	6	9
	B. Ed IV	4	38	42	1	23	24
	BBS I	14	26	40	3	6	9
	BBS II	10	17	27	1	0	1
	BBS III	13	23	36	3	7	10
	BBS IV	5	14	19	2	8	10
	BA I	5	4	9	1	1	2
	BA II	4	5	9	0	0	0
	BA III	2	6	8	2	4	6
	BA IV	4	1	5	3	1	4
Master's Level Semester	M. Ed. I	10	8	18	0	1	1
	M. Ed. II	11	8	19	0	0	0
	M. Ed. III	4	5	9	0	0	0
	M. Ed. IV	4	4	8	0	0	0
Grand Total		123	313	436	20	67	87

The table shows that the overall examination pass percentage is 19.95. The pass percentage seems


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slightly higher among female students. The pass percentage is 16.26 among male students and 21.40 among female students. The result seems impressive in B.A. 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	9	
3	Area occupied by buildings	21350 Sq/ft	
4	Number of classrooms	20	
5	Areas occupied by classrooms	1800 Sq/Ft	
6	Number of Labs	1	Computer Lab-16

Area occupied by campus premises

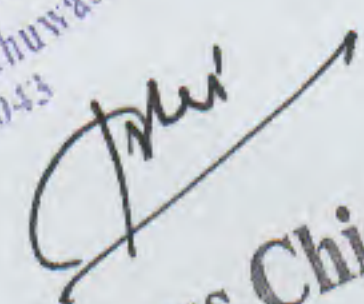
The table shows that the campus occupies a large area with buildings in some parts of the complex and a huge mixed sports field for playing various sports. Concrete buildings constructed a few years ago are major physical asset of the campus. All the constructed buildings have been protected with addition 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 16.

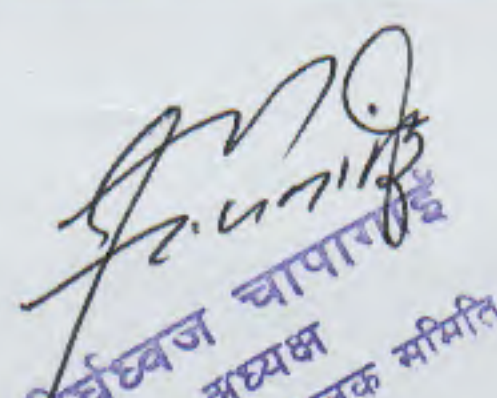
Table 16

Number of buildings and rooms

Particulars	Number
Buildings	
Teaching	3
Administration	2
FSU	1
Canteen	1
Hostel	1
TT Hall	1
Total	9


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Classrooms		20
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
Total Rooms		40

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	27	19	Internet lines	2
2	Laptops	18	20	Camera	1
3	Multimedia projectors	4	21	Invertor Batteries	1
4	Solar 2000 Watt	1	22	UPS	4
5	Solar 1200 Watt	1	23	Water Pumping motors	1
6	Printers	5	24	Ceiling fans	41
7	Color printer	1	25	Stand fans	1
8	Photocopy machines	2	26	Water Dispenser	2
9	Scanners	1	27	Router	4
10	Stabilizers	4	28	Network Switch	6
11	Telephone sets	3	29	MCV Box	15

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12	Fax	1	30	Bulb Light	58
13	CC TV Cameras	12	31	Tube Light	36
14	Smart Television sets	6	32	Invertor 800 VA	1
15	Lamination	1	33	Attendance Machine	1
16	Interactive Board	1	34	Speaker	3
17	Smart TV	7	35	Multiplug	20
18	Projector Stand	1	36	Teaching Mice	3

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. One Interactive Board install in Seminar Hall. 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	17	Beds: Palang	2
2	Desk and benches Normal	249	18	Computer tables	26
3	Desk and benches Fancy	20	19	Beds: Stage	3
4	Semi Folding Bed	1	20	Library Card Box	6
5	Sofas	2 sets	21	Rostom	10
6	Beds	4	22	Tables: Normal	3
7	Book Rack	6 sets	23	Table : Fancy	23
8	Plastic Chair	50	24	Table : Workshop	16
9	Green Board	7	25	Table : Office	15
10	White boards	25	26	Chairs: Plain	13
11	Chair: Fancy	29	27	Chair : Revolving	15
12	Cupboard	32	28	Chair: Foam	9
13	Notice Boards	2	29	Chair : Steel	31
14	Campus Charter Board	1	30	Chair: Plastic	45
15	Campus Selfie Board	1	31	Chair: Hand	32
16	Beds: Folding	1	32	Rack	31

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Income and Expenses

Income and expenditure are very important to maintain infrastructure, teaching learning, research and other academic activities. The details of income made by the campus in 2080/081 and 2081/082 are presented in table below.

Table 19

Total Income and Expenses in 2080/081 and 2081/82

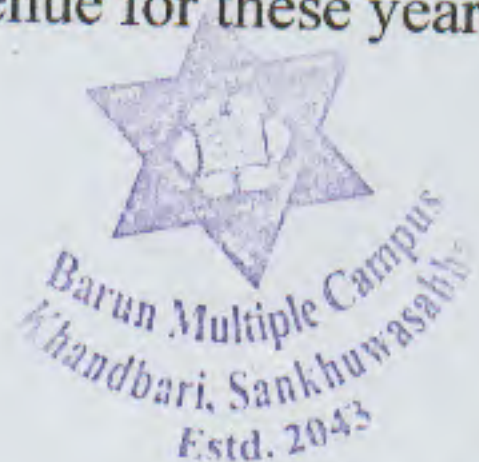
Year	Expenditure		Income
	Operational	Capital	
2080/081	24,783,963.85	186,301.00	19,519,046.87
2081/082	23,973,997.02	163,196.50	24,118,406.86

Table 20

Details of Income in 2080/081 and 2081/082

Sources of Income	Amount(Rs.)	
	2080/081	2081/082
a) Student Revenue/Fees	1,27,74,340.00	17,878,260.00
b) UGC Grants (Regular)	21,70,000.00	2,310,000.00
c) UGC Grants for ICT purchase	7,00,000	800,000.00
d) UGC Grants for Equity grants	11,17,500.00	
e) UGC Grants for Capacity Buliding		324,550.00
f) From Other Income (Makalu)	200,000.00	220,000.00
g) Interest from Trust fund	503,519.87	633,485.66
h) Other Income	392,174.00	480,233.00
i) TU Controller office	374,049.00	421,983.20
j) Other Grants	12,87,464.00	400,000.00
k) Akshya Kosh		649,895.00
Grand Total	19,519,046.87	24,118,406.86

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.



