



Affiliated to Tribhuvan University
Okhaldhunga Campus, Okhaldhunga
Siddhicharan-12, Okhaldhunga

"Okhaldhunga Campus: Inspiring Excellence, Empowering Futures"

Education Management Information System (EMIS)

Annual Report

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

Website: www.okhaldhungacampus.edu.np
Eamil: okhaldhungacampus2042@gmail.com



Institutional Information

Okhaldhunga Campus, Okhaldhunga

Siddhicharan-12, Okhaldhunga

Telephone: 037-520028

Website: www.okhaldhungacampus.edu.np

Email: okhaldhungacampus2042@gmail.com

Campus Chief: Mr. Indra Prasad Timal (9851162294)

Assistant campus chief: Mr. Toya Nath Kafle (9862610001)

CMC Chairperson: Mr. Mohan Kumar Shrestha (9841072101)

EMIS Unit, Okhaldhunga Campus, Okhaldhunga

Mr. Tika Thebe	Coordinator
Mr. Prabin Sainju	Member
Mr. Ramesh Kandel	Member
Mr. Badri Prasad Dhamala	Member
Mr. Dipak Kumar Subedi	Member

IT Depart, Okhaldhunga Campus, Okhaldhunga

Mr. Tika Thebe	Coordinator
Mr. Yubaraj Dahal	Member
Mr. Choplal Dhamala	Member

Foreword

I am pleased to bring out the first annual report of Education Management Information System (EMIS). The EMIS Unit of the campus was given responsibility to study all possible aspects related to information system, and this report is the output of the study. The report covers the key areas of information in the campus including students, teachers, non-teaching staff, examination, library, financial status, research, and so on. I hope that the report will provide required information to the stakeholders.

We have made significant progress in our academic activities. Recently we have concentrated on use of technology in classrooms and creation of student friendly environment. In the past years, record of campus record was paper work only, but now it is digitalized through the use of software. I believe that the publication of this report will encompass the progress made by the campus recently.

I appreciate the efforts of the EMIS Unit to make the report as comprehensive as possible by including analysis of all possible aspects. I request all the readers to provide feedback so that improvements will be made in future reports.



.....
Mr. Indra Prasad Timalsena
Campus Chief

Acknowledgements

We extend our gratitude to Mr. Indra Prasad Timalsena, Campus Chief; Mr. Toya Nath Kafle, Assistant Campus Chiefs; and Mr. Mohan Kumar Shrestha, CMC Chair, along with all the CMC members of Okhaldhunga Campus, for trusting us with the task of preparing this report. We are especially thankful to all the unit and cell members of the campus for providing the necessary information. Finally, we sincerely acknowledge the support of all HoDs, teachers, non-teaching staff, and students in helping us collect data and prepare the report.

Tika Thebe

Mr. Tika Thebe

Coordinator

EMIS/IT Unit

Okhaldhunga Campus, Okhaldhunga

Abbreviation

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B. Ed.	Bachelor of Education
CMC	Campus Management Committee
EMIS	Education Management Information System
F	Female
GPI	Gender Parity Index
HEIs	Higher Education Institutions
HoD	Head of Department
HPE	Health and Physical Education
ICT	Information Communication Technology
M	Male
M Ed	Master of Education
No.	Number
RMC	Research Management Cell
OC	Okhaldhunga Campus
SN	Serial Number
STR	Student-Teacher Ratio
TU	Tribhuvan University

Table of Contents

Institutional Information	i
Foreword	ii
Acknowledgements	iii
Abbreviation.....	iv
Table of Contents	v
List of Tables.....	vii
List of Figures	viii
Executive Summary	ix
Section 1: Introduction.....	1
Introduction	1
Organization of the Report	1
Data Collection Source	1
Data Analysis Tools and Procedure	1
Scope and Limitations	2
Section 2: Program, Faculties and Department.....	3
Academic Programs.....	3
Faculties and Departments.....	4
Section 3: Student Enrollment	7
Program-wise Enrollment.....	7
Faculty-wise Enrollment.....	8
Department-wise Enrollment.....	8
District-wise Enrollment.....	9
Cast Ethnicity-wise Enrollment.....	11
Gender-wise Enrollment.....	11
Section 4: Pass Rate	12
Annual Examinations	12
Semester Examinations (Master's Level).....	14
Section 5: Graduates	16
Number of graduates	16
Employment Status.....	16
Section 6: Gender Parity Index (GPI)	18
Overall GPI.....	19
Faculty-wise GPI	20
Program-wise GPI	21
Section 7: Public Financing	22
Fixed assets.....	22
Income and Expenses	25

Unit cost analysis.....	30
Section 8: Teachers and Staff	32
Teachers	32
Staff	33
Section 9: Student-Teacher Ratio.....	35
Section 10: Scholarship.....	36
Section 11: Research and Publication	37
Section 12: Library and Learning Resources	41
General Information	41
Collection Size.....	42
Provision of borrowing books	42
Digital Learning Resources:	43
Section 13: Recommendations.....	44
Section 14: Recent Trends.....	39
Section 15: Annex Summary.....	40
Level-wise Enrollment	40
Gender-wise Enrollment	40
Cast ethnicity-wise Enrollment	40

List of Tables

Table 1: Programs Run at OC	3
Table 2: Faculties run at the campus	4
Table 3: Departmental information	6
Table 4: Program-wise enrollment in 2081/082 and 2082/083	7
Table 5: Faculty-wise enrollment in 2081/082 and 2082/083	8
Table 6: Department-wise enrollment in 2082/083	8
Table 7: Student enrollment from different districts in 2082/083	9
Table 8 Cast Ethnicity-wise Enrollment in in 2082/083	11
Table 9: Results of annual examinations held in 2081/082	13
Table 10: Results of Semester examinations held in 2081/082	14
Table 11: Traced graduates in the last five years	16
Table 12: Employed and unemployed graduates	17
Table 13: Overall GPI in 2081/082 and 2082/083	19
Table 14: Faculty-wise GPI comparison	20
Table 15: Program-wise GPI in 2081/082 and 2082/083	21
Table 16: Area occupied by campus premises	22
Table 17: Number of Buildings and Rooms	22
Table 18: Major Electronic Equipment	24
Table 19: Total income in the last two years	26
Table 20: Expenses in the last two years	28
Table 21: Teaching staff	32
Table 22: Number of teachers in different departments	33
Table 23: Staff	34
Table 24: Scholarship Details 2081/082	36
Table 25: List of accomplished research projects	37
Table 26: List of accomplished research articles	38
Table 27: Campus publications	39
Table 28: General information on library	41
Table 29: Collection size up to 2082/083	42
Table 30: Conditions of borrowing books	42

List of Figures

Figure 1: Faculties and Department	5
Figure 2: Enrollment Trend.....	39

Executive Summary

Okhaldhunga Campus, Okhaldhunga places top priority on maintaining accurate records of its valuable information and disseminating it to stakeholders. To ensure the availability of information when required, the Education Management Information System (EMIS) unit has been entrusted with the responsibility of collecting, storing, processing, analyzing, and maintaining relevant data. The unit is responsible for keeping records related to all departments, as well as the Administration, Finance, Library, and Examination sections. It records and analyzes data related to students' personal information, enrollment, library usage, and examinations. Furthermore, it maintains records of the campus's infrastructure, land, equipment, and other assets.

Previously, activities related to the campus information system were primarily performed manually. However, with the implementation of EMIS software, the institution has significantly improved efficiency in data processing, storage, analysis, and the dissemination of educational management information.

The report is organized into 15 sections, each providing statistical data related to various educational, administrative, and financial aspects, along with brief analysis.

The first section deals with the background, scope, and limitations of the report. The second section provides information on various programs, faculties, and departments. The third, fourth, fifth, and sixth sections analyze student enrollment, student ratios, pass rates, graduates, and the Gender Parity Index. The seventh section discusses public financing. Similarly, the eighth, ninth, and tenth sections present information related to teachers and staff, the student-teacher ratio, and scholarships. The eleventh section also covers research and publications. The twelfth section focuses on library and learning resources. Recommendations and recent trends are presented in the thirteenth and fourteenth sections. Finally, the fifteenth section presents the annex summary.

The major sections covered in the report include the following:

Programs, Faculties and Departments

The campus runs 4 programs (B.Ed., BBS, BA, and M.Ed.) under 3 faculties: Education, Humanities and Social Sciences, and Management. There are 9 departments. The Education faculty has the highest number of programs and specialization subjects.

