

BISHWA SHANTI CHIRAN MILAN CAMPUS



HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education

2082/083 B.S. (2025/026 A.D.)

Bansbari, Kapanmarg, Kathmandu, Bagmati Province, Nepal

Phone: 01-4017015

Tribhuvan University Affiliated | Community Campus | Est. 2048 B.S.

Campus Chief	Netra Prasad Neupane	Mob: 9841559384
HEMIS Coordinator	Tilak Bahadur Karki	Mob: 9823048199
Programs	BA (Humanities & Social Science) BBS (Management)	
Report Year	Fiscal Year 2082/083 (2025/026 A.D.)	



FOREWORD

Message from the Campus Chief

It is with great pride and a deep sense of institutional responsibility that I present this Higher Education Management Information System (HEMIS) Report of Bishwa Shanti Chiran Milan Campus for Fiscal Year 2082/083 (2025/026 A.D.). This report is a comprehensive reflection of our campus's performance, achievements, and ongoing challenges across student enrollment, academic outcomes, staffing, and public financing.

Bishwa Shanti Chiran Milan Campus was established in 2048 B.S. with a vision to make quality higher education accessible to all — regardless of geographic origin, ethnicity, caste, or economic background. Over more than three decades, this campus has grown into a nationally recognized institution serving students from all seven provinces of Nepal. Our enrollment of 286 students in Fiscal Year 2082/083, with a female participation rate of 60.4%, reflects our unwavering commitment to inclusive education.

This HEMIS report, prepared in accordance with the guidelines of the University Grants Commission (UGC) of Nepal, provides a transparent and data-driven account of our institutional performance. I extend my sincere appreciation to HEMIS Coordinator Tilak Bahadur Karki, for his dedicated service, and to all faculty and staff for their commitment to this institution.

Netra Prasad Neupane

Campus Chief

Bishwa Shanti Chiran Milan Campus, Kathmandu

Message from the Chairman, Campus Management Committee

On behalf of the Campus Management Committee of Bishwa Shanti Chiran Milan Campus, I am pleased to present this HEMIS Report for Fiscal Year 2082/083. The Management Committee remains committed to the campus's mission of delivering quality, inclusive higher education to the people of Nepal.

This report captures both the strengths of our institution — its geographic reach, social inclusion, and growing female enrollment — and the areas requiring urgent improvement, particularly examination pass rates and gender representation among staff. The Committee commits to working closely with campus leadership to address these challenges systematically.

Sambhu Ram Simkhada

Chairman

Campus Management Committee, Bishwa Shanti Chiran Milan Campus

ACKNOWLEDGEMENTS

The preparation of this Higher Education Management Information System (HEMIS) Report for Fiscal Year 2082/083 has been made possible through the collective efforts of many individuals and organizations. We extend our heartfelt gratitude to:

- The University Grants Commission (UGC) of Nepal for establishing the HEMIS framework and providing technical support for data-driven reporting
- Tribhuvan University for its continued academic oversight, examination management, and institutional guidance
- The entire teaching and non-teaching staff of Bishwa Shanti Chiran Milan Campus for their dedication
- The Campus Management Committee for its governance and strategic direction
- All 286 students from across all seven provinces of Nepal — the reason this institution exists

HEMIS Unit

Bishwa Shanti Chiran Milan Campus,
Bansbari, Kapanmarg, Kathmandu

ABBREVIATIONS AND ACRONYMS

Abbreviation	Full Form
A.D.	Anno Domini (English Calendar Year)
BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B.S.	Bikram Sambat (Nepali Calendar Year)
EMIS	Education Management Information System
FY	Fiscal Year
GPI	Gender Parity Index
HEMIS	Higher Education Management Information System
HOD	Head of Department
NPR	Nepalese Rupees
RBB	Rastriya Banijya Bank Ltd.
STR	Student-Teacher Ratio
TU	Tribhuvan University
UGC	University Grants Commission

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SECTION 1

INTRODUCTION

1.1 Background

Bishwa Shanti Chiran-Milan Campus (BSCMC) is a community-based institution located in Bansbari, Maharajgunj, Kathmandu. Established in 2048 BS, the campus received affiliation from Tribhuvan University in 2050 BS to run proficiency-level programs in the Faculty of Humanities. Over the years, BSCMC has expanded significantly and now offers Bachelor's level programs in the Faculties of Management and Humanities and Social Sciences. We are proud to acknowledge the collective efforts of students, parents, faculty members, the management committee, and well-wishers in making BSCMC a renowned academic institution. With a steadfast commitment to producing responsible human resources for the nation, BSCMC has achieved excellence both in quality and quantity. This accomplishment is attributed to the dedication and expertise of our faculty members, the support of our staff, the visionary leadership of the management committee, the enthusiasm of our students, and the contribution of all stakeholders. Looking ahead, we are committed to fostering an environment of academic excellence through the creativity and diligence of our students, the wisdom and expertise of our faculty, and the strategic planning and foresight of our management team. BSCMC has developed a comprehensive master plan for the expansion and management of its physical infrastructure. In response to the evolving needs of society, we plan to launch additional streams and specialized courses. To accommodate a growing student body, new structures are being constructed within the campus premises. We are also working towards fulfilling the academic and infrastructural standards required by the Quality Assurance and Accreditation (QAA) Division of the University Grants Commission (UGC) Nepal, with the goal of achieving QAA certification to further enhance our reputation and stability.

The core mission of BSCMC is to provide outstanding educational programs in a safe, well-equipped environment, led by well-educated and friendly teachers who foster a homely atmosphere. Regular monitoring of students' progress ensures that each learner receives the attention they deserve. We offer opportunities for all students to explore, be challenged, and thrive under the guidance of caring and dedicated educators. At BSCMC, we are blessed with modern facilities. However, it is the vibrant academic life within our classrooms and campus that truly defines us. We are committed to the continued development of innovative programs and the incorporation of new teaching methods, preparing our students to be competitive both nationally and internationally. Our education system is designed not only to impart academic knowledge but also to instill leadership skills, dynamic personalities, and a profound appreciation for lifelong learning. From its inception, BSCMC has aimed to equip students with high-quality education delivered by experienced, dedicated, and compassionate faculty. Our students have excelled academically and actively participated in extracurricular activities, a hallmark of the all-round development philosophy we embrace. We firmly believe that successful education is a partnership among the institution, teachers, and parents.

