EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education

2082/83 B.S. (2025/2026 A.D.)

Submitted To:

Internal Quality Assurance Committee

Mangal Multiple Campus

Submitted By:

EMIS Committee

Mangal Multiple Campus

EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education

2082/83 B.S. (2025/2026 A.D.)

Prepared By

EMIS COMMITTEE

Coordinator: Mr. Rocky Maharjan

Member: Mr. Ronet Maharjan

Member: Mr. Mahendra Maharjan

Member: Mr. Ricky Mali

Mangal Multiple Campus

Kirtipur-10, Kathmandu

Telephone No: 015905889

Email: info@mangalcampus.edu.np

Website: www.mangalcampus.edu.np

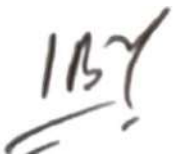
FOREWORD

Message from the Chairman

It gives me immense pleasure to present the Education Management Information System (EMIS) Report for the academic year 2082-83. Since its establishment in 2064 B.S., Mangal Multiple Campus (MMC) has remained a pioneering community-based academic institution dedicated to providing quality education at affordable rates to the historic town of Kirtipur.

This report serves as a testament to our commitment to institutional accountability and transparency. By utilizing the Higher Education Management Information System (HEMIS), we are now able to provide adequate, accurate, and timely data to all our education stakeholders. The data within these pages reflects our success in fostering a gender-inclusive environment, particularly noted by our Gender Parity Index of 1.34, which highlights our progress in female academic participation.

As we move forward, the insights gained from this report will be instrumental in our strategic planning and policy-making processes. Our goal remains to bridge the gap between theoretical knowledge and practical application, ensuring our students are prepared for the socio-economic development of Nepal. I extend my gratitude to the University Grants Commission (UGC) for their continued support and to the entire campus community for their dedication to excellence.



Prof. Dr. Laxmi Bahadur Maharjan

Chairman, Management Committee

Mangal Multiple Campus

FOREWORD

Message from the Campus Chief

The publication of the EMIS Report 2082-83 marks a significant milestone in our journey toward digital transformation and administrative excellence. At Mangal Multiple Campus, we view the Education Management Information System not just as a data repository, but as a vital tool for monitoring the performance of our academic programs and ensuring the equitable distribution of resources.

This comprehensive volume offers a detailed look into our student enrollment, graduation rates, and financial status. We are particularly proud of our Management Faculty, which achieved a robust success rate of 60% this year, and our Education Faculty, which continues to be a hub for female learners. While our overall Student-Teacher Ratio stands at a reasonable 23.18, this report helps us identify specific areas—such as the Management department—where further faculty recruitment will enhance our pedagogical quality.

I would like to acknowledge the hard work of the EMIS team and the Internal Quality Assurance Cell (IQAC) for their efforts in cleaning and analyzing the data to generate this report. Despite some remaining redundancies, this first attempt at such a comprehensive statistical volume provides a clear roadmap for our future growth. We remain committed to nourishing an environment where both our 626 students and 27 dedicated faculty members can thrive through innovation and research.

Pradip Maharjan

Campus Chief

Mangal Multiple Campus

ACKNOWLEDGEMENTS

The preparation of this Education Management Information System (EMIS) report was made possible through the collaborative efforts and dedicated cooperation of various individuals and administrative units within Mangal Multiple Campus. Sincere gratitude is first extended to the University Grants Commission (UGC) for their continuous support and guidance in institutionalizing the EMIS framework. The grants and performance-based funding provided by the UGC have been fundamental in enhancing the institution's administrative and research capabilities.

Valuable contributions were provided by the Administration and Examination sections, which supplied the primary data and statistical information regarding student enrollment and academic performance. The Finance section also provided essential transparency and assistance by delivering detailed audit and public financing data for the 2081/82 fiscal year. Furthermore, deep appreciation is expressed to the EMIS Team and the Internal Quality Assurance Cell (IQAC) for their technical expertise in data cleaning, analysis, and the systematic preparation of this report using the Gateway software.

The commitment of the Heads of Departments and the teaching staff within the Faculty of Education and the Faculty of Management has been vital in fostering the research environment reflected throughout these pages. Additionally, the institution recognizes the localized support received from Kirtipur Municipality and Bagmati Province through scholarship initiatives and provincial grants that help maintain the campus as a vital educational hub. Finally, the EMIS team thanks all students and stakeholders of Mangal Multiple Campus whose participation continues to drive the mission of providing accessible, high-quality higher education.

Rocky Maharjan

Coordinator, EMIS

Mangal Multiple Campus

List of Abbreviations and Acronyms

AD	Anno Domini
AY	Academic Year
B.Ed. / BEd.	Bachelor in Education
B.S.	Bikram Sambat
BBS	Bachelor of Business Studies
EMIS	Education Management Information System
ESP	Education Support Program
FY	Fiscal Year
GPI	Gender Parity Index
HEMIS	Higher Education Management Information System
HOD	Head of Department
IQAC	Internal Quality Assurance Cell
KNP	Kirtipur Nagar Palika (Kirtipur Municipality)
M. Phil	Master of Philosophy
MMC	Mangal Multiple Campus
PhD	Doctor of Philosophy
STR	Student-Teacher Ratio
TU	Tribhuvan University
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

TABLE OF CONTENTS

Section / Heading	Page Number
Foreword	iii
Acknowledgement	iv
List of Abbreviations	v
Table of Contents	vi
Executive Summary	viii
Section 1: INTRODUCTION	1
1.1 Organization of The Report	1
1.2 Methodology	2
Section 2: ABOUT CAMPUS	3
2.1 Campus Level	3
2.2 Faculties and Programs	3
Section 3: STUDENT ENROLLMENT	5
Section 4: PASS RATE	8
Section 5: GRADUATES	11
Section 6: GENDER PARITY INDEX	13
Section 7: PUBLIC FINANCING	16
Section 8: TEACHERS AND STAFF	18
Section 9: STUDENT TEACHER RATIO	23
Section 10: RECENT TRENDS	25
Section 11: ANNEX	35

SECTION 1

INTRODUCTION

Education Management Information System (EMIS) is a central data repository system of MMC which store, analyze, and report the information of students, faculties, staffs, administration, and academic activities. EMIS cell at the MMC is specially designed to monitor the performance of education programs offered by the MMC and to manage the distribution and allocation of educational resources. The MMC has undertaken the task of publishing basic statistical information about the bachelors through its annual publication in the form EMIS report. This report presents information about the higher education in the through comprehensive data. It is expected that the information in this report will be useful for planning, policy making, designing programs and projecting resources of the higher education with special references to MMC.

MMC is using HEMIS software developed by **Gateway Technologies Pvt. Ltd.**. and its aims to provide updated information of the education system in the Campus. This is our first attempt to bring out such a comprehensive report of statistical information. The main purpose of this volume is to provide adequate, accurate, timely and reliable data to the education stakeholders. This report comprises information about MMC, student enrollment, pass graduates, gender parity index (GPI), teaching and non-teaching staffs, academic department and programs, financial status of the Campus.

1.1 Organization of the Report

There are ten sections in the report; first section provides introduction of the report, second section provides information of faculty in the Campus. Section three gives faculty-wise and program-wise information on enrollment status and gender-wise distribution of the available data. Section four offers data on GPI. Section five provides information on pass rate from the Campus. Section six presents information about research and publications of the Campus. Section seven provides the information of teaching and non-teaching staffs of the Campus. Section eight presents information about student teacher ratio. Section nine presents information on the financial source and other financial aspect of the Campus. Information on teaching and non-teaching staffs is presented in section nine. Section ten provides information

of scholarship. The main texts are followed by annexure in the report. It includes a total of 5 annexes.

1.2 Methodology

This report was prepared through the direct or indirect contribution of the campus and department, administrative section within MMC. Some data were collected from the administrative sections of the Campus. The data obtained are presented in a simple table and figure as and when necessary. Data collection process is very simple and we are using the Gateway EMIS system. Descriptive statistics are used for the analysis of data.

SECTION 2

ABOUT CAMPUS

Mangal Multiple Campus (MMC), located in the historic town of Kirtipur, Kathmandu, is a community-based academic institution affiliated with Tribhuvan University (TU). It serves as a vital educational hub for the local community, offering quality education at affordable rates.

Below is a detailed overview of its campus levels, faculties, and programs.

2.1. Campus Level

MMC primarily operates as an undergraduate institution (Bachelor's level), though it has evolved into a multi-disciplinary campus since its establishment in 2064 B.S. (2007 A.D.). It is recognized as a pioneering community college in the Kirtipur area, focusing on accessible higher education for diverse student populations.

2.2 Faculties and Programs

The campus currently offers programs under two main functional faculties of Tribhuvan University. Each offers excellent teaching learning and research environments in a wide-ranging variety of fields. We are recognized in higher education due to the outstanding quality of our departments that offer over 4 programs in the Kirtipur Municipality.

A. Faculty of Management

This faculty is designed to produce competent professionals for the corporate, banking, and entrepreneurial sectors. The faculty of Management at MMC aims to provide higher education to students for academic and professional pursuits in business, industry, and government. It produces dynamic and innovative entrepreneurs capable of promoting business and industry for the scio-economic development of Nepal. We started our faculty of management in Bachelor in Business Studies from 2008 AD.

.

- **Bachelor of Business Studies (BBS):** A four-year annual program that covers core areas such as accounting, finance, marketing, and management. It is one of the most popular programs at the campus, catering to hundreds of students.

B. Faculty of Education

This faculty focuses on preparing future educators and academic administrators with modern pedagogical skills. The faculty of Education at Mangal Multiple Campus is a thriving hub of learning and academic excellence, dedicated to shaping the next generation of educators, leaders, and change-makers in the field of education. As a part of Mangal Multiple Campus, we are committed to providing top-notch education and fostering a dynamic environment where students can explore, learn, and grow. The campus offers an 4 Year Bachelor in Education. Students of four-year BEd. programme will have to study one subject area as specialization major and the next as specialization minor area selecting from among Nepali Education, English Education, and Health and Physical Education. Four-year B.Ed. with annual examination system is a professional as well as academic programme designed for preparing competent teachers who can teach two subjects at secondary level.

A four-year program that allows students to specialize in various subjects (such as English, Nepali, or Health Education). It emphasizes classroom management, educational psychology, and teaching methodologies.