Student Enrollment

Total student enrollment is 377 in 2082/083, decreased from 401 in 2081/082. Female students (241) are higher than male students (136). The BBS program has the highest enrollment (176), and M.Ed. has the lowest (41). Most students (329) are from Okhaldhunga district.

Examination and Results

A total of 373 students were enrolled and 344 appeared in the examination. The overall pass rate is 51% with an 8% dropout rate. Pass rate is lowest in the 1st year (32%) and highest in the 4th year (69%). At the Master's level, the pass rate is 16%.

Graduate Information

The number of graduates has fluctuated over the years, ranging from 24 to 58. In both 2077 and 2081, the total number of graduates was 58. The highest employment rate was recorded at 33% in 2078, indicating that the employment rate is not as satisfactory as expected.

Gender Parity Index

The overall GPI is 1.78 in 2082/083, showing higher female enrollment. It has decreased from 1.84 in the previous year, indicating a slight reduction in gender disparity.

Financial Aspect

The campus spans an area of 10-12-2-1, with a building area of 8,190 sq. ft. The campus has 6 buildings and 40 rooms. Total income decreased to Rs. 1,52,11,357.9 from the previous year. Income from student fees has increased, while external grants have decreased. Total expenditure is Rs. 1,87,58,816.61. The unit cost per student has increased.

Teaching and Non-Teaching Staff

There are 15 teachers (13 male and 2 female) and 7 non-teaching staff. Most teachers have Master's degrees, and there are no M.Phil. or PhD holders.

Student-Teacher Ratio

The student-teacher ratio is 1:25, showing a slight improvement from the previous year.

Scholarship:

A total of 66 students received scholarships amounting to Rs. 2,19,276 in 2081/082.

Research and Publications

The campus has completed 3 collaborative research projects. Research activities are ongoing but limited.

Library and Learning Resources

The campus has 4027 print books, 247 current journals, 48 theses/reports, and 8 magazines, along with access to one database (TUCL).

Section 1: Introduction

Introduction

Okhaldhunga Campus, Okhaldhunga uses an integrated Education Management Information System (EMIS) to manage academic and administrative data. The EMIS Unit collects, stores, analyzes, and maintains data from all departments, including Administration, Finance, Library, and Examination sections. It records student information, enrollment, examinations, and campus assets. The system helps improve teaching, learning, and research. It also increases efficiency in data processing and reporting. The centralized system provides accurate and timely information. This report will help campus management in planning and resource allocation.

Organization of the Report

The report has 15 sections. Each section includes data and brief analysis. It covers background, programs, and faculties under Tribhuvan University. The campus offers programs in Education, Humanities and Social Sciences, and Management. The report also includes student data, pass rates, graduates, Gender Parity Index, financing, teachers and staff, student-teacher ratio, scholarships, research, library resources, recommendations, recent trends, and annexes.

Data Collection Source

Data were collected from secondary sources. These include campus records on students, results, staff, and library. Annual Progress Reports, Graduate Tracer Study Reports, and Audit Reports were also used.

Data Analysis Tools and Procedure

Data were analyzed using Excel. Information was organized and presented in tables.

Scope and Limitations

The report covers 15 key areas using quantitative data. It focuses on major activities only. It does not include extracurricular activities, public events, and some internal exam data due to lack of records. Gender-wise analysis is also missing in some sections.

Section 2: Program, Faculties and Department

Okhaldhunga Campus, Okhaldhunga has been running four different programs under three faculties. All the programs run at the campus are affiliated to Tribhuvan University (TU). Therefore, all the programs follow TU regulations for admission, teaching and learning and evaluation.

Academic Programs

There are four programs of study including three in Bachelor's level and one in Masters. As the campus is affiliated to Tribhuvan University, the program in Masters level is run under semester system. In Bachelors level, all the programs are run under annual system. Details of the programs are outlined in the table below.

Table 1: Programs Run at OC

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification
Bachelors	B Ed	4	2042/07/16	Annual	Class 12 passed or equivalent
	BBS	4	2067/04/23	Annual	Class 12 passed or equivalent
	BA	4	2070/09/23	Annual	Class 12 passed or equivalent
Masters	M Ed	2	2067/03/29	Semesters	B.Ed. with specialization in relevant subjects specialization or equivalent

As the table shows, there are four programs under three faculties, viz. Education, Humanities and, Management. Master's program is run under Education faculty only.

Faculties and Departments

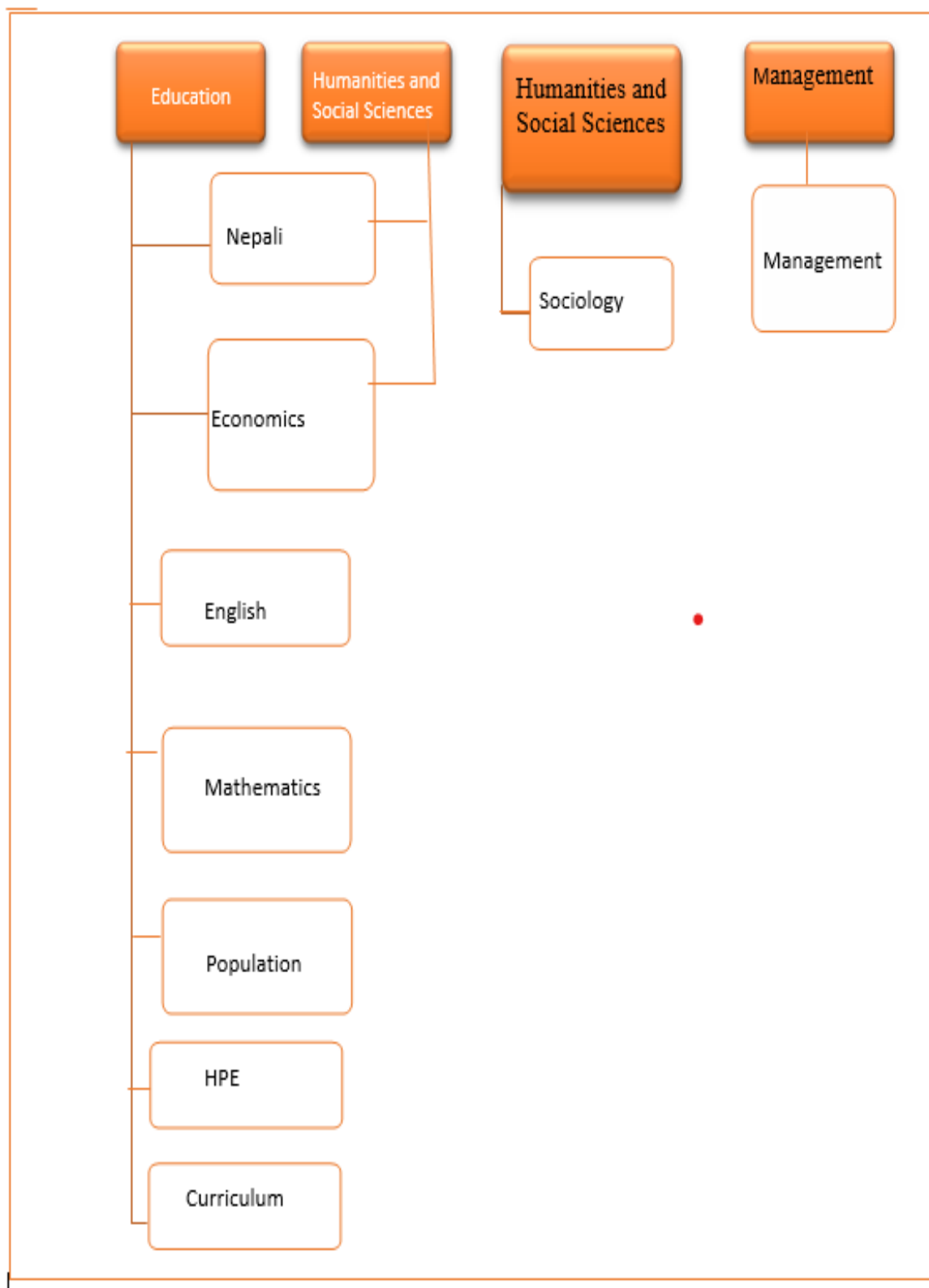
As stated above, the four academic programs are conducted under three faculties viz Education, Humanities, and Management. The various faculties run at the campus are highlighted in table 2 below.

