EDUCATION MANAGEMENT INFORMATION SYSTEM

SINAM MULTIPLE CAMPUS

SIRIJANGHA- 1, TAPLEJUNG

REPORT OF HIGHER EDUCATION 2080/81B.S/ (2024/025)

UNIVERSITY GRANTS COMMISSION

FOREWORD

It is with great pride and privilege that I, as the Campus Chief of Sinam Multiple Campus, present this foreword for our esteemed institution. Nestled in the heart of Sirijangha-1, Taplejung district, Nepal, Sinam Multiple Campus has stood as a symbol of hope and opportunity for aspiring learners in the region. Since its inception, the campus has remained committed to providing accessible, inclusive, and quality education to empower individuals and uplift the community.

Affiliated with Tribhuvan University and recognized by the University Grants Commission (UGC) Nepal, Sinam Multiple Campus offers academic programs such as Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS). These programs cater to the diverse aspirations of our students, equipping them with the necessary knowledge and skills to excel in their respective fields and make meaningful contributions to society.

Our campus strives not only for academic excellence but also for the holistic development of our students. Through dedicated faculty, modern facilities, and a supportive environment, we aim to nurture critical thinking, creativity, and leadership qualities among our students. Additionally, our efforts to engage with the local community have strengthened our role as a trusted partner in regional development.

Looking ahead, Sinam Multiple Campus envisions becoming a center of academic innovation and excellence. Guided by our mission and values, we remain steadfast in our commitment to fostering capable and ethical individuals who will shape a better future. On behalf of the campus, I extend my heartfelt gratitude to the UGC Nepal for their invaluable support and encouragement throughout our journey.

With determination and unity, we aspire to continue this legacy of education and empowerment for generations to come.

Mahendra Prakash Gautam
Campus Chief
Sinam Multiple Campus
Sirijangha-1, Taplejung, Nepal

Acknowledgements

We extend our heartfelt gratitude to all individuals and organizations whose invaluable contributions have made the publication of this EMIS (Education Management Information System) report a success.

First and foremost, we are profoundly grateful to the University Grants Commission (UGC) for their unwavering support and the Digitalization Program that enabled us to embark on this transformative journey. Their vision and commitment to improving higher education institutions through digitalization have been an inspiration for us.

We sincerely thank the leadership and faculty members of Sinam Multiple Campus for their dedication, effort, and collaboration in adopting digital systems. Your determination to integrate technology into our academic and administrative processes has been the cornerstone of this report's success.

To the technical team and staff who worked tirelessly behind the scenes, your expertise in data collection, analysis, and integration deserves special recognition. You have truly turned ideas into actionable insights that will contribute to the campus's future progress.

We extend our appreciation to our students and stakeholders for their patience and cooperation during the implementation of the EMIS system. Your feedback and engagement have been crucial in shaping a system that meets the needs of all.

Finally, we wish to acknowledge the broader community of educators and policymakers whose ongoing efforts towards education modernization inspire us. This report is a testament to our shared vision of a digitally empowered educational landscape.

To everyone who contributed in any capacity, we are deeply thankful. Together, we have taken a significant step forward in the journey towards academic excellence and innovation.

Section – 1
Introduction

Sinam Multiple Campus is a community campus affiliated from Tribhuvan University, running in the far eastern part of Nepal at Sirijangha Rural Municipality ward No.1, Taplejung district since 2008 A.D. This Campus is generating its ideas through Bachelor of Education (Bed) and Bachelor of Business Studies (BBS) on quality education to the students of this rural area.

As the change of society by the effect of science and technology, the campus/ universities are compelled to implement their new plans and strategies in teaching learning activities and administration as well. For this reason, the campus has planned to its interest on digitalization of higher education at this campus. It helps to enhance various aspects of campus, education and administrative works effectively. It helps to address the growing demand for flexible and accessible learning environments and rising expectation for effective campus management and communication. It is expected to integrate of digital tools for teaching learning activities and student engagement and that empower of the students and faculties through innovative technology solutions. The aim of this campus digitalization is to utilized technology effectively to enhance education, improve operational efficiency and foster a culture of innovation and collaboration within the campus family and community as well.

To conduct Extending Digitalization of Higher Education Project Under NEHEP with the financial support of UGC, with selection of Sinam Multiple Campus, has made some significant progress towards digitalizing IT section and administration department of this campus in the initial stage.

