



EMIS

**Educational Management
Information System**

FISCAL YEAR 2081/082 REPORT



Tribhuvan University
Birendra Multiple Campus
Bharatpur, Chitwan

Acknowledgements

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Additionally, we deeply appreciate to Mr. Pradip Subedi for his technical support, assisting in data integration and preparing of the report, which greatly enhanced in its preparation and publication.

EMIS Report Publication Team

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Executive Summary

This is inaugural annual EMIS report of Birendra Multiple Campus (BMC) prepared by the EMIS Committee. It reveals important insights into student enrollment, dropout rate, GPI, faculty distribution, STR, scholarship allocation, and other key metrics. It provides an overview of the current status of higher education at Birendra Multiple Campus and serves as a benchmark document for policy and planning in the field of higher education. As the campus moves forward, the EMIS report will be continued to provide valuable insights for strategic plan and makes an improvement in all aspects of higher education.

This report summarizes the main findings and trends observed in the study by using the available information. It also identifies the key areas of strength, success and point out the challenges that need to be improved within the campus. The major findings, conclusion, insight and way forward of the report has been described in brief.

The campus offers various bachelor's and master's degree programs under the Institute of Science and Technology, Faculty of Humanities and Social Science, Faculty of Management, and Faculty of Education. It currently provides nine undergraduate courses and eight graduate-level courses. Presently, there are **6081** students enrolled in different faculties and programs. Management faculty has the highest number of admissions followed by Science and Technology, Humanities and Social Science, and Education. Furthermore, there are 52% female students and 48% male students on the campus. The majority of students are enrolled in bachelor's programs (81.68%), with a higher proportion of female enrollment in bachelor's programs compared to master's programs. Analyzing enrollment data reveals fluctuations in student numbers across different levels and programs. Understanding these trends, the campus makes decisions regarding resource allocation and other managements for increment of students.

The overall dropout rate at Birendra Multiple Campus is 33.05 percent. The dropout rate among male students is 37.00 percent, while among female students it is 29.52 percent. This shows that male students have a noticeably higher tendency to discontinue their studies compared to female students.

The Faculty of Management has the highest overall dropout rate (39.01%), followed by Education (33.63%) and Science (29.55%). The Faculty of Humanities and Social Sciences has the lowest dropout rate (17.42%).

Based on the current enrollment of students on the campus, the Gender Parity Index (GPI) is 1.08, indicating a slight disparity in favor of females compared to males. The Faculty of Education shows the highest GPI (2.03), meaning female enrollment is more than double that of males. In contrast, Humanities and Science show a GPI below 1, indicating relatively higher male enrollment in those faculties. The report indicates a noticeable gender gap in scholarship allocation, with more scholarships being awarded to male students compared to their female counterparts. It is better to make it balanced. This suggests the need for measures to promote equal opportunities for female students to access financial aid and ensure gender equity. To reduce gender-gap in merit-based scholarship the campus should have policy of improving the quality of girl education by using academic strategies. It will be better to promote gender equity scheme and develop policies to encourage female students in enrollment. For this, we should have the retention of providing targeted scholarships and support programs to empower female students which will be the pivotal policy of the campus. Currently, there are 152 full-time teachers and 55 part-time teachers at the campus. The teaching staff includes 4 Professors, 11 Associate Professors, 78 Assistant Professors, 59 Teaching Assistants (including Instructors), and 55 part-time teachers. The campus also has 32 non-teaching staff members. The overall Student–Teacher Ratio (STR) at Birendra Multiple Campus is 29.38, which means there is approximately one teacher for every 29 students. Among the faculties, the Faculty of Management has the highest STR at 130.18, followed by the Faculty of Education at 104.86. The Faculty of Humanities and Social Sciences has an STR of 17.83, while the Faculty of Science and Technology has the lowest STR at 12.30 students per teacher. It is important to note that the STR may vary among faculties due to the interdisciplinary nature of courses and the exchange of teachers between faculties. The student-teacher ratio varies across faculties, with the Faculty of Management having the highest ratio. This could indicate a potential need for recruiting additional faculty to ensure a better student-teacher ratio and enhance the quality of education at campus.

To support the educational needs of students, the campus features state-of-the-art facilities, including a modern library with specialized Mitra ERP software, subject-wise laboratories for various sciences, and separate laboratories for Microbiology, Geology, and Computer studies.

The campus also promotes student scholarships to provide financial assistance and encourage academic excellence.

In terms of financial performance, the campus generates income from multiple sources, including funding from Tribhuvan University for regular programs, and revenue from its other activities like fee collection, acceptance of donation and shutter rents etc. Over the years, the campus has experienced fluctuations in income and expenditure, with significant increases in internal expenditure and total income observed from 2079/080 to 2081/082. Birendra Multiple Campus places a strong emphasis on research and publication opportunities for faculty members and students, allocating a budget for research and offering grants for mini-research projects and article publications in indexed international journals.

Finally, the campus understands the importance of properly implementing the EMIS system to overcome the lack of reliable data and to promote a culture of data-based decision-making. For this reason, it is strongly recommended that the campus give priority to strengthening its database management system and fully adopt data-driven planning and policy practices in the coming years. This will help the campus make informed decisions and improve the overall quality of education.

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Acronyms

B.Ed	Bachelor of Education
BMC	Birendra Multiple Campus
B.Sc	Bachelor of Science
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BBS	Bachelor of Business Studies
BCA	Bachelor in Computer Application
BICTE	Bachelor in Information & Communication Technology Education
BIT	Bachelor in Information Technology
BMC	Birendra Multiple Campus
BS	Bikram Sambat
CSIT	Computer Science and Information Technology
EMIS	Education Management Information System
FoHSS	Faculty of Humanities and Social Sciences
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
HE	Higher Education
IT	Information Technology
ISc	Intermediate of Science
M.Phil	Master of Philosophy
M.Sc	Master of Science
MA	Master of Arts
MBS	Master of Business Studies
Ph.D.	Doctor of Philosophy
STR	Student Teacher Ratio
TU	Tribhuvan University
UGC	University Grant Commission

Chapter One

Introduction

1.1 Introduction

Birendra Multiple Campus, in its present form and structure, was established on the 15th of Baishakh, 2022 BS, originally named 'Birendra Intermediate Arts College' in honor of the late King Birendra. The initiative to create this institution of higher education came from academicians, social workers, guardians, donors, and local institutions who recognized the need for such an establishment to cater to the growing population of the district after Chitwan opened for settlement in 2011 BS. The college faced challenging times during its early days as it lacked its own building and premises. It began its journey in the Chitwan High School Building at night with only 14 students and later moved to a rented house in Narayangarh. However, with determination and perseverance, the college gradually grew and received 10 Bighas of land from the government in 2028. In 2032, the college shifted to its own building, which was inaugurated by the Late King Birendra on 6th Magh, 2034 B.S (19 January, 1978). Subsequently, the college started offering Bachelor level programs in 2035 and added I. Sc. classes in 2040, becoming the first multiple campuses in the Chitwan district.

Since then, Birendra Multiple Campus has been expanding both physically and academically. It took a significant step in its academic endeavors by introducing various programs at both Bachelor and Master's Levels without interruption, becoming a model academic institution since its inception in 2022 BS. Throughout its journey, the campus has positively impacted individuals from various corners of the nation, imparting knowledge, skills, and inspiration to illuminate the society with education. Looking ahead, the college is committed to maintaining academic excellence and providing quality education to meet the demands of the 21st century.

Gratitude is expressed to all those who directly or indirectly contributed to the birth, growth, and development of the campus, shaping it into its present form and strength. As Birendra Multiple Campus continues to progress, it aspires to remain at the forefront of academic leadership, nurturing and empowering the society with knowledge and skills.

1.2 Vision, Mission, and Objectives

Birendra multiple campus is a constituent campus of Tribhuvan university and hence it obeys all the rules and regulations of TU. Besides it has its own vision, mission and goal within the framework of TU.

Vision:

Birendra Multiple Campus strives to be one of the nation's leading campus, emphasizing academic brilliance, accountable citizenship, personal growth, and ethical leadership.

Mission:

Birendra Multiple Campus (BMC) educates students for responsible citizenship and ethical leadership in local and global communities and empowers graduates to pursue meaningful lives and productive careers.

Objectives:

- To ensure accessible, affordable, and inclusive education for students from diverse socio-economic and geographic backgrounds across Nepal.
- To promote a culture of academic rigor, critical thinking, and interdisciplinary research, international standards across all faculties to contribute to national development with Nepal's national priorities in areas such as education, environment, governance and economic development.
- To provide continuous professional development opportunities for faculty and staff to improve teaching quality, research output, and institutional governance.
- To upgrade laboratories, libraries, IT systems, and facilities to support cutting-edge learning and research.
- To enhance digital literacy and leverage technology in pedagogy, research, and campus operations.

1.3 Quality Policy

The campus has formed Internal Quality Assurance Committee (IQAC) which is responsible for overall control and manage an academic and administrative quality assurance. The main responsibilities of IQAC are;

- Developing and reviewing the quality assurance policies and procedures of the campus.
- Creating and implementing a quality assurance framework, including guidelines and criteria for evaluating different aspects of the campus's functioning.
- Monitoring and assessing the academic activities and the teaching-learning process to ensure effectiveness and quality.
- Establishing mechanisms for obtaining feedback from stakeholders such as students, faculty, alumni, and employers.
- Analyzing feedback and survey data to identify areas of improvement and implementing measures to address them.
- Encouraging and supporting faculty development programs to enhance teaching and research skills.
- Promoting research and innovation activities among faculty and students.

Monitoring and ensuring the availability and maintenance of infrastructure, laboratories, libraries, and other facilities necessary for academic excellence are also the areas of responsibility of IQAC. Student counseling, career guidance, and academic assistance are also the functions of IQAC if needed.

1.4 EMIS in Birendra Multiple Campus

The Education Management Information System (EMIS) plays a crucial role as an essential database system, providing up-to-date data and evidence to design and formulate policies and plans and effectively implement them in higher education institutions. At Birendra Multiple Campus, the EMIS Unit is responsible for developing and managing the EMIS with the assistance of Era soft Solution Pvt Ltd, starting from 2020. Upon the installation of the software, existing data were meticulously entered into the system.

Currently, EMIS comprehensively covers various aspects of the campus, including academic and administrative activities, students profile management, HR management, research, publications, and financial activities. All relevant data in these areas have been meticulously entered into the system. This report marks the inaugural release based on EMIS data at the campus. It encompasses vital information related to academic programs, students, faculty members, research, publications, and financing aspects, derived from the current academic years.

EMIS Report Preparation Team

Coordinator: Mr. Bed Nidhi Aryal, Assistant Campus Chief

- Member: Mr. Damodar Paudel, Assistant Professor
- Member: Mr. Sushil Lamichhane, Assistant Professor
- Member: Mr. Mahendra Prasad Adhikari, Information Officer and Head (Library)
- Member: Mr. Saroj Raj Lamichhane, Head (Account Section)
- Member: Mr. Shaligram Paudel, Computer Operator
- Member: Mr. Pradip Subedi, HA (IT)

1.5 Methodology

This report is the first EMIS report of the campus, and its preparation has been made possible through the collective efforts and contributions of the institute/faculty, departments, and administrative sections within Birendra Multiple Campus. While the data for this report primarily originated from EMIS, it was necessary to supplement the information with data collected from various written sources such as department records and administrative records. This was due to some details not being entered and updated in the EMIS system.

To present a comprehensive overview of the campus, the data has been organized and depicted in tables and figures, providing insights into various aspects of the institution. The collaboration and dedication of all stakeholders have been instrumental in shaping this inaugural EMIS report, contributing valuable information and fostering a better understanding of the campus's performance and status.

Chapter Two

Faculties and Departments, Programs, and Institutional Mechanism

This section consists comprehensive information about the faculties, departments, and programs offered at the Birendra Multiple Campus.

2.1 Faculty and Department

Birendra Multiple Campus takes pride in its diverse range of undergraduate and graduate programs, spanning across multiple faculties and departments. The campus boasts a team of experienced and highly qualified faculty members committed to delivering high-quality education and offering valuable guidance to students. Presently, the campus houses a total of 19 departments, distributed among three faculties and an institution. This section provides a concise overview of the faculties and departments, along with the courses they offer at the campus.

2.1.1 Institute of Science and Technology

The Institute of Science and Technology offers a variety of undergraduate and graduate programs. Semester-based programs include MSc Physics, MSc Chemistry, BIT, and BSc CSIT. Annual-based programs include BSc Geology, BSc Microbiology, and BSc General. The institute has 8 departments with a total of 125 faculty members. BIT and BSc CSIT do not have separate departments and are managed under the existing science departments. These faculty members are responsible for providing education to 1,538 students enrolled in different science programs.

. The following are the departments housed within the Institute of Science and Technology.