Table 2: Faculties run at the campus

SN	Faculty	Programs	Specialization subjects
1	Education	Four Year B Ed	English, Nepali, Mathematics, Population, HPE, and Economics
		M Ed	HPE and Curriculum
2	Humanities and Social Sciences	BA	Nepali, Economics, and Sociology
3	Management	BBS	Finance

The table 2 shows twelve specialization subjects in three faculties. It also shows that Education covers the largest number of programs and specialization subjects. It includes two programs and eight specialization subjects. Faculty of Humanities and Social Sciences and Faculty of Management are running with single program.

There is not a neat division of departments across various faculties and programs. There are nine departments run under four programs of study. The departments under each faculty are represented in figure 1 below

Figure 1: Faculties and Department

The figure shows nine departments in three faculties. There is no neat division of departments in different faculties. Faculties of Management has not been fully departmentalized. The campus's plan of setting separate departments in these faculties has not been materialized yet. Details of the departments at OC are outlined in Table 3.

Table 3: Departmental information

SN	Department	Name of HoD
1	Education	Ms. Devendra Bahadur Baniya
2	Humanities and Social Science	Mr. Ramesh Kandel
3	Management	Mr. Rabindra Kafle

There are some departments in the Faculty of Education and Faculty of Humanities and Social Sciences according to specialization subjects. However, Faculty of Management has been running with single department.

Section 3: Student Enrollment

In various programs of Bachelors and Masters Levels, the number of enrolled students was 401 in 2081/082. The present number of students is 377.

Program-wise Enrollment

The program-wise enrollment data of Okhaldhunga Campus for 2081/082 and 2082/083 shows a decline in total student numbers, decreasing from 401 to 377 students.

Among the programs, the Four-Year B.Ed. recorded a significant drop from 164 to 137 students. The BBS program also declined slightly from 188 to 176 students but remains the largest program in the current year. The BA program showed a small increase from 21 to 23 students. In contrast, the M.Ed. program increased from 28 to 41 students.

Female students outnumber male students in most programs, especially in B.Ed., BBS, and M.Ed.

The overall decline may be due to migration to urban areas, low pass rates in school education, preference for studying in cities like Kathmandu and Dharan, and the growing trend of going abroad for study and employment.

The details of level-wise students are presented in the Annex Summary.

Table 4: Program-wise enrollment in 2081/082 and 2082/083

Program	2081/082					2082/083				
	Number of Students			Proportion (%)		Number of Students			Proportion (%)	
	M	F	T	M	F	M	F	T	M	F
B. Ed.	41	123	164	25	75	35	102	137	26	74
BA	7	14	21	33	67	9	14	23	39	61
BBS	81	107	188	43	57	80	96	176	45	55
M Ed	12	16	28	43	57	12	29	41	29	71
Total	141	260	401	35	65	136	241	377	36	64

Faculty-wise Enrollment

The faculty-wise enrollment data of Okhaldhunga Campus for the academic years 2081/082 and 2082/083 show an overall decline in student enrollment from 401 to 377. The Education faculty decreased from 192 to 178, with male students declining from 53 to 47 and female students from 139 to 131.

The Humanities and Social Science faculty recorded a slight increase from 21 to 23, where male enrollment rose from 7 to 9 while female enrollment remained unchanged at 14.

The Management faculty decreased from 188 to 176, with male enrollment slightly dropping from 81 to 80 and female enrollment from 107 to 96.

Overall, female enrollment remained higher than male enrollment in all faculties, although the gap narrowed slightly in 2082/083.

Table 5: Faculty-wise enrollment in 2081/082 and 2082/083

Faculties	2081/082			2082/083		
	Male	Female	Total	Male	Female	Total
Education	53	139	192	47	131	178
Humanities and social science	7	14	21	9	14	23
Management	81	107	188	80	96	176
Total	141	260	401	136	241	377

Department-wise Enrollment

The department-wise number of students with male female proportion is presented in the following table.

Table 6: Department-wise enrollment in 2082/083

Department and Program	B.Ed.	B.A.	M.Ed.	BBS	Total
English	21	0	0		21
Nepali	35	10	0		45
Mathematics	7	0	0		7
Economics	14	13	0		27
Health and Physical	27	0	19		46

Education					
Population	33	0	0		33
Curriculum	0	0	22		22
Management				176	176
Total	137	23	41	176	377

The department-wise enrollment data of Okhaldhunga Campus for the academic year 2082/083 shows a total of 377 students across different programs. Among the departments, Management recorded the highest enrollment with 176 students under the BBS program.

In the Health and Physical Education department had the highest number with 46 students (27 in B.Ed. and 19 in M.Ed.), followed by Nepali with 45 students (35 in B.Ed. and 10 in B.A.). Population enrolled 33 students, while English and Mathematics had 21 and 7 students respectively, all under the B.Ed. program.

The Economics department recorded 27 students (14 in B.Ed. and 13 in B.A.), and Curriculum had 22 students entirely in the M.Ed. program.

Overall, B.Ed. enrollment (137) was higher compared to B.A. (23) and M.Ed. (41), while BBS alone accounted for a significant share of total enrollment.

District-wise Enrollment

In 2082/083, students from various districts were enrolled in different programs, with the majority coming from Okhaldhunga District. The following table provides a summary of enrolled students by district.

Table 7: Student enrollment from different districts in 2082/083

SN	District	Number of Students
1	Okhaldhunga	329
2	Solukhumbu	18
3	Khotang	10
4	Sarlahi	3
5	Siraha	3
6	Saptari	2
7	Udayapur	2

8	Sindhuli	1
9	Nuwakot	1
10	Banke	1
11	Dailekh	1
12	Dharchula	1
13	Dhanusa	1
14	Jumla	1
15	Kalikot	1
16	Sindhuli	1
17	Sindhupalchok	1
	Total	377

Most of the students are from Okhaldhunga district, with 329 students. Solukhumbu has 18 students and Khotang has 10.

Sarlahi and Siraha have 3 students each, while Saptari and Udayapur have 2 students each. The remaining districts—Sindhuli, Nuwakot, Banke, Dailekh, Dharchula, Dhanusa, Jumla, Kalikot and Sindhupalchok—have only one student each.

In total, 377 students are enrolled in the academic year 2082/083. The number of students from Okhaldhunga is much higher than from other districts, and only a few students come from outside districts.

Cast Ethnicity-wise Enrollment

In the academic year 2082/083, the total student enrollment is 377. Among them, Janajati students are the highest with 179 students (47.48%), followed by Other groups with 167 students (44.30%).

Dalit students number 22 (5.84%), while the Madesi group has the lowest enrollment with 9 students (2.39%).

The data shows that most students belong to Janajati and Other groups, while Dalit and Madesi groups have comparatively lower representation.

The details of cast-ethnicity-wise students are presented in the Annex Summary.

Table 8 Cast Ethnicity-wise Enrollment in in 2082/083

S.N.	Cast/Ethnicity	Number of Students	Percentage
1	Dalit	22	5.84
2	Janajati	179	47.48
3	Madesi	9	2.39
4	Other	167	44.30
	Total	377	100

Gender-wise Enrollment

The total number of male students enrolled on the campus is 136 out of 377, making up 36% of the total. The remaining 241 students, accounting for 64%, are female. The details of gender-wise students are presented in the Annex Summary.

Section 4: Pass Rate

Examinations are a fundamental component of academic evaluation, fulfilling curriculum requirements and serving as the most reliable means of assessing students' academic progress, which is closely linked to effective teaching and learning processes. Okhaldhunga Campus, Okhaldhunga, conducts internal examinations to monitor students' ongoing performance, while external examinations are administered by Tribhuvan University (TU) to reflect their overall academic achievements. Analyzing examination results provides valuable insights into students' learning outcomes and performance trends over each year or semester, while also offering constructive feedback for individual students. This report, however, focuses exclusively on the final external examinations of different programs and does not include internal assessments or their results. At the bachelor's level, programs in three faculties—Management, Education, and Humanities—follow an annual examination system, whereas the master's program in the Education faculty is conducted under a semester system.

Annual Examinations

Table 9 shows the results of annual examinations held in 2081/082 across BBS, BA, and B.Ed. programs. A total of 373 students were enrolled, with 344 appearing in the examinations, resulting in an overall dropout rate of 8%. The overall pass rate was 51%.