SECTION 3

STUDENT ENROLLMENT

Mangal Multiple Campus is more than just an educational institution; it's a dynamic ecosystem where learning, innovation, and personal growth converge. Established with a vision to provide quality education that transcends boundaries, we have been a steadfast pillar of education in our community. Towards that end, the campus must ensure that students have early and ongoing interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. This defining characteristic should be protected and nourished. Finally, the campus will enable students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal growth, civility, and community pride. Annual system has been adopted for admission in different programs. Students are enrolled in both education and management faculty. Details about student's Enrollment are as follows:

Table 3.1

Faculty Wise students' enrolment

Faculty	Male	Female	Total	Percentage
Education	101	204	**305**	48.72
Management	167	154	**321**	51.28
Total	**268**	**358**	**626**	100
Percentage	42.81	57.19	100	

Figure 3.1

Faculty Wise students' enrolment

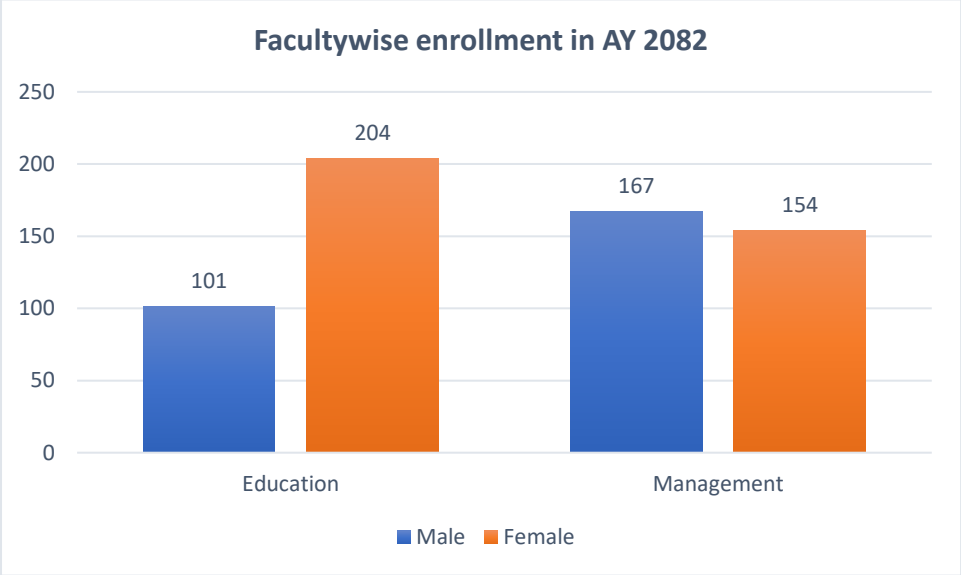


Figure 3.2

Faculty Wise students' enrolment in percentage

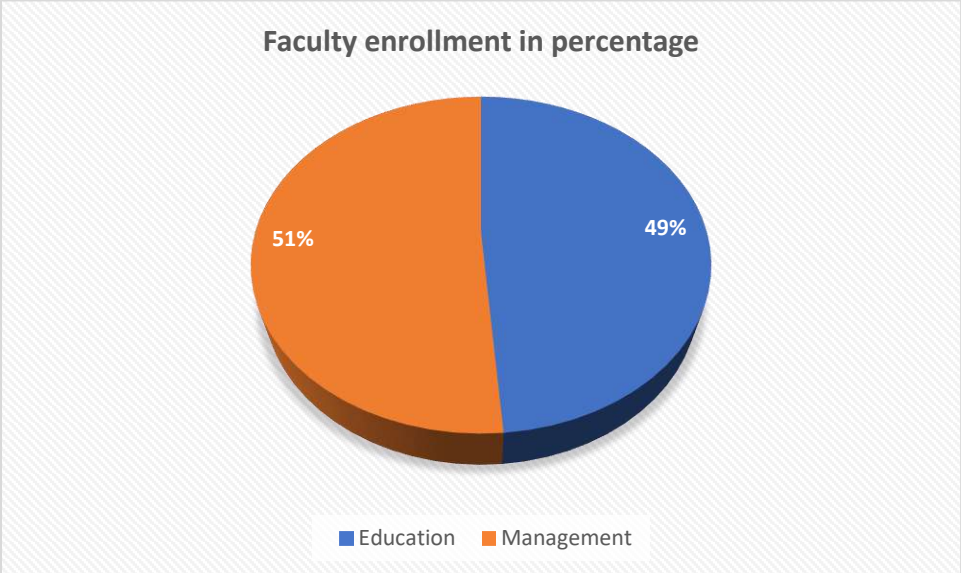


Table 3.1, figure 3.1 and figure 3.2 show the total student population for the academic year 2082 stands at 626. The student enrollment data for the academic year 2081/82 reveals a total population of 626 students, characterized by a significant gender disparity. Female students represent the majority of the campus community, accounting for 57.19% (358 students), while male students make up 42.81% (268 students). This

overall trend suggests that the institution is highly successful in attracting and retaining female learners across its academic offerings.

When analyzing the distribution by faculty, the Management Faculty emerges as the larger department, comprising 51.28% of the total student body with 321 enrollments. Interestingly, Management is the only faculty where male students outnumber females, with 167 males to 154 females. This indicates a relatively balanced gender ratio within the business and administrative disciplines, though it leans slightly toward a male-majority demographic.

In contrast, the Education Faculty accounts for 48.72% of the total enrollment with 305 students. This faculty is defined by a very strong female preference; with 204 female students compared to only 101 males, women outnumber men by a ratio of two-to-one. This specific department is the primary contributor to the institution's overall female-majority status, reflecting a broader social trend where female students often show a higher level of interest in the teaching profession.

In summary, the institution maintains a nearly equal balance between its two core faculties, with only a marginal difference of 2.56 percentage points in enrollment between them. While the Management faculty is slightly more popular in terms of sheer numbers and attracts more male students, the Education faculty serves as a vital hub for female academic participation, resulting in a diverse and gender-inclusive campus environment.

SECTION 4

PASS RATE

In the Higher Education Management Information System (HEMIS) report, the pass rate serves as a fundamental indicator of internal efficiency and academic quality within an institution. It is defined as the percentage of students who successfully complete their examinations out of the total number who appeared for them, providing a quantitative measure of how effectively the curriculum is being delivered and absorbed. Within the reporting framework, this metric is typically analyzed across different faculties, programs, and genders to identify specific areas of academic strength or concern. By documenting these results, the campus can track year-over-year trends, identify "bottleneck" subjects or years where students struggle most, and provide the necessary data for institutional accountability and quality assurance as required by the University Grants Commission (UGC).

Table 4.1

Pass rate in 2081/82

	Year	Appeared	Passed	Pass Percentage	Pass Rate
1	BBS 1st year	77	9	11.69	34.49842
2	BBS 2nd Year	33	5	15.15	
3	BBS 3rd Year	26	12	46.15	
4	BBS 4th Yaar	40	26	65.00	
5	B.Ed. 1st Year	42	16	38.10	40.35714
6	B.Ed. 2nd Year	28	5	17.86	
7	B.Ed. 3rd Year	28	9	32.14	
8	B.Ed. 4th Year	30	22	73.33	

The examination results for the year 2081 highlight a clear correlation between academic seniority and success rates, with performance significantly improving as students move through their respective programs. In the Management Faculty, the BBS program experiences a difficult start, with the 1st year recording the lowest pass rate at just 11.69%. However, this is followed by a consistent upward trajectory: the 2nd year shows a marginal improvement to 15.15%, while the 3rd year sees a major leap to 46.15%. By the 4th year, the pass rate reaches 65.00%,

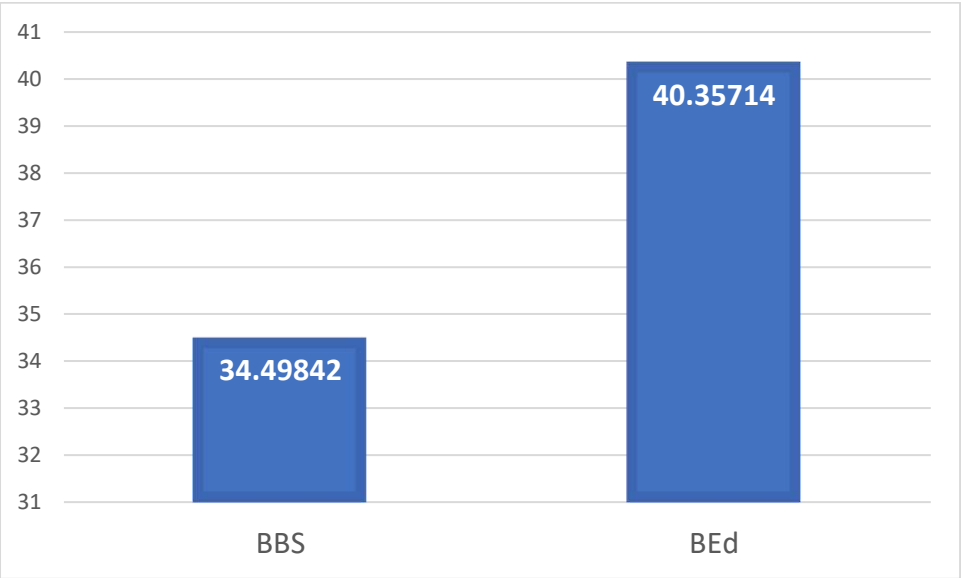
suggesting that students who persist through the initial years gain the necessary academic rigor to succeed in their final stages.

The Education Faculty (B.Ed.) follows a similar pattern of senior-level excellence but starts from a stronger baseline. The B.Ed. 1st year students achieved a 38.10% pass rate, which is significantly higher than their counterparts in Management. Although the 2nd year presents a notable challenge with a dip to 17.86%, the faculty sees a strong recovery in the 3rd year at 32.14%. The program culminates in the highest performance across the entire institution, with the B.Ed. 4th year achieving a remarkable 73.33% pass rate, where 22 out of 30 students successfully passed their exams.

Overall, the data from Table 4.1 underscores that while the early years of both faculties—particularly BBS 1st year and B.Ed. 2nd year—act as academic bottlenecks, those who remain in the system demonstrate high levels of achievement. The institution-wide peak in performance during the 4th year for both faculties indicates that senior students are well-prepared for graduation. This trend highlights a critical need for targeted academic support and intervention during the initial years to bridge the gap between admission and the successful completion of the middle years of study.

Figure 4.1

Pass rate in 2081/82



The provided bar chart Figure 4.1, illustrates a comparative analysis of the pass rates between the two major faculties for the academic year 2081/82. The data reveals that the Education Faculty (B.Ed.) outperformed the Management Faculty (BBS) in terms of overall academic success. Specifically, the Education Faculty achieved a pass rate of 40.36%, while the Management Faculty recorded a lower success rate of 34.50%. This difference of approximately 5.86 percentage points suggests that students in the Education stream had a relatively higher success rate in their examinations during this period compared to those in the Management stream. These figures provide a consolidated view of departmental performance, summarizing the academic outcomes for the entire faculty student body.

SECTION 5

GRADUATION

This section presents graduates information in the year 2082 of faculty education, and management.

