EMIS REPORT

2080/081

Madan Bhandari
Memorial College

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Madan Bhandari Memorial College

Education Management Information System (EMIS) Report 2080/081

Madan Bhandari Memorial College

(Affiliated to Tribhuvan University)

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Acronyms

BA	Bachelor of Arts
BBM	Bachelor of Business Management
BBS	Bachelor of Business Studies
BCA	Bachelor of Computer Application
BSc CSIT	Bachelor of Science in Computer Science and Information Technology
CMC	College Management Committee
EDJ	Educationally Disadvantaged Janajatis
EMIS	Education Management Information System
ICT	Information and Communications Technology
JMC	Journalism and Mass Communication
LMS	Learning Management System
MA	Master of Arts
SAT	Self-Assessment Team
STR	Student-Teacher Ratio
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library
UGC	University Grants Commission

EMIS Introduction

The Education Management Information System (EMIS) is an essential tool for modern educational institutions, designed to streamline the processes of collecting, storing, analyzing, and managing educational data. It facilitates efficient management of student records, academic performance, staff details, infrastructure, and financial information, enabling institutions to operate more effectively.

EMIS plays a critical role in evidence-based decision-making by providing accurate, real-time data. This ensures transparency and accountability in educational management, supports resource allocation, and enhances policy planning to improve the overall quality of education.

For educational institutions, EMIS helps meet academic and administrative objectives, fosters continuous improvement, and addresses the evolving needs of students, staff, and stakeholders. It also strengthens the capacity for planning, monitoring, and evaluating education systems, ensuring equitable resource distribution.

By promoting the effective use of information for policy implementation and performance assessment, EMIS supports the deployment of teachers, monitors student performance, and aids in resource management. Its overarching goal is to empower institutions with robust tools for informed decision-making and long-term success in the competitive academic landscape.

Acknowledgements

We express our heartfelt gratitude to the respected CMC Chair and members, the Campus Chief, Assistant Campus Chiefs, SAT Coordinator, Department Heads, and Program Coordinators for entrusting us with the responsibility of preparing this report.

We are particularly thankful to the SAT Coordinator for providing the essential documents that facilitated the verification of collected information. Our appreciation also extends to all sections of the college for supplying the necessary data.

Finally, we sincerely acknowledge the support and cooperation of the teachers, non-teaching staff, and students, whose contributions were invaluable in the process of data collection and report preparation.

EMIS Committee

CHAPTER-1

ABOUT COLLEGE

1.1   Background

Madan Bhandari Memorial College, a non-profit making community institution, was established in 2001 to impart quality education at an affordable cost. The college offers a wide range of academic courses in BA, BBS, BBM, BCA, BSc CSIT, and Master's Degree courses in Sociology, Journalism, and English. All the programs are affiliated to Tribhuvan University from its establishment. Since its inception, the college has achieved remarkable success in terms of quality education and infrastructural development. It has received generous help from many individuals and institutions for the enhancement of quality education and the development of infrastructural facilities. It is managed by a dedicated team of educationists, academics, and social workers.

"Excellence in Leadership for Transformation" is the vision of college implying to produce a high-quality workforce capable of leading all professional and amateur sectors, thereby bringing about noticeable progressive changes for humanity and nation. The mission of the college is to impart quality education at an affordable cost and to establish the college as one of the excellent academic institutions of the country producing competent human resources. To materialize its vision in reality the college provides several scholarships for deserving students. Besides, the college provides freeships to the needy and meritorious students from marginalized and disadvantaged backgrounds, communities, and geographical locations.

The college has established well-equipped labs for the students of science, management, computer science, and humanities. The well-furnished, purposefully constructed classrooms enhance the teaching-learning process. The use of modern technologies such as projectors, computers, and mega screens in the pedagogical process makes this college better than any other educational institution. For the students of Journalism and Mass Communication, the college has established an FM radio station (Shweta Shardul FM 93.6 MHz) to facilitate and bolster their confidence in a professional career.

The college has diverse forms of extra-curricular activities (ECA) throughout the year. Major ECA activities range from sports to personality development of students. College conducts and national and international workshops, seminars, symposium covering burning issues of educational sector as well as other necessary areas. College also encourage faculty members to participates in such programs.

The college operates in a smooth and systematic manner through its comprehensive policy documents, which include the College Statute endorsed by Tribhuvan University, along with over ten key regulations, directives, and work-procedures. These documents define the

framework for various operational aspects, such as Faculty and Staff Regulations, Financial Management Regulations, and Alumni Regulations. Additionally, there are specific guidelines for managing Radio Sweta Shardul, as well as revised work-procedures for the Internal Quality Assurance Committee, RMC, EMIS, and PIMC. The college also ensures smooth operations through detailed procedures for Scholarship Management, Library Management, and Department/Program Operations. These policies help maintain consistency, accountability, and efficiency across all functions.

1.2 Vision, Mission and Objectives

Vision

Excellence in Leadership for Transformation

The college strives for Excellence in Leadership for Transformation implying its commitment to producing excellent graduates capable of leading wherever they work. The transformation is a catchword implying positive material and intellectual changes for the betterment of humanity; the leadership is an all-inclusive term referring to the inspiring quality in a person to lead the human civilization ahead; the excellence implies the cultivation of good qualities in high degrees. Thus, the college aims to produce a high-quality workforce capable of leading all professional and amateur sectors, thereby bringing about noticeable progressive changes for the humanity and nation.

Mission

Our way of fulfilling our mission is to enhance quality education, create knowledge, and enrich human values. In order to fulfill the mission, we work hard to provide the best systems to enhance students' intellectual growth. We teach in a comfortable, friendly, and well- equipped ambiance. We create learning ambiance in formal and informal settings; that is. in the classroom and outside the classroom like common areas, labs, cafeterias, libraries, online, on field trips, and so on. Our staff members professionally serve all stakeholders. We not only serve our students during their studies at the college and but also after they graduate. We are determined to support and develop research activities for creating new knowledge in different disciplines. We also encourage our students, faculties and staff to imbibe moral and ethical values for the shared better future of humanity.

Objectives

Madan Bhandari Memorial College is committed to enhance creative, critical, innovative and holistic success of students. The institution's vision of the college emphasizes the excellence of quality standards. As a non-profit academic institution, the college guarantees affordable and

equitable education to students. The institution has adopted the following objectives to foster its vision and mission.

Academic Excellence

Achieve and maintain the highest standards of academic excellence by enhancing faculty expertise, implementing innovative pedagogies and digital innovation to provide interdisciplinary and holistic education.

Student Success

Foster a supportive and inclusive learning environment that promotes student success through personalized academic advising, career counseling, and opportunities for experiential learning.

Research and Innovation

Position the college as a hub for cutting-edge research and innovation by investing in research infrastructure, fostering interdisciplinary collaborations, and supporting faculty and student research initiatives."

Global Engagement

Cultivate a globally-minded community by expanding international partnerships, promoting cross-cultural experiences, and integrating global perspectives into curricula to prepare students for success in a diverse and interconnected world.

Community Outreach

Strengthen ties with the local community by actively engaging in community outreach programs, promoting lifelong learning opportunities, and addressing societal needs through collaborative initiatives.

Facilities and Infrastructure

Optimize the college's physical infrastructure and facilities to create a conducive and state-of-the-art learning environment, supporting both academic and co-curricular activities.

Diversity and Inclusion

Promote diversity and inclusion across all aspects of college life, fostering a culture of respect, equity, and belonging among students, faculty, and staff.

1.3 Academic Programs

Currently, the following courses are running in the college.

