

Human Resource Development Plan (HRDP) 2026-2030

Balkumari College
Narayangarh, Chitwan

J. S. Khanal

Principal



Preface

It is with great pride and optimism that we present the HRDP for Balkumari College, a blueprint designed to guide our institution towards a future of academic excellence, innovation, and community engagement. This document reflects our collective vision, shaped by the insights and aspirations of our faculty, students, and stakeholders.

Balkumari College has always been a beacon of learning and growth, nurturing talents and fostering a spirit of inquiry and critical thinking. Our strategic plan builds on this rich legacy, setting clear objectives and actionable strategies to navigate the dynamic landscape of higher education.

We are committed to enhancing the quality of education, expanding our research capabilities, and strengthening our ties with the community. This plan outlines our OBJECTIVES to upgrade our infrastructure, integrate advanced technologies, and promote sustainable practices. By doing so, we aim to equip our students with the skills and knowledge they need to thrive in a rapidly changing world.

The creation of this HRDP has been a collaborative effort, spearheaded by the Internal Quality Assurance Cell (IQAC) and supported by the dedicated members of our College Management Committee. We extend our heartfelt gratitude to everyone who contributed their time, expertise, and insights. Your efforts have been invaluable in shaping a plan that is both ambitious and attainable.

As we embark on this journey, we invite all members of the Balkumari College family to join us in realizing our shared vision. Together, we can create an environment that not only meets the highest standards of academic excellence but also nurtures the holistic development of our students.

We are confident that with the collective dedication and hard work of our faculty, staff, and students, Balkumari College will continue to flourish and make significant contributions to society. Let us move forward with determination and enthusiasm, embracing the opportunities and challenges that lie ahead.

Warm regards,

J.S. Khanal
Mr. Jagadishwar Khanal

Principal

Principal

Dr. Shyam Prasad Sedai

IQAC Coordinator

Pramod Kumar Shrestha

President CMC



Preamble

Balkumari College (BKC), a leading institution providing quality education in Chitwan, was established on September 18, 1986 (2nd Ashwin 2043). It is affiliated to Tribhuvan University. The college was awarded Quality Assurance and Accreditation (QAA) certification by the Quality Assurance and Accreditation Committee of the University Grants Commission Nepal on November 22, 2009 (7th Mangsir, 2066). It was already recognized as an ISO 9001 certified institution for quality management systems (QMS) in July, 2008.

The college has a strong management profile, which has played a key role in its success. Through its teaching-learning processes, the college is delivering quality education to its students. The faculty members at BKC are competent and dedicated, and they are committed to providing the best education to their students. The efforts made by BKC in research and innovation have been remarkable and have had a tangible impact on urban and rural societal development. As a result, the college has become synonymous with quality education. The emphasis on quality education has been instrumental in empowering the youth and providing them with the necessary skills to contribute to the development of their communities.

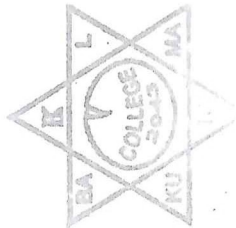
The journey it has completed is quite challenging, yet very successful. Meanwhile, the BKC has developed its HRDP for the duration of 2025/26–2030/2031. The majority of the objectives envisioned in the plan will be achieved.

We are very happy to put forward this HRDP for Balkumari College for the period of 2025/26–2030/2031. It precisely articulates our aspirations to emerge as a highly respected multidisciplinary and student centric Institution.

We believe that, with the support and dedicated efforts of all the stakeholders in the next three years, the BKC will achieve a greater level of excellence in the higher education arena at the national and global level.

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Principal



Chapter 1

Introduction

1. Background

Balkumari College, a leading academic center in Chitwan, takes pride in being the first accredited community campus in Nepal. It is now on its way to the third cycle of accreditation following the termination of a 5-year period in 2025. The college has made considerable changes and progress since accreditation. Presently, it has seven bachelor's-level and three master's-level programs. The college is controlled by the executive board, formed from the representatives of the society, under statute and by-laws. The college has been providing services to students from Chitwan and neighboring districts like Nawalparasi, Makawanpur, Tanahun, Gorkha, and Lamjung.

The college was started in 1986 by the collective efforts of the people of Chitwan for the purpose of providing higher education to the students of this area. It has now occupied a prominent place in the academic arena of Nepal, having a large number of students, comfortable buildings and class rooms, sufficient learning resources, significant physical facilities, a well-managed library, good science labs, hotel management practical halls, good computer labs, email and internet access, a first aid clinic, a canteen, a pure drinking water plant, clean toilets, pleasant greeneries, and a beautiful garden.

The college has made remarkable achievements as per its objectives and quality plan. At the same time, it is moving forward to develop extensive links with educational institutions, social organizations, and business firms at the local, national, and international levels.

2. Overview of the HRDP of BKC

This is the third cycle of the **HRDP** for BKC. A **HRDP** is an important tool for BKC, and it ensures the following:

- Frame work for effectiveness and sense of direction
- Objectives and measurable targets
- Guiding day-to-day actions
- Evaluating progress and changing approaches when moving forward

The plan is developed to establish uproots that provide a firm foundation for the constant upgrading of the BKC, keeping the focus on vision and mission. The HRDP sets out a framework of priorities for the BKC.

The **HRDP** for 2025/26–2030/2031 is currently in the process, and details are given below.

- Modern, flexible, and interdisciplinary curriculum.
- Internationalization.
- Central library as a modern information resource center.
- Introduction of a new program.

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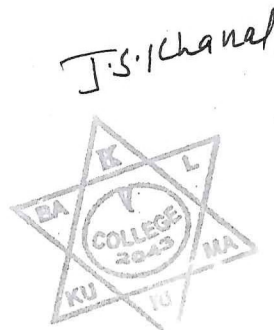
- Enhancing employability and entrepreneurship
- Diversity and inclusivity
- Research, innovation, and Consultancy activities
- Impacting societal outcomes
- Generating alternate sources of revenue
- Center of excellence
- Placement, Higher studies, and Entrepreneurship

During the plan period (2025/26–2030/2031), the BKC plans to strengthen all ongoing programs by enriching the curriculum, offering a variety of elective courses, modernizing the labs for experiential learning, adding high caliber faculty members, and promoting a culture of research and innovation.