The pass rate was lowest in the 1st year (32%) and gradually improved in higher years, reaching 69% in the 4th year, indicating better performance at advanced levels. Among the programs, BA recorded the highest pass rate (71%), followed by BBS (50%) and B.Ed. (49%).

Overall, the data suggest moderate academic performance, with the need for additional academic support in the early years to improve pass rates and reduce dropouts.

Table 9: Results of annual examinations held in 2081/082

Result Year (Batch)	Details	BBS	BA	B.Ed.	Total
1 st Year (2081)	Enrolled	40	5	32	77
	Appeared	31	5	30	66
	Dropouts	9	0	2	11
	Dropout Rate(%)	23	0	6	14
	Pass	1	5	15	21
	Pass Rate (%)	3	100	50	32
2 nd Year (2080)	Enrolled	42	5	37	84
	Appeared	37	5	30	72
	Dropouts	5	0	7	12
	Dropout Rate(%)	12	0	19	14
	Pass	24	2	21	47
	Pass Rate (%)	65	40	70	65
2 nd Year (2079)	Enrolled	30	3	26	59
	Appeared	28	3	23	54
	Dropouts	2	0	3	5
	Dropout Rate (%)	7	0	12	8
	Pass	13	2	4	19
	Pass Rate (%)	46	67	17	35
3 rd Year (2078)	Enrolled	39	1	26	66
	Appeared	38	1	26	65
	Dropouts	1	0	0	1
	Dropout Rate (%)	3	0	0	2
	Pass	13	1	14	28
	Pass Rate (%)	34	100	54	43
4 th Year (2077)	Enrolled	37	7	43	87
	Appeared	37	7	43	87
	Dropouts	0	0	0	0

	Dropout Rate(%)	0	0	0	0
	Pass	35	5	20	60
	Pass Rate (%)	95	71	47	69
Total	Enrolled	188	21	164	373
	Appeared	171	21	152	344
	Dropouts	17	0	12	29
	Dropout Rate (%)	9	0	7	8
	Pass	86	15	74	175
	Pass Rate (%)	50	71	49	51

Source: Administration and Examination Section-2081/082

Semester Examinations (Master's Level)

Table 10 presents the results of semester examinations held in 2081/082 for the M.Ed. program. A total of 28 students were enrolled, of which 25 appeared in the examinations, resulting in an overall dropout rate of 11%. The overall pass rate was 16%, indicating low academic performance.

Semester-wise analysis shows that the 1st semester had a pass rate of only 13% with a relatively higher dropout rate (17%). The 2nd semester showed improvement with a 40% pass rate and no dropouts, while the 3rd semester recorded no successful students despite full participation.

Overall, the data indicate significant academic challenges at the Master's level, highlighting the need for strengthened academic support, effective teaching strategies, and student guidance to improve performance and reduce dropout rates.

Table 10: Results of Semester examinations held in 2081/082

Program Year(Batch)	Details	M.Ed.
1 st Semester (2081)	Enrolled	18
	Appeared	15
	Dropouts	3
	Dropout Rate (%)	17

	Pass	2
	Pass Rate (%)	13
2 nd Semester (2081)	Enrolled	5
	Appeared	5
	Dropouts	0
	Dropout Rate(%)	0
	Pass	2
	Pass Rate (%)	40
3 rd Semester (2080)	Enrolled	5
	Appeared	5
	Dropouts	0
	Dropout Rate (%)	0
	Pass	0
	Pass Rate (%)	0
Total	Enrolled	28
	Appeared	25
	Dropouts	3
	Dropout Rate (%)	11
	Pass	4
	Pass Rate (%)	16

Section 5: Graduates

This section provides detailed information about graduates, highlighting the number of students who have successfully completed their programs. This data reflects the campus's academic achievements and the effectiveness of its educational strategies, offering insights into the career readiness and professional capabilities of its graduates.

Number of graduates

The number of graduates is gradually increasing each year. The following table incorporates graduates from the campus in the last five years.

Table 11: Traced graduates in the last five years

Faculties	2077	2078	2079	2080	2081
Humanities	6	6	-	5	5
Education	7	13	8	31	22
Management	3	5	9	9	27
Education (M.Ed.)	14	-	15	8	4
Total	58	24	32	53	58

Source: Tracer Study Report 2024

The table presents data on traced graduates from Okhaldhunga Campus over the five years 2077–2081. The number of graduates fluctuates across the years. The Education faculty recorded the highest figures, peaking at 31 in 2080, while Humanities had the lowest and most stable numbers, ranging from 5 to 6, with no data in 2079. Management showed a generally increasing trend, rising from 3 in 2077 to 27 in 2081. The M.Ed. program varied, reaching a peak of 15 in 2079 before declining to 4 in 2081. Overall, total graduates ranged from a low of 24 in 2078 to highs of 58 in 2077 and 2081.

Employment Status

In the tracer studies, the graduates were asked about their current position with regard to paid work. The number of employed and unemployed graduates in the last five years is represented in table 12 below.

Table 12: Employed and unemployed graduates

Year	Employed			Unemployed			Total Graduates	Employment Rate (%)
	Male	Female	Total	Male	Female	Total		
2077	3	6	9	16	33	49	58	16
2078	5	3	8	4	12	16	24	33
2079	2	3	5	15	12	27	32	16
2080	10	5	15	12	26	38	53	28
2081	7	6	13	15	30	45	58	22

Source: Tracer Study Report 2024

The table shows the employment status of traced graduates from Okhaldhunga Campus over the years 2077–2081, indicating fluctuations. In 2077, 9 out of 58 graduates were employed (16%), while 49 were unemployed. The employment rate increased to 33% in 2078 but dropped again to 16% in 2079. It improved to 28% in 2080 before slightly declining to 22% in 2081. Overall, employment remained lower than unemployment throughout the period, showing inconsistent employment trends.

Section 6: Gender Parity Index (GPI)

Gender parity generally refers to equal participation of girls and boys in education. Achieving gender parity in enrollment is a crucial measure of success for educational institutions. It is calculated by dividing the female value of an indicator by the male value for the given level of education

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

A Gender Parity Index (GPI) of one (1) signifies equal participation between genders. A GPI between zero (0) and one (1) indicates a disparity favoring males, while a GPI above one (1) show a disparity favoring females. Since a GPI of exactly 1 is rare, values between 0.97 and 1.03 are generally accepted as indicating gender parity. An increase in the GPI can suggest either an improvement in girls' enrollment or completion rates, or a decline in boys' enrollment or completion rates.

Overall GPI

The table 13 provides data on the Gender Parity Index (GPI) and the number of male and female students enrolled in Bachelors and Masters programs over two academic years.

Table 13: Overall GPI in 2081/082 and 2082/083

Level	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
Bachelors	129	244	1.89	124	212	1.71
Masters	12	16	1.33	12	29	2.42
Total	141	260	1.84	136	241	1.77

The table 13 presents data on the Gender Parity Index (GPI) and student enrollment in Bachelors and Masters programs at the Campus over two academic years, 2081/082 and 2082/083.

In 2081/082, there were 141 male and 260 female students, giving an overall GPI of 1.84. In 2082/083, male enrollment decreased slightly to 136 and female enrollment to 241, with the overall GPI also decreasing to 1.77.

At the Bachelor's level, male students decreased from 129 to 124, and female students from 244 to 212. As a result, the GPI dropped from 1.89 to 1.71.

In the Master's program, male enrollment remained the same at 12, while female enrollment increased from 16 to 29. This caused the GPI to rise significantly from 1.33 to 2.42.

Overall, female students outnumber male students in both years and at all levels. However, the GPI has slightly decreased at the Bachelor's level and in total, mainly due to the drop in female enrollment there. In contrast, the Master's program shows a strong increase in female participation.

Faculty-wise GPI

The table 14 presents a faculty-wise comparison of the Gender Parity Index (GPI) at Okhaldhunga Campus for the academic years 2081/082 and 2082/083.

In the Education faculty, male enrollment decreased from 53 to 47, and female enrollment also decreased from 139 to 131. However, the GPI increased from 2.62 to 2.79, showing a slight improvement in gender parity.

In the Humanities and Social Sciences faculty, male enrollment increased from 7 to 9, while female enrollment remained the same at 14. As a result, the GPI decreased from 2.00 to 1.56.

In the Management faculty, both male and female enrollment decreased, with males dropping from 81 to 80 and females from 107 to 96. The GPI also decreased from 1.32 to 1.20.