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Table 21*Expenses in 2080/081 and 2081/082*

Total Expenditures	Amount(Rs.)	
	2080/081	2081/082
Operating Costs		
Salary	14,783,746.00	14,745,212.00
Provident fund return	1,287,658.00	296,383.00
Maintenance	230,565.00	580,211.41
Scholarship	458,600.00	354,150.00
Guest Expenses	39,215.00	34,100.00
Others		529,725.50
Epf Expenses	980,530.00	929,010.00
TU registration/Exam	807,649.00	1,789,783.00
NEB Reg/Exam	507,470.00	394,455.00
Social Contribution	100,000.00	
Travelling Allowance		206,185.00
Office equipment	109,085.00	
Pr. Teaching/PR Exam	185,665.00	183,100.00
Auditing Fees	50,000.00	50,000.00
Seminar Training	232,050.00	45,837.00
Information	38,500.00	84,028.00
Telephone/Electricity/D. water/fuel	57,135.00	59,950.00
Miscellaneous&other	1,150,078.20	
Depreciation	3,513,087.65	2,045,306.86
Annual anniversary/Assembly	176,930.00	82,460.00
Center library Charge	76,000.00	22,200.00
TU Service Charge		162,200.00
UGC NEHEP Equity Grants		749,455.00
Research Management		375,893.25
Stationary		120,642.00
Extra Curriculum		133,710.00
Capital Expenditure		
Land /Construction	-	
Furniture	118,365.00	
Lab	-	
Books purchase	65,736.00	57,977.00
Teaching. Materials	2,200.00	
Service (Prog. Renew)		
Printing Expenses		105219.5
Total Expenditures	24,970,264.85	24,137,193.52

Source: Audit Report 2080/081 and 2081/082

The comparison of expenses in 2080/081 and 2081/082 shows that the expenses have decreased by Rupees 8,33,071.33 Expenses have decreased Capital expenditure.

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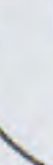
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This section deals with the scholarships and freeships distributed in 2081/082.

Level	Program Name (e.g B.Ed.)	Scholarship Type														Grand Total											
		Scholarships(Excluding Fee Waiver) (Amount provided to the students by campus and other agency)						Full Fee Waiver						Partial Fee Waiver													
		Total Amount (Rs.)			Total Students Number			Total Amount (Rs.)			Total Students Number			Total Amount (Rs.)			Total Students										
		Total	Girls	EDJ*	Dalits	Madhesi	Total	Girls	EDJ*	Dalits	Madhesi	Total	Girls	EDJ*	Dalits	Madhesi	Total	Amount(Rs.)	Total Students								
Bachelor's Level	B.Ed.		127500	35	29	2	2		12000	1	1							115500	34	28	2	2				127500	
	BBS		134000	33	25	4	4											134000	33	26	4	4				134000	
Master's Level																											
Grand Sub Total			261500	68	35	6	6		12000	1	1							249500	67	54	6	6				261500	

The scholarship distribution for undergraduate programs indicates a strong focus on educational access, with Rs. 261,500 allocated to 68 students. The allocation of funds for these students is almost equally divided between the two main programs, with the B.Ed. program providing Rs. 127,500 for 35 students and the BBS program providing Rs. 134,000 for 33 students. An interesting aspect of this funding model for financial assistance is the focus on partial fee distribution, which comprises a significant portion of the overall budget of Rs. 249,500, while full fee distributions are extremely rare and Rs. 12,000 is distributed to a single student in the B.Ed. faculty.

In terms of demographics, the data shows a clear focus on gender equality and social inclusion. For example, female students are more likely to receive scholarships, accounting for about 54 out of a total of 68. The scholarship distribution program is designed with inclusivity and diversity in mind. For example, the EDJ supports students from the community, which refers to ethnic/tribal students, and has been distributed to a total of 6 students, while the Dalit community is supported, and has been distributed to a total of 6 students.


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Section 11 : Research and Publication

Barun Multiple Campus has established Planning and Research Management Committee (PRMC) 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 2081/082 at BMC are summarized in Table below.

Table 23

List of accomplished research projects

Name of Faculty Members	Publication Title	Publication Date
Dandapani Guragai	Professional Development of English Language Teachers in Khandbari Municipality	2025 April
Bimal Bhattarai	Capacity building and Retention of human research	2025 April
Rudra Nath Dahal	Status and Application of ICT in Barun Multiple Campus	2025 April
Rajendra Sarbahara Niraula	वीरेकी आमा कथामा प्रगतिवाद	2025 April
Yogaraj Pokhrel	Roles of Social Media in Learning English language	2025 April
Sushila Giri Thapaliya	Evaluating the Role of Community Awareness and Screening Programs in Reducing the Breast Cancer Mortality Rates in Nepal	2025 April
Tara Bahadur Budhathoki	अरुण उपत्यकामा तामाङ संस्कार गीतमा अनुप्रास अलंकारका लक्षणको विवेचना	2025 April

The table shows 7 Mini Research studies accomplished at BMC so far.

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.