The BKC is very serious about effectively implementing and monitoring the progress of the Three-Year Strategic Plan. The plan will be implemented and closely monitored by CMC, which will review the progress. The Institutional Strategic plan (2025/26–2030/2031) core team will facilitate the proper implementation of the strategic plan.

3. Methodology

The HRDP has been prepared through the formation of a strategic planning committee, which discussed it within the committee and with internal stakeholders. Similarly, a full day workshop was organized with CMC members, campus chiefs, assistant campus chiefs, department heads, and major officials of BKC. The inputs from different stakeholders were incorporated and finalized accordingly.



Chapter 2

Vision, Mission, Core Values, and Quality Policy of BKC

Vision

To be a leading academic institution that fosters innovation, research, and sustainability, equipping students with the skills, knowledge, and values needed to contribute meaningfully to society and succeed in a globalized world.

Mission

Balkumari College is committed to providing a high-quality education, fostering research and innovation, promoting sustainable practices, and enhancing industry collaboration. Our mission is to prepare students for employability, leadership, and lifelong learning, contributing to societal development both nationally and internationally.

Goals

1. Enhance the academic performance and holistic development of students.
2. Foster a culture of research and expand consultancy services.
3. Ensure that graduates are prepared for the evolving job market.
4. Build meaningful partnerships with industries and contribute to societal development
5. Transform the campus into an environmentally sustainable ecosystem.
6. Promoting the College's Reputation Nationally and Internationally
7. Improve Human Resource Management
8. Improve College Infrastructure

Core Values

The Balkumari College family values the following aspects while carrying out its activities:

- **Integrity:** Balkumari College promotes integrity through honesty, transparency, and ethical behavior, fostering trust and respect within the community and positively contributing to society and the global community.
- **Quality and affordability:** Balkumari College offers accessible, affordable education to all students, ensuring high standards and success in future endeavors. They continuously innovate through scholarships and financial aid programs.
- **Dedication:** Balkumari College offers a nurturing environment for students, promoting personal and academic growth through dedicated faculty and staff.
- **Sustainability:** Balkumari College offers accessible, affordable, and high-quality education, continuously improving programs and facilities. It is committed to sustainability, incorporating environmentally friendly practices, and raising awareness of environmental issues, benefiting the college community and society.
- **Inclusiveness:** Balkumari College values inclusivity by fostering a supportive environment for students from diverse backgrounds and ensuring equal opportunities for academic and personal

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learning environment.

- **Commitment:** BKC is committed to quality higher education in every endeavor.
- **Harmony:** It believes harmony among students, teachers, staff, alumni, students-teachers' unions, management, administration by welcoming constructive ideas by creating dynamism while maintain harmony in pursuit of highest knowledge.
- Belongingness:
- Respectfulness
- Contribution to Spiritual awareness

In short, the college has formulated its scope and policy as imparting quality education to the people of Chitwan and neighboring districts by operating multi faculties with well-equipped infrastructure as well as physical facilities dedicated to providing health awareness, social development through the mobilization of students and community groups, and playing a role model to implement environmental management initiatives within the premises of the college. It also involves itself in further academic development with research in various sectors, publishes reports on research findings and implements those findings in practice. On the other hand, the Balkumari College board of governors expresses commitment to the spirit of the Higher Education Project of the UGC for academic reform in Nepal. In this respect, it has undergone a great deal of activity as to how to develop good relationships with stakeholders, community members, and scholars for the sake of modernizing the college.

Balkumari College is committed to providing high quality education and training opportunities to its students. Through an approach of continuous improvement, it is intended that the provision will realize the full potential of students, enabling them to achieve the highest standards in their programs of learning. BKC aims to equip students with the skills, knowledge, and experience to meet both their personal needs and the ever-changing needs of the industrial, educational, technological, local, and wider communities.

Quality Policy

It is intended that the expectations of all groups of users will be met or exceeded through the application of best practices by skilled and committed faculties and staff.

BKC is committed to:

1. The involvement of all BKC faculty and staff in the support of the Quality Policy, utilizing their skills and expertise,
2. The regular review and improvement of quality performance and service commitments
3. Continuously developing the effectiveness of quality assurance systems and tools to enable the ongoing enhancement of the student experience and meet internal management information needs and external agency expectations
4. The development of staff skills and the quality awareness necessary to deliver a critical and self-evaluative quality reporting format for all program and key student support areas

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appropriate standards and service performance

6. Seeking recognition, wherever possible, of BKC expertise in service quality through accreditation to appropriate nationally benchmarked quality standards and initiatives
7. Seeking the involvement of all users in the review of performance, the maintenance of high standards, and the design of service quality and delivery

Developing provision to meet the increasingly diverse and individual needs of stakeholders through partnerships and collaborative arrangements of appropriate quality

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Academic Programs Offered by BKC

BKC currently offers seven undergraduate and three postgraduate-level programs under the affiliation of Tribhuvan University. Among the programs, the Master in Business Administration in Financial Management (MBA-FM) has been running as an autonomous program under TU autonomy rules. The program portfolio of BKC has been listed in Table 1.

Table 1

Programs Portfolio

S.N.	Programs Offered	Year of Approval
Undergraduates Program		
1	Bachelor's Degree in Business Studies (BBS)	2044-07-02
2	Bachelor's Degree in Education (B. Ed.)	2053-03-11
3	Bachelor's Degree in Science (Microbiology)	2064-05-19
4	Bachelor's Degree in Science (Environmental)	2067-07-17
5	Bachelors in Business Administration (BBA)	2075-08-09
6	Bachelors in Information Management (BIM)	2075-05-10
7	Bachelors in Hotel Management (BHM)	2067-08-09
8	Bachelors in Information and Communication Technology Education (BICTE)	2069-12-04
Postgraduates program		
1	Master in Business Studies (MBS)	2057-08-09
2	Master in Education (M.Ed.)	2063-5-19
3	Master in Business Administration in Financial Management (MBA-FM) (Autonomous Program)	2077-08-15

Research and publication

BKC has been publishing two journals annually. A limited number of faculty members have been publishing their articles in either BKC journals or other journals elsewhere.