1.2 Objectives of This Report

- Present a comprehensive, data-driven account of campus performance in FY 2082/083
- Fulfill the HEMIS reporting requirement of the University Grants Commission (UGC), Nepal
- Assess gender equity, social inclusion, academic performance, and financial health
- Analyze multi-year trends (FY 2079/080 through 2082/083) using four years of enrollment data
- Serve as an evidence base for planning, management decisions, and TU coordination

1.3 Data Source

All data is extracted from the official HEMIS of Tribhuvan University for FY 2082/083. Multi-year enrollment trend data covers FY 2079/080 (2022/023) through 2082/083 (2025/026). Financial data is from campus records for FY 2081/082. Compiled and verified by Campus Chief and HEMIS Coordinator.

1.4 Campus at a Glance

Indicator	Details
Campus Name	Bishwa Shanti Chiran Milan Campus
Address	Bansbari, Kapanmarg, Kathmandu, Bagmati Province
Campus Type	Community Campus
University Affiliation	Tribhuvan University (TU)
Established	2048 B.S. (1991 A.D.)
Phone	01-4017015
Campus Chief	Netra Prasad Neupane 9841559384
HEMIS Coordinator	Tilak Bahadur Karki
Programs Offered	BA — Humanities & Social Science BBS — Management
Level	Bachelor's Level (4-Year Program)
Total Students FY 2082/083	286 (Male: 114 Female: 172)
Total Staff	22 (Teaching: 18 Non-Teaching: 4)
HEMIS Report Fiscal Year	2082/083 (2025/026 A.D.)



SECTION 2

CAMPUS LEVEL, FACULTY AND PROGRAM

2.1 Programs Offered — FY 2082/083

SN	Faculty	Program	Level	Duration	Current Intake Yr
1	Humanities & Social Science	BA — Bachelor of Arts	Bachelor	4 Years	2082 B.S.
2	Management	BBS — Bachelor of Business Studies	Bachelor	4 Years	2082 B.S.

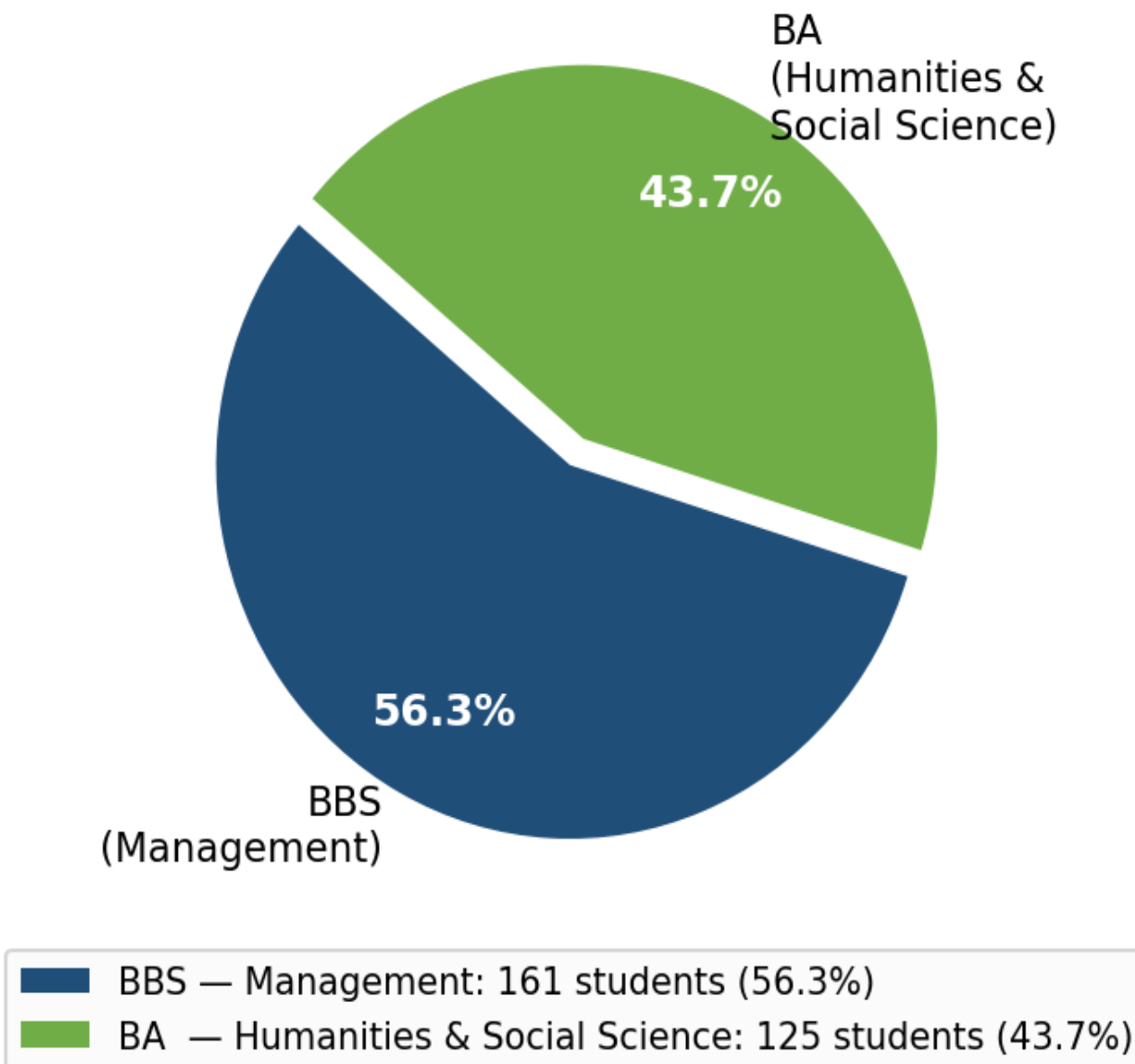
For fiscal year 2082/83 B.S., the campus offers two bachelor's programs: a 4-year BA under the Humanities & Social Science faculty and a 4-year BBS under the Management faculty, both admitting students for the 2082 B.S. intake year.