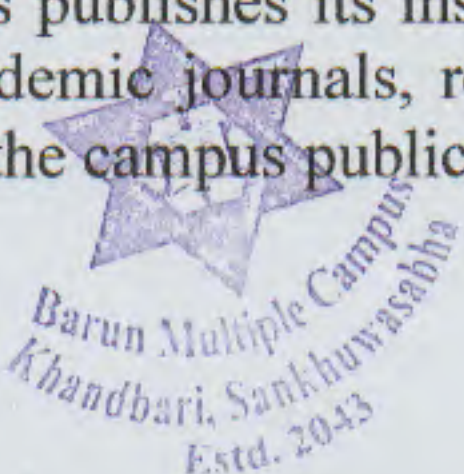
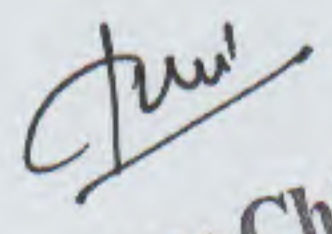
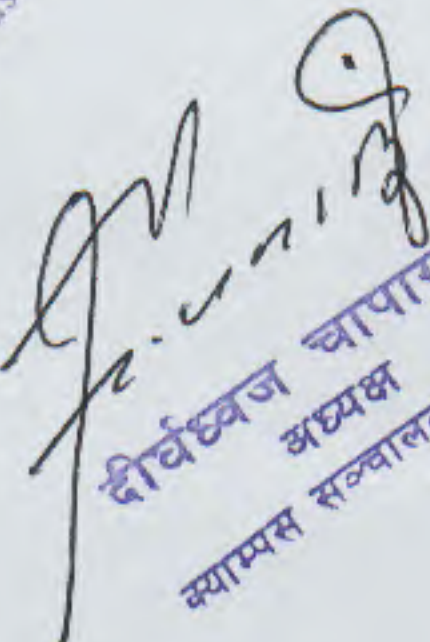


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Table 24*Campus publications*

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 staffs	1
3	Study seats	10
4	Student computers	2
5	Number of photocopies	2
6	Number of printers	1

Table 26

Collection size up to 2081/082

Print Sources		Electronic Sources	
Collection Type	Collection	Textbook	6
Textbooks (Circulating)	14514	Marksheet Scan	3849
Barun Darpan	1-12 Volume	Question Collection	836
Reference books	45	Thesis CD	18
Old Collection			
Total Books	14,559		

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Journals/Question Collection	30 Files		
Theses/ Practicum/ Practical	232		
Magazines/ Others	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 2080/081 and 2081/082

SN	Particulars	2080/081	2081/82
1	Book varieties	53	79
2	Quantities	151	295
3	Purchase amount (Rs.)	79,731	66,759

Table 29

Books with top issue counts (2081/082)

SN	Name of Book	Issue Count
1	Foundation of Education	92
2	Nepali Kabita ra kabya	86
3	Population Dynamics	85
4	English for Business Studies - J Campus	68

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5	Curriculum and Evulation	67
6	Organization Behaviour and Human Resource Management	67
7	Principles of Management	64
8	Patterns for College Writing	59
9	Snatak Aanibarya Nepali	59
10	Nepali Natka, Ykanki ra Nibanda	57
11	Basha Bigyan ra Nepali Basha	56
12	Financial Accounting and Analysis	53
13	Macroeconomics for Business	53
14	Fundamentals of Financial Management	52
15	Educational Phychology	52
16	Population Situation of Nepal	45
17	Method of Teaching Population education	42
18	Academic Writting	41
19	Microeconomics for Busuiness	38
20	Foundation of Language and Lingustics	38
21	English for Mass Communication	37
22	English for The New Millennium	36
23	Nepali Katha ra Uppanas	35
24	Project work and Saminar in population education	34
25	Critical Readings in English	34
26	Com. Nepali	33
27	Education Psychology	31
28	New Directions	31
29	Active Grammer Level 3	30
30	English Language Teaching	29
31	Pragyagic Bhasha Bigyan	29
32	Foundation of Population Education	26
33	Readings for New Horizons	25
34	education Physchology	24
35	Cost and Managemet Accounting	24
36	Classroom Instruction	23
37	Com. English	23
38	sayatyasastra ra nepali Samalochana	23
39	Visions	21
40	English for Communication	20
41	Business Statistics	19
42	Nepali Bhasha Sischan	19
43	Leterature for Language Devlopment	18
44	Business Law	18
45	Foundation of Health	18
46	Business Communication	17
47	Business Environment & Stratgices Mangement	17
48	Foundation Population Education	17
49	Health and Physical Education	16
50	Fundamentals of Marketing	15
51	nepali basa phatayacram, phatayapustak tatha Teaching Method	15
52	Foundation of Health Education	15

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53	Foundations of Physical Education	14
54	Economics	12
55	education Psychology	11
56	Babharik Lekhan ratha Sampadan	11
57	Nepali Basha Sichan ka Sandharvanda	11
58	Research methodology in English Education	10
59	Business Research Method	10
60	Business Staitistis	10
61	Sports Training Physical eduaction	10
62	Social Studies and Life Skills Educations	9
63	Social Studies	8
64	Accounting II	8
65	Research Mothod	8
66	Government Finance and Financial system	7
67	Introduction of Sociology	6
68	Fundamentals of Corporate Finance	6
69	Modern Political Theory	6
70	Management of Financial Institutions	6
71	School Health Programme and Community Health Survey	6
72	Class Ground & Nationals Issue	6
73	English for New Millennium	6
74	English Language Teaching Method	5
75	Entrepereuship	5
76	Economics Analysis	5
77	Quantitive Techniques in Economics	5
78	Fundamentals of Investment	5
79	Taxation in Nepal	5
80	Sports Training and Evaulation of Physical eduactional	4
81	Dynamics of Nepali Society	4
82	Foundation of Physical education	4
83	Management & Supervision of Health & Physical education	4
84	Mahabir Pun Samjhana, Sapana ra Aabiral Yattrra	4
85	Public Health	4
86	Nepali Sahitike Rachana	4
87	Organization Behaviour in education	4
88	Basic Research & Project meet of Health and Physichal education	4
89	Child Development and Learning	4
90	Chuli	3
91	Basic Research Methodoogy in Education	3
92	Aandhabeg	3
93	Advance Educational Phychology	3
94	Curriculum Practices	3
95	Educational Administration and Supervision	3
96	Method of Teaching Healtha and Physical education	3
97	Siris ko Ful	3
98	Naso	3
99	Foundations of education	3
100	Instructional Pedagogy and Evaluation	3