- Department of Physics
- Department of Botany
- Department of Chemistry
- Department of Geology
- Department of Microbiology
- Department of Mathematics
- Department of Statistics
- Department of Zoology

2.1.2 Humanities and Social Sciences

The Faculty of Humanities and Social Sciences has seven departments. It offers both Master's and Bachelor's level programs. At the Master's level, students can study subjects like English, Sociology, Economics, Population Studies, and Nepali. At the Bachelor's level, programs such as BA, BCA, and BSW are available. The faculty has 53 teachers who support and guide around 945 students currently enrolled in different programs. The following are the departments that comprise the Faculty of Humanities & Social Sciences at the campus.

- Department of Population Studies
- Department of Sociology
- Department of Mathematics
- Department of Economics
- Department of Nepali
- Department of English

2.1.3 Faculty of Management

The Faculty of Management offers a variety of undergraduate and graduate programs, including BBA, BBS, and MBS. The faculty has 22 teachers who support and guide around 2864 students currently enrolled in different programs. The program has a single department namely department of management which handles all the management programs smoothly.

2.2.4 Faculty of Education

The Faculty of Education offers undergraduate programs in Health Education, English Education, Nepali Education, and BICTE. The faculty has 7 dedicated members who support and guide 734 students in their studies. The program has a single department namely department of education which handles all the education programs smoothly.

2.2 Programs and Courses

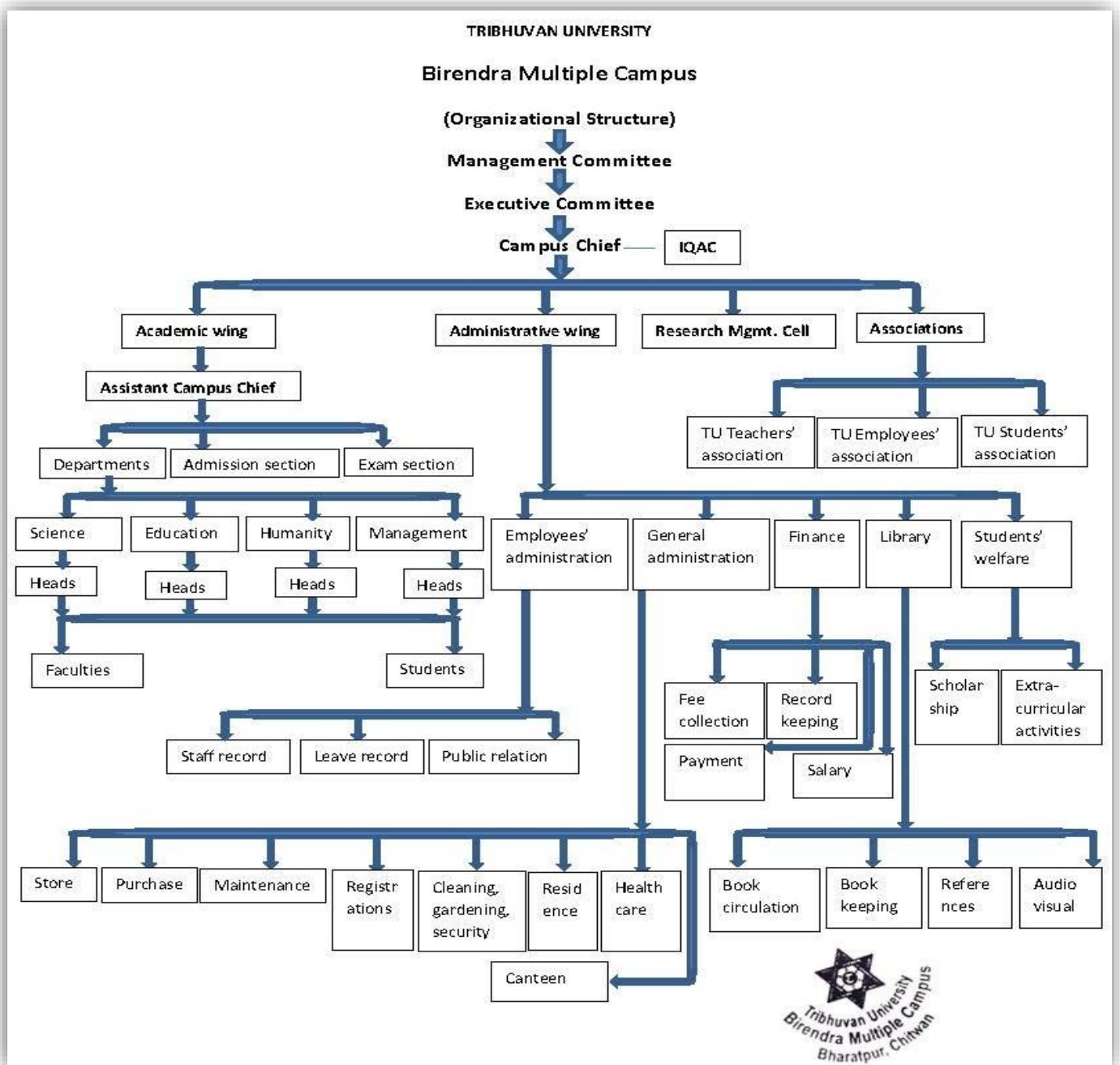
Birendra Multiple Campus offers a diverse array of undergraduate and graduate programs and courses. The programs are designed in both semester and annual-based formats, aligning with the syllabi prescribed by Tribhuvan University. Below is a comprehensive list showcasing the various courses and programs available at the campus.

Table 1: Educational programs offered by Birendra Multiple Campus

Name of the Program	Year
Bachelor's Degree in Arts (B.A.)	2035 B.S.
Master's Degree in Economics (M.A. Eco)	2045 B.S.
Bachelor's Degree in Science (B.Sc.)	2050 B.S.
Master Degree in Nepali (M.A. Nepali)	2053 B.S.
Master's Degree in English (M.A. English)	2062 B.S.
Bachelor in Business Studies (BBS)	2062 B.S.
Master in Business Studies (MBS)	2064 B.S.
Master in Physics (M.Sc. Physics)	2064 B.S.
Master's Degree in Arts (M.A. Sociology)	2065 B.S.
Master in Arts Population Studies (MA Population)	2066 B.S.
Master in Chemistry (M.Sc. Chemistry)	2066 B.S.
Bachelor's Degree in Science, Microbiology	2068 B.S.
Bachelor's Degree in Computer Science and Information Technology (B.Sc. CSIT)	2069 B.S.
Bachelor's Degree in Geology	2069 B.S.
Bachelor in Business Administration (BBA)	2073 B.S.
Bachelor in Computer Application (BCA)	2074 B.S.
Bachelor in Information Technology (BIT)	2076 B.S.
Bachelor in Information and Comm. Technology in Education (BICTE)	2077 B.S.
Postgraduate Diploma in Education (PGDE)	2080
M.Ed. (Nepali, English, EPM)	2081

2.3 Institutional Mechanism

The following is the organogram of the Campus.



Chapter Three

Students Enrollment and Dropout

Birendra Multiple Campus, a constituent Campus of Tribhuvan University, is deeply committed in delivering top-notch education in the domains of basic science, management, humanities, and education. The campus offers a comprehensive selection of courses affiliated with Tribhuvan University, corresponding to the Institute of Science and Technology, Faculty of Humanities and Social Science, Faculty of Management and Faculty of Education.

With a total of 19 departments, the campus boasts a diverse array of courses available to students. Enrolled students have the option to participate in semester and annual-based programs providing them a flexibility in their academic journey. In this section, we delve into the gross enrollment, current enrollment and dropout rate situation of students across various programs offered at the campus.

3.1 Gross Enrollment Status

Gross enrollment refers to the total number of students who have been duly registered and admitted to the campus in the first year or semester. It represents the overall count of students enrolled in the campus during the initial semester or year of their academic journey. Below, we present the gross enrollment data for the last four years at the campus.

3.1.1 Gross Enrollment by Academic Years

During the academic years from 2078 to 2082, a total of 9328 students were admitted in the first year/semester at the campus, as indicated in Table 3.1.1. The gross enrollment reached its peak during the academic year 2080 BS, while in the other academic years, the enrollment remained relatively consistent in the Bachelor level programs.

Table 2: Total enrollment/admitted in first year/ semester, 2078 to 2082

Academic Year	Bachelor	Master	Total
2078	1531		
2079	1554		
2080	1802	418	
2081	1385	425	
2082	1681	532	
Total	7953	1375	9328

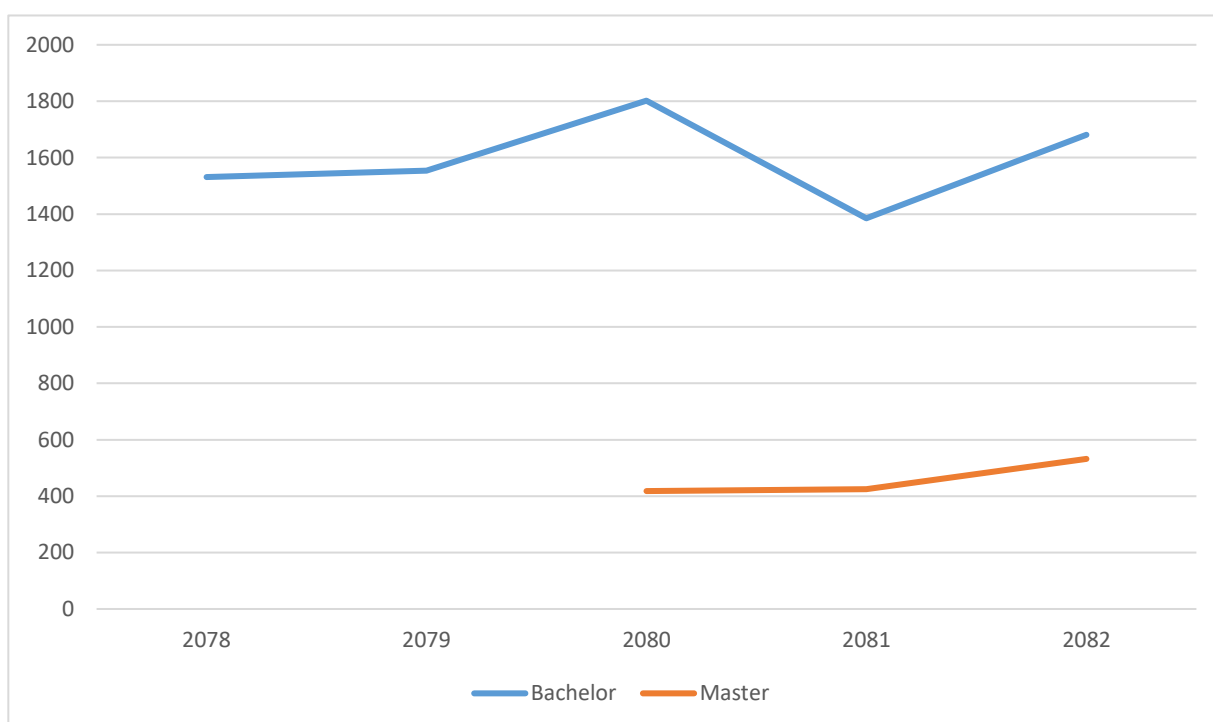


Figure 1: Gross Enrollment during 2078-2082

3.1.2 Gross Enrollment by Faculty/Institute and Sex

Over the course of the last four academic years on campus, approximately 50 percent of the total gross enrollment was recorded in the Faculty of Management, making it the most sought-after faculty. The Institute of Science and Technology, Humanities and Social Science, and Faculty of Education followed, with enrollments of varying percentages. The Faculty of Education had the lowest enrollment, accounting for only 11.86 percent of the total gross enrollment during this period.

Table 3: Gross Enrollment by Faculty/Institute and Sex

Faculty/Institute	Male	Female	Total	% share
Management	2456	2240	4696	50.34
Science and Technology	1148	1035	2183	23.40
Humanities and Social Science	789	554	1343	14.40
Education	385	721	1106	11.86
Total	4778	4550	9328	
% share	51.22	48.78		

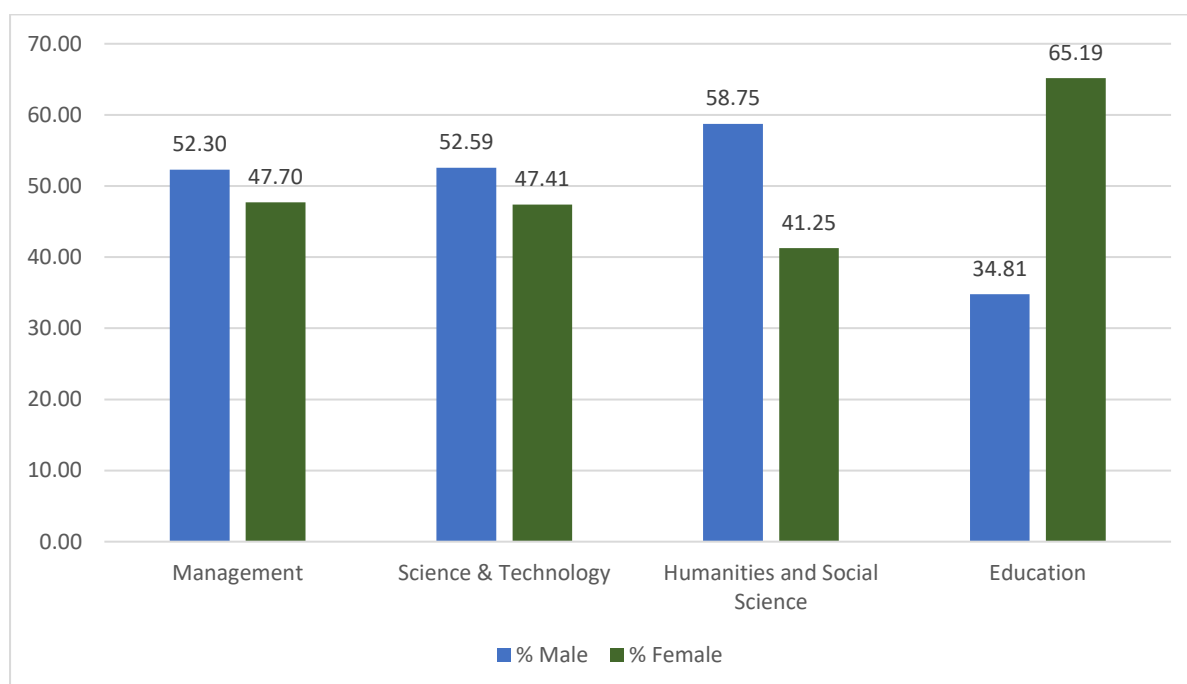


Figure 2: Gross enrollment by faculty and sex

3.1.3 Gross Enrollment in Annual-based Programs

The total enrollment of students varies depending on the level and program. The figure illustrates the number of students admitted to annual-based bachelor programs.