Similarly, a few faculty have been involved in research activities. It is necessary to focus on research and innovation activities not only for faculties but also for postgraduate students.

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The college has state-of-the-art infrastructure, which provides a conducive learning environment for students. It has its own land at the heart of Chitwan of 14 Kattha where the campus is currently located. It has state of the art physical infrastructure sufficient to cater current programs and students. Similarly, BKC has owned 3 Bighas of land located Yagyapuri Ward No. 5, Chitwan which is approximately three kilometer far from the campus.

Access to students

Equitable access to quality higher education was the primary motto while establishing the college and even today same motto prevails for BKC. It has been providing access to quality higher education to students from different socio economic strata by providing scholarships to them. The scholarship also aim to attract talented students too.

Linkage to national and international organizations

BKC is a remarkable example of collaboration and cooperation with national and international organization. It has strong collaboration with Chitwan Chamber of Commerce, UGC, TU and other organization. It has strong tie with Bombay University.

Services to the Community: It has strong root with community services.

Chapter 4

Strengths, Weaknesses, Opportunities, and Threats

The more commonly used practice in strategic planning is to do a SWOT analysis: Strengths, Weaknesses, Opportunities, and Threats. It is a simple analysis system designed to check the strategic position of a particular system in its field of operation because of its methodological simplicity.

Based on internal factors and factors in the external environment, a comprehensive SWOT analysis has been carried out. The salient points emerging from the SWOT analysis of the college are listed as:

Strengths	Weaknesses
<ul style="list-style-type: none"> ✓ Prime strategic location at the junction of the east west and north south highways in the central region of Nepal ✓ Good and adequate physical infrastructure (i.e., land, learning resources, and buildings). ✓ A strong academic reputation, offering high-quality programs and degrees. Like BBA, BIM, BHM, BICTE, MBA-FM, MBS and B.Sc Micro and Env. Science so on. 	<ul style="list-style-type: none"> ✓ Financial challenges, including limited funding for infrastructure, research, and scholarships, which may impact the quality of programs and student experiences. ✓ Complex administrative structure and slow decision-making processes. ✓ Excessive pressure from the student unions i.e. lockout, destruction etc. ✓ Excess repair and maintenance expenses as a result of the destruction activities

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<ul style="list-style-type: none"> ✓ Pool of talented and experienced faculty and staff, capable of delivering excellent education and support ✓ Good research accomplishments (???) ✓ (Publish peer reviewed Research journals Publish Research Papers, ✓ Conference Presentations(National and International) ✓ Research Grants and Funding, ✓ Awards and Recognition, ✓ Research-Based Graduation Theses ✓ Workshop, seminar, conference) ✓ The collaborative culture is evidenced by the collaboration between departments, including the sharing of equipment and the number of successful interdisciplinary collaborations in many activities. ✓ A good example of Public Support to build up its infrastructure and Institutional organization ✓ The presence of a diverse student body and faculty can enhance the college's cultural and intellectual environment. ✓ Students' scholarship foundation and awards by wealthy and generous families in Narayangarh. ✓ College with modern facilities, libraries, laboratories, and other resources can provide students with a conducive learning environment. ✓ Community support programme ✓ Awarded with best public college outside of Kathmandu Valley ✓ Expanding partnerships and engagement opportunities within our communities. 	<ul style="list-style-type: none"> ✓ Lack of proper monitoring and supervision of the activities carried out by the staff from administration. ✓ Teachers' staffs' integrity is at risk. ✓ Varied student with diverse needs and insufficient resources to address students at both ends of the ability continuum. ✓ Need for proper appreciation and recognition of faculty and staff work. ✓ Limited program diversity when compared to the wide range of programming possibilities in the broad field of physical activity. ✓ Need to increase cohesion across all programs and areas in the department. ✓ Poor flow of information by administration. ✓ High dropout rate of students ✓ Lack of placement for students ✓ Less pass percentage ✓ To recruit Ph.D. and M.Phil. teachers ✓ Passive Alumni Network
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> ✓ Embracing new technologies, such as online learning platforms or virtual reality can enhance teaching methods and provide greater flexibility for students. ✓ Forming partnerships with other educational institutions, industry organizations, or research centers can provide opportunities for joint research projects, student exchanges, and internships. 	<ul style="list-style-type: none"> ✓ Growing trend of going abroad for higher education and employment by youths ✓ Other colleges offer similar or more attractive programs, potentially leading to reduced enrollment or talent acquisition. ✓ Low preferences of students for academic programs, e.g., B Ed and BBS, BIM and M. Ed. ✓ Increasing tuition fees and living expenses may deter prospective students

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<ul style="list-style-type: none"> ✓ Engaging with the local community through volunteer programs, internships, or partnerships can enhance the college's reputation and provide real-world learning experiences for students. ✓ GoN/UGC aims to develop autonomous institutions, just as BKC aims to turn itself into an autonomous institution. ✓ Funding agencies like the UGC, provincial governments, and local donors are positive for academic development. 	<p>or put pressure on existing students' financial resources.</p> <ul style="list-style-type: none"> ✓ Economic downturns, budget cuts, or fluctuations in the job market can influence students' ability to afford college or their decision to pursue higher education.
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Issues

SWOT analysis helps identify the strategic issues listed below:

- Enhancing the governance and management capacity of BKC
- Poor alignment of higher education with labor market needs
- Limited number of students in STEM areas
- Strengthening digitization in higher education
- Quality of teaching and learning
- Research and dissemination
- Capacity Development of Human Resources
- Up gradation of infrastructure
- Expansion of Academic Programs
- Collaboration and coordination
- Stakeholder mobilization and management
- Grab opportunity of getting fund from UGC