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101	Managing Diversity in Education	2
102	Measurement & Evaluation in Education	2
103	Situation of nepalese poplation	2
104	School Management	2
105	Reading, Writing and Thinking	2
106	Planning education for Change	2
107	Education & Devlopment	2
108	Education and Devlopment	2
109	Environmental Health and Health Promotion	2
110	Educational Resource Management	2
111	Ek Sharko Maya	2
112	Basha Bigyan	2
113	Basic Business Finance	2
114	Accounting for Financial Analysis & Planiiing	2
115	A History of Literary Criticism	2
116	Business Statistitices	2
117	Theories of Educational Management and Leadership	2
118	Tapaika Lagi Yog	2
119	Population Diversity of Nepal	2
120	Sociology of Devlopment & Democracy	2
121	Sports Science and Games	2
122	Socialsim in the World	1
123	Sociology	1
124	Social Justice Education	1
125	Theory and Practice of Nonformal Education	1
126	Yesto Hoss Jibansaili	1
127	Business StudiesII	1
128	Contemporary Educational Issues	1
129	Adunike Nepali Nibanda ra Samalochana	1
130	Academic Research and Writing	1
131	Affailai Chinne Koshish	1
132	Anibarya Nepali	1
133	Baaau	1
134	ELT Pedagogy and Materials	1
135	Financing of Education	1
136	Critical Thinking	1
137	Educational Management Information (EMIS)	1
138	Educational Management Information system (EMIS)	1
139	Educational Management and Leadership Development	1
140	Devlopment Practices	1
141	Education Planning	1
142	Poblic Finance	1
143	Pather ko Khata	1
144	Population Studies	1
145	Population Education	1
146	Optional English	1
147	Pragyagic Bhasha Bigyan ka Pramukha Chettra	1
148	Purbiya ra Pachataya Sahitaya	1

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149	Purbiya ra Pachataya Samalochana	1
150	Recent Trends in Educational Planning and Management	1
151	Microeconomics	1
152	Major Political Thinkers and Isms of the World	1
153	Nepal ko sambidhan	1
154	Nepali Basha Teaching Parichaya	1
155	Money, Financial System and International Tread	1
156	Muna Madan	1
157	Khali Khutta	1
158	Kunjani	1
159	Language, Society and Power	1

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 30 summarizes users who frequently borrowed books in 2081/082.

Table 30

Students with most book issues in 2081/082

SN	Name of Student	Level	Faculty	Roll NO	Issue Count
1	ARCHANA RAI	Bachelor	Management	2	27
2	MANAWATA RAI	Bachelor	Education	72	25
3	SAMITA KALAKHETI	Bachelor	Education	62	24
4	SMARIKA KHANAL	Bachelor	Education	57	22
5	BALIKA KUMARI SHRESTHA	Bachelor	Education	94	22
8	NIRMALA MAGAR	Bachelor	Education	2	20
9	MANISHA GURUNG	Bachelor	Management	19	19
10	YAMUNA RAI	Bachelor	Education	48	18
11	RABITA RAI	Bachelor	Education	29	18
12	PHURBU SHERPA	Bachelor	Education	37	18
13	KALPANA THING	Bachelor	Education	9	18
14	TARA MAN RAI	Bachelor	Education	17	18
15	MUNA RAI	Bachelor	Education	28	18
16	PRATIKSHA RAI	Bachelor	Education	22	18
17	ASMITA RAI	Bachelor	Education	36	18
18	SHRISTI TAMANG	Bachelor	Education	13	17
19	KAMALA TAMANG	Bachelor	Education	21	17
20	MANITA RAI	Bachelor	Education	29	17
21	BINU RAI	Bachelor	Management	130	17
22	SITA SHRESTHA	Bachelor	Education	52	17
23	ROHIT KARKI	Bachelor	Management	27	16
24	SAJANA KULUNG	Bachelor	Education	16	16
25	NIRUTA RAI	Bachelor	Management	25	16
26	SUSMITA RAI	Bachelor	Education	68	16
27	SAMPURNA RAI	Bachelor	Education	5	16
28	SUMANA DARJI	Bachelor	Management	30	16