Overall, the data show that GPI increased only in the Education faculty, while it declined in Humanities and Social Sciences and Management. Female enrollment remained higher than male enrollment in all faculties in both years.

Table 14: Faculty-wise GPI comparison

Faculties	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
Education	53	139	2.62	47	131	2.79
Humanities and social science	7	14	2.00	9	14	1.56
Management	81	107	1.32	80	96	1.20

Program-wise GPI

Table 15 shows the program-wise GPI comparison for the academic years 2081/082 and 2082/083 at Okhaldhunga Campus.

In the Four-Year B.Ed. program, both male and female enrollment decreased (41 to 35 and 123 to 102). The GPI slightly decreased from 3.00 to 2.91, but female students still clearly outnumber males.

In the BA program, male enrollment increased from 7 to 9, while female enrollment remained the same (14). The GPI decreased from 2.00 to 1.56, showing a reduced proportion of female students.

In the BBS program, both male and female enrollment decreased (81 to 80 and 107 to 96). The GPI declined from 1.32 to 1.20, mainly due to a larger decrease in female students.

In the M.Ed. program, male enrollment remained the same (12), but female enrollment increased significantly from 16 to 29. As a result, the GPI increased from 1.33 to 2.42, indicating a higher proportion of female students.

Overall, total GPI slightly decreased from 1.81 to 1.77. Both male and female enrollment decreased (141 to 136 and 260 to 241), but female students still outnumber male students.

Table 15: Program-wise GPI in 2081/082 and 2082/083

Program	2081/082			2082/083		
	M	F	GPI	M	F	GPI
B. Ed.	41	123	3.00	35	102	2.91
BA	7	14	2.00	9	14	1.56
BBS	81	107	1.32	80	96	1.20
M Ed	12	16	1.33	12	29	2.42
Total	141	260	1.81	136	241	1.77

Section 7: Public Financing

Fixed assets

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

Table 16: Area occupied by campus premises

SN	Particulars	Area	Remarks
1	Total land area	10.11.2.1	
2	Area occupied by buildings	8190 sq. ft.	

Sources: Administration Department, 2081/082

The table 17 provides detailed information on the land area and building coverage of the campus. The total land area of the campus is 10 Ropani, 11 Aana, 2 Paisa, and 1 Daam.

Out of this total land, **8,190 sq. ft.** area is occupied by buildings. This shows that only a part of the total land is used for physical infrastructure, while the remaining land is available for other purposes.

Details of the buildings and rooms are presented in Table 18.

Table 17: Number of Buildings and Rooms

Particulars		Block	Number
Buildings	Teaching		2
	Administration		1
	Department		2
	Canteen & Seminar Hall		1
	Total		6
Classrooms	Teaching	B&C	12
Campus Chief room		B	1
CMC Chair room		A	1
Department room		B	9

Studio/Recording room	B	1
Account room	A	1
SAT	B	1
Guest Room	B	1
Computer operator room & Exam room	A	1
IT Support/RMC	A	1
Administration Rooms	A	1
Computer Lab	A	1
Library Room	A	1
Reading Room	A	1
Waiting room	A	1
Canteen rooms	F	1
Seminar Hall	F	1
Dining Room	F	1
Store Room	E	3
Total Rooms		40

The table 18 shows the details of buildings and classroom. The campus has a total of 6 buildings, including 2 teaching buildings, 1 administrative building, 2 department buildings, and 1 canteen and seminar hall.

There are 40 rooms in total. Among them, 12 classrooms are used for teaching. The campus also has different types of rooms such as a Campus Chief room, CMC Chair room, department rooms (9), studio/recording room, account room, SAT room, guest room, computer operator and exam room, IT support/RMC, administration room, computer lab, library room, reading room, waiting room, canteen room, seminar hall, dining room, and store rooms (3).

This structured arrangement of buildings and rooms ensures the availability of necessary facilities for students, faculty, and administrative staff, contributing to the smooth functioning of academic and operational activities. The provision of separate departmental

and administrative spaces supports efficient campus management while enhancing the learning environment.

Details of the campus machinery and equipment are presented in Table 19. This section focuses on major electronic items directly associated with teaching and learning activities.

Table 18: Major Electronic Equipment

SN	Particulars	Number
1	Desktop computers	28
2	Laptops	14
3	Interactive Flat Panel	9
4	Multimedia projectors	5
5	Photocopy machines	2
6	Printers (B&W)	4
7	Color printer	5
8	Scanner	1
9	Fax Machine	1
10	Solar Battery-(4No.) (230 Amp)	1
11	Solar Battery(2No.)	1
12	Inverter(3.5 KVA)	1
13	Inverter(1700VA)	1
14	Solar Controller	1
15	E-attendance	2
16	CC TV Cameras	16
17	Internet lines (NT Fiber)	1
18	Numbering Machine	1

Sources: Account Department (Updated: 082/12/10)

The table provides an overview of the electronic equipment available at Okhaldhunga Campus. The campus has a total of 18 desktop computers and 14 laptops, supporting digital learning and administrative activities. In addition, there are 9 interactive flat panels and 5 multimedia projectors that facilitate effective teaching, presentations, and classroom engagement.

The campus is also equipped with 2 photocopy machines, 4 black-and-white printers, and 5 color printers to support documentation and office work, along with 1 scanner and 1 fax machine. For power backup and sustainability, the institution has solar battery systems, inverters, and a solar controller.

Furthermore, 16 CCTV cameras are installed to ensure campus security, and 2 e-attendance systems are used for efficient attendance management. The campus also has 1 internet line (NT Fiber) and a numbering machine for administrative purposes.

These electronic resources play a vital role in enhancing teaching, learning, and research activities, as well as ensuring smooth administrative operations. Overall, they contribute significantly to improving the quality, efficiency, and technological advancement of Okhaldhunga Campus.

Income and Expenses

The income pattern of Okhaldhunga Campus, as shown in Table 20, reflects a shift in the structure of revenue sources over the two fiscal years. Although the overall income shows a declining trend in the later year, there has been a significant improvement in income generated from student fees. This indicates that the campus has strengthened its internal revenue base. Major components such as admission fees, tuition fees, and examination fees have contributed notably to this positive growth, with tuition fees emerging as a particularly strong source of income.

On the other hand, income from external sources has decreased considerably, which has offset the gains made from student fees. Grants received from the University Grants Commission (UGC), especially under construction and equity categories, have declined significantly, and some sources of funding were not available in the later fiscal year. Even though regular grants continued, they showed a slight reduction compared to the previous year. This sharp fall in external funding is the primary factor behind the overall decline in total income.

Overall, the campus appears to be becoming more dependent on internally generated income, particularly student fees, while reliance on external grants has weakened. This trend

highlights the importance of maintaining a balance between internal revenue generation and external funding support to ensure long-term financial stability and sustainability.

Table 19: Total income in the last two years

SN	Income Head		Income Amount in Rupees	
			2080/081	2081/082
1	Student fees	Admission Fees	636,000	1066400
		Tuition Fees	25,89,200	4171500
		Registration Fees	51,500	56000
		Exam center fees	-	11400
		Exam Fees	12,04,000	2129250
		Internal Exam Fees/Exam Center	246,600	
		Practical Exam Fees	322,800	358075
		T.U. Fees	74,400	135900
		Certificate Fees	348,000	351500
		Practice teaching fee	398,675	293500
		FSU		23400
		Student welfare fee	16,950	
		Miscellaneous income	445,980	716820
		Other fees	7,000	
	Thesis		70000	
	Quotation Fees	42,000	30000	
	Exam Conduction(T.U.)	400,658	416795.5	

		Sub Total	67,83,763	9830540.5
2	Other Income	Regular Grants from UGC	25,02,500	2192760
		Construction Grants from UGC	60,00,000	1587910.36
		Equity Grants from UGC	14,42,500	
		EPBF		344000
		UGC Grants for Furniture		700000
		Siddhicharan Grants		374910
		Grants from GoN	662,015	
		Bank interest	270,656.27	181237.04
		Deposits return	250000	
			Sub Total	11127671.27
Grand Total			17911434.27	15211357.9

