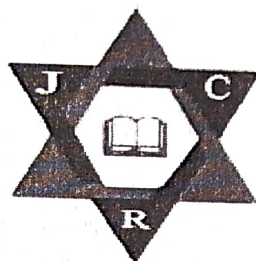


Higher Education Management Information System

(HEIMS)

Report of Higher Education 2081/082 B.S.(2025/26 A.D.)



Janata Campus
Rangeli-7, Morang

Submitted To :
University Grant Commission
Sanothimi, Bhaktapur

HIGHER EDUCATION MANAGEMENT
INFORMATION SYSTEM (HEIMS)

Report of Higher Education 2081/82 B.S(2025/026 A.D.)

Published in 2026 by :

Janata Campus, Rangeli

Rangeli-7, Morang, Koshi Province

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Message from the Campus Chief...

Janata Campus, Rangeli-07, Morang, continues to serve as a center of academic aspiration and community advancement, committed to promoting intellectual excellence and holistic development. On the occasion of presenting this comprehensive Higher Education Management Information System (HEMIS) report, I feel a deep sense of satisfaction as well as responsibility. This document is not merely a collection of data; it represents the collective dedication, perseverance, and cooperation that characterize our institution.

In the present context, where information and technology play a vital role in educational planning and management, the importance of a reliable HEMIS is highly significant. This system enables us to systematically assess our academic and administrative performance, identify existing gaps, and formulate strategies for continuous improvement. Through the analysis of key indicators such as student enrollment, academic outcomes, resource utilization, and infrastructural status, we are better positioned to make informed and effective decisions.

This report demonstrates our commitment to transparency, accountability, and evidence-based planning. It outlines our progress in areas such as increasing student enrollment, improving academic performance, and expanding co-curricular and extracurricular activities. At the same time, it acknowledges the challenges we continue to face, including limited resources, the need for capacity building among faculty members, and the necessity of strengthening digital infrastructure.

Our institutional efforts are guided by the principle that every student should have access to quality education and opportunities for personal and professional growth. We remain dedicated to creating a supportive learning environment that fosters critical thinking, innovation, and lifelong learning. The findings of this HEMIS report will serve as an important foundation for achieving these objectives.


We highly value the cooperation and engagement of all stakeholders, including students, faculty, staff, parents, and the local community. Their involvement is essential for the continuous enhancement of our academic practices and institutional effectiveness. We are committed to maintaining a culture of collaboration, inclusiveness, and mutual respect.

Moving ahead, the campus will utilize the insights derived from this report to implement targeted plans and programs. Priority will be given to strengthening faculty development initiatives, upgrading technological facilities, and improving student support services. In addition, we aim to enhance collaboration with local organizations and stakeholders to broaden learning opportunities for our students.

I would like to express my sincere appreciation to all individuals involved in the preparation of this EMIS report. Their hard work and commitment have ensured the accuracy and reliability of this document, which will guide our future course of action.

Let us collectively utilize this information system as a tool for institutional growth and work together to further enhance the quality of education at Janata Campus, Rangeli. Through our shared efforts, we can contribute meaningfully to the development of capable, responsible, and socially committed citizens.




Campus Chief
Mr. Surendra Basnet
Campus Chief
Janata Campus, Rangeli

Acknowledgement.....

The preparation and publication of this HEMIS report of Janata Campus, Rangeli-07, Morang, have been accomplished with the collective effort and institutional support of various stakeholders.

The campus would like to express its sincere gratitude to the University Grants Commission (UGC), Nepal for its continuous guidance, technical support, and encouragement in strengthening the Higher Education Management Information System (HEMIS). The support provided by UGC has played a significant role in enhancing data management practices and institutional development.

The campus acknowledges with appreciation the contributions of its faculty members and staff, who were actively involved in the systematic collection, verification, and compilation of the required data. Their dedication and sense of responsibility have ensured the credibility of this report.

The cooperation extended by the students during the data collection process is also duly acknowledged.

The campus further recognizes the efforts of the technical personnel engaged in data processing and analysis, whose work has contributed to maintaining the accuracy and consistency of the information presented.

Appreciation is also extended to the administrative staff for their support in coordination and facilitation throughout the reporting process.

