

# EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education 2081/82 B.S. (2024/025 A.D.)

Tribhuvan University

**Lumbini Banijya Campus**

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## Foreword

It is our honour to present the Education Management Information System (EMIS) report published by Lumbini Banijya Campus (LBC), following the guidelines established by the University Grants Commission (UGC), Nepal. This report is a reflection of our group's commitment to raising the standard of instruction on campus and encouraging efficient administration techniques.

In order to ensure that educational institutions in Nepal are in accordance with international best practices while also taking into account the particular requirements and difficulties of our nation, the UGC has been instrumental in establishing standards and guidelines. The contribution of UGC in promoting best practices, accepting technology as a change agent, and cultivating an innovative and continuous improvement culture in higher education are all crucial to Nepal's educational progress. By releasing this EMIS report, LBC has demonstrated its persistent dedication to meeting standards and advancing the field of education.

It is an important tool that the management committee and other stakeholders can use to improve student outcomes, increase accountability, and streamline institutional processes. Educational leaders can make well-informed decisions that have a beneficial influence on the educational ecosystem by leveraging the potential of information technologies to close the gap between data and decision-making.

Finally, we extend our gratitude to all those who contributed to the collection, compilation and preparation of this report. LBC appreciates valuable feedback and suggestions from readers to enhance the quality and coverage of the report in the future.

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## **Acknowledgement**

We express our sincere gratitude to Mr. Surendra Prasad Shrestha, CMC Chairman, and Prof. Dr. Tara Prasad Upadhyaya, Campus Chief, for their continuous support, guidance, and confidence in us throughout the preparation of this report. Their visionary leadership and commitment to academic excellence have greatly contributed to the successful completion of this work.

We are thankful to all departments, cells, faculty, and staff members whose cooperation, timely responses, and dedication played a crucial role in completing this report. We would also like to extend our heartfelt appreciation to Erasoft Solution Pvt. Ltd. for providing valuable technical support during the EMIS report preparation process.

Finally, we express our sincere appreciation to everyone who contributed, directly or indirectly, to the development of this EMIS report. This report stands as a result of collective effort and commitment, and we believe it will serve as a valuable tool for informed decision-making and strategic planning in the future.

### **EMIS Cell**

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## **Abbreviations and Acronyms**

BBS	Bachelor of Business Studies
BBM-A	Bachelor of Business Management - Applied
BBA-FA	Bachelor of Business Administration in Finance and Accounting
MBS	Master of Business Studies
MBS-F	Master of Business Studies in Finance
MBA-BF	Master of Business Administration in Banking and Finance
GPI	Gender Parity Index
HE	Higher Education
IT	Information Technology
EMIS	Education Management Information System
UGC	University Grants Commission
M. Phil.	Master of Philosophy
PhD	Doctor of Philosophy
UGC	University Grants Commission
LBC	Lumbini Banijya Campus
FOM	Faculty of Management
CMC	Campus Management Committee

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## **Section 1: Introduction**

Lumbini Banijya Campus undertook the task of publishing basic statistical information about the higher education (Bachelors and Masters) through its annual publication in the form of EMIS report. This report presents information about the higher education in the campus through comprehensive data. It is expected that the information in this report will be useful for planning, policy making, designing programs and projecting resources of the Campus

Education Management Information System (EMIS) aims to provide updated information of the education system in the campus. The main purpose of this volume is to provide adequate, accurate, timely and reliable data to the stakeholders.

### **Organization of the Report**

There are ten sections in the report; first section provides introduction of the report, second section provides information of Campus level, Faculty and Programs in the campus. Section three gives information of student enrollment in the campus. Section four provides information on student pass rate. Section five provides the information of the graduates. Section six provides information about gender-parity index. Section seven provides information of drop out students. Section eight presents information about the teachers and staffs in the campus. Section nine provides information about the student teacher ratio. Section ten provides the information about recent trends of enrollment, graduates and pass rate by taking the data of 3 years. Section eleven provides information about student pass out record in the fiscal year 2080/081. Lastly, the main texts are followed by an annexure in the report. The annexure contains summary of enrollment by level, faculty, program, gender and ethnicity.

This report was prepared through the direct or indirect contribution of the faculty and department, different divisions and administrative section within the Campus. The data were collected from the campus HEMIS Software. The data obtained are presented in a simple Table and Figure as and when necessary. Descriptive statistics are used for the analysis of data

## Section 2: Campus Level, Faculty and Program

Lumbini Baniya Campus is a specialized higher education institution focused exclusively on management education. The campus operates under a single academic faculty, namely the Faculty of Management, which offers programs at two distinct academic levels: Bachelor and Master.