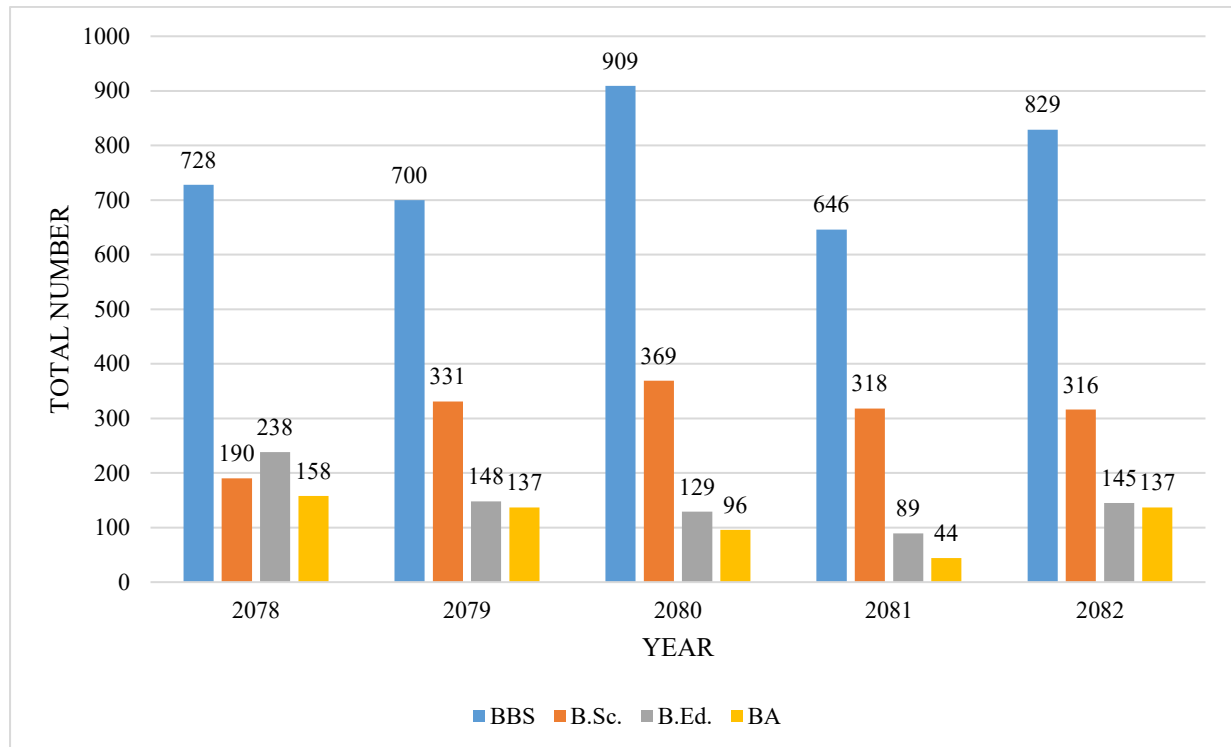


Figure 3: Gross Enrollment in annual based program in First Year by Faculty 2078-2082

3.2 Current Status of Enrollment

The current enrollment at Birendra Multiple Campus represents the total number of students currently enrolled in various programs. This figure comprises students attending classes in their respective year or semester, including those who have transferred from other colleges and continue their status as students. However, it excludes students who have withdrawn or discontinued their enrollment at the campus. As a result, it accurately represents the actual number of students on campus. Currently, there are 6081 students enrolled in different faculties and programs, as depicted in Table 3.2.

Among the programs, the highest number of students are enrolled in BBS, followed by BSc annual program, B.Ed., and BA. The campus has a total of 2921 male students and 3160 female students, as shown in the highlighted composition in the accompanying Figure.

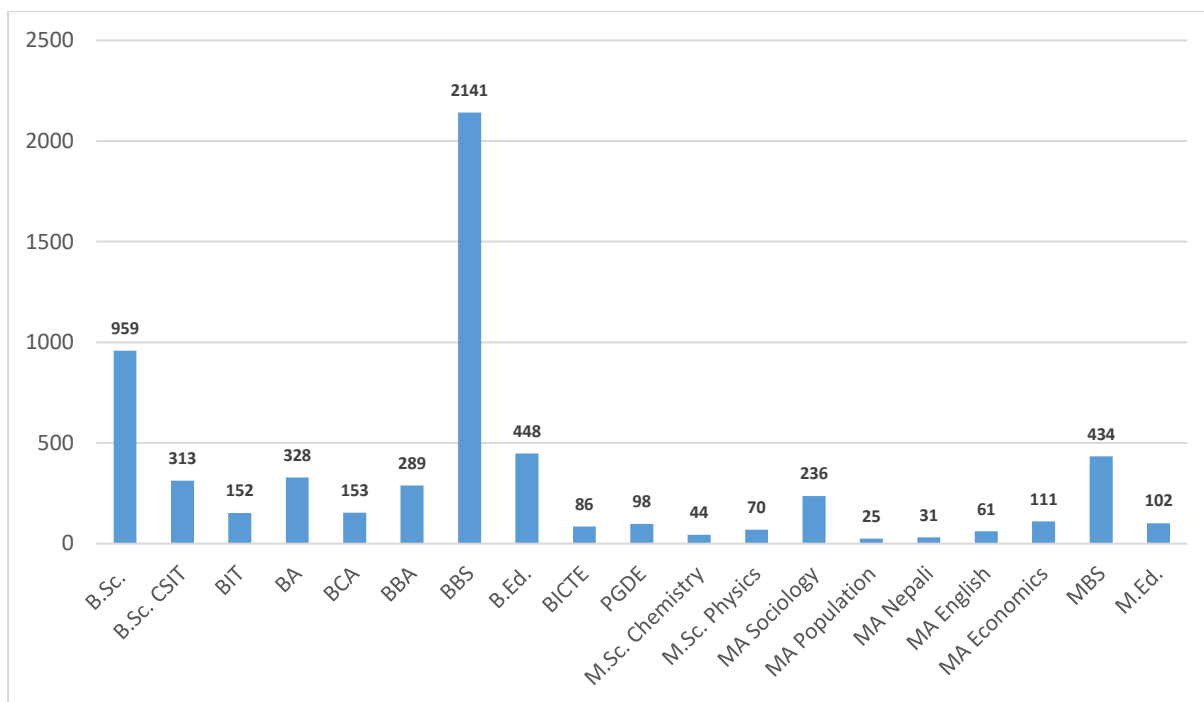


Figure 4: Current Enrollment of Students

3.2.1 Current Enrollment by Faculty /Institute

Birendra Multiple Campus offers a diverse range of courses and programs, encompassing the fields of Institute of Science and Technology, Faculty of Humanities and Social Science, Faculty of Management, and Faculty of Education. As of March 2026, there are a total of 6081 students currently enrolled in various faculties and programs, as indicated in Table 3.2.1.

Remarkably, almost half of the total students are enrolled in the Management faculty, with Science and Technology, Humanities and Social Science, and Education following closely in terms of student admissions. Additionally, it is worth noting that there is a slight majority of female students (51.73%) compared to male students (48.27%) currently enrolled on the campus.

Table 4: Students current enrollment in different faculty /Institute, 2026

Faculty/Institute	Male	Female	Total	Percentage
Management	1371	1493	2864	47.10
Science and Technology	812	726	1538	25.29
Humanities and Social Science	510	435	945	15.54
Education	242	492	734	12.07
Total	2935	3146	6081	
Percentage	48.27	51.73		

3.2.2 Students Enrollment by Level

Birendra Multiple Campus provides a wide range of bachelor's and master's degree programs in various subjects. At the undergraduate level, there are nine programs offered, while at the master's level, the campus offers eight subjects. The current student enrollment by level is presented in Table 3.2.2. The majority of students (81.68%) are presently enrolled in the bachelor's programs, reflecting the popularity and demand for undergraduate courses. Furthermore, the proportion of female enrollment is higher in bachelor's programs compared to the master's programs, indicating a greater representation of female students in the undergraduate courses.

Table 5: Students enrollment by level, 2026

Level	Male	Female	Total	Percentage
Bachelor	2398	2569	4967	81.68
Master	537	577	1114	18.32
Total	2935	3146	6081	

3.2.3 Students Enrollment in Annual and Semester Programs

Birendra Multiple Campus offers both annual and semester-based courses to its students. The courses such as BBS, BA, B.Ed., and BSc (general, geology, and microbiology) are conducted under the annual system, while certain bachelor courses like BBA, BCA, BICTE, B.Sc. CSIT, BSW and all master's degree programs are run on a semester system. The enrollment of students in both annual and semester-based courses is depicted in Table 3.2.3.

Approximately 64 percent of the students at the campus are enrolled in yearly-based programs, reflecting a significant portion of the student body opting for annual system courses.

Table 6: Students enrollment in Annual and semester program, 2026

Programs	Male	Female	Total	Percentage
Yearly	1703	2173	3876	63.74
Semester	1232	973	2205	36.26
Total	2935	3146	6081	

3.2.4 Students Enrollment in Annual Program by Faculty/Institute

Birendra Multiple Campus operates four-year courses such as BBS, BSc (general, microbiology, geology), B.Ed. and BA programs under an annual-based structure. The current enrollment in annual system programs consists of 3876 students (Table 3.2.4). Among them, approximately half of the students are admitted in BBS (55.24%), followed by BSc (24.74%), BEd (11.56%), and BA (8.46%). It is worth noting that in the yearly based programs, there are more female students (56.06%) compared to male students (43.94%) currently enrolled on the campus. This indicates a higher representation of female students in the annual system courses.

Table 7: Students enrollment in annual programs, 2026

Faculty/ Institute	Male	Female	Total	Percentage
BBS	1094	1047	2141	55.24
BSc (General/Geology/Microbiology)	345	614	959	24.74
B.Ed.	114	334	448	11.56
BA	150	178	328	8.46
Total	1703	2173	3876	
Percentage	43.94	56.06		

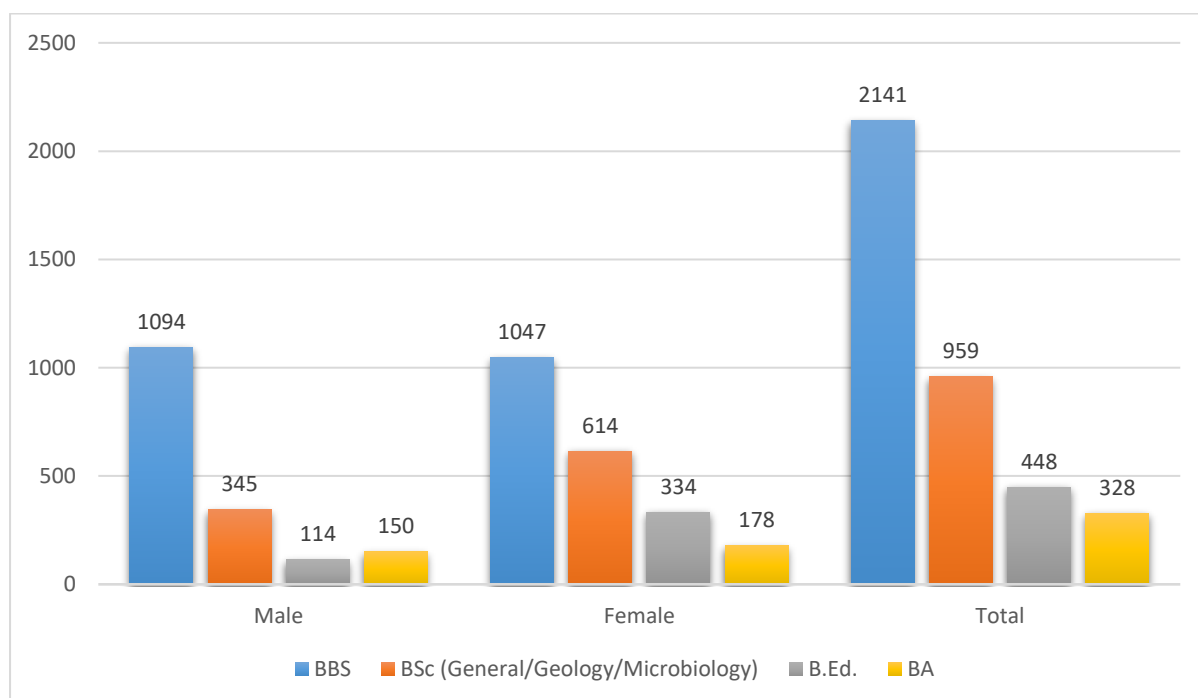


Figure 5: Students enrollment in annual programs, 2026

3.2.5 Students Enrollment in Semester Programs

There are 2205 students among five undergraduates and seven master programs are running based on semester system on campus.