2.2 Faculty-wise Enrollment Summary — FY 2082/083

Faculty / Program	Male	Female	Total	% of Total
BA — Humanities & Social Science	45	80	125	43.7%
BBS — Management	69	92	161	56.3%
GRAND TOTAL	114	172	286	100%

In terms of enrollment, the BA program has 125 students (45 male, 80 female), making up 43.7% of total students, while the BBS program has 161 students (69 male, 92 female), accounting for 56.3% of the 286 total students.

**Figure 1: Faculty-wise Enrollment Distribution
Fiscal Year 2082/083 (Total = 286 Students)**



SECTION 3

STUDENT ENROLLMENT

3.1 Year-wise, Program-wise Enrollment — FY 2082/083

Academic Year	Program	Male	Female	Total	% of Grand Total
1st Year (Batch 2082)	BA	18	26	44	15.4%
1st Year (Batch 2082)	BBS	22	29	51	17.8%
2nd Year (Batch 2081)	BA	17	21	38	13.3%
2nd Year (Batch 2081)	BBS	17	26	43	15.0%
3rd Year (Batch 2080)	BA	5	27	32	11.2%
3rd Year (Batch 2080)	BBS	18	22	40	14.0%
4th Year (Batch 2079)	BA	5	6	11	3.8%
4th Year (Batch 2079)	BBS	14	13	27	9.4%
GRAND TOTAL		114	172	286	100%

3.2 Year-wise Enrollment Chart

**Figure 2: Year-wise Enrollment by Program
Fiscal Year 2082/083**

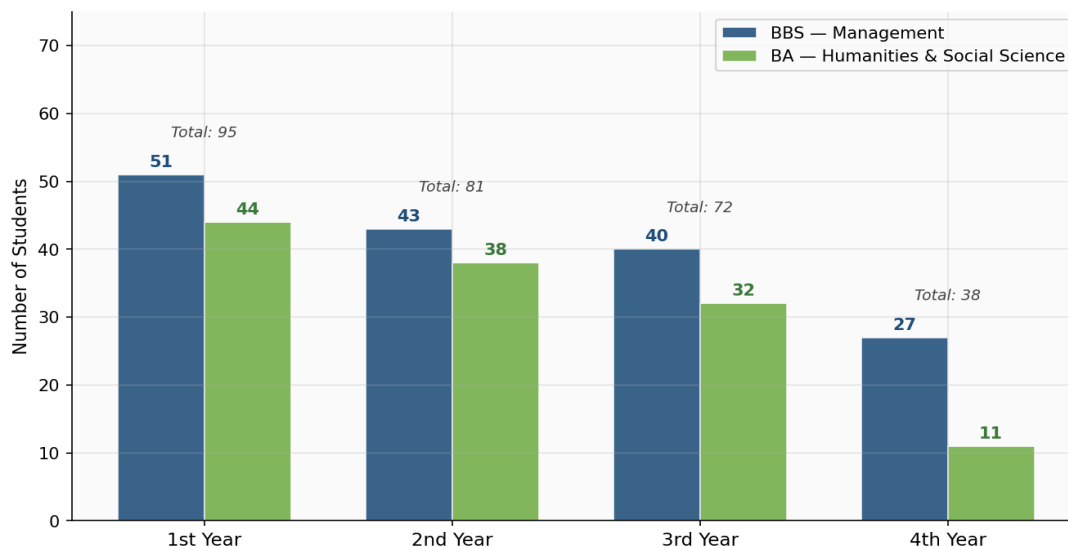


Figure 2: Year-wise Enrollment by Program — FY 2082/083

Chart Explanation: This grouped bar chart compares BBS and BA enrollment across all four academic years. First year is the largest cohort (95 students: 51 BBS + 44 BA = 33.2% of total), indicating strong new admissions. Enrollment naturally decreases through the years due to student progression, dropouts, and batch size variations. The BBS program (blue) consistently outnumbers BA (green) in most years, except 3rd year where BA has a larger female cohort. The sharp drop in 4th year BA (11 students) is a concern and warrants investigation into student progression and retention.

Analysis of Year-wise and Program-wise Enrollment

As shown in Table 3.1, the total student enrollment across both programs for the fiscal year 2082/83 B.S. stands at 286, comprising 114 male and 172 female students.

The first-year cohort (Batch 2082) contributes 95 students, representing 33.2% of the grand total. Within this cohort, the BA program enrolls 44 students (18 male, 26 female), while the BBS program enrolls 51 students (22 male, 29 female).

The second-year cohort (Batch 2081) accounts for 81 students (28.3% of total), with BA and BBS programs enrolling 38 and 43 students respectively.

The third-year cohort (Batch 2080) comprises 72 students (25.2% of total), including 32 BA students (5 male, 27 female) and 40 BBS students (18 male, 22 female).

The fourth-year cohort (Batch 2079) is the smallest, with 38 students (13.2% of total). The BA program has 11 students (5 male, 6 female), and the BBS program has 27 students (14 male, 13 female).

In summary, enrollment declines progressively from the first to the fourth year in both programs. The BBS program consistently maintains higher numbers than the BA program across all year levels except for the third-year female BA count, which is notably higher than its male counterpart.

3.3 Enrollment by Ethnic Group

SN	Faculty	Dalit	Janajati	Madhesi	Muslim	Other	Total
1	Humanities and Social Science	11	50	4	0	60	125
	Management	10	72	9	1	69	161
	Grand Total	21	122	13	1	129	286

The enrollment data shows the participation of students from different ethnic and social groups in the faculties of Humanities and Social Science and Management.