**Table 1**  
*Faculty, Level and Program*

Faculty	Level	Academic Program	Duration (years)	Teaching System (Annual/Semester)	Program Type
<b>Management</b>	<b>Bachelor</b>	BMS	4	Semester	Autonomous
		BBM-A	4	Semester	Autonomous
		BBA-FA	4	Semester	Autonomous
		BBS	4	Annual	Non-Autonomous
	<b>Master</b>	MBS-F	2	Semester	Autonomous
		MBA-BF	2	Semester	Autonomous
		MBS	2	Semester	Non-Autonomous

At the Bachelor level, four programs are offered: BMS, BBM-A, BBA-FA, and BBS. All bachelor programs have a duration of four years. Among them, BMS, BBM-A, and BBA-FA follow a semester-based teaching system and are autonomous in nature, whereas the BBS program follows an annual system and is non-autonomous.

At the Master level, three programs are available: MBS-F, MBA-BF, and MBS. All master programs have a duration of two years and follow a semester system. MBS-F and MBA-BF are autonomous programs, while the MBS program is non-autonomous.

Overall, the Faculty of Management offers a combination of autonomous and non-autonomous programs with both semester and annual teaching systems across different academic levels.

### Section 3: Student Enrollment

This section provides the information of student enrollment in the academic year 2082/083. Table 2 represents the gender-wise enrollment of students across Bachelor and Master Levels. The data indicate that the Bachelor level has the highest enrollment, with a total of 3,170 students, comprising 1,437 males and 1,733 females. In comparison, the Master level has significantly lower enrollment, with 387 students, including 116 males and 271 females.

**Table 2**

*Level wise student enrollment*

SN	LEVEL	Male	Female	Total
1	Bachelor	1437	1733	3170
2	Master	116	271	387
3	Total	1553	2004	3557

Overall, the total student population is 3,557, of which 1,553 are male and 2,004 are female. This shows that female students outnumber male students at both Bachelor and Master levels, reflecting a higher participation of females in higher education within the institution.

**Table 3**

*Program Wise Student Enrollment*

Sn	Program	Male	Female	Total Student
1	BBA-FA	114	206	320
2	BBM-A	118	107	225
3	BBS	1071	1199	2270
4	BMS	134	221	355
5	MBA-BF(Fall)	16	23	39
6	MBA-BF(Spring)	16	33	49
7	MBS	52	93	145
8	MBS-F	32	122	154
TOTAL		1553	2004	3557

Table 3 presents the program-wise enrollment of students. The data reveal that the BBS has the highest enrollment with 2,270 students, including 1,071 males and 1,199 females, making it the most dominant program in terms of student population.

Among other bachelor-level programs, BBA-FA has 320 students (114 males and 206 females), while BBM-A has 225 students with a relatively balanced gender composition

(118 males and 107 females). The BMS enrolls 355 students, with female students (221) significantly outnumbering males (134).

At the master's level, MBA-BF (Fall and Spring combined) has a total of 88 students, where female participation (56) is notably higher than male (32). Similarly, MBS and MBS-F also show a strong female majority, with 93 out of 145 and 122 out of 154 students respectively.

**Table 4**  
*Ethnicity Wise Student Enrollment*

Level	Program	Gender	Dalit	Janajati	Madheshi	Other	Total
Bachelor	BBA-FA	Female	3	34	27	142	206
		Male	5	10	19	80	114
	BBM-A	Female	10	18	10	69	107
		Male	5	18	18	77	118
	BBS	Female	85	172	18	924	1199
		Male	55	139	50	827	1071
	BMS	Female	15	47	10	149	221
		Male	11	15	19	89	134
Master	MBA-BF(Fall)	Female	1	5	1	16	23
		Male	1	0	3	12	16
	MBA-BF(Spring)	Female	0	5	1	27	33
		Male	1	0	1	14	16
	MBS	Female		12	1	80	93
		Male	2	3	2	45	52
	MBS-F	Female	7	13	1	101	122
		Male	1	5	1	25	32
	Grand Total		202	496	182	2677	3557

Table 4 presents the enrollment of students by ethnic group. The data indicate that the majority of students belong to the "Other" category (2,677), followed by Janajati (496), Dalit (202), and Madheshi (182), out of the total 3,557 students.