OBJECTIVES

- I. Increased learning outcomes of the students.
- II. Enhancement of research and consultancy activities.
- III. Improving employability of graduates.
- IV. Improving interaction with industry and society.
- V. To promote sustainable practices to realize the "Green Campus"
- VI. To become a Deemed University and an Institution of Excellence by
- VII. Promoting the College's Reputation Nationally and Internationally.
- VIII. Improve human resource management through merit-based hiring, ongoing professional development and enhancement programmes for academic staff, support staff, and students, ISO 21001:2018 Educational Management systems for educational organizations certified administrative operations, and a move to a green, paperless workplace via the enterprise resource planning (ERP) software system Workflow, which offers institute-wide e-services.

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Chapter 4

Key Characteristics of Human Resources

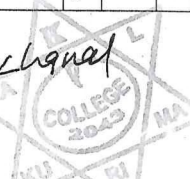
Current Situation of Faculties (2024)

Position	Number
Professor	1
Reader	10
Lecturer	25
Assistant Lecturer	42
Instructor/Assistant Instructor	4
Total	82

Only **1 professor** out of **82 total faculty** members indicates a lack of senior academic leadership. Professors typically play a crucial role in strategic decision-making, mentoring junior faculty, and driving research initiatives. Ideally, 10-15% of the faculty should be senior professors. **10 readers** and **25 lecturers** offer a moderate base for research and teaching. However, this number needs strengthening to ensure quality research output and advanced course delivery. Increase the number of readers by promoting experienced assistant lecturers and lecturers. **42 assistant lecturers** form over **50%** of the faculty. While they contribute energy and innovation, relying heavily on junior faculty can impact educational quality and research output. With only **4 instructors**, there is limited practical or technical teaching capacity. Instructors are crucial for industry-oriented and skill-based programs.

Faculties based on Services (2024)

Post	Permanent			Contract Full Time			Contract 2 Period			Contract 1 Period			Part Time			Total [A+B+C+(D+E)]
	Male	Female	Total (A)	Male	Female	Total (B)	Male	Female	Total (C)	Male	Female	Total (D)	Male	Female	Total (E)	
Professor	1		1													1
Reader	8	1	9										1		1	10

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Lecturer	13	5	18	1		1	5	1	6								25
Asst.Lecturer	2	1	3	10	2	12	11	0	11	7	2	9	5	2	7		42
Instructor																	
Asst.Instructor	1		1	2	1	3											4
Total	23	9	32	12	3	16	16	1	17	8	1	9	6	2	8		82
(%)																	

Analysis:

1. Male Dominance:

Males represent **71.9%** of the total faculty. This indicates a significant gender imbalance that might need addressing for diversity and inclusivity.

2. Female Representation:

28.1% of the faculty are female, primarily concentrated in **assistant lecturer** and **lecturer** roles. There are no female professors, reflecting a lack of senior female leadership

- 32 faculty members (39.0%)** are permanent.
- Permanent positions are concentrated in senior roles (professors and readers), ensuring stability but limited expansion potential.
- 16 faculty members (19.51%)** are full-time contract-based.
- .
- 9 faculty members (11.0%)** are in short-term roles, often used for adjunct or visiting faculty.
- These are the least stable positions, possibly affecting the continuity of teaching quality.
- 8 faculty members (9.8%)** are part-time, mainly in junior positions.

Recommendations:

- Aim to raise female faculty representation to **35%** within 3 years.
- Increase permanent positions to **50%** of the total faculty.
- Reduce reliance on short-term contracts to ensure stability.
- Female Faculty Ratio:** Increase from **28.1%** to **35%**.
- Raise from **39.0%** to **50%**.
- Limit contract-based faculty to **30%** of the total.
- Convert high-performing contract faculty to permanent roles over time.
- Provide professional development opportunities to encourage women into these roles.
- Part-time faculty contribute to flexibility but might impact student engagement due to limited availability.

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Faculty Academic Qualification Breakdown (2024)

Position	Ph.D.	M.Phil.	Master's	Bachelor's	Total
Professor	-	1	—	—	1
Reader	2	1	7	—	10
Lecturer	3	2	20	—	25
Asst. Lecturer	1	1	40	—	42
Instructor/Asst. Instructor	—	—	3	1	4
Total	6	5	70	1	82

Analysis:

1. **Ph.D.:** 6 faculty members (7.3% of total)
 - a. Concentrated primarily in **Reader (2)**, **Lecturer (3)**, and **Asst. Lecturer (1)** positions.
2. **M.Phil.:** 5 faculty members (6.1% of total)
 - a. Spread across different levels, with 1 **Professor**, 1 **Reader**, 2 **Lecturers**, and 1 **Asst. Lecturer**.
3. **Master's:** 70 faculty members (85.4% of total)
 - a. The largest group, mainly consisting of **Readers (7)**, **Lecturers (20)**, and **Assistant Lecturers (40)**.
4. **Bachelor's:** 1 faculty member (1.2% of total)
 - a. An **Instructor/Asst. Instructor** holds only a Bachelor's degree, suggesting minimal lower-level qualifications in teaching positions.
5. **Professor:**
 - a. Only 1 Professor with an **M.Phil.** Qualification.
 - b. Lack of Professors with a Ph.D. could impact the college's research profile and ranking.
6. **Reader:**
 - a. 10 Readers: 2 hold a **Ph.D.**, 1 an **M.Phil.**, and 7 a **Master's**.
 - b. Balanced academic distribution but can aim to increase Ph.D.-qualified personnel.
7. **Lecturer:**
 - a. 25 Lecturers: 3 **Ph.D.**, 2 **M.Phil.** And 20 **Master's**.
8. **Assistant Lecturer:**
 - a. Largest group with 42 members: 1 **Ph.D.**, 1 **M.Phil.** and 40 **Master's**.
9. **Instructor/Assistant Instructor:**
 - a. Smallest group (4): 3 with **Master's** and 1 with a **Bachelor's**.
 - b. Primarily in practical or skill-based teaching roles.