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29	MIRA RAI	Bachelor	Education	34	16
30	INDRA MAYA KARKI	Bachelor	Education	32	16
31	SABINA RAI	Bachelor	Education	35	16
32	MINA TAMANG	Bachelor	Education	14	16
33	BABITA GURUNG	Bachelor	Management	16	16
34	MANIKA BISHWAKARMA	Bachelor	Education	7	16
35	BYANJANA KULUNG	Bachelor	Education	33	16
36	JAYANTI TAMANG	Bachelor	Education	14	16
38	ROSA RAI	Bachelor	Education	71	15
39	LAKPA DOMA SHERPA	Bachelor	Education	5	15
40	MIRA KULUNG	Bachelor	Management	7	15
41	PRITI RAI	Bachelor	Management	36	15
42	CHAMELI TAMANG	Bachelor	Education	21	15
43	RUSIKA RAI	Bachelor	Education	41	15
44	ASMA MAGAR	Bachelor	Education	94	15
45	KRISHTI LIMBU	Bachelor	Management	4	15
46	ALINA RAI	Bachelor	Management	138	14
47	SAROJ KHANAL	Bachelor	Education	14	14
48	DEMA SHERPA	Bachelor	Management	150	14
49	SAMJHANA THAPA	Bachelor	Management	28	14
50	MINA DAHAL	Bachelor	Education	59	14
51	SABINA SHRESTHA	Bachelor	Education	13	14
53	PRAMISHA MAHARA	Bachelor	Education	25	14
54	BISHNU PARAJULI	Bachelor	Management	10	14
55	SILA KULUNG	Bachelor	Education	1	13
56	CHAKRA BAHADUR TAMANG	Bachelor	Management	6	13
57	SAMALA RAI	Bachelor	Education	76	13
58	DURGA BHANDARI	Bachelor	Education	50	13
59	SUBAS KULUNG	Bachelor	Education	30	13
60	SIRJANA RAI	Bachelor	Education	39	13
61	ASHA RAI	Bachelor	Management	43	12
62	DIKSHA SINGAURE	Bachelor	Education	46	12
63	BINITA RAI	Bachelor	Education	33	12
64	REJINA PANDE	Bachelor	Education	31	12
65	ANU NEUPANE	Bachelor	Education	151	12
66	BHUMIKA ALE	Bachelor	Education	67	12
68	RITA BISWAKARMA	Bachelor	Management	137	12
69	KUMARI SHRESTHA	Bachelor	Management	28	12
70	SABINA SHRESTHA	Bachelor	Education	42	12
71	SOMAKA ALE MAGAR	Bachelor	Education	47	12
72	RAMALA KUMAL	Bachelor	Education	75	12
73	SUMITRA RAI	Bachelor	Education	142	12
74	RAMESH MAGAR	Bachelor	Management	31	12
75	AANCHAL SHRESTHA	Bachelor	Management	24	12
76	YUNITA KULUNG	Bachelor	Education	30	12
77	SAMARAJ DARJEE	Bachelor	Management	1	12
78	SHRISTI B.P	Bachelor	Education	6	12
79	MANISHA KALAKHETI	Bachelor	Education	17	12

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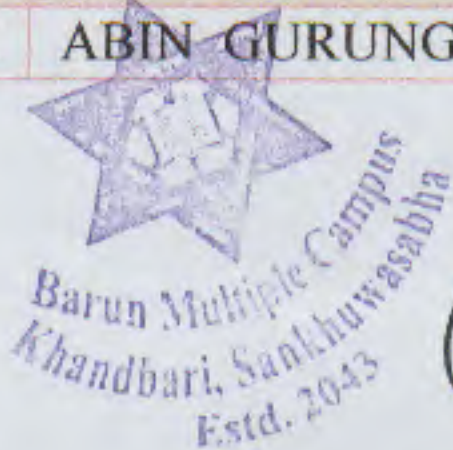
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80	RAJINA RAI	Bachelor	Education	85	12
81	BIPANA RAI	Bachelor	Education	63	11
82	ASMITA RAI	Bachelor	Management	8	11
83	SUJATA RAI	Bachelor	Education	13	11
84	BIBEK BHUJEL	Bachelor	Education	115	11
85	PARBATI RAI	Bachelor	Education	81	11
86	PABITRA SHRESTHA	Bachelor	Management	34	11
87	BINITA POKHREL	Bachelor	Education	43	11
88	DIKSHYA SHRESTHA	Bachelor	Management	145	10
89	YUBA RAJ GURUNG	Bachelor	Management	38	10
90	RAMITA RAI	Bachelor	Education	50	10
91	LAXMI BANIYA	Bachelor	Education	17	10
92	RASMI RAI	Bachelor	Education	44	10
93	ASMAN RAI	Bachelor	Education	38	10
94	SABINA KUSULE	Bachelor	Management	36	10
95	JUN KUMARI RAI	Bachelor	Education	43	10
96	INDIRA KUMARI RAI	Bachelor	Education	51	10
97	KARISHMA BISWAKARMA	Bachelor	Education	30	10
98	ALISHA BHANDARI	Bachelor	Education	49	10
99	BISHNU MAYA BISHWAKARMA	Bachelor	Education	64	10
100	SANDIKALA KULUNG	Bachelor	Education	126	10
101	SAJINA LIMBU	Bachelor	Education	73	10
102	BARSHA KHADKA	Bachelor	Management	81	10
103	BINDRA KULUNG	Bachelor	Education	10	10
104	ANIKA PANDEY	Bachelor	Management	15	10
105	ELISHA BHATTARAI	Bachelor	Education	10	10
106	BUDDHI MAYA KULUNG	Bachelor	Education	40	10
107	SANJITA LIMBU	Bachelor	Management	81	9
108	BINITA RAI	Bachelor	Management	13	9
109	PRABINA RAI	Bachelor	Education	28	9
110	RACHANA TAMANG	Bachelor	Management	7	9
111	BIMAL RAI	Bachelor	Education	5	9
112	UMESH RAI	Bachelor	Education	22	9
113	MANISHA TAMANG	Bachelor	Management	22	9
114	AASTHA CHAUHAN	Bachelor	Education	110	9
115	PUSHPA TAMANG	Bachelor	Education	49	9
116	TIRSHANA RAI	Bachelor	Education	3	9
117	BINITA NIROULA	Bachelor	Education	67	8
118	JENISHA KARKI	Bachelor	Management	30	8
119	PREM BAHADUR KHADKA	Bachelor	Education	55	8
120	ANIL KOIRALA	Bachelor	Education	78	8
121	ISHA RAI	Bachelor	Education	30	8
122	PRAJINA KULUNG	Bachelor	Management	11	8
123	JYOTIKA RAI	Bachelor	Education	156	8
124	MENUKA LIMBU	Bachelor	Education	74	8
125	SUDESHANA RAI	Bachelor	Education	101	8
126	PABITRA MADEN LIMBU	Bachelor	Management	42	8
127	PRATIMA RAI	Bachelor	Education	16	8