At the bachelor level, the BBS has the largest and most diverse student population. Within this program, the “Other” category dominates for both females (924) and males (827), while Janajati representation is also relatively high (172 females and 139 males). Dalit and Madheshi groups, however, have comparatively lower representation. Similar patterns can be observed in BBA-FA, BBM-A, and BMS, where the “Other” category consistently holds the majority share, and female enrollment is generally higher than male across most ethnic groups.

At the master level, programs such as MBA-BF, MBS, and MBS-F also show a similar trend, with the “Other” category being predominant. Female students outnumber male students in most programs and ethnic categories, particularly in MBS-F and MBA-BF (Spring). Representation of Dalit and Madheshi groups at the master level remains relatively low compared to other groups.

Overall, the table highlights a significant dominance of the “Other” ethnic group across all programs and levels, along with a consistent trend of higher female participation. However, the comparatively lower enrollment of Dalit and Madheshi students suggests the need for more inclusive strategies to improve access and representation of these groups in higher education.

## Section 4: Pass Rate

This section provides the information about the academic performance of students in the different programs of the Campus. The data of the pass rate are taken from the even semesters of bachelor level programs and odd semesters of master level programs.

**Table 5**  
*Pass Rate of Students*

Program	Semester	Total Appeared	Total Pass	Pass Rate
BBA-FA	2nd Sem	85	60	70.59 %
	4 <sup>th</sup> Sem	72	63	87.50%
	6th Sem	73	69	94.52 %
	8th Sem	71	69	97.18 %
BBM-A	2nd Sem	74	46	62.16 %
	4th Sem	36	30	83.33 %
	6th Sem	54	44	81.48 %
	8th Sem	40	30	75.00 %
BBS	1st Year	548	85	15.51 %
	2nd Year	430	82	19.07 %
BMS	2nd Sem	92	35	38.04 %
	4th Sem	54	34	62.96 %
	6th Sem	70	61	87.14 %
	8th Sem	94	92	97.87 %
MBA-BF(Fall)	2nd Sem	7	7	100.00 %
MBA-BF(Spring)	1st Sem	20	19	95.00 %
MBS	1st Sem	47	27	57.45 %
	3rd Sem	53	49	92.45 %
MBS-F	1st Sem	74	58	78.38 %
	3rd Sem	27	26	96.30 %
<b>Total</b>		1949	865	44.38 %

Table 5 represents the semester/year-wise examination performance of students across different academic programs of the campus. A total of 1,949 students appeared in the examinations, out of which 865 students passed, resulting in an overall pass rate of 44.38 percent.

Among the bachelor-level programs, BBA-FA demonstrates consistently strong academic performance, with pass rates increasing from 70.59 percent in the 2nd semester to 97.18 percent in the 8th semester. Similarly, BMS shows significant improvement across semesters, rising from 38.04 percent in the 2nd semester to 97.87 percent in the 8th semester, which is one of the highest pass rates recorded in the table.

BBM-A records moderate academic performance, with pass rates ranging between 62.16 percent and 83.33 percent across different semesters. In contrast, the BBS program shows comparatively low pass rates, with only 15.51 percent in the 1st year and 19.07 percent in the 2nd year, indicating weaker examination outcomes in the annual system.

At the master's level, MBA-BF programs demonstrate excellent academic achievement. MBA-BF (Fall) records a 100 percent pass rate in the 2nd semester, while MBA-BF (Spring) achieves a 95 percent pass rate in the 1st semester. Likewise, MBS and MBS-F programs also show satisfactory performance, particularly in the higher semesters where pass rates exceed 90 percent.

## Section 5: Graduates

Table 6 represents the gender-wise distribution of graduates across different academic programs of the campus. The total number of graduates is 334, among which female graduates are higher in number than male graduates in all programs.

**Table 6**  
*Graduates during the academic year 2082/083*

<b>Program</b>	<b>Gender</b>	<b>Graduates</b>	<b>Total</b>
<b>BBA-FA</b>	Female	93	130
	Male	37	
<b>BBM-A</b>	Female	18	27
	Male	9	
<b>BBS</b>	Female	52	77
	Male	25	
<b>BMS</b>	Female	35	47
	Male	12	
<b>MBA-BF</b>	Male	6	23
	Female	17	
<b>MBS-F</b>	Female	23	30
	Male	7	
<b>Total</b>			<b>334</b>

Among the bachelor-level programs, BBA-FA records the highest number of graduates with 130 students, including 93 females and 37 males. Likewise, BBS has 77 graduates, where female graduates (52) exceed male graduates (25). BMS reports a total of 47 graduates, consisting of 35 females and 12 males, while BBM-A has the lowest number of graduates among the bachelor programs with 27 students, including 18 females and 9 males. At the master's level, MBA-BF has a total of 23 graduates, comprising 17 females and 6 males. Similarly, MBS-F records 30 graduates, including 23 females and 7 males. Overall, the table indicates that female students dominate the graduation outcomes across all academic programs, reflecting a comparatively higher completion rate and academic participation of female students in the campus.