Recommendations:

1. Encourage current faculty to pursue Ph.D. programs, especially those in Professor and Reader positions, to strengthen research and academic leadership.
2. Prioritize hiring Ph.D.-qualified candidates, especially for higher-level positions (Professor and Reader).
3. Establish structured programs for faculty development and research training.
4. Consider promoting deserving Assistant Lecturers and Lecturers based on performance and qualifications.

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6. **30%** of Master's degree holders should be enrolled in a Ph.D. or M.Phil. program within the next 2 years.
7. Newly hired faculty should hold a Ph.D. or M.Phil.

Age-Wise Breakdown of Faculty (2024)

Age Group	20-30	31-40	41-50	51-58	58+	Total Faculties
Professor	—	—	—	1	—	1
Reader	—	6	4	—	—	10
Lecturer	1	13	6	5	—	25
Asst. Lecturer	3	17	17	3	2	42
Instructor/Asst. Instructor	—	3	1	—	—	4
Total	4	20	28	9	2	82
% Share	4.88%	24.39%	37.80%	18.29%	14.63%	100%

Analysis:

- 1. Age Group 31-40 (24.39%):** This group has potential for growth into senior academic positions (Professor, Reader). Provide leadership training and research opportunities to develop their career trajectory.
- 2. Age Group 41-50 (37.80%):** This group is vital for mentoring younger faculty and should be given opportunities to transition into senior academic roles (Professor, Reader) as they approach their peak academic years.
- 3. Age Group 51-58 (18.29%):** Retention efforts should be focused on this group to maintain institutional knowledge and leadership. Consider flexible retirement options and succession planning to prepare younger faculty for leadership roles.
- 4. Age Group 58+ (14.63%):** Plan for the transition of responsibilities and roles to younger faculty members. Encourage mentorship from senior faculty to pass on expertise.
- 5. Age Group 20-30 (4.88%):** Provide strong support in terms of mentoring, professional development, and opportunities for further education to help these young faculty establish themselves in the academic world.

Recommendations:

1. Establish a formal mentorship and leadership training program targeting mid-career faculty (41-50) to prepare them for senior roles.
2. Provide professional development, research opportunities, and pathways for advanced degrees (Ph.D., M.Phil.). Consider creating attractive benefits packages to retain young talent.
3. Offer leadership training, involvement in strategic planning, and funding for research initiatives to encourage growth into higher academic positions.
4. Provide incentives for senior faculty to continue contributing post-retirement (e.g., part-time roles or consulting). Create knowledge transfer programs to ensure that their expertise is passed on.
5. Prepare at least **30%** of faculty in the 41-50 age group for senior leadership roles within the next 5 years.

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research opportunities, and career growth support.

Gender-Wise Faculty Structure (2024)

Gender	Male	Female	Grand Total	Percentage
Total	66	16	82	100%
% Share	80.49%	19.51%	100%	

Analysis:

1. A significant **majority (80.49%)** of the faculty are male, which indicates a gender imbalance in faculty composition.
2. Only **19.51%** of the faculty are female, which is relatively low and highlights a potential area for diversity and inclusion initiatives.

Recommendations:

The gender gap could be addressed by promoting women in academia and ensuring gender equality in recruitment, retention, and promotion processes.

Hierarchical Distribution of Faculties (2024)

Position	Total No	% Share
Professor	1	1.22%
Reader	10	12.20%
Lecturer	25	30.49%
Asst. Lecturer	42	51.22%
Instructor/Asst. Instructor	4	4.88%
Total Faculties	82	100%

Analysis:

1. **51.22%** of the faculty members are Assistant Lecturers, which is the largest category. This indicates a relatively young or entry-level faculty pool.
2. **30.49%** of the faculty are Lecturers, suggesting a more experienced pool of faculty members who play a key role in teaching and mentoring students.
3. The **Reader** category makes up **12.20%**, signifying a substantial number of mid-career academics with significant experience in research and teaching.
4. Only **1.22%** of the faculty are Professors, the smallest group. This suggests limited senior academic leadership within the institution.
5. This category comprises **4.88%** of the faculty and is likely composed of newer or part-time staff.

Recommendations:



- academic positions (Lecturer, Reader, Professor).
2. Focus on supporting this group for leadership and mentoring roles, especially for junior faculty (Assistant Lecturers).
 3. Provide leadership and research funding opportunities to Readers to support their transition into higher roles, such as Professors.
 4. Focus on succession planning and mentorship programs to prepare mid-career faculty for advancement to Professorships.
 5. Provide more support for instructors and assistant instructors in terms of professional development and career progression to encourage long-term academic careers

Number of Faculties in the same position Based on Service Period (2024)

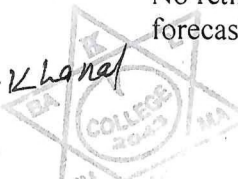
Position	≤ 5 years	5-10 years	Above 10 years	Total	% Share
Professor	1	0	0	1	1.22%
Reader	8	1	1	10	12.20%
Lecturer	2	12	11	25	30.49%
Asst. Lecturer	24	14	4	42	51.22%
Instructor/Asst. Instructor	1	1	2	4	4.88%
Total	36	28	18	82	100%

Analysis:

1. Faculty with Service ≤ 5 Years (43.90%).
2. Faculty with Service between 5-10 Years (34.15%)
3. Faculty with Service above 10 Years (21.95%)

Projected Retirement of Permanent Faculties in the Upcoming Years

Year	Professor	Reader	Lecturer	Asst. Lecturer	Instructor/Asst. Instructor	Total	Remarks
2081	-	1	—	—	—	1	First retirement forecast
2082	—	—	—	—	—	—	No retirements forecasted
2083	1	-	1	—	—	2	Potential retirements from Reader and Lecturer
2084	—	1	—	—	—	1	Possible retirement of Reader
2085	—	1	—	—	—	1	Potential retirement of Assistant Lecturer
2086	—	1	—	—	—	1	Possible retirement of Reader
2087	—	—	—	—	—	—	No retirements forecasted

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Analysis:

1. Professor:

1 Professor might retire in **2083**, which is noted as a **potential** retirement. This could have an impact on the leadership and senior academic roles within the institution.