Faculty of Humanities and Social Sciences

a. MA (Masters of Arts)
   - English
   - Journalism and Mass Communication

- Sociology

b.	BA (Bachelors of Arts)

c.	BCA (Bachelor of Computer Applications)

Faculty of Management

a.	BBS (Bachelors of Business Studies)

b.	BBM (Bachelors of Business Management)

Institute of Science and Technology

a.	BSc CSIT (Bachelors of Science in Computer Science and Information Technology)

Program Commencement Date

Level	Programs	Commencement Date (BS)	Commencement Date (AD)
Bachelor	BA	2059-04-15	2002-07-31
	BBS	2059-04-15	2002-07-31
	BSc CSIT	2068-06-16	2011-10-03
	BCA	2075-08-02	2018-11-18
	BBM	2076-07-25	2019-11-11
Master	MA Sociology	2063-08-15	2006-12-01
	MA English	2067-04-01	2010-07-17
	MA JMC	2067-04-01	2010-07-17

1.4   Faculty and Departments

Institute of Science and Technology
- Department of Bachelor of Science in Computer Science and Information Technology

Faculty of Humanities and Social Sciences
- Department of Bachelor in Computer Applications
- Department of English
- Department of Sociology
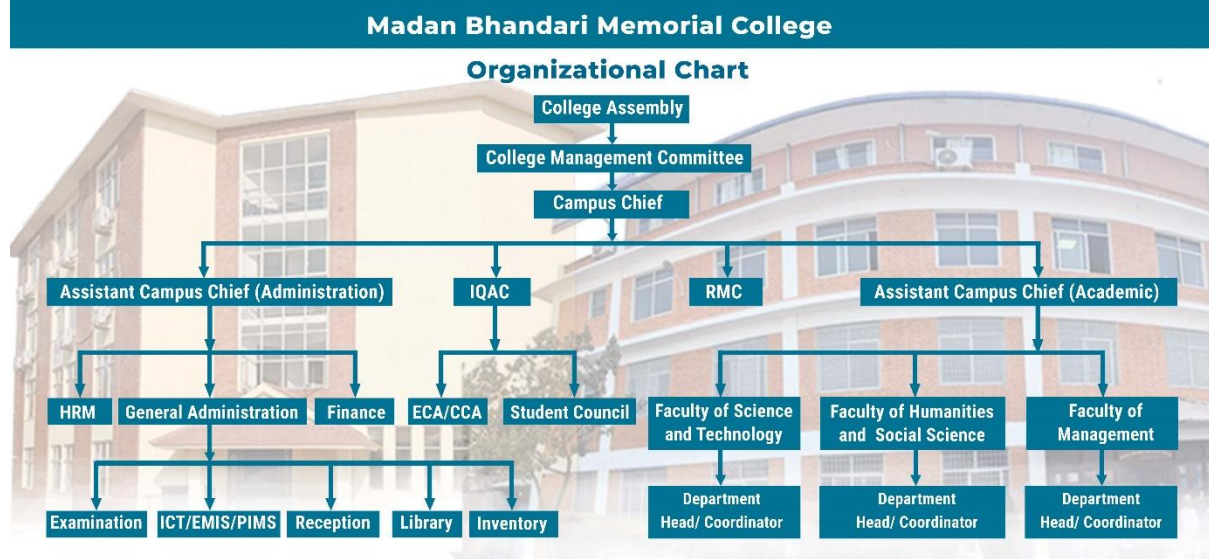- Department of Journalism and Mass Communication

Faculty of Management
- Department of Bachelor in Business Management
- Department of Bachelor of Business Studies

1.5   Educational Pedagogy

The college is committed to pedagogical excellence which is reflected in our vision "Excellence in Leadership for Transformation." As the needs of our learners, employers, and the community continue to evolve, we are committed to ongoing innovations in pedagogical strategies. As we expand opportunities for faculty and students to become involved in applied research and scholarship activity, we expand the definition of applied learning and further define our polytechnic identity. We strive to deliver an excellent educational experience to all of our students and are committed to personal development opportunities. As an institution, we will live our values, embrace the spirit of continuous improvement, and endeavor to provide opportunities for all of our communities to engage in dialogue and learning related to our long-term strategic direction.

1.6   Organogram

Madan Bhandari Memorial College
Organizational Chart

College Assembly → College Management Committee → Campus Chief

- Assistant Campus Chief (Administration)
- IQAC
- RMC
- Assistant Campus Chief (Academic)

Assistant Campus Chief (Administration): HRM, General Administration, Finance

IQAC: ECA/CCA, Student Council

Under these: Examination, ICT/EMIS/PIMS, Reception, Library, Inventory

Assistant Campus Chief (Academic): Faculty of Science and Technology, Faculty of Humanities and Social Science, Faculty of Management

- Faculty of Science and Technology → Department Head/ Coordinator
- Faculty of Humanities and Social Science → Department Head/ Coordinator
- Faculty of Management → Department Head/ Coordinator

CHAPTER-2

STUDENT ENROLLMENT AND ACADEMIC PERFORMANCE

2.1 Background

Student enrollment at this college reflects a diverse and dynamic academic community. The college attracts students from various regions and backgrounds, fostering an inclusive learning environment. With a focus on quality education, enrollment trends have consistently demonstrated growth, highlighting the institution's reputation and academic excellence. The college offers a range of programs that cater to the interests and career aspirations of students, ensuring an enriching and holistic educational experience.

2.2 Admission Process

The college employs various ways, methods, and procedures to guide students wishing to get admission in the college. It has formulated admission guidelines, which specify the combination of one or more of admission procedures viz. students' academic records, written entrance tests, and interviews. In the case of programs like BSc CSIT, BBM, and BCA, students have to appear entrance examination conducted by the respective Deans' offices of Tribhuvan University. The college admits the students on the basis of merit list and score cards published by the university. Further, the students need to appear for personal interview and counseling session for the assessment of individual behavior. For the other bachelors and masters level programs, the college conducts series of selection methods regarding the admission of students. Besides, the college conducts written tests for those students who seek scholarship.

2.3 Enrollment Data

The student enrollment data for the fiscal year 2080/081 has been provided. It includes detailed statistics based on gender, program, province, level, and ethnicity. This information offers valuable insights into the distribution of students across various categories.
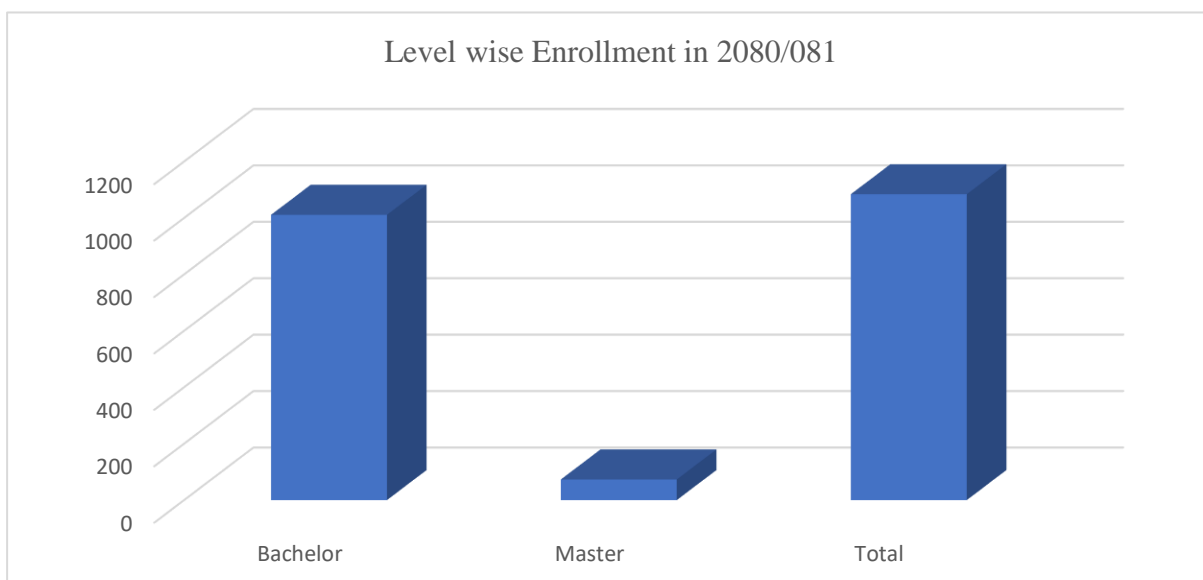
Gender wise Enrollment in 2080/081