Finally, the campus expresses its gratitude to the Campus Management Committee, under the leadership of Mr. Surendra Basnet (Campus Chief), for its guidance and support in promoting a system of data-driven planning and quality enhancement.

This report reflects the campus's commitment towards transparency, accountability, and continuous institutional improvement.

Abbreviation & Acronyms

HEIMS	Higher Education Management System	NA	Not Available
MoE	Ministry Of Education	UGC	University Grants Commission
UG	Undergraduate	BBS	Bachelor in Business Studies
PG	Postgraduate	Bed	Bachelor in Education
STEM	Science, Technology, Engineering and Mathematics	GPI	Gender Parity Index
GPA	Grade Point Average		
ICT	Information and Communication Technology		
DoE	Department of Education		

Table of Content

S.N	Section	Page No.
1.	Section 1 : Introduction	1-2
2.	Section 2 : Campus Level, Faculty and Program	2-3
3.	Section 3 : Student Enrollment	3-8
4.	Section 4 : Pass Rate	8
5.	Section 5 : Graduates	8-9
6.	Section 6 : Gender Parity Index (GPI)	9
7.	Section 8 : Teachers and Staffs	9-10
8.	Section 9 : Student Teacher Ratio	10
9.	Section 10 : Recent Trends (Enrollment, Graduates, Pass Rates & Financing)	11
10.	Section 11 : Annex Summary Enrollment By Level, Faculty, Program, Gender and Caste Ethnicity	12-13

Section 1: Introduction

Enhancing Educational Outcomes through a Robust Education Management Information System (EMIS) at Janata Campus, Rangeli

Janata Campus, Rangeli stands as a center of academic excellence, dedicated to delivering quality education and nurturing a supportive and progressive learning environment. In an era characterized by rapid technological advancement and increasing reliance on data, effective information management has become essential for institutional growth and educational success. Recognizing this need, the Campus is committed to establishing a comprehensive and robust Education Management Information System (EMIS).

This document presents the rationale, objectives, and strategic framework for the implementation and effective utilization of EMIS at Janata Campus. The system is envisioned as a transformative tool that will modernize administrative operations, strengthen data-driven decision-making, and significantly enhance overall educational outcomes.

An EMIS functions as an integrated digital platform for the systematic collection, storage, analysis, and dissemination of critical educational data. By transitioning from traditional manual processes to a technology-driven system, the Campus aims to adopt a more efficient, accurate, and evidence-based approach to managing student information, academic performance, institutional resources, and long-term planning.

The implementation of EMIS is expected to deliver the following key benefits:

- **Improved Efficiency:** Streamlining and automating administrative processes to reduce manual workload, allowing faculty and staff to focus more on teaching and student engagement.
- **Enhanced Data Accuracy and Reliability:** Ensuring the availability of precise and consistent data to support informed and effective decision-making.
- **Effective Monitoring and Evaluation:** Enabling continuous tracking of student performance, identification of learning gaps, and assessment of program effectiveness.
- **Increased Transparency and Accountability:** Providing stakeholders with timely, reliable, and accessible information regarding institutional performance and progress.
- **Strengthened Strategic Planning:** Utilizing data analytics to identify trends, anticipate future needs, and support sustainable institutional development.
- **Data-Driven Curriculum Improvement:** Use of data analytics to identify gaps, evaluate teaching-learning practices, and ensure alignment of curricula with current academic standards and market needs.
- **Efficient Resource Management:** Optimized allocation and utilization of resources, including faculty workload distribution, classroom management, and instructional materials.

This initiative signifies Janata Campus's dedication to embracing technological advancements and leveraging data to optimize its educational management practices. By implementing a well-designed EMIS, we aim to empower our faculty, staff, and students with the information they need to succeed, ultimately contributing to the overall advancement of education in the Rangeli region.

Section 2 : Campus Level, Faculty and Program

Streamlining Academic Excellence through a Comprehensive Education Management Information System at Janata Campus, Rangeli

Janata Campus, Rangeli, is dedicated to delivering high-quality education across its diverse academic programs, encompassing the four-year Bachelor of Business Studies (BBS) and Bachelor of Education (BEd), as well as the foundational Management and Education streams in grades 11 and 12. To effectively manage and enhance these programs, a robust Education Management Information System (EMIS) is essential. This document outlines the necessity and framework for implementing an EMIS tailored to the specific needs of our campus, faculties, and programs.