Table 8: Students enrollment in semester programs, 2026

Programs	Male	Female	Total	Percentage
Bachelor				
B.Sc. CSIT	254	59	313	14.20
BIT	128	24	152	6.89
BCA	114	39	153	6.94
BBA	101	188	289	13.11
BICTE	61	25	86	3.90
PGDE	37	61	98	4.44
Master				
M.Sc. Chemistry	24	20	44	2.00
M.Sc. Physics	61	9	70	3.17
MA Sociology	108	128	236	10.70
MA Population	16	9	25	1.13
MA Nepali	16	15	31	1.41
MA English	31	30	61	2.77
MA Economics	75	36	111	5.03
MBS	176	258	434	19.68
M.Ed.	30	72	102	4.63
Total	1232	973	2205	

3.3 Dropout Rate

The dropout rate refers to the percentage of students who fail to complete a particular level of a course or transition from the campus. It is calculated by dividing the total number of current students by the number of students admitted in the first year/semester. Over the period from

2078 to 2082, a total of 9328 students were enrolled to the campus. Currently, there are 6081 students enrolled on the campus, resulting in a dropout rate of 34.81 percent. It is noteworthy that there is a significant difference in the dropout rate between male students (38.57%) and female students (30.86%). Male students are more prone to discontinuing their studies compared to their female counterparts on the campus. Detailed information on the dropout rate by sex can be found in Table 3.3 and Figure below.

Table 9: Dropout Rate, 2078-2082

Gender	Gross Enrollment	Current Enrollment	Dropout rate
Male	4778	2935	38.57
Female	4550	3146	30.86
Total	9328	6081	34.81

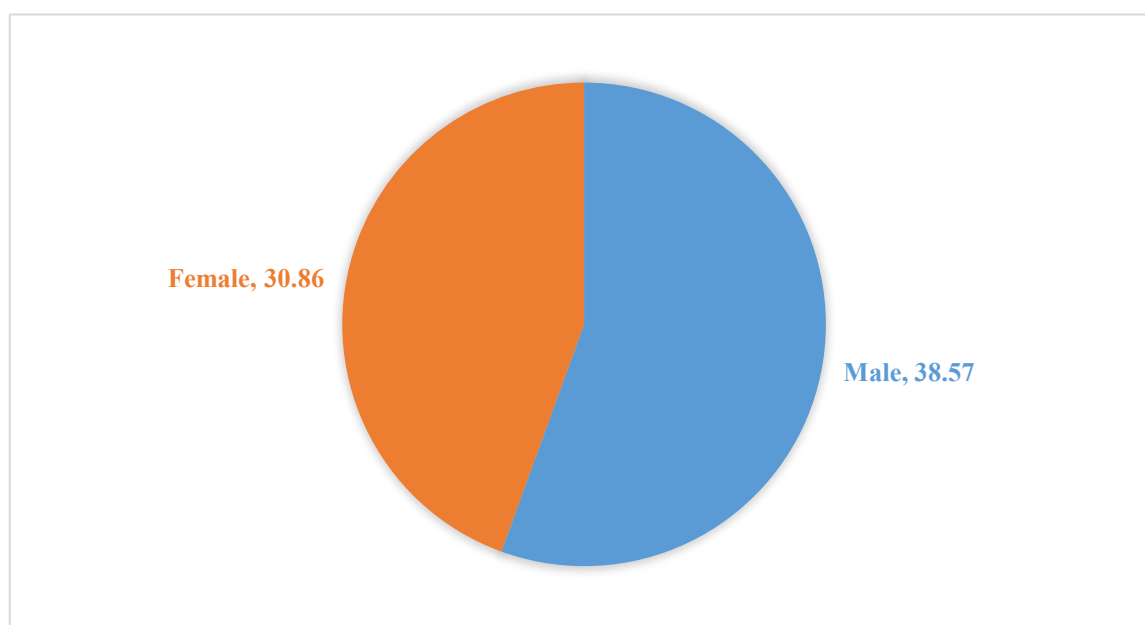


Figure 6: Dropout rate by sex, YEAR 2078-2082

The dropout rate by program and faculty is presented below, and Figure illustrates the dropout rate by programs at the campus. Among the programs, BBS (43.84%) has the highest dropout rate, followed by MA English, B.Ed., BICTE, BBS, MBS, and others. Conversely, MSc Physics (2.78%) has the lowest dropout rate, with MA Population Studies, MSc Chemistry, BBA, BIT, and others also exhibiting comparatively lower dropout rates.

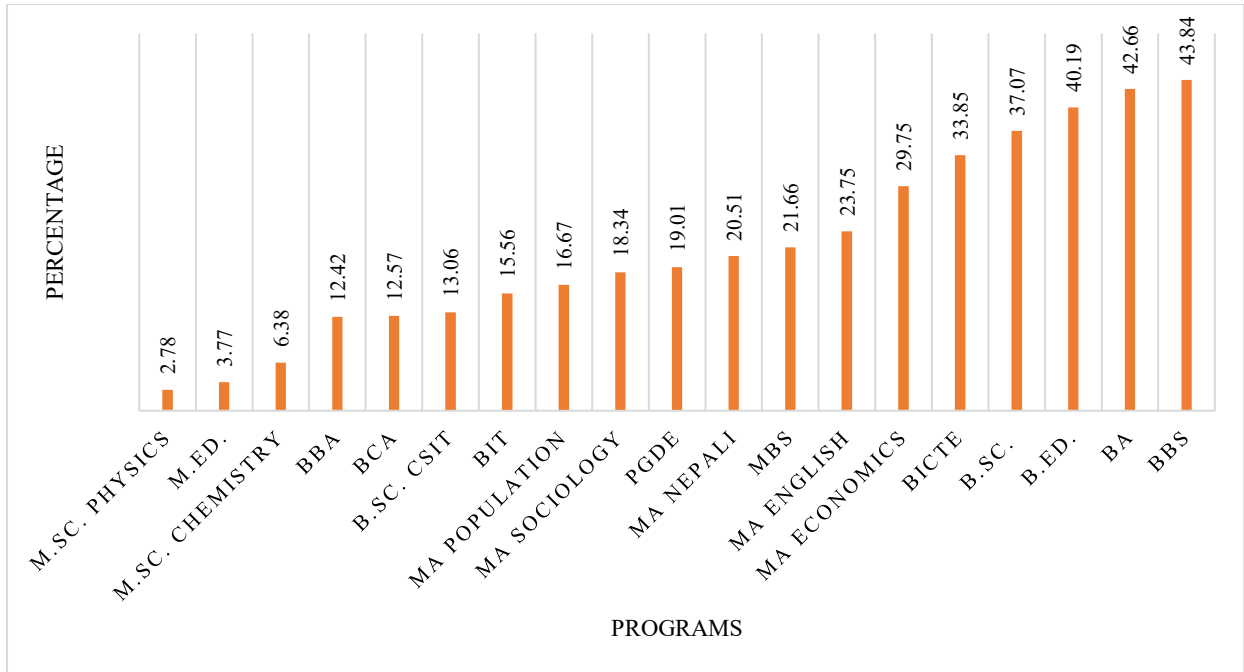


Figure 7: Program Wise Drop Out

The dropout rate by faculty/institute of the campus is depicted in the Figure. Among the faculties, the Education faculty has the highest dropout rate, followed by Humanities and Social Science, Management, and Science and Technology.

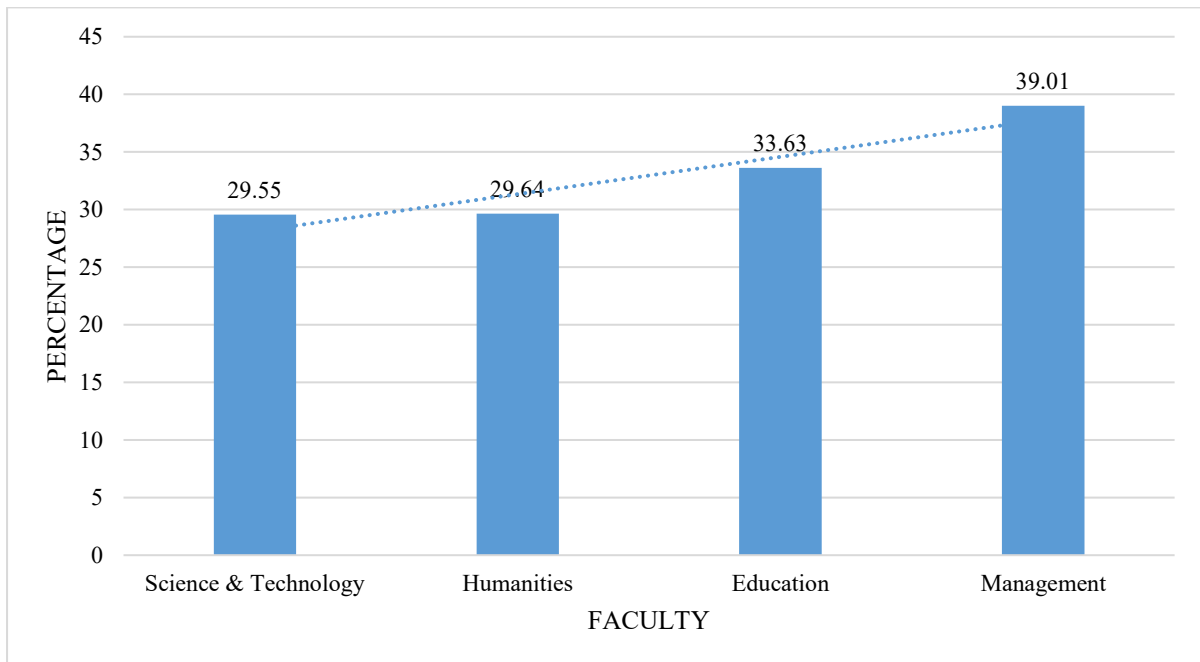


Figure 8: Faculty Wise Dropout Rate

Chapter Four

Gender Parity Index (GPI)

4.1 Overall GPI

The Gender Parity Index (GPI) in educational enrollment serves as an indicator of gender parity between girls and boys in educational institutions. It is represented as the ratio of the number of girls to the number of boys enrolled in the institution during a specific period. A value of 1 indicates no disparity in enrollment between males and females. A GPI below 1 suggests that girls face more disadvantages than boys in accessing learning opportunities, while a GPI above 1 suggests the opposite.

Based on the current enrollment of students on the campus, the GPI of Birendra Multiple Campus is calculated as 1.07. This slight deviation from 1 indicates a minor disparity in favor of females compared to males on the campus, suggesting that there are slightly more females enrolled in educational programs at the institution.

Table 10: GPI of Birendra Multiple Campus, 2026

Academic year	Male	Female	GPI
2082	2935	3146	1.07

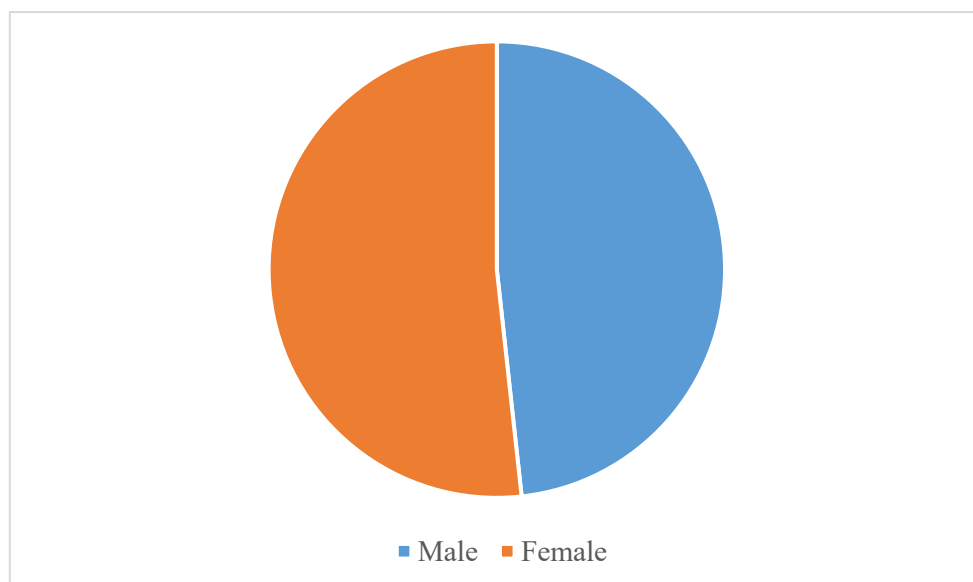


Figure 9: Current Student by Sex, 2026

4.2 GPI by Faculty /Institute

Table 4.2 and Figure 4.2 showcase the gender participation in various faculties and their corresponding GPI. The Education faculty boasts the highest GPI (2.03), indicating a significantly higher female enrollment compared to male. Similarly, the Management faculty also exhibits a GPI above 1, signaling a higher female enrollment than male. On the other hand, the Humanities and Social Sciences faculty records the lowest GPI (0.85), followed by the Science and Technology faculty. These figures suggest that female enrollment is lower than male in these faculties.