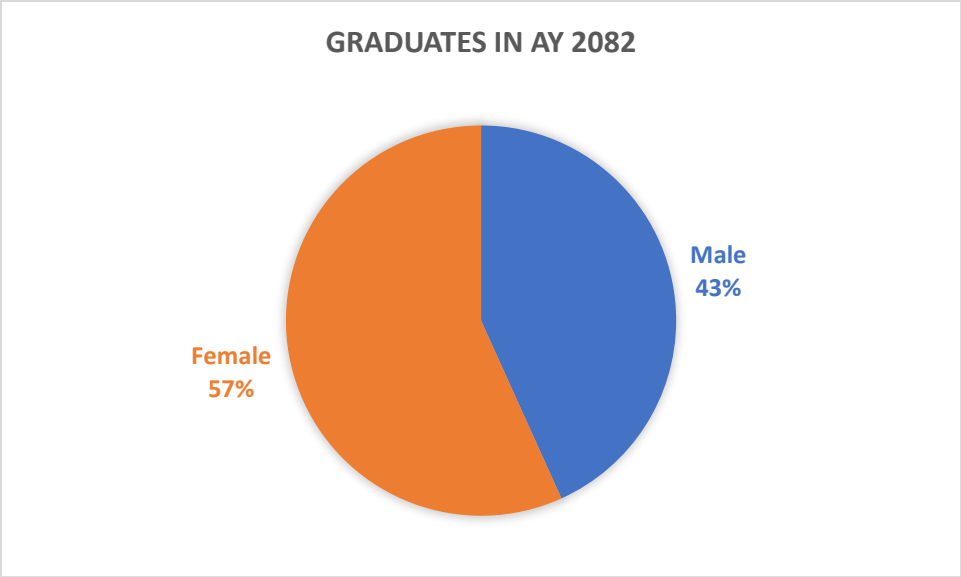
Table 5. 1

Total Graduates in AY 2082

Admitted	Appeared	Graduates			
		Male	Female	Total	Percentage
72	70	16	21	37	52.86

Figure 5. 1

Graduates



The graduation data for the cohort shows that out of 72 admitted students, 70 students ultimately appeared for their final examinations. From this group, a total of 37 students graduated, resulting in an overall institutional pass rate of 52.86%. In terms of gender distribution among graduates, the results were relatively balanced but favored female students, with 21 females (56.7%) successfully graduating compared to 16 males (43.2%).

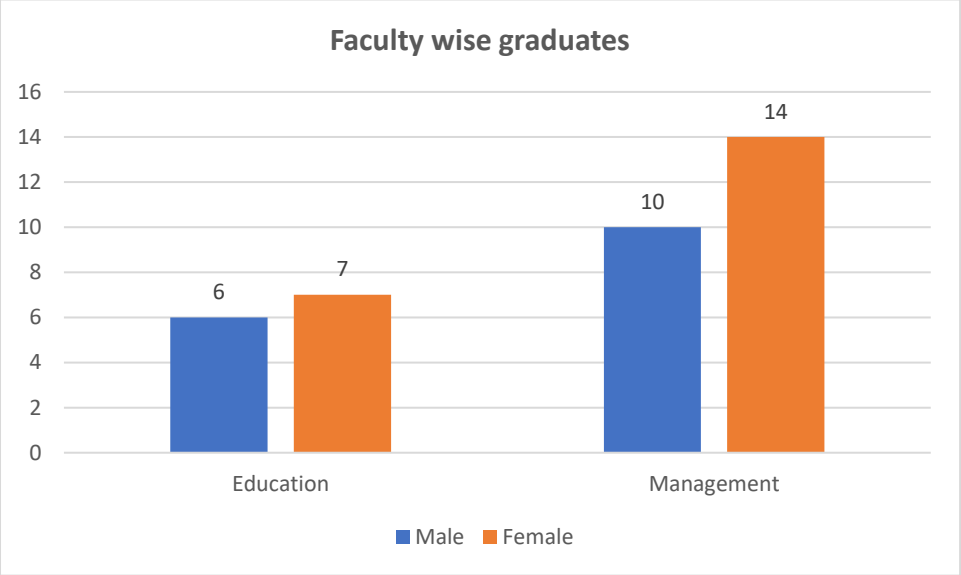
Table 5.2

Faculty wise graduates

Faculty	Admitted	Appeared	Graduates			
			Male	Female	Total	Percentage
Education	30	30	6	7	13	43.33
Management	42	40	10	14	24	60.00

Figure 5.2

Faculty wise graduates



The performance varies notably when comparing the two academic departments:

- **Management Faculty:** This faculty demonstrated a stronger academic outcome. Out of 40 students who appeared for exams, 24 graduated, achieving a robust success rate of 60.00%. Similar to the overall trend, female graduates (14) outnumbered male graduates (10) in this department.
- **Education Faculty:** The Education department saw a lower success rate. Although 30 students appeared for the exam (representing 100% of those admitted), only 13 students graduated, leading to a pass rate of 43.33%. The gender split was nearly even, with 7 females and 6 males completing the program.

SECTION 6

GENDER PARITY INDEX

Gender Parity Index (GPI) tells us about the access of girl's students to higher education. It is one of the most important indicators which is used to measure the participation of girls" in higher education. GPI in higher education is expressed as the ratio of the number of girls to the number of boys enrolled in higher education.

A value of near one indicates equality, less than 1 display in favor of boys, and value larger than 1 means disparity in favor of girls.

In 2082, the GPI in MMC is 1.34, which mean there is favor of girls' compared to boys' enrollment and shown in the table 4.1 and figure 4.1. and figure 4.2

Table 6.1

GPI of MMC

Male	Female	Total	GPI
268	358	626	1.34

Figure 6.1

Gender Parity Index

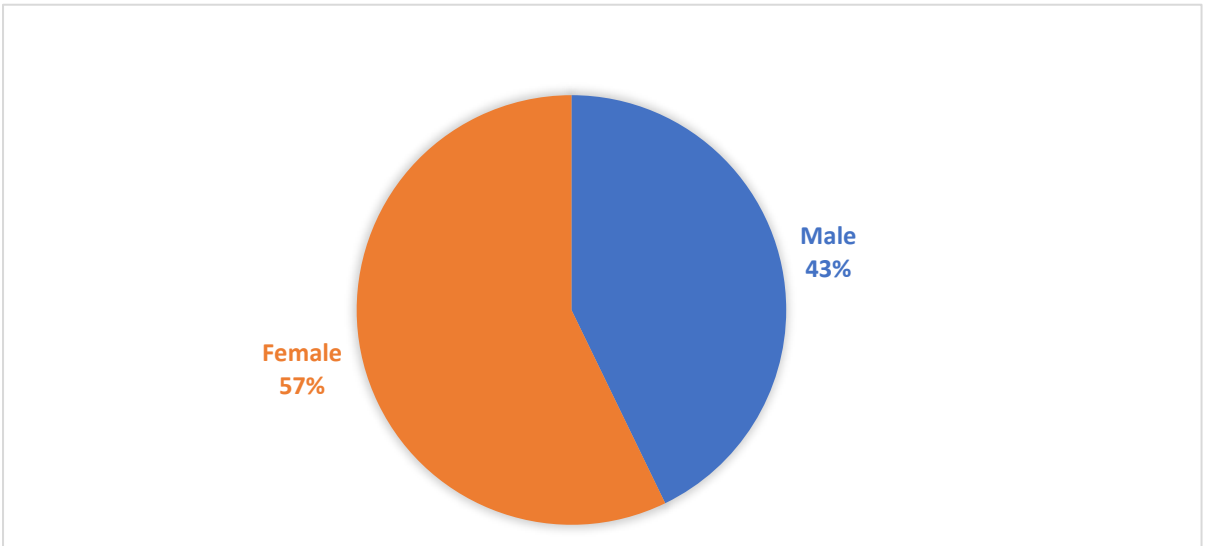


Table 6.1 presents the enrollment data for MMC, categorized by gender, to determine the Gender Parity Index (GPI). With a male population of 268 and a female population of 358, the institution has a total of 626 students. The resulting GPI of 1.34 is a significant statistical indicator, as it is calculated by dividing the number of females by the number of males.

$$\text{GPI} = \frac{Female}{Male}$$

In educational metrics, a GPI of 1.00 represents perfect equality, meaning this figure reflects a substantial deviation from a balanced gender ratio.

The score of **1.34** indicates a clear disparity in favor of female students. Specifically, it reveals that for every 100 males enrolled at MMC, there are 134 females. While a high GPI is often celebrated as a mark of progress in female empowerment and access to education, international standards (such as those used by UNESCO) typically consider any value above 1.03 as an imbalance. In this context, females make up approximately 57% of the total population, suggesting that MMC is highly effective at attracting female learners, though it simultaneously highlights a relative underrepresentation of males within the student body.

Table 6.2

GPI across faculties

Faculty	Male	Female	Total	GPI
Education	101	204	305	2.02
Management	167	154	321	0.92

Fig 6.2

Gender Parity Index across faculties

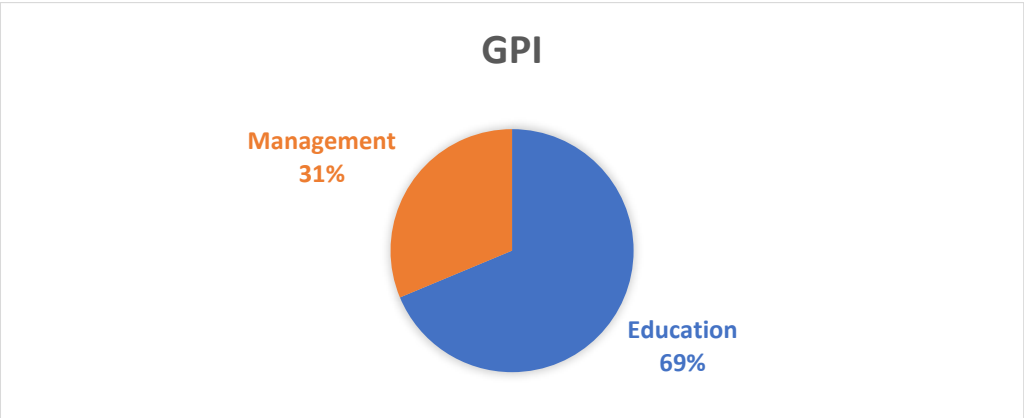


Table 6.2 illustrates a distinct variation in the Gender Parity Index (GPI) when comparing the Education and Management faculties. In the Faculty of Education, there is a pronounced disparity in favor of female students, with 204 females compared to 101 males. This results in a GPI of 2.02, indicating that there are more than twice as many women as men in this program. This high figure suggests that the Education stream at MMC is a primary driver for the institution's overall female-heavy enrollment trend.