	No. of Student
Male	592
Female	492
Total	1084

Gender wise Enrollment in 2080/081
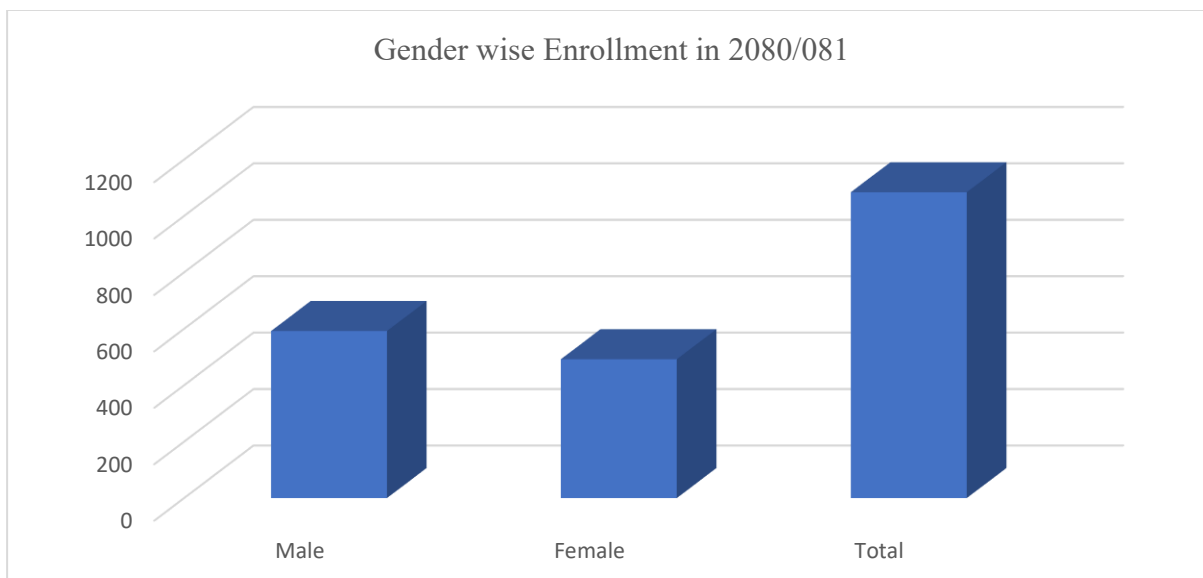
The diagram shows that the college has a total of 1,084 students, with 592 male students and 492 female students. This means 54.7% of the students are male, and 45.3% are female, reflecting the gender distribution within the college.

Level wise Enrollment in 2080/081

|	No. of Student
Bachelor	1011
Master	73
Total	1084

Level wise Enrollment in 2080/081

The diagram presents the level-wise student enrollment data. The college has a total of 1,084 students, with 1,011 students enrolled at the Bachelor level and 73 students enrolled at the Master level. This shows that the majority of students are pursuing their Bachelor's degree,

making up about 93.3% of the student body, while Master's students represent 6.7% of the total enrollment.

Ethnic Group wise Enrollment in 2080/081

	No. of Student
Dalits	19
EDJ	37
Madhesi	72
Others	956
Total	1084
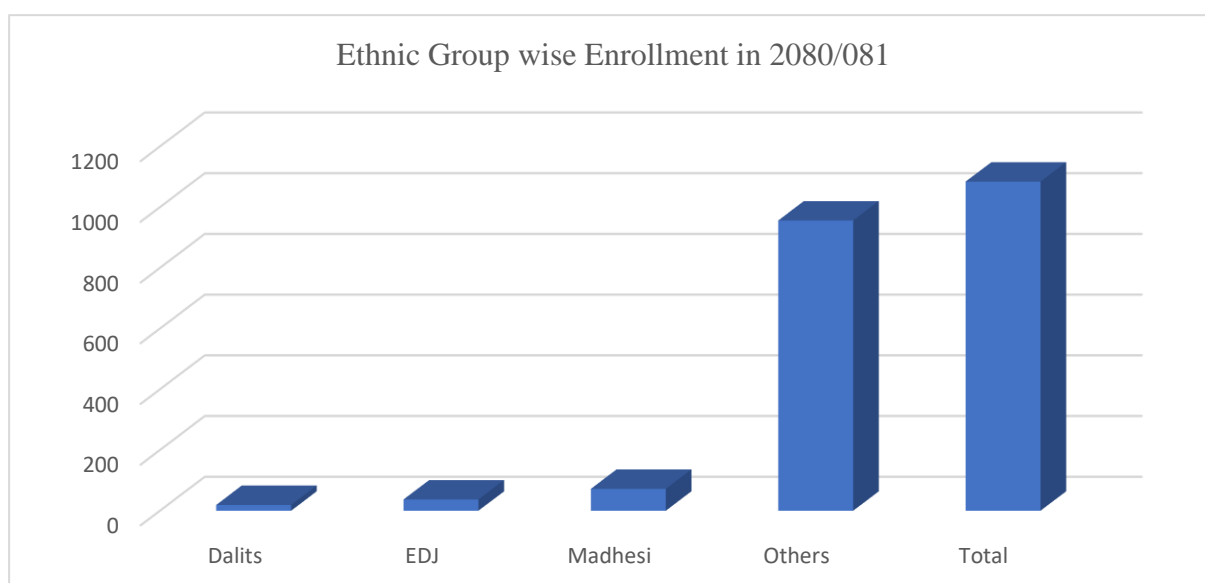
The diagram presents the ethnic group-wise student enrollment data, showing a total of 1,084 students. Among them, 19 students are Dalits, making up about 1.8% of the total, while 37 students belong to the EDJ group, which accounts for 3.4%. Additionally, 72 students are from the Madhesi community, representing 6.6%, and the remaining 956 students fall under the Others category, comprising 88.2% of the total student body. This data illustrates the ethnic diversity within the college, with the majority of students from the Others group.

Pradesh wise Enrollment in 2080/081

|	No. of Student
Koshi Pradesh	221
Madhesh Pradesh	132
Bagmati Pradesh	449
Gandaki Pradesh	61
Lumbini Pradesh	120
Karnali Pradesh	13
Sudurpashchim Pradesh	88
Total	1084

Pradesh wise Enrollment in 2080/081
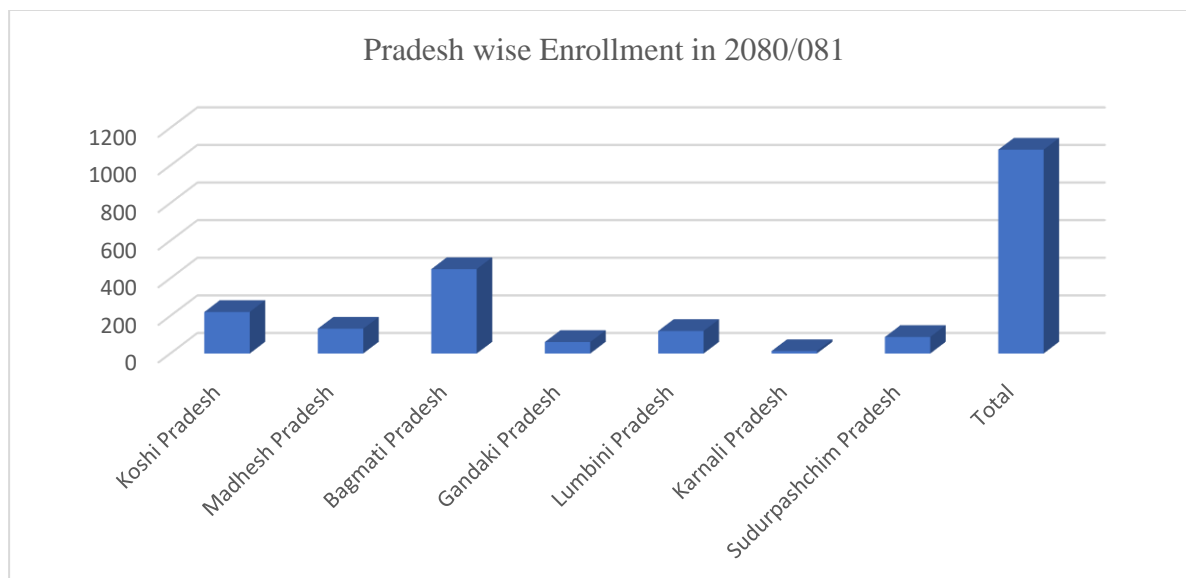
The diagram shows the Pradesh-wise student enrollment data, with a total of 1,084 students distributed across various provinces. The highest enrollment is from Bagmati Pradesh, with 449 students, followed by Koshi Pradesh with 221 students. Other provinces include Madhesh Pradesh with 132 students, Lumbini Pradesh with 120 students, and Sudurpashchim Pradesh with 88 students. The lowest enrollment is from Karnali Pradesh, with just 13 students. This data highlights the regional distribution of students, with Bagmati Pradesh having the largest share of the student body.