Table 11: GPI by Faculty, 2026

Faculty/Institute	Male	Female	GPI
Education	242	492	2.03
Management	1371	1493	1.09
Science and Technology	812	726	0.89
Humanities and Social Sciences	510	435	0.85
Total	2935	3146	

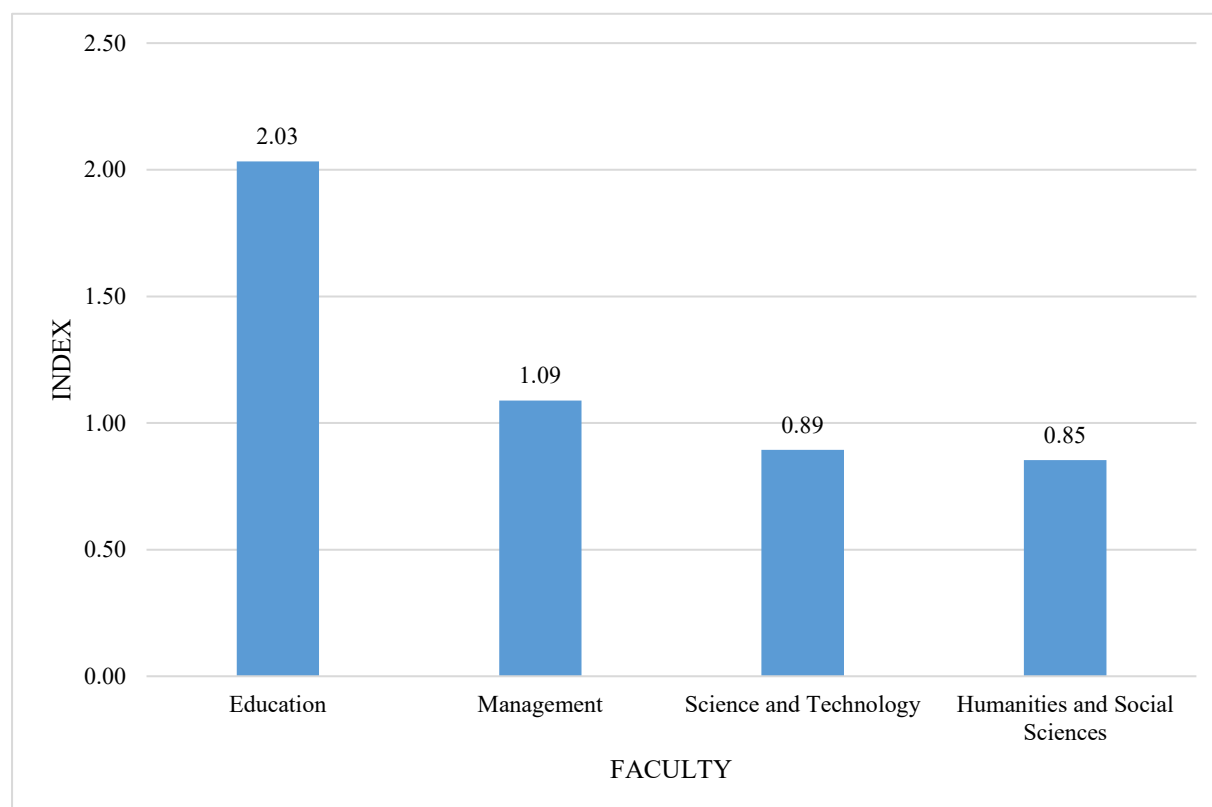


Figure 10: GPI by Faculty

4.3 GPI by Level

Table 4.3 presents the Gender Parity Index (GPI) at different levels of study on the campus. The table shows that at the Bachelor level, there are 2398 male students and 2569 female students, resulting in a GPI of 1.07, which indicates that female enrollment is slightly higher than male enrollment at this level. Similarly, at the Master level, the number of male students is 537 while female students are 577. The GPI at this level is also 1.07, again showing a slightly higher participation of female students compared to male students. Overall, the campus has 2935 male students and 3146 female students. The combined GPI is approximately 1.07, which suggests that female enrollment is slightly higher than male enrollment across all levels of study at the campus.

Table 12: GPI by Level, 2026

Level	Male	Female	GPI
Bachelor	2398	2569	1.07
Master	537	577	1.07
Total	2935	3146	

4.4 GPI by Annual and Semester Programs

Table 4.4 illustrates the Gender Parity Index (GPI) for the current enrollment of students in annual and semester programs. The GPI for the Annual program is 1.28, indicating a higher enrollment of female students compared to male students in this program, demonstrating better gender parity in favor of females. On the other hand, the Semester program has a GPI of 0.79, signifying a higher enrollment of male students compared to female students in this program, indicating a lack of gender parity in favor of males.

Table 13: GPI by annual and semester program, 2026

Program	Male	Female	GPI
Annual	1703	2173	1.28
Semester	1232	973	0.79
Total	2935	3146	

4.5 GPI by Programs

Figure 4.5 represents the Gender Parity Index (GPI) of different programs offered on the campus in 2026. The highest GPI is observed in B.Ed. (2.93), followed by M.Ed., BBA, B.Sc., PGDE, MBS, and BA, indicating a higher participation of female students in these programs. Programs such as MA Sociology, MA English, BBS, MA Nepali, and M.Sc. Chemistry show relatively balanced gender participation. In contrast, programs like MA Population, MA Economics, BICTE, BCA, B.Sc. CSIT, BIT, and M.Sc. Physics have lower GPI values, reflecting a greater proportion of male students. Overall, the figure highlights clear variations in gender representation across the programs offered on the campus.

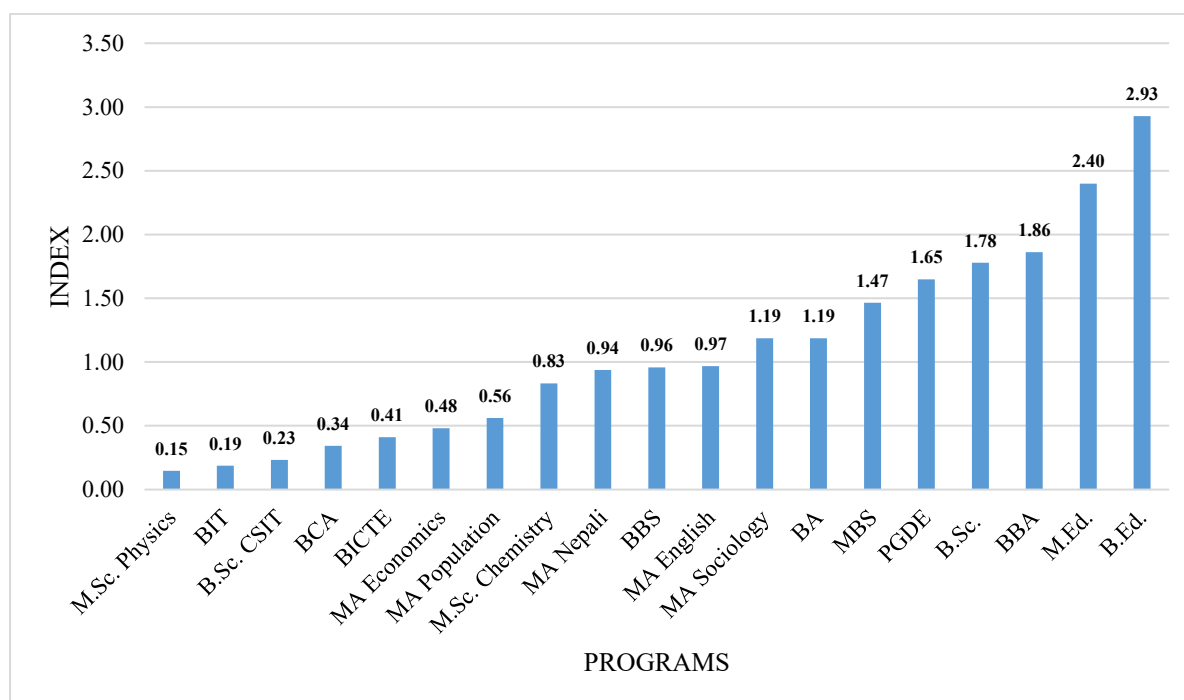


Figure 11: GPI by Programs, 2026

Chapter Five

Teaching and Non-Teaching Staffs

This section presents information regarding the current number of teaching and non-teaching staff at Birendra Multiple Campus. The faculty members are categorized based on their respective faculties, departments, and designations. The following description provides an overview of the current status of the teaching and non-teaching staffs at Birendra Multiple Campus.

5.1 Teaching Staffs by Designations and Qualification

Table 5.1 provides an overview of the teaching staff at Birendra Multiple Campus, categorized by their designations and academic qualifications. Currently, the campus has a total of 207 teaching staff, comprising both full-time and part-time teachers. Among them, 151 are full-time teachers, and 56 are part-time teachers. The teaching staff includes 4 Professors, 11 Associate Professors, 78 Assistant Professors, 58 Teaching Assistants (including Instructors), and 56 part-time teachers.

Moreover, among the teaching staff, there are 24 individuals who have completed their PhD degrees, further enhancing the academic expertise and qualifications at the campus.

Table 14: Number of faculty members with designation and qualification

Permanent / Full time	PhD		M. Phil		Master's		Total		Grand Total
	M	F	M	F	M	F	M	F	
Professor	2				2		4		4
Associate Professor/Reader	5				6		11		11
Assistant Professor/Lecturer	13	1	3	2	53	6	69	9	78
Demonstrator					1				1
Teaching Assistant/Instructors	3		2		43	9	48	9	57
Sub-Total	23	1	5	2	105	15	133	18	151
Part Time Contract	1				43	12	44	12	56
Teaching Assistant/Instructors									0
Sub – Total	1				43	12	44	12	56
Grand Total	24	1	5	2	148	27	177	30	207

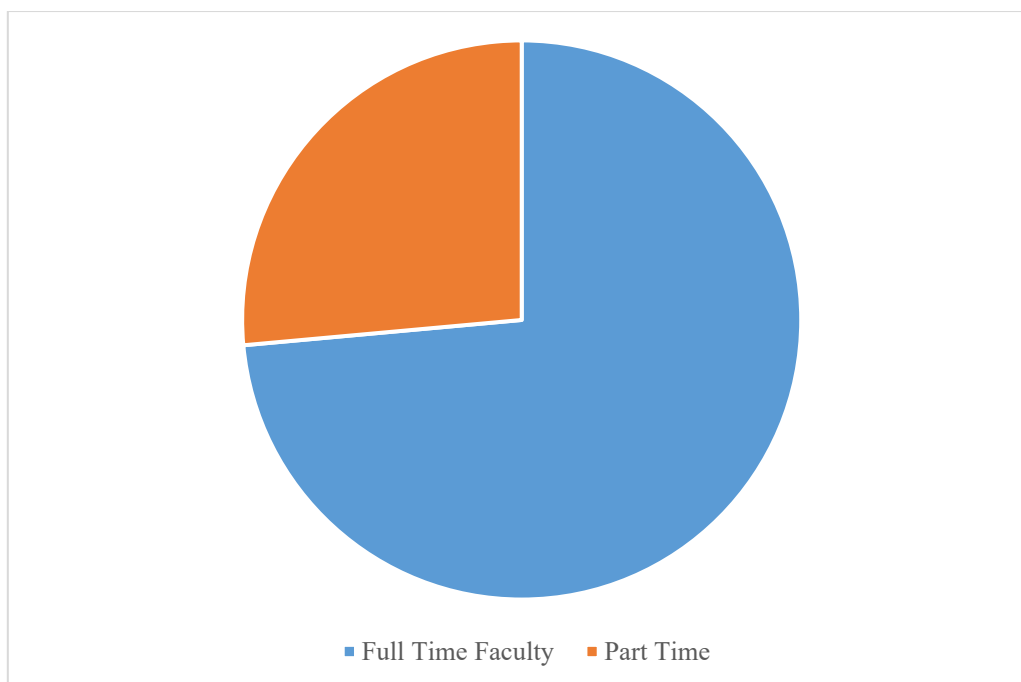


Figure 12: Full-time and Part-time Teaching Staff of the Campus, 2026

5.2 Teaching Staffs by Faculty/Institute and Sex

Table 5.2 displays the number of teaching staff members categorized by different faculties/institutes and their gender. Among the total teaching staff, the Institute of Science and Technology comprises the highest percentage, accounting for 60.39 percent of the total teachers at the campus. The Faculty of Humanities and Social Science and the faculty of Management follow with 25.12 percent and 10.63 percent of teachers, respectively. The Faculty of Education has the lowest percentage with 3.86 percent of teachers on campus. Table 5.2 also reveals that the majority of teaching staff members are male (85.51%), while only 14.49 % are female. Figure 5.2 illustrates the distribution of full-time and part-time teaching staff at the campus.