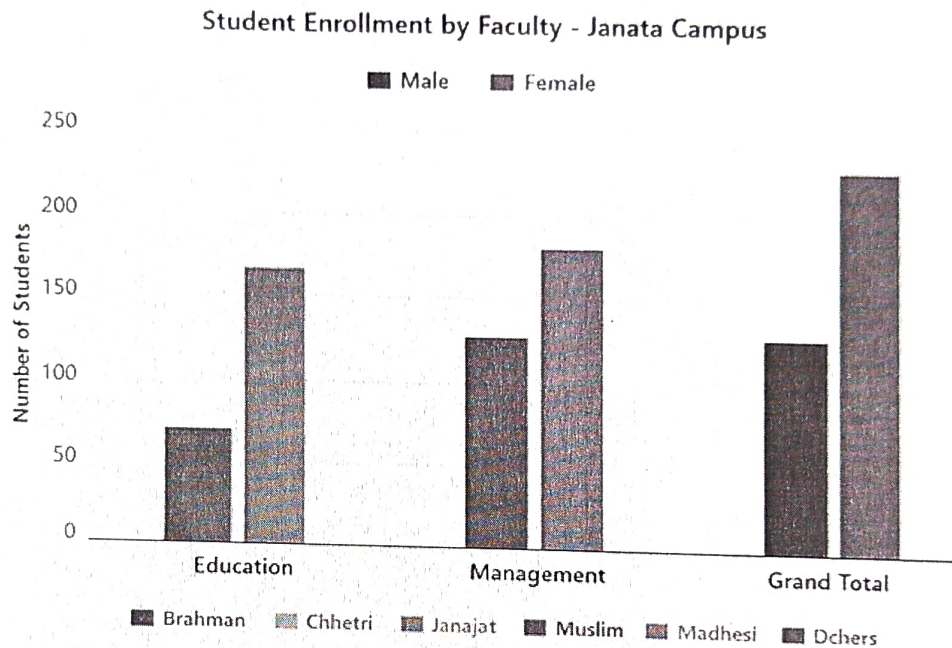
The implementation of an EMIS will serve as a central hub for managing data related to all academic activities, from student enrollment and attendance to curriculum delivery and performance evaluation. This system will be designed to cater to the unique requirements of each faculty and program, ensuring efficient data management and informed decision-making. Specifically, the EMIS will address:

- Program-Specific Data Management: Tailored modules for BBS, BEd, and the 11/12 Management and Education streams, allowing for precise tracking of program-specific metrics and requirements.
- Faculty-Level Data Consolidation: Centralized data access for faculty members, enabling them to efficiently manage student records, track academic progress, and monitor program outcomes.
- Campus-Wide Integration: Seamless integration of data across all academic levels, facilitating a holistic view of student performance and institutional effectiveness.
- Enhanced Communication and Collaboration: Improved communication channels between faculty, students, and administration, fostering a more collaborative and supportive learning environment.
- Data-Driven Curriculum Development: Utilizing data analytics to identify areas for curriculum improvement and ensure alignment with industry standards and educational best practices.

- **Optimized Resource Allocation:** Efficient management of resources, including faculty allocation, classroom utilization, and material distribution, to maximize educational impact.

By implementing a comprehensive EMIS, Janata Campus aims to optimize its academic operations, enhance the quality of education delivered, and ensure the success of its students across all programs. This initiative reflects our commitment to leveraging technology to support academic excellence and drive continuous improvement within our institution.