Program wise Enrollment in 2080/081

|	No. of Student
BA	208
BBS	273
BCA	161
BBM	138
BSc CSIT	231
MA English	25
MA JMC	15
MA Sociology	33
Total	1084

Program wise Enrollment in 2080/081
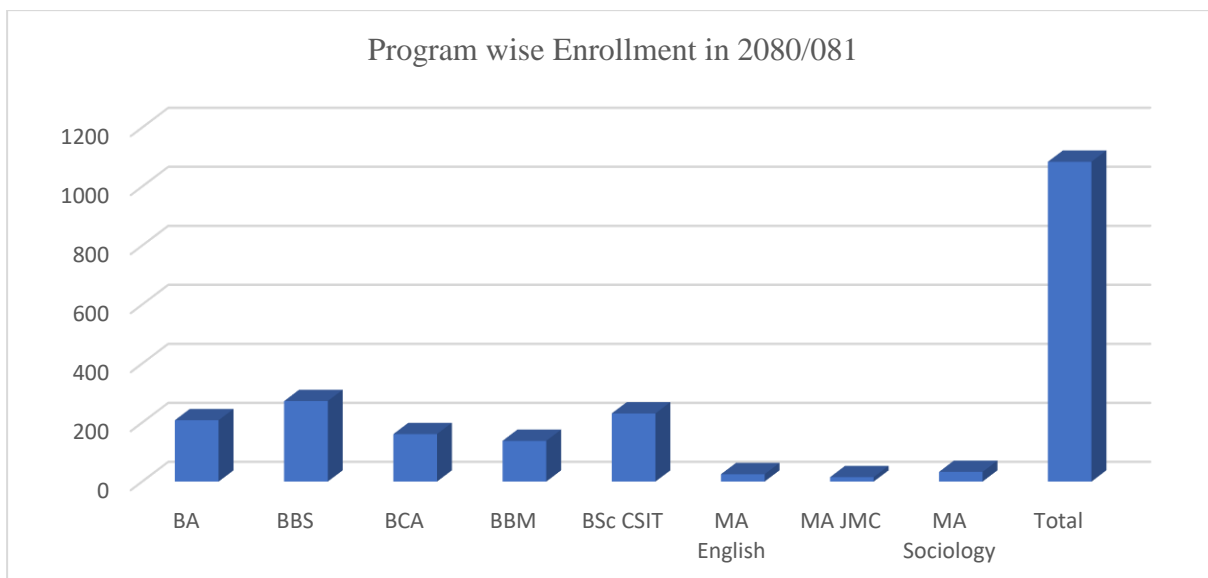
The diagram shows the program-wise student enrollment data, with a total of 1,084 students. The highest enrollment is in the BBS program, with 273 students, followed by BA with 208 students, and BSc CSIT with 231 students. Other programs include BCA with 161 students, BBM with 138 students, and the Master's programs, including MA English with 25 students, MA JMC with 15 students, and MA Sociology with 33 students. This data illustrates the distribution of students across various undergraduate and postgraduate programs.

2.4 Examination and Result Data

The result analysis of final examinations at this College offers critical insights into student performance and overall academic effectiveness. The analysis highlights pass percentages, distinctions, and areas requiring improvement, enabling targeted academic interventions. By identifying subject-wise and overall trends, the college ensures tailored support for students struggling in specific areas while celebrating the achievements of high-performing students. This approach fosters continuous improvement and enhances the institution's commitment to academic excellence.

Gender wise Pass-Fail in 2079/080
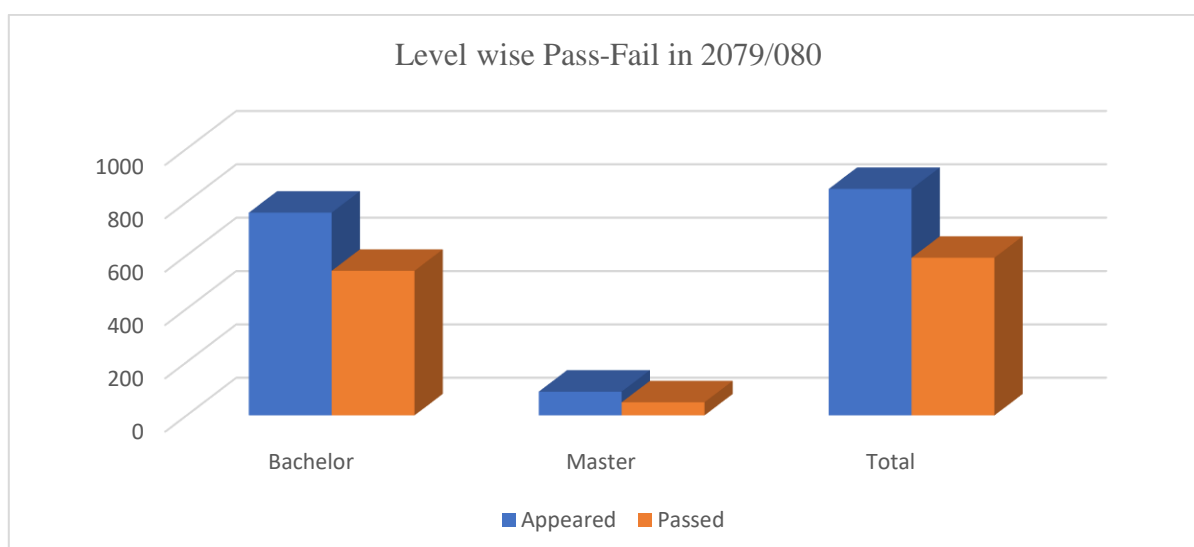
	Appeared	Passed	Pass Percent
Male	457	330	72.21
Female	392	261	66.58
Total	849	591	69.61

Gender wise Pass-Fail in 2079/080
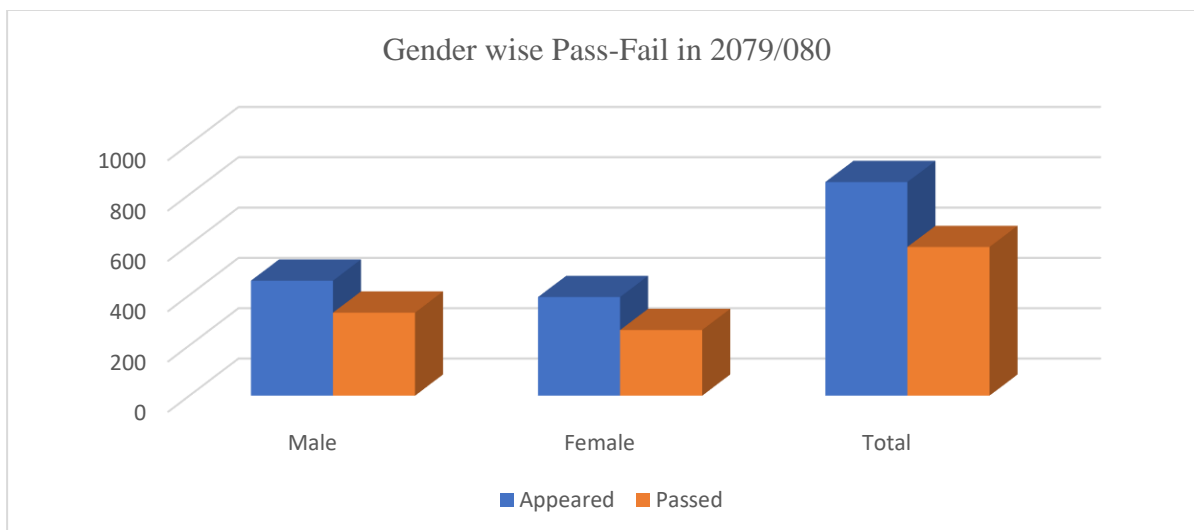
The data shows the gender-wise pass-fail statistics of final exam. Out of 457 male students who appeared for the exam, 330 passed, resulting in a pass percentage of 72.21%. For female students, 392 appeared, with 261 passing, giving a pass percentage of 66.58%. Overall, 849 students appeared for the exam, and 591 passed, leading to an overall pass percentage of 69.61%. This indicates that male students had a higher pass percentage than female students, but both groups contributed to an overall moderate success rate.

