



# जनकल्याण क्याम्पस JANAKALYAN CAMPUS

(Affiliated to Tribhuvan University)  
(MED, BED, BBS and BA Programmes)

**Bagchaur Municipality-2, Tharmare, Salyan**

पत्र संख्या (Letter No.): ०८२/०८३

सलाही नं. (Ref. No.): ५६

मिति (Date): 2083/01/17

श्री (To) The University Grants Commission, Nepal  
Sanothimi, Bhaktapur.

विषय (Subject): Submission of the Progressive Report of HEMIS Software.

Dear Sir/Madam

As per the prescribed guidelines and requirements set by the University Grants Commission (UGC), Nepal, we at Janakalyan Campus have successfully installed the HEMIS software and doing all related activities into this software.

Following the successful completion of these activities, we have prepared the HEMIS Software Installation and its progressive Report. We are pleased to attach the complete progress report herewith for your kind reference.

Kindly find the attached document below. We look forward to hearing from you and would appreciate any feedback or suggestions for corrections regarding the submitted report, if necessary.

Thank you for your continuous support and cooperation.



Thank you,

  
[Signature]  
Campus Chief

Progress Report on Campus Digitalisation Performance Grants Indicator: Strengthening Web-based HEMIS

Name of Campus	Jacobshyan Campus	Date	2023/03/26
Website Address	www.jacobshyan-campus.edu.ng		
HEMIS Link	http://www.jacobshyan-campus.edu.ng/7-23		
Published HEMIS Report Digital Copy Link or Website	www.jacobshyan-campus.edu.ng		
Indicator:	Strengthening Web-based HEMIS:		
Indicator: Campus status (equivalent with online Data Entry and Reporting in line suggested format)	Y		
Has Campus established dynamic tag functional website and kept link of HEMIS other ancillary software in website	Y		
Has Campus established web based HEMIS software on UGC suggested Technology, Structure and Guidelines	Y		
campus staff has standard roles that entry report structure and computer software system with link HEMIS	Y		
Has Campus HEMIS integrated with University HEMIS to UGC HEMIS system including with provision of online data reporting automatically	Y		
Has Campus completed their reports (academic data entry and presenting executive reports through HEMIS system and campus HEMIS based online data reporting to University and UGC HEMIS)	Y		
Has Campus their HEMIS split into distinct Disposition, Normal user name, password etc.)	Y		
Has Campus successfully prepared and published HEMIS report based on their HEMIS reporting module and kept in website	Y		
Has campus taken their official Website Domain, HEMIS Sub domain and Campus IP-345 hosted from Nipal Government Integrated Data Management Center (IDMC) Enugu/Abuja.	Y		
Does data on HEMIS update at college matches with data at UGC HEMIS campus teacher printed through API (check validation from remote access both the any-link, idmc-ncr etc.)	Y		

Necessary System and Documents Check list:		Attached (Y/N)
1. Cover Letter for Requesting Grant		Y
2. Campus Published HEMIS Report Digital Copy to Website and send to UGC email		Y
Data reporting to University and UGC HEMIS		Y
Prepared By	Verified and Approved By:	
HEMIS Staff	Campus Chief	
Name: Sami Gwaram	Name: Ekehauring Bhoandiri	
Signature: Jacobshyan/EASIS Ekaral Perish	Print: Campus Chief	
Email: jacobshyan@gmail.com	Email: jacobshyanacademic@gmail.com	
Telephone: 8557032745	Telephone: 9562502333	
Signature: 	Signature: 	
Campus Staff	Campus Chief	





**Higher Education Management Information System (HEMIS) API  
Implementation Standards and Guidelines**

## 1. Introduction

The University Grants Commission (UGC) is implementing the **Nurturing Excellence in Higher Education Program (NEHEP) 2021/22 – 2025/26** as part of the National Higher Education Program. To enhance data management, UGC aims to design, develop, and implement a **Higher Education Management Information System (HEMIS)** that digitalizes educational data collection, processing, storage, analysis, and reporting for informed decision-making and policy formulation.

The primary objective is to establish a comprehensive, user-friendly, and efficient HEMIS at multiple levels (**UGC, University, and Campus/College**). This system will integrate various university and college EMIS data sources via **Application Programming Interfaces (APIs)** to streamline administrative processes digitally.

HEMIS APIs ensure **seamless data exchange, interoperability, and standardization** across institutions. This document outlines the guidelines for secure and standardized API-based HEMIS integration. Integration of HEIs HEMIS through APIs aims to improve efficiency, standardization, and security in data exchange across higher education institutions. Compliance with these rules and regulations ensures a reliable and secure digital ecosystem for academic data management.

This document serves as a regulatory framework for API-based HEMIS integration. Institutions must adhere to these guidelines to ensure secure and standardized data exchange.

## 2. Objectives

- Enable seamless communication between higher education institutions and central education authorities.
- Ensure interoperability among different HEMIS platforms.
- Standardize API-based data centralization while ensuring security, authentication, and consistency.
- Facilitate real-time data sharing between **Campus → University → UGC** to support national-level decision-making and reporting.

## 3. Use and integration of test API in Campus HEMIS

The test API is accessible on the UGC official website. However, UGC's IT personnel will review and verify campus HEMIS workflow, functionality, technology, and compliance with UGC HEMIS guidelines before requesting the API for the system to be integrated with the production version of UGC HEMIS. UGC reserves the right to approve or reject API requests for production HEMIS if the system fails to meet compliance requirements.

*Signature*



### 3.1. Stakeholder responsibilities before HEMIS Integration:

#### a. University Grants Commission (UGC)

- a. Maintain a dedicated **test server sub-domain** for HEMIS development and testing.
- b. Review, verify, and validate **campus HEMIS** for integration possibilities, security, functional and non-functional requirements, data completeness, and guideline compliance.
- c. Ensure **campus HEMIS sustainability, compatibility, and compliance** with the **Strengthening Web-based EMIS Guidelines**.
- d. Develop a **checklist** to assess campus HEMIS functionality, scalability, interoperability, user-friendliness, data completeness and compliance with UGC HEMIS guidelines standards.

#### b. Universities and Campuses (HEIs)

1. Develop the system using **cross-platform, open-source technologies**.
2. Deploy the HEMIS under the **sub-domain of the institution's official domain** hosted application as per UGC guidelines.
3. Submit a **declaration letter** confirming the HEMIS is **fully functional, developed, scalable, interoperable, and user-friendly**.
4. Ensure **regular implementation** to digitalize HEI activities and enable API-based data sharing as per UGC guidelines.
5. Implement **RESTful API-based data sharing** for seamless integration with other systems.
6. Develop a **data migration plan** to transition existing data while maintaining integrity and consistency.
7. Ensure the **campus HEMIS automatically synchronize** with the University and UGC HEMIS in **real time** (bulk data pushing is not allowed; data should be reported instantly).
8. Implement **automated backup scheduling** to protect against data loss.

### 4. API Integration by Higher Educational Institutions (HEIs)

- Ensure proper implementation and adherence to API regulations.
- Maintain data **accuracy, integrity, and security**.
- Conduct API testing on the **UGC-provided test HEMIS server** before production deployment.
- Deploy HEMIS infrastructure as per **UGC guidelines**.
- Only HEIs with **whitelisted IPs** can share data via API with the **production UGC HEMIS**.

<sup>1</sup> The IP is provided by the government data center, such as IITMC or DoIT, or by a server established by the respective university. If the server is established by the university, it must adhere the standard security protocols, and the university must submit a declaration letter accepting full responsibility for any potential challenges in data security and protection.



## 5. API Governance and Compliance

### 5.1. Regulatory Compliance

- All API implementations must comply with national data protection laws.
- Institutions must follow government-mandated reporting and auditing requirements.
- Data sharing agreements must be in place before granting API access.

### 5.2. Authorization and Access Control

- Institutions must use Role-Based Access Control (RBAC) for API access.
- Unique API keys and authentication tokens will be issued and maintained by the governing body.
- Unauthorized API access or data breaches will result in legal and administrative penalties.

### 5.3. Security Standards

- Rate limiting & throttling: Prevent API abuse with request limits.
- CORS (Cross-Origin Resource Sharing): Restrict unauthorized origins for security.
- Input Validation & Error Handling: Protect against injection attacks and ensure clear error messages.
- Postman Collections: Required for API documentation and developer experience.
- APIs must use HTTP standard error codes (e.g., 400 Bad Request, 500 Internal Server Error).

### 5.4. Violation and Enforcement

- Unauthorized API access, data breaches, or misuse will result in API suspension or revocation.
- Non-compliant HEIs may face legal actions, penalties, or loss of accreditation.
- Regular audits will be conducted to ensure adherence to regulations.

This document defines the standardized, secure, and interoperable API-based HEMIS integration framework. Institutions are required to follow these guidelines to ensure effective and compliant data management within the higher education sector. HEIs may implement these APIs only if they fully comply with the guidelines set forth by the UGC for the development, deployment, and operation of HEMIS. Implementing agencies must also adhere to the ICT Act and relevant policies issued by departments under ministries such as IDMC and DoIT of the Government of Nepal (GoN), ensuring compliance with data security, system design, and establishment requirements, even if not explicitly outlined in this document.



### Campus HEMIS Integration Check List

Campus Name: Jankalyan Campus Address: Bijapur Municipality-2, Tharapat, Salyan

S.N	Particular	Status (Y/N)	Remarks
1	<b>Dynamic Website &amp; Software Links:</b> Has the campus established a fully functional website with links to HEMIS and other useful software? (Y/N)	Y	
2	<b>UGC-Compliant HEMIS:</b> Has the campus developed HEMIS as per UGC guidelines, including the required modules with compulsory fields? (Y/N)	Y	
3	<b>Centralized &amp; Modular Structure:</b> Developed with integration, scalability, and interoperability as per UGC HEMIS guidelines? (Y/N)	Y	
4	<b>Standardized data management:</b> Has campus developed HEMIS according to higher education academic regulatory frameworks? (Y/N)	Y	
5	<b>RESTful API Implementation:</b> Designed and developed HEMIS in RESTful API structure and share data facility within system modules and third-party systems like LMS? (Y/N)	Y	
6	<b>Data Validation &amp; Reporting:</b> Ensured proper data field validation and complete data reporting as per UGC HEMIS guidelines? (Y/N)	Y	
7	<b>Real-Time Data Synchronization:</b> Does the campus HEMIS have automatic real-time data synchronization with the University and UGC HEMIS? (Y/N)	Y	
8	<b>Indicator-Based Reporting:</b> Has the campus HEMIS developed with executive reporting module as per UGC HEMIS guidelines, ensuring reported data matches the data in HEMIS? (Y/N)	Y	
9	<b>Official Domain &amp; Government Hosting:</b> Has the campus HEMIS system hosted under the Campus official domain (sub-domain) and deployed in the government Data Center database provided by DoIT, IDMC, Singadaha? (Y/N)	Y	
10	<b>Development Technology and Hosting Platform:</b> Has the campus HEMIS implemented in Open-source technologies and fully supported cross-platform? (Y/N)	Y	

*Note: Based on the submitted information, UGC will review and validate the campus HEMIS. UGC reserves the right to accept or reject API-based integration with the UGC HEMIS.*

**Prepared By: IT/EMIS Focal Person**

Signature: [Signature]

Name: Santosh Gurung

Mobile No.: 9857832765

Email Address: stgtrn1@gmail.com

**Approved By: Campus Chief**

Signature: [Signature]

Name: Pokhara Bhandari

Mobile No.: 9866582151

Email Address: pkbhandari26@gmail.com



Higher Education Management Information System (HEMIS)

Completion Reports

To

**University Grand Commission (UGC)**

Sanothimi, Bhaktapur, Nepal



Submitted By

**Janakalyan Campus**

Bagchaur Municipality-2, Salyan

Email : [jrccts@gmail.com](mailto:jrccts@gmail.com)

Contact No. : 088-412060



## SECTION-1

# INTRODUCTION

Jankalyan Campus has undertaken the task of publishing basic statistical information about higher education (bachelor's and master's) through its annual publication in the form of the EMIS report. This report presents information about higher education on campus through comprehensive data management by doing systematic recording. It is expected that the information in this report will be useful for planning, policy-making, designing programs, and projecting resources for higher education in Jankalyan Campus.

Jankalyan Campus established an Education Management Information System (EMIS) under the Higher Education Reform Project in 2025/26 A.D. It aims to provide updated information on the campus's education system. This is our first attempt to produce such a comprehensive statistical report. The main purpose of this volume is to provide adequate, accurate, timely, and reliable data to the education stakeholders. Therefore, the present report gives detailed information of Jankalyan Campus regarding its student enrollment, graduates, gender parity index (GPI), teaching and non-teaching staffs, academic department and programs, research and publication, and financial status of the campus.

### Organization of the Report

There are eleven sections in this report; the first section provides an introduction to the report; and the second section gives the background information of the faculties on the campus. Similarly, section three educates us with faculty-wise and program-wise information on enrollment status and gender-wise distribution of the available data on the campus. Section four offers the data on the gender parity index (GPI). In the same way, section five delivers information on students who graduated from the campus. Likewise, the sixth section presents information about the distribution of graduates on campus. Section seven affords information on gross enrollment ratios for bachelor's and master's degree programs. Moreover, the section eight presents information on the financial source and other financial aspect of the campus. Moving further, the information on teaching and non-teaching staff is expressed in the ninth section. Section ten lists the student/teacher ratio (STR) on the campus. Eventually, the eleventh section delivers information on the research and publication status of the campus. The main texts are followed by an annexure in the report. In this way, the present



report includes a total of eight annexes.

### **Methodology**

Apart from the EMIS Report Preparation Team, this report is prepared through the direct and indirect contributions of other faculties and departments, different divisions, and the administrative chapters within the Jarakalyan Campus. The data were collected from the administrative units of the campus. The obtained data is presented in simple tables and figures as per the requirements for easy accessibility to prospective readers. During the preparation of this report, the data collection process was a bit time-consuming as the campus is continuously working to maintain a web-based database at its best possible attempts regularly. Similarly, the report includes descriptive statistics to analyze the data for the easy understanding and reference to the concerned readers.