Section 3 : Student Enrollment

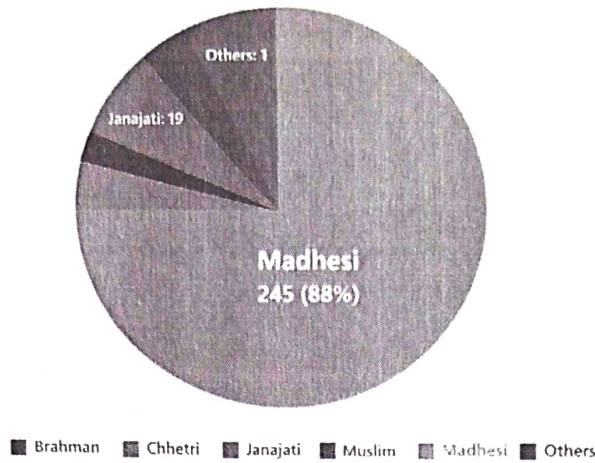


- **Education Faculty:** Female students dominate, with a GPI of **5.00**, meaning five females for every male enrolled.
- **Management Faculty:** Female enrollment is also higher, but less extreme — GPI **1.85**.
- **Overall Campus:** Female students make up **72%** of total enrollment, confirming strong gender parity progress.

Key Insights

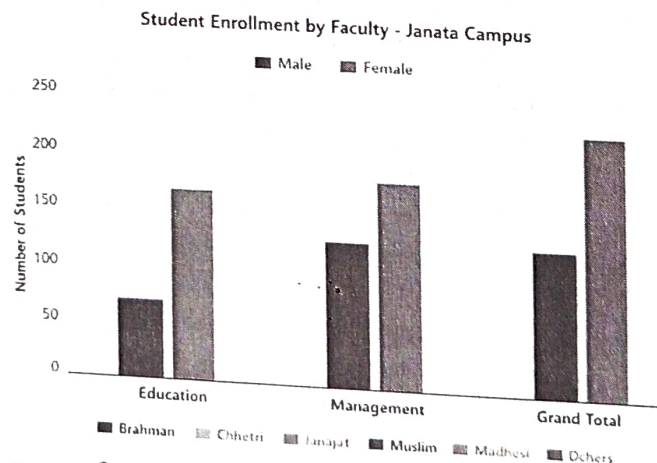
- The **Education program** is the most gender-imbalanced, heavily favoring female participation.
- **Management** shows a more balanced ratio but still leans toward female dominance.
- The overall **GPI of 2.58** reflects a consistent pattern of higher female enrollment across programs.

Student Enrollment by Ethnicity - Janata Campus



- The Madhesi community is the backbone of enrollment, far outnumbering all other groups combined.
- Ethnic diversity is limited, with very small numbers from Brahman, Chhetri, Janajati, and Muslim communities.
- Marginalized groups (Dalit, Tharu) are completely absent, highlighting a gap in inclusivity.
- This distribution contrasts with earlier program-level data, where Chhetri students dominated. The totals here suggest either a reporting inconsistency or that the dataset is segmented differently (program vs. campus-wide ethnicity totals).

Students on the basis of Faculties



- More Girls than Boys: There are far more female students (201) than male students (78) at the school.

- Most Popular Subject: The Management program is the biggest, with 171 students in total.
- Education Classes: In the Education program, women outnumber men by 5 to 1.
- Main Student Group: Most of the students (nearly 88%) come from the Chhetri community.
- Missing Groups: There are currently no students from the Dalit or Tharu communities enrolled.

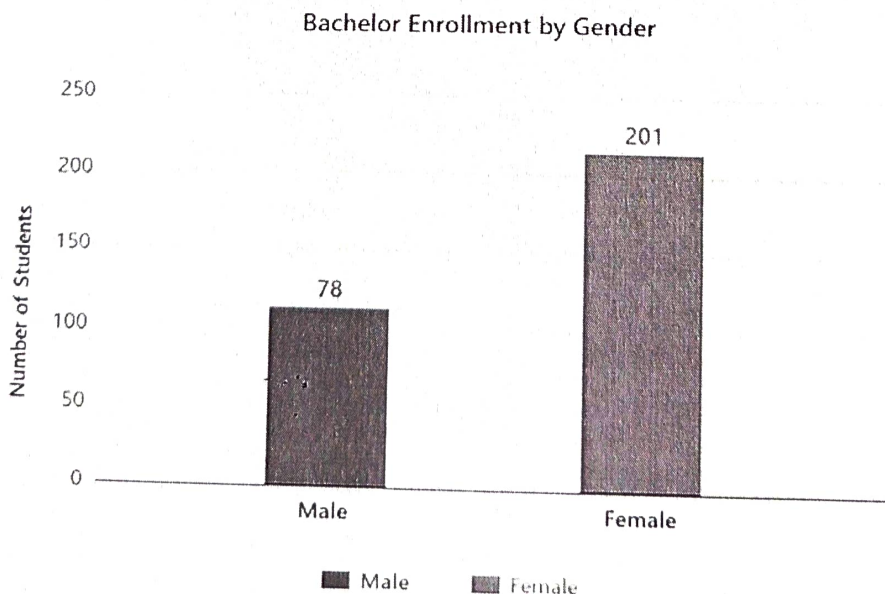
Students on the basis of Programme:

Program	Male	Female	Total	Gender Parity Index (GPI)
BBS (Bachelor in Business Studies)	60	111	171	1.85
B.Ed. (Bachelor in Education)	18	90	108	5.00
Grand Total	78	201	279	2.58

- B.Ed. program: Female students dominate, with a GPI of 5.0, meaning five females per male.
- BBS program: Female enrollment is also higher, but less extreme — GPI 1.85.
- Overall: Female students make up 72% of total enrollment, confirming strong gender parity progress.

The Education faculty shows the highest female participation, while Management maintains a more balanced ratio. This pattern reflects Janata Campus’s ongoing trend of female-majority enrollment, consistent with previous fiscal years.

Students on the basis of Level

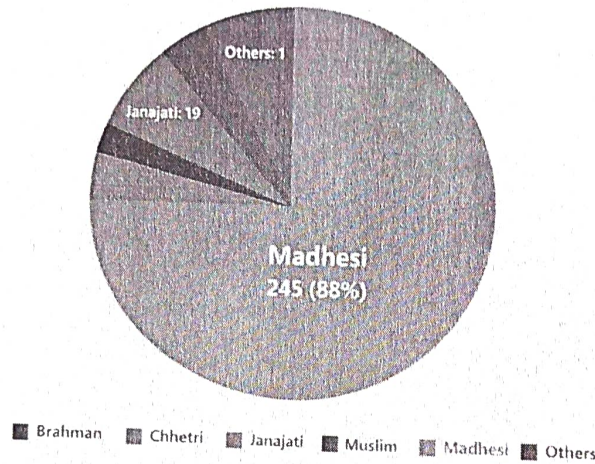


- Female students make up 72% of total enrollment, with a GPI of 2.58, meaning there are roughly 2.6 females for every male.
- This pattern aligns with the broader campus trend — strong female participation across all faculties.
- The data reflects steady progress toward gender parity, especially in Education programs, which have the highest female representation.

The Bachelor-level data confirms that female students dominate overall enrollment, while male participation remains steady but lower. This balance highlights Janata Campus’s commitment to inclusive higher education, particularly empowering women in tertiary studies.

Students by Ethnicities:

Student Enrollment by Ethnicity - Janata Campus



- Madhesi students dominate enrollment, forming nearly nine out of every ten students.
- Janajati and Muslim communities have modest representation.
- Brahman, Chhetri, and Others are minimal, each contributing fewer than 1% of total students.
- Dalit and Tharu groups are completely absent, indicating a gap in inclusivity.

The data highlights a strong regional concentration of Madhesi students and limited ethnic diversity. This pattern suggests that Janata Campus primarily serves the local Madhesi population, while outreach to marginalized and hill-origin groups remains an area for improvement.

Student Enrollment According To Province :

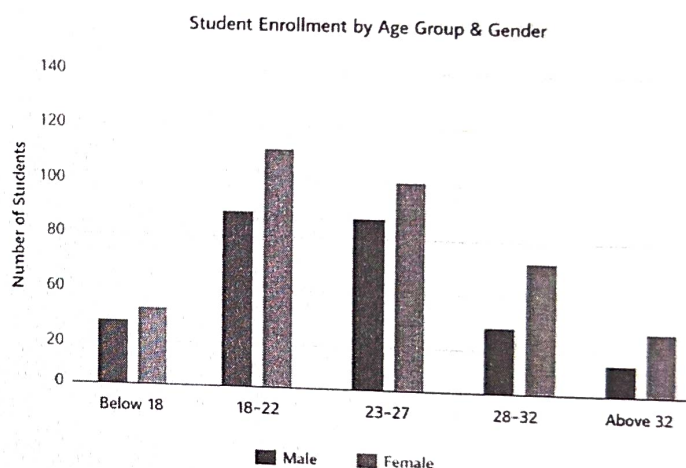
S.N	faculty	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudur Pachim	Total
1.	BBS	170	0	0	0	0	1	0	171
2.	B.Ed.	107	1	0	0	0	0	0	108
	Total	277	1	0	0	0	1	0	279