Table 15: Number of teachers by Faculty/Institute

Faculty/ Institute	Male	Female	Total	Percentage
Science and Technology	106	19	125	60.39
Humanities and Social Sciences	46	6	52	25.12
Education	6	2	8	3.86
Management	19	3	22	10.63
Total	177	30	207	
Percentage	85.51	14.49		

5.3 Full-time Teaching Staffs by Faculty/Institute and Sex

Out of total full-time teaching staffs, Institute of Science and Technology have the highest number of teachers which consists 58.28 percent which is followed by Faculty of Humanities and Social Science (30.46 %), and Management Faculty (6.62%). Faculty of Education have least number of full-time teachers which consist (4.64 %). Table 5.3 also indicates that majority of the full-time teaching staffs are male (88.74 %) whereas there are only 11.26 percentage of female full-time teaching staffs of the campus.

Table 16: Number of full-time teachers by Faculty/Institute

Faculty/ Institute	Male	Female	Total	Percentage
Science and Technology	78	10	88	58.28
Humanities and Social Sciences	41	5	46	30.46
Education	6	1	7	4.64
Management	9	1	10	6.62
Total	134	17	151	
Percentage	88.74	11.26		

5.4 Part-time Teaching Staffs by Faculty/Institute and Sex

Out of total part-time teaching staffs, Institute of Science and Technology have the highest number of teachers which consists 66.07 percent which is followed by Faculty of Management Faculty (21.43 %), Faculty of Humanities and Social Science (10.71%) and Faculty of Education (1.79%). Table 5.4 also indicates that majority of the part-time teaching staffs are male (76.79 %) whereas there are only 23.21 % of female part-time teaching staffs of the campus.

Table 17: Number of full-time teachers by Faculty/Institute

Faculty/ Institute	Male	Female	Total	Percentage
Science and Technology	28	9	37	66.07
Humanities and Social Sciences	5	1	6	10.71
Education	0	1	1	1.79
Management	10	2	12	21.43
Total	43	13	56	
Percentage	76.79	23.21		

5.5 Non-Teaching Staffs

There are 42 non-teaching staffs of the campus. Among them, 29 are male and 13 are female.

Figure 5.5 shows the gender wise number of the non-teaching staff of the Campus.

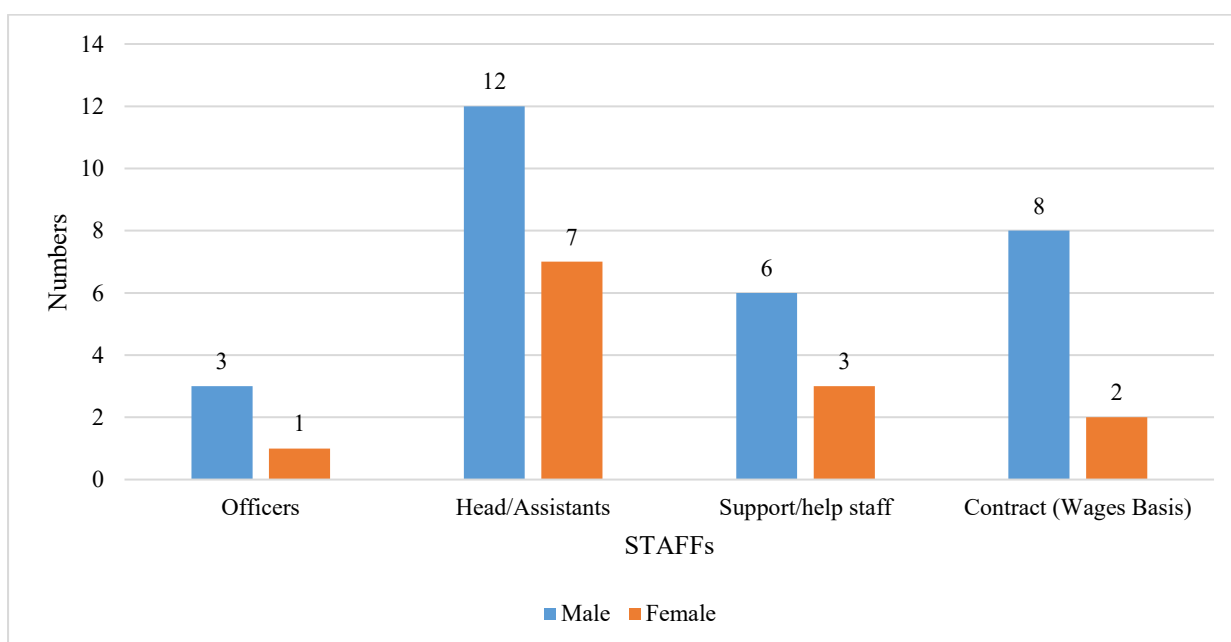


Figure 13: Number of Non-teaching Staffs

Chapter Six

Student-Teacher Ratios

The Student-Teacher Ratio (STR) is a metric used to measure the average number of students per teacher. It is calculated by dividing the total number of students by the total number of teachers. In this section, we present the STR of Birendra Multiple Campus as a whole, as well as the STR of each individual faculty and institute. Currently, the campus has 207 teachers and 6081 students enrolled in different departments. The overall STR of Birendra Multiple Campus is 29.38, indicating that, on average, there is one teacher for approximately 29 students.

However, when we consider the student-teacher ratio by faculty, disparities emerge. The Faculty of Management has the highest STR, with about 130 students per teacher. It is followed by the Faculty of Education with STR of 91.75, the Faculty of Humanities and Social Sciences with STR of 18.17, and the Faculty of Science and Technology with the lowest STR of 12.30 students per teacher. These disparities in the STR by faculties may arise due to the interdisciplinary nature of courses and subjects, leading to the exchange of teachers between faculties. As a result, the STR by faculty may vary depending on the current situation of the campus. The STR is also presented in figure 6.1.

Table 18: Student-Teacher Ratio by Faculty 2026

Faculty/Institute	Number of Students	Number of Teachers	Student-Teacher Ratio
Science and Technology	1538	125	12.30
Humanities and Social Science	945	52	18.17
Management	2864	22	130.18
Education	734	8	91.75
Total	6081	207	29.38

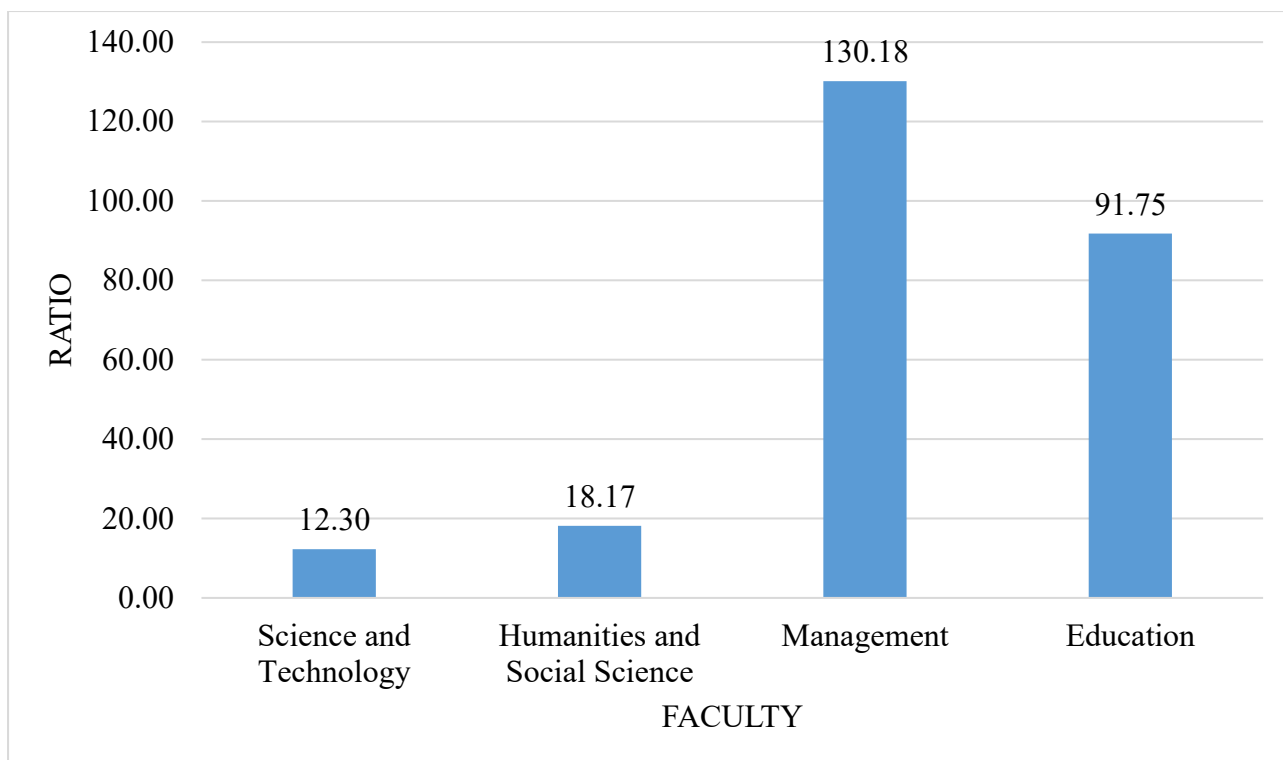


Figure 14: 6.1 Student-teacher ratio by faculty, 2026

Chapter Seven

Graduate Information

This chapter presents the graduation status of students at Birendra Multiple Campus based on the available academic records of different programs. The data includes the number of students who successfully completed their programs during the reporting period. The information is presented program-wise and faculty-wise to provide a clear picture of academic completion and student outcomes. However, it is important to note that there were difficulties in obtaining the actual number of graduates due to incomplete data entry in the EMIS system for graduates' information. To overcome this limitation, we gathered data related to graduates from the campus based on department records and certificate issues records students who obtained their transcripts in the specific academic year.

The following description presents the number of graduates from the campus during the one-year period of the academic year 2081/082.

7.1 Total Graduates from the Campus

A total of 1,137 students graduated from Birendra Multiple Campus during the reporting year. Among them, 880 students (77.40%) completed their studies at the bachelor's level, while 257 students (22.60%) graduated at the master's level. This shows that the number of graduates at the bachelor's level is much higher than at the master's level.

In the bachelor's level, 461 graduates (52.39%) were female and 419 (47.61%) were male, indicating a slightly higher number of female graduates. However, at the master's level, male graduates (55.25%) outnumber female graduates (44.75%), with 142 males and 115 females completing their degrees. Overall, the gender distribution among the graduates is quite balanced. Out of the total graduates, 576 (50.66%) are female and 561 (49.34%) are male. Figure 7.1 shows the graduates record of campus by level and sex.

A total of 605 students graduated from the campus during the year. The number of graduates in the bachelor level (77.40 %) exceeds those in the master's level (22.60%). Among all the graduates, male graduates (49.34 %) outnumber female graduates (50.66%). Figure 7.1 presents the detail information of graduates from the campus by level during the year 2082.