Signature



## SECTION-2

### CAMPUS LEVEL, FACULTY AND PROGRAM

Janakalyan Campus is a higher educational institution that offers bachelor's and master's levels of education in the district, i.e., Bagchaur Municipality of the Salyan district. In simple words, the campus serves two programs bachelor's and master's. In addition, the institution has three faculties: education, management, and Humanities and social science at the bachelor's level whereas the master's level offers only the program of Master of Education (M.Ed.) in two subjects, i.e. Nepali and Curriculum and Evaluation. Each program and faculty provide better teaching and learning practices in the entire Salyan district and research environments in a wide-ranging variety as per the respective departments and subjects on the campus. The academic strength of the campus maintains excellence across programs and faculties and also around the locality of Salyan and its outskirts. In this way, the campus is contributing to the national academic outcomes at large from this specific location, as per its quality and facilities available for continuous contribution. We are recognized as a leading higher educational institution in Salyan district due to the outstanding quality of our departments that serve the community with three faculties at the bachelor's level and one faculty at the master's level specializing the teaching in Nepali and Curriculum and Evaluation subjects.

#### **Faculty of Education (FoE)**

The Faculty of Education at Janakalyan Campus is the leading department in producing dynamic and innovative future teachers, educators, and trainers in the Karnali province of Nepal holistically. The faculty has good relationships with other educational institutions of this region such as schools and colleges, and has also been a leader in educational developments over the years. A quick overview for the details of the education faculty, let us look at the following:

- No. of full-time faculty member =4
- No. of part time faculty member =11
- No. of students = 494

Our faculty members and students are moving forwards joining their helping hands together in their search for academic pursuit to better understand education, bringing a meaningful change to their academic practice. The faculty has the following departments under its



operations:

- Department of English Education
- Department of Nepali Education
- Department of Mathematics Education
- Department of Health, Physical and Population Education
- Department of Teaching Practice

#### **Faculty of Management (FoM)**

Furthermore, the Faculty of Management at Janakalyan Campus is the second leading faculty that also aims to provide higher education to our students for academic and professional pursuits in business, industry, and even in the government sector. Just like the other two faculties, this faculty has also been producing dynamic and innovative entrepreneurs capable of promoting business and industry in the socio-economic development of Nepal. The Faculty of Management (also called Commerce) initiated its classes in 2070. Since then, this faculty has been one crucial department on the campus that is continuously helping create a unique identity for the campus regarding its academic character and outcomes. In this way, this faculty had begun its educational voyage with the first year of bachelor of business studies (BBS) program in 2070 BS which holds the following details at present for our easy understanding.

- No. of full-time faculty member =1
- No. of part time faculty = 5
- No. of students= 124

#### **Faculty of Humanities and Social Science (FoHSS)**

Moving further, another faculty at Janakalyan Campus is, the faculty of Humanities and Social Science which equally intends to promote the quality of this department in terms of effective teaching, learning and research activities like the two previous faculties above. Moreover, this faculty encompasses the logical, experimental and mathematical study of our Humanities and Social Science, combining both theoretical and practical aspects. Thus, the faculty offers an array of 4-Year B.A. A quick overview of this faculty includes the following details for our understanding.

- No. of part time faculty = 2
- No. of Students = 4

The Faculty of Humanities and Social Science has encouraged and provided a base for research



activities throughout the course in Janakalyan Campus that has also facilitated an in-depth and interdisciplinary approach through interconnected teaching and research activities. The faculty has different subject-specific lectures that have strong collaboration among the other subject experts across the departments on campus. In this way, the faculty of Humanities and social science is another important department in the campus which is also the pride of Janakalyan Campus. It is because out of a total of twelve campuses in the entire Salyan district, only our campus serves the community with the faculty of science to the educational needs and demands of the local community. In this way, the Humanities and Social science faculty has also helped us establish our uniquely recognizable identity in the district and this region at large.

### **Programs**

Janakalyan Campus was established with the bachelor's program in its inception phase. While moving further with a continuous and a motto of better academic journey, the campus also started to offer the master's program in 2075 BS. Through the bachelor and master's level programs, three different departments (three at bachelor's and the same one also at master's) at Janakalyan Campus have been producing skilled and capable undergraduates and graduates by meeting the market-driven needs of the respective fields of study. To understand it more comprehensively, the following courses are being offered by the campus at present.

#### **a) Bachelor's Level**

- Bachelor of Education (B.Ed. – 4Years)
- Bachelor of Business Studies(BBS -4 Years)
- Bachelor of Humanities and Social Science (B.A. –4Years)

#### **b) Master's Level**

- Master of Education (M.Ed.) in Nepali (2 Years- 4 Semesters)
- Master of Education (M.Ed.) in Curriculum and Evaluation (2 Years- 4 Semesters)

In this way, Janakalyan Campus has three Faculties. Each of them offers better and praiseworthy teaching, learning, and research environments in Salyan district. The campus's academic qualities and provisions have been continuously fulfilling better educational offerings and achievements across disciplines in Bagchaur Municipality, the outskirts of Salyan district, and also to the neighboring districts of Salyan at large. In this way, we are committed and also recognized as a leading higher education in the district due to the outstanding quality of our departments that offer over two programs of bachelor's and master's through three faculties.



## SECTION -3

### STUDENT ENROLLMENT

The campus is one of the community campuses under the affiliation of Tribhuvan University (TU) in Salyan district. Likewise, Janakalyan Campus has a considerable number of students both in bachelor's and master's programs. Going further, the master's program of Master of Education in Nepali and Curriculum and Evaluation has attracted students in good numbers, since there is no other campus in the entire district to offer a master's program. Many students in Janakalyan Campus experience better teaching and learning activities which is also defined by the students' size on the campus. Despite the geographical obstacles of Salyan district, the campus is courageous in maintaining educational quality through the best possible services. Among different challenges, the campus has been able to serve the community with two different programs, three faculties, research, and other academic tasks for the students who come from different areas in Salyan and some neighboring districts like Rolpa, Rukum, Dang, Jajarkot, etc.

Every student comes with better academic expectations on campus in each academic year. They are also dedicated to their educational success during their stay at the campus, which is also dependent on identifying personal pathways throughout their undergraduate and graduate experiences in both bachelor's and master's programs. Toward that end, the campus maintains and also ensures that students have been served with a cooperative interaction with faculty, as well as structured access to opportunities for engaging in research and professional development. The campus enables students to take a leading role in transforming their own experience through opportunities for fostering friendships, personal and intellectual growth, civility, and community pride, during their academic journey and even after the completion of their respective levels on the campus.

#### 3.1 Number of Students in Bachelor Level in the Academic Year 2082/83

Level	Program	Male	Female	Total	Percentage
Bachelor	Education	183	311	494	79.42%
	Management	40	75	124	19.94%
	Humanities & Social Science	3	1	4	0.64%
	<b>Bachelor's Total</b>	<b>235</b>	<b>387</b>	<b>622</b>	<b>100%</b>

Table 1



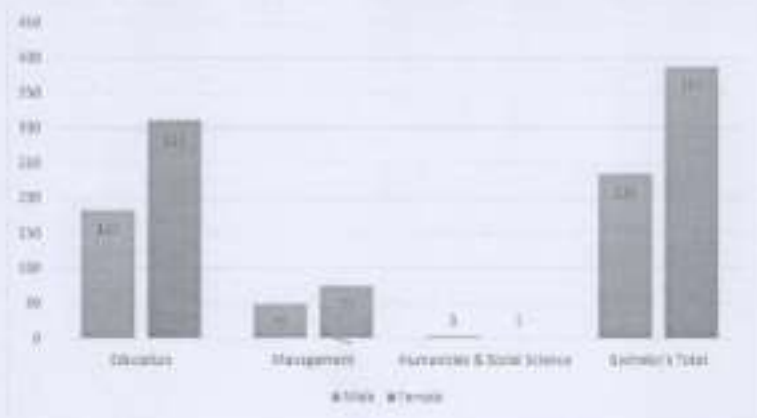


Figure 1.1: Number of Students in Bachelor Level in the Academic Year 2082/83

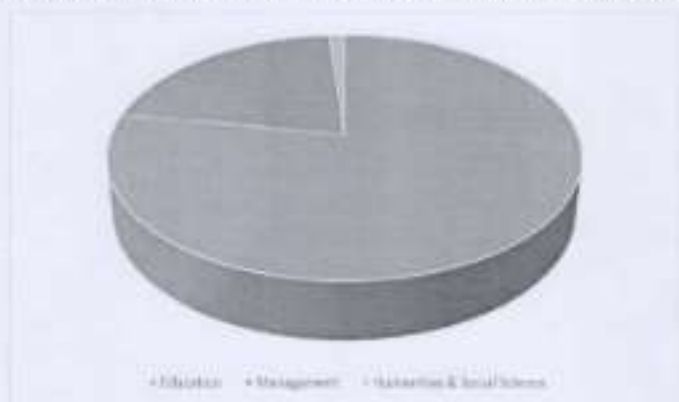


Figure 1.2: Number of Students in Bachelor Level in the Academic Year 2082/83

The data provided in table 1, figure 1.1 and 1.2 present a comprehensive breakdown of Janakalyan Campus's student enrollment in the bachelor-level programs for the academic year 2081/82. The analysis includes details of student distribution across different programs (Education, Management, and Humanities and Social Science), categorized by gender (Male and Female), and the overall percentage share of each program in the total enrollment. The table includes four programs under the Bachelor level with separate columns for Male, Female, Total students, and Percentage distribution. The highest enrollment is in the Education program, with 494 students, which accounts for 79.42% of the total bachelor-level

students. A significant gender disparity is observed, as female students (311) outnumber male students (183) by a big margin. This trend suggests that the Education program is more popular among female students, potentially due to societal norms and career preferences favoring teaching professions for women. The second highest enrollment is in Management, with 124 students, comprising 19.94% of the total bachelor-level students. Here too, female students (75) significantly outnumber male students (49), but the gap is relatively narrower compared to the Education program. This could indicate an increasing interest in business-related studies among females, reflecting a shift towards financial independence and entrepreneurship. The lowest enrollment is observed in the Humanities and Social Science program, with only 4 students (0.64% of the total). The male-to-female ratio is difference-related to Education and Management (3 males, 1 female), showing opposite with other two faculties. This suggests that Humanities and social science-related disciplines may not be a primary choice for students at this institution, possibly due to limited faculty availability, fewer career opportunities, or a lack of interest in the field.

Female students dominate the overall enrollment, making up 62.23% (387 out of 622) of the total students. Male students account for 37.78% (235 out of 622) of the total. This gender disparity indicates that more female students are pursuing higher education at Jankalyan Campus. The data showed that the female students slightly overcome males across all programs except Humanities, indicating a shift towards greater female participation in higher education. The data from Table 1 and its corresponding figures highlight significant gender imbalances and program preferences at the bachelor level. The dominance of female students, preference for Education and Management, and minimal enrollment in Humanities and Social Science suggest broader social and institutional trends.

### 3.2 Number of Students in Master Level in the Academic Year 2012/13

Level	Program	Male	Female	Total	Percentage
Masters	M.Ed. (Nepali)	0	3	3	9.37%
	M.Ed. (Curriculum & Evaluation)	19	10	29	90.63%
	<b>Total</b>	<b>19</b>	<b>13</b>	<b>32</b>	<b>100%</b>

Table 2



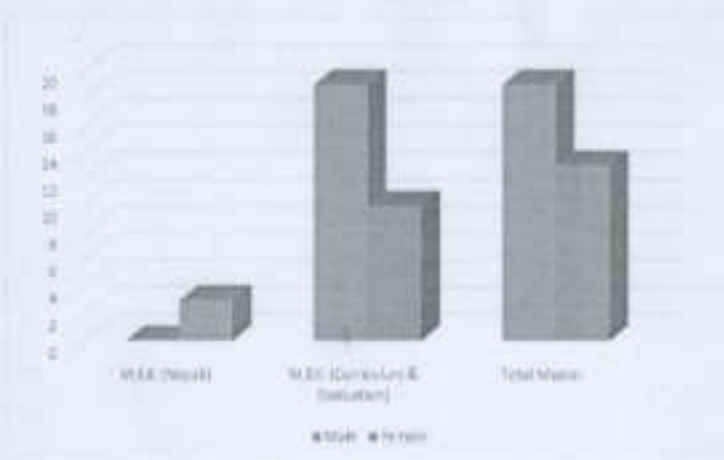


Figure 2.1: Number of Students in Master Level in the Academic Year 2082/83

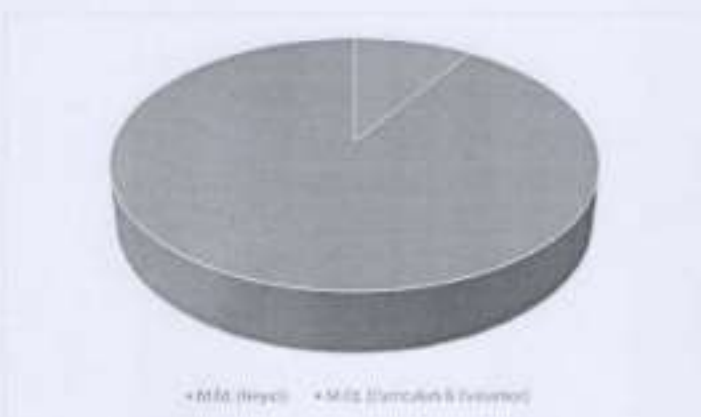


Figure 2.2: Number of Students in Master Level in the Academic Year 2082/83

The given data in table 2, figure 2.1 and 2.2 presents the number of students enrolled in the master's level programs at Jankalyan Campus for the academic year 2082/83. The data is structured in a table and represented visually in two figures. The total number of students enrolled in the master's level programs is 32, with a significant gender disparity. Male students dominate the enrollment numbers, making up 19 students (59.38%), while female students account for only 13 students (40.62%). This trend indicates a higher participation of male students in postgraduate education at the campus.