Source: Audit Report 2080/081 and 2081/082

Table 20: Expenses in the last two years

S. N.	Expense Head		Expenses Amount in Rupees	
			2080/081	2081/082
1	Salary		58,33,796	5592033
2	Administrati on expenses	Examination form	410015	1152975
		Examination expenses	568842	524230
		Electricity	108417.75	28585.85
		Practical exam fees	75,522.50	78350
		TADA	186000	192750
		Communication	17,000	
		Repair	56,980	99925
		Advertisement	14,500	24300
		stationery	141885	203570
		Flex Print	4055	32750
		Audit Fees		30000
		Deposit return	436100	265000
		Internet		46000
		QAA		198020
		Guests hospitality	157,155	245301
Office management	20,755	217010		
Scholarship	250,250			
		Practice teaching	8,850	15500
		Affiliation charges	84,000	
		Building Construction	6297849.79	5061570.4
		Library Setup Cost	168449	
		Machinery wall construction	1999553.81	
		Equipment/Machinery	330,468.50	1862153.88
		Furniture	140,888.40	372759
		Educational Tour	40000	

	Saraswati Puja	5000	7010
	Books	96,085	220445
	Website design	50,000.24	
	Software	28,250	352000
	Water charges	12000	9400
	E-library	14,800	
	T.U. charges	111,665	
	Internal observer	4820	
	External observer	158200	302600
	Registration Fees	57,500	52450
	QAA Program	19,450	
	EPBF Program	137,220	104564
	Equity Grants Program	533,423	459847
	Digitization Program		10000
	ECA Conduction	16,820	34900
	Miscellaneous expenses	58009	124057.02
	Overtime charges	48222.50	34600
	Service Fees		112500
	Financial Aid		27500
	Affiliation Fees		5000
	Research		110000
	Public Campus Renew		5500
	Painting		94574
	T.U. Grants Refund		330616.96
	Sports		67969.5
	E-resources		17500
	Journal Publication		33000
	FSU	15000	
	Grand Total	18,717,797.49	18758816.61

Source: Audit Report 2080/081 and 081/82

The table 21 outlines the expenses of Okhaldhunga Campus over two fiscal years (2080/081 and 2081/082). The expenditure pattern of Okhaldhunga Campus over the two fiscal years shows a largely stable trend with a slight increase in the later year, indicating continuity in financial operations along with modest expansion of activities. Salary expenses remain the dominant component in both years, reflecting the institution's primary focus on human resources and regular academic functioning.

Administrative and operational expenses show some variation, with increases in areas such as examination-related costs, stationery, guest hospitality, and office management, suggesting expanded academic and administrative activities. At the same time, certain expenses like electricity and deposit returns have decreased.

Capital and development expenditures reveal a shift in priorities. While spending on building construction has declined, there is a noticeable increase in investment in equipment, furniture, books, and software. This suggests a transition from infrastructure development toward strengthening academic resources and digital systems.

Overall, the expenditure pattern indicates a gradual shift toward quality improvement and institutional development, with more focus on academic resources and modernization while maintaining stable overall spending.

Unit cost analysis

Unit cost of education means cost per unit i.e. per student, per graduate, per credit, etc. Generally, the unit cost of an educational institution is calculated using the following formula.

$$\text{Unit Cost} = \frac{\text{Total Expenses}}{\text{Total Enrollment}}$$

Using this formula the unit cost in 2080/081 was:

$$\begin{aligned} &= \frac{9316237.99}{449} \\ &= \text{Rs. } 20,748.85 \text{ per student.} \end{aligned}$$

Similarly, the unit cost in 2080/081 was:

$$\begin{aligned} &= \frac{10297706.37}{401} \\ &= \text{Rs. } 25680.06576 \text{ per student.} \end{aligned}$$

The unit cost of Okhaldhunga Campus shows an increasing trend between the two fiscal years, indicating a rise in the average cost per student. This is mainly due to changes in operational expenses and a decrease in student enrollment, which directly affects per-student cost.

In this analysis, capital expenditures such as construction, equipment, furniture, software, and financial adjustments like TU grants refund and deposit refunds have been excluded, as they are non-recurring and not part of regular educational expenses. This ensures that the unit cost reflects only the actual annual operational costs.

Overall, the increase in unit cost suggests higher spending per student and highlights the need to balance enrollment and operational efficiency for financial sustainability.

Section 8: Teachers and Staff

Okhaldhunga Campus, Okhaldhunga is committed to maintaining high standards in teaching, research, and student services. Teaching and learning are the main focus of the campus. The campus recruits qualified, experienced, and dedicated teachers. The campus also hires skilled and committed staff for non-teaching positions. Currently, there are 15 teachers and 7 non-teaching staff working in different positions at the campus.

Teachers

Table 22 presents the current teaching staff information. The detailed list of teachers is given in Section 15 (Annex Summary). The overall composition of teaching staff is shown in Table 22.

Table 21: Teaching staff

Post	FT		PT		FT:PT Ratio	Academic Qualification							Grand Total	
						PhD		M. Phil		Master 's		Bachel or's		
	M	F	M	F		M	F	M	F	M	F	M	M	F
Lecturer	4	0	1	0	4:1					4	1		4	1
Assistant Lecturer	3	2	4	0	5:4					7	2		7	2
Instructor	1	0	0	0	1:0							1	1	0
Total	8	2	5	0	2:1					11	3	1	12	3

The table highlights the distribution of full-time and part-time teaching staff, their academic qualifications, and the male-to-female composition across different teaching positions. The proportion of full-time teachers is higher than that of part-time teachers. The overall full-time to part-time staff ratio is **2:1**, indicating a higher proportion of full-time staff.

In terms of academic qualifications, the majority of teachers hold Master's degrees in relevant subjects. There are no teachers with M.Phil. or PhD degrees. Hence, the campus authority needs to pay attention to upgrading teachers' qualifications.

The number of teachers in different departments is presented in the next table.

Table 22: Number of teachers in different departments

SN	Department Name	Number of Teachers		
		Male	Female	Total
1	Department of English	3	0	3
2	Department of Nepali	2	0	2
3	Department of Mathematics	1	0	1
4	Department of Sociology	0	0	0
5	Department of Health and Physical Edu.	1	1	2
6	Department of Population	1	0	1
7	Department of Economics	2	0	2
8	Department of Management	2	0	2
9	Department of Curriculum	1	1	2
Total		13	2	15

Table 23 presents the number of teachers across different departments, providing a summary of staff distribution. It shows the number of male and female teachers along with the total in each department.

The Department of English has the highest number of teachers with three male staff members. The Departments of Nepali, Economics, and Management each have two male teachers, while the Departments of Mathematics and Population each have one male teacher. The Department of Health and Physical Education and the Department of Curriculum each have one male and one female teacher. The Department of Sociology has no teaching staff.

Overall, there are **15 teachers**, including **13 males and 2 females**, indicating a significant gender disparity. This highlights the need for more balanced staffing, particularly by increasing female representation among the teaching staff.

Staff

There are currently 7 non-teaching staff working in different positions. The composition of non-teaching staff is presented in table the table below.

Table 23: Staff

Particulars	Distribution of Staff by Gender		
	Male	Female	Total
Computer Operator	1	0	1
Administrative Staff	0	1	1
Accountant	1	0	1
Librarian	0	1	1
Admin. Assistant	0	1	1
Support staff	2	0	2
Total	4	3	7

The table shows that there are no non-teaching staff at the officer level. However, a total of 7 non-teaching staff are currently employed in various positions. This includes 1 computer operator responsible for computer operations and examination-related tasks, 1 accountant managing financial transactions, 1 administrative staff and 1 administrative assistant handling student admissions and administrative, 1 librarian responsible for managing library resources and records, and 2 support staff managing daily non-teaching activities.

Section 9: Student-Teacher Ratio

Student-teacher ratio (STR) is generally perceived as the number of enrolled students per teacher. It is therefore calculated by dividing the number of students by number of teachers at a given level of education. It is one of the key determinants of the quality of education. It is also an indicator of teacher workload and teacher availability to students. Lower student-teacher ratios are highly beneficial because they allow for large amount of attention teachers give to individual students. However, they will also result in higher expenditure per student. Although quality delivered by teacher is the most influential factor of educational quality, STR is still an important determinant of learning achievement of students and overall quality of education in an institution.

The total number of students enrolled in Bachelor's and Master's levels is 377, and the total number of teachers is 15. Therefore, STR is calculated as:

$$\text{STR} = \frac{\text{Number of enrolled students}}{\text{Number of Teachers}}$$

Using this formula, overall STR of the campus in 2081/082 is calculated as:

$$\begin{aligned} &= \frac{377}{15} \\ &= 25 \end{aligned}$$

In the previous year (2080/081), the STR was:

$$\begin{aligned} &= \frac{401}{15} \\ &= 27 \end{aligned}$$

Thus, the current STR of the campus is **1:25**, compared to **1:27** in the previous year. This means that, on average, one teacher is responsible for 25 students this year. The decrease in STR is due to a reduction in the number of students.