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128	RAJILA SHRESTHA	Bachelor	Management	91	8
129	LAXMI RAI	Bachelor	Education	174	8
130	PRIYA RAI	Bachelor	Education	21	7
131	SADANANDA NEUPANE	Bachelor	Education	114	7
132	MANITA GURUNG	Bachelor	Management	28	7
133	SANJU YUBA RAI	Bachelor	Education	44	7
134	SONIYA KULUNG RAI	Bachelor	Management	13	7
135	PRATIBHA RAI	Bachelor	Education	11	7
136	DILLI SHRESTHA	Bachelor	Education	9	7
137	MAN KUMAR CHEMJONG	Bachelor	Humanities	1	7
139	KARUNA GAUTAM	Bachelor	Education	61	7
140	BINITA RAI	Bachelor	Education	8	6
141	PREM BAHADUR BISTA	Bachelor	Education	36	6
142	LALINA RAI	Bachelor	Education	42	6
143	SARU RAI	Bachelor	Education	45	6
144	DEV KUMARI RAI	Bachelor	Education	47	6
145	BIBEK RAI	Bachelor	Management	14	6
146	DEVI SHRESTHA	Bachelor	Education	101	6
147	BASANTA ADHIKARI	Bachelor	Education	52	6
148	PASHUPATI RAI	Bachelor	Education	32	6
149	CHANDRA KALA RAI	Bachelor	Management	21	6
150	MANITA SHRESTHA	Bachelor	Education	37	6
151	SABIN RAI	Bachelor	Education	35	6
152	SACHINDRA GHAE	Bachelor	Management	10	6
153	SABINA TAMANG	Bachelor	Education	6	6
154	KISMAT SHRESTHA	Bachelor	Management	22	6
155	SUSMA SHRESTHA	Bachelor	Management	4	6
156	YUMIHANG RAI	Bachelor	Education	9	6
159	BINITA RAI	Bachelor	Management	18	6
160	DIBYA RAI	Bachelor	Management	53	6
161	URMILA LIMBU	Bachelor	Education	20	6
162	BIMALA NIRLA	Bachelor	Management	25	6
163	CHANDRA KALA GHAE	Bachelor	Humanities	30	6
164	SMRITI RAI	Bachelor	Education	15	5
165	LAXMI RAI	Bachelor	Education	42	5
167	SANDHYA RAI	Bachelor	Education	61	5
168	SABINA GURUNG	Bachelor	Management	11	5
169	BISNU RAI	Bachelor	Education	68	5
170	SABITA RAI	Bachelor	Management	10	5
171	MAMATA BISHWAKARMA	Bachelor	Management	9	5
172	SUJAN KULUNG	Bachelor	Management	70	5
173	PUJA RAI	Bachelor	Management	23	5
175	ALISHA SIWA	Bachelor	Management	19	5
177	SARMILA KATTEL	Bachelor	Education	62	4
178	ALINA RAI	Master	Education	17	4
179	DAMBAR BAHADUR NIROULA	Master	Education	1	4
180	BIPANA LIMBU	Bachelor	Education	50	4
181	ABIN GURUNG	Bachelor	Humanities	4	4



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182	RABIN RAI	Bachelor	Humanities	5	4
183	SONU RAI	Bachelor	Humanities	6	4
184	BENI BAHADUR KARKI	Master	Education	7	4
185	PREM KUMAR KHADKA	Master	Education	8	4
186	SANGITA THADA MAGAR	Bachelor	Education	48	4
187	ANISH SHRESTHA	Bachelor	Management	16	4
188	ASMITA PANTA	Bachelor	Education	20	4
190	SIJA GURUNG	Bachelor	Management	17	4
191	NISHAN KHATRI	Bachelor	Education	31	4
192	AYUSHA SHRESTHA	Bachelor	Management	7	4
193	PREMISH MAGAR	Bachelor	Management	43	4
194	SAMJHANA RAI	Bachelor	Education	81	4
195	PARSHANA RAI	Bachelor	Management	37	4
196	RAMJI DUTPAU	Master	Education	1	4
197	TULI MAYA GURUNG	Bachelor	Education	82	4
198	YAM KUMARI MAGAR	Bachelor	Education	60	4
199	KENDRIYA KULUNG	Bachelor	Management	46	4
200	SMRITI RAI	Bachelor	Management	242	4
201	SHANTA KUMARI THAKURI	Bachelor	Education	18	3
202	SUBINA RAI	Bachelor	Education	124	3
203	ANITA GHAE	Bachelor	Education	15	3
204	ASMITA RAI	Bachelor	Management	9	3
205	MANOJ KHADKA	Bachelor	Education	19	3
206	MAIYA BAJAGAIN	Master	Education	15	3
207	BHARATI KARKI	Bachelor	Education	31	3
208	RABIN KHANAL	Bachelor	Management	49	3
209	SHAKTI SHRESTHA	Bachelor	Management	6	3
210	MANITA RAI	Bachelor	Management	48	3
211	KRISHA TAMANG	Bachelor	Management	20	2
212	DIPAK TAMANG	Bachelor	Education	59	2
213	SONIKA BISHWAKARMA	Bachelor	Education	27	2
214	BEDRAJ BARAILI	Bachelor	Humanities	4	2
215	RUSHA BARUWAL	Bachelor	Education	28	2
217	MAHESH TAMANG	Bachelor	Management	106	2
218	PRADIP TAMANG	Bachelor	Education	45	2
219	SRISHTI KULUNG	Bachelor	Education	20	2
220	SUMAN RAI	Bachelor	Management	60	2
221	DINESH TAMANG	Bachelor	Management	32	2
222	BINITA RAI	Bachelor	Education	46	2
223	DAMIK BHOTE	Bachelor	Education	191	2
224	NAMRATA MAGAR	Bachelor	Education	49	2
225	BHUWAN BHATTARAI	Master	Education	2	2
226	GANESH ACHARYA	Master	Education	3	2
227	INDRA KUMAR RAI	Bachelor	Education	77	2
228	SARASWATI RAI	Bachelor	Management	51	2
229	SHITAL RAI	Bachelor	Education	15	2
230	ANISHA RAI	Master	Education	14	2
232	HEMKALA JAIRU	Bachelor	Management	50	2