The table 2 classifies the students into two programs under the Master of Education (M.Ed.) category, i.e., M.Ed. (Nepali) and M.Ed. (Curriculum & Evaluation). The M.Ed. Curriculum and Evaluation program has the highest enrollment, with 29 students (90.63%). The gender distribution within this program is highly skewed, with 19 male students compared to only 10 female students. Similarly, M.Ed. (Nepali) program has 3 students (9.37%), where all students are female. This breakdown shows that the M.Ed. in Curriculum & Evaluation program is the most preferred choice among students, especially males, while the M.Ed. in Nepali program has comparatively fewer students. In this way, a key observation from the data shows overwhelming male majority in Curriculum & Evaluation programs. In M.Ed. (Curriculum & Evaluation), male students make up 90.63%, and in M.Ed. (Nepali), they account for 9.37%. The overall gender gap suggests that more male students are pursuing higher education at Janakalyan Campus. Similarly, the M.Ed. (Curriculum & Evaluation) program is significantly more popular than M.Ed. (Nepali) as per the data in the campus.

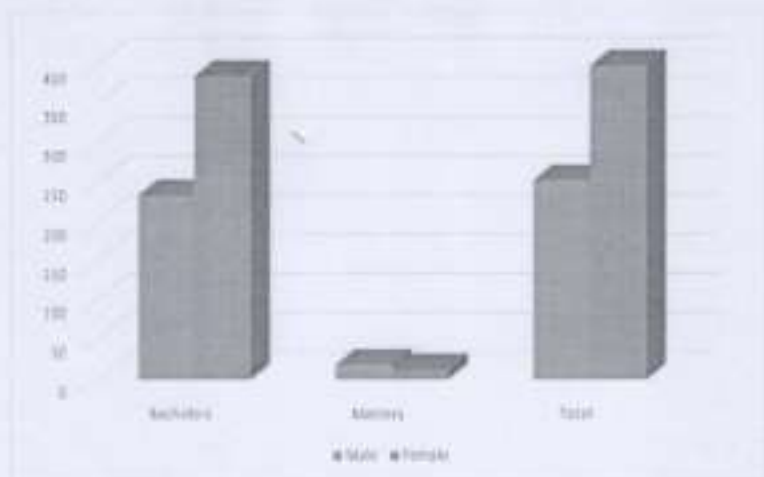
In conclusion, the analysis of the enrollment data for the academic year 2082/83 at Janakalyan Campus reveals a significant gender imbalance, with male students overwhelmingly outnumbering females. Likewise, the M.Ed. (Curriculum & Evaluation) program has the highest enrollment, suggesting its popularity among students. The figures and table effectively highlight these trends, giving a clear picture of the academic demographics at Janakalyan Campus.

### 3.3 Number of Students in Master and Bachelor Levels in the Academic Year 2082/83

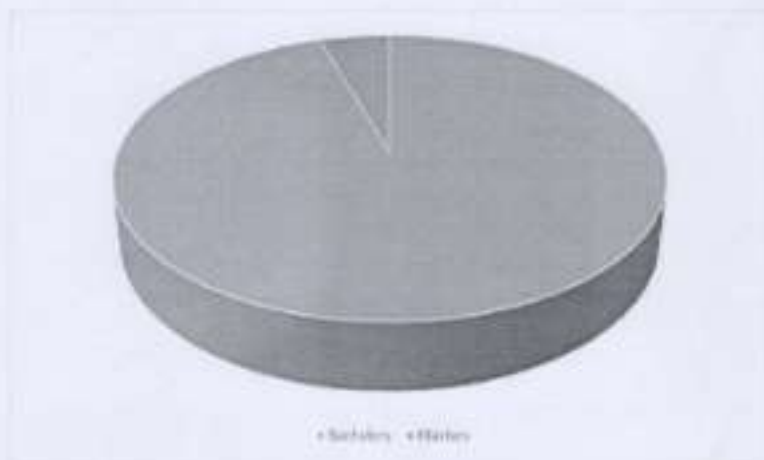
Level	Male	Female	Total	Percentage
Bachelors	235	387	622	95.11%
Masters	19	13	32	4.89%
Total	254	400	654	100%

Table 3





**Figure 3.1: Number of Students in Master and Bachelor Levels in the Academic Year 2083/83**



**Figure 3.2: Number of Students in Master and Bachelor Levels in the Academic Year 2082/83**

The abovementioned data in the table 3 and figure 3.1 and 3.2 includes the number of students enrolled in bachelor's and master's programs at Jankalyon Campus in the academic year 2082/83. Here, the analysis is conducted by examining various aspects such as

enrollment distribution by level, gender representation, and percentage distribution on the given data above.

The total number of students enrolled in both bachelor's and master's programs is 654. A significant majority of students (622 students, 95.11%) are enrolled in bachelor's programs, whereas 32 students (4.89%) are pursuing master's degrees. This distribution shows that undergraduate education is more dominant at the campus, which is common in many academic institutions where undergraduate enrollment is significantly higher than postgraduate enrollment.

Regarding the gender representation in bachelor's level enrollment, it has a striking gender disparity, with female students outnumbering male students by a narrow margin. As per the data, the male students make up 37.78% of bachelor's enrollment whereas the female students account for 62.22%. Male students dominate the master's level enrollment. However, the gap is even wider at the master's level. The lower percentage of female students at this level might be the factors like early employment, migration for higher studies elsewhere, or societal responsibilities impacting male participation in master level education.

In this way, Janakalyan Campus in the academic year 2082/83 has the overall gender representation of 254 (38.84%) for the male students. Similarly, for the female students, it is 400 (61.16%) out of a total of 654 enrolled students.

Female students constitute high percentage of the total student population at Janakalyan Campus. This is a positive indication of increasing female participation in higher education. The master's program has significantly lower students compared to the bachelor's program, showing a lower continuation rate from undergraduate to postgraduate studies. Moving further, female student representation decreases at the master's level, displaying that fewer female are pursuing higher education beyond a bachelor's degree. In this way, the data above reveals a significant gender disparity favoring female students in bachelor's at Janakalyan Campus. The lower enrollment at the master's level suggests a potential gap in attention or program offerings.



### 3.4 Program-Wise Pass Out Students in Last Three Years

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	2	2	4	14	15	29	33	72	105	138
	BBS		1	1	1	3	4	2	1	3	8
	B.A.				1		1	5	1	6	7
Master	M.Ed. (Nepali)										
	M.Ed. (Curriculum & Evaluation)										

Table 4

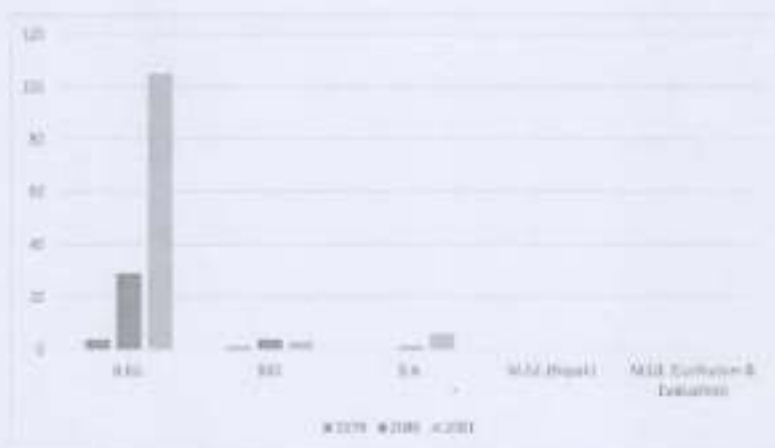


Figure 4.1: Program-Wise Pass Out Students in Last Three Years

The abovementioned statistics reported in table 4, figure 4.1 is comprehensively analyzed here for program-specific graduates from Janakalyan Campus throughout the previous three academic years, i.e., 2079, 2080, and 2081. The data provides insights into the graduation trends for Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS), Bachelor of Humanities and Social Science (B.A.), and Master of Education (M.Ed.) in Nepali and Curriculum & Evaluation. The analysis is also based on gender-wise distribution over the three years. The analysis of graduates from the bachelor-level programs at Janakalyan



Campus over the past three years (2079, 2080, and 2081) reveals thought-provoking trends in enrollment and completion rates across different disciplines. The data also informs us that the academic choices of students is shifting as per the students' gender-wise participation seen in higher education at Janakalyan Campus.

The Bachelor of Education (B.Ed.) program has experienced a noticeable fluctuation in the number of graduates over the three-year period. In 2079, a total of 4 students completed their degrees, with 2 males and 2 females. However, in 2080, the number of graduates noticeably decreased to 29, with 14 males and 15 females. Again, graduation increase in 2081 when 105 students graduated, consisting of 33 male and 72 females. The trend suggests that the overall number of graduates in this program is increasing year by year. On the other hand, the Bachelor of Business Studies (BBS) program has shown some trend in the number of graduates. In 2079, only 1 student graduated, 1 female. The following year, 2080, saw increase to 4 graduates, 1 male and 3 females. A remarkable flow occurred in 2081, with 3 students completing their undergraduate level in which 2 males and 1 female students. In the last three years, pass number was primarily driven by female students, with 5 females graduating compared to just 3 males.

Furthermore, The Bachelor of Humanities and Social Science (B.A.) program has the lowest number of graduates compared to the B.Ed. and BBS programs. The data indicates a minimal student output, suggesting low enrollment. In 2080, a single male student completed the program and in 2081 total 6 students completed their degrees, with 5 males and 1 female student graduated. The consistently low number of graduates shows the challenges this program has, which might be a lack of interest among. The low enrollment in Humanities and Social science programs has been a challenge compared to the past academic years in the campus. Similarly, regarding the master-level graduates, no students complete their master degree in both subjects. In bachelor's programs, female graduates slightly outnumber males, especially in B.Ed. and BBS. The B.Ed. and BBS are also the most preferred programs, while B.A. has significantly low graduate numbers. Going forward, there is the increasing number of graduates in BED, especially in 2081 which suggests the growing trend of the BED stream.

In this way, the bachelor-level graduates at Janakalyan Campus over the past three years shows its reality of changing trends also on the three academic programs. Moreover,



compared to the bachelor level programs, master level education in two subjects has the lower visibility in Jaakalyan Campus. These trends reflect academic and societal changes that have influenced students' choices and also show the need for campus's strategies to promote balanced and sustainable enrollment in all academic programs in the campus.



## SECTION-4

### PASS RATE

This section provides a detailed information on the pass rate of the students at Janakalyan Campus according to bachelor and master level programs, where bachelor level has three faculties; B.Ed., BBS, and B.A. and master level has only one faculty of education, specializing the education in Nepali and Curriculum & Evaluation subjects. The details have been presented as per programs, year, number of enrolled students, students appeared in the exam, number of passed students, pass percentage, and dropout percentage comprehensively.

#### 4.1 Pass Rates (Program-wise): Bachelor Level

Programs	Year	No. of Enrolled Students	Appeared in Examination	No. of Passed Students	Pass %	Dropout %	
B.Ed.	1	2078	113	13	11.50	11.72	
BBS		2078	42	15	35.71	35.71	
B.A.		2078	11	11	2	18.18	-
B.Ed.	2	2079	61	8	13.11	35.79	
BBS		2079	21	2	9.52	30.00	
B.A.		2079	11	7	4	37.14	26.36
B.Ed.	3	2080	61	41	67.21	-	
BBS		2080	21	18	9	50.00	14.29
B.A.		2080	7	7	3	42.86	-
B.Ed.	4	2081	61	58	95.08	-	
BBS		2081	18	18	3	16.67	-
B.A.		2081	7	7	6	85.71	-
Average Pass Rate		503	427	164	38.41	15.11	
B.Ed.			296	120	40.54	-	
BBS			99	29	29.29	-	
B.A.			32	15	46.88	-	
All faculty Average Pass Rate			427	164	38.41	-	

Table 5



The aforementioned data in Table 5 presents a detailed analysis of the pass rates for bachelor-level programs (B.Ed., BBS, and B.A.) at Jarakalyan Campus. The table is organized by program, year, number of enrolled students, students who appeared in the examination, number of passed students, pass percentage, dropout percentage, and average pass rates.

In the B.Ed. first year, only 11.50% of the students who appeared in the exam passed, indicating a relatively low pass rate. The dropout rate is also high at 11.72%, suggesting that many enrolled students did not complete the program. The details of the first-year enrolled students are 128, appeared students in exam 113, passed students 13, the pass percentage is 11.50%, and the dropout percentage is 11.72%. Moving further, the pass rate increases significantly to 13.11% in the second year, which is concerning. However, there is 35.71% dropout rate as all enrolled students appeared in the exam. The details of the second year say that enrolled student 95, appeared students in exam 61 and passed Student 8, pass percentage of 13.11%, and the dropout percentage is 35.79% for the second year as all enrolled students appeared in the exam. The pass rate improved significantly in the third year to 67.21%, which is a positive trend. The dropout rate is also zero percentage, which is no student drops in third year. The statistics for the third-year show that the enrolled students are 61, the appeared students in the exam are 61, passed students 41, the pass Percentage is 67.21%, and the dropout percentage is nil. The pass rate in the fourth year is the highest at 95.08%, indicating a strong performance by the students. There is also zero percent dropout rate as all students appeared in the exam. The figures for the fourth year reveal that there were 61 enrolled students, appeared students in the exam were 61, passed students were 58, the pass percentage was 95.08%, and the dropout percentage in the fourth year is also nil as all the enrolled students appeared in the exam. Thus, the overall pass rate for B.Ed. is 40.54%, which is moderate. The program shows improvement over the years, with the highest pass rate in the fourth year.