Conversely, the Faculty of Management shows a much more balanced gender distribution, though it leans slightly in favor of male students. With 167 males and 154 females, the GPI stands at 0.92. In academic reporting, a GPI between 0.97 and 1.03 is generally considered to reflect "gender parity." Since the Management faculty falls just below this range, it indicates a slight male dominance, contrasting sharply with the trends seen in the Education department.

When viewed together, these figures suggest that student career choices at the institution are potentially influenced by gendered perceptions of different disciplines. While the overall campus data might suggest a female-majority campus, the faculty-wise breakdown reveals that the "gender gap" is domain-specific. The Faculty of Management is very close to achieving equal representation, whereas the Faculty of Education faces a significant gender imbalance where males are underrepresented.

SECTION 7

PUBLIC FINANCING

Public Financing refers to the financial support and funding that the institution receives from government bodies or public authorities. This section tracks the movement of public funds into the campus to ensure accountability and transparency in how taxpayer or institutional resources are utilized. Based on standard reporting structures like the one outlined in Section 7 of the EMIS format, public financing typically encompasses the following areas:

- Government Grants: Direct funding provided by the University Grants Commission (UGC) or federal, provincial, and local government bodies for operational costs or infrastructure development.
- Institutional Income: Tracking revenue generated through public-academic partnerships or government-sponsored research projects.

Based on the audit report of 2081/82, the pubic finance is presented in the table 7.1

Table 7.1

Public Financing

S. No.	Particulars	Amount
1	Annual and Monthly Fee Income	74,44,460
2	UGC Grants Income a) Performance Grants 25,29,700 b) UGC Regular Grants 13,30,000 c) Research Grants 1,32,025 d) ESP Grants 15,00,000	54,91,725
3	Bagmati Province Grants	4,95,406
4	Other Income	12,58,569.62
5	Interest Income from Bank	147,154.89
6	KNP Ek Ghar Ek Snatak Scholorship	6,56,640
7	Donation Income	2,50,000

Table 7.1 outlines the public financing and revenue streams for the institution based on the 2081/82 audit report. The primary source of funding is derived from Annual and Monthly Fee Income, which totals 7,444,460. This indicates that the institution maintains a high level of self-sufficiency, with student-generated fees serving as the backbone of its operational budget.

The second-largest contributor is the University Grants Commission (UGC), providing a total of 5,491,725. A closer look at the UGC breakdown reveals a diversified support system: the largest portion is allocated to Performance Grants (2,529,700), suggesting that a significant part of the institution's funding is tied to meeting specific academic or administrative benchmarks. The inclusion of ESP Grants (1,500,000) and Research Grants (132,025) further highlights a focus on institutional development and scholarly activity beyond basic classroom instruction.

In addition to federal and student support, the institution receives localized funding, including 495,406 from Bagmati Province Grants and 656,640 from the Ek Ghar Ek Snatak Scholarship by Kirtipur Municipality. These figures reflect a collaborative financing model involving provincial government and local scholarship initiatives. Finally, supplementary revenue from Other Income, Bank Interest, and Donations (250,000) provides a financial cushion, totaling over 1.6 million collectively. Overall, the audit portrays a healthy mix of internal revenue and external grants, with a strong reliance on performance-based government funding.

SECTION 8

TEACHING AND NON-TEACHING STAFFS

This section provides information about the number of teachers in different faculty. MMC places a high priority on creating an environment that enables teaching and non-teaching staff to perform their best job. The campus appreciates the contributions of all its faculty members. They do their best innovative work as they also prepare next generation of scholars. The faculty members are categorized in the order of faculties, program, positions and gender of the faculty members.

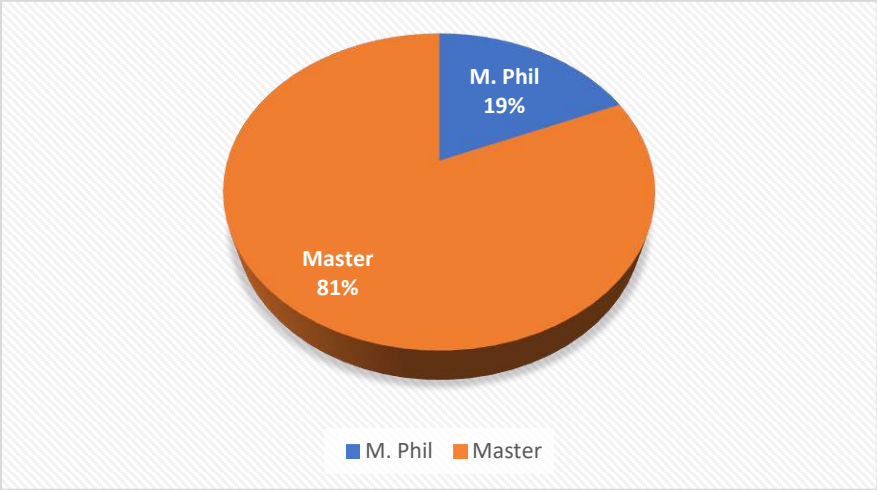
Table 8.1

Distribution of Teaching Staffs according to Academic Degree

Faculty\Degree	PhD	M. Phil	Master	Total	Percentage
Education	-	4	12	16	59.25
Management	-	1	10	11	40.75
Total	-	5	22	27	
Percentage	-	18.52	81.48		

Figure 8.1

Distribution of Teaching Staffs according to Academic Degree



The teaching faculty consists of 27 members, with the Education Faculty holding the majority of the staff at 59.25% (16 teachers), while the Management Faculty comprises 40.75% (11 teachers). In terms of academic qualifications, there is a strong emphasis on postgraduate degrees; 81.48% (22 teachers) hold a Master's degree, and 18.52% (5 teachers) have achieved an M.Phil. Currently, there are no PhD holders on the staff, indicating an opportunity for future academic faculty development.

Table 8.2

Teaching Staffs according to service type

Faculty	Full Time	Part Time	Total	Percentage
Education	10	6	16	59.25
Management	6	5	11	40.75
Total	16	11	27	
Percentage	59.25	40.75		

The workforce is characterized by a solid core of permanent involvement, with 59.25% (16 teachers) employed on a Full-Time basis and 40.75% (11 teachers) working Part-Time. The Education faculty utilizes a higher number of both full-time (10) and part-time (6) staff compared to Management. This mix allows the institution to maintain stability through full-time members while potentially bringing in specialized industry or academic perspectives through part-time staff.

Figure 8.2

Teaching Staffs According to Faculty as well as Academic Degree

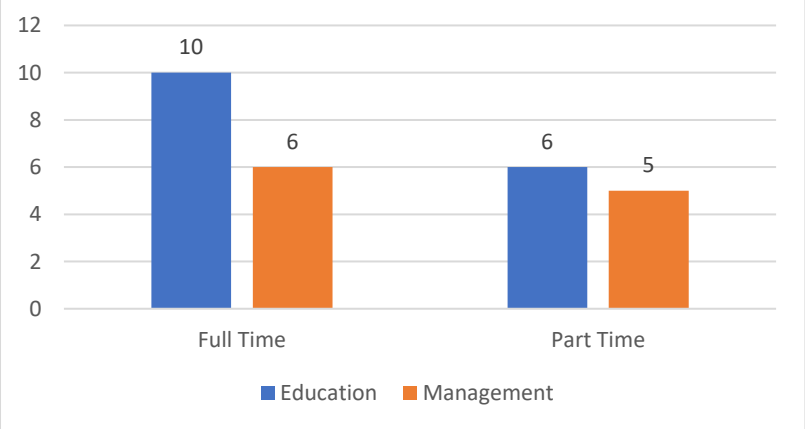


Figure 8.3

Teaching Staffs According to service type

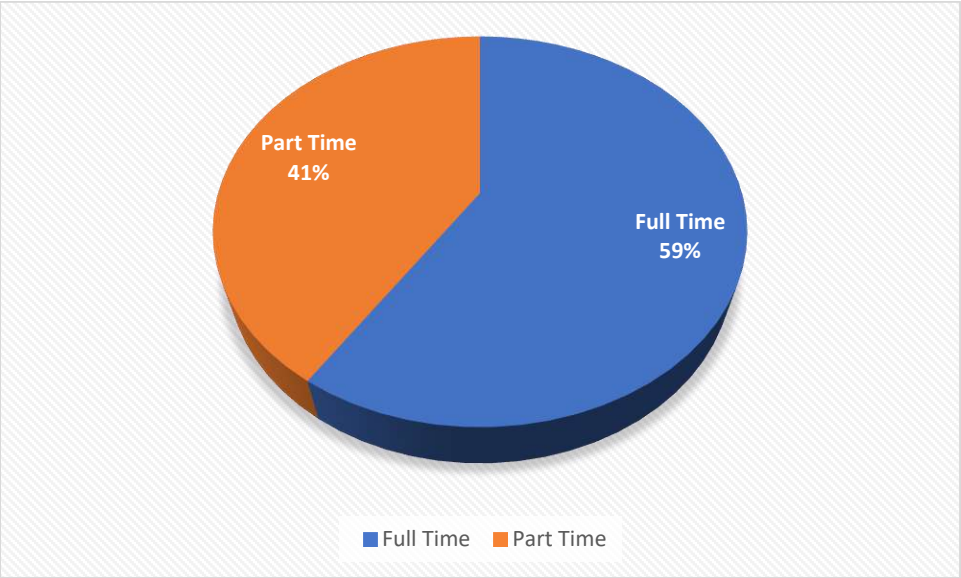


Table 8.3

Distribution of Teaching Staff according to Gender

Gender		Total
Male	**Female**	
16	11	27
59.25%	40.75%	

The gender composition of the teaching staff shows a male majority. 59.25% (16) of the teachers are Male, while 40.75% (11) are Female. While there is a visible female presence in the faculty, the gender ratio in the teaching staff is almost the exact inverse of the student population (which is majority female), suggesting a potential area for seeking greater gender balance in future academic recruitment.