Section – II
Campus Level, Faculty, and Programs

Sinam Multiple Campus, established to provide higher education opportunities in the region, operates as a distinguished institution offering bachelor-level programs in the Faculty of Education and the Faculty of Management. With a commitment to academic excellence and skill development, the campus aims to foster holistic growth among its students and contribute to the socio-economic development of the community.

The Faculty of Education focuses on equipping students with pedagogical knowledge, teaching methodologies, and leadership skills required to excel in the field of education. The program is designed to prepare future educators, administrators, and policymakers who can make meaningful contributions to improving the quality of education in the country. Courses offered under this faculty are tailored to align with national education standards while encouraging innovation and research.

The Faculty of Management emphasizes developing managerial expertise and business acumen among students. Through a curriculum that integrates theoretical concepts and practical applications, students are trained to navigate the dynamic world of business and entrepreneurship. The program includes specialized areas such as accounting, marketing, and organizational behavior, ensuring graduates are ready to take on leadership roles in various industries.

As an institution dedicated to serving its students and the broader community, Sinam Multiple Campus places great importance on delivering quality education and creating opportunities for personal and professional growth. Its bachelor-level programs in Education and Management are designed to empower students with the skills and knowledge they need to succeed in their chosen career paths while contributing positively to society.

Section – III
Students Enrollment

Student Enrollment 2077:

			Brahhim/Chhetris				Dalit				Janajati				Others				Madeshi				
Level	Faculty	Program	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	Total
Bachelor	Management	Bachelor of Business Studies	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Bachelor	Education	Bachelor of Education	2	13	0	15	1	3	0	4	3	6	0	9	0	0	0	0	0	0	0	0	28
Total			3	13	0	**16**	1	3	0	**4**	3	7	0	**10**	0	0	0	**0**	0	0	0	**0**	**30**

table presents the enrollment details of Sinam Multiple Campus for the academic year 2077/078. A total of 30 students were enrolled in two programs under two faculties: Management and Education. In the Management faculty (Bachelor of Business Studies), only 2 students were enrolled, representing Brahmin/Chhetri, Dalit, and Janajati communities equally. In contrast, the Education faculty (Bachelor of Education) had 28 students, with the majority being Brahmin/Chhetris (15 students), followed by Janajatis (9 students), and Dalits (6 students). Among the total enrolled students, Brahmin/Chhetris made up the largest group (16 students),

while Dalits and Janajatis accounted for 7 and 10 students respectively. There were no students from the 'Others' or 'Madeshi' categories. Female enrollment was particularly high among Brahmin/Chhetris in the Education faculty, highlighting a strong female presence in that group.

Student Enrollment 2078:

			Brahhim/Chhetris				Dalit				Janajati				Others				Madeshi				
Level	Faculty	Program	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	Total
Bachelor	Management	Bachelor of Business Studies	0	3	0	3	0	2	0	2	3	1	0	4	0	0	0	0	0	0	0	0	9
Bachelor	Education	Bachelor of Education	4	13	0	17	1	2	0	3	1	12	0	13	0	0	0	0	0	0	0	0	33
Total			4	16	0	**20**	1	4	0	**5**	4	13	0	**17**	0	0	0	**0**	0	0	0	**0**	**42**

In the academic year 2078/079, a total of 42 students were enrolled at the Bachelor's level, as shown in the faculty and ethnicity-based table. In the Faculty of Management under the Bachelor of Business Studies (BBS) program, 9 students were admitted, including 3 female students from the Brahmin/Chhetri group, 2 male and 2 female students from the Dalit group, and 3 male and 1 female student from the Janajati group. In the Faculty of Education under the Bachelor of Education (BEd) program, 33 students were enrolled, with 4 male and 13 female students from the Brahmin/Chhetri group, 1 male student from the Dalit group, and 4 male and 12 female students from the Janajati group. No students from the Madhesi or Other groups were enrolled. Overall, the Brahmin/Chhetri group had the highest enrollment with 20 students, followed by 17 from the Janajati group and 5 from the Dalit group.