Level wise Pass-Fail in 2079/080

	Appeared	Passed	Pass Percent
Bachelor	760	542	71.32
Master	89	49	55.06
Total	849	591	69.61

Level wise Pass-Fail in 2079/080

The data shows the level-wise pass-fail statistics of final exam. At the Bachelor's level, 760 students appeared, with 542 passing, resulting in a pass percentage of 71.32%. In contrast, at the Master's level, 89 students appeared, with 49 passing, leading to a lower pass percentage of 55.06%. Overall, 849 students appeared for the exam, and 591 passed, giving a total pass percentage of 69.61%. This reflects a higher success rate among Bachelor's level students compared to Master's level students.

Ethnic Group wise Pass-Fail in 2079/080

	Appeared	**Passed**	**Pass Percent**
Dalits	14	8	57.14
EDJ	23	16	69.57
Madhesi	57	41	71.93
Others	755	526	69.67
Total	849	591	69.61
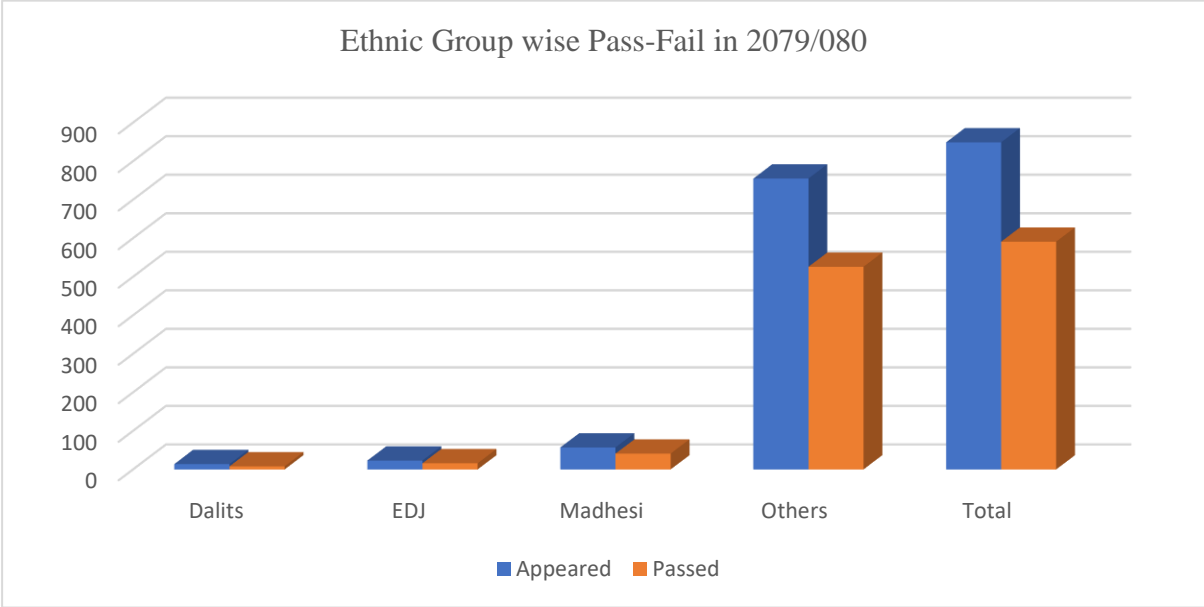
The data shows the ethnic group-wise pass-fail statistics of final exam. Among Dalit students, 14 appeared, with 8 passing (57.14% pass rate). For the EDJ group, 23 students appeared, and 16 passed, resulting in a pass percentage of 69.57%. The Madhesi group had 57 students appear, with 41 passing, leading to the highest pass percentage of 71.93%. In the Others category, 755 students appeared, and 526 passed, resulting in a pass percentage of 69.67%. Overall, 849 students appeared for the exam, with 591 passing, giving an overall pass percentage of 69.61%.

Program wise Pass-Fail in 2079/080

	Appeared	Passed	Pass Percent
BA	137	85	62.04
BBS	201	110	54.73
BCA	112	93	83.04
BBM	127	98	77.17
BSc CSIT	183	156	85.25
MA English	23	11	47.83
MA JMC	15	8	53.33
MA Sociology	51	30	58.82
Total	849	591	69.61
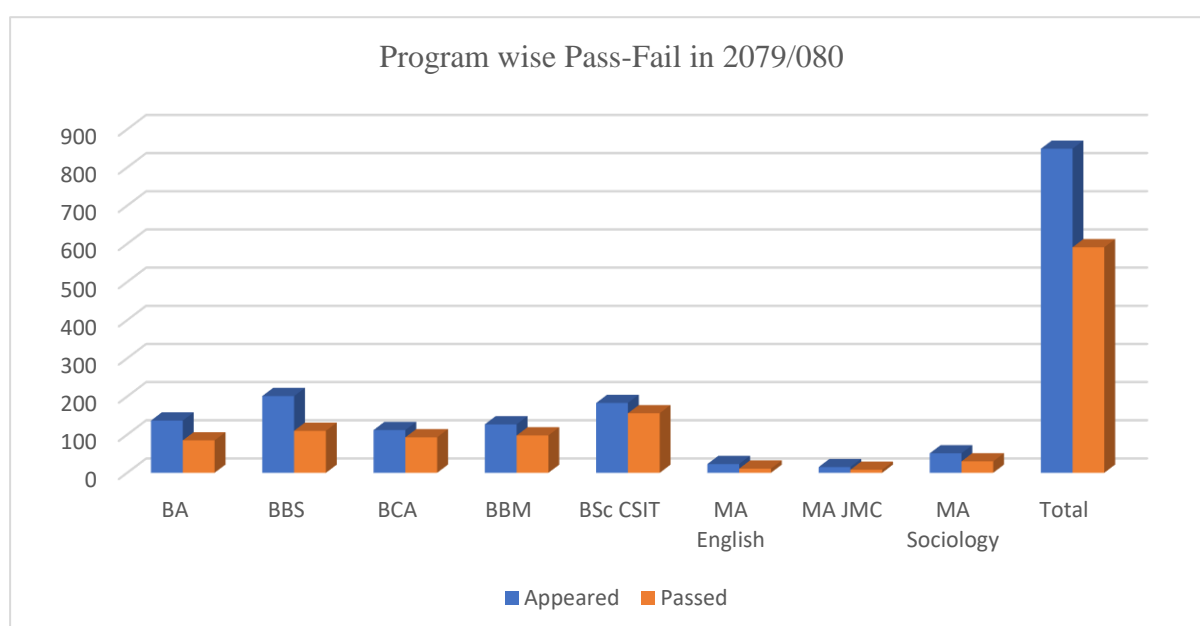
The data shows the program-wise pass-fail statistics for the college in the academic year 2079/080. The BSc CSIT program had the highest pass percentage at 85.25%, followed by BCA with 83.04% and BBM at 77.17%. The BA program had a pass percentage of 62.04%, while MA Sociology had 58.82%. The BBS program had the lowest pass rate at 54.73%. The MA English program had the second-lowest pass percentage at 47.83%, and MA JMC had 53.33%. Overall, 849 students appeared for the exam, with 591 passing, giving an overall pass percentage of 69.61%.
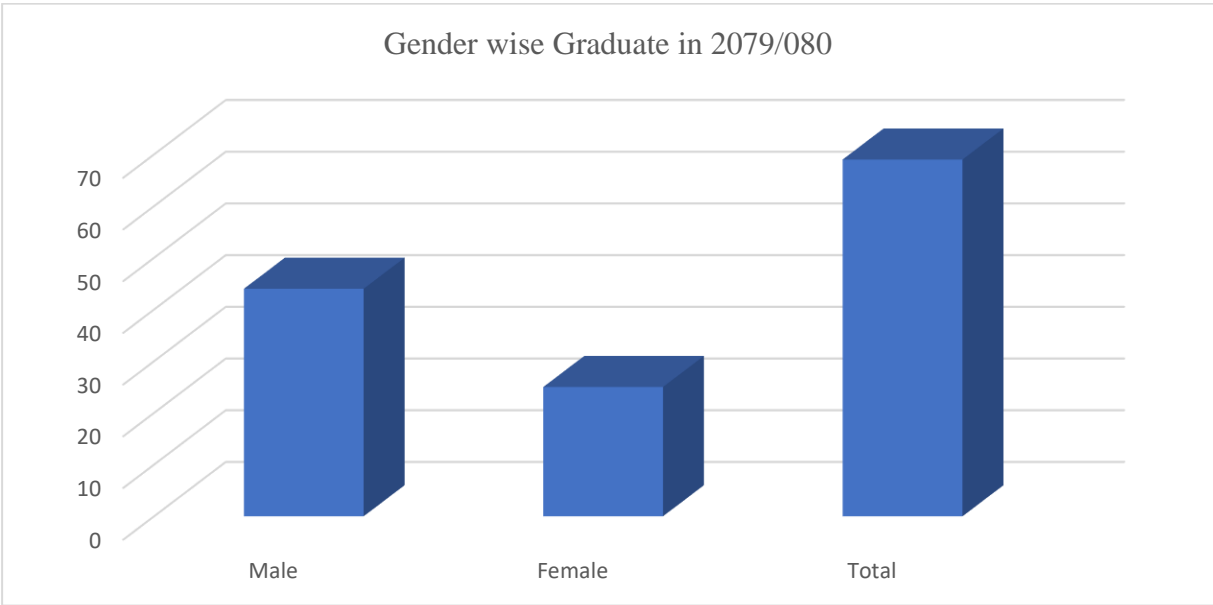
2.5   Graduate Data