Table 8.4

Distribution of non-teaching staff according to position

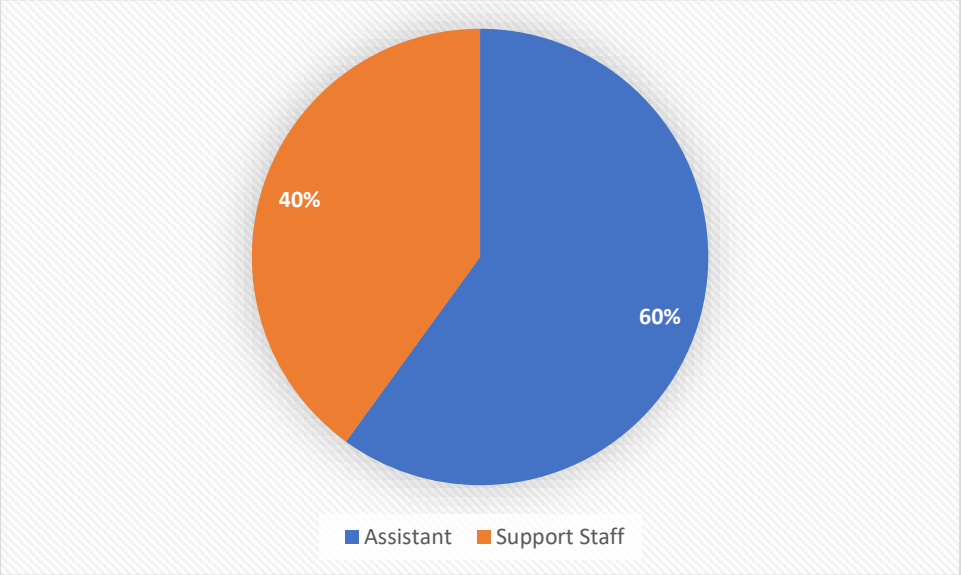
Senior Officer	Officer	Assistant	Support Staff	Total
		3	2	5

The administrative and operational support of the college is managed by a small, dedicated team of 5 non-teaching staff members. This team is composed entirely of Full-Time employees (100%), ensuring consistent administrative support.

- Positions: The team is lean, consisting of 3 Assistants and 2 Support Staff, with no current personnel in Senior Officer or Officer roles.
- Qualifications: The educational background of the non-teaching staff is varied, with 1 member holding a Bachelor's degree, 2 at the Intermediate level, and 2 categorized under Literacy/General education.

Figure 8.4

Distribution of Non-teaching staffs according to position



Based on the data presented in figure 8.4, the non-teaching staff at the institution is composed of two distinct functional categories: Assistants and Support Staff. The Assistant category forms the majority of this workforce, representing 60% of the total non-teaching personnel. The remaining 40% of the team consists of Support Staff, who handle the essential operational tasks required for daily campus maintenance. This distribution, as visualized in the pie chart, highlights a lean administrative structure where more than half of the non-

teaching resources are dedicated to assistant-level roles to manage the institution's clerical and organizational needs.

Table 8.5

Distribution of non-teaching staffs according to qualification

Bachelor	Intermediate	Literature	Total
1	2	2	5

The distribution of non-teaching staff according to their academic qualifications reveals a small but diverse team of five members. Within this group, one staff member holds a Bachelor's degree, representing the highest level of formal qualification in the administrative unit. The remaining staff are equally divided, with two members having attained an Intermediate level of education and two members categorized under the Literacy level. This composition indicates that while the non-teaching team is lean, it maintains a range of educational backgrounds to handle various operational and support tasks within the campus.

Table 8.6

Distribution of non-teaching staffs according to service type

Service type			
Full Time	Part Time	Total	Percentage
5	0	5	100%

The distribution of non-teaching staff according to service type confirms a high level of institutional stability and commitment. The entire non-teaching workforce consists of 5 members, all of whom are employed on a Full-Time basis. With 100% of the administrative and support staff dedicated to full-time roles and no reliance on part-time personnel, the campus ensures consistent, around-the-clock availability of staff to manage daily operations and provide uninterrupted support to both students and faculty.

SECTION 9

STUDENT TEACHER RATIOS

Student-Teacher ratio (STR) measures the average number of students per teacher. It is calculated by total number of students divided by total number of teachers. In this section, STR of the college of faculty and program wise are presented.

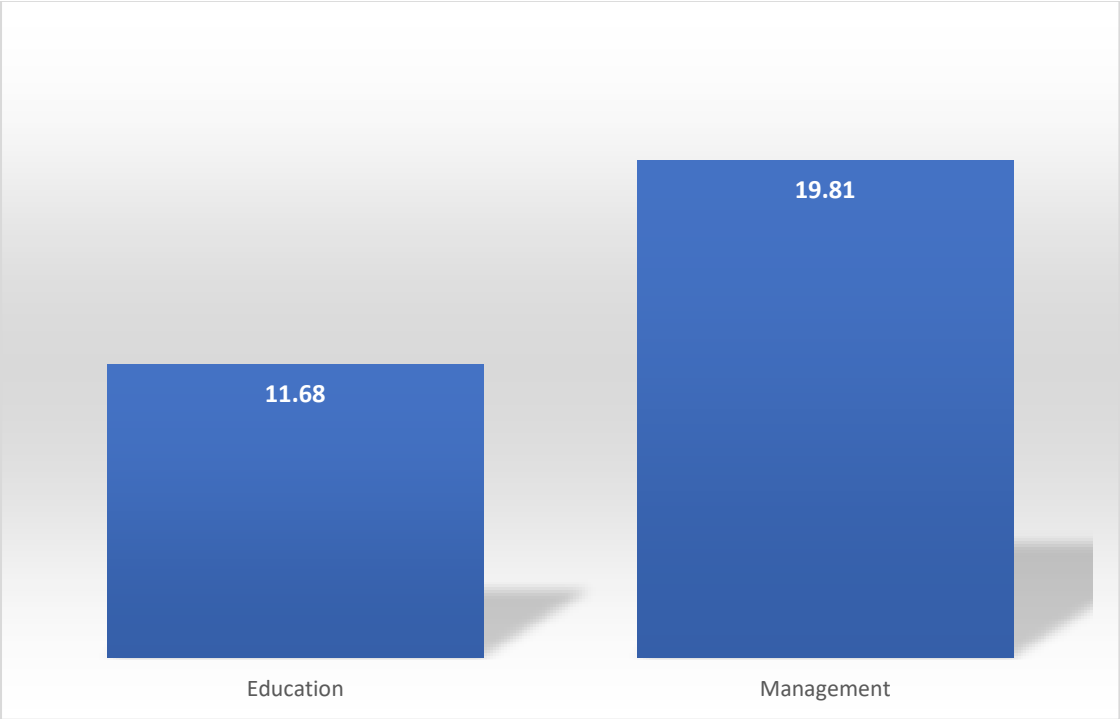
Table 9.1

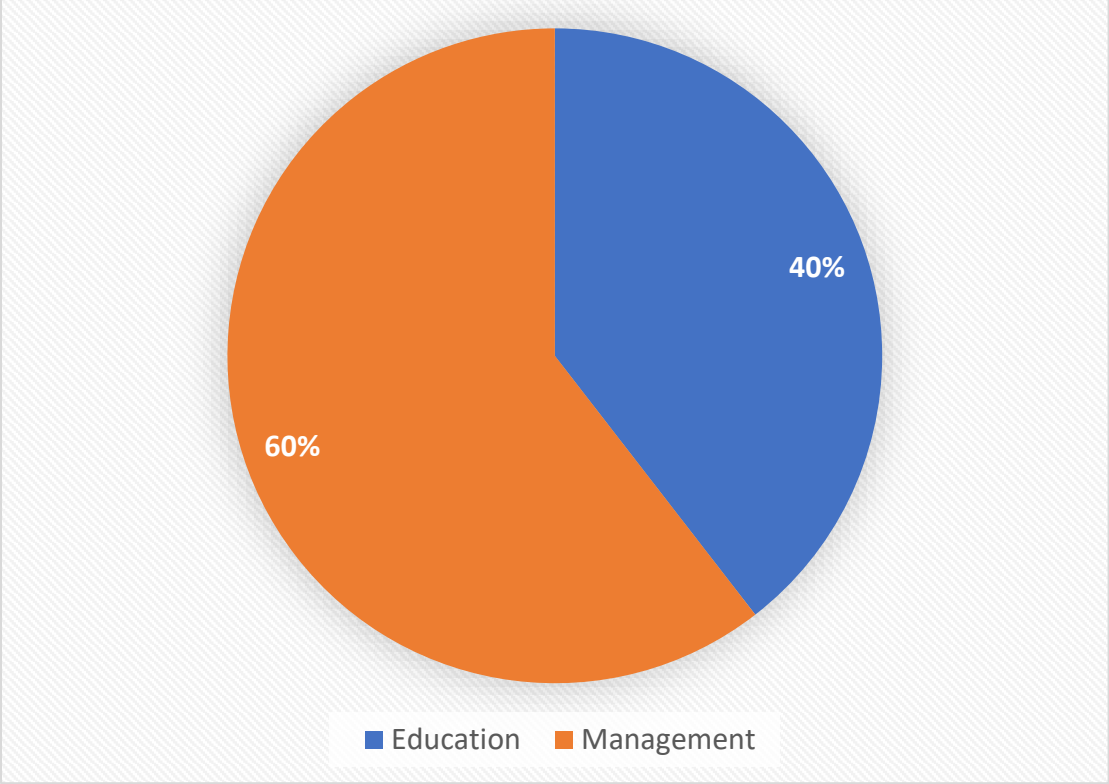
STR of different faculty

Faculty\Degree	Students	Teacher	STR
Education	305	16	19.06
Management	321	11	29.18
Total	**626**	**27**	**23.18**

Figure 9.1

STR of different faculty in percentage





The analysis of the Student-Teacher Ratio (STR) for the academic year provides critical insight into the instructional workload and the level of individual attention students receive within each faculty. With a total of 626 students and 27 teachers, the institution maintains an overall STR of 23.18, meaning there is approximately one teacher for every 23 students across the entire college.

However, a significant disparity exists between the two departments. The Education Faculty operates with a more favorable ratio of 19.06, supported by 16 teachers for 305 students. This lower ratio suggests a more manageable environment for educators and potentially more opportunities for personalized student-teacher interaction. In contrast, the Management Faculty faces a much higher instructional demand, with an STR of 29.18. Despite having a larger student body of 321, it is staffed by only 11 teachers, resulting in roughly 10 more students per teacher than in the Education department.

Ultimately, while the institutional average remains within a reasonable range, the data highlights a resource imbalance. The Management faculty is significantly more "crowded" from a pedagogical standpoint, suggesting a potential need for additional faculty recruitment in that department to align its instructional quality and workload with that of the Education faculty.

SECTION 10

RECENT TRENDS

The Higher Education Management Information System (HEMIS) report serves as a standardized institutional document mandated by the University Grants Commission (UGC) of Nepal. Its primary purpose is to move higher education toward a data-driven model, ensuring that campus planning, resource allocation, and grant distribution are based on accurate, real-time evidence. By centralizing data on students, faculty, and physical infrastructure, it provides a roadmap for institutional growth while maintaining accountability to stakeholders**.**

10.1 Recent Trends of Enrollment

Enrollment trends refer to the patterns and shifts in student numbers over time. In a professional academic context—like the one you manage at Mangal Multiple Campus—analyzing these trends is essential for resource planning, faculty allocation, and institutional growth.