Since most teachers are involved in teaching at multiple levels, programs, and departments, it has not been possible to calculate STR separately by level, program, or department.

Section 10: Scholarship

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

Table 24: Scholarship Details 2081/082

Level	Program	Year	Scholarship Amount (Rs.)	Total Students
Bachelor	BBS	First	17,000	7
	BBS	Second	27,000	9
	BBS	Third	9,000	3
	BBS	Fourth	25,000	5
	B.Ed.	First	45,000	12
	B.Ed.	Second	30,276	9
	B.Ed.	Third	19,000	8
	B.A.	First	2,000	1
	B.A.	Second	4,000	2
	B.A.	Third	7,000	2
Masters	M.Ed.	First	34,000	8
Total			219,276	66

Section 11: Research and Publication

Okhaldhunga Campus, Okhaldhunga has established Research Management Cell (RMC) as a platform for conducting research activities for both teaching faculty and students. The campus is still developing as a research institution. However, it believes in the importance of knowledge gained through research. Recently, some mini research projects have been completed. The RMC also supports Bachelor's and Master's level students in conducting research as part of their degree requirements. The details of the completed research projects are shown in Table 26 below.

Table 25: List of accomplished research projects

SN	Researcher title	Researcher's Name	Research type	Year
1	सामुदायिक क्याम्पसमा विद्यार्थी बिचैमा अध्ययन छोड्ने समस्याको अध्ययन	Badri Prasad Dhamala, Usha Rai, Toyanath Kafle and Somnath Poudel	Collaborative	2081
2	विद्यार्थीहरूको रोजगारीको अवस्था	Kumar Bdr. Baniya and Kul Prd Ghimire	Collaborative	2082
3	सामुदायिक र संस्थागत विद्यालयका विद्यार्थीहरूको एस ई ई नतिजाको तुलनात्मक अध्ययन	Toya Nath Kafle, Som Nath Poudel and Yadav Baniya	Collaborative	2081

The table shows that three collaborative research projects have been completed. However, no mini research project has been completed yet. This shows the need to increase mini research activities.

The faculty members have also published various articles in the campus's own journal, *Okhaldhunga Journal*. The details of the articles published in the current year are presented in Table 27.

Table 26: List of accomplished research articles

S. N.	Author's Name	Title	Name of the Journal	Year of Publication
1.	Indra Prasad Timilsena	1.भाषा शैक्षणिक अनुसन्धानमा परिमाणत्मक अनुसन्धान विधिको उपयोग 2.नेपाली नाटकको इतिहास, प्रमुख धारा र प्रवृत्ति 3.शिक्षण सिकाइमा उत्तरआधुनिकतावादी चिन्तनको प्रभाव: एक दार्शनिक तथा सैद्धान्तिक समीक्षा 4. जनताको बहुदलीय जनवाद: सैद्धान्तिक आधार, विशेषता र नेपालको राजनीतिक सन्दर्भ	Okhaldhunga Journal Sotang Journal	2024 2025 2026 2025
2.	Toya Nath Kafle	1.समसामयिक घटना शिक्षणमा सामाजिक अध्ययन शिक्षकको अवस्था	Okhaldhunga Journal	2025
3.	Yubaraj Dahal	1.The Interplay of Language, Ideology, and Power	Okhaldhunga Journal	2024
4.	Kumar Bdr. Baniya	1. शिक्षण पेशाप्रति शिक्षक प्राध्यापकहरूको सन्तुष्टि	Okhaldhunga Journal	2025
5.	Ramesh Kandel	Contribution of the English Language to Advancing Travel and Tourism	Okhaldhunga Journal	2024
6.	Tika Thebe	1. Financial Literacy of the Undergraduate Students at the College of Hilly Region in Nepal: A Case of Okhaldunga Campus	Okhaldhunga Journal	2024
7.	Badri Prasad Dhamala	1. Peer Coaching as a Strategy for Teachers' Professional Development	Okhaldhunga Journal	2024
8.	Choplal Dhamala	1.ओखलढुंगा क्याम्पसमा सूचना तथा सञ्चार प्रविधि 2.राजनीतिक स्थायित्व र विकासमा नेपालको लोकतान्त्रिक यात्रा 3. Regional Disparities in Ageing and Longevity in Nepal: A Comprehensive Analysis by Province and Ecological Zone	Okhaldhunga Journal	2024 2025

		(Co-author)		2026
9.	Devendra Bahadur Baniya	1.सहिद कथामा आञ्चलिकता	Okhaldhunga Journal	2026
10.	Kul Prasad Ghimire	1.“श्रद्धासुमन” कथा संग्रहका कथामा आञ्चलिकता 2.माध्यमिक तह नेपाली विषयका पाठ्यांशमा रहेका व्याकरण खण्डको पहिचान	Okhaldhunga Journal	2024 2025

The faculty members of Okhaldhunga Campus actively participate in research and publish their work in the *Okhaldhunga Journal*. These research contributions help in academic growth and provide valuable knowledge for students and scholars.

The campus publishes its institutional and academic information through various publications. They include Campus Annual report, Academic journals, EMIS report, Tracer study report, Academic audit report, Prospectus, Brochure, Souvenir, Bulletin, and Academic Calendar. The details of the campus publication are presented in the table 28 as below.

Table 27: Campus publications

Publication Type	Frequency Type	Total Output
Campus Annual Report	Annually	1 p.a.
Academic Journal	Annually	4
EMIS Report	Annually	3
Tracer Study Report	Annually	1 p. a
Academic Audit Report	Annually	1
Financial Report	Annually	1 p.a.
Prospectus	Annually	2
Brochure	Annually	1
Bulletin	Semi-annually	2
Souvenir	Annually	1
Academic Calendar	Annually	2

Table 28 shows different campus publications with their frequency and total number. Most publications are produced annually. The Campus Annual Report, Tracer Study Report, Financial Report, and Academic Audit Report are each published once per year. The Academic Journal (named “Okhaldhunga Journal”) is also published annually, with a total of 4 outputs. The EMIS Report is published annually with 3 outputs. The Prospectus and Academic Calendar are published annually, with 2 outputs each. The Brochure and Souvenir are published once per year. The Bulletin is published semi-annually, with 2 outputs per year.

All these publications are managed by the campus PIPC unit. This shows the campus’s commitment to regular information sharing and transparency.

Section 12: Library and Learning Resources

The library is an important part of any academic institution. It supports teaching, learning, and research activities. The Okhaldhunga Campus Library is a key unit of Okhaldhunga Campus. It provides useful resources for students and teachers.

The library has a wide collection of academic materials such as textbooks, reference books, journals, and digital resources. It supports different academic programs of the campus and helps create a good learning environment.

The library has reading spaces, computer access, and basic research facilities. It meets the academic needs of its users. The library aims to improve learning by providing necessary resources and encouraging reading and research.

General Information

The library remains open in morning (till 12:30 pm) except Saturdays. It also offers flexible study hours during winter and summer vacations. The general information about library is summarized in Table below

Table 28: General information on library

SN	Particulars	Number
1	Opening hours/day	10
2	Number of staff	4
3	Seating capacity of the library	20
4	Student computers	20
5	Number of photocopies /Printers	1

The table provides a snapshot of the Okhaldhunga Campus, Okhaldhunga library, showing it operates 10 hours daily in morning and evening shift, staffed by 4 individuals, and can accommodate 20 users at a time. It offers 20 computers and 1 photocopier/printer. While the current resources seem adequate, there may be a need to extend hours or increase facilities, depending on student demand and peak usage times.

Collection Size

The table 30 reveals that the campus has a substantial collection of 4027 print books, 247 current journals, 48 theses/reports, and 8 magazines, along with access to one database (TUCL). Out of 4,027 total books available in the library, only 1,411 books have been entered into the EMIS system. Therefore, it is necessary to digitally record all books for easy searching and tracking.