In addition to the above, the Bachelor of Business Studies (BBS) program, a four-year academic journey, has seen changeable student performance and holding rates over the years, as detailed in the tabulated data. The program began with a batch of 33 enthusiastic students in the first year. However, the first year revealed both promising and concerning trends. Out of the 33 enrolled students, only 42 appeared for the TU's board examination. Of these, 15 students successfully passed, resulting in a pass percentage of 35.71%. While this pass rate is not so good, 11 students discontinued the program. This high dropout rate raises questions about the challenges faced by students in their initial year, whether academic, personal, or



institutional. Similarly, in the second year, the program saw a reduced enrollment of 30 students, likely due to the dropouts from the previous year. Interestingly, 21 students appeared for the exams, meaning there was 30.00% dropout rate for this year. However, the academic performance took a sharp downturn, with no students passing the exams. This resulted in a strikingly 9.52 pass percentage.

Likewise, in the third year, the program continued with the same number of enrolled students 21, 18 students appeared for the exams. This year, however, marked a notable improvement in academic performance. A total of 18 students passed their exams, achieving a pass percentage of 50.00%. This recovery in pass rates indicates a positive trend. 14.29% of dropouts for the second consecutive year further strengthens the stability of the batch, even as they directed the challenges of the third year. By the fourth year, the program saw a slight reduction in enrollment, with 18 students remaining. All 18 students appeared for the final exams, no one dropouts in the later years of the program. Of these, 3 students successfully passed, achieving a pass percentage of 16.67%, the second lowest in the four-year period. This upward path in pass rates reflects a strong and determined group of students who persevered through the program's challenges. The consistent appearance of all enrolled students in the exams throughout the second to fourth years suggests a strong commitment to completing the program, even if academic success varied.

In summary, the BBS program experienced a rocky start with a high dropout rate in the first year, followed by a sharp decline in pass rates in the second year. However, the subsequent years demonstrated a steady recovery, with pass rates improving significantly in the third and reduce in fourth. The few numbers of dropouts in the later years highlights the dedication of the remaining students, while the fluctuating pass rates emphasize the need for ongoing evaluation of the program's structure and support systems to ensure sustained academic success. Overall, the data paints a picture of flexibility and gradual improvement, with the final year concluding in the highest pass rate, offering a hopeful outlook for future batches. In this way, the overall pass rate for BBS is 29.29%, which is moderate. The program shows improvement over the years, with the highest pass rate in the fourth year.

The Bachelor of Humanities and Social Science (B.A.) program, a four-year academic journey, has seen changeable student performance and holding rates over the years, as detailed in the tabulated data. The program began with a batch of 11 enthusiastic students in



the first year. However, the first year revealed both promising and concerning trends. Out of the 11 enrolled students, all 11 appeared for the TU's board examination. Of these, only 2 students successfully passed. Similarly, in the second year, the program saw no change in enrollment of 11 students, likely due to the dropouts from the previous year. Interestingly, 7 students appeared for the exams, meaning there was 36.36% dropout rate for this year. However, the academic performance took a sharp downturn, only 4 students passing the exams. This resulted in a 57.14 pass percentage.

Likewise, in the third year, the program continued with the same number of enrolled students 7, all the students appeared for the exams. This year, however, marked a notable improvement in academic performance. A total of 3 student passed their exams, achieving a pass percentage of 42.86%. This recovery in pass rates indicates a positive trend. With no dropouts for the third consecutive year further strengthens the stability of the batch, even as they directed the challenges of the third year. By the fourth year, the program saw same in enrollment, with 7 students remaining. 7 students appeared for the final exams, maintaining the trend of no dropouts in the latter years of the program. Of these, 6 students successfully passed, achieving a pass percentage of 85.71%, the highest in the four-year period. This upward path in pass rates reflects a strong and determined group of students who persevered through the program's challenges. The consistent appearance of all enrolled students in the exams throughout the second to fourth years suggests a strong commitment to completing the program, even if academic success varied.

Similarly, the year-wise analysis shows that the first year has a low pass rate for B.Ed. (11.50% pass rate and 11.72% dropout rate), a highest pass rate for BBS (35.71% pass rate, 35.71% dropout rate) and second lowest pass rate for BA (16.18% pass rate, zero percent dropout rate). The dropout rates are high for all programs except B.A program, indicating challenges in student retention. The second year shows a significant high in pass rates for B.Ed. (13.11% pass rate, 35.79% dropout rate), BBS (9.52% pass rate, 30.00% dropout rate) and BA (57.14% pass rate, 36.36% dropout rate). Moving further, the third year shows a drastically improvement in pass rates for all programs, with B.Ed. achieving a 67.21% pass rate. The dropout rate for B.Ed. is zero in third year. The details of the third year reveal that the B.Ed. stream had 67.21% pass rate, and zero percent of dropout rate while the BBS program showed 50.00% pass rate and 14.29% dropout rate. In the same way, the B.A. program, on the other hand, maintained 42.86% pass rate and no dropout rate. Now,



regarding the fourth year, it shows the highest pass rates in B.Ed. and B.A. programs, with 95.08% for B.Ed., 16.67% for BBS and 85.71% for B.A. The B.Ed. faculty possessed 95.08% pass rate and zero percent dropout rate. In respect to the BBS program, it reduce 16.67% pass rate in the fourth year. Last but not least, the B.A. stream showed 85.71% pass rate and no dropout rate either. In this way, the data of the fourth year indicates strong performance by students in their final year, except BBS program.

Regarding the overall analysis on the average pass rate, it is 38.41% across all programs, which is moderate. This indicates that approximately one seventh of the students who appear in the exams pass. The B.B.S. program has a slightly lower average pass rate compared to the overall average, at 38.41%. However, the program shows improvement over the years, with the highest pass rate in the third year. Apart from the B.Ed. and BBS streams, the B.A. program has a perfect average pass rate of 46.88%. However, this is based on a very small number of students, so the results may not be representative of the B.A. program as a whole.

In conclusion, the aforementioned data in the table number 5 shows that the pass rates for B.Ed., BBS and B.A. programs are moderate, with significant improvements in the later years. The B.A. program has a perfect pass rate, but this is based on a very small number of students. Dropout rates are highest in the third year, indicating that the first year is a critical period for student retention. The overall average pass rate for all programs is 38.41%, which suggests that there is room for improvement in academic performance and student support services.



## SECTION-5 GRADUATES

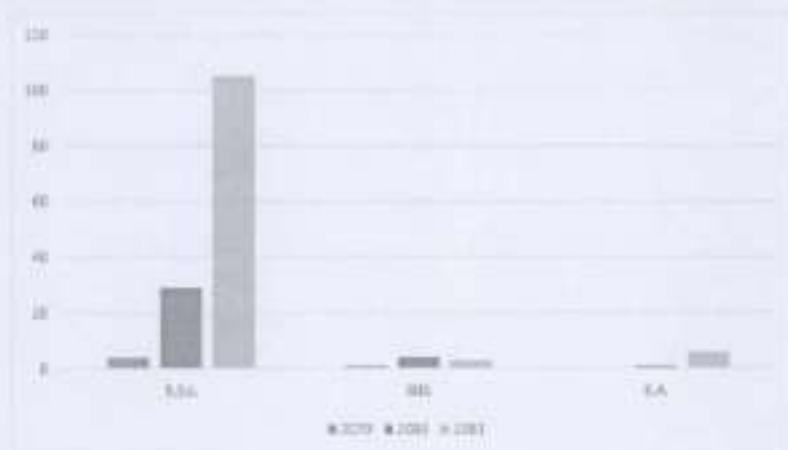
This section provides details and a thorough analysis of the graduates of Jarakalyan Campus in the last three academic years (2079, 2080, and 2081). Regarding this, the section also includes a detailed representation of the graduates according to level as well as the three faculties B.Ed., BBS, and B.A. In preparing this report, the report preparation team also encountered some difficulty in obtaining the actual number of graduates in the process. It became challenging for us, especially due to the calculation we needed to know the exact number of students who, whether obtained the transcripts or not in the particular graduated years 2079, 2080, and 2081. Anyway, we tried our best and have also presented the data that we found to the best of our knowledge and attempts while preparing this report. Let the data speak itself as below:

### 5.1 Program-Wise Pass Out Students in Last Three Years

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	2	2	4	14	15	29	33	72	105	138
	BBS		1	1	1	3	4	2	1	3	8
	B.A.				1		1	5	1	6	7

Table 6





**Figure 5.1: Program-Wise Pass Out Students(2079, 2080, and 2081 BS)**

The abovementioned statistics reported in table 6, figure 5.1 is comprehensively analyzed here for program-specific graduates from Janakalyan Campus throughout the previous three academic years, i.e., 2079, 2080, and 2081. The data provides insights into the graduation trends for Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS) and Bachelor of Humanities and Social Science (B.A.). The analysis is also based on gender-wise distribution over the three years. The analysis of graduates from the bachelor-level programs at Janakalyan Campus over the past three years (2079, 2080, and 2081) reveals thought-provoking trends in enrollment and completion rates across different disciplines. The data also informs us that the academic choices of students is shifting as per the students' gender-wise participation seen in higher education at Janakalyan Campus.

The Bachelor of Education (B.Ed.) program has experienced a noticeable fluctuation in the number of graduates over the three-year period. In 2079, a total of 4 students completed their degrees, with 2 males and 2 females. However, in 2080, the number of graduates noticeably increased to 29, with 14 males and 15 females. Again, graduation increased in 2081 when 105 students graduated, consisting of 33 male and 72 females. The trend suggests that the overall number of graduates in this program is increasing. On the other hand, the Bachelor of Business Studies (BBS) program has shown some trend in the number of graduates. In 2079, only 1 female student graduated. The following year, 2079, saw an increase to 4 graduates, 1 male and 3 females. A decreasing trend occurred in 2081, with 3 students completing their



graduate level. This decrease was primarily driven by female students, with 1 female graduating compared to 2 males.

Furthermore, The Bachelor of Humanities and Social Science (B.A.) program has the lowest number of graduates compared to the B.Ed. and BBS programs. The data indicates a minimal student output, suggesting low enrollment. In 2079, no student completed their degrees, and in 2080, a single male student completed the program. In 2081, 6 students completed their bachelor's degree consisting of 5 males and 1 female. The consistently low number of graduates shows the challenges this program has, which might be a lack of interest among. The low enrollment in Humanities and Social science programs has been a challenge compared in the past academic years in the campus. In bachelor's programs, female graduates slightly outnumber males, especially in B.Ed. and BBS. The B.Ed. and BBS are also the most preferred programs, while B.A. has significantly low graduate numbers. Going forward, there is the increasing number of graduates in BED, especially in 2081 which suggests the growing trend of the BED stream.

In this way, the bachelor-level graduates at Janakalyan Campus over the past three years shows its reality of changing trends also on the three academic programs. These trends reflect academic and societal changes that have influenced students' choices and also show the need for campus's strategies to promote balanced and sustainable enrollment in all academic programs in the campus.

The total number of graduates changed over the three years, with a slight decrease in 2079 followed by a significant increase in 2080 and 2081. In conclusion, table 7 provides a complete summary of the program-wise graduate output at Janakalyan Campus of 2079, 2080, and 2081 BS. The data also help us understand the trends in gender distribution, program popularity, and yearly differences in the number of graduates, informing us about the academic performance and enrollment patterns at Janakalyan Campus.



## SECTION-6

### GENDER PARITY INDEX (GPI)

The Gender Parity Index (GPI) tells us about the access of female 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 a value larger than 1 means disparity in favor of girls. In 2025/2026, the GPI in Janakalyan Campus is 61.16, which means there is a disparity in favor of girls compared to boys' enrollment.

#### 6.1 Gender Parity Index (GPI) of Janakalyan Campus 2025/026

Male	Female	Total	GPI
254	400	654	61.16

Table 7

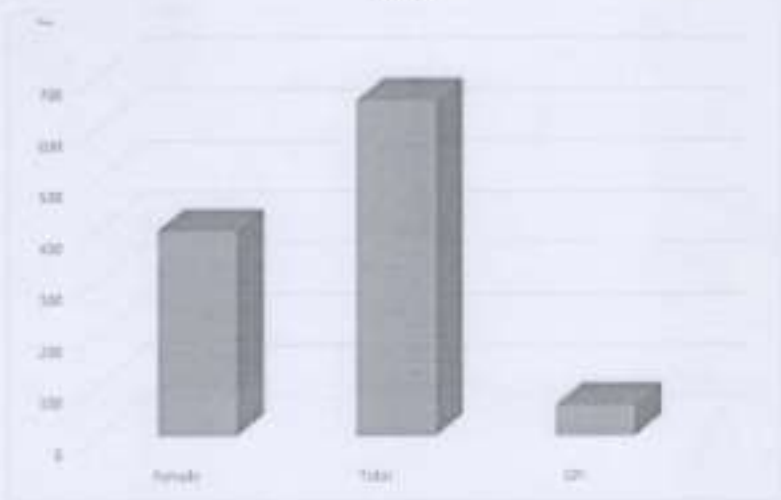
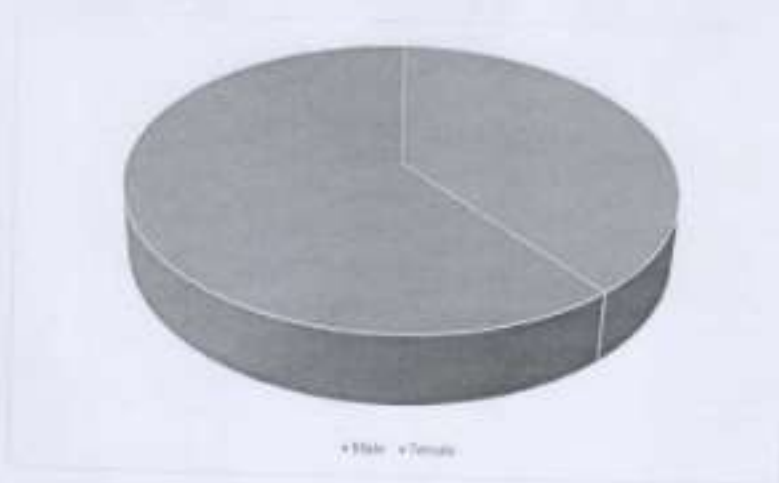


Figure 6.1: Gender Parity Index (GPI) of Janakalyan Campus 2025/026





**Figure 6.2: Gender Parity Index (GPI) of Janakalyan Campus 2024/2025**

The above table number 7 and Figures 6.1 and 6.2 provide a detailed analysis of the Gender Parity Index (GPI) for the academic year 2025/26 at Janakalyan Campus. The data is presented in Table 7 and that is further illustrated in Figure 6.1 and Figure 6.2. The table and figures are presented here so that the gender distribution and parity within the campus for the specified academic year can be understood easily. The table is arranged into the columns of male, female, total, and GPI. The tabulated data tells that there were 254 male students and 400 female students enrolled, resulting in a total of 654 students for the academic year 2025/26. The GPI, calculated as the ratio of female to male students, is reported as 61.10. This index indicates a noticeable gender disparity, with female students outnumbering male students by a narrow margin. The GPI value of 61.16 notifies that for every 100 students, there are approximately 61.16 female students. This disparity index shows that there is a higher enrollment of females compared to males in Janakalyan Campus for the academic year 2026.