This table provides a province-wise breakdown of student enrollment for the Bachelor in Business Studies (BBS) and Bachelor in Education (BIED) faculties. The data indicates a significant concentration of students from Koshi Province, which accounts for 99.3% (277 out of 279) of the total enrollment. The BBS program has one student from Karnali Province, while the B.ED program has one student from Madhesh Province. Enrollment from other provinces remains at zero according to the current dataset.

Student Enrollment by Age Group :

Age Group Male Female Others Total

Below 18	2	2	0	4
18-22	34	85	0	119
23-27	33	69	0	102
28-32	2	6	0	8
Above 32	1	1	0	2
Grand Total	72	163	0	235



Key Insights

- Largest group: Ages 18-22 (119 students, ~51% of total).
- Second largest: Ages 23-27 (102 students, ~43%).
- Smallest groups: Below 18 (4 students) and Above 32 (2 students).
- Gender distribution overall:
 - Male: 72 (~31%)
 - Female: 163 (~69%)
 - Others: 0

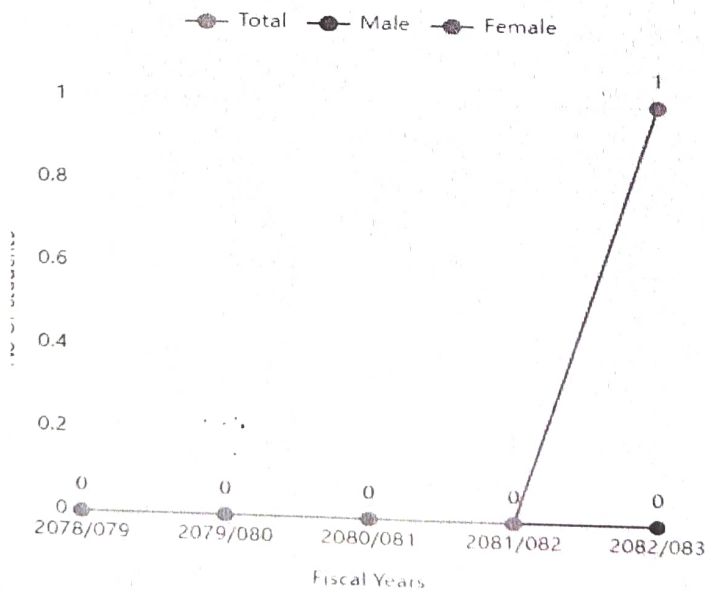
- The data shows Janata Campus primarily serves traditional college-age students (18–27 years old).
- Female students consistently outnumber males across all age groups, reinforcing the Gender Parity Index trend seen in program-level data.
- Very few students are outside the typical college age range, suggesting limited enrollment from non-traditional learners.

Section 4 : Pass Rate

S.No	Program	Appeared (Total)	Passed (Total)	Pass Percent (%)
1	Bachelor in Business Studies	0	0	0.00
2	Bachelor in Education	0	0	0.00
Grand Total —		0	0	0.00

- No students have appeared or passed in either program for the recorded fiscal year (2082/083).
- This could mean the exam data hasn't been updated yet or no exams were conducted during that period.

Section 5 : Graduates Rate



- Fiscal Year Trend: For the fiscal years 2078/079 through 2081/082, the student enrollment remained at zero.

- Recent Increase: There is a single new enrollment recorded for the fiscal year 2082/083.
- Student Profile: This new enrollment consists of one female student (Total: 1, Female: 1, Male: 0).
- Program Context: According to your latest data table, this individual is enrolled in the Bachelor in Business Studies program.