Student Enrollment 2079:

			Brahhim/Chhetris				Dalit				Janajati				Others				Madeshi				
Level	Faculty	Program	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	Total
Bachelor	Management	Bachelor of Business Studies	1	4	0	5	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	6
Bachelor	Education	Bachelor of Education	7	5	0	12	0	1	0	1	3	9	0	12	0	2	0	2	0	0	0	0	27
Total			8	9	0	**17**	0	1	0	**1**	3	10	0	**13**	0	2	0	**2**	0	0	0	**0**	**33**

In the academic year 2079/080 , a total of 33 students were enrolled at the Bachelor's level, as per the faculty and ethnicity-based table. In the Faculty of Management under the Bachelor of Business Studies (BBS) program, 6 students were admitted, including 1 male and 4 female students from the Brahmin/Chhetri group, and 1 female student from the Janajati group. In the Faculty of Education under the Bachelor of Education (BEd) program, 27 students were enrolled, with 7 male and 5 female students from the Brahmin/Chhetri group, 1 female student from the Dalit group, 3 male and 9 female students from the Janajati group, and 2 male students from the Other group. No students from the Madhesi group were enrolled. Overall, the Brahmin/Chhetri group had the highest enrollment with 17 students, followed by 13 from the Janajati group, 2 from the Other group, and 1 from the Dalit group.

Student Enrollment 2080:

			Brahhim/Chhetris				Dalit				Janajati				Others				Madeshi				
Level	Faculty	Program	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	Total
Bachelor	Management	Bachelor of Business Studies	2	1	0	3	0	0	0	0	3	1	0	4	0	0	0	0	0	0	0	0	7
Bachelor	Education	Bachelor of Education	4	9	0	13	1	2	0	3	5	8	0	13	0	0	0	0	0	0	0	0	29
Total			6	10	0	**16**	1	2	0	**3**	8	9	0	**17**	0	0	0	**0**	0	0	0	**0**	**36**

In the academic year 2080/081, student enrollment at the bachelor's level reflects distinct faculty and ethnic distributions. The Faculty of Management enrolled 7 students, with 3 from the Janajati community (1 male, 2 females) and 4 from the Brahmin/Chhetri community (2 males, 1 female, 1 other gender). The Faculty of Education had a higher enrollment of 29 students, predominantly from the Janajati community with 13 students (5 males, 8 females), followed by 13 from the Brahmin/Chhetri community (4 males, 9 females), and 3 from the Dalit community (1 male, 2 females). Overall, out of the total 36 students, the Janajati group had the largest representation with 17 students, followed by 16 from the Brahmin/Chhetri community, 3 from the Dalit community, and none from the Madheshi or Other ethnic groups, highlighting a diverse yet uneven ethnic participation across faculties.

Student Enrollment 2081:

			Brahhim/Chhetris				Dalit				Janajati				Others				Madeshi				
Level	Faculty	Program	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	Total
Bachelor	Management	Bachelor of Business Studies	1	1	0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	3
Bachelor	Education	Bachelor of Education	3	6	0	9	0	1	0	1	8	12	0	20	0	1	0	1	0	0	0	0	31
Total			4	7	0	**11**	0	1	0	**1**	9	12	0	**21**	0	1	0	**1**	0	0	0	**0**	**34**

In the academic year 2081/082, student enrollment at the bachelor's level shows varied faculty and ethnic distributions. The Faculty of Management (Bachelor of Business Studies) enrolled 3 students, with 2 from the Brahmin/Chhetri community (1 male, 1 female) and 1 from the Janajati community (1 male). The Faculty of Education (Bachelor of Education) had a significantly higher enrollment of 31 students, with the Janajati community leading at 20 students (8 males, 12 females), followed by 9 from the Brahmin/Chhetri community (3 males, 6 females), 1 from the Dalit community (1 female), and 1 from the Others category (1 male). Overall, out of the total 34 students, the Janajati group had the highest representation with 21 students, followed by 11 from the Brahmin/Chhetri community, 1 each from the Dalit and Others categories, and none from the Madheshi community, indicating a notable ethnic diversity with a strong Janajati presence, particularly in the Education faculty.

Section – IV
Pass Rate

Pass Rate Report By Gender Level and Faculty (2078);

		Pass Rate (%)			
Faculty	Level	Male	Female	Other	Overall
Management	Bachelor	0	0	0	0.00
Education	Bachelor	8.33	8.16	0	8.20
Total		**0.00**	**0.00**	**0.00**	

The table outlines the pass percentage of students at this campus, categorized by gender and faculty at the bachelor's level. In the Faculty of Management, the pass rate is 0.00% for both males and females, with no students in the other gender category, resulting in an overall pass rate of 0.00%. In contrast, the Faculty of Education shows a pass rate of 8.33% for males and 8.16% for females, with no students in the other gender category, leading to an overall pass rate of 8.20%. The total pass rate across both faculties remains at 0.00% for all gender categories, indicating that while the Faculty of Education has some successful students, the overall pass percentage for the campus is not reflected in the totals, possibly due to incomplete data or a calculation discrepancy.