Graduate information at this college provides valuable insights into the academic achievements and career paths of its alumni. The college tracks the progress of graduates, including their employment status, higher education pursuits, and contributions to society. This information

helps the institution assess the effectiveness of its programs in preparing students for professional success. By maintaining strong ties with its graduates, the college ensures continuous feedback, allowing it to adapt and enhance its curriculum and support services for future students.

Gender wise Graduate in 2079/080

	No. of Student
Male	44
Female	25
Total	69

Gender wise Graduate in 2079/080

The data shows the gender-wise distribution of graduates in the college. A total of 69 students graduated, with 44 male students and 25 female students. This indicates that the male graduates represent a larger proportion of the total, with approximately 64% of the graduates being male, while the remaining 36% are female. The total number of graduates reflects a diverse student body, with a slightly higher number of male graduates compared to female graduates.

Level wise Graduate in 2079/080

	No. of Student
Bachelor	66
Master	3
Total	69

Level wise Graduate in 2079/080
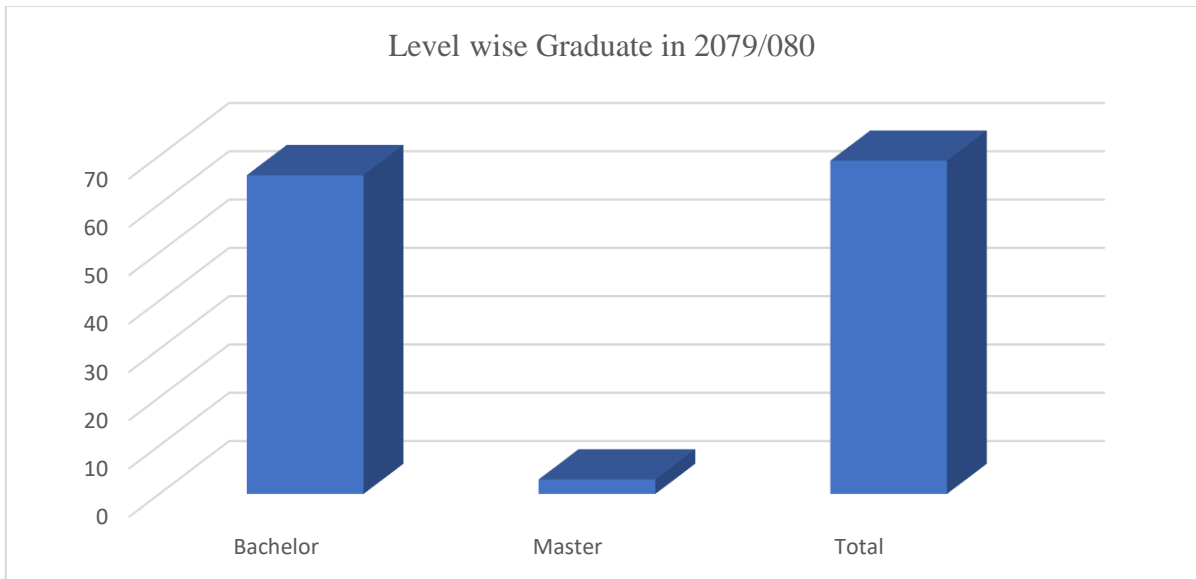
The diagram presents the level-wise distribution of graduates at the college. A total of 69 students graduated, with the majority, 66 students, completing their Bachelor's degree. In contrast, only 3 students graduated with a Master's degree. This indicates that the college's graduate pool is predominantly comprised of students at the Bachelor's level, representing roughly 95% of the total graduates, while the Master's graduates make up a much smaller percentage, around 4%. This distribution highlights a greater focus on undergraduate programs within the college.

Ethnic Group wise Graduate in 2079/080

	No. of Student
Dalits	1
EDJ	2
Madhesi	2
Others	64
Total	69

Ethnic Group wise Graduate in 2079/080
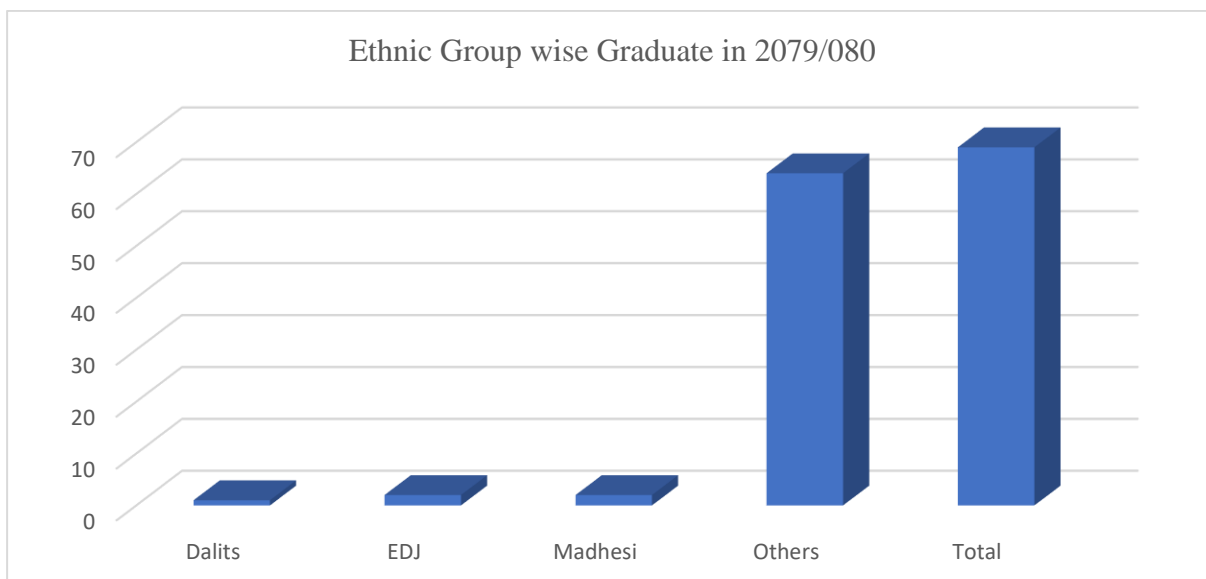
The diagram provides an ethnic group-wise breakdown of graduates at the college. Out of a total of 69 graduates, the largest proportion, 64 students, belong to the Others category, indicating that the majority of graduates are from ethnic groups not specifically categorized in the report. The remaining graduates are distributed across several other ethnic groups, with 2 students each identified as EDJ and Madhesi, and 1 student classified as Dalit. This data suggests a diverse ethnic composition among the graduates, with a significant majority from the Others group, while the representation from specific ethnic groups like Dalits, EDJ, and Madhesi remains relatively small.