Section 6 : Gender Parity Index(GPI)

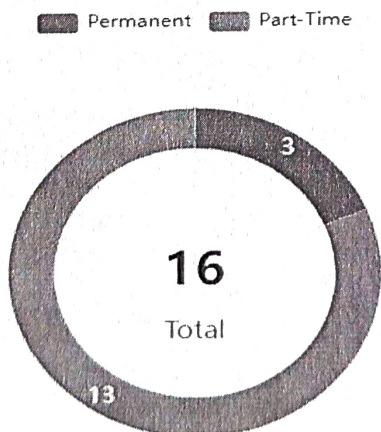
Level	Male	Female	Other	Total	GPI
Bachelor	78	201	0	279	2.58
Grand Total	78	201	0	279	2.58

Female students dominate enrollment, with 201 out of 279 ($\approx 72\%$).

- Male students account for only 28% of the total.
- Gender Parity Index (GPI = 2.58) shows that there are about 2.6 females per male enrolled.
- No students are recorded under the “Other” category.

The Bachelor-level data confirms the strong female majority in enrollment at Janata Campus. This aligns with the broader trend across faculties, especially Education, where female participation is even more pronounced.

Section 7 : Teachers and Staff



- Lecturers: 2 total (1 permanent male, 1 part-time male).
- Readers: 1 total (1 permanent male).
- Assistant Lecturers: 13 total, with the majority (12) working part-time (11 male, 1 female).
- Overall staff count: 16 individuals.
- Gender distribution: 14 male, 1 female, 0 others.

Observations

- The staff composition is heavily male-dominated (nearly 88%).
- Most Assistant Lecturers are employed on a part-time basis, which suggests reliance on flexible or temporary teaching arrangements.
- Permanent positions are limited (only 3 staff members), indicating that the institution may depend more on part-time faculty.

Non-teaching staff by gender and contract type by post

Position	Permanent (M/F/O/T)	Temporary (M/F/O/T)	Contract (M/F/O/T)	Part-Time (M/F/O/T)	Grand Total
Ass. Accountant	1 / 0 / 0 / 1	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1

- Total staff in this category: 1 individual.
- Position: Assistant Accountant.
- Employment type: Permanent.
- Gender distribution: Male only (no female or other recorded).

Observations

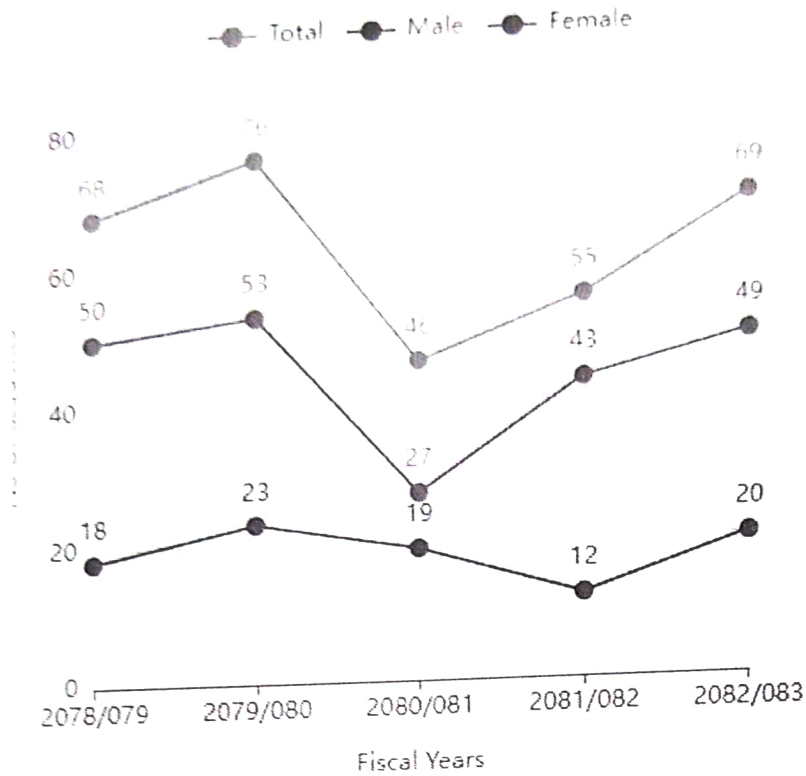
- The non-teaching staff count is very small in this dataset — only one person is listed.
- The role of Assistant Accountant is filled by a permanent male staff member, with no temporary, contract, or part-time staff recorded.