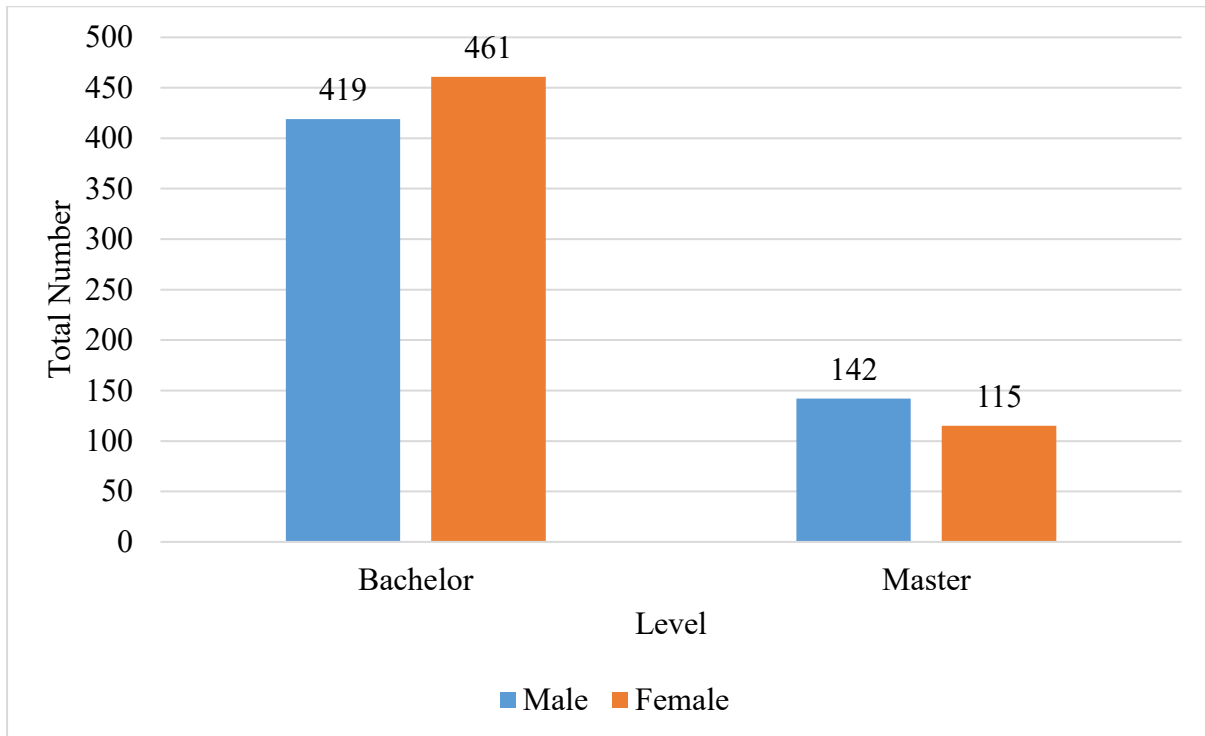


Figure 15: Graduates from the campus by level and sex, 2082

7.2 Faculty wise Graduates from the Campus

7.2.1: Bachelor Level

Table 7.2.1 and figure 7.2.1 display the number graduates during the year categorized by the faculty/institute of the campus. Institute of Science and Technology accounts for approximately a half (50.96 %) of the total graduates from the campus during the year which is followed by the Faculty of Management (33.73 %), the faculty of education (10.17 %) and the faculty of humanities and social sciences with the lowest number of graduates (5.14 %) for the same period.

Table 19: Number of bachelor graduates from the campus by Faculty/Institute, 2082

Faculty/Institute	Male	Female	Total	Percentage
Science and Technology	226	200	426	50.96
Management	103	179	282	33.73
Humanities and Social Science	28	15	43	5.14
Education	29	56	85	10.17
Total	386	450	836	

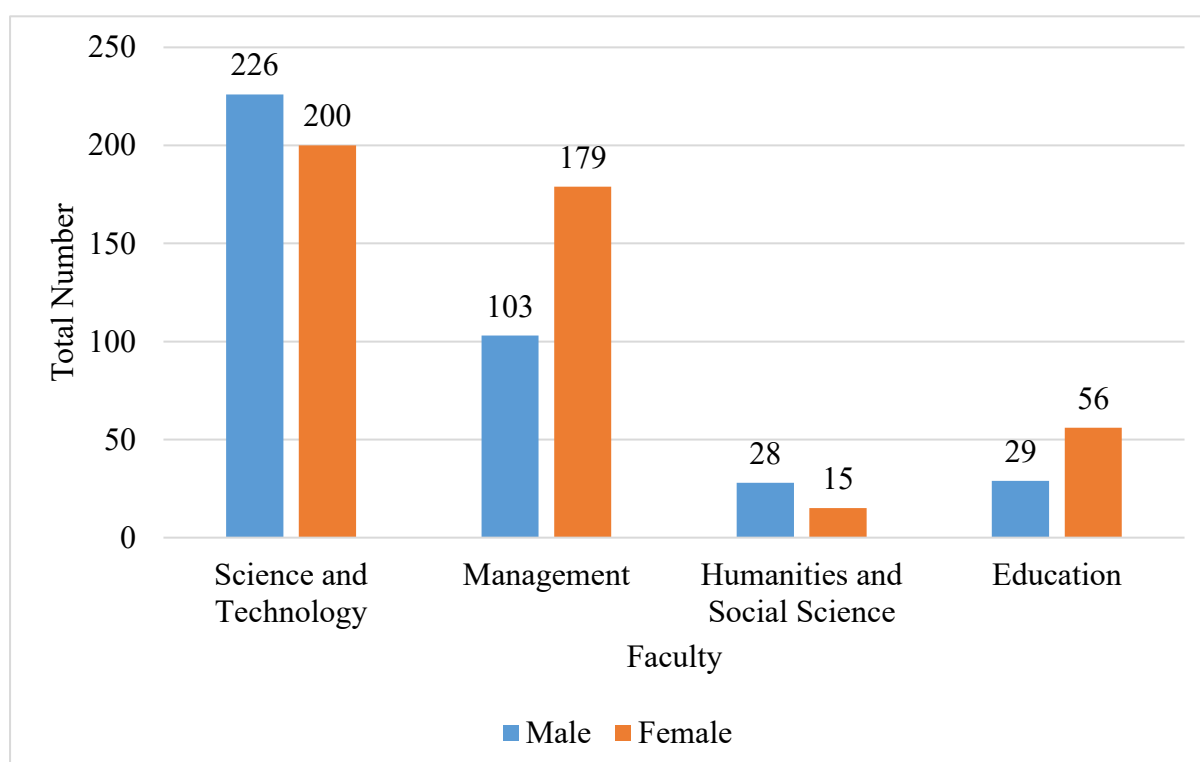


Figure 16: Number of bachelor graduates by faculty and sex

7.2.2: Master Level

Table 7.2.2 and figure 7.2.2 display the number graduates during the year categorized by the faculty/institute of the campus. Faculty of humanities and social sciences accounts for approximately a half (52.53 %) of the total graduates from the campus during the year which is followed by the Faculty of Management (33.46 %) and the institute of science and technology (14.01 %) for the same period.

Table 20: Number of master graduates from the campus by Faculty/Institute

Faculty/Institute	Male	Female	Total	Percentage
Science and Technology	25	11	36	14.01
Management	37	49	86	33.46
Humanities and Social Science	80	55	135	52.53
Education	NOT GRADUATE			0.00
Total	142	115	257	

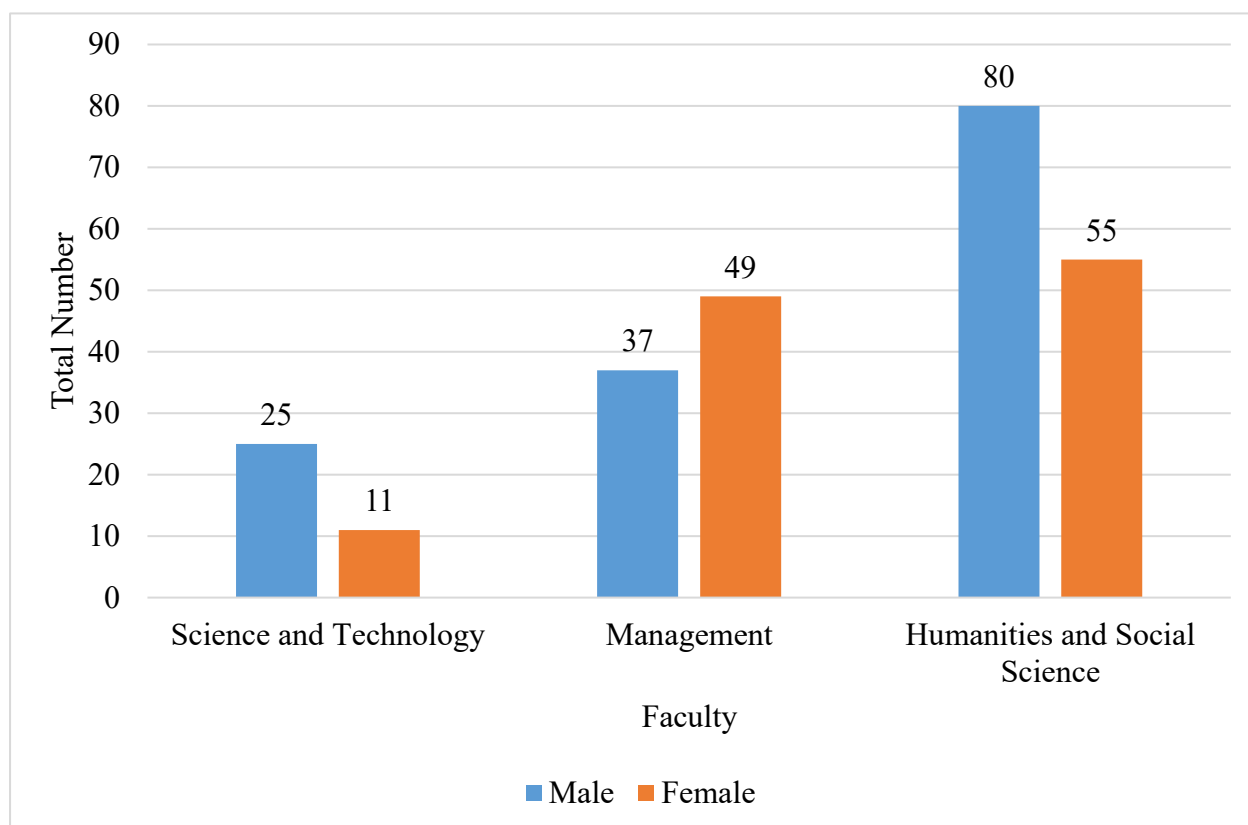


Figure 17: Number of master graduates by faculty and sex

Chapter Eight

Financial Aspect of the Campus

8.1 Fixed Assets

The campus is expanded over 19 bighas of Land, where the campus main building is on 10 bigha Land including playgrounds and business houses. Another 9 bigha of land is close to the Police Training Centre on the bypass road where all the classes of semester system bachelor level courses and M. Sc. in Physics and Chemistry are running. The campus has 15 buildings with necessary furniture and fixtures for the purpose of teaching, laboratory, library, canteen, and quarters. 150 computers are there in the computer lab, 1 computer in the research management cell, 10 computers are there for the e-library, 12 laptops are in different departments, and 8 computers are in different departments. The campus has 20 multimedia and 10 printers in operation.

8.2 Operating Expenses and it's Trend

The campus has three income sources since it is a decentralized campus. Tribhuvan University provides only the budget for its regular programs; B.Sc. (General), B.A., M.A. (Economics)} for the salary of corresponding teachers and staff related to the above-mentioned programs, which is the first source of income. The campus has to manage itself through its internal sources (second source) for conducting all the private programs such as B.Sc. (Microbiology, Geology), B. Sc. CSIT, BBA, BCA, BICTE, BBS, MBS, M.Sc. (Physics), M.Sc. (Chemistry), M.A. (Population, Nepali, English, Sociology/Anthropology). The third source of finance will be the rent from Business Buildings which are nearly to complete.

The income of the Birendra Multiple Campus is broken down into two categories: internal income and regular income. The total income is the sum of both internal and regular income for each fiscal year. The regular income includes the salary of permanent teaching staff, non-teaching staff, and other university-related income, while the internal income consists of revenue generated from the campus's own activities and sources. The total income represents the combined revenue from both internal and regular sources for each fiscal year.

Table 21: Internal and Regular Income and Expenditure of Campus

Fiscal Year	Income			Expenditure		
	Internal	Regular	Total	Internal	Regular	Total
2079/080	99,313,338.77	9,614,442.00	108,927,780.77	94,423,985.44	129,146,206.28	223,570,191.72
2080/81	84,391,409.04	6,662,350.09	91,053,759.13	102,185,445.84	125,542,638.54	227,728,084.38
2081/82	279,341,356.00	21,415,134.50	300,756,490.50	106,109,212.55	124,606,517.04	230,715,729.59

To perform a trend analysis of the income for Birendra Multiple Campus, the changes in income over the three fiscal years 2079/080, 2080/81, and 2081/82 were analyzed. The percentage change in income from one fiscal year to the next and the overall trend are presented below.

1. Percentage Change in Income from 2079/080 to 2080/81:

- **Internal Income:**

$$((84,391,409.04 - 99,313,338.77) / 99,313,338.77) \times 100 \approx -15.03\%$$

- **Regular Income:**

$$((6,662,350.09 - 9,614,442.00) / 9,614,442.00) \times 100 \approx -30.71\%$$

- **Total Income:**

$$((91,053,759.13 - 108,927,780.77) / 108,927,780.77) \times 100 \approx -16.41\%$$

2. Percentage Change in Income from 2080/81 to 2081/82:

- **Internal Income:**

$$((279,341,356.00 - 84,391,409.04) / 84,391,409.04) \times 100 \approx 230.99\%$$

- **Regular Income:**

$$((21,415,134.50 - 6,662,350.09) / 6,662,350.09) \times 100 \approx 221.43\%$$

- **Total Income:**

$$((300,756,490.50 - 91,053,759.13) / 91,053,759.13) \times 100 \approx 230.32\%$$

3. Overall Trend:

The income of Birendra Multiple Campus shows a declining trend from fiscal year 2079/080 to 2080/81, where internal income decreased by about 15%, regular income by 31%, and total income by about 16%. However, in the following fiscal year, the campus experienced a significant rise in income. From 2080/81 to 2081/82, internal income increased by around 231%, regular income by 221%, and total income by about 230%. The overall trend indicates that the campus faced a temporary decline in income in 2080/81, followed by a remarkable growth in 2081/82, reflecting a strong improvement in the financial position of Birendra Multiple Campus.