Program wise Graduate in 2079/080

	No. of Student
BA	2
BBS	26
BSc CSIT	38
MA English	0
MA JMC	3
MA Sociology	0
Total	69

Program wise Graduate in 2079/080
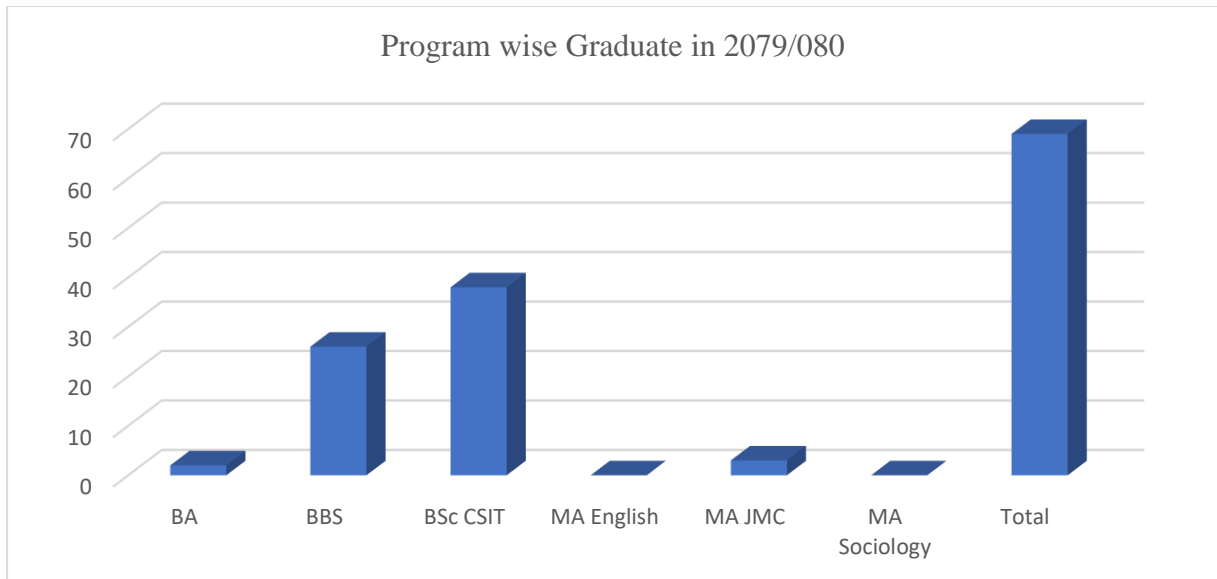
The data outlines the program-wise distribution of graduates at the college. Among the 69 total graduates, the largest group, 38 students, graduated from the BSc CSIT. The second-largest group consists of 26 students who graduated from BBS. Two students completed their BA degree, while three students graduated from MA JMC. Interestingly, there were no graduates in the MA English and MA Sociology. This distribution highlights the prominence of undergraduate programs, particularly in BSc CSIT and BBS, while also indicating that certain postgraduate programs had no graduates in the reported period.

CHAPTER-3

GENDER PARITY INDEX

3.1   Background

The Gender Parity Index (GPI) is a critical measure used to assess the balance of educational opportunities between male and female students. It is calculated by dividing the number of female students enrolled by the number of male students enrolled. A GPI of 1 indicates perfect gender balance, while a value above or below 1 suggests a disparity favoring one gender.

At the college, GPI analysis helps monitor gender inclusivity and equity in enrollment across programs and levels. This index provides valuable insights for implementing policies and initiatives aimed at fostering gender equality and ensuring that all students, regardless of gender, have equal access to educational opportunities.

Gender Parity Index (GPI) Calculation Formula

The formula for calculating the Gender Parity Index (GPI) is as follows:

$$GPI = \frac{\text{Number of Female Students Enrolled}}{\text{Number of Male Students Enrolled}}$$

Key Points:

GPI = 1: Indicates gender parity (equal number of female and male students).

GPI > 1: Indicates more females than males are enrolled.

GPI < 1: Indicates more males than females are enrolled.

This index is a valuable tool for evaluating gender equity in educational institutions.

Overall GPI in 2080/081

	No. of Student
Male	592
Female	492
GPI	0.83

The table shows the overall Gender Parity Index (GPI) at the college. The total number of male students is 592, while the total number of female students is 492. The GPI, which measures gender equality in student enrollment, is calculated as 0.83. This value indicates that there are fewer female students compared to male students, as the GPI is below 1. A GPI of 0.83 suggests that the college has a gender imbalance, with male students outnumbering female students, though the difference is not extremely large. The GPI value reflects an area where the college could focus on improving gender balance in student enrollment.

Level wise GPI in 2080/081

	Male	Female	GPI
Bachelor	560	451	0.81
Master	32	41	1.28

The table shows the Gender Parity Index (GPI) data for student enrollment at different academic levels in the college. At the Bachelor's level, there are 560 male students and 451 female students, resulting in a GPI of 0.81. This indicates a gender disparity, with significantly more male students enrolled compared to female students, reflecting a lower representation of females in the Bachelor's programs. On the other hand, at the Master's level, there are 32 male students and 41 female students, yielding a GPI of 1.28. This value shows a gender reversal, where female students outnumber male students in Master's programs, indicating better gender balance and even a slight female majority at the graduate level. Overall, while there is a gender imbalance favoring males at the Bachelor's level, the trend is reversed at the Master's level, where female enrollment surpasses male enrollment.

Ethnic Group wise GPI in 2080/081

	Male	Female	GPI
Dalits	11	8	0.73
EDJ	12	25	2.08
Madhesi	44	28	0.64
Others	525	431	0.82

The table shows the Gender Parity Index (GPI) for student enrollment across ethnic groups. In the Dalit group, the GPI is 0.73, indicating more male students than female students. The EDJ group has a GPI of 2.08, with females significantly outnumbering males. In the Madhesi group, the GPI is 0.64, showing a male-dominant enrollment. The Others group has a GPI of 0.82, indicating a moderate gender imbalance with more male students. Overall, the data shows varying gender imbalances, with some groups favoring females and others favoring males.

Program wise GPI in 2080/081

	Male	Female	GPI
BA	89	119	1.34
BBS	139	134	0.96
BCA	129	32	0.25
BBM	50	88	1.76
BSc CSIT	153	78	0.51
MA English	10	15	1.50
MA JMC	7	8	1.14
MA Sociology	15	18	1.20

The table reveals the Gender Parity Index (GPI) for student enrollment across various programs. In the BA program, females outnumber males with a GPI of 1.34, while the BBS program shows a near gender balance with a GPI of 0.96. The BCA program has a significant male dominance, reflected by a GPI of 0.25. In BBM, females are in the majority with a GPI of 1.76. The BSc CSIT program shows a male-dominated enrollment with a GPI of 0.51. At the Master's level, the GPI values indicate a slight female majority in programs like MA English, MA JMC, and MA Sociology. Overall, the data highlights gender imbalances across different programs, with some showing female-dominant and others male-dominant enrollments.

CHAPTER-4

FAULTY MEMBERS AND NON-TEACHING STAFF

4.1 Background

Madan Bhandari Memorial College prides itself on a dedicated and skilled team of faculty members and non-teaching staff who play a crucial role in the institution's success. The faculty members are highly qualified and committed to providing quality education, fostering an engaging learning environment, and supporting student growth. The non-teaching staff, including administrative, support, and technical personnel, ensures the smooth operation of the college, managing day-to-day activities and maintaining efficient systems. Together, both faculty and non-teaching staff contribute significantly to the college's mission of delivering academic excellence and a supportive campus environment.

4.2 Faulty Members and Non-Teaching Staff Details

	Total Numbers
Full-Time Faculty Members	40
Part-Time Faculty Members	24
Non-Teaching Staff	24
Total	88

4.3 Student-Teacher Ratio

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

In the academic year 2080/081, the total student enrollment was 1084, with 64 teachers available. The STR is calculated using the following formula:

$$STR = \frac{\text{Number of Enrolled Students}}{\text{Number of Faculty Members}}$$

$$STR = \frac{1084}{64}$$

$$STR = 16.94$$

Thus, the STR of the college is 1: 16.94. This means that in average a teacher teaches nearly 17 students.