Moving further, the data in table number 7 is also presented in the bar chart for the prospective readers of this report. That means figures 6.1 and 6.2 visually represent the Gender Parity Index (GPI) for Janakalyan Campus in the academic year 2025/26. These figures help us get a clear and immediate understanding of the gender distribution trends within Janakalyan Campus by further reinforcing the data presented in Table 7. Similarly, figure 7.2 delivers another visual representation of the Gender Parity Index (GPI) for the

same academic year. The latter figure is given to that it also helps complement Figure 6.1. Different representations of the same data smoother our alternative or additional perspective on the gender distribution at Janakalyan Campus. Moreover, the figures can also be used to learn the trends over time, comparisons with previous years, or a breakdown of enrollment by specific programs or departments within the campus. Therefore, the report preparation team has developed different tables and figures of the same data to provide a clearer understanding for the readers. In summary, the data presented in Table 78, Figure 6.1, and Figure 6.2 collectively show the gender distribution and parity at Janakalyan Campus for the academic year 2025/26. The figures and table revealed a notable disparity in enrollment, with female students meaningfully being more numerous than male students, as reflected by the GPI of 61.16.

#### 6.2 Gender Parity Index (GPI) in Different Faculties of Janakalyan Campus

Level	Program	Male	Female	Total	GPI
Bachelor	Education	183	311	494	62.29
	Management	49	75	124	60.48
	Humanities	3	1	4	25.00
	<b>Bachelor's Total</b>	<b>235</b>	<b>387</b>	<b>622</b>	<b>62.22</b>

Table 8

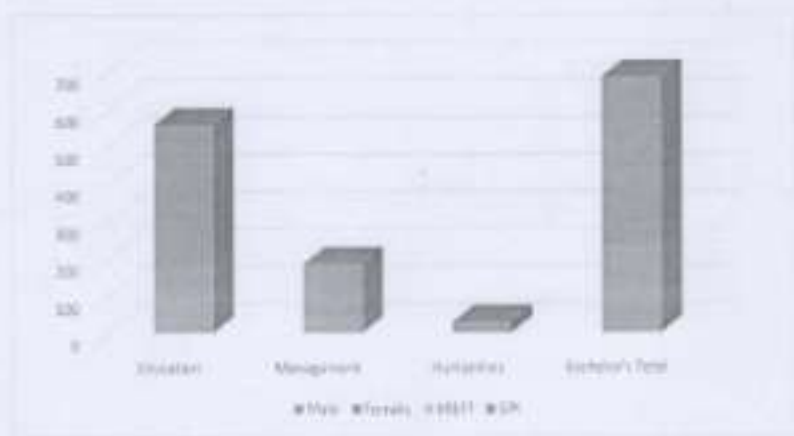
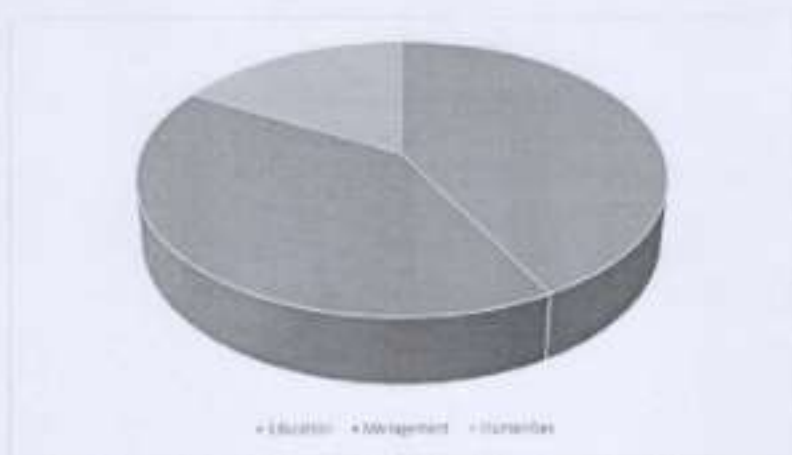


Figure 7.1: Gender Parity Index (GPI) in Different Faculties of Janakalyan Campus





**Figure 7.2: Gender Parity Index(GPI) in Different Faculties at Janakalyan Campus 2025/026**

The table and figures above provide a detailed analysis of the Gender Parity Index (GPI) across different faculties at Janakalyan Campus for the academic year 2025/26. The data is presented in Table 8 and further illustrated in Figure 7.1 and Figure 7.2. Therefore, this section provides a descriptive analysis of the gender distribution and parity in three different academic programs at the bachelor's level of Janakalyan Campus.

Regarding the Gender Parity Index (GPI), table 8 summarizes the GPI for three major programs at the bachelor's level, i.e., Education, Management, and Humanities and Social Science. The table includes the topics of male and female enrollments, the total number of students, and the calculated GPI for each program. To begin with the program of education, the education faculty has a total of 494 students, with 183 males and 311 females. The GPI for this program is 62.29, indicating a higher representation of female students compared to males. This suggests that the education program is more gender-balanced, leaning towards a higher female enrollment. Going forward, the management faculty has 124 students, with 49 males and 75 females. The GPI for this program is 60.48, which also reflects a higher proportion of female students. However, the GPI is slightly lower than that of the education program, representing a relatively smaller gender disparity in management compared to education. On the other hand, the faculty of Humanities and social science has the lowest number of students, with only 4 students in total, comprising 3 males and 1 female. The GPI



for this program is 25.00, which is significantly lower than the other two programs, education and management. This specifies an important gender disparity in the Humanities and social science faculty, with male students being more than female students by a large margin. Talking about the overall bachelor's level enrollment, there are 622 students, with 235 males and 387 females. The overall GPI for the bachelor's programs is 62.22, which suggests that, on average, female students are more represented in two faculties at the bachelor's programs in Janakalyan Campus. However, the disparity in the Humanities and social science faculty pulls down the overall GPI.

Besides, figure 8.1 visually represents the GPI data presented in Table 8. The figure has used a bar chart to compare the GPI across the three faculties; education, management, and humanities and social science. This figure has shown a difference in GPI between the humanities and social science faculty and the other two faculties, which shows considerable gender disparity in Humanities and social science. The education and management faculties are shown to have relatively higher GPI data than indicating better gender parity. Likewise, figure 8.2 further elaborates on the same GPI data by using a more detailed graphical representation, i.e., a pie chart. The pie chart shows the distribution of male and female students again in those three different faculties. This figure provides a clearer visual comparison of the gender distribution within each faculty. Therefore, the above table and figures have also helped us know the overall trend of higher female enrollment in education and management, contrasted with the male-dominated humanities and social science faculty. In summary, the data from Table 8 Figures 7.1, and 7.2 collectively illustrate the gender distribution and parity across different faculties at Janakalyan Campus for the academic year 2025/26. The education and management faculties show a higher GPI, indicating a greater representation of female students, while the humanities and social science faculty shows a gender disparity with a much lower GPI. The overall GPI for bachelor's programs is 62.22, reflecting a generally higher female enrollment across the campus, though the humanities and social science faculty remains an area where gender parity needs improvement.

### 6.3 Gender Parity Index (GPI) in Master Level in the Academic Year 2025/26

Level	Program	Male	Female	Total	GPI
Masters	M.Ed. (Nepali)	0	3	3	100.00
	M.Ed. (Curriculum & Evaluation)	19	10	29	34.48
	Total	19	13	32	48.63

Table 9



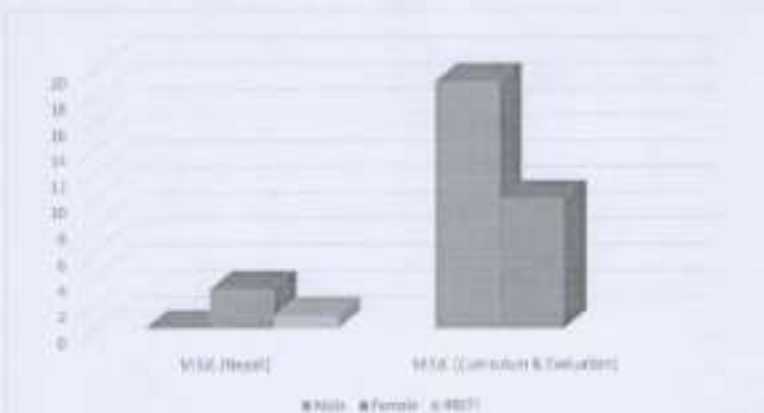


Figure 8.1: Gender Parity Index (GPI) in Master Level in the Academic Year 2082/83

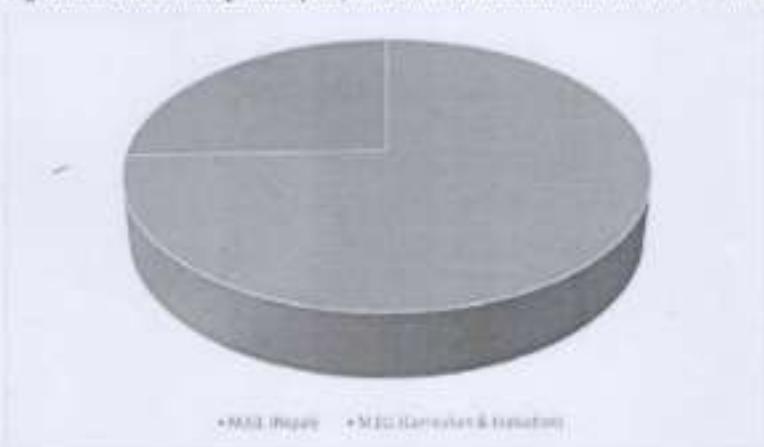


Figure 8.2: Gender Parity Index (GPI) in Master Level in the Academic Year 2082/83

As presented in Table 10 and Figures 8.1 and 8.2, they have included a detailed representation of the Gender Parity Index (GPI) at the master's level for the academic year 2082/83 at Jarakalyan Campus. The same tabulated data is further illustrated in figures too. In this section, we have analyzed the GPI by focusing on two specific subjects, i.e., Nepali and Curriculum & Evaluation at the master's level. Specifically, Table 10 presents the enrollment data for male and female students at the master's level at the campus during the academic year 2082/83. The table includes two major sections of M.Ed. (Nepali) and M.Ed.



(Curriculum & Evaluation). Regarding the M.Ed. Nepali program, there were 3 female students, resulting in a total enrollment of 3 students. The GPI for this program is calculated at 100.00, indicating a relatively high level of gender parity, with female enrollment significantly beating male enrollment. Likewise, in the M.Ed. Curriculum & Evaluation program, there were 19 male students and 10 female students, with a total enrollment of 29 students. The GPI for this program is 34.48, which, while lower than the Nepali program, still reflects a higher enrollment of male students compared to females. The data shows that there was a total enrollment of 32 students in both programs, with 19 males and 13 females. The overall GPI for the master's level at Janakalyan Campus is thus 40.63. This demonstrates a strong trend toward gender parity, with male students constituting the majority of the students. Moreover, Figure 8.1 visually represents the GPI data for the master's level programs. This figure presents us with a visual comparison of the GPI values between the M.Ed. (Nepali) and M.Ed. (Curriculum & Evaluation) programs. The higher GPI is in the M.Ed. (Nepali) program (100.00) compared to the M.Ed. (Curriculum & Evaluation) program (34.48), which is highlighted by reflecting the disparity in gender parity between the two programs. Therefore, Figure 8.1 educates us as a quick reference to understand the relative gender balance in each program, with the Nepali program showing a more equitable distribution.

Similarly, the Figure 8.1 complements the Figure 8.2 by providing another visual representation of the same GPI data of the Table 9. This figure of a pie chart further illuminates the gender distribution across the M.Ed. Nepali and M.Ed. Curriculum & Evaluation. This figure has shown the total enrollment by gender, showing the proportion of male and female students in each program. That is why, the figure 6.6 accentuates the overall trend of higher female enrollment, particularly in the M.Ed. (Nepali) program, which supports the findings presented in Table 9 and Figure 8.1 for our better understanding. In summary, the data presented in Table 9, Figure 8.1, and 8.2 show the gender parity trends in master's level (subject-wise) at Janakalyan Campus for the academic year 2082/83. The M.Ed. (Nepali) program exhibits a higher GPI (100.00) compared to the M.Ed. (Curriculum & Evaluation) program (34.48), indicating a more balanced gender ratio in the former. Overall, the campus demonstrates a strong commitment to gender parity, with female students constituting the majority of enrollments in Med Nepali program. The visual representations in Figure 6.5 and 6.6 effectively communicate these trends, making the data accessible and easy to understand for the target readers.