## Section 6: Gender Parity Index

Gender Parity Index (GPI) tells us about the access of girls students to Higher Education. It is one of the most important indicators which are 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 favour of boys and value larger than 1 means disparity in favour of girls.

**Table 7**

*Level wise GPI of the Campus for the year 2082/083*

Level	Male	Female	GPI
Bachelor	1437	1733	1.21
Master	116	271	2.34
Total	1553	2004	1.29

Table 7 presents the Gender Parity Index (GPI) across different academic levels. The data show that at the Bachelor level, there are 1,437 male and 1,733 female students, resulting in a GPI of 1.21, which indicates a higher enrollment of female students compared to males. At the Master level, the disparity is more pronounced, with 116 male and 271 female students, yielding a GPI of 2.34. This suggests that female participation at the postgraduate level is more than double that of male students.

Overall, the total student population consists of 1,553 males and 2,004 females, with an overall GPI of 1.29. This reflects a consistent trend of female dominance in enrollment across both levels, with the gap being particularly significant at the Master level.

**Table 8**

*Program wise GPI of the Campus for the year 2082/083*

Program	Male	Female	GPI
BBA-FA	114	206	1.81
BBM-A	118	107	0.91
BBS	1071	1199	1.12
BMS	134	221	1.65
MBA-BF (Fall)	16	23	1.44
MBA-BF (Spring)	16	33	2.06
MBS	52	93	1.79
MBS-F	32	122	3.81

Table 8 presents the program-wise Gender Parity Index (GPI), highlighting the relative participation of female students compared to male students across different academic programs. The data reveal that most programs have a GPI greater than 1, indicating a higher enrollment of female students.

Among bachelor-level programs, BBA-FA (1.81), BMS (1.65), and BBS (1.12) show female dominance, whereas BBM-A (0.91) is the only program with a GPI below 1, indicating slightly higher male participation. At the master's level, all programs demonstrate strong female dominance, particularly MBA-BF (Spring) with a GPI of 2.06 and MBS-F with the highest GPI of 3.81, suggesting significantly higher female enrollment in these programs.

Overall, the table indicates a clear trend of greater female participation across most programs, with the disparity being more pronounced at the postgraduate level.

## Section 7: Student Drop Out

Table 9 represents the gender-wise distribution of dropout students across different academic programs of the campus. The total number of dropout students is 200, comprising 84 female students and 116 male students, indicating that male students have a higher dropout rate compared to female students.

**Table 9**

*Student Drop Out in the year 2082/083*

Program	Gender		Total
	Female	Male	
BBA-FA	2	2	4
BBM-A	3	0	3
BBS	71	110	181
BMS	1	1	2
MBA-BF(Fall)	2	1	3
MBA-BF(Spring)	1	0	1
MBS	1	1	2
MBS-F	3	1	4
Grand Total	84	116	200

Among all programs, BBS records the highest number of dropout students with 181 cases, including 71 females and 110 males. This shows that the majority of the campus dropout cases are concentrated in the BBS program. In comparison, other programs report relatively low dropout numbers. BBA-FA records 4 dropout students, equally distributed between male and female students. BBM-A has 3 dropout cases, all of which are female students. BMS reports 2 dropout students with equal representation of both genders. Similarly, MBA-BF (Fall) has 3 dropout students, including 2 females and 1 male, while MBA-BF (Spring) records only 1 female dropout.

At the master's level, MBS has 2 dropout students with equal gender representation, whereas MBS-F reports 4 dropout cases, including 3 females and 1 male.

## Section 8: Teacher and Staff

Table 10 represents the gender-wise distribution of teaching staff by designation in the institution. The table shows that the campus has a total of 50 teaching staff members, among whom 46 are male and 5 are female.