Section 8 : Student Teacher Ratio

The student–teacher ratio is an important indicator used to understand the level of academic support available to students in an institution. In this campus, the total number of students is 290, while the total number of teachers is 16. Based on these figures, the student–teacher ratio is calculated as 290:16, which simplifies to 145:8.

This means that, on average, one teacher is responsible for approximately 18 students. Such a ratio indicates a moderate class size where teachers can manage their classrooms effectively while still providing individual attention to learners. A balanced student–teacher ratio like this generally supports better interaction, improved teaching–learning processes, and enhanced academic outcomes.

Section 09 : Recent Trends



Enrollment Trends

- Total Enrollment: Total student numbers peaked at 76 in 2079/080 before dropping to a low of 46 in 2080/081. There has been a steady recovery since then, reaching 69 in the most recent year.
- Gender Distribution: Throughout the entire period, female enrollment (pink line) has consistently and significantly stayed higher than male enrollment (blue line).
- Female Trends: Female numbers followed the overall total trend closely, seeing a sharp decline in 2080/081 to 27 but rebounding strongly to 49 by 2082/083.
- Male Trends: Male enrollment has remained relatively low and stable, fluctuating between a high of 23 and a low of 12.

Current Status (2082/083)

- The most recent data shows a total of 69 students.
- This is composed of 49 females and 20 males.
- The gap between genders remains wide, with more than double the number of female students compared to males.

Section 10 : Annex Summary

Annex A: Student Enrollment Data by Gender and Fiscal Year
Period: 2077/078 B.S. – 2081/082 B.S.

This annex outlines the historical enrollment trends leading up to the current academic year, highlighting the consistent female majority and the fluctuations in student volume.

Fiscal Year	Male Enrollment	Female Enrollment	Total Enrollment	Gender Parity Index (GPI)
2077/078	20	48	68	2.40
2078/079	18	50	68	2.78
2079/080	19	45	64	2.37
2080/081	18	27	45	1.50
2081/082	27	42	69	1.56
Average	20	42	63	2.12

Key Observations for Annex A

- **Consistency in Participation:** Total enrollment has remained relatively stable, averaging 63 students per year over this five-year period.
- **Gender Gap Trends:** While female enrollment has consistently stayed higher than male enrollment, the Gender Parity Index (GPI) saw a significant narrowing in the last two fiscal years (dropping from a peak of 2.78 to 1.56).
- **Recent Growth:** The most recent fiscal year (2081/082) shows a recovery in total numbers, reaching 69 students, driven by an increase in both male and female enrollments compared to the previous year.

Annex B: Calculation of Gender Parity Index (GPI)

The Gender Parity Index (GPI) is a socioeconomic index used to measure the relative access to education of males and females. It is calculated by dividing the number of female students by the number of male students in a given group. A GPI of 1.0 indicates equality, while a value higher than 1.0 indicates a disparity in favor of females.

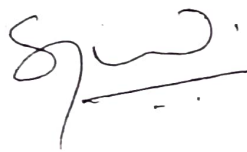
Annex C: Student-Teacher Ratio Calculation

This annex provides the context for the current teaching capacity at the institution, utilizing the total enrollment of 279 students and the current faculty size of 16 teachers.

- **Optimal Learning Environment:** According to international educational standards, a ratio of 18:1 is considered highly effective for higher education. It allows for a balance between large-group lectures and small-group discussions.
- **Workload Management:** The current ratio of 17.44 suggests that faculty members are not overextended. This supports the institutional goal of maintaining high-quality digital pedagogy and strong teacher-student engagement.
- **Future Planning:** As student enrollment continues to recover—rising from 45 students in 2080/081 to 69 in 2081/082—the campus should aim to maintain an STR below 25:1. This ensures that the quality of education does not diminish even as the student body grows.

Summary

The current Student-Teacher Ratio confirms that the campus is well-positioned to offer personalized and effective instruction. With approximately 17 students for every 1 teacher, the institution meets international benchmarks for academic excellence and manageable faculty workloads.



Campus Chief