A total of **286 students** are enrolled in the campus. Among them:

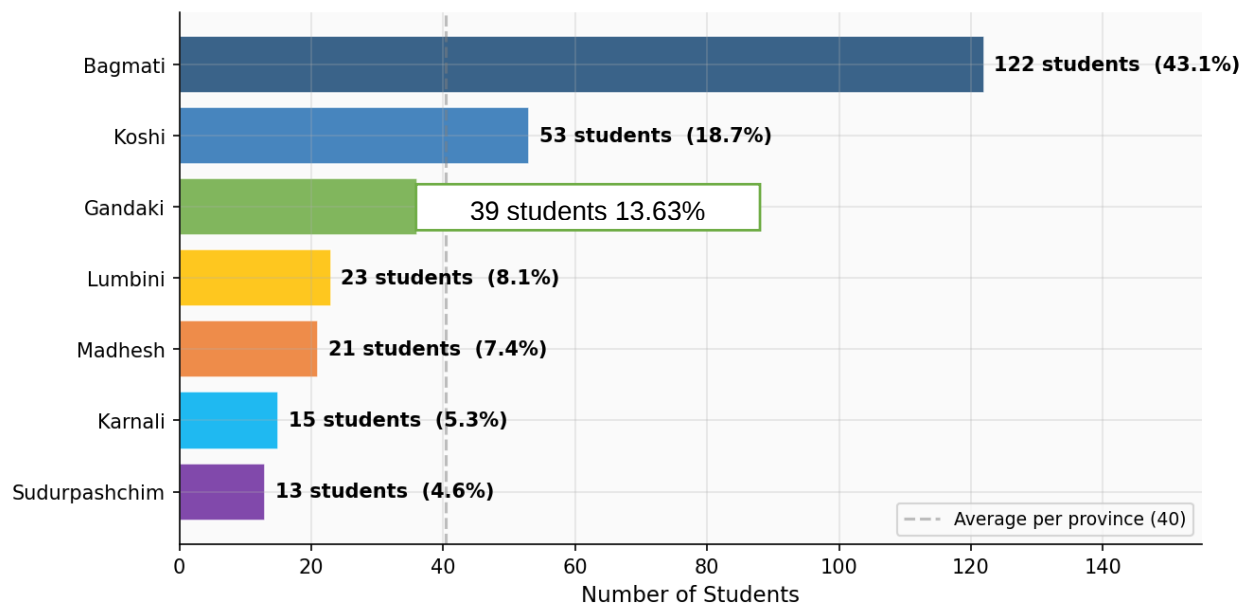
- **122 students** belong to the **Janajati** group, which is the highest representation.
- **130 students** fall under the **Other** category.
- **21 students** are from the **Dalit** community.
- **13 students** belong to the **Madhesi** community.
- Only **1 student** belongs to the **Muslim** community.

In the **Humanities and Social Science** faculty, there are **125 students** enrolled. Among them, the highest number (**60 students**) belongs to the **Other** category, followed by **50 Janajati students**, **11 Dalit students**, and **4 Madhesi students**. There are no Muslim students in this faculty.

In the **Management** faculty, the total enrollment is **161 students**. The largest group is **Janajati students (72)**, followed by **69 students** from the **Other** category, **10 Dalit students**, **9 Madhesi students**, and **1 Muslim student**.

3.4 Province-wise Distribution

Figure 6: Province-wise Student Distribution
Fiscal Year 2082/083 (283 students with province data recorded)



This chart shows how many students go to school in Nepal's seven provinces. The total number of students is 286, which means that on average there are approximately 40 students per province (the note at the bottom reads "Average per province (40).") The percentages reflect each province's percentage of students attending schools.

Some interesting facts from this chart:

The Bagmati Province has the greatest number of students (122) and is 43.1% of the total number of students. It is also considerably larger than the provincial average.

The Koshi Province follows with 53 students (18.7%) and is also above average.

All of the other five provinces (Gandaki, Lumbini, Madhesh, Karnali, and Sudurpaschim) are below average. The Sudurpaschim Province has only 13 students (4.6%) and is thus the least populated province.

Essentially, this chart indicates that the number of students in the two provinces Bagmati and Koshi is very high compared to the other provinces, which have a significantly smaller number of students compared to these two provinces.

SECTION 4

PASS RATE

Table 4.1 STUDENT EXAMINATION STATUS IN LAST F.Y.: 080/081 (Regular)

Fiscal Year	Level	Program Name	Total Enrollment	Total Appeared	TP	1st		2nd		3rd		4th					
						Total Enroll	TP	total pass	Total Enroll	TA	TP	Total Enroll	Total appear	total pass	Total Enroll	Total appear	total pass
2081/082	Bachelor	BBS	138	138	38	50	50	12	24	24	1	37	37	8	27	27	17
		BA	84	84	30	26	26	5	30	30	10	28	28	15	48	48	21

Table 4.2 STUDENT EXAMINATION STATUS IN LAST F.Y.: 082/083 (Regular) Batch 2077

STUDENT EXAMINATION STATUS IN LAST F.Y.: 082/083									
Student Pass Rates Report Fiscal Year: 2082/083									
S N	Level	Faculty	Batch	Program Code	Semester	Total	Passed	Pass Rate	Gender
1	Bachelor	Humanities and Social Science	2077	BA	3rd Year	13	5	38.46	Female
2	Bachelor	Humanities and Social Science	2077	BA	3rd Year	5	1	20	Male
3	Bachelor	Humanities and Social Science	2077	BA	4th Year	12	0	0	Female
4	Bachelor	Humanities and Social Science	2077	BA	4th Year	3	0	0	Male
5	Bachelor	Management	2077	BBS	3rd Year	7	2	28.57	Female
6	Bachelor	Management	2077	BBS	3rd Year	8	1	12.5	Male
7	Bachelor	Management	2077	BBS	4th Year	3	2	66.67	Female
8	Bachelor	Management	2077	BBS	4th Year	5	0	0	Male

4.3 Pass Rate by Program, Year and Gender — Batch 2077

Program	Exam Year	F-App.	F-Pass	F-%	M-App.	M-Pass	M-%	Combined %
BA	3rd Year	13	5	38.5%	5	1	20.0%	33.3%



BA	4th Year	12	0	0.0%	3	0	0.0%	0.0% ▲
BBS	3rd Year	7	2	28.6%	8	1	12.5%	20.0%
BBS	4th Year	3	2	66.7%	5	0	0.0%	25.0%

SECTION 5

GRADUATES

5.1 Graduate Summary by Program and Gender — FY 2082/083

Program	Female	Male	Total
BA — Humanities & Social Science	5	1	6
BBS — Management	8	1	9
TOTAL	13	2	15

Total Graduates

A total of 15 students graduated across both programs, comprising 13 females and 2 males.

Program-wise Breakdown

- **BA – Humanities & Social Science:** 6 graduates (5 female, 1 male).
- **BBS – Management:** 9 graduates (8 female, 1 male).