6.4 Gender Parity Index (GPI) in Bachelor and Master Levels in the Academic Year 2081/82

Level	Male	Female	Total	GPI
Bachelor's	235	387	622	62.22
Master's	19	13	32	40.63
Total	254	400	654	61.16

Table 10

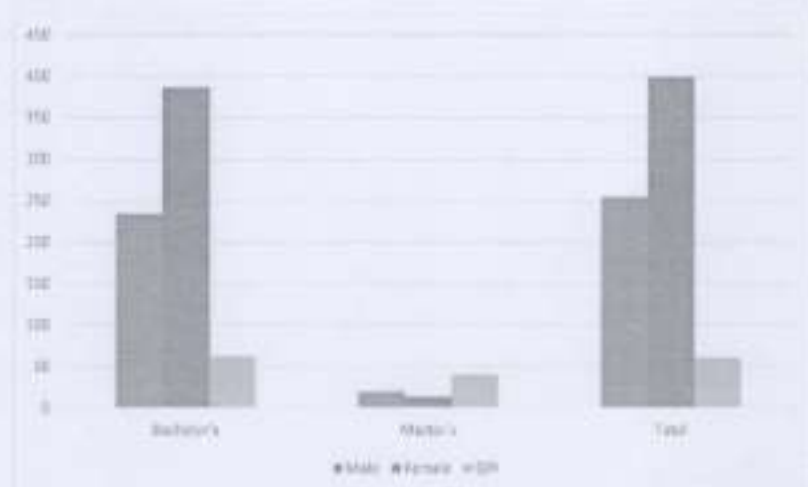
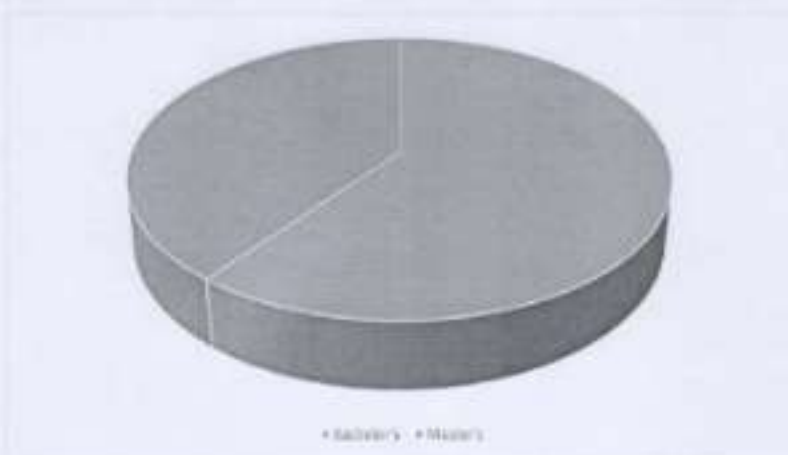


Figure 9.1: Gender Parity Index(GPI) in Bachelor and Master Levels in the Academic Year 2082/83



**Figure 9.2: Gender Parity Index (GPI) in Bachelor and Master Levels in the Academic Year 2082/83**

The table and figures above extend through information on the Gender Parity Index (GPI) at Jankalyan Campus for the academic year 2082/83 by focusing on both Bachelor's and Master's levels. The data is presented in Table 10 and again shown in Figures 9.1 and 9.2. The GPI is a measure used to assess gender equality in education, calculated as the ratio of female-to-male enrollment in a given level of education. A GPI of 1 indicates perfect parity, while values below or above 1 indicate disparities favoring males or females, respectively.

Table 10 presents the enrollment data for male and female students at both Bachelor's and Master's levels, along with the corresponding GPI values. At the Bachelor's level, there were 254 male students and 400 female students, resulting in a total enrollment of 654 students. The GPI for the Bachelor's level is calculated at 61.16, indicating a significant disparity favoring female students. This suggests that female enrollment at the Bachelor's level is slightly high that of male enrollment, reflecting a strong trend of higher female participation in undergraduate programs. On the other hand, the Master's level enrollment numbers are significantly lower, with 19 male students and 13 female students, totaling 32 students. The GPI for the Master's level is 40.67, which is lower to parity which indicates a lower enrollment of female students compared to males. This trend lines up with the broader pattern observed at the Bachelor's level, where male students are more numerous than female students, though the disparity is less noticeable at the Master's level. The total enrollment in

both levels is 654 students, with 254 males and 400 females. The overall GPI for the campus is 61.16, which further highlights the gender disparity favoring female students in both bachelor's and master's programs.

In respect to Figure 9.1, it has visually represented the GPI data for both Bachelor's and Master's levels. The bar graph has compared the GPI values between the two levels. The Bachelor's level, with a GPI of 61.16, is shown to have a much larger disparity compared to the Master's level, which has a GPI of 40.63. In this way, this figure highlights the noteworthy gender gap at the Bachelor's level, where female enrollment is slightly high than of males, while the Master's level shows low enrollment of female in trend. In the same way, Figure 6.8 again complements Figure 9.1 by providing another visual representation of the GPI data in the pie chart. This figure of the pie chart further illustrates the same data points. It emphasizes the overall trend of higher female enrollment in bachelor level of education at Jankalyan Campus. Thus, the figure highlights the total GPI of 61.16. Based on the obtained data, we can conclude that female students are significantly more represented than male students in Bachelor's programs. In summary, the data from Table 10, Figures 9.1, and 9.2 demonstrate a clear trend of higher female enrollment at Jankalyan Campus during the academic year 2082/83. The GPI values indicate that female students outnumber male students at Bachelor's level. This trend reflects broader societal shifts toward increased female participation in higher education, though it also raises questions about the factors contributing to the lower enrollment of male students.

9/29/2021



## SECTION-7

### PUBLIC FINANCING

Public financing is the backbone of any institution determined for growth, sustainability, and equitable access to resources. Like our community campus Janakalyan Campus, public funding plays a decisive role in shaping the academic landscape, improving infrastructure, and ensuring quality education for students from diverse backgrounds. It represents more than just financial support. For us, public financing is a commitment from the government (central, provincial, and local), stakeholders, and society to invest in the future of education. Whether through government grants, subsidies, or local funding initiatives, public financing bridges the gap between ambition and reality, enabling the campus to enhance research opportunities, upgrade learning facilities, and support faculty development. As education is a powerful tool for social transformation, a well-managed public financing system ensures that financial limitations do not hinder students' aspirations. This section of the present report explores the various dimensions of public financing at Janakalyan Campus, showing the real status for achieving academic excellence and meeting all the other requirements at Janakalyan Campus. Similarly, community campuses like ours in the country Nepal also generate internal funds by collecting fees from the students by mobilizing their available resources or also offering additional charges to the students for particular topics or requirements. The campus also raises funds by collecting development fees for the students enrolled in the academic programs after getting approval from the Campus Management Committee (CMC).

#### 7.1 Premises of the Campus

Particulars	Area of Land	Total Built Up Area	Starting Date of Running of Institution at Present Location
Its ownland/building	23-05-0-3 Ropanis	1-08-0-0 Ropanis	(Bhadra 2063 BS)

**Table II**

The buildings of Janakalyan Campus are situated on its land, which spans an area of 23-5-0-0 Ropanis. The total built-up area of the campus is 1.7 Ropanis (1-08-0-0 Ropanis), indicating



a significant infrastructure development on the property. The campus inaugurated its operations at the present location in Bhadra 2063 BS, marking the beginning of its academic activities from this site. This shows that the campus has a well-established land area and one large building to support and serve its educational activities. The ownership of the land and buildings also demonstrates the campus's stability and long-term commitment to providing education. On the whole, the premises of Janakalyan Campus demonstrate a well-planned and resourceful environment, conducive to academic pursuits. The details provided in the table also confirm the campus's physical and operational readiness to serve its educational provisions and responsibilities effectively.

### 7.2 Income and Expenditure of Janakalyan Campus for Last Three Years

S.N.	Fiscal Year	Total Income	Total Expenditure
1.	2079/2080	1,68,96,689.71	1,05,35,553.05
2.	2080/2081	1,70,52,125.08	1,15,11,026.79
3.	2081/2082	2,10,32,832.61	1,43,39,426.61

Table 12

According to Table 12, Janakalyan Campus's income and expenditure figures for the fiscal years 2079/2080, 2080/2081, and 2081/2082 demonstrate a balanced approach to financial management, with total income and total expenditures in each year matching. This balance points to a strong commitment to financial limitations, which is a sign of good public funding procedures. The campus's financial size changed a lot during the three years, perhaps due to changes in the campus's objectives, financing sources, or external economic situations.

The campus reported total revenue and expenses of NPR 1,68,96,689.71 and 1,05,35,553.05 respectively for the fiscal year 2079/2080. There was a increase in financial activity the next year (2080/2081), as both numbers grow to NPR 1,70,52,125.08 and 1,15,11,026.79. In 2081/2082 when revenue and expenses jumped to NPR 2,10,32,832.61 and 1,43,39,426.61, indicating a significant rebound and expansion. From a public financing standpoint, the campus's ability to maintain a zero-deficit balance across all three years is commendable. It demonstrates fiscal responsibility and effective allocation of resources, ensuring that expenditures do not exceed available funds. Such carefulness is critical for any public institution like our campus, which often operates under strict budgetary frameworks and accountability requirements. The dramatic increase in the final year also shows that the campus can adapt and secure additional funding, possibly through grants, donations, or



student fees. However, the campus faces hard times to get such funds throughout the entire year. When the funds are managed, the campus has been maintaining its transparent financial transactions.

To sum up, Jankalyan Campus has followed the requirements of public sector financial management by handling its finances with an emphasis on balance and sustainability. The variations in both income and expenditure over time highlight the changing institutional funding is, impacted by both internal and external approaches. The campus's financial stability and capacity to fulfill its educational goal might be further strengthened in the future by preserving this balance while examining other sources of income.

A handwritten signature in black ink is written over a circular blue official stamp. The stamp features a central emblem and text around its perimeter, which is partially obscured by the signature.

## SECTION-8

### TEACHERS AND STAFF

Janakalyan Campus places a high priority on creating an environment that enables teaching and non-teaching staff to perform their job at their best. In this section, information about the number of teachers and staff working in different faculties and departments is given according to their qualifications and positions. The campus appreciates the contributions of all its faculty members, staff, students, stakeholders, and everyone who is whether directly or indirectly involved in making the campus a highly reputed educational institution in the entire Salyan district. Therefore, today we exclusively offers the Master of Education (M.Ed.) and Bachelor of Science (B.A.) programs on the campus. Similarly, the faculty members and staff on the campus are also motivated by cross-disciplinary collaboration and form a community that produces ideas for enriching human life from different angles. On the campus, They are determined to do their best possible innovative work as they have been preparing the next generation of scholars through their teaching in the classrooms regularly. Here, the faculty members are categorized in terms of their faculties, departments, and positions.

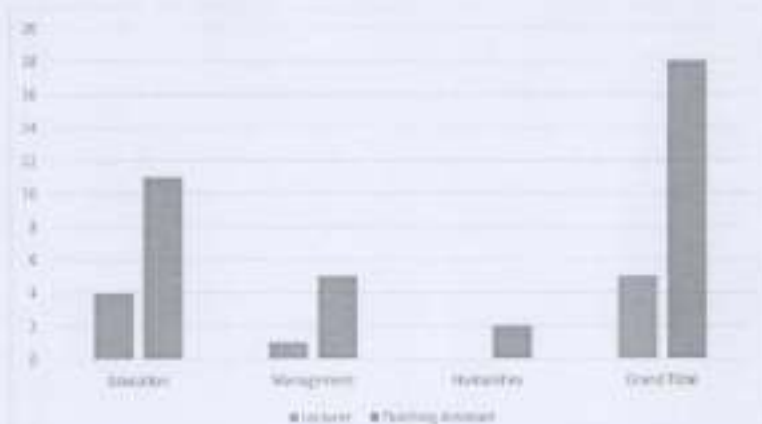
#### 8.1 Faculty-Wise Faculty Members According to Designation in 2025/2026

S.N.	Faculty	Number of Faculty Members					Total
		Professor	Associate Prof.	Lecturer	Teaching Assistant	Adjunct Faculty	
1.	Education			4	11		15
2.	Management			1	5		6
3.	Humanities				2		2
	<b>Grand Total</b>			5	18		23

Table 13

*SURESH*





**Figure 10.1: Faculty-Wise Faculty Members According to Designation in 2025/26**

The aforementioned table and figure present an organized summary of the faculty members categorized by their designations in different faculties at Jansatyan Campus for the academic year 2025/2026. The data is prepared in Table 13 and visually represented in Figure 10.1. Regarding the description of the above data, Table 13 explains the faculty-wise distribution of faculty members according to their designations. The table is divided into columns representing the faculty categories of Education, Management, and Humanities and Social Science. Similarly, the rows categorize faculty members by their designations, including Lecturer, Teaching Assistant, and Adjunct Faculty. The table also includes a Grand Total row summarizing the overall numbers. Based on the given data, it is understood that the Education faculty has the highest number of faculty members, totaling 15, with 4 Lecturers and 11 Teaching Assistants. Going further, the Management faculty follows with 6 faculty members, comprising 1 Lecturers and 5 Teaching Assistants. In line with this, the Humanities and Social Science faculty has the smallest number of faculty members, totaling 2, with 2 Teaching Assistant. In this way, the total reveals that the campus employs 23 faculty members in total, with 5 Lecturers and 18 Teaching Assistants in all faculties. Notably, there are no Professors, Associate Professors, or Adjunct Faculty on the campus which is also shown in the table clearly.

In addition to the above, Figure 10.1 further complements Table 13 by visually representing the faculty-wise distribution of faculty members. The figure of the bar chart presents a



graphical representation by highlighting the disparities in faculty numbers across different designations and faculties. In the visual representation, we can easily observe that the Education faculty are dominant in terms of faculty strength. On the other hand, there is relatively a smaller size of the Humanities and Social Science faculty compared to the other two faculties. Similarly, the absence of higher-ranking designations like Professors or Associate Professors shows that Janakalyan Campus relies on junior faculty members such as Lecturers and Teaching Assistants only.