**Table 10**  
*Designation of the Teaching Staff*

Designation	Gender		Total
	Male	Female	
Professor	3	0	3
Associate Professor	7	2	8
Assistant Professor	21	1	22
Teaching Assistant	15	2	17
Total	46	5	50

Among the different academic positions, the highest number of staff are Assistant Professors with 22 members, including 21 males and 1 female. This is followed by Teaching Assistants with 17 staff members, consisting of 15 males and 2 females. Similarly, there are 8 Associate Professors, among whom 7 are male and 2 are female. At the Professor level, all 3 staff members are male, with no female representation.

**Table 11**  
*Nature of Appointment of Teaching Staff*

Nature of Appointment	Gender		Total
	Male	Female	
Permanent	31	3	34
Part-time	14	2	16
Contract	1	0	1
	46	5	50

Table 11 represents the nature of appointment of teaching staff by gender in the institution. Among the total, the majority are employed on a permanent basis, with 34 members, consisting of 31 males and 3 females. Part-time appointments account for 16 members, including 14 males and 2 females. In addition, only 1 staff member is employed on a contract basis, and this position is occupied by a male staff member.

**Table 12**  
*Designation of Non-Teaching Staffs*

Designation	Gender		Total
	Male	Female	
Deputy Administrator	0	1	1
Deputy Finance Administrator	1	0	1
Assistant Administrator	1	1	2
Head Assistant	7	1	8
Office Assistant	1	1	2
Office Helper	5	3	8
Driver	1	0	1
Gardener	1	0	1
Total	17	7	24

Table 12 represents the gender-wise distribution of non-teaching staff by designation in the institution. The table shows that the campus has a total of 24 non-teaching staff members, among whom 17 are male and 7 are female. Among the different positions, the highest number of staff are Head Assistants and Office Helpers, each with 8 staff members. The Head Assistant category includes 7 males and 1 female, whereas the Office Helper category consists of 5 males and 3 females. The Assistant Administrator and Office Assistant positions each have 2 staff members with equal representation of males and females. At the administrative level, there is 1 female Deputy Administrator and 1 male Deputy Finance Administrator. Similarly, the positions of Driver and Gardener are occupied only by male staff members.

**Table 13**  
*Nature of Appointment of Non-Teaching Staffs*

Nature of Appointment	Gender		Total
	Male	Female	
Permanent	15	6	21
Contract	2	1	3
	17	7	24

Table 13 represents the nature of appointment of non-teaching staff by gender in the Campus. Among the total staff, the majority are employed on a permanent basis, with 21 staff members consisting of 15 males and 6 females. In contrast, only 3 staff members are employed on a contract basis, including 2 males and 1 female. Overall, the table indicates that permanent appointments constitute the dominant form of employment among non-teaching staff.

## Section 9: Student-Teacher Ratio

The student–teacher ratio is a measure that shows the number of students assigned to each teacher in an educational institution. It indicates how many students are available per teacher and is commonly used to assess teaching capacity and learning environment quality.

**Table 14**

*Student-Teacher Ratio*

<b>Students</b>	<b>Teachers</b>	<b>Ratio</b>
3557	50	71 : 1

Table 14 represents the student–teacher ratio of the campus during the academic year 2082/083. The table shows that the total number of enrolled students is 3,557, while the total number of teachers is 50. Based on these figures, the student–teacher ratio is calculated at 71.14:1, indicating that there are approximately 71 students for every teacher in the campus.

## Section 10: Recent Trends

This section illustrates the recent trends in student enrollment, graduates and pass rate during the academic year 2082/083. To analyze the trend, 3 academic years' data are extracted from the Campus HEMIS database.

**Table 15**

*Recent Trends in Enrollment, Graduates and Pass Rate*

Years	2080/081	2081/082	2082/083
Enrollment	3126	3365	3547
Graduates	325	298	314
Pass Rate (Yearly System, BBS)	42.96%	33.26%	16.94%
Pass Rate (Semester System)	83.04%	84.82%	87.5%