CHAPTER-5

INFRASTRUCTURE AND FINANCIAL STATUS

5.1 Background

A brief description of the infrastructure and financial status of the college is presented below. The college has adequate physical facilities, including classrooms, libraries, and laboratories, to support its academic programs. Financially, the institution is stable, with a steady flow of resources for its operations and development. The college effectively manages its budget to ensure the smooth functioning of various activities.

5.2 Physical Infrastructure Status in 2080/081

Total Land Area	Seven Ropanis and One Anna
No. of Buildings	5
No. of Class Rooms	32
Total Number of Labs	5
Toilet (Male and Female)	Yes
Drinking Water Facility	Yes
Playground	Yes
No. of Desks and Benches	394
No. of Tables and Chairs	858
Generators	50 KVA, 20 KVA, 5 KVA and 3 KVA
No. of Computers	133
No. of Printers	12
No. of Photocopy Machines	3
No. of Overhead and Multimedia Projectors	7
Internet	250/250 Mbps
No. of TV Screen	27
No. of Books in Library	9,353
E-Library	Yes (TUCL)

5.3 Financial Resources/Income in 2080/081

	Amount in NRs.
Students' Fees	61,916,488.22
Others	1,014,480.05
UGC	3,008,200.00
Others Sources	30,569.00
Misc. and Interest	1,278,690.15
Depreciation	1,009,078.18
Total	68,257,505.60

The table shows the financial resources and income of the college, totaling NRs. 68,257,505.60. The largest contribution comes from students' fees, amounting to NRs. 61,916,488.22. Additional income includes NRs. 3,008,200 from UGC, NRs. 1,014,480.05 from other sources, and smaller amounts from miscellaneous sources, interest, and depreciation. These resources support the college's financial operations and growth.

5.4 Recurrent Expenses in 2080/081	
Particular	**Amount in NRs.**
Salary	37,954,068.00
Others	25,070,200.09
Scholarship Waiver	286,979.00
Total	63,311,247.09

The table shows the college's recurrent expenses, totaling NRs. 63,311,247.09. The largest portion, NRs. 37,954,068.00, is allocated for salaries, followed by NRs. 25,070,200.09 for other expenses. Additionally, NRs. 286,979.00 is spent on scholarships and waivers. These expenses cover the college's ongoing operational costs.

5.5 Capital Expenditures in 2080/081	
Particular	**Amount in NRs.**
Major Infrastructures Development	241,601.00
Minor Infrastructure Development	372,536.99
Equipment	7,027,105.76
Books	468,066.30
Total	8,109,310.05

The table shows the college's capital expenditures, totaling NRs. 8,109,310.05. This includes NRs. 241,601.00 for major infrastructure development, NRs. 372,536.99 for minor infrastructure, NRs. 7,027,105.76 for equipment, and NRs. 468,066.30 for books. These funds were used to enhance the college's infrastructure and academic resources.

CHAPTER-6

TECHNOLOGY INTEGRATION

6.1 Background

The college has implemented several digital platforms to enhance its academic and administrative functions. The EMIS software is used to manage the overall system of the college. The college also maintains an official website that provides essential information and updates for students and staff. Additionally, the college actively engages with its community through social media platforms like Facebook and Instagram, where it shares news and events. It utilizes Google platforms for communication and collaboration, while also offering a digital library that provides students with easy access to academic resources and research materials. These initiatives support the college's efforts to foster a modern, connected learning environment.

6.2 EMIS Software

e-School: www.eschool.ezonecloud.com

The college has implemented a comprehensive MIS software namely e-School. e-School is an affordable, stable, and scalable online college management system with tightly integrated modules for student information, learning management, examinations, library services, attendance tracking, billing, accounting, payroll, inventory management, and a user-friendly mobile app. It fosters collaboration among administrators, teachers, students, and parents, significantly improving student outcomes.

6.3 College Website

URL: www.mbmc.edu.np

The official website of Madan Bhandari Memorial College (www.mbmc.edu.np) serves as a comprehensive platform for information and updates. It provides detailed insights into academic programs, admission procedures, faculty profiles, campus facilities, and other information about the college. The website also features news, announcements, and resources for students and stakeholders, ensuring easy access to essential information. Designed to be user-friendly and informative, the website reflects the college's commitment to transparency and connectivity in the digital age.

6.4 Social Media

Facebook Page: www.facebook.com/mbmc.edu

Instagram Account: www.instagram.com/mbmcollege

Madan Bhandari Memorial College actively uses social media to foster communication and engagement with its students, staff, and the wider community. The college's official Facebook page (www.facebook.com/mbmc.edu) and Instagram account (www.instagram.com/mbmcollege) are regularly updated with notices, event details, achievements, and other important information.

These platforms not only serve as reliable sources of real-time updates but also provide a glimpse into the vibrant campus life at the college. Whether it's announcing academic schedules, sharing photos and videos from events, or celebrating student and faculty accomplishments, social media helps bridge the gap between the college and its stakeholders.

By leveraging these tools effectively, Madan Bhandari Memorial College ensures accessibility and transparency, enhancing its digital presence while keeping its community well-informed and connected.

The college also uses Messenger and WhatsApp for communication. These platforms are utilized to share information and updates with students and staff in a more convenient and timely manner. They help enhance the college's communication efforts.

6.5 Google Platform

Madan Bhandari Memorial College leverages the Google Platform to enhance its digital infrastructure and provide seamless academic and administrative support. The college officially uses Google services to ensure efficient communication, collaboration, and resource management across its community. Each student, faculty member, non-teaching staff, and department is provided with a personalized Google account to facilitate secure access to these services.

One of the highlights of the college's digital ecosystem is the availability of 100 TB of shared storage through Google Drive. This substantial storage capacity allows the college to store and manage data efficiently, serving as an alternative to traditional storage servers. Departments utilize this shared storage to manage and share relevant files securely, promoting collaboration while ensuring data accessibility and integrity.

For academic purposes, the college uses Google Classroom Learning Management System (LMS). Google Classroom serves as a platform where students and faculty members interact,

share resources, submit assignments, and conduct discussions, ensuring a structured and interactive learning experience. Its user-friendly interface simplifies the teaching-learning process, making it accessible for all users.

Additionally, Google Drive acts as the college's primary tool for official data storage, providing a centralized and secure repository for academic, administrative, and departmental records. The drive's sharing capabilities allow relevant departments to collaborate efficiently, reducing dependency on traditional storage solutions.

By adopting the Google Platform, Madan Bhandari Memorial College has successfully modernized its operations, ensuring efficiency, accessibility, and sustainability in its academic and administrative functions. This digital integration aligns with the college's mission to stay ahead in technology-driven education and provide world-class resources to its stakeholders.

6.6 e-Library

The college has established an e-Library to provide easy access to academic resources for students, faculty members, and staff. This digital library offers a wide range of books, journals, and research materials to support learning and teaching. The college has a subscription with the Tribhuvan University Central Library (TUCL), allowing students and faculty to access an extensive collection of online resources and academic publications, further enriching their educational experience.

6.7 Digital Classroom

The college has integrated digital classrooms to enhance the learning experience by incorporating modern technology. These classrooms are equipped with TV screens, projectors, and internet facilities, providing an interactive and engaging environment for both students and teachers. The use of these digital tools allows for more dynamic teaching methods, multimedia presentations, and access to online resources, making learning more effective and accessible.

CHAPTER-7

SWOC/SWOT ANALYSIS OF EMIS

7.1   Background

The SWOC/SWOT analysis of the institution highlights its strengths, such as strong academic programs and modern facilities, as well as opportunities for further growth in digital learning and research. However, the analysis also identifies weaknesses like limited resources in certain areas and threats such as increasing competition. This evaluation helps the institution focus on improving its weaknesses while leveraging its strengths for future development.

7.2   Strengths

- Well-equipped EMIS Section
- Information based policy formulation
- Faculties' willingness and cooperation in using IT applications for pedagogical purpose
- Dissemination of academic information on the website

7.3   Weakness

- Growing demand of IT infrastructures
- Unavailability of smart classrooms for all
- Budget constraints on information technology development

7.4   Opportunities

- Development of national and international networks for technological enhancement
- Creation of enhanced learning experience and academic quality through ICT
- Knowledge management opportunities

7.5   Challenges/ Threats

- Trend of ICT based critical pedagogy
- Conversion of the database to web-based software
- Finance for ICT initiatives

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