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233	URMILA LIMBU	Bachelor	Education	86	2
234	SUSMITA RAI	Bachelor	Education	71	2
235	PRADEEP PARAJULI	Bachelor	Management	5	2
236	PRADIP BISHWAKARMA	Bachelor	Education	29	2
237	SAMIKSHYA RAI	Bachelor	Education	57	2
238	KRISHALA PARIYAR	Bachelor	Management	34	2
239	SUNIL RAI	Bachelor	Management	54	2
240	BISHNU CHARMAKAR	Bachelor	Education	84	2
241	PHIYONA KULUNG	Bachelor	Education	4	2
242	YADAV PARAJULI	Bachelor	Humanities	3	2
243	HIMA DEVI RANA MAGAR	Bachelor	Management	4	2
244	PARKASH KULUNG RAI	Bachelor	Education	90	2
246	AASTHA NIRLA	Bachelor	Education	63	2
247	KRISHTINA KULUNG	Bachelor	Education	83	2
248	SABIN KUMAR RAI	Bachelor	Education	60	2
249	YAMUNA KULUNG	Bachelor	Education	143	2
250	BHOJ KUMARI KARKI	Bachelor	Education	2	2
251	MANISHA LIMBU	Bachelor	Management	54	2
252	ROJA SHRESTHA	Bachelor	Management	154	2
253	BHIM SUKHA KULUNG	Bachelor	Education	66	2
254	KARISHMA RAI	Bachelor	Education	155	2
255	PUSHPA GURUNG	Bachelor	Education	108	2
256	KHEM KUMARI RAI	Bachelor	Education	21	2
257	SONI RAI	Bachelor	Education	119	2
258	NIRMALA SHRESTHA	Bachelor	Education	101	2
259	BIMA KUMARI GURUNG	Bachelor	Management	13	2
260	SUSMITA RAI	Bachelor	Education	7	2
261	SANISHA NEUPANE	Bachelor	Education	98	2
262	SANGITA BISWAKARMA	Bachelor	Education	11	2
263	GRISTI RAI	Bachelor	Education	45	2
264	PRIJA RAI	Bachelor	Education	109	2
265	PRABESH RAI	Bachelor	Management	12	2
266	SANJAYA KARKI	Bachelor	Education	216	2
267	DILLI KUMAR SHRESTHA	Bachelor	Humanities	7	1
268	SUSMITA RAI	Bachelor	Management	6	1
269	SABITA BHANDARI	Bachelor	Education	22	1
270	SOLDIAR RAI	Bachelor	Education	80	1
271	CHAMELI KULUNG	Bachelor	Management	20	1
272	KALPANA TAMANG	Bachelor	Education	177	1
273	PRABIN UDAS	Bachelor	Management	76	1
274	ALINA MADEN LIMBU	Bachelor	Education	149	1
275	CHANDRAWATI GAUTAM	Master	Education	8	1
276	BABITA MAGAR	Bachelor	Education	23	1
277	PRABIN GURUNG	Bachelor	Management	15	1
278	PASANG DIKI SHERPA	Bachelor	Education	24	1
279	RUJAL SHRESTHA	Bachelor	Humanities	3	1
280	JENISH RAI	Bachelor	Education	61	1
281	SUSMITA RAI	Bachelor	Management	12	1

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282	SANGITA GURUNG	Master	Education	12	1
283	PANCHA RAJ KULUNG RAI	Master	Education	13	1
284	YOGESH LIMBU	Bachelor	Education	2	1
285	ASHA RAI	Bachelor	Education	39	1
286	JUNITA SHERPA	Bachelor	Education	8	1
287	SUMITA RAI	Bachelor	Management	174	1
288	SANTA KUMAR BISWAKARMA	Bachelor	Management	40	1
289	SANJU ADHIKARI	Bachelor	Education	58	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 2081/082.

Table 31

Staff with most book issues in 2081/082

SN	Name of Staff	Designation	Issue Count
1	RAJENDRA SARBAHARANIRAULA	LECTURER	10
2	RUDRA NATH DAHAL	LECTURER	8
3	SHUSHILA THAPALIYA	LECTURER	6
4	CHITRAREKHA KARKI ADHIKARI	ASST CAMPUS CHIEF	5
5	AMBAR BAHADUR KARKI	ACCOUNT OFFICER	5
6	RAJMANI GHIMIRE	TEACHING ASSISTANT	5
7	YOGRAJ POKHREL	TEACHING ASSISTANT	5
8	BHARAT RAI	TEACHING ASSISTANT	5
9	ISHWOR SHRESTHA	TEACHING ASSISTANT	5
10	SANTOSH SHRESTHA	TEACHING ASSISTANT	4
11	MIN BAHADUR RAUT	TEACHING ASSISTANT	3
12	LAXMI PRASAD KHANAL	TEACHING ASSISTANT	3
13	SANTOSH BISTA	TEACHING ASSISTANT	2
14	KRISHNA BAHADUR CHAPAGAIN	TEACHING ASSISTANT	2
15	KIRAN KUMAR SHAKYA	LECTURER	2
16	LAXMI DHUNGANA	LECTURER	2
17	BIMAL BHATTARAI	LECTURER	2
18	SUBARNA KATUWAL	TEACHING ASSISTANT	1
19	CHHATRA MANI PANTA	LECTURER	1
20	BHUWAN HALIDE	TEACHING ASSISTANT	1
21	KISHOR SHRESTHA	ADMINISTRATION ASSISTANT	1
22	TARA BAHADUR BUDHATHOKI	TEACHING ASSISTANT	1



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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 'Sikshya' 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 BA is the smallest program in both 2080/081 and 2081/082 in terms of

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student enrollment.