**Figure 1**

*Recent Trends in Enrollment, Graduates and Pass Rate*

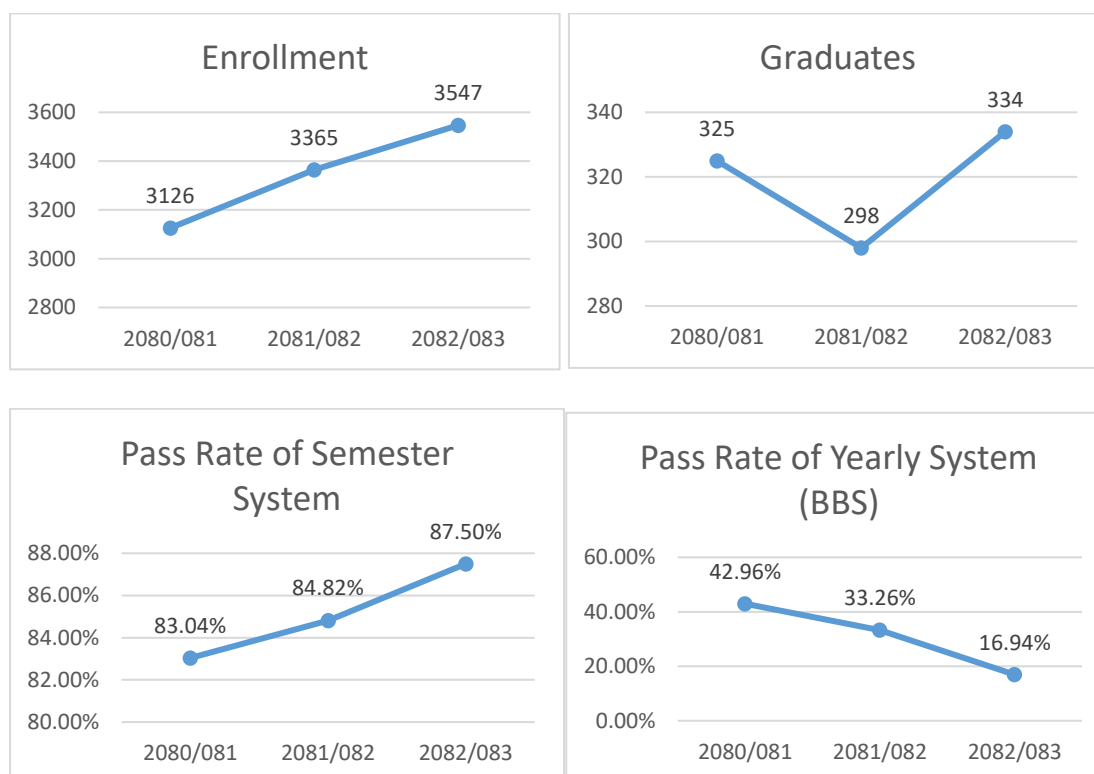


Table 15 represents the trend of student enrollment, graduation, and examination performance of yearly and semester systems over the academic years 2080/081 to 2082/083. The data indicates a steady increase in student enrollment, while examination performance differs significantly between the yearly and semester systems.

The total student enrollment increased continuously from 3,126 in 2080/081 to 3,365 in 2081/082 and further to 3,547 in 2082/083. This trend reflects the growing number of students seeking admission to the campus.

The number of graduates fluctuated over the years. In 2080/081, the campus produced 325 graduates, which decreased to 298 in 2081/082. However, the number slightly increased to 314 graduates in 2082/083. Despite the fluctuation, the graduation output remained relatively stable throughout the study period.

The semester system demonstrates consistently strong and improving examination results. The pass rate increased from 83.04 percent in 2080/081 to 84.82 percent in 2081/082 and reached 87.5 percent in 2082/083. The higher and steadily improving pass rates suggest that the semester system is more effective in supporting student learning, academic continuity, and examination performance.

In contrast, the pass rate of the yearly system (BBS) shows a declining trend over the years. It decreased from 42.96 percent in 2080/081 to 33.26 percent in 2081/082 and further dropped sharply to 16.94 percent in 2082/083. This indicates comparatively weaker academic performance in the annual examination system.

## Annexure 1

### Summary Enrollment by Faculty, Level, Program, Gender and Ethnicity

Faculty	Level	Program	Gender										Total
			Female				Male				Total		
			Dalit	Janajati	Madhesi	Other	Dalit	Janajati	Madhesi	Other			
Management	Bachelor	BBA-FA	3	34	27	142	5	10	19	80	320		
		BBM-A	10	18	10	69	5	18	18	77	225		
		BBS	85	172	18	924	55	139	50	827	2270		
		BMS	15	47	10	149	11	15	19	89	355		
		MBA-BF(FALL)	1	5	1	16	1	0	3	12	39		
	Master	MBA-BF(SPRING)	0	5	1	27	1	0	1	14	49		
		MBS	0	12	1	80	2	3	2	45	145		
		MBS-F	7	13	1	101	1	5	1	25	154		
		TOTAL	121	306	69	1508	81	190	113	1169	3557		