2. Reader:

1 Reader is forecasted to retire in **2081**, and **1 Reader** is expected to retire in **2084** and again in **2085 and 2086**, leading to a gradual loss of mid-career faculty members over time. As this group typically holds leadership roles, it is important to plan for leadership transitions.

3. Lecturer:

1 Lecturer is expected to retire in **2083** which will result in turnover in teaching positions, especially in graduate -level courses.

Recommendations:

1. It is essential to recruit and promote from the Assistant Lecturer and Lecturer ranks to maintain teaching quality
2. **For Readers and Professors**, develop a **succession plan** to identify and prepare potential internal candidates to move into these roles. This ensures continuity in leadership.
3. Implement **career development programs** for Assistant Lecturers, Lecturers, and Readers to ensure they are ready to take on more senior roles when their colleagues retire.
4. Offering **competitive salaries, leadership opportunities, and research grants** could enhance retention, particularly in these critical positions.
5. Provide **professional development opportunities** for Assistant Lecturers to prepare them for promotion to Lecturer and beyond.

Current Situation of Staff (2024)

Year	Associate Administrator	Deputy Administrator	Assistant Administrator	Head Assistant	Assistant	Driver	Plumber/Electrician	Supporting Staff	Total
2081	1	3	5	4	5	2	1	12	33

Analysis:

1. Administrative Staff:

- ✓ Associate Administrator: 1 (3% of total)
- ✓ Deputy Administrators: 3 (9%)
- ✓ Assistant Administrators: 5 (15%)
- ✓ Head Assistants: 4 (12%)
- ✓ Assistants: 5 (15%)
- ✓ Total Administrative Staff: 18 (55%)



- ✓ **Driver: 2 (6%)**
- ✓ **Plumber/Electrician: 1 (3%)**
- ✓ **Supporting Staff: 12 (36%)**
- ✓ **Total Technical/Support Staff: 15 (45%)**

Recommendations:

- **Evaluate Technical Staff Needs:** Consider whether one Plumber/Electrician is sufficient, especially if the college's infrastructure grows.
- **Training and Development:** Ensure Supporting Staff receive adequate training to handle a variety of tasks, increasing overall efficiency.

Staff based on Services (2024)

Post	Male (Admin)	Female (Admin)	Total (A)	Male (Tech)	Female (Tech)	Total (B)	Male (Total)	Female (Total)	Total [A+B]
Associate Administrator	0	1	1	0	0	0	0	1	1
Deputy Administrator	2	1	3	0	0	0	2	1	3
Assistant Administrator	4	1	5	0	0	0	4	1	5
Head Assistant	1	3	4	0	0	0	1	3	4
Assistant	2	1	3	2	0	2	4	1	5
Driver	0	0	0	2	0	2	2	0	2
Plumber/Electrician	0	0	0	1	0	1	1	0	1
Supporting Staff	9	3	12	-	-	-	9	3	12
Total	18	10	28	5	0	5	23	10	33
Total (%)	54.55%	30.30%	84.85%	15.15%	0%	15.15%	69.70%	30.30%	100%

Analysis:

1. Administrative Staff (Total A):

Male: 18 (54.55%)

Female: 10 (30.30%)

Total: 28 (84.85% of overall staff)

2. Technical Staff (Total B):

Male: 5 (15.15%)

Female: 0 (0%)

Total: 5 (15.15% of overall staff)

3. Overall Staff:

Male: 23 (69.70%)

Female: 10 (30.30%)

Total: 33

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Recommendations:

- the total workforce. This suggests a need for efforts toward gender balance, especially in technical roles, where no female staff are employed.
2. The administrative sector shows a better gender distribution compared to technical roles, though males still dominate.
 3. There are no female staff in technical roles, highlighting a significant gap. Recruitment or training programs could focus on encouraging female participation in technical fields.
 4. Comprises the largest group (12), with 75% male dominance. Efforts could be made to recruit more female supporting staff to balance representation.
 5. Prioritize diverse recruitment practices to ensure more balanced gender representation in all posts, contributing to an inclusive organizational culture.

Academic Qualification of Staff (2024)

Post	Associate Administrator	Deputy Administrator	Assistant Administrator	Head Assistant	Assistant	Driver	Electrician /Plumber	Supporting Staff	Total	% in Total
Ph.D.	-	-	-	-	-	-	-	-	0	0%
M.Phil	-	-	-	-	-	-	-	-	0	0%
Master	-	1	3	1	-	-	-	-	5	15.1
Bachelor	1	2	2	2	-	-	-	-	7	21.2
or Intermediate	-	-	-	1	4	-	-	-	5	15.1
SLC or Below	-	-	-	-	1	2	1	12	16	48.4
Total	1	3	5	4	5	2	1	12	33	100%

Analysis:

1. The majority of the staff (48.484%) have an educational level of SLC (School Leaving Certificate) or below. This category includes 16 staff members, with most being supporting staff.
2. Only 15.151% of the staff have a Master's degree, and no staff members possess a Ph.D. or M.Phil. Degree.
3. The proportion of staff with a Bachelor's degree is 21.212%, representing 7 members.
4. Given the concentration of lower educational qualifications in supporting roles, the college might consider investing in professional development and upskilling initiatives for these staff members.
5. To enhance the academic and operational efficiency of the college, future recruitment strategies could focus on attracting candidates with higher educational qualifications, particularly for leadership and specialized roles.
6. Aligning academic requirements with job roles could ensure that staff possess the necessary skills and knowledge to contribute effectively to the institution's objectives.