- In 2081/082, programs in order from the largest to smallest are B.Ed, BBS, M.Ed and BA. Similar trend is observed in 2080/081.
- The total number of students (both male and female) has slightly decreased, in 2080/081 from 2081/082.
- 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 71.27% in 2080/081 and it's decreased to 67.90% in 2081/082. Conversely, the Master's level saw a decrease in the proportion of male students, from 55.93% in 2080/081 to 47.44% in 2081/082.
- Comparing enrollments over the two years, there is a noticeable decline at the bachelor's level and a slight increase at the master's level. The bachelor's level experienced a reduction of 145 students, while the master's level saw an increase of 19 students.

Gender Parity Index

- The overall GPI of Bachelor's level was 2.48 in 2080/081, 2.12 in 2081/082. The GPI of Master's level was 0.73 in 2080/08 and 1.11 in 2081/082. 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 2080/081 and 2081/082.

Teachers and Non-Teaching Staff

- As per the data of 2081/082, there are currently 25 teachers and 6 non-teaching staff working at different positions of BMC.
- Only 25 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 Lecturers.
- There are just 25 teachers with Master's degree.
- There are currently 6 non-teaching staffs working in different positions. Among them 1 in officer level and 3 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

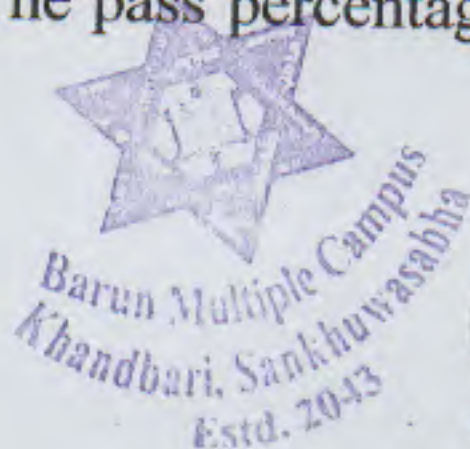
- Thus, the overall STR of the campus in 2080/081 was 1:25.74
- The overall STR of the campus in 2081/082 was 1:19.32

Graduate Information

- The number of employed graduates is higher among female graduates than among male graduates.
- The employment rate has 39.29% in the last years.
- The employment rate looks higher among female graduates than among male graduates.

Examination and Result Analysis

- Overall examination pass percentage is 19.95.
- The pass percentage seems higher among female students. The pass percentage is 21.40 among female



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students and 16.26 among male students.

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

Financial Aspects and Assets

- The campus occupies 110 Ropani of land.
- There are 9 buildings which occupy 21350 Sq. ft of land
- There are 20 classrooms and 13 rooms for office use.
- The campus occupies 27 desktop computers, 18 laptop computers, 7 Smart TV, 3 multimedia projectors, 2 Photocopy Machine, 1 Fax Machine and 5 printers.
- **Total Revenue Growth:** The campus experienced a significant **23.5% increase** in total income, rising from **Rs. 19,519,046.87** to **Rs. 24,118,406.86** over the two-year period.
- **Primary Revenue: Student Revenue/Fees** constitute the largest share of income, surging from Rs. 1,247,74,340 to Rs.1,78,78,260, now accounting for approximately **74%** of the total budget.
- **UGC Grant Support:** Government support through the **University Grants Commission (UGC)** remains a vital secondary source, providing regular grants and specific funding for **ICT purchases (Rs. 800,000)** and **Capacity Building (Rs. 324,550)**.

Scholarships and freeships

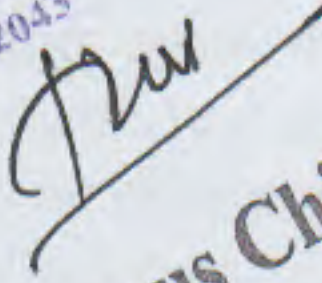
- The campus distributed Rs. 261,500 in 2081/082 for scholarships and freeships
- The total number of students who received scholarships and freeships was 68 in 2081/082.
- The program actively supports marginalized groups, providing scholarships to **6 students** from the **EDJ** (Ethnic/Janajati) category and **6 students** from the **Dalit** community across both programs.
- Female students are the primary beneficiaries of the program, making up approximately **79%** of the recipients (54 out of 68 total students).

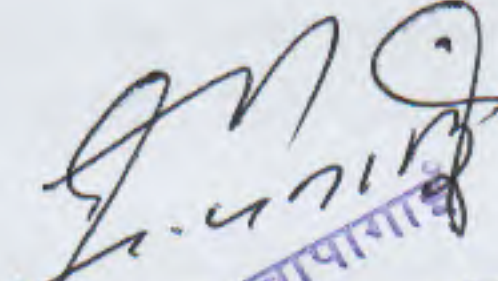
Research and Publication

- 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, 7 mini research projects have been accomplished. The academic publications of the campus include Barun Journal, Academic Calendar and Barun brochure.

Library and Learning Resources

- In top issue books category, the foundation of education is 192 times in a 2081/082.
- In Students with most book issues category, Archana Rai from Management faculty is 27 times in a 2081/082.
- In Staff with most book issues category, Rajendra Sarbahara Niraula, Lecturer is 10 times in a 2081/082.

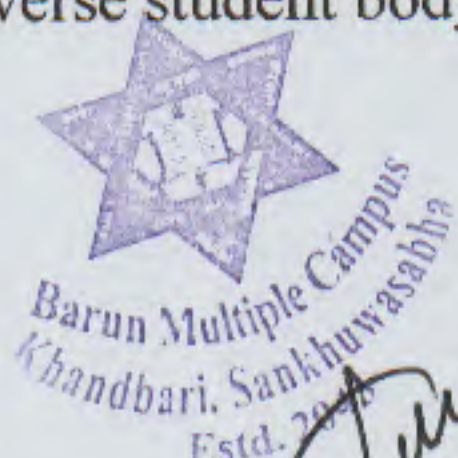

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Unit 3 : Recommendations for Institutional Reform

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 2081/082 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.



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