Key Observations

1. **Gender disparity among graduates** is very pronounced: females account for 86.7% of all graduates (13 out of 15), while males represent only 13.3% (2 out of 15).
2. Both programs show an identical pattern of having only one male graduate each, despite differences in total cohort size.
3. The BBS program produced more graduates (9) than the BA program (6).
4. When compared with enrollment data from Section 3 (total students: 114 males, 172 female), the graduation ratio (2 male: 13 female) suggests a much lower male completion rate. Possible reasons may include higher male dropout, lower retention, or delayed graduation for male students.

5.2 Graduate Detail Register — FY 2082/083

SN	Student Name	Program	Gender	Batch	Ethnic Group
1	Anita Ghorasainee	BBS	Female	2077	Other
2	Bhawana Bhattarai	BBS	Female	2073	Other
3	Chandrakala Karki	BBS	Female	2075	Other
4	China Lama	BBS	Female	2077	Janajati
5	Dilsher Alam	BBS	Male	2076	Madheshi
6	Khim Kumari Ale Magar	BA	Female	2077	Janajati
7	Kushma Gurung	BBS	Female	2077	Janajati
8	Manisha Gurung	BA	Female	2077	Janajati
9	Manju Tamang	BA	Female	2077	Janajati
10	Pranisha Poudel	BBS	Female	2074	Other
11	Raj Kumari Rai	BBS	Female	2074	Janajati
12	Rohit Gamal	BA	Male	2077	Dalit
13	Susmita Rai	BA	Female	2077	Janajati
14	Tribisha Niraula	BA	Female	2077	Other
15	Urmila Rai	BBS	Female	2076	Janajati
	TOTAL	BA: 6	BBS: 9	F:13 M:2	Mixed



SECTION 6

GENDER PARITY INDEX (GPI)

GPI = Number of Female Students ÷ Number of Male Students. A GPI of 1.0 = perfect parity; >1.0 = more female enrollment than male.

6.1 GPI by Program and Year — FY 2082/083

Academic Year	Program	Male	Female	GPI (F/M)	Interpretation
1st Year	BA	18	26	1.44	Female dominant
1st Year	BBS	22	29	1.32	Female dominant
2nd Year	BA	17	21	1.24	Female dominant
2nd Year	BBS	17	26	1.53	Female dominant
3rd Year	BA	5	27	5.40	Strongly Female
3rd Year	BBS	18	22	1.22	Female dominant
4th Year	BA	5	6	1.20	Female dominant
4th Year	BBS	14	13	0.93	Near Parity
	OVERALL GPI	114	172	1.51	Female dominant campus

6.2 GPI Summary Indicators

Indicator	Value	Status vs UGC Target (GPI ≥ 1.0)
Overall Campus GPI	1.51	✓ Exceeds target
BA Program GPI	1.78 (80F/45M)	✓ Strong female participation
BBS Program GPI	1.33 (92F/69M)	✓ Female dominant
Female Enrollment %	60.1%	✓ Exceeds 50% national target
Teaching Staff GPI	0.06 (1F / 17M)	⚠ CRITICAL — Far below 1.0

SECTION 7

PUBLIC FINANCING

Financial data presented below is for Fiscal Year 2081/082 — the most recently completed financial year with available records.

Public financing in community colleges like Bishwa Shanti Chiran Milan Campus plays a critical role in ensuring access to higher education for students from rural and underserved regions. As a community-based institution, Bishwa Shanti Chiran Milan Campus primarily relies on government subsidies, local community contributions, grants from UGC and limited tuition fees to sustain its academic and operational functions. Public funding supports essential areas such as faculty salaries, infrastructure maintenance, academic resources, and scholarships for economically disadvantaged students. UGC funding typically includes annual grants, performance-based funding, and support for capacity development, research, and quality assurance mechanisms. These grants have been instrumental in enhancing teaching-learning environments, developing infrastructure, and conducting academic activities such as workshops, training, and student-focused programs. However, limited and irregular financial support can still constrain the institution's ability to hire qualified staff, upgrade facilities, or expand academic programs. To enhance its sustainability, Bishwa Shanti Chiran Milan Campus could benefit from increased and more consistent government investment, continued support from UGC Nepal, and partnerships with NGOs and development agencies focused on rural education. Strengthening public financing mechanisms would not only improve the quality of education but also contribute to the overall development of the region by empowering its youth.

7.1 Bank Account Details

Particulars	Details
Bank Name	Rastriya Banijya Bank Ltd. (RBB)
Account No.	1150100000599001
Account Type	Current Account

7.2 Income — FY 2081/082 (NPR)

SN	Income Source	Amount (NPR)	
1	Student Fees (Tuition & Examination)	Rs. 47,43,521	Audit
2	UGC Grant Regular	Rs. 1,33,0000	Audit
3	UGC Grant Under NEHEP	Rs. 281845	Audit
4	Bagmati Province Furniture grants	497999	Audit
5	Tu Board Exam exam center income	555128	Audit
6	Income from Campus Operating Fund	801510	Audit
7	Interest received	53922.91	Audit
	TOTAL INCOME	Rs8263925.91	



7.3 Expenditure — FY 2081/082 (NPR)

SN	Expenditure Head	Amount (NPR)	Note
1	Salary & Allowances — All Staff	Rs. 46,10,780	According to Audit Report
2	Exp. from Campus Operating Fund	Rs. 30,42,682	According to Audit Report
3	Exp. from Office Operating Fund	Rs. 3,28,596	According to Audit Report
4	Scholarship Disbursement	Rs. 4,97,000	According to Audit Report
5	Maintenance & Repair Costs	Rs. 33,046	According to Audit Report
6	Depreciation exp	Rs. 10,14,150	According to Audit Report
7	RECORDED TOTAL	Rs. 90,29,254	According to Audit Report

The difference between total income (NPR 8,263,925.91) and total expenditure (NPR 9,029,254) indicates a deficit of NPR 765,328.09

7.4 Financial Overview

As a community campus, Bishwa Shanti Chiran Milan Campus receives funding from multiple sources including student tuition fees, government grants, and community contributions. The campus is committed to maintaining transparency in financial management and ensuring equitable access to education.

Note: Detailed financial data for FY 2082/083 will be updated upon finalization of the campus annual audit report. The campus follows UGC and TU financial guidelines for fund utilization and reporting.