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Recommendations:

1. **36.36%** of the staff are in supporting roles with **SLC or below** qualifications. Training programs focusing on IT skills, campus management, and safety could enhance their efficiency
2. Organize regular workshops and training, especially for **support staff and technical roles**, to upgrade their skills in line with institutional needs.
3. Implement incentives for staff to achieve higher qualifications (scholarships, study leave) and recognize those who complete advanced degrees.

Age-Wise Number of Staff (2024)

Position	20-30	31-40	41-50	51-60	60 Above	Total
Associate Administrator					1	1
Deputy Administrator				3		3
Assistant Administrator		1	3	1		5
Head Assistant		2	1	1		4
Assistant	1	2	1	1		5
Driver			1	1		2
Plumber/Electrician				1		1
Supporting Staff			5	6	1	12
Total Staff	1	5	11	14	2	33
% Share	3.03	15.15	33.33	42.42	6.06	100

Analysis

1. Age Distribution of Total Staff:

- ✓ **20-30 years:** 1 staff member (3.03% of total)
- ✓ **31-40 years:** 5 staff members (15.15% of total)
- ✓ **41-50 years:** 11 staff members (33.33% of total)
- ✓ **51-60 years:** 14 staff members (42.42% of total)
- ✓ **60+ years:** 2 staff members (6.06% of total)

2. Key Observations:

- ✓ A significant majority of the staff (42.42%) fall within the 51-60 age group, suggesting a mature workforce. Combined with the 41-50 age group (33.33%), over 75% of the total staff is aged 41 and above.
- ✓ Only 1 staff member (3.03%) is in the 20-30 age range, indicating a lack of younger staff in the workforce.
- ✓ The very low percentage (3.03%) of staff in the 20-30 and 31-40 also represents just 15.15% age group suggests a need for targeted recruitment strategies aimed at younger staff to ensure future workforce sustainability.

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Hierarchical Distribution of Staff -2024

Hierarchical Distribution	Total No	% Share
Associate Administrator	1	3.03%
Deputy Administrator	3	9.09%
Assistant Administrator	5	15.15%
Head Assistant	4	12.12%
Assistant	5	15.15%
Driver	2	6.06%
Electrician/Plumber	1	3.03%
Supporting Staff	12	36.36%
Total Staff	33	100%

Analysis

1. **Associate Administrator (3.03%)**: A highly specialized, senior role with minimal representation.
2. **Deputy Administrator (9.09%)**: A moderate share, representing mid-level management.
3. **Assistant Administrator (15.15%)**: Significant in number, reflecting a need for administrative support.
4. **Head Assistant (12.12%)**: Important in the hierarchy but slightly less significant than Assistant Administrators.
5. **Assistant (15.15%)**: Equal in share to Assistant Administrators, indicating substantial administrative support.
6. **Driver (6.06%)**: A moderate representation, fulfilling logistical and supportive roles.
7. **Electrician/Plumber (3.03%)**: A minor yet essential role for technical maintenance.
8. **Supporting Staff (36.36%)**: The largest group, essential for day-to day operations and departmental support.

Suggestions

The hierarchical staff distribution highlights a dominance of **supportive roles**, with **Supporting Staff** making up 36.36% of the workforce, reflecting the institution's focus on operational and administrative support. **Administrative staff**, including Assistant Administrators, Head Assistants, and Assistants, also form a significant portion (42.42%), indicating strong investment in management for effective operations and decision-making. Conversely, **technical roles** like Electricians/Plumbers and the **Associate Administrator** have low representation (3.03%), suggesting these are specialized or lower-priority positions. **Mid-level management**, represented by **Deputy Administrators** (9.09%), is moderately prioritized.

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Number of Staff in the same position on Service Period 2024

Post	<=5	5-10	Above 10	Total	% in Total
Associate Administrator	1			1	3.03%
Deputy Administrator	3			3	9.09%
Assistant Administrator	3	2		5	15.15%
Head Assistant	3		1	4	12.12%
Assistant	1	2	2	5	15.15%
Driver	1		1	2	6.06%
Electrician/Plumber	1			1	3.03%
Supporting Staff		1	11	12	36.36%
Total	13	5	15	33	100%

Analysis

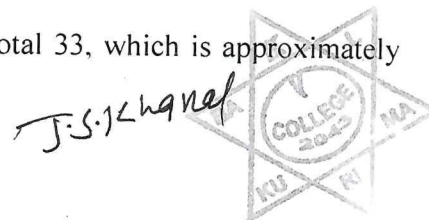
1. **Supporting Staff** make up the largest percentage (**36.36%**) of the workforce, with the majority having served in the same position over 10 years.
2. The **Assistant Administrator** and **Assistant** positions each represent **15.15%**, with a mixed distribution across the categories.
3. **Deputy Administrator** (9.09%) and **Head Assistant** (12.12%) also have some staff in the 5-10 year range.
4. **Other positions** such as Associate Administrator, Driver, and Electrician/Plumber represent a smaller portion of the total, each around **3.03%** to **6.06%**.

Gender-Wise Staff Structure

Gender	Male	Female	Grand Total
Total	23	10	33
Percentage	69.696%	30.303%	100%

Analysis:

1. **Total Staff Count:** The total staff is 33, with 23 males and 10 females.
2. **Male Staff:** The male staff constitutes 23 out of the total 33, which is approximately **69.7%** of the total staff.
3. **Female Staff:** The female staff constitutes 10 out of the total 33, which is approximately **30.3%** of the total staff.



4. **Gender Distribution:** There is a **gender imbalance**, with male staff significantly outnumbering female staff, as males represent almost **70%** of the total staff.

Suggestion:

The gender distribution suggests that efforts might be needed to enhance gender diversity and equality within the staff structure. Depending on the organization's objectives, there could be a focus on increasing female representation.