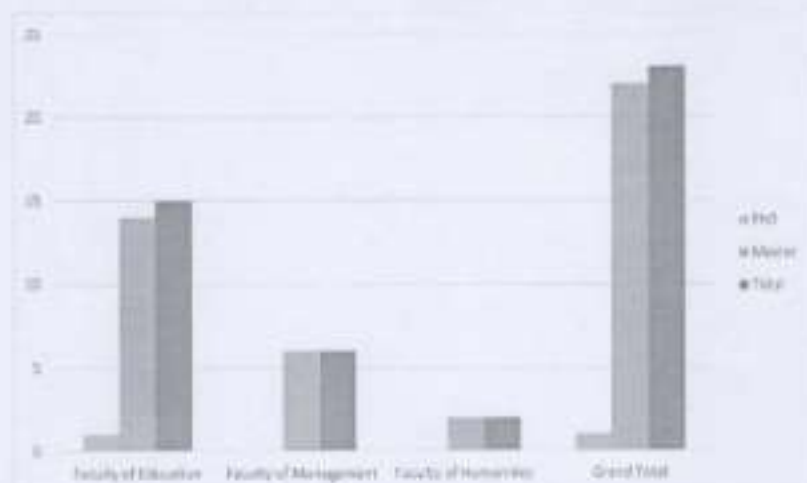
In conclusion, the data in Table 13 and Figure 10.1 represent the faculty composition at Janakalyan Campus for the academic year 2025/2026. The absence of senior faculty members like Professors and Associate Professors and the predominance of Lecturers and Teaching Assistants indicates a need for strategic hiring or even career development initiatives to balance the faculty hierarchy on the campus. The Education faculty emerges as the largest by reflecting its significance within the institution. Whereas, the Science faculty having a smaller number, plays a serious role in the campus's academic offerings.

#### 8.2 Faculty-Wise Faculty Members According to their Academic Qualification in 2025/26

S.N.	Faculty	Numbers of Faculty Members Having:			Total
		PhD	M. Phil.	Master	
1.	Faculty of Education	1		14	15
2.	Faculty of Management			6	6
3.	Faculty of Humanities			2	2
	<b>Grand Total</b>	<b>1</b>		<b>22</b>	<b>23</b>

Table 14





**Figure 10.2: Faculty-Wise Faculty Members According to their Academic Qualification in 2025/26**



**Figure 10.3: Faculty-Wise Faculty Members According to their Academic Degree in 2025/26**

The faculty members of Janakalyan Campus for the academic year 2025/2026 are broken down in depth by their academic backgrounds and faculty divisions in the table and figures above. A clear and organized summary of the distribution of faculty members across various



academic degrees is provided by the data, which is displayed in Table 14 and further depicted in Figures 10.2 and 10.3. The academic backgrounds of the faculty members in the three main faculties: Science, Management, and Education, are listed in Table 14. The qualifications are divided into three groups: Master's, M.Phil., and PhD degrees.

To begin with the Faculty of Education, this faculty has a total of 15 faculty members. Among them, 1 is PhD qualification, while the remaining 14 possess Master's degrees. Notably, there are no faculty members with M. Phil Degree in this faculty. Similarly, the Faculty of Management comprises 6 faculty members, all of whom hold Master's degrees. In Faculty of Management, there are no faculty members with PhD or M.Phil. qualifications in this stream either. This gives us the understanding that there is a need for further academic advancement or the hiring of more highly qualified educators on our campus. Additionally, the Faculty of Humanities and Social Science stands with a total of 2 faculty members, all of which also hold Master's degrees only like the Faculty of Management. The absence of PhD and M.Phil. holders even in this faculty suggests a similar trend of lower representation of advanced academic qualifications compared to other faculties on the campus holistically.

Furthermore, the Grand Total at the bottom of the table summarizes the data that 1 faculty member is PhD qualification and 22 with Master's degrees from all faculties thus resulting in a total of 23 faculty members. The complete absence of M. Phil degree in any faculty is a striking observation. At the same time, we can also observe that the campus has a gap in the highest level of academic qualification and expertise. Going forward, Figures 7.2 and 7.3 help us get the visual representations. Figure 7.2 is a bar chart of the distribution of faculty members by academic qualification (PhD, M.Phil., Master's) in the three faculties. This figure has visually shown the dominance of Master's degree holders and the minimal presence of PhD qualifications, as well as the complete absence of M. Phil holders. In the same way, Figure 7.3 focuses on the faculty-wise distribution of academic degrees through a pie chart to compare the number of faculty members in Education, Management, and Humanities and Social Science and their respective qualifications too. This also complements the same data by highlighting the disparities in academic qualifications at Janakalyan Campus among the faculties.

The Faculty of Education has the highest number of faculty members 15, but only 1 holds an PhD degree. The Faculty of Management and Faculty of Humanities and Social Science are



smaller in size, with all faculty members holding Master's degrees. Therefore, the data reveals that the majority of faculty members in all faculties hold Master's degrees, with only 1 PhD holder in the Faculty of Education. The complete absence of M. Phil holders in any faculty is an important concern. The campus has a solid foundation of Master's degree holders, but the lack of M. Phil qualifications and minimal PhD representation emphasizes a need for strategic planning to enhance academic excellence. From the data, it is understood that Jaukalyan Campus needs to address these gaps so that the campus improves its educational quality, research output, and overall standing in the academic community.

### 8.3 Distribution of Teaching Staff According to Their Academic Degree

Faculty	PhD	Masters	Total	Share (%)
Education	1	14	15	65%
Management		6	6	20%
Science		2	2	9%
<b>Total</b>	<b>1</b>	<b>22</b>	<b>23</b>	<b>100%</b>

Table 15

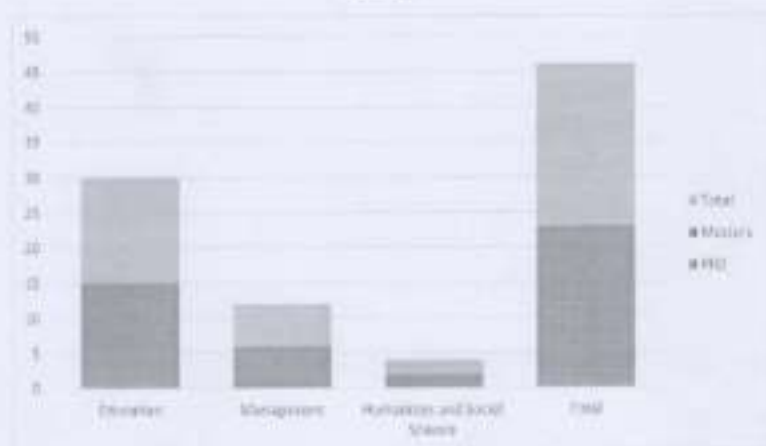


Figure 10.4: Distribution of Teaching Staff According to Academic Degree

A comprehensive analysis of the academic backgrounds of the teaching faculty at Jaukalyan Campus's three faculties of education, management, and science is supplied by the data, which is displayed in Table 15 and Figure 10.4. In addition to listing the overall number of employees and their percentage distribution within each faculty, the table also classifies the

staff members according to their highest academic degree, making a distinction between those with Masters and PhD qualification. There are 23 teaching staff members on campus, most of them have master's degrees (22 staff members), while just one has an PhD. This suggests that faculty members primarily hold Master's degrees, with little representation of advanced degrees like PhD. And there are no M. Phil holders on the campus.

#### 8.4 Non-Teaching Staff

At Janakalyan Campus, non-teaching staff accomplish administrative responsibilities and are dedicated to supporting students' teaching and learning activities, campus administration-related tasks, and help in research-related activities and public services. They come from different academic and cultural backgrounds. Together, they work with the faculties of the campus and make all the work of the campus a possibility. The following table shows the academic qualifications of non-teaching staff on the campus:

Academic Qualification of Non-Teaching Staff	
Level of Education	Number
Master	1
Bachelor	1
Plus-2	
SLC	2
<b>Total</b>	<b>4</b>

Table 16

The above data presents an overview of the non-teaching staff at Janakalyan Campus. The non-teaching staff on the campus have always been an important source in supporting the campus's administrative, academic, and research activities, and various other tasks and services. These staff members, who come from diverse academic and cultural backgrounds, also collaborate closely as per the requirements with the faculty to ensure the smooth functioning of the campus. Their contributions are indispensable to the institution's operations, ranging from student support to common services.

The data presented in Table 16 summarizes the academic qualifications of the non-teaching staff. According to the table, the campus employs a total of 4 non-teaching staff members, each holding different levels of education. Among the 4 non-teaching staff, the one staff member holds a Master's degree and one staff member holds a bachelor's degree. This



suggests fifty percent of the non-teaching staff possesses a master and bachelor level of academic qualification. Similarly, the other two non-teaching staff members have completed their School Leaving Certificate (SLC). This means these two have a foundational level of education. However, all the non-teaching staff on the campus have been playing vital roles in routine administrative duties or other support functions that require strong organizational skills and attention to detail. This also makes us understand that the way of the presence of non-teaching staff at Amakalyan Campus follows an inclusive approach to staffing by valuing experience and dedication alongside their formal education. Lastly, as seen in the table, there are no staff members with Plus 2 qualifications on the campus.



## SECTION-9

### STUDENT-TEACHER RATIO

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

#### 9.1 Student to Teacher Ratios of Different Faculty/Institute

Faculty/Institute	Students	Teachers	STR
Education	536	15	35.07
Management	124	6	20.67
Humanities and Social Science	4	2	2.00
<b>Total</b>	<b>654</b>	<b>23</b>	<b>28.43</b>

Table 17

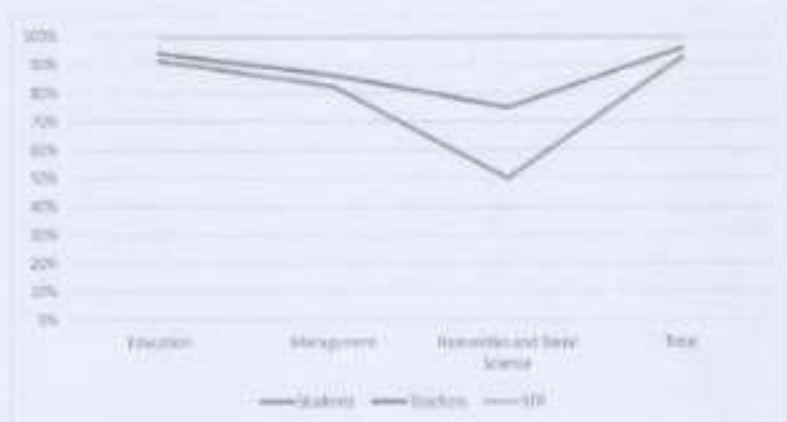


Figure 11.1: STR of Different Faculty/Institute

The Student-Teacher Ratio (STR) at Jankalyan Campus, which also covers three different faculties, is shown in detail in Table number 17 and Figure number 11.1. Because it represents the average number of students per teacher, the STR is a crucial indicator in educational institutions like ours where the STR has a big influence on the standard of instruction and the customized attention that students get. Moving further, the above information provides a clear comparison of STR across different faculties and is shown



graphically in Table 18 and Figure 7.3 clearly.

Janakalyan Campus has 654 students in the academic year 2025/26 and 23 teachers, for an overall STR of 28.43. This ratio suggests that there are around 28 students per teacher on campus. While this ratio is generally reasonable as well, it is equally important for studying the distribution among specific departments to determine staffing disparity and strengths. Now, marching towards faculty-wise statistics, the Education Faculty has the highest number of students (526) and teachers (15), resulting in an STR of 30.07. This ratio shows that each teacher in this faculty is responsible for a relatively large group of students. Similarly, the Management Faculty has 124 students and 6 teachers, producing an STR of 20.67. This ratio is slightly lower than that of the Education Faculty but still aligns closely with the campus average. The near-identical ratios of the Education and Management faculties show a consistent staffing strategy for these larger programs. On the other hand, the Humanities and Social Science Faculty stands out with the lowest STR of 2.00, derived from 4 students and 2 teachers. This exceptionally low ratio indicates a highly favorable learning environment where students likely receive significant individualized attention. However, such a ratio is uncommon in larger institutions. Meanwhile, such a scenario is advantageous for students, it also raises questions about resource allocation and whether the faculty could accommodate more students without compromising quality.

The above data in the table and figure reveal plain contrasts between the faculties. The Education and Management faculties have STRs close to the campus average, while the Humanities and Social Science Faculty has an exceptionally low ratio. In this way, the overall STR of 2.00 shows that Janakalyan Campus maintains a reasonable balance between student intake and teaching staff. However, the high ratios in the Education and Management faculties indicate potential areas for improvement. Hiring additional teachers or implementing targeted enrollment strategies can help our campus reduce these ratios, thereby enhancing educational outcomes.



## SECTION-10

# RECENT TRENDS (ENROLLMENT, GRADUATES, PASS RATES AND FINANCING)

This section delves into the recent trends in enrollment, graduation rates, pass percentages, and financing at Janakalyan Campus by focusing on how these aspects interconnect to define the educational experiences of the campus. Over the years on Janakalyan campus, the enrollment patterns have reflected changing demographic, economic, and policy influences as well. A flow in student admissions signals growing access to education. Similarly, the pass rates serve as a benchmark of academic achievement, they also expose disparities in teaching quality, student preparedness, and institutional support. The financial backbone of education, including funding sources and sustainability, further adds a crucial dimension by determining not only who gets access to learning but also how campuses like ours struggle. By analyzing these key trends, this section ten aims to provide a complete understanding of those aspects that play vital role in Janakalyan Campus.