Pass Rate Report By Gender Level and Faculty (2079):

		Pass Rate (%)			
Faculty	Level	Male	Female	Other	Overall
Management	Bachelor	20	16.67	0	17.65
Education	Bachelor	9.09	1.59	0	3.53
Total		**0.00**	**0.00**	**0.00**	

The table details the pass percentages of students at this campus, categorized by faculty and gender at the bachelor's level. In the Faculty of Management, the pass rate is 20% for males and 16.67% for females, with no students in the other gender category, resulting in an overall pass rate of 17.65%. The Faculty of Education reports a lower pass rate, with 9.09% for males and 1.59% for females, again with no students in the other gender category, leading to an overall pass rate of 3.53%. However, the total pass rate across both faculties is listed as 0.00% for all gender categories, which may indicate a discrepancy or incomplete data entry, as the faculty-specific rates suggest some students passed, particularly in Management where the pass rate is notably higher for males.

Section – V
Graduates

The system has included the datas Since the academic year 2077 and the fourth-year examinations of those batches are going on in near future, the results have not been entered into this system. Therefore, the graduation details of the students could not be provided here.

Section – VI
Gender Parity Index(GPI)

The Gender Parity Index (GPI) is approximately 2.18. This campus has successfully attracted more female students compared to male students, indicating a strong female participation rate in education. However, it also highlights a gender imbalance that may require efforts to encourage greater male enrollment to achieve a more balanced gender distribution.

Section – VII
Public Financing

The sources of income for this campus are limited to the regular grants provided by the University Grants Commission, the fees collected from students, and occasional financial assistance from the Koshi Provincial Government. In the fiscal year 2080/81, the campus received NPR 1,781,200 as a regular grant from the University Grants Commission, NPR 700,000 from the Koshi Provincial Government, and NPR 8,000,000 under the heading of building construction from the University Grants Commission.

Section – VIII
Teacher and Staff

SN	Name	Phone	Date of Birth(BS)	Gender	Joining Date(BS)	Marital Status	Permanent Address District	Permanent Address Municipality	Permanent Address Ward No
1	Ananta Bahadur Sanba	9815056355	2034-10-03	Male	2065-08-23	Married	Taplejung	Sirijangha	1
2	Anjala Acharya	9862608661	2055-8-29	Female	2079-10-28	Unmarried	Ilam	Suryodaya	2
3	Basanta Kumar Bokhim	9815929173	2031-4-15	Male	2079-6-30	Married	Taplejung	Sirijangha	1
4	Bhim Prasad Adhikari	9844654367	2044-05-20	Male	2070-12-10	Married	Taplejung	Sirijangha	1
5	Dharmendra Neupane	9848476703	2051-11-14	Male	2080-4-20	Married	Taplejung	Sirijangha	1
6	Dil Bahadur	98526555	2042-5-	Male	2078-	Unmarri	Taplejung	Sirijangha	2