Table 10.1

Recent Trends of Enrollment

	2082			2081			2080		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
BBS	167	154	321	163	145	308	124	99	223
BED	101	204	305	87	145	232	50	121	171
Total	**268**	**358**	**626**	**250**	**290**	**540**	**174**	**220**	**394**

The enrollment data from 2080 to 2082 reveals a period of significant institutional expansion, with the total student population increasing from 394 to 626. This represents a robust overall growth of approximately 59% in just two years. The most dramatic surge occurred between 2080 and 2081, where the campus saw a 37% increase in intake, followed by a more consolidated but steady growth of 16% in the most recent academic year. This consistent

upward trajectory indicates a strengthening institutional reputation and a growing demand for the academic programs offered.

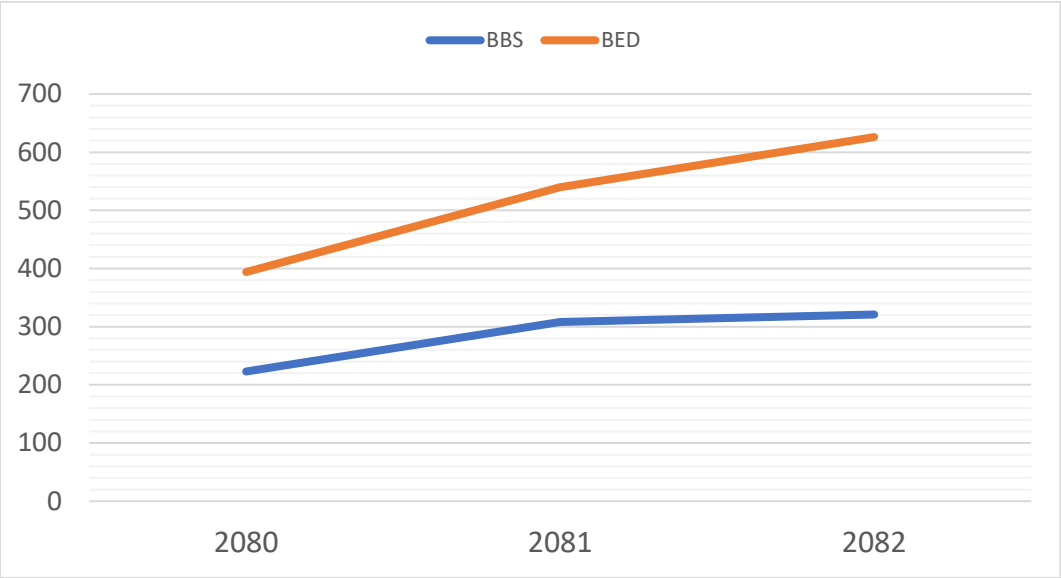
A faculty-wise analysis shows that the Bachelor of Education (BED) program is the primary driver of this rapid growth. While the Bachelor of Business Studies (BBS) remains the largest program with 321 students, its growth has begun to stabilize, showing a 4% increase in the last year. In contrast, the BED program has seen an aggressive expansion, growing by nearly 78% since 2080. This shift suggests that the campus is increasingly being recognized as a specialized center for teacher training, with the BED program now nearly equaling the BBS program in total volume.

Gender distribution trends highlight a strong and growing participation of female students, who consistently outnumber their male counterparts. In 2082, females represented 57% of the total student body, reaching a peak of 358 students. This trend is particularly dominant in the BED program, where female students outnumber males by a ratio of two to one. Meanwhile, the BBS program has moved toward a more balanced parity, with 167 males and 154 females. These figures suggest that the institution is successfully fostering an inclusive environment that appeals strongly to female learners in the region.

From a strategic perspective, these trends indicate a healthy academic ecosystem that is successfully diversifying its impact. The stability of the BBS program provides a reliable institutional foundation, while the rapid rise of the BED program offers opportunities for specialized development and regional leadership in education. As the campus approaches a total enrollment of nearly 650 students, the focus may need to shift toward managing this high density by ensuring that classroom resources and faculty support keep pace with the increasing student volume.

Figure10.1

Recent Trends of Enrollment



The figure 10.1 Recent Trends of Enrollment," illustrates the growth patterns for the BBS and BED programs from the academic years 2080 to 2082. The data shows a consistent upward trajectory for both faculties, indicating a steady increase in the overall student population over the three-year period. While both programs are expanding, the visual data highlights a clear difference in the scale and momentum of their respective growth.

The BED program serves as the primary driver of enrollment volume, maintaining a significantly higher number of students compared to the BBS program throughout the charted period. Starting at approximately 400 students in 2080, the BED faculty experienced a steep incline, reaching over 600 students by 2082. The consistent slope of the orange line suggests a robust and sustained demand for teacher education, positioning the program as the dominant academic track within the institution.

In contrast, the BBS program shows a more moderate and stabilizing growth pattern. Enrollment began at roughly 223 students in 2080 and saw a notable increase by 2081. However, the trajectory between 2081 and 2082 shows a slight plateau, with the student count settling at 321. While the program continues to grow, its pace is more measured compared to the aggressive expansion seen in the BED faculty.

Overall, the graph confirms a healthy institutional expansion with a total enrollment reaching 626 students by 2082. The widening gap between the two lines underscores a shifting academic preference toward the BED program. This trend suggests that while the business faculty remains a stable component of the institution, the education faculty is rapidly becoming the central pillar of the campus's student body.

10.2 Recent Trends of Graduates

In the context of the Higher Education Management Information System (HEMIS) reported by the University Grants Commission (UGC) Nepal, graduate trends are analyzed primarily through Graduate Tracer Studies (GTS) and annual statistical summaries. These reports track how students transition from academic life into the labor market.

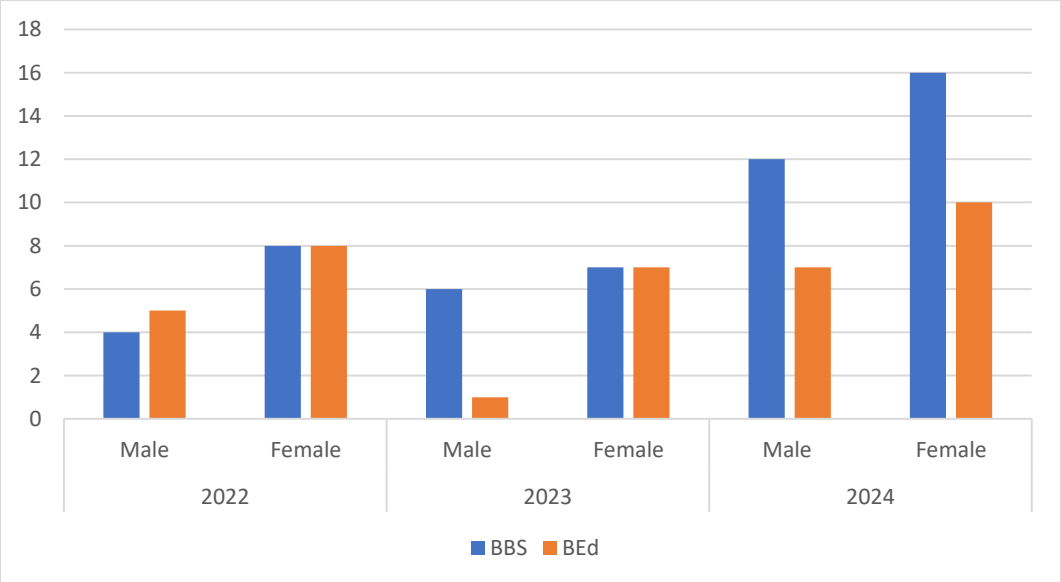
Table10.2

Graduates Trends of last three years

Graduates Trends						
	2022		2023		2024	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Management	4	8	6	7	12	16
Education	5	8	1	7	7	10

Figure10.2

Graduates Trends of last three years



The graduation data from table 10.2 and figure 10.2 reveals a significant upward trend in academic completion across both the BBS and BEd programs, particularly as the institution moves into 2024. The BBS program has demonstrated a steady and then rapid expansion, growing from 12 total graduates in 2022 to 13 in 2023, before surging to 28 graduates in 2024. In contrast, the BEd program experienced a brief contraction, dropping from 13 graduates in 2022 to 8 in 2023, but it has since recovered strongly to reach its highest recorded level of 17 graduates in 2024.

A consistent theme across the three-year period is the high level of female participation and success. In every year and within both faculties, female graduates have outnumbered their male counterparts. For instance, in 2022, there were 16 female graduates compared to 9 males across both programs. By 2024, while male graduation numbers improved significantly—particularly in the BBS program, which rose from 6 to 12 males—the female cohort remained the majority with 26 total graduates compared to 19 males.

The most recent data from 2024 indicates a period of robust institutional growth. Total graduation figures for the combined programs nearly doubled from 21 in 2023 to 45 in 2024. This surge is most visible in the BBS program, where both male and female graduation numbers reached their peak. While the BEd program maintains a smaller cohort, its recovery in male graduation—moving from a single graduate in 2023 to 7 in 2024—contributes to a more balanced and growing academic environment.

10.3 Recent Trends of Pass Rates

The assessment of academic performance through pass rates serves as a critical metric for evaluating institutional efficacy and student success. The table 10.3, figure 10.3, and figure 10.4 figures reflect the percentage of students successfully completing their examinations across different faculties. Monitoring these trends is essential for identifying shifts in academic standards, the impact of curriculum changes, or external factors that may influence student outcomes over a multi-year period.