Table 29: Collection size up to 2082/083

Print Sources	
Collection Type	Collection
Books (Physical record keeping)	4027
Books (Software entry)	1411
Current Journal	247
Reference Journals	-
Back volumes of Journals	-
Database Access(TUCL)	1
Theses /report	48
Magazines	8

Provision of borrowing books

The library primarily provides book circulation services to students and teachers. While reference materials cannot be borrowed, they are available for study in the reading room. Students from other educational institutions can also access study opportunities, provided they present recommendation letters. The provision of borrowing books are detailed in Table 3

Table 30: Conditions of borrowing books

SN	Types of Users		No. of Books allowed	Period
1	Students	BA students	2	7 days

		BBS students	2	7 days
		B.Ed.	2	7 days
2	Teachers		Unlimited	Books have to be submitted by the last of academic year
3	Non-teaching staff		Unlimited	Books have to be submitted by the last of academic year
4	Students from other institutions		No books	

The table shows different conditions of borrowing books for teacher, non-teaching staff and students. Students from other institutions cannot borrow books.

Digital Learning Resources:

Okhaldhunga Campus has established a digital learning resource system. A recording room has been set up where faculty members can record audio and video teaching materials. Faculty members are also involved in developing e-books.

The campus has purchased and installed various digital equipment in classrooms to support the development and delivery of digital classes. Digital learning resources are managed through an LMS and are linked to the campus website.

The details of the available digital learning resources are presented in Table 32.

Table 32: List of Digital Resources

S.N.	Type of digital resource	Number
1.	E-book	90
2.	Audio Book	51
3.	Video Materials	85

Section 13: Recommendations

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

- i. The campus has only a few programs. It should add new technical and professional courses.
- ii. Student enrollment has slightly decreased in 2080/081. The campus should attract more students through scholarships and outreach programs.
- iii. Some students drop out. The campus should support them through counseling, mentoring, and academic help.
- iv. The BA program has low enrollment. The campus should improve and promote this program.
- v. There are fewer male students. The campus should take steps to maintain gender balance.
- vi. The number of female teachers is low. The campus should hire more female teachers.
- vii. The number of graduates and their employment rate are not consistent. The campus should improve job support and connect with industries.
- viii. First-year students perform poorly. The campus should provide extra classes and support.
- ix. Research activities are low. The campus should encourage teachers and students to do research.
- x. The campus should work more with the local community through programs and partnerships.

Section 14: Recent Trends

Figure 2: Overall Enrollment Trend

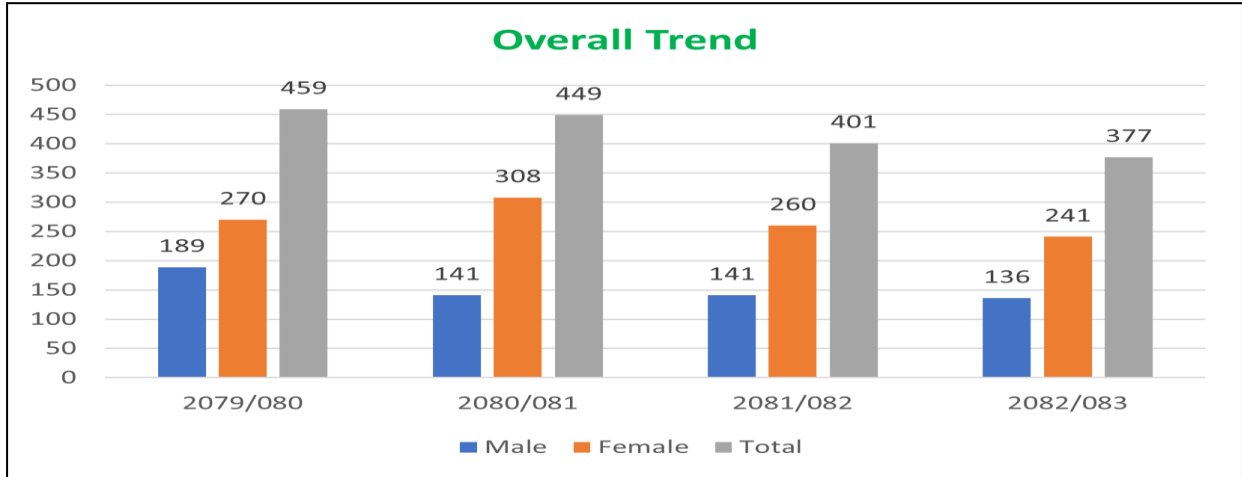
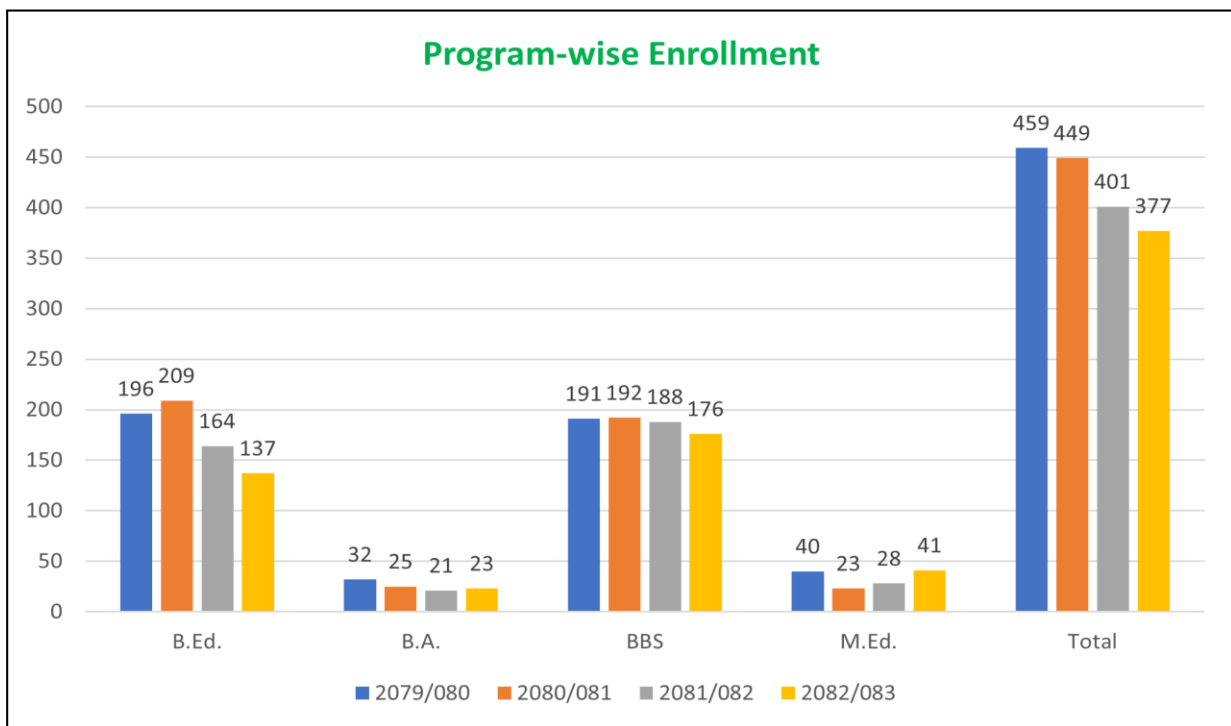


Figure 3: Program-wise Enrollment Trend



Section 15: Annex Summary

Level-wise Enrollment

Bachelor Level

Program	1 st Year	2 nd Year	3 rd Year	4 th Year	Total
B.Ed.	33	31	30	43	137
B.A.	9	5	5	4	23
B.B.S.	42	33	37	64	176
Total	84	69	72	111	336

Masters Level

Program	1 st Sem	2 nd Sem	3 rd Sem	4 th Sem	Total
M.Ed.	21	-	15	5	41
Total	21	-	15	5	41

Gender-wise Enrollment

Program	1 st Year			2 nd Year			3 rd Year			4 th Year			Total		Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	
B.Ed.	12	21	33	7	24	31	9	21	30	7	36	43	35	102	
B.A.	5	4	9	2	3	5	0	5	5	2	2	4	9	14	
B.B.S.	21	21	42	14	19	33	17	20	37	28	36	64	80	96	
M.Ed.	6	15	21	-	-	-	5	10	15	1	4	5	12	29	
Total	44	61	105	23	46	69	31	56	87	38	78	116	136	241	377

Cast ethnicity-wise Enrollment

Program	Dalit	Janajati	Madhesi	Other	Total
B.Ed.	7	68	0	62	137
B.A.	5	7	0	11	23
B.B.S.	8	82	9	77	176
M.Ed.	2	22	0	17	41
Total	22	179	9	167	377