	Bhattarai		23		10-28	ed			
7	Dilli Ram Bhattarai	9862650954	2042-9-20	Male	2070-12-10	Married	Taplejung	Sirijangha	1
8	Dipa Bhattarai	98552466	2051-3-20	Male	2079-10-29	Married	Taplejung	Default	2
9	Dipendra Raj Karki	9762502655	2048-5-20	Male	2077-04-20	Married	Taplejung	Sirijangha	2
10	Ganga Devi Bhandari	9844654367	2046-10-12	Femal e	2077-10-18	Married	Taplejung	Sirijangha	1
11	Jay Narayan Acharya	9844647670	2033-10-02	Male	2065-08-23	Married	Ilam	Deumai	4
12	Kedar Nepal	9846914443	2055-9-20	Male	2079-6-15	Married	Taplejung	Sirijangha	1
13	Lalit Bahadur Karki	9804374173	2034-10-03	Male	2067-04-28	Married	Jhapa	Gaurigunj	1
14	Mahendra Prakash Gautam	9817957585	2027-08-28	Male	2065-08-23	Married	Taplejung	Sidingwa	4
15	Narhari Upreti	9744330686	2042-11-20	Male	2077-5-20	Married	Taplejung	Sirijangha	1
16	Nikendra Bhattarai	9862962996	2042-10-23	Male	2065-08-23	Married	Taplejung	Sirijangha	2
17	Nita Siwakoti	9824039913	2056-04-20	Femal e	2080-5-26	Unmarri ed	Taplejung	Sirijangha	
18	Pasang Sherpa	98562288	2042-5-20	Male	2081-4-20	Married	Ilam	Suryodaya	2
19	Rajendra Bishwakar ma	9824061481	2031-10-28	Male	2077-10-18	Married	Taplejung	Sirijangha	2
20	Santosh Bhandari	9849107060	2045-10-27	Male	2081-10-27	Married	Panchtha r	Hilihang	2
21	Sewanta Kumar Acharya	9815991071	2025-10-26	Male	2065-08-23	Married	Ilam	Deumai	4
22	Sisir Thebe	9816922555	2045-4-26	Male	2070-6-28	Married	Taplejung	Sirijangha	1
23	Sunita Thebe	98025525544	2039-10-22	Femal e	2065-08-23	Married	Taplejung	Sirijangha	1
24	Tek Nath Adhikari	9842660468	2031-08-26	Male	2067-04-28	Married	Taplejung	Pathibhara Yangwarak	6
25	Tulasi Ram Pokharel	98169424241	2037-05-25	Male	2065-08-23	Married	Taplejung	Sirijangha	1

Section – IX
Student Teacher Ratio

The student-teacher ratio is 7:1. A student-teacher ratio of **7:1** means there are 7 students for every teacher at the campus. This is a very favorable ratio compared to typical standards, where higher education institutions often have much larger ratios. A lower student-teacher ratio suggests that students are likely to receive more individual attention, better academic support, and improved learning outcomes. It also indicates that the campus maintains a good balance between student enrollment and faculty availability, which can contribute positively to the quality of education.

Section – X
Recent Trend (Enrollment, Graduates, Pass Rate and Financing

In the academic year 2081/082, a total of 31 students were enrolled in the first year of the B.Ed. program at this campus, including 21 female students and 13 male students. Similarly, in the first year of the BBS program, a total of 3 students were enrolled, consisting of 2 male students and 1 female student.

Since the fourth-year examination has not yet been conducted, the graduation details of the students are not available in the EMIS system. The graduation information will be entered after the fourth-year examination is held and the results are published.

Apart from the regular grants received from the University Grants Commission and the minimal fees collected from students, the campus has no other sources of regular income.

Section – XI
Annex Summary Enrollment by Level, Faculty, Program, Gender and cast ethnicity

Student Report By Faculty and Gender

		Gender			
#	Faculty	Male	Female	Other	Total
1	Management	12	15	0	**27**
2	Education	43	105	0	**148**
	Total	**55**	**120**	**0**	**175**

The table presents student enrollment data by faculty and gender. The Faculty of Management has 27 students, with 12 males and 15 females, and no students identifying as other genders. The Faculty of Education, with a significantly larger enrollment of 148 students, includes 43 males

and 105 females, also with no students in the other gender category. Overall, out of the total 175 students, 55 are male and 120 are female, with no representation in the other gender category. This indicates a higher female participation across both faculties, particularly in Education, where females make up the majority.

Student Report By Faculty and Ethnicity

#	Faculty	Brahhim/Chhetris	Dalit	Janajati	Others	Madeshi	Total
1	Management	14	2	11	0	0	27
2	Education	66	12	67	3	0	148
Total		**80**	**14**	**78**	**3**	**0**	**175**

The table illustrates student enrollment by faculty and ethnicity. The Faculty of Management has 27 students, with 14 from the Brahmin/Chhetri community, 11 from the Janajati community, and 2 from the Dalit community, with no representation from the Madheshi or Others categories. The Faculty of Education, with 148 students, shows a more diverse distribution: 66 students are Brahmin/Chhetri, 67 are Janajati, 12 are Dalit, and 3 belong to the Others category, with no Madheshi students. Overall, out of the total 175 students, the Brahmin/Chhetri community has the highest representation with 80 students, followed closely by the Janajati community with 78 students, 14 from the Dalit community, 3 from the Others category, and none from the Madheshi community, reflecting a balanced ethnic distribution with slight dominance of Brahmin/Chhetri and Janajati groups across both faculties.