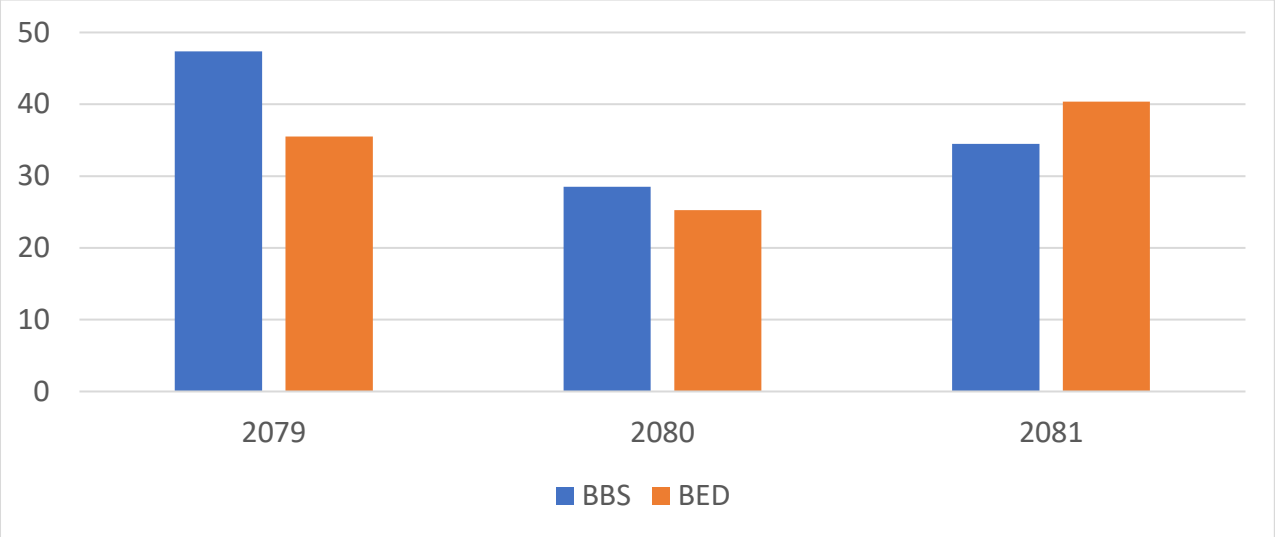
Table 10.3

Recent trends of pass rates in percentage

	2079	2080	2081
BBS	47.37	28.51	34.5
BED	35.51	25.28	40.36

Figure 10.3

Recent trends of pass rates in percentage

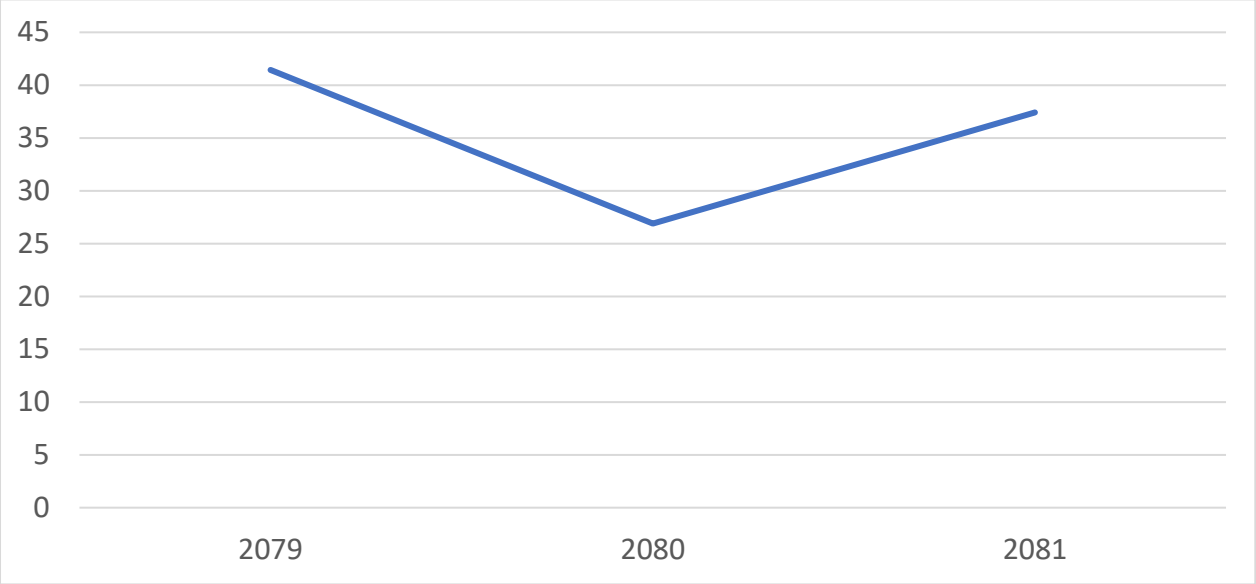


The table 10.3, figure 10.3 reveals significant fluctuations in the pass rates for the BBS (Bachelor of Business Studies) and BED (Bachelor of Education) programs over the years 2079, 2080, and 2081. For the BBS program, there was a sharp decline from a high of 47.37% in 2079 to 28.51% in 2080. However, the most recent data for 2081 shows a moderate recovery, with the pass rate climbing back to 34.50%. This suggests that while the program faced a substantial dip, efforts or adjustments in the subsequent year have begun to yield positive results.

Similarly, the BED program experienced a dip in 2080 before seeing a notable surge in the following year. Starting at 35.51% in 2079, the pass rate fell to 25.28% in 2080. Remarkably, the program saw its strongest performance in 2081, with the pass rate jumping to 40.36%. This upward trend in 2081 for both programs indicates a general improvement in academic outcomes across these faculties, with the BED program showing the most significant year-over-year growth.

Figure 10.4

Recent trends of pass rates in graph



Institutional Pass Rate Performance

The overall institutional pass rate shown in Figure 10.5 reflects these program-level fluctuations. The general pass rate began at 41.44% in 2079 but faced a steep decline to 26.90% in 2080. This middle year appears to have been a challenging period for the campus across all metrics.

By 2081, the overall pass rate improved to 37.43%. While this figure is still roughly 4% lower than the starting benchmark in 2079, the 10.5% increase from 2080 to 2081 suggests a strong upward momentum. This recovery is largely driven by the BED program's record-high performance, which helped offset the slower recovery in the BBS program

10.4 Recent Trends of Financing

The primary purpose of this financial tracking is to ensure institutional accountability and provide a data-driven basis for resource allocation, allowing both the UGC and campus leadership to align funding with academic needs and long-term sustainability.

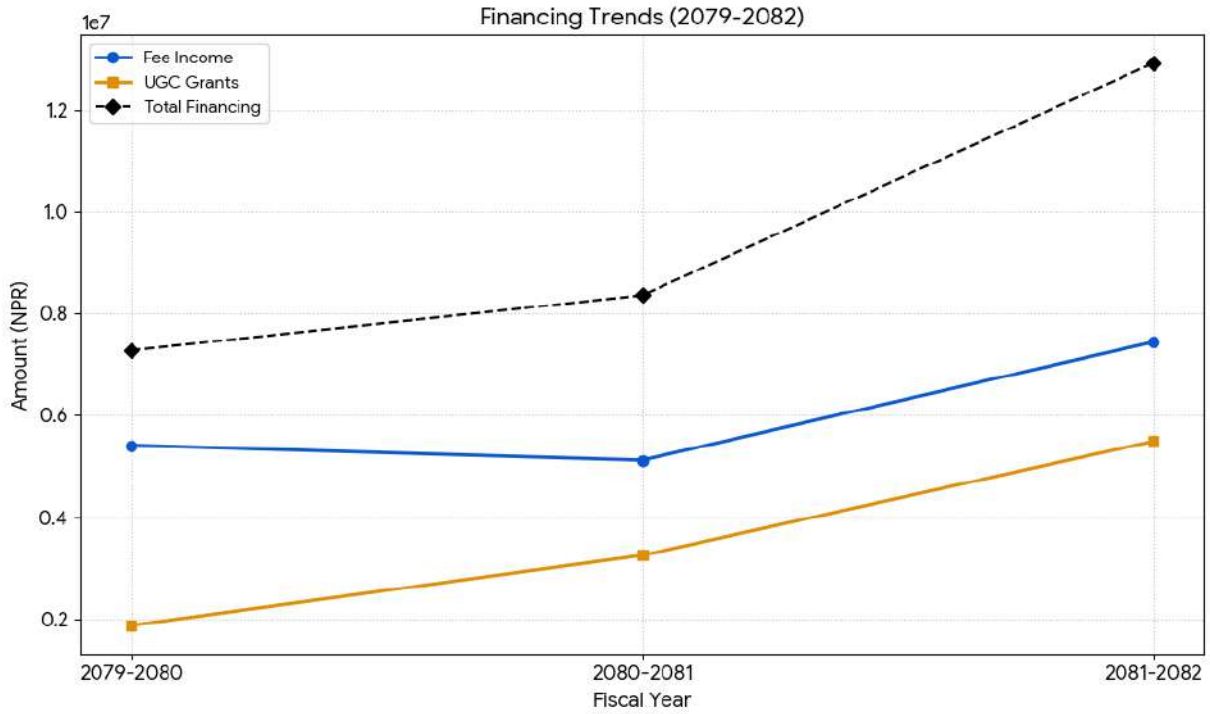
Table10.4

Financing Trends of last three years

S.No.	Particulars	Amount		
		FY 2079/80	**FY 2080/81**	**FY 2081/82**
1	Annual and Monthly Fee Income	5,412,500	5,118,440	7,444,460
2	UGC Grants	1,867,100	3,245,300	5,491,725
	a) Performance Grants	-	9,85,000	2,529,700
	b) UGC Regular Grants	1,392,100	1,560,300	1,330,000
	c)Training Grants	175,000	-	132,025
	d) ESP Grants	-	-	1,500,000
	e) Library Grants	300,000	-	-
	f) Equipment Grant		700,000	-
3	Bagmati Province Grants	-	1,000,000	495,406
4	Other Income	7,000	152,745	1,258,569.62
5	Lifetime Membership	12,000	6,000	-
6	Interest Income from Bank	204,232.9	205,705.80	147,154.89
7	KNP Ek Ghar Ek Snatak Scholorship	138,240	630,720	656,640
8	Donation Income	-	494,142	250,000
	Total	**7816073**	**10853053**	**15743955.5**

Figure 10.5

Financing Trends of last three years



The analysis of the Table 10.4 and Figure10.5 indicates a period of significant financial growth and a shift in the funding structure for the institution over the last three fiscal years. Total public financing has seen a substantial increase, rising from NPR 7,279,600 in FY 2079-2080 to NPR 12,936,185 in FY 2081-2082. This represents an overall growth of approximately 77.7% over the two-year period, with the most dramatic surge occurring in the most recent fiscal year, which saw a 54.7% increase in total income compared to the previous year.

A primary driver of this growth is the consistent and rapid increase in University Grants Commission (UGC) support. UGC grants have nearly tripled, moving from NPR 1,867,100 to NPR 5,491,725. This component of the budget has grown from representing about 25.6% of the total tracked income in 2079-2080 to roughly 42.4% in 2081-2082. This trend suggests a deepening institutional relationship with the UGC and a successful pursuit of performance and regular grants.