SN	Source of Funding	Remarks
1	Student Tuition Fees	Primary source of revenue
2	Government Grants (through UGC)	Annual grant for community campuses
3	Community Contributions	Local community support
4	Scholarship Funds	For Dalit, Janajati and deserving students
5	Bagmati Province	Secondary source of revenue

SECTION 8

TEACHERS AND STAFF

8.1 Staff Roster by Designation and Gender

Designation	Working Type	Male	Female	Total
Campus Chief	Teaching/	1	0	1
Asst. Campus Chief	Teaching	1	0	1
HOD — Management	Teaching	1	0	1
HOD — Humanities	Teaching	1	0	1
Lecturer	Teaching / Part-time	13	1	14
Account & Admin Officer	Non-Teaching	1	1	2
Office Helper	Non-Teaching	1	1	2
GRAND TOTAL		19	3	22

The institution currently employs a total of **22 staff members**, including both teaching and non-teaching personnel. Among them, **19 are male** and **3 are female**, indicating that male staff members form the majority of the workforce.

The teaching section is led by a **Campus Chief**, an **Assistant Campus Chief**, and two **Heads of Departments (HODs)** for Management and Humanities. The largest group consists of **Lecturers**, with a total of **14 faculty members**, including **13 males and 1 female**. This reflects the institution's strong academic workforce dedicated to delivering quality education.

8.2 Staff Category Summary

Category	Male	Female	Total
Teaching Staff	17	1	18
Non-Teaching Staff	2	2	4
TOTAL	19	3	22

In the non-teaching category, there are **2 Account & Administrative Officers** and **2 Office Helpers**, with equal male and female representation in both positions. The presence of administrative and support staff helps ensure smooth institutional operations and effective student services.

Teachers Details:

S.N	Name	Citizenship NO. Date	Gender	Type of Service (Permanent/Temporary/Contract/Full Time/Part Time)	Faculty
1	NETRA PRASAD NEUPANE	30528-3064	Male	Permanent/ Full Time	BA Dept.
2	SUDARSHAN ADHIKARI	27-01-75-11989	Male	Contract / Part Time	BA Dept.
3	NABIN DHITAL	73224	Male	Temporary / Full time	BA Dept.
4	LAXMI NARAYAN MISHRA	85243161	Male	Temporary / Full time	BA Dept.
5	SATYA RAJ JOSHI	69355	Male	Temporary/Full time	BA Dept.
6	KRISHNA BHAKTA WAGLE	N/A	Male	Temporary /Part time	BA Dept.
7	BALARAJ GHIMIRE	10852/265/1365	Male	Contract/Part Time	BA Dept.
8	SUBASH PYAKUREL	273021/507	Male	Temporary /Full time	BA Dept.
9	SANJAYA ACHARYA	77429	Male	Temporary /Part time	BA Dept.
10	PANCHA KUMARI RAI	110	Female	Temporary /Full Time	BA Dept.
11	NIRAJ NEPAL	251047/5532	Male	Temporary /Full Time	BBS Dept.
12	TEJ PRASAD TIMILSINA	2311/40735	Male	Temporary /Full Time	BBS Dept.
13	MAN BAHADUR TAMANG	3172	Male	Contract /Part time	BBS Dept.
14	SANJEEV MISHRA	253034/3771	Male	Temporary /Full Time	BA Dept.
15	GANGA CHIMARIYA	84/3/44746	Male	Permanent /Full Time	BBS Dept.
16	MANOJ ADHIKARI	5171/437	Male	Permanent/Full Time	BBS Dept.
17	BISHNU KHADKA	24-01-71-03401	Male	Temporary /Full Time	BBS Dept.
18	Bikram Rai	13-01-71-03337	Male	Temporary /Part Time	English Dept.

Teaching Staff

- Total: 18 (17 male, 1 female).
- Gender composition: 94.4% male, 5.6% female.
- This reveals a severe gender imbalance, with male teachers outnumbering female teachers by 17 to 1.

Non-Teaching Staff

- Total: 4 (2 male, 2 female).
- Gender composition: 50% male, 50% female.
- This category shows equitable gender representation.

Overall Staff- Total: 22 (19 male, 3 female). - Overall female representation is only 13.6%.

Key observations and recommendations:

1. The teaching staff is overwhelmingly male, which may affect role modeling, student support, and inclusive campus culture – particularly given that student enrollment data (Section 3) shows female students outnumber males (172 vs. 114).
2. The non-teaching staff achieves gender balance, suggesting that administrative roles are more accessible to women.

SECTION 9

STUDENT-TEACHER RATIO (STR)

UGC Nepal recommends a Student-Teacher Ratio (STR) of no more than 20:1 for Bachelor-level programs.

9.1 STR by Overall Program — FY 2082/083

Category	Students	Teachers	STR	Status
Overall Campus	286	18	15.9:1	✓ Good

In fiscal year 2082/083, the overall campus program recorded 286 students and 18 teachers, yielding a student-teacher ratio of 15.9:1, which is marked as good.

SECTION 10

RECENT TRENDS

This section presents multi-year enrollment, pass rate, graduate, and financing trends using four years of actual institutional data (FY 2079/080 to 2082/083 — covering academic years 2022/23 through 2025/26).

10.1 BBS Enrollment Trend by Year (FY 2079/080 to 2082/083)

Fiscal Year	1st Year	2nd Year	3rd Year	4th Year	BBS Total
2079/080 (2022/023)	18	38	49	35	140
2080/081 (2023/024)	34	43	34	31	142
2081/082 (2024/025)	48	84	23	37	192
2082/083 (2025/026)	51	43	40	27	161

10.2 BA Enrollment Trend by Year (FY 2079/080 to 2082/083)

Fiscal Year	1st Year	2nd Year	3rd Year	4th Year	BA Total
2079/080 (2022/023)	41	42	52	—	135
2080/081 (2023/024)	58	35	36	—	129
2081/082 (2024/025)	47	65	26	28	166
2082/083 (2025/026)	44	38	32	11	125

Note: BA 4th Year data was not available for FY 2079/080 and 2080/081 in submitted records.