Retirement in Recent and Upcoming Years

Year	Associate Administrator	Deputy Administrator	Assistant Administrator	Head Assistant	Assistant	Driver	Plumber/Electrician	Supporting Staff
2081								
2082	1							
2083								
2084								1
2085								

Analysis:

1. **2082:** One **Associate Administrator** is expected to retire.
2. **2083:** One **Supporting Staff** is expected to retire.
3. No retirements are expected in the years **2081, 2084, and 2085.**
4. There are no retirements expected for positions like **Deputy Administrator, Assistant Administrator, Head Assistant, Assistant, Plumber/Electrician, or Supporting Staff** in the upcoming years.

Suggestion:

1. Timely recruitment and training should be arranged, especially for the retiring **Associate Administrator.**
2. The lack of expected retirements in other positions might provide stability, but it's also a good time to assess succession planning for future needs.

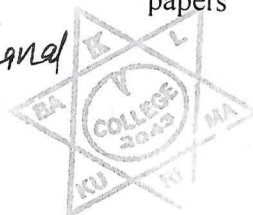
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Action Plan for Human Resource Development (2026–2030)

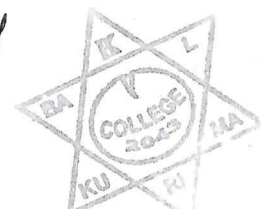
Year	Objective	Key Actions	Responsible Person(s)	Resources Needed	Timeline	Key Performance Indicators (KPIs)
2026	Increase Faculty Qualifications	Encourage 15% of faculty to enroll in Ph.D. programs through incentives.	HR Manager, Academic Heads	Funding for scholarships, partnerships with universities	Jan–Dec 2026	15% increase in Ph.D. enrollment rate
	Enhance Gender Diversity	Implement targeted recruitment strategies to increase female faculty representation by 5%.	Recruitment Committee	Recruitment budget, marketing efforts	Jan–Dec 2026	Female faculty representation increases to 30%
	Develop Professional Training Programs	Launch annual professional development workshops focusing on teaching and research skills.	HR Development Committee	Workshop materials, external trainers	Quarterly 2026	80% faculty participation, post-training feedback above 90% positive
2027	Improve Faculty Leadership Skills	Establish leadership development programs for mid-level faculty members.	Principal, IQAC Coordinator	Leadership trainers, online courses	Jan–Dec 2027	At least 20 faculty complete leadership programs
	Strengthen Performance Evaluation Systems	Implement a performance appraisal system with clear metrics for teaching, research, and service.	HR Manager, Academic Council	Appraisal software, evaluation forms	Jan–June 2027	Performance reviews completed for 100% faculty
	Increase Research Output	Provide grants and incentives for research projects, focusing on applied and	RMC	Research grant funds, access to databases	Jan–Dec 2027	10% increase in published research papers

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2028	Enhance Staff Skills and Training	community-oriented research. Conduct annual training programs for administrative and technical staff focusing on IT and management skills.	Administrative Head, HR Officer	Training budget, external trainers	Jan-Dec 2028	90% staff participation in at least one training session
	Recruit Experienced Faculty	Target recruitment of senior faculty (Professors and Readers) with Ph.D.s in strategic areas.	Recruitment Committee	Recruitment budget, headhunting services	Jan-June 2028	5 new senior faculty members hired
	Implement Mentorship Programs	Launch a faculty mentorship program pairing junior and senior faculty to enhance teaching and research.	Academic Heads, Senior Faculty	Mentorship training, program materials	Jan-Dec 2028	100% junior faculty paired with mentors
2029	Promote Inclusivity and Diversity	Implement workshops on diversity, equity, and inclusion for faculty and staff.	HR Manager, DEI Committee	Workshop budget, guest speakers	Jan-Dec 2029	DEI workshops conducted; post-workshop evaluation shows improvement
	Expand International Collaborations	Establish faculty exchange programs with international universities to promote research collaboration.	International Office, Academic Heads	Travel funds, partnership agreements	Jan-Dec 2029	5 international faculty exchanges completed
	Evaluate and Improve HR Policies	Conduct a comprehensive review of HR policies and procedures,	HR Manager, CMC	Policy review consultants, survey tools	Jan-June 2029	Employee satisfaction survey score above 85%

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2030	Achieve Green Campus HR Initiatives	focusing on employee satisfaction and retention. Implement e-governance to reduce paperwork and improve efficiency.	IT Manager, HR Manager	ERP system implementation	Jan-Dec 2030	100% paperless HR processes
	Establish Long-Term Talent Retention Plans	Develop and implement long-term retention plans, including benefits and career development programs.	HR Manager, Finance Committee	Budget for retention initiatives	Jan-Dec 2030	Turnover rate reduced by 15% compared to 2025 levels
	Celebrate Achievements and Best Practices	Organize annual faculty and staff awards to recognize excellence in teaching, research, and service.	Principal, HR Development Committee	Event budget, award materials	Dec 2030	100% participation in annual awards event

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Conclusion

The Human Resource Development Plan (HRDP) 2026–2030 serves as a strategic roadmap for Balkumari College, charting a clear path toward academic excellence, sustainable growth, and institutional leadership. By addressing critical areas such as faculty development, research enhancement, diversity, and infrastructure expansion, this plan aims to transform the college into a multidisciplinary center of excellence.

Through targeted initiatives, including professional development programs, international collaborations, and leadership training, we aim to strengthen our faculty's capabilities and ensure a high-quality learning experience for our students. Enhancing gender diversity, promoting inclusivity, and implementing advanced e-governance practices will further solidify our commitment to equity and sustainability.

The success of this plan relies on the collective efforts of all stakeholders—faculty, staff, students, and the broader community. With strategic planning, continuous evaluation, and a shared vision, Balkumari College is poised to make significant strides, not only within the national educational landscape but also on a global scale.

Together, we will nurture a dynamic, innovative, and inclusive academic environment, equipping our students with the skills and values needed to thrive in an ever-evolving world. This HRDP reflects our unwavering commitment to excellence and our dedication to shaping the future leaders of tomorrow.