### 10.1 Enrollment

#### Enrollment by Level

Level	Male	Female	Total	Percentage
Bachelors	235	387	622	95.11%
Masters	19	13	32	4.89%
Total	254	400	654	100%

#### Enrollment by Faculty and Program

Level	Program	Male	Female	Total	Percentage
Bachelors	Education	183	311	494	79.42%
	Management	49	75	124	19.94%
	Humanities & Social Science	3	1	4	0.64%
	Bachelor's Total	235	387	622	100%



## 10.2 Graduates

Level	Academic Programs	No. of Graduate Output in Last Three Years									GT.
		2079			2080			2081			
		M	F	T	M	F	T	M	F	T	
Bachelor	B.Ed.	2	2	4	14	15	29	33	72	105	138
	BBS		1	1	1	3	4	2	1	3	8
	B.A.				1		1	5	1	6	7
Master	M.Ed. (Nepali)										
	M.Ed. (Curriculum & Evaluation)										

Programs	Year	No. of Enrolled Students	Appeared in Examination	No. of Passed Students	Pass %	Dropout %	
B.Ed.	1	2078	128	113	13	11.50	11.72
BBS		2078	53	42	15	35.71	35.71
B.A.		2078	11	11	2	18.18	-
B.Ed.	2	2079	95	61	8	13.11	35.79
BBS		2079	30	21	2	9.52	30.00
B.A.		2079	11	7	4	57.14	56.56
B.Ed.	3	2080	61	61	41	67.21	-
BBS		2080	21	18	9	50.00	14.29
B.A.		2080	7	7	3	42.86	-
B.Ed.	4	2081	61	61	58	95.08	-
BBS		2081	18	18	3	16.67	-
B.A.		2081	7	7	6	85.71	-
Average Pass Rate		503	427	164	38.41	15.11	
B.Ed.			296	120	40.54	-	
BBS			99	29	29.29	-	



B.A.	32	15	46.88	-
<b>All faculty Average Pass Rate</b>	<b>427</b>	<b>164</b>	<b>38.41</b>	<b>-</b>

#### 10.4 Financing

The campus, through the division, provides scholarships to needy students who come from different backgrounds. Each year, the division notifies all its students regarding the application deadlines for the scholarships. No student get scholarship in the last year, which is awarded based on their economic status, geographic distance, physical status, marginalized community, etc. Moving further, this section no scholarship provided by UGC Nepal, which is not mentioned here.

#### 10.5 Research Management Cell (RMC)

Research Management Cell (RMC) in the Campus was merely established in 2070 BS by aiming to conduct research work, mini research, action research, case study etc. to young 10-15 faculty members annually in Janakalyan Campus. Similarly, the cell often conducts seminars/ workshops for the faculty members and students to provide in depth knowledge and skill in the arena of research. It is equally important for the researchers that the findings of their research should be disseminated more widely to the public in order to bring changes in the society. At present, the RMC at Janakalyan Campus is comprised of the following members:

1. Dr. Parva Bahadur Bhandari: Coordinator
2. Sunil Gastam: Member
3. Karnal Prasad Sharma: Member

Janakalyan Campus has been providing opportunities to its faculty members and students to carry out research activities. Both young faculty members and students at the campus are encouraged to take advantage of a wide range of research opportunities. The campus has provided support to lecturers for their authentic pieces of writing such as journals, research papers, articles, etc. by publishing them in the yearly published magazine called 'Smarika'. These published writings (research papers, articles) have remarkably enhanced the decision-making process and further planning of the management committee, and campus administrator consisting of students and teachers too. Unfortunately, the campus is unable to do any sort of field-based research due to the tight schedules of existing lecturers, and



instead, there is no replacement of adequate manpower either.

#### **11.6 Publication**

Almost all the departments of Janakalyan Campus have been publishing research articles in their area of studies. The RMC and EMIS Unit of Janakalyan Campus have not been publishing any article yet but recently going to publish research paper.

A handwritten signature in blue ink is written over a circular official stamp. The stamp features a central emblem with a star and is surrounded by text in a circular border, likely identifying the institution as Janakalyan Campus.

**SECTION-11**  
**ANNEX SUMMARY ENROLLMENT BY LEVEL,  
 FACULTY, PROGRAM, GENDER AND CASTE  
 ETHNICITY**

**11.1 Enrollment by Level**

Level	Male	Female	Total	Percentage
Bachelors	235	387	622	95.11%
Masters	19	13	32	4.89%
Total	254	400	654	100%

**Table 18**

An overview of student enrollment by gender and academic level is given in the above table 18. There are 654 students enrolled in Janakalyan Campus, with the majority (95.11%) pursuing bachelor's degrees (622 students) and the remaining 4.89% pursuing master's degrees (32 students). In terms of gender, there are much more female students than male students at bachelor level except Humanities faculty. There are 387 females and 235 males in the bachelor's program, and 13 females and 19 males in the master's program. This discrepancy indicates that there are more female students enrolled on campus in bachelor level, especially at the undergraduate level. The tendency of female domination in enrollment is further supported by the overall gender distribution, which shows 400 females and 254 males.

**11.2 Enrollment by Faculty and Program**

Level	Program	Male	Female	Total	Percentage
Bachelor	Education	183	311	494	79.42%
	Management	49	75	124	19.94%
	Humanities	3	1	4	0.64%
	<b>Bachelor's Total</b>	<b>235</b>	<b>387</b>	<b>622</b>	<b>100%</b>

**Table 19**

This table number 19 breaks down enrollment in the Bachelors program by specific disciplines and gender. The Education program has the highest enrollment (494 students).



79.42%), followed by Management (124 students, 19.94%), and Humanities (4 students, 0.64%). Similar to Table 19, female enrollment surpasses male enrollment in bachelor programs except humanities. For instance, in Education, there are 311 females and 183 males, while in Management, there are 75 females and 49 males. The Humanities program has the smallest enrollment, with 1 female and 3 males. The data underscores the popularity of Education and Management among students, with Humanities being a less-preferred choice.

Level	Program	Male	Female	Total	Percentage
Masters	M.Ed. (Nepali)	0	3	3	9.37%
	M.Ed. (Curriculum & Evaluation)	19	10	29	90.63%
	<b>Total</b>	<b>19</b>	<b>13</b>	<b>32</b>	<b>100%</b>

**Table 20**

This table 20 shows the distribution of genders and particular courses taken by students enrolled in the Master's program. There are more students enrolled in the M.Ed. (Nepali) program (3, 9.37%) than in the M.Ed. (Curriculum & Evaluation) program (29, 90.63%). Male enrollment is much higher (13 and 19 students, respectively), while female students less dominate in Curriculum program, with only 10 female students enrolled in the M.Ed. (Curriculum & Evaluation). There are 29 students enrolled at the master's level, 19 of them are male. This suggests that male students have a high preference for M.Ed. programs, especially those offered in Curriculum & Evaluation.

### 11.3 Enrollment by Gender

Program	Male	Female	Total
Education	202	324	526
Management	49	75	124
Humanities	3	1	4
<b>Total</b>	<b>254</b>	<b>400</b>	<b>654</b>

**Table 21**

All program enrollment data is combined by gender in this table 21. With 224 female students and 202 male students, the Education program has the largest overall enrollment (526 students). The Humanities program has the smallest enrollment (4 students), with 1 female and 3 males, while the Management program comes in second with 124 students (75 females and 49 males). Of the 654 students enrolled, 400 are female and 254 are male.



highlighting the considerable gender disparity in favor of female students in all subject areas except Humanities.

#### 11.4 Enrollment by Caste/Ethnicity

Program	Janajati	Brahmin/Chhetri	Dalit	Total
Education	27	459	40	526
Management	4	110	10	124
Humanities	0	4	0	4
<b>Total</b>	<b>31</b>	<b>573</b>	<b>50</b>	<b>654</b>

Table 22

The enrollment distribution among programs by caste/ethnicity is examined in the above table 22. There are 31 pupils in the Janajati group, 573 in the Brahmin/Chhetri group and 50 in the Dalit group. Out of all the ethnic groups, the Education program has the largest representation: 27 Janajati, 459 Brahmin/Chhetri, 40 Dalit. There are just all 4 students are Brahmin/Chhetri students enrolled in the Humanities program, while the Management program 4 Janajati, 110 Brahmin/Chhetri and 10 Dalit. The most represented groups in the statistics are Brahmin/Chhetri, while Dalit participation is still very low, reflecting the variety of society as a whole.



## ANNEX-2 BRIEF DESCRIPTION OF THE CAMPUS

### About Janakalyan Campus

Janakalyan Campus (JYC) established on 27th Bhadra, 2063 B.S. is a leading community campus in Salyan district. JYC came into existence through the collective endeavors of distinguished academicians, social workers, political figures, and the general public from the community. Nurtured by dedicated and experienced lecturers, different local authorities including, the District Development Committee, Village Development Committee, and efficient working staff, the campus is instilling values like compassion, selflessness, dedication, love for fellowmen, and above all the thirst for wisdom and knowledge into students and preparing them for the challenges of the modern competitive world.

The campus had taken initiation with 154 students and 12 lecturers to spread the light of education from Janakalyan Higher Secondary School with its three separate rooms on the chairpersonship of Dilli Raj Sharma. The college started its first batch in 2063 with the Bachelor of Education (B.Ed.) study which was accredited by Tribhuvan University. The campus again expanded its horizon incorporating different disciplines and faculties in different spheres of time. The campus started its BBS program in 2071, B.A. in 2071, and recently has started its M.Ed. program in 2075 specializing in Nepali and Curriculum and Evaluation. Currently, there are 3 faculties including the Faculty of Education, the Faculty of Management, and the Faculty of Humanities and social science. It has 3 departments and offers 4 programs. There are 23 faculty teachers and 4 non-teaching staff who are feeding the higher education to 539 students. The campus has been the center for higher education in Salyan district and has spread over 22 Ropanis and it has a total of 1-5-3-3 Ropanis in its ownership.

Apart from this, campus has its own legislative body which consists of life members, donors, and members from different fields of society such as social workers, statesmen, administrators, professionals, businessmen, representatives from different communal groups and municipalities and the District Coordination Committee. It has a managing committee as an executive body formed by the campus assembly. The managing committee is solely authorized to implement policies and programs formulated by the campus assembly in the interest of the campus and society.

The campus has its legislation approved by the campus assembly. All the internal bodies of the campus are formed by the provision made by the campus law. The campus legislation has



clearly defined the jobs, responsibilities, and rights of different internal bodies, portfolio members, and working units. Under the provision of campus legislation, Academic and Administrative bylaws, and Economic Administration bylaws have been formulated and enforced by the campus assembly. All academic, administrative, and financial activities of the campus are governed and regulated by the campus legislation and bylaws formulated under it.

Thus, the campus legislation is the main charter that states, defines, and regulates different provisions, rules, and regulations in a scientific way to achieve the prime goals and objectives of the campus in terms of catering up-to-date qualitative education for all. Since its establishment up to the present time, the campus has been providing quality education to the students.

### **History and Development**

Janakalyan Campus (JKC) is a non-profit oriented community-based higher educational institution, established on 27th Bhadra 2063 B.S. Studying the need for higher education for disadvantaged groups and Janajatis in their local area, Shree Janakalyan Higher Secondary School took initiation and formed body to establish campus on chairpersonship of Dilli Raj Sharma who was the founding chairperson of this campus, established the campus and it has been flourished till now in the present condition. It is the pioneer campus for entering to higher education in Salyan district. Since its establishment up to the present situation, it has gone through several upheavals achieving several historic educational milestones that have not only transfigured it but also changed the face of Salyan district contributing a lot of skillful educated manpower required for the nation. The campus at present is the consequence of the insurmountable efforts, unflinching struggle with the deep love of the people of Salyan district, District Coordination Committee, Salyan, Bagchaur Municipality, and various private and public organizations.

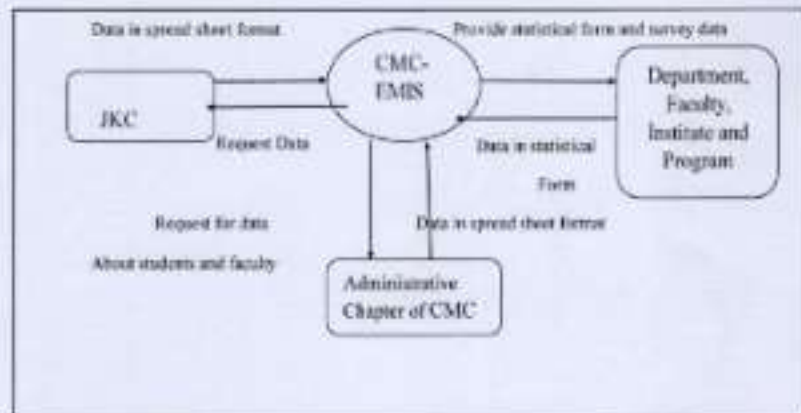


## ANNEX-3 REPORT PREPARATION

To prepare this report, required data were collected from different sources: The Finance Administration section, Faculty and Institutes, Departments, Programs, College Administration, Student and Welfare Chapter of the Campus, UGC Nepal etc. Tools used to collect data were survey forms, emails, phone calls, personal visit to sources etc. The collected data were presented in tabular format in spread sheet. Those data were inserted into the standard spread sheet format of the campus.

- From the spreadsheet, those data were uploaded to the database using a database tool.
- 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 were generated.

Then, those summary tables were analyzed and interpreted.



**Prepared By: EMIS Focal Person**

Name: Sunil Gautam

Mobile No: 9857832765

Email Address: [solgtr01@gmail.com](mailto:solgtr01@gmail.com)

Signature: 

**Approved By: Campus Chief**

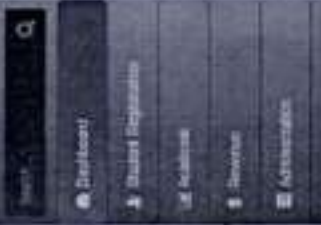
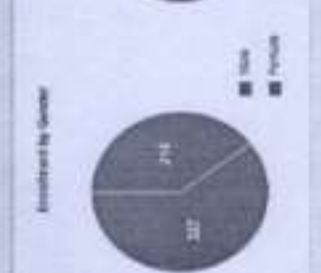
Name: Pokhara Raj Bhandari

Mobile No: 9865502351

Email Address: [pokharaibhandari26@gmail.com](mailto:pokharaibhandari26@gmail.com)

Signature: 





Handwritten signature or initials.