Fee income, while remaining the largest single source of revenue, showed more varied trends before its recent peak. After a slight dip between 2079-2080 and 2080-2081, fee-based revenue jumped by over 45% in the 2081-2082 period, reaching NPR 7,444,460. The simultaneous rise

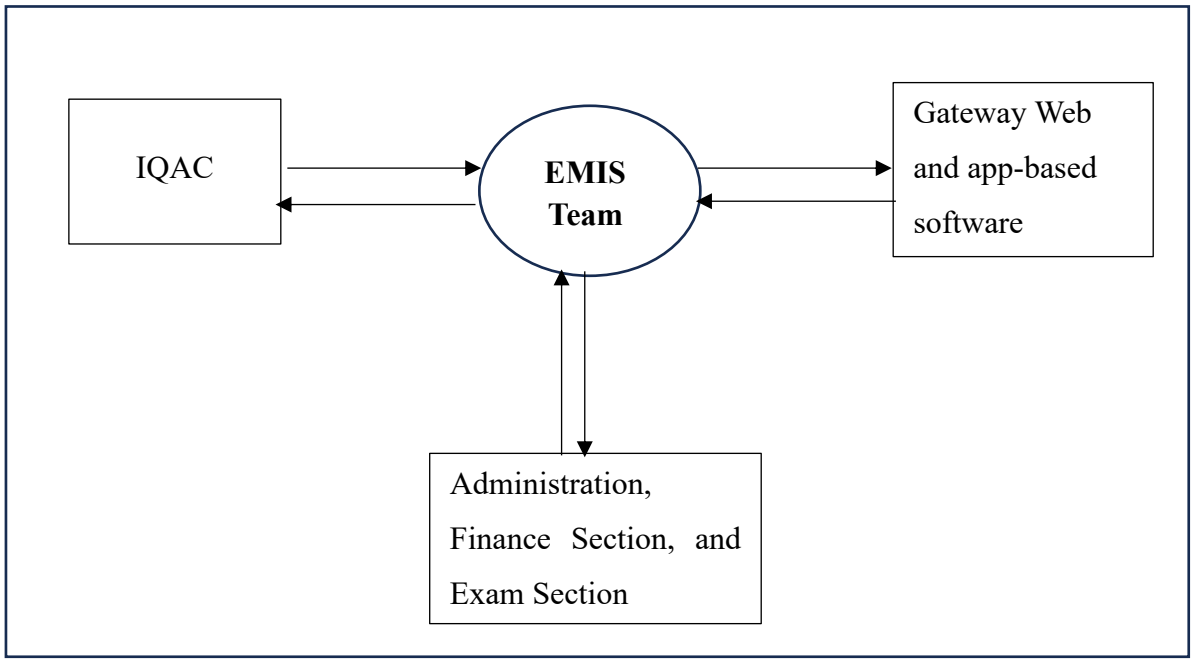
in both student-generated fees and government grants indicates a broad-based financial expansion, likely reflecting both increased enrollment and enhanced institutional eligibility for external funding.

ANNEX 1

REPORT PREPARATION

To prepare this report, required data were collected from different sources: Examination Section, Administration Section, and Gateway software which is using by the campus. These data were collected from years using software tools. The collected data were presented in tabular format in spread sheet and analyzed to prepare report.

- Those data were exported in excel and presented in a standard format made by EMIS team for report purpose.
- As there were noise, redundancies in data, effort to clean those noise and redundancy were made as much as possible, however there are some redundancies. After cleaning data, aggregated table was generated.
- From the aggregate table, summary tables required to prepare the report was generated
- Those summary tables were analyzed and interpreted.



Annex 2

Teaching and Non-Teaching Staffs

Teaching Staff

S.N.	Staff Name	Gender	Mobile No.	Job Type	Designation	Department
1	Pradip Maharjan	Male	9841301886	Full	Campus Chief	Campus Chief
2	Rocky Maharjan	Male	9841382224	Full Time	Ass. Campus Chief	EMIS
3	Binesh Shrestha	Male	9841516351	FullTime	HOD, Management	
4	Laxman Kc	Male	9841116422	Full Time	HOD, Education	
5	Bhagirathi Madai	Female	9849422262	Full Time	Lecturer	Education
6	Bhakta Bdr Shahi	Male	9841649872	Full Time	Lecturer	Education
7	Bishnu Ku Maharjan	Female	9841370132	Full Time	Lecturer	Education
8	Rama Maharjan	Female	9861847888	Full Time	Lecturer	Education
9	Ratan Bdr Ayer	Male	9841863306	Full Time	Lecturer	Education
10	Srijana Ghimire	Female	9840258548	Full Time	Lecturer	Education
11	Thaneshor Parajuli	Male	9841116353	Full Time	Lecturer	Education
12	Urmila Regmi	Female	9803004147	Full Time	Lecturer	Education
13	Bina Maharjan	Female	9861988900	Full Time	Lecturer	Management
14	Jyoti Maharjan	Female	9841766011	Full Time	Lecturer	Management
15	Mohan Acharya	Male	9841718883	Full Time	Lecturer	Management
16	Rojesh Maharjan	Male	9843316234	Full Time	Lecturer	Management
17	Bhuwan Acahrya	Male	9841859878	Part Time	Lecturer	Education
18	Khem Nath Sitaula	Male	9841421421	Part Time	Lecturer	Education
19	Megh Nath Kafle	Male	9841416382	Part Time	Lecturer	Education
20	Nilshova Maharjan	Female	9841741438	Part Time	Lecturer	Education
21	Parmeshwor Paudel	Male	9745672097	Part Time	Lecturer	Education
22	Puspa Singh Thapa Magar	Male	9841436005	Part Time	Lecturer	Education
23	Bhawana Maharjan	Female	9841560635	Part Time	Lecturer	Management
24	Bindu Maharjan	Female	9841981809	Part Time	Lecturer	Management
25	Ronet Maharjan	Male	9849130901	Part Time	Lecturer	Management
26	Saraswati Shakya	Female	9841078326	Part Time	Lecturer	Management
27	Upesh Maharjan	Male	9841930604	Part Time	Lecturer	Management

Non- Teaching Staff

S. N.	Staff Name	Gender	Mobile No.	Job Type	Designation	Department
1	Mahendra Maharjan	Male	9841649036	Full Time	Administration Assistant	Administration Assistant
2	Ricky Mali	Male	9869332377	Full Time	Accountant	Account
3	Nahindra Maharjan	Male	9843881777	Full Time	Librarian	Librarian
4	Naresh Tandukar	Male	9843849152	Full Time	Office Assistant	Office Assistant
5	Prem Shova Maharjan	Female	9808740824	Full Time	Office Assistant	Teachers

Annex 2

Graduate List 2024

S.N.	Student's Name	Gender	Type	Faculty
1	Alisha Maharjan	Female	Regular	Management
2	Anisha Maharjan	Female	Regular	Management
3	Anju Lama	Female	Regular	Management
4	Ashmi Shyangtang	Female	Regular	Management
5	Binee Amatya	Female	Regular	Management
6	Deepa Ale Magar	Female	Regular	Management
7	Goma Bhujel	Female	Regular	Management
8	Nisha Regmi	Female	Regular	Management
9	Sudiksha Oli	Female	Regular	Management
10	Pragya Paudel	Female	Regular	Management
11	Rohina Thapa	Female	Regular	Management
12	Rubina Thapa	Female	Regular	Management
13	Shaileshwari Upadhyay	Female	Regular	Management
14	Smirti Shahi	Female	Regular	Management
15	Amilson Maharjan	Male	Regular	Management
16	Amosh Maharjan	Male	Regular	Management
17	Bashu Dev Pant	Male	Regular	Management
18	Bir Bahadur Thapa	Male	Regular	Management
19	Bishal Dhakal	Male	Regular	Management
20	Dila Ram Kahtri	Male	Regular	Management
21	Dipjyoti Pant	Male	Regular	Management
22	Sanjay Sapkota	Male	Regular	Management
23	Shrishma Khatri	Male	Regular	Management
24	Sujan Neupane	Male	Regular	Management
25	Anuj Bohara	Male	Partial	Management
26	Mr. Bidhan Khadki	Male	Partial	Management
27	Nabina Kumari Kahdka	Female	Partial	Management
28	Sunita Pokhrel	Female	Partial	Management

Graduate List 2024

S.N.	Student's Name	Gender	Type	Faculty
1	Amrita Rai	F	Regular	Education
2	Bhawana Lama	F	Regular	Education
3	Lek Kumari Gaire	F	Regular	Education
4	Mina Jagari	F	Regular	Education
5	Sagun Timilsina	F	Regular	Education
6	Sarita Baniya	F	Regular	Education
7	Sirjana Ghimire	F	Regular	Education
8	Dipesh Shakya	M	Regular	Education
9	Nabin Singh Thagunna	M	Regular	Education
10	Prashant Kumar Bohara	M	Regular	Education
11	Sanish Maharjan	M	Regular	Education
12	Shyam Bahadur Kadayat	M	Regular	Education
13	Vijaya Bista	M	Regular	Education
14	Asmita Lama	F	Partial	Education
15	Namrata KC	F	Partial	Education
16	Pramila Rai	F	Partial	Education
17	Anup Subedi	M	Partial	Education

Graduate List 2023

1	Diya Bajracharya	BBS	Female
2	Jyoti Joshi	BBS	Female
3	Laxmi Aryal	BBS	Female
4	Purnima Rai	BBS	Female
5	Santoshi Duwadi	BBS	Female
6	Saru Katuwal	BBS	Female
7	Sumitra Tharu	BBS	Female
8	Chandra Muni Bajracharya	BBS	Male
9	Khag Raj Joshi	BBS	Male
10	Mahesh Thing	BBS	Male
11	Pusp Raj Bhatt	BBS	Male
12	Rohit Tandukar	BBS	Male
13	Ronit Maharjan	BBS	Male
14	Anita Baniya	BEd	Female
15	Janaki Bhatt	BEd	Female
16	Mina Singh	BEd	Female
17	Pramila Chaudhary	BEd	Female
18	Sangita Shrestha	BEd	Female
19	Sobita Bist	BEd	Female
20	Sunyata Jabegu	BEd	Female
21	Bedraj Joshi	BEd	Male

Graduate List 2022

1	Divya Maharjan	Female	BBS
2	Layul Tamang	Female	BBS
3	Palisha Singh	Female	BBS
4	Parbata KC	Female	BBS
5	Rekha Pant	Female	BBS
6	Sharmila Bhlon	Female	BBS
7	Shresna Maharjan	Female	BBS
8	Sunena Maharjan	Female	BBS
9	Dipendra Thapa	Male	BBS
10	Khag Raj Joshi	Male	BBS
11	Laman Paneru	Male	BBS
12	Umesh Kumar BK	Male	BBS
13	Bhawana Pallirana Magar	Female	BEd
14	Laxmi Ojha	Female	BEd
15	Manju Maharjan	Female	BEd
16	Nirmaya Jaishi	Female	BEd
17	Saraswati Sunar	Female	BEd
18	Sona Rawal	Female	BEd
19	Srijana Tamang	Female	BEd
20	Ujjala Bist	Female	BEd
21	Abhi Raj Joshi	Male	BEd
22	Deepak Bohara	Male	BEd
23	Deepak Khatri	Male	BEd
24	Dil Bahadur BK	Male	BEd
25	Salik Ram Nepal	Male	BEd