10.3 BBS Trend Line Chart

Figure 11: BBS Enrollment Trend by Year
FY 2079/080 to 2082/083 (4-Year Analysis)

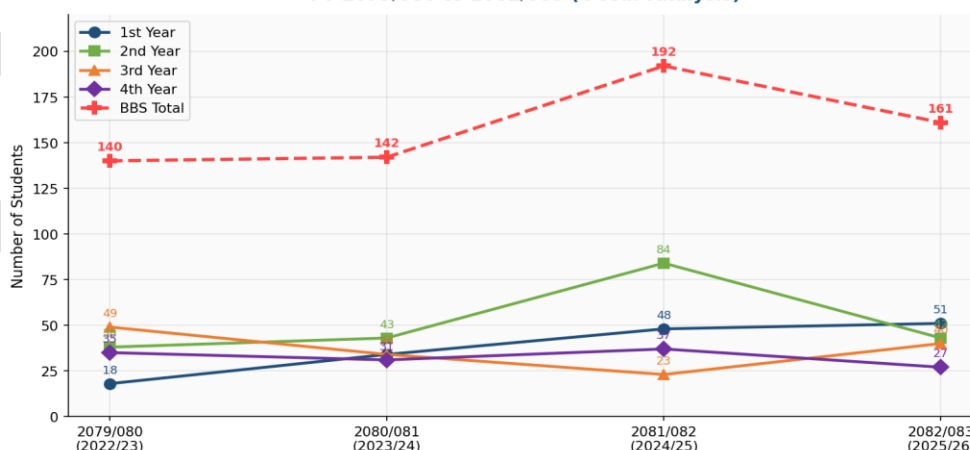


Figure 11: BBS Enrollment Trend by Year — FY 2079/080 to 2082/083



Chart Explanation: This multi-line chart tracks BBS enrollment for each academic year across 4 fiscal years. KEY OBSERVATIONS: (1) BBS Total (red dashed) grew from 140 (2079/080) to a peak of 192 (2081/082) — a 37% increase — before dropping to 161 in 2082/083. (2) 1st Year intake (blue) grew steadily from 18 to 51, showing strong and growing demand for BBS. (3) 2nd Year (green) spiked dramatically in 2081/082 (84 students) — likely a

large batch from 2080/081 progressing. (4) 3rd Year (orange) declined from 49 to 23 before recovering to 40, showing batch size variation. (5) 4th Year (purple) has declined from 35 to 27, suggesting some students are not progressing to final year. The campus should investigate retention barriers between 3rd and 4th year.

10.4 BA Trend Line Chart

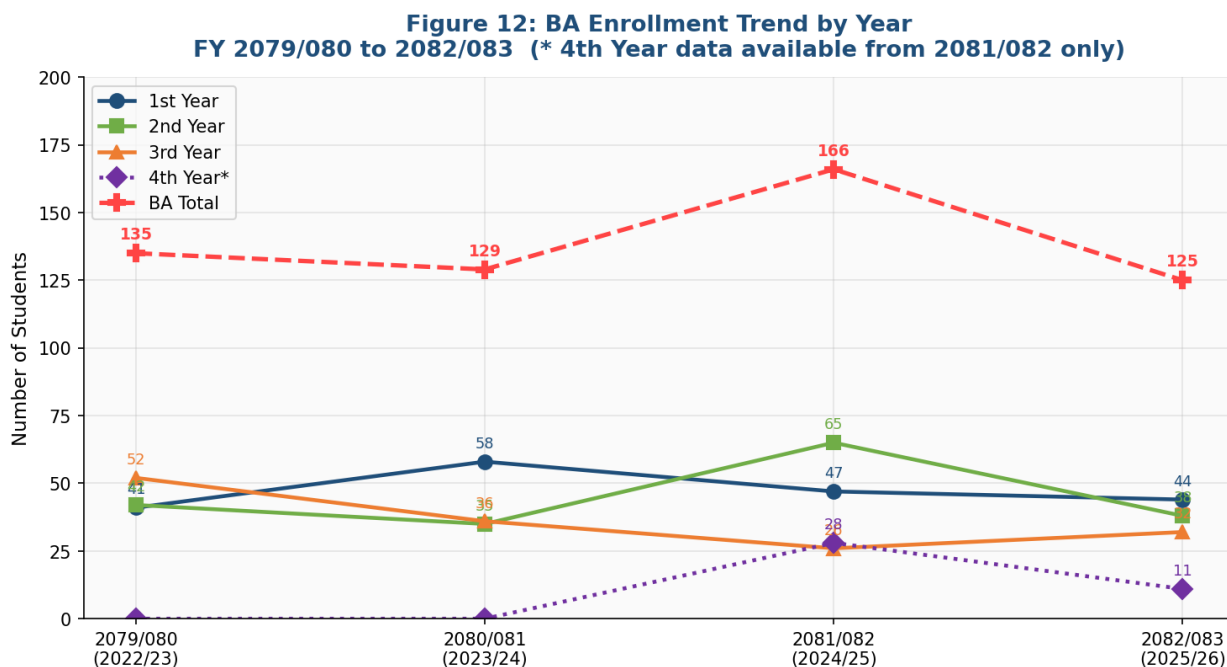


Figure 12: BA Enrollment Trend by Year — FY 2079/080 to 2082/083

Chart Explanation: This line chart tracks BA enrollment trends across all years. **KEY OBSERVATIONS:** (1) BA Total (red dashed) dropped from 166 in 2081/082 to 125 in 2082/083 — a 24.7% decline, which is concerning. (2) 1st Year BA intake (blue) dropped from a high of 58 (2080/081) to 44 (2082/083), suggesting declining new admissions. (3) 2nd Year (green) had a large spike in 2081/082 (65 students) — that large batch is now in 3rd year (32 students), suggesting significant dropout between 2nd and 3rd year. (4) 3rd Year (orange) declined from 52 to 26 before recovering to 32. The declining BA enrollment trend requires urgent attention — improved marketing, counseling, and subject relevance may help.