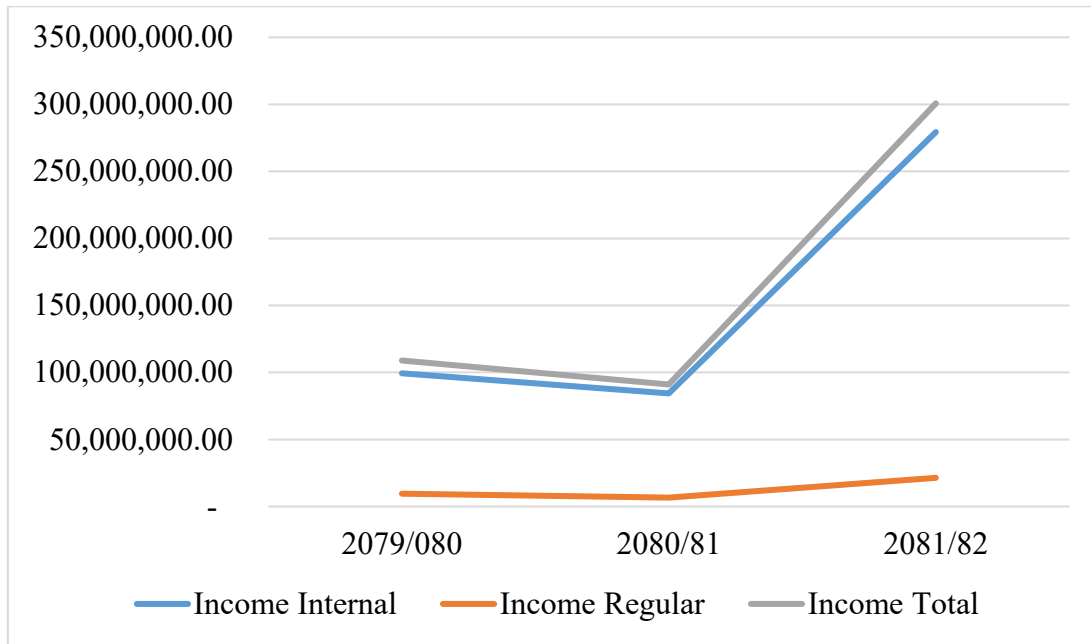


Figure 18: Trend Analysis of Number of Internal and Regular Income of Last 3 Year

Likewise, to perform a trend analysis of the expenditure for Birendra Multiple Campus, the changes in expenditure over the three fiscal years 2079/080, 2080/081, and 2081/082 were analyzed. The percentage change in expenditure from one fiscal year to the next is presented below.

1. Percentage Change in Expenditure from 2079/080 to 2080/081:

- **Internal Expenditure:**

$$\frac{((102,185,445.84 - 94,423,985.44) / 94,423,985.44) \times 100}{\approx 8.22\%}$$
- **Regular Expenditure:**

$$\frac{((125,542,638.54 - 129,146,206.28) / 129,146,206.28) \times 100}{\approx -2.79\%}$$
- **Total Expenditure:**

$$\frac{((227,728,084.38 - 223,570,191.72) / 223,570,191.72) \times 100}{\approx 1.86\%}$$

2. Percentage Change in Expenditure from 2080/081 to 2081/082:

- **Internal Expenditure:**

$$\frac{((106,109,212.55 - 102,185,445.84) / 102,185,445.84) \times 100}{\approx 3.84\%}$$
- **Regular Expenditure:**

$$\frac{((124,606,517.04 - 125,542,638.54) / 125,542,638.54) \times 100}{\approx -0.75\%}$$
- **Total Expenditure:**

$$\frac{((230,715,729.59 - 227,728,084.38) / 227,728,084.38) \times 100}{\approx 1.31\%}$$

3. Overall Trend:

From 2079/080 to 2080/081, the total expenditure increased slightly by about 1.86%. This increase was mainly due to an 8.22% rise in internal expenditure, while regular expenditure decreased slightly by about 2.79% during the same period.

From 2080/081 to 2081/082, internal expenditure continued to increase modestly by around 3.84%, whereas regular expenditure showed a small decline of about 0.75%. As a result, the total expenditure increased slightly by about 1.31%.

Overall, the trend in expenditure for Birendra Multiple Campus over the three fiscal years shows a gradual increase in internal expenditure with a slight decline in regular expenditure, while total expenditure remained relatively stable with only small increases each year. This indicates that the campus expenditure has been relatively consistent during this period.

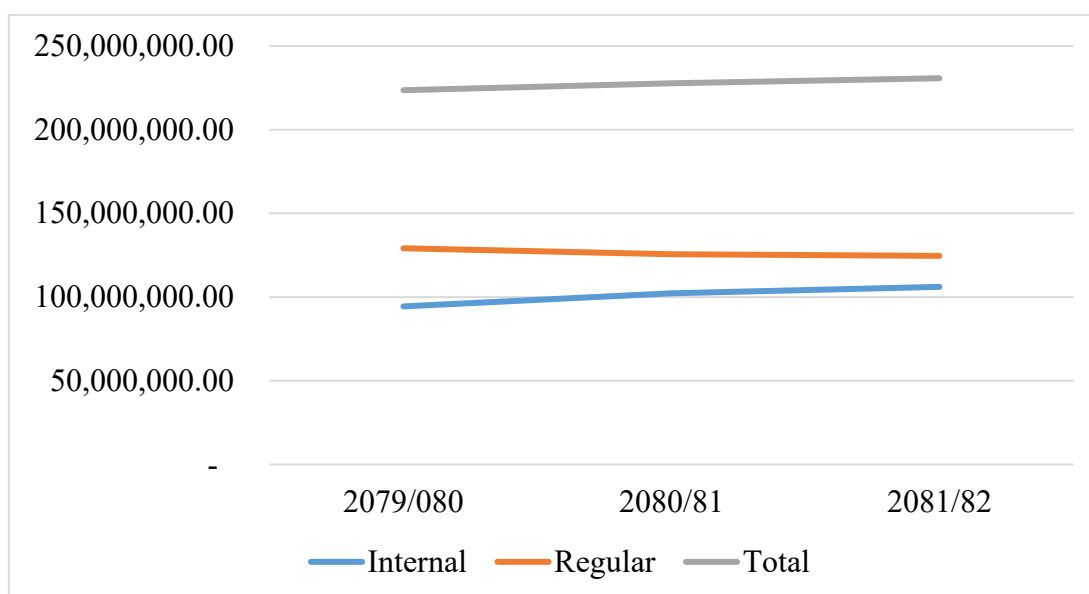


Figure 19: Trend Analysis of Number of Internal and Regular Expenditure of Last 3 Year

8.3 Accounting System

The income of the campus is directly deposited to the bank by concerned stakeholders and every payment for expenditure is made by cheques only. The campus has adopted the double-entry bookkeeping system. All the expenditures and budgetary expenses are made according to TU account rules and regulations. The audit of the income and expenditure of the campus is made each year. Internal and external auditors are appointed by T.U. and Office of the Auditor General, Nepal respectively. The audit report of the campus reflects all the relevant economic transactions.

8.4 Bases for the financial stability of the campus

Now the campus has adopted the following bases for its economic stability and sustainability

- Regular annual budget from TU (Salary for permanent staff)
- Income from Self Sustain programs
- Donation, endowment receiving from external agencies.
- Adaptation of decentralization policy
- Cost-benefit analysis in each department
- Economic discipline and transparency

Chapter Nine

Library and Learning Resources

The campus boasts a separate, state-of-the-art library facility equipped with a sophisticated computerized system featuring specialized Mitra ERP software. This modern library setup includes Digital Resources Management and Integration with Campus Systems. Such advanced technologies reflect the institution's dedication to provide a contemporary and effective learning environment for its community. As a result, students and researchers can immensely benefit from the wide array of resources and services offered through this system. A total of **68744 books** are available for teaching and learning activities. The library runs from morning 6:00 AM to 6:00 PM with 7 staff.

Table 22: Book availability at the Library of Campus

Books Category	Books Category
Nepali	Education
Economics	Mathematics
Political Science	Physics
English	Chemistry
History	Botany
Culture	Biology
Management	Zoology
Statistics	Geography
Sociology	Population
Philosophy	Research
Journalism	Tourism
Dictionary	Religion
Computer Science	Microbiology
Environmental Science	Applied Science
Medical Science	Miscellaneous
Total No. of Books	68744 copies

Category	Added This Year	Total Copies
Purchased Books	1,040	61,375
Gifted Books	16	4,867
Thesis	5	2,528

Chapter Ten

Scholarship

Birendra Multiple Campus offers two types of scholarships to its students: merit-based scholarships and free scholarships (free-ships). The free-ship scheme covers the monthly tuition fee for eligible students. Merit-based scholarships are awarded based on students' academic performance, with the top achievers in final exams and entrance exams for specific programs receiving the scholarships. Additionally, the Research Management Cell provide the best thesis award for graduate students annually. The campus has regularly provide the student of the year award to campus whole topper students.

The Campus Student Welfare Section is responsible for selecting students for free scholarships, adhering to the Award and Scholarship Guideline-2079. This guideline considers factors such as students' economic status, geographic distance, physical condition, and belonging to marginalized communities when deciding scholarship recipients. 20% of the total enrolled students receive free-ship annually per program in regular program, 15% in other yearly programs and 10% in self-sustain program. The detailed information on scholarships and free-ship provided by BMC is presented in Table 10, excluding scholarships offered by other organizations.

As of now, a total of 392 students has been awarded free-ship and merit-based scholarships in the current academic year. Table 10 presents the number of free-ship and merit-based scholarships awarded in FY 2081/082. Specifically, 78 free-ships were granted to male students, while 110 free-ships were awarded to female students at the bachelor level. For the master's level, the free-ship recipients have not been selected yet for the current year. Moreover, 74 male students and 50 female students received merit-based scholarships for their performance at the bachelor level. In the master's level, 10 male students and 3 female students received merit-based scholarships during the year. Merit based scholarship may vary based on the result.

Table 23: Scholarship FY2081/082

Level	Free-ship		Merit-based Scholarship		Total
	Male	Female	Male	Female	
Bachelor	78	110	74	50	312
Master	28	39	10	3	80
Total	106	149	84	53	392

Chapter Ten

Conclusion, Insight and Way-forward

The first EMIS reports of Birendra Multiple Campus contain data and analysis related to various aspects of the campus, such as enrollment, drop-out rate, GPI, graduation, staff distribution, infrastructure, financial status, and other relevant information. It summarizes the main findings and trends observed in the data presented in the report. It also identifies the key areas of strength and success and point out the challenges or areas that are needed to be improved within the campus.

The EMIS report of Birendra Multiple Campus reveals necessary insights into student enrollment, dropout rate, faculty distribution, scholarship allocation, and other key metrics. The data indicates a gender disparity in certain areas like enrollment of students by faculty, distribution of free-ship etc. and highlights the need for targeted interventions to promote gender equity and enhance the overall quality of education. The report also identifies that high dropout rate is the specific challenges that that the campus has to be faced. The major conclusion, insight and wary forward are described here in brief.

Enrollment trends and pattern: Analyzing enrollment data reveals fluctuations in student numbers across different levels and programs. Understanding of these trends can help the campus to make decisions regarding resource allocation and program development.

Dropout rate: High dropout rate should be urgently address by the campus to increase retention rate.

Gender Disparity: The report indicates a noticeable gender gap in scholarship allocation, with more scholarships being awarded to male students compared to their female counterparts. This suggests that the need for measures to promote equal opportunities for female students to access financial aid and ensure gender equity. To reduce gender-gap in merit-based scholarship the campus must have a policy of including more girls by making them active in academic performances.

Promote Gender Equity: Develop policies to encourage female students' enrollment and retention, including targeted scholarships and support programs to empower female students.

Faculty Distribution: The student-teacher ratio varies across faculties, with the Faculty of Management having the lowest ratio. This could indicate a potential need for recruiting additional faculty to ensure a better student-teacher ratio and enhance the quality of education.

Strengthen Monitoring and Evaluation: Implement an effective monitoring and evaluation mechanism to regularly assess the campus's performance, identify areas for improvement, and measure progress towards defined goals.

Last but not least, our team recognizes the significance of effectively implementing EMIS at the campus to address the dearth of data and foster a data-driven culture that enhances the quality of education. Therefore, we strongly recommend that the campus must prioritize the integration of database management and acknowledge the importance of data-driven decision-making for education planning and policy in the coming years. By doing so, the campus can make informed and impactful decisions to advance its educational objectives.