10.5 Combined Total Enrollment Trend Chart

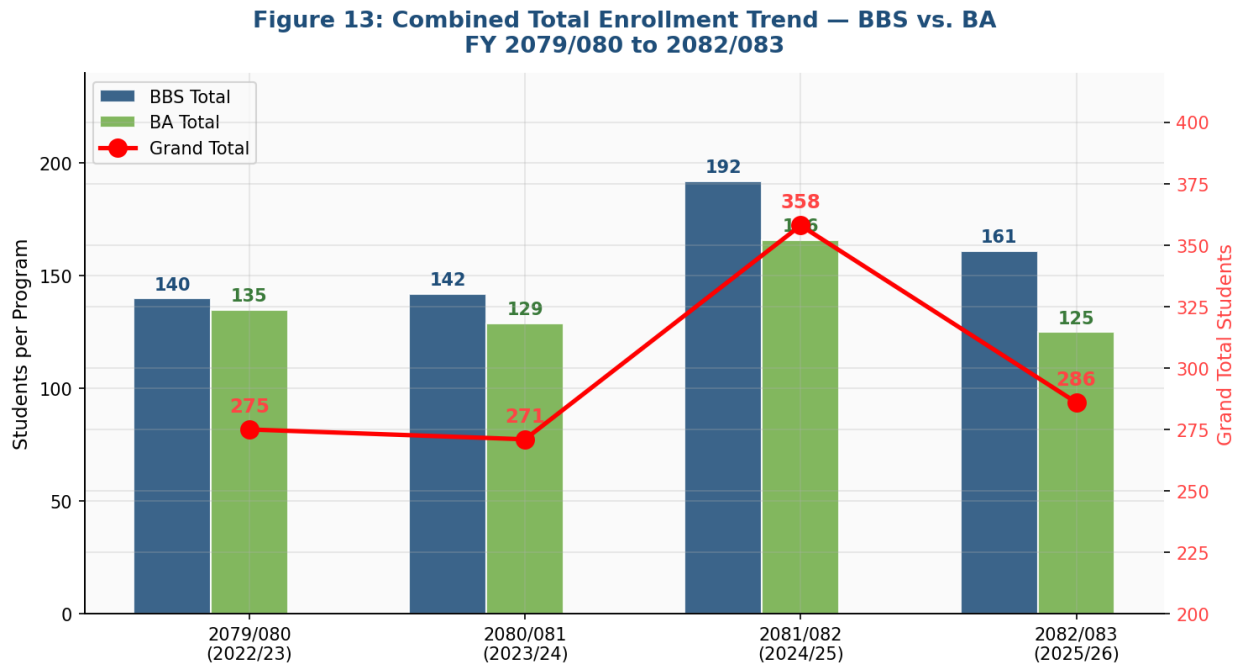


Figure 13: Combined Total Enrollment Trend — BBS vs. BA, FY 2079/080 to 2082/083

Chart Explanation: This dual-axis chart combines BBS and BA grouped bars (left axis) with total enrollment as a line (right axis). **TREND ANALYSIS:** Total enrollment was stable at ~271-275 in the first two years, surged to 358 in 2081/082 (peak year), then dropped to 286 in 2082/083. The 2081/082 surge was driven mainly by BBS (192 students vs. 140-142 in previous years). The 2082/083 drop suggests a natural correction after the large 2081/082 intake graduated/progressed, combined with lower BA first-year admissions. Overall, the campus has maintained enrollment of 271-358 students over 4 years, showing institutional stability.

10.6 Combined Total Enrollment Trend — All Programs

Fiscal Year	BBS Total	BA Total	Grand Total	Trend
2079/080 (2022/023)	140	135	275	Base Year
2080/081 (2023/024)	142	129	271	▼ Slight decrease (-4)
2081/082 (2024/025)	192	166	358	▲ Strong growth (+87)
2082/083 (2025/026)	161	125	286	▼ Adjustment (-72)



SECTION 11

ANNEX — SUMMARY ENROLLMENT BY LEVEL, FACULTY, PROGRAM, GENDER AND CASTE/ETHNICITY

11.1 Summary by Level, Faculty and Program — FY 2082/083

Level	Faculty	Program	Male	Female	Total	% Share
Bachelor	Humanities & Social Science	BA	45	80	125	43.7%
Bachelor	Management	BBS	69	92	161	56.3%
	TOTAL	—	114	172	286	100%

11.2 Complete Year-wise Enrollment Table — FY 2082/083

Year	Program	Section	Male	Female	Total	Running Total
1st Year (2082)	BA	A	18	26	44	44
1st Year (2082)	BBS	A	22	29	51	95
2nd Year (2081)	BA	A	17	21	38	133
2nd Year (2081)	BBS	A	17	26	43	176
3rd Year (2080)	BA	A	5	27	32	208
3rd Year (2080)	BBS	A	18	22	40	248
4th Year (2079)	BA	A	5	6	11	259
4th Year (2079)	BBS	A	14	13	27	286
	GRAND TOTAL	A	114	172	286	286

11.3 Enrollment by Ethnic Group

SN	Faculty	Dalit	Janajati	Madhesi	Muslim	Other	Total
1	Humanities and Social Science	11	50	4	0	60	125
	Management	10	72	9	1	69	161
	Grand Total	21	122	13	1	129	286

11.4 4-Year Enrollment Trend — Full Summary Table

Fiscal Year	BBS 1	BBS 2	BBS 3	BBS 4	BA 1	BA 2	BA 3	BA 4	Total
2079/080 (2022/23)	18	38	49	35	41	42	52	—	275
2080/081 (2023/24)	34	43	34	31	58	35	36	—	271
2081/082 (2024/25)	48	84	23	37	47	65	26	28	358
2082/083 (2025/26)	51	43	40	27	44	38	32	11	286

11.5 Dropout Summary — FY 2082/083 Recent Academic year only

SN	Program	Gender	Dropouts	Dropout Rate (of total 286)
1	BA	Female	1	0.3%
2	BBS	Female	3	1.0%
3	BBS	Male	1	0.3%
	TOTAL DROPOUTS	Both	5	1.7% overall — Low / Acceptable

OFFICIAL DECLARATION AND CERTIFICATION

We hereby declare that all data, figures, and information presented in this Higher Education Management Information System (HEMIS) Report of Bishwa Shanti Chiran Milan Campus for Fiscal Year 2082/083 (2025/026 A.D.) is true, accurate, and complete to the best of our knowledge, extracted from the official HEMIS system of Tribhuvan University and verified against institutional records.

This report is prepared in full compliance with the UGC Campus HEMIS Report Publication Format guidelines.



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Date of Submission: 2083/02/13

Official Campus Seal / Stamp:

