

**EDUCATION MANAGEMENT
INFORMATION SYSTEM
REPORT 2083**

Tribhuvan University

Shaheed Smarak College

Bharatpur Metropolitan City-19, Shardanagar, Chitwan

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Published by Shaheed Smarak College
Bharatpur Metropolitan City-19 Chitwan

FOREWORD

It is with great pleasure and enthusiasm that we present the Education Management Information System (EMIS) Report published by Shaheed Smarak College (SSC), in alignment with the guidelines set forth by the University Grants Commission (UGG) of Nepal. This report is a reflection of our institution's commitment to enhancing the quality of education and promoting effective and transparent management practices within higher education.

In this era of rapid technological advancement, it is essential for educational institutions to embrace information systems to streamline operations, improve decision-making processes, and enhance overall institutional efficiency. The EMIS Report stands as a comprehensive document that highlights the vital role of technology in educational management and offers valuable insights into its application and benefits at the campus level.

The UGC has been instrumental in setting national standards and guidelines for educational institutions in Nepal, ensuring they adhere to international best practices while responding to the unique educational needs of the country. Their unwavering commitment to fostering a culture of innovation and continuous improvement has significantly contributed to strengthening Nepal's higher education sector.

Through the preparation and publication of this EMIS Report, Shaheed Smarak College has demonstrated its dedication to upholding these national standards and advancing the education sector. This report encompasses critical aspects of educational management, including systematic data collection, storage, analysis, and reporting. Furthermore, it emphasizes the strategic integration of technology to support informed decision-making and efficient resource management.

The EMIS Report is the result of the collaborative efforts, expertise, and dedication of the academic and administrative community of the College. It serves as a valuable resource for the College Management Committee, faculty, staff, and all stakeholders committed to optimizing institutional operations, ensuring accountability, and improving student outcomes. By harnessing the power of an effective information

management system, Shaheed Smarak College aims to bridge the gap between data and decision-making, empowering academic leadership to make evidence-based choices that positively impact the educational ecosystem.

We take this opportunity to extend our heartfelt gratitude to all individuals who contributed to the collection, compilation, and preparation of this report. We also sincerely welcome constructive feedback and suggestions from our readers to further improve the quality, scope, and impact of future reports.

Mr. Basanta Kumar Poudel
Tamang
Campus Chief
Shaheed Smarak College

Mr. Bel Bahadur

Chairman
Shaheed Smarak College

ACKNOWLEDGEMENT

We express our sincere gratitude to Mr. Basant Kumar Poudel, Principal, Mr. Raju Bhat, Vice-Principal and Mr. Bel Bahadur Tamang, CMC Chairman as well as all the CMC Members of Shaheed Smarak College for believing in us and giving the task of preparing this report.

We are particularly thankful to all cells, faculty and staff members, students and guardians who diligently provided the necessary data and information for the EMIS report. Their cooperation and promptness in responding to queries have been instrumental in the timely completion of the report.

We express our appreciation to the management and leadership team for their guidance and support throughout the preparation of the EMIS report. Their vision and commitment to quality education have laid the foundation for our college's success.

Lastly, we would like to thank everyone who has contributed in any way to the EMIS report but may not be explicitly mentioned here. Your efforts have been instrumental in the compilation of this report, which will serve as a valuable resource for informed decision-making and strategic planning. Your dedication and hard work have been pivotal in achieving this milestone.

EMIS Cell

Shaheed Smarak College

Abbreviations and Acronyms

BA	Bachelor of Arts
BBS	Bachelor in Business Studies
B. Ed.	Bachelor of Education
BCA	Bachelor's In Computer Application
DOE	Department of Education
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
HE	Higher Education
HERP	Higher Education Reform Project
IT	Information Technology
MBS	Master of Business Studies
M. Ed.	Master of Education
M. Phil.	Master of Philosophy
MOE	Ministry of Education
UGC	University Grants Commission
SSC	Shaheed Smarak College
FOE	Faculty of Education

EXECUTIVE SUMMARY

This Education Management Information System (EMIS) Report of Shaheed Smarak College presents a comprehensive overview of the institutional profile, student enrolment, academic performance, graduate outcomes, gender parity, financial status, and human resources for the academic year 2081/082. The report has been prepared using data collected from the College EMIS software and various academic and administrative units to support evidence-based planning, policy formulation, and institutional development.

Shaheed Smarak College currently operates three faculties—Management, Education, and Humanities—and offers four academic programmes: Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Bachelor of Computer Application (BCA), and Master of Business Studies (MBS). The college has a total enrolment of 352 students, with female students (197) outnumbering male students (155), resulting in an overall Gender Parity Index (GPI) of 1.27. Female participation is particularly high in the Education and Master’s programmes.

Programme-wise enrolment analysis shows that BBS remains the largest programme with 184 students, followed by B.Ed. (80), BCA (55), and MBS (33). The Management Faculty accounts for more than 60 percent of total enrolment, while the Education and Humanities faculties contribute 22.92 percent and 15.76 percent respectively. Ethnicity-wise, Janajati students represent the largest group in most programmes, demonstrating inclusive access to higher education.

Academic performance analysis reveals considerable variation among programmes. The BCA programme achieved the highest average pass rate of 85.50 percent, reflecting strong academic outcomes and effective instructional practices. MBS recorded an average pass rate of 50 percent, while BBS and B.Ed. reported average pass rates of 35.33 percent and 21.48 percent respectively, indicating the need for targeted academic interventions, particularly in the lower and middle years of study.

Graduate tracer information indicates that 64.28 percent of graduates are currently employed. BBS graduates recorded the highest employment rate (75%), while B.Ed.

and BCA graduates each achieved 57 percent employment. Teaching remains the dominant employment sector, followed by accounting, finance, and information technology. Employment outcomes demonstrate the institution's contribution to human resource development and local socio-economic growth.

Financial analysis shows that the college relies primarily on self-generated income, supplemented by government and UGC grants. Recurrent expenditure constitutes the major portion of total expenditure, while capital expenditure has declined over recent years. Human resource data indicate that the institution is supported by 25 teaching staff and 9 administrative personnel, maintaining a healthy student-teacher ratio of approximately 14:1, which contributes to a favourable teaching-learning environment.

Overall, the report highlights the strengths of Shaheed Smarak College in promoting gender equity, maintaining steady enrolment, ensuring graduate employability, and providing quality education. At the same time, it identifies key areas requiring improvement, particularly academic performance in some programmes, retention in higher years, and enhanced student support mechanisms. The findings of this report provide valuable evidence for institutional planning, quality assurance, and continuous improvement initiatives aimed at strengthening the college's contribution to higher education in Nepal.

Despite progress, the college faces multidimensional challenges, including limited funding, declining enrolment in certain programs, and the need to introduce new programs aligned with market demands. Policy shifts at the national level also impact institutional planning. SSC is committed to addressing these challenges through strategic initiatives and quality enhancement measures.

SECTION-1 INTRODUCTION

1. Introduction

The Shaheed Smarak College undertook the task of publishing basic statistical information about the higher education (Bachelors and Masters) through its annual publication in the form EMIS report. This report presents information about the higher education in the College through comprehensive data. It is expected that the information in this report will be useful for planning, policy making, designing programs and projecting resources of the higher education with special reference to Shaheed Smarak College.

Shaheed Smarak College established an Education Management Information System (EMIS) under the second higher education project in 2014 A.D. It aims to provide updated information of the education system in the College. The main purpose of this volume is to provide adequate, accurate, timely and reliable data to the stakeholders.

This report comprises information about higher education institution (SSC College), student enrolment, pass graduates, gender parity index (GPI), teaching and non-teaching staffs, academic department and programs, research and publication, physical status of the College

1.1 Organization of the Report

There are 13 sections in the report; first section provides introduction of the report; second section provides background information of faculty and departments in the College. Section three gives information on physical aspect of the College. Section four provides information on teaching and non-teaching staffs of the College. Section five provides the information on the research and publication status of the College. Section six provides information about various Scholarships provided by the College. Section seven provides information on enrolment trend of the College. Section eight presents information about GPI of the College. Section nine provides the information about ethnicity-gender based status of the students studying in the College. Section ten provides the information about pass-out records of the College. Section eleven provides information about graduate students in the fiscal year 2080/081. Section twelve provides information on total number of drop-out students in the fiscal year 2080/081. Section thirteen provides the information about internship records of students in the FY 2080/081. The main texts are followed by annexure in the report. It includes a total of six annexes.

1.2 Methodology

This report was prepared through the direct or indirect contribution of the faculty and department, different division, administrative section within the College. The data were collected from the College EMIS Software and various administrative and academic sections of the College. 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 FACULTY AND DEPARTMENT

Shaheed Smarak College has 3 Faculties. Each offers excellent teaching learning and research environments in a wide-ranging variety of fields. Its academics offer excellence across disciplines and around the country.

Department of Humanities & Social Sciences

The Department of Humanities, Social Sciences, and Computer Applications at Shaheed Smarak College is recognized as a centre of academic innovation and excellence. The department offers students a broad, interdisciplinary education across areas such as English, Mathematics, Political Science, Rural Development, and Population Studies. Additionally, the department proudly runs the Bachelor of Computer Application (BCA) program, where students gain expertise in subjects such as Programming Fundamentals, Database Management Systems, Web Technology, Artificial Intelligence, Software Engineering, and Computer Networks. By integrating humanities, social sciences, and cutting-edge technological education, the department prepares graduates to meet the demands of both the academic and professional worlds with confidence and competence.

Head of Humanities faculty	Del Raj Aryal
Members	Yurung Pakhrin
	Lila Bhandari
	Madhav Kafle
	Saroj Gyawali

Department of Management

The Department of Management at Shaheed Smarak College aims to provide higher education to students for academic and professional pursuits in business, industry, and government. It produces dynamic and innovative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal.

Management (also called Commerce) classes started offering a Bachelor's degree in commerce began in September 2007. In 2021, the College started offering Master's degree in Business Studies.

Faculties

Head of Management faculty	Chhabindra Dawadi
Members	Raju Bhat
	Kiran Sigdel
	Yuvaraj Adhikari
	Shree Kanta Dhakal

Department of Education

The Department of Education at Shaheed Smarak College is the leading institution in producing dynamic and innovative future teachers, and education educators/trainers. Faculty of Education (FOE) is the leading institution in the field of teacher education in the country.

Head of Education faculty	Arun Bilash Adhikari
Members	Bhanu Bhakta Aryal
	Milan Poudel
	Rudra Adhikari
	Gyanu Ranabhat

Courses Offered

Academic departments at Shaheed Smarak College produce higher degree graduates, leading the way in many fields of study. The students can check with the following courses on offer and download the latest degrees and their syllabus prescribed by the Curriculum Development Centre of Tribhuvan University.

Bachelor's Level (4 Years Annual based)	Bachelor's Level (4 Years Semester based)
Bachelor of Arts (BA)	Bachelor in computer Applications (BCA)
Bachelor in Business Studies (BBS)	Bachelor of Education (B.Ed.)

Master's Level (2 Years Semester based)
Master of Business Studies (MBS)

Section 3: Student Enrolment

3. Student Enrolment

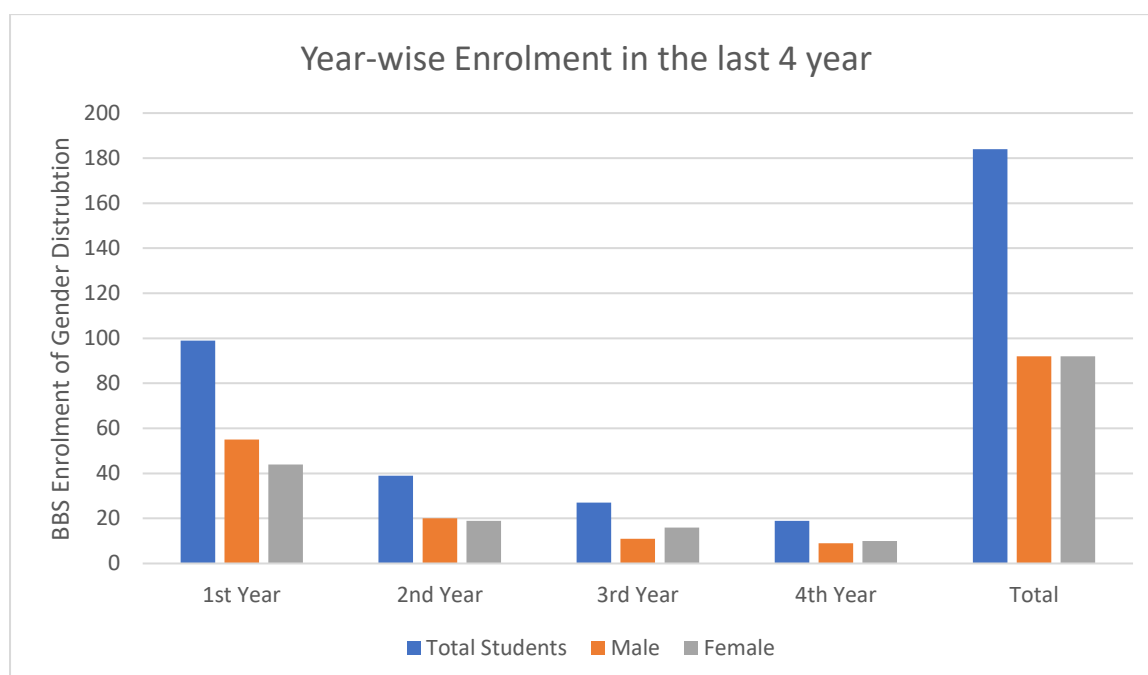
The present trend of student's enrollment and composition is satisfactory. The present number of students at this college as well as the status of the college is leading towards its bright future. The college has been centered of the wide range of the place like Sharadanagar, Parbatipur, Shivanagar, Mangalpur, Gunjanagar, Divyanagar, Sukranagar. The trend of students and past enrollment and composition of last three years is given in the table below.

3.1 Bachelor of Business Studies (B.B.S.)

Programme: B.B.S. | Faculty: Management | Level: Bachelor | Duration: 4 Years

3.1.1 Year-wise Enrolment and Gender Distribution

Year	Total Students	Male	Female
1st Year	99	55	44
2nd Year	39	20	19
3rd Year	27	11	16
4th Year	19	9	10
Total	184	92	92

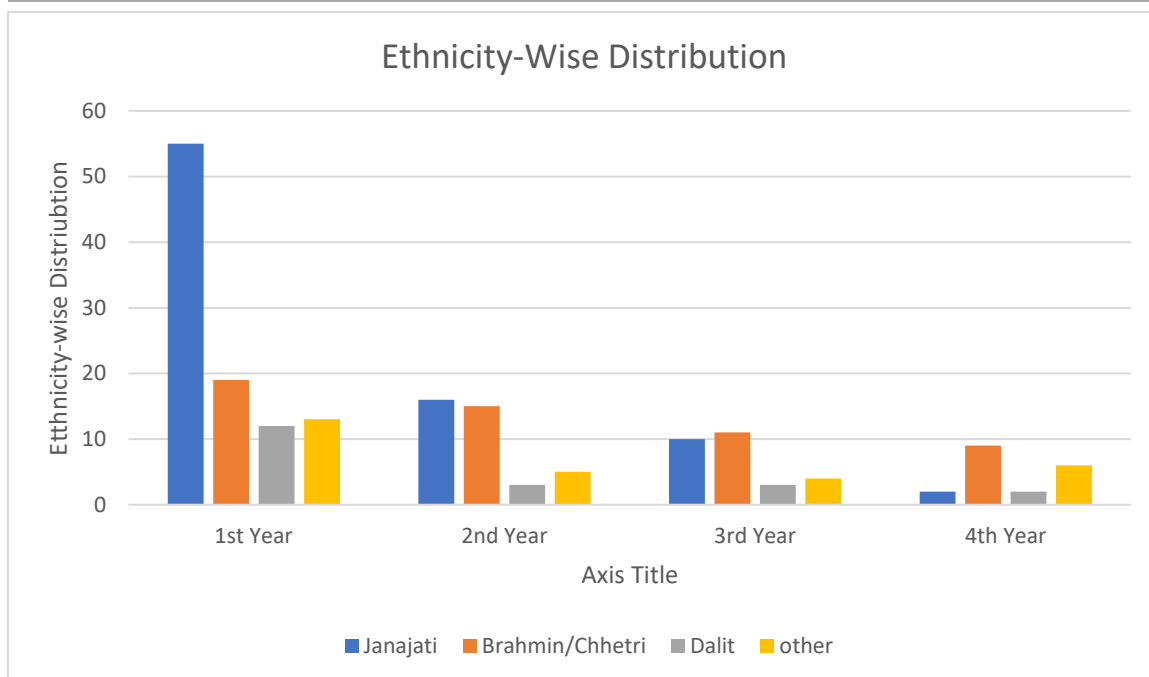


A total of 184 students are enrolled in the college, with an equal distribution of 92 male and 92 female students. The 1st Year has the highest enrolment (99 students), followed by the 2nd Year

(39), 3rd Year (27), and 4th Year (19), showing a gradual decline in student numbers across higher years.

3.1.2 Ethnicity-wise Distribution

Year	Janajati	Brahmin/Chhetri	Dalit	Edj
1st Year	55	19	12	13
2nd Year	16	15	3	5
3rd Year	10	11	3	4
4th Year	2	9	2	6



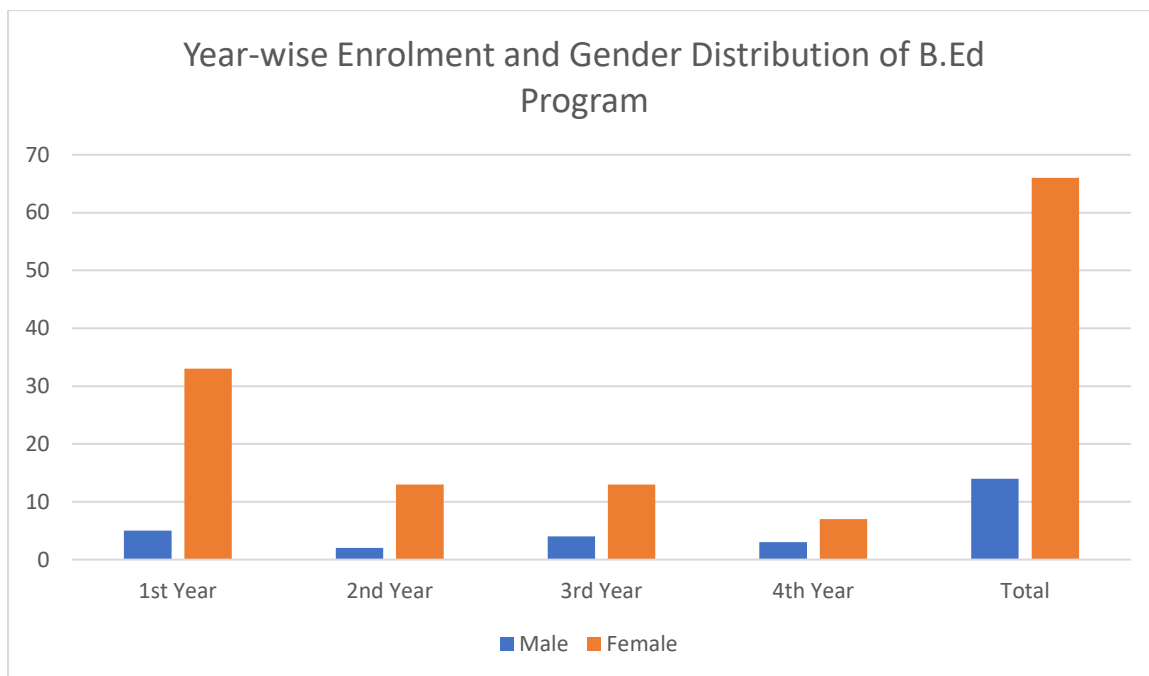
A total of **184 students** are distributed across different ethnic groups, with **Janajati (83)** forming the largest group, followed by **Brahmin/Chhetri (54)**, **Dalit (20)**, and **others (28)**. The data shows that Janajati students dominate in all years, while representation from other ethnic groups remains comparatively lower but present across all levels.

3.2 Bachelor of Education (B.Ed.)

Programme: B.Ed. | Faculty: Education | Level: Bachelor | Duration: 4 Years

3.2.1 Year-wise Enrolment and Gender Distribution

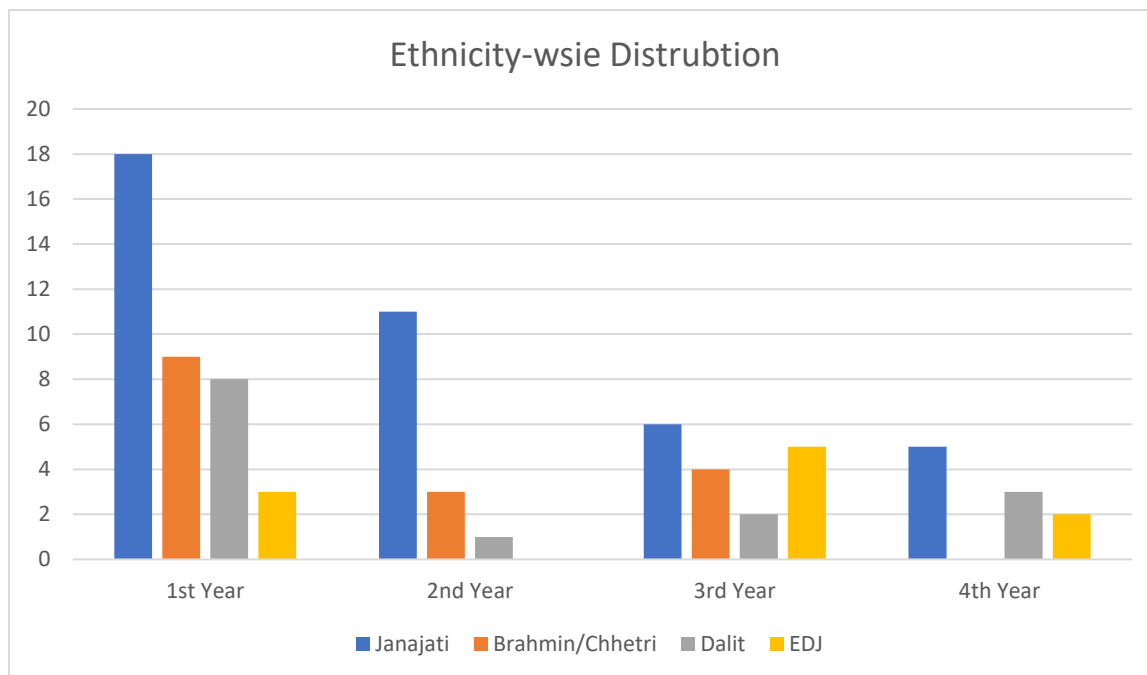
Year	Male	Female	Total Students
1st Year	5	33	38
2nd Year	2	13	15
3rd Year	4	13	17
4th Year	3	7	10
Total	14	66	80



A total of 80 students are enrolled, comprising 14 male and 66 female students. The 1st Year has the highest enrolment (38 students), followed by the 3rd Year (17), 2nd Year (15), and 4th Year (10), showing a decreasing trend in higher years with a strong female majority across all levels.

3.2.2 Ethnicity-wise Distribution

Year	Janajati	Brahmin/Chhetri	Dalit	EDJ
1st Year	18	9	8	3
2nd Year	11	3	1	0
3rd Year	6	4	2	5
4th Year	5	0	3	2



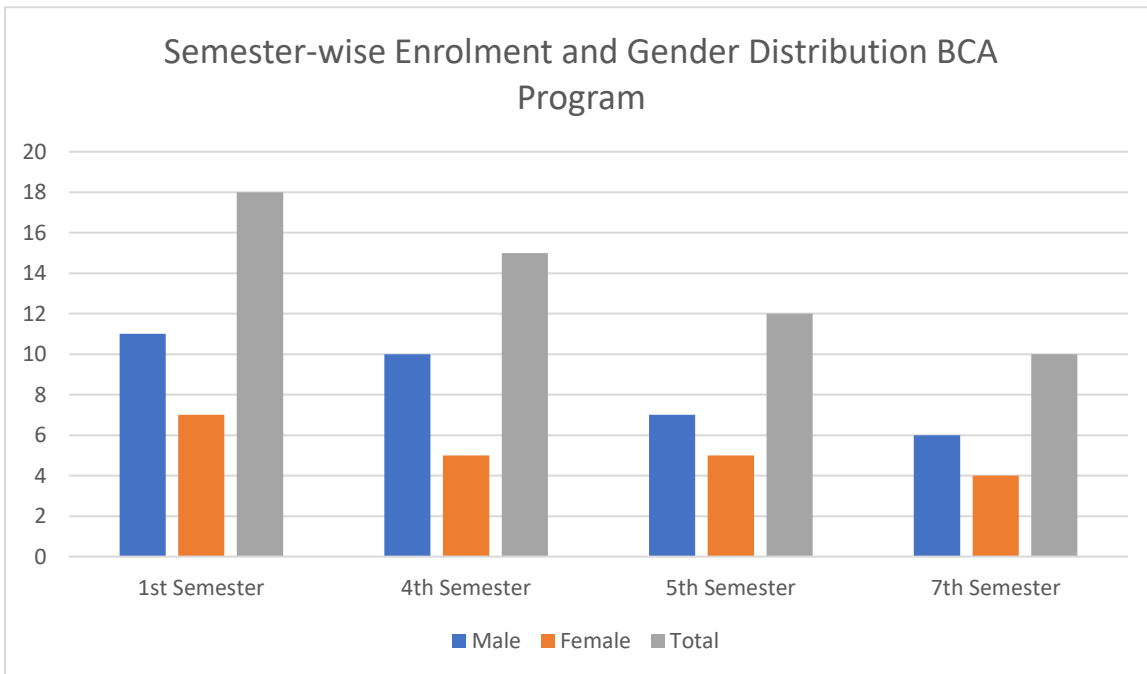
A total of **80 students** are distributed across different ethnic groups, with **Janajati (40)** forming the largest group, followed by **Brahmin/Chhetri (16)**, **Dalit (14)**, and **EDJ (10)**. Janajati students are dominant across all years, while Brahmin/Chhetri and Dalit representation is moderate, and EDJ remains the smallest but consistent group in the distribution.

3.3 Bachelor of Computer Application (BCA)

Programme: BCA | Faculty: Humanities | Level: Bachelor | Duration: 4 Years (8 Semesters)

3.3.1 Semester-wise Enrolment and Gender Distribution

Semester	Male	Female	Total
1st Semester	11	7	18
4th Semester	10	5	15
5th Semester	7	5	12
7th Semester	6	4	10
Total (Active)	34	21	55



A total of **55 active students** are enrolled in the BCA program, comprising **34 male** and **21 female** students. The highest enrolment is in the **1st Semester (18 students)**, followed by the **4th Semester (15)**, **5th Semester (12)**, and **7th Semester (10)**, showing a gradual decline in student numbers in higher semesters while maintaining a consistent male dominance across all levels.

3.3.2 Ethnicity-wise Distribution

Semester	Brahmin/Chhetri	Janajati	Dalit	EDJ
2nd Sem	11	5	1	1
4th Sem	7	3	2	3
5th Sem	6	2	1	2
7th Sem	5	3	1	1

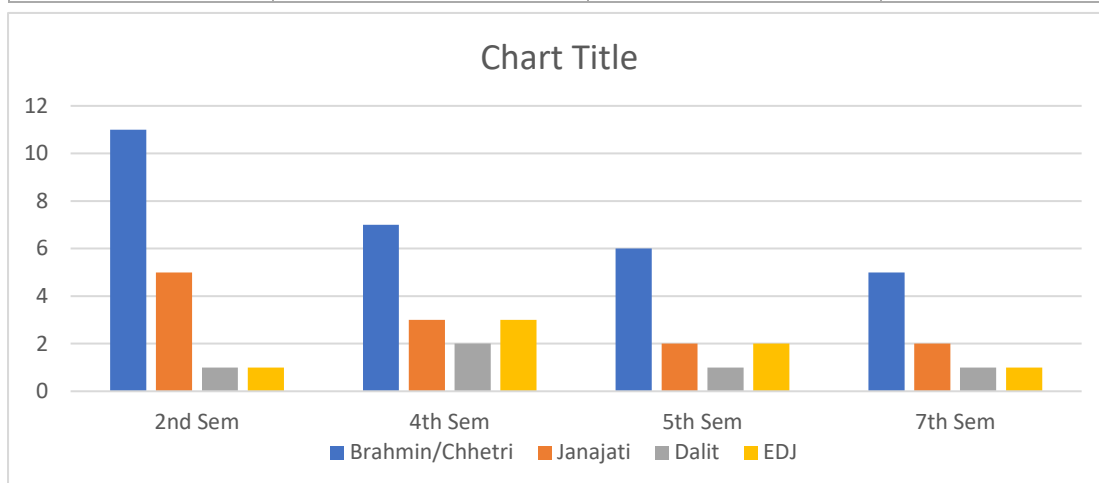


Figure: Ethnicity-wise Distribution

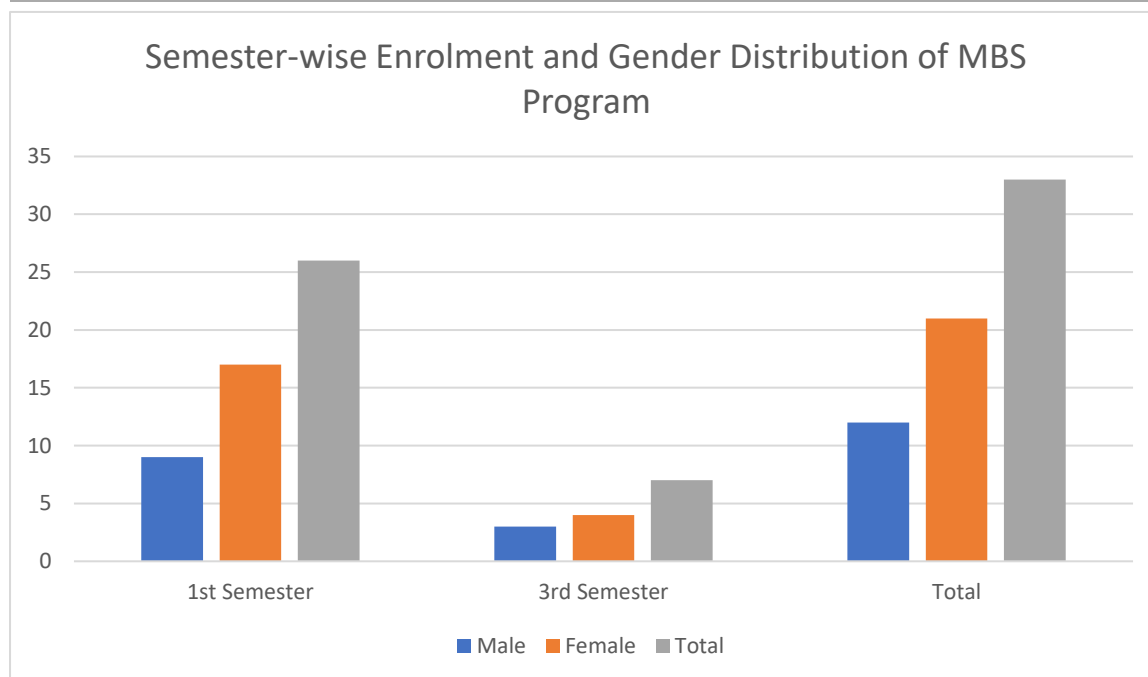
A total of 55 BCA students are distributed across different ethnic groups, with Brahmin/Chhetri as the dominant group, followed by Janajati, Dalit, and EDJ. The 7th semester includes mixed representation across all four groups. Overall, unlike other programmes where Janajati dominate, BCA shows a higher presence of Brahmin/Chhetri students, indicating a different pattern of access to technology-based education.

3.4 Master of Business Studies (MBS)

Programme: MBS | Faculty: Management | Level: Master | Duration: 2 Years (4 Semesters)

3.4.1 Semester-wise Enrolment and Gender Distribution

Semester	Male	Female	Total
1st Semester	9	17	26
3rd Semester	3	4	7
Total	12	21	33

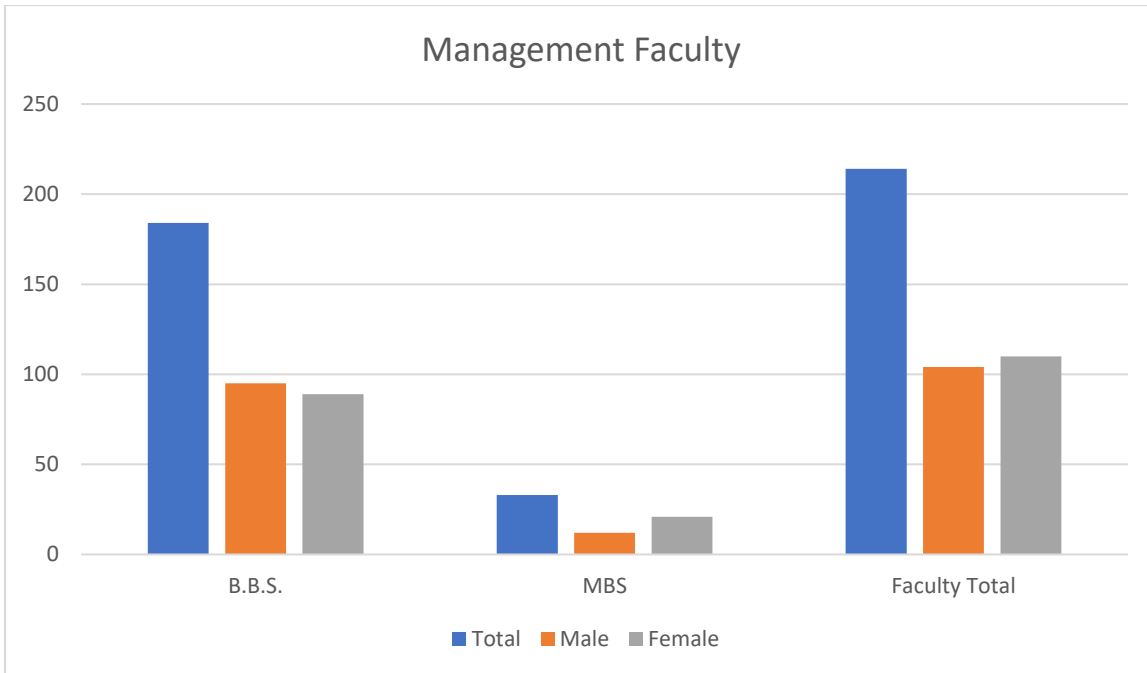


A total of 33 students are enrolled in the MBS program, comprising 12 male and 21 female students. The 1st Semester has the highest enrolment with 26 students, followed by the 3rd Semester with 7 students, indicating a higher intake at the entry level and a comparatively smaller cohort in the advanced semester, with female students outnumbering male students overall.

3.5 FACULTY-WISE ANALYSIS

3.5.1 Management Faculty (B.B.S. and MBS)

Programme	Total	Male	Female
B.B.S.	184	95	89
MBS	33	12	21
Faculty Total	214	104	110



The Management Faculty (BBS and MBS) has a total of 214 students, consisting of 104 male and 110 female students. The B.B.S. program accounts for the majority with 184 students (95 male, 89 female), while the MBS program has 33 students (12 male, 21 female). Overall, the faculty shows a slightly higher female representation compared to male students.

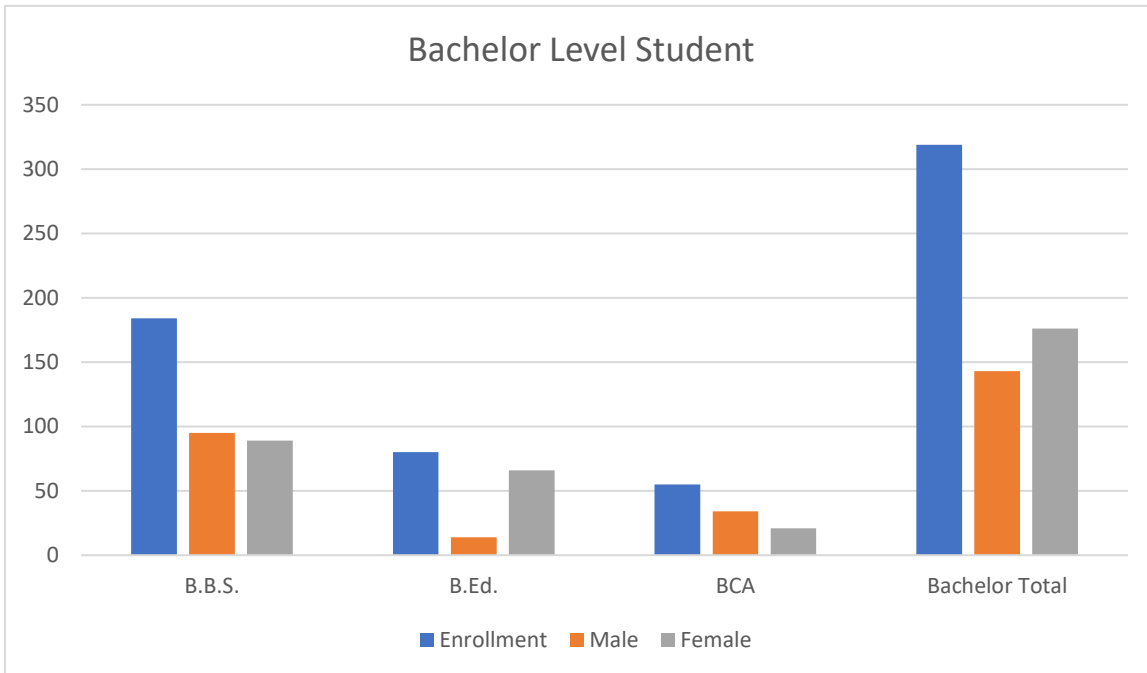
3.5.3 Humanities Faculty (BCA)

Indicator	BCA (Active Semesters)
Total Enrollment (Active)	55
Total Male	34
Total Female	21
Female Percentage	38.18%
Primary Ethnic Group	Brahmin/Chhetri
Primary Religion	Hindu
Average Age Range	19.7 – 21.7 years

The Humanities Faculty (BCA) has a total of 55 active students, comprising 34 male (61.82%) and 21 female (38.18%) students. The programme is predominantly represented by the Brahmin/Chhetri ethnic group, with students mostly aged between 19.7 and 21.7 years. Enrolment shows a declining trend from lower to higher semesters, indicating the need to review curriculum relevance, student support systems, and employability outcomes, along with strengthening female participation in technology-based education.

3.6 LEVEL-WISE ANALYSIS

Programme	Enrollment	Male	Female
B.B.S.	184	95	89
B.Ed.	80	14	66
BCA	55	34	21
Bachelor Total	319	143	176



At the Bachelor level (BBS, B.Ed., and BCA), a total of 319 students are enrolled, including 143 male and 176 female students. Among the programmers, B.B.S. has the highest enrolment (184), followed by B.Ed. (80) and BCA (55). Overall, female students slightly outnumber male students at the Bachelor level, indicating stronger female participation in undergraduate studies.

3.7 Master Level (MBS)

Indicator	MBS
Total Enrolment	33
Male	12
Female	21
Female %	63.63%

MBS is the sole master-level programme and accounts for 9.37% of total institutional enrolment. Its female-majority profile (63.63%) is a commendable indicator of women's participation in postgraduate management education. The programme attracts professionally mature students, as evidenced by the higher average age in advanced semesters.

Table 3.8: Course-wise Enrollment Summary

Programme	Faculty	Level	Duration	Total Enrollment
B.B.S.	Management	Bachelor	4 Years	184
B.Ed.	Education	Bachelor	4 Years	80
BCA	Humanities	Bachelor	4 Years (8 Sem)	55
MBS	Management	Master	2 Years (4 Sem)	33
Grand Total	—	—	—	352

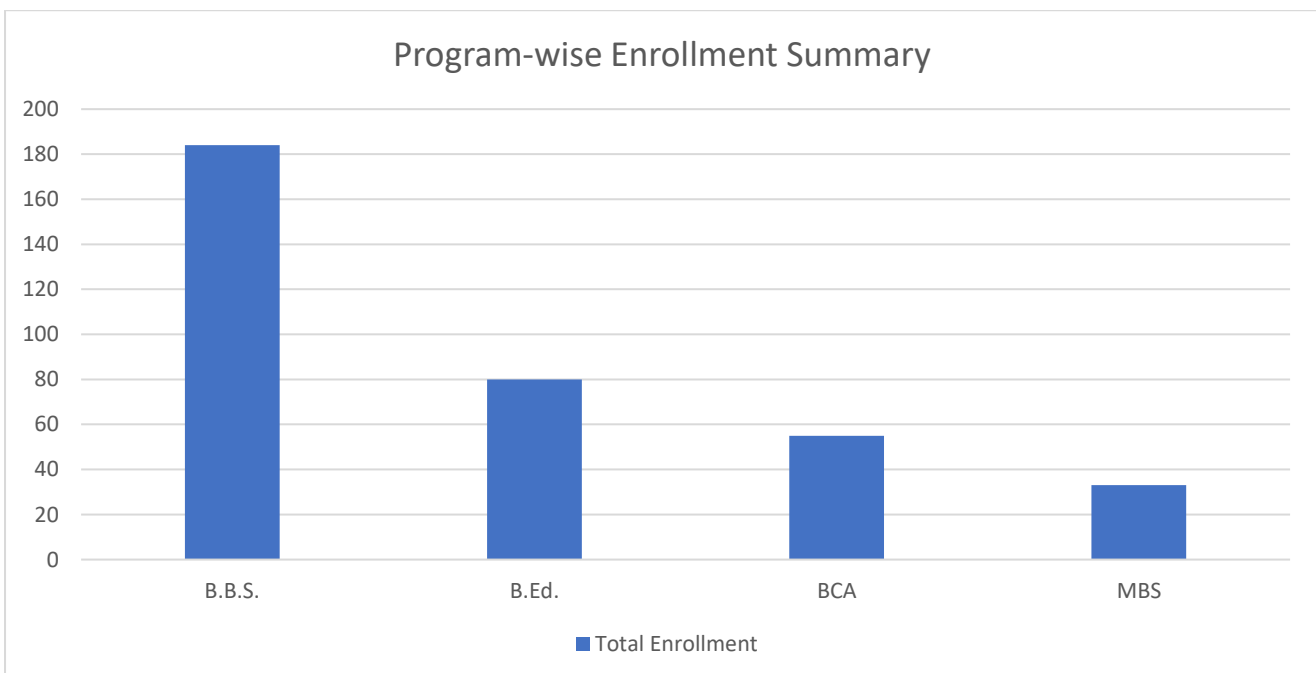
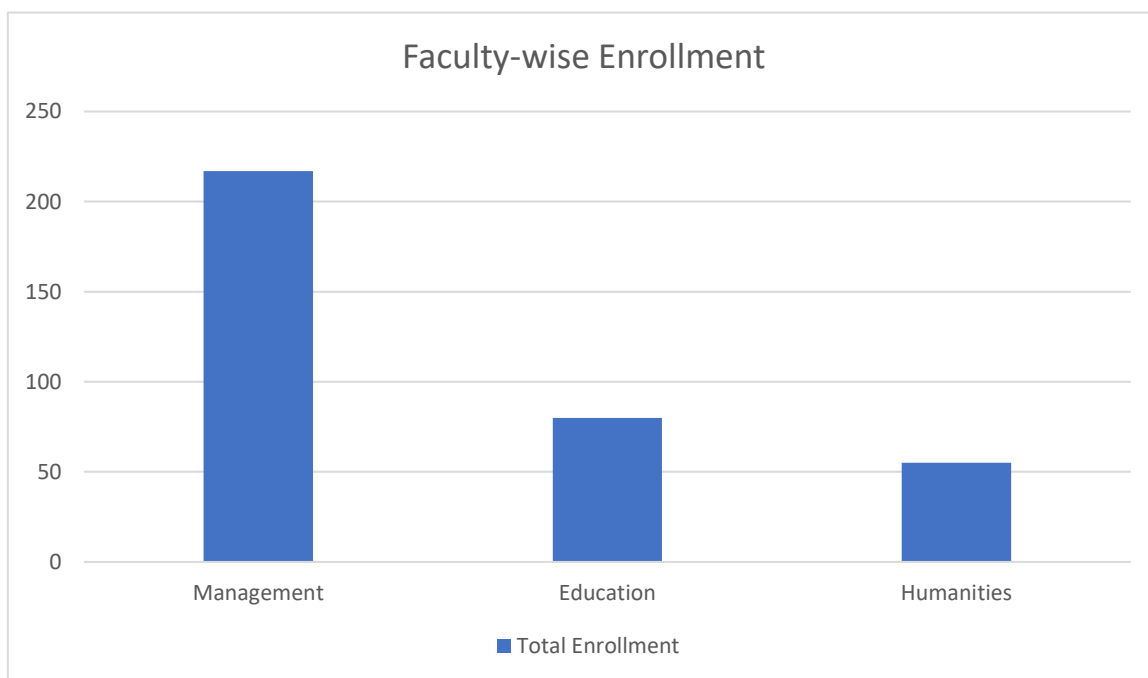


Table 3.9: Faculty-wise Enrolment

Faculty	Programmes	Total Enrollment	% Share
Management	B.B.S. + MBS	217	61.32%
Education	B.Ed.	80	22.92%
Humanities	BCA	55	15.76%
Total	4 Programmes	349	100%



SECTION 4: RESULT Analysis

4. PROGRAMME-WISE PASS RATE ANALYSIS

The following section presents a detailed analysis of examination performance for each academic programmed offered by Shaheed Smarak College, disaggregated by year or semester of study.

4.1 Bachelor of Business Studies (BBS)

The BBS programmed is a four-year undergraduate programmed affiliated with Tribhuvan University.

4.1.1 The pass rate data for the current academic year is presented below:

Year	Enrolled	Appeared	Passed	Pass Rate
1st Year	80	39	2	5.12%
2nd Year	47	28	9	32.14%
3rd Year	26	18	4	22.22%
4th Year	22	22	18	81.82%
Programme Average	—	107	33	35.33%

The BBS programmed demonstrates an extreme variance in pass rates across its four years of study. The 1st Year pass rate of 5.12% is critically low and represents the single most alarming data point in the institution's examination record. This figure suggests that out of 39 students who appeared in the 1st Year examination, only 2 were able to pass, indicating systemic challenges in foundational academic preparedness, transition from secondary to higher education, or assessment-related factors. The 4th Year performance of 81.82%, however, indicates that students who persist to the final year develop adequate academic competence. The programmed average of 35.33% remains significantly below the institutional average of 48.07%.

4.1.2 Year-wise Student Performance Analysis (Total, Gender and Ethnicity-wise Pass Distribution in BBS Program)

Year	Total Appeared	Total Passed	Girls Appeared	Girls Passed	Pass %	EDJ Appeared	EDJ Passed	Pass %	Dalit Appeared	Dalit Passed	Pass %	Other Appeared	Other Passed	Pass %
1st Year	39	2	19	0	0.00%	5	0	0.00%	3	0	0.0%	31	2	6.45%
2nd Year	28	9	16	5	31.25%	4	0	0.00%	3	2	66.67%	21	7	33.33%
3rd Year	18	4	10	0	0.00%	6	1	16.67%	2	1	50.00%	11	2	18.18%
4th Year	22	18	14	12	85.71%	2	1	50.00%	0	0	0	17	15	88.24%
Total	107	33	59	17		17	2		8	3		80	26	

The above table shows the year-wise student performance analysis of the BBS program, including total students appeared and passed along with gender-wise and ethnicity-wise pass distribution (Girls, EDJ, Dalit, and Other categories). It presents a clear comparison of pass percentages across 1st to 4th years, highlighting higher performance in the 4th year and lower performance in the initial years.

4.2 Bachelor of Education (B.Ed.)

The B.Ed. programmed is a four-year professional teacher education programmed. The examination data is summarized as follows:

Year	Enrolled	Appeared	Passed	Pass Rate
1st Year	25	18	7	38.89%
2nd Year	26	21	2	9.52%
3rd Year	14	10	0	0.00%
4th Year	21	16	6	37.50%
Programmed Average	—	65	15	21.48%

The B.Ed. programmed records the lowest average pass rate among all programmed at 21.48%. Of particular concern is the absolute failure rate of 0.00% in 3rd Year, where not a single student among the 10 who appeared was able to pass the examination. The 2nd Year pass rate of 9.52% is similarly alarming. While the 1st Year (38.89%) and 4th Year (37.50%) perform comparatively better, the dramatic collapse in the middle years points to compounding academic difficulties, increasing

curriculum complexity, and possible gaps in pedagogical support. The B.Ed. programmed requires urgent academic intervention and structural review.

4.2.2 Year-wise Student Performance Analysis (Total, Gender and Ethnicity-wise Pass Distribution in B.Ed Program)

Year	Total Appeared	Total Passed	Girls Appeared	Girls Passed	Pass %	EDJ Appeared	EDJ Passed	Pass %	Dalit Appeared	Dalit Passed	Pass %	Other Appeared	Other Passed	Pass %
1st Year	13	7	13	5	38.46 %	0	0	0.00%	1	3	300.00 %	14	4	28.57 %
2nd Year	16	2	13	2	15.38 %	5	0	0.00%	2	0	0.00%	10	2	20.00 %
3rd Year	10	0	7	0	0.00%	2	0	0.00%	3	0	0.00%	5	0	0.00%
4th Year	16	6	18	5	27.78 %	3	2	66.67 %	1	0	0.00%	15	4	26.67 %
Total	55	15	51	12		10	2		7	3		44	10	

The above table presents a year-wise student performance analysis of the BBS program, showing total students appeared and passed along with gender-wise and ethnicity-wise distribution (Girls, EDJ, Dalit, and Other categories). It highlights that out of 55 total students, 15 passed overall. The 1st year shows relatively better performance compared to other early years, while the 3rd year records no pass results. The 4th year shows improvement with the highest number of passes (6 students). Category-wise, EDJ and Other groups show moderate improvement in the 4th year, while Dalit performance appears inconsistent. Overall, the table reflects weak performance in middle years with partial improvement in the final year.

4.3 Bachelor of Computer Applications (BCA)

The BCA programmed operates on a semester system and currently has data available for the 2nd, 4th, 5th, and 8th Semesters.

4.3.1 The data is presented below:

Semester	Enrolled	Appeared	Passed	Pass Rate
2nd Semester	16	16	13	81.25%
4th Semester	12	12	11	91.67%
5th Semester	10	10	8	80.00%
8th Semester	9	9	8	88.89%
Programme Average	—	47	40	85.50%

The BCA programmed stands out as the best-performing programmed within the institution, with a commendable average pass rate of 85.50%. All four semesters for which data is available demonstrate pass rates of 80% or above, with the 4th Semester recording the highest pass rate of 91.67% across the entire institution. The consistency of high performance across all semesters is indicative of effective teaching methodologies, structured course delivery, regular internal assessment, and a motivated student cohort. The BCA programmed serves as a model of academic excellence within Shaheed Smarak College.

4.3.2 Year-wise Student Performance Analysis (Total, Gender and Ethnicity-wise Pass Distribution in BCA Program)

Year	Total Appeared	Total Passed	Girls Appeared	Girls Passed	Pass %	EDJ Appeared	EDJ Passed	Pass %	Dalit Appeared	Dalit Passed	Pass %	Other Appeared	Other Passed	Pass %
2nd Sem	16	13	5	5	100.00%	3	2	66.67%	2	2	100.00%	10	10	100.00%
4th Sem	12	11	4	3	75.00%	2	2	100.00%	1	1	100.00%	8	7	87.50%
5th Sem ₃	10	8	1	3	300.00%	1	1	100.00%	1	1	100.00%	8	6	75.00%
8th Sem	9	8	1	1	100.00%	3	3	100.00%	0	0	0.00%	6	4	66.67%
Total	47	40	12	11		9	8		4	4		32	27	

The above table presents the semester-wise student performance analysis of the BBS program, showing total students appeared and passed along with gender-wise and ethnicity-wise distribution (Girls, EDJ, Dalit, and Other categories). It indicates a strong overall performance with 40 out of 47 students passing. The 2nd semester shows excellent results with a 100% pass rate in most categories, while the 4th and 5th semesters also demonstrate good performance. The 8th semester shows slightly lower performance in the “Other” category but remains strong overall. Overall, the table reflects consistently high academic performance across semesters, with most categories showing strong pass rates.

4.4 Master of Business Studies (MBS)

The MBS is a postgraduate programmed operating on a semester system.

4.4.1 :Data is available for the 1st and 3rd Semesters:

Semester	Enrolled	Appeared	Passed	Pass Rate
1st Semester	6	6	2	33.33%
3rd Semester	8	7	4	66.67%
Programme Average	—	12	6	50.00%

The MBS programmed records an average pass rate of 50.00%, placing it at exactly the institutional average. The 1st Semester pass rate of 33.33% is concerning for a postgraduate cohort, as students are expected to bring a higher level of academic readiness from their undergraduate studies. The significant improvement to 66.67% in the 3rd Semester, however, suggests a positive upward trajectory and adaptability of students to the demands of postgraduate study. The small cohort size limits definitive conclusions but warrants monitoring.

4.4.2 Year-wise Student Performance Analysis (Total, Gender and Ethnicity-wise Pass Distribution in MBS Program)

Year	Total Appeared	Total Passed	Girls Appeared	Girls Passed	Pass %	EDJ Appeared	EDJ Passed	Pass %	Dalit Appeared	Dalit Passed	Pass %	Other Appeared	Other Passed	Pass %
1st Semester ⁴	6	2	4	1	25.00%	0	0	0.00%	0	0	N/A%	7	1	14.29%

Year	Total Appeared	Total Passed	Girls Appeared	Girls Passed	Pass %	EDJ Appeared	EDJ Passed	Pass %	Dalit Appeared	Dalit Passed	Pass %	Other Appeared	Other Passed	Pass %
3rd Sem	7	4	2	2	100.00 %	1	0	0.00 %	1	1	100.00 %	4	2	50.00 %
	13	6	6	3		1	0		1	1		11	3	

The above table presents a semester-wise student performance analysis of the BBS program, showing total students appeared and passed along with gender-wise and ethnicity-wise distribution (Girls, EDJ, Dalit, and Other categories). It indicates a total of 13 students appeared, out of which 6 students passed. The 1st semester shows relatively low performance, while the 3rd semester shows improvement with a higher pass rate. Gender-wise performance varies across semesters, with better results in the 3rd semester. Ethnicity-wise, EDJ and Dalit categories show mixed outcomes, with some improvement in the 3rd semester. Overall, the table reflects moderate academic performance with noticeable improvement in later semesters compared to earlier ones.

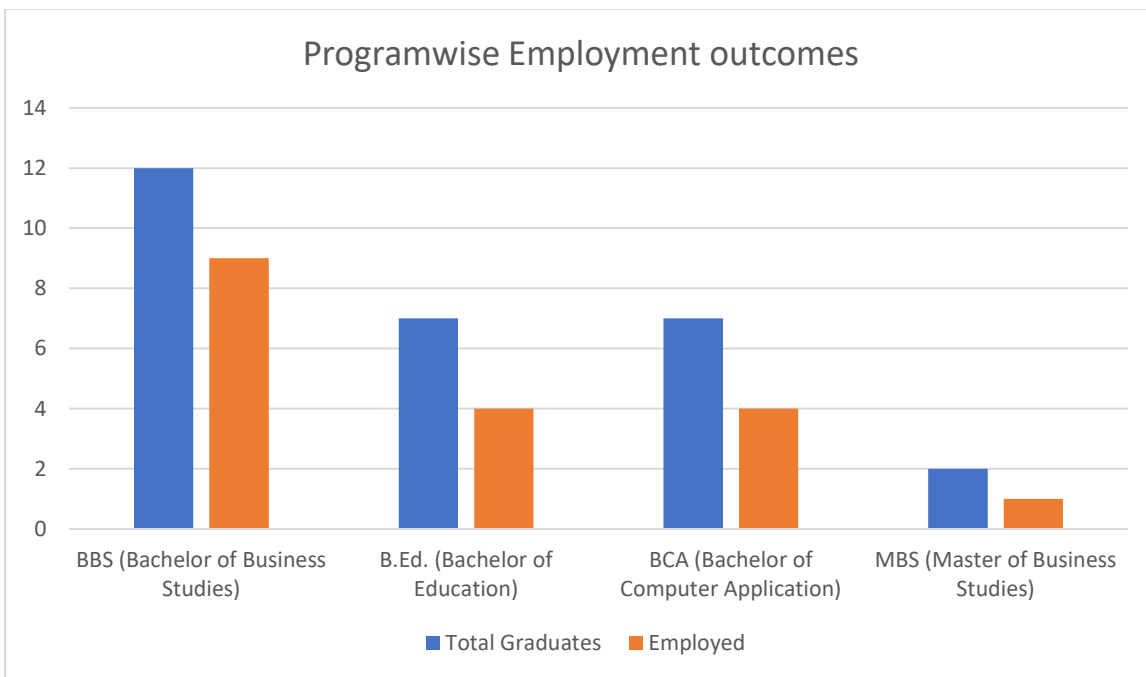
Section 5: Graduate Trend Analysis

5.1. Program-wise Employment Analysis

Employment outcomes vary meaningfully across academic programs. The table below summarizes total graduates, employed graduates, and the employment rate for each program offered by the institution within the tracer period.

Program	Total Graduates	Employed	Employment Rate
BBS (Bachelor of Business Studies)	12	9	75%
B.Ed. (Bachelor of Education)	7	4	57%
BCA (Bachelor of Computer Application)	7	4	57%
MBS (Master of Business Studies)	2	1	50%
Overall	28	18	

Table 2. Employment outcomes by academic program.



BBS graduates recorded the strongest employment outcomes among all programs, with three in four graduates (75.0%) reporting active employment, largely in accounting, marketing, and administrative roles. B.Ed. and BCA graduates posted comparable employment rates (57.1% each), while both MBS graduates in the dataset were recorded as unemployed or not yet reporting employment status at the time of the survey, an outcome that warrants institutional follow-up given the small sample size (n=2).

5.2. Gender Analysis

The tracer dataset includes 13 male graduates, 14 female graduates, and 1 graduate for whom gender was not recorded. The table below presents employment outcomes disaggregated by gender.

Gender	Total Graduates	Employed	Employment %
Male	13	10	76.92%
Female	15	8	53.33
Overall	28	18	64.28%

Table 3. Employment outcomes by gender.

Male graduates report a modestly higher employment rate (69.2%) than female graduates (57.1%), a gap of approximately 12 percentage points. While the overall gender composition of the graduating cohort is well balanced (46.4% male, 50.0% female), the employment gap suggests that gender-responsive career counseling, placement support, and employer-linkage initiatives may be warranted to close the disparity in outcomes.

5.3. Ethnicity Analysis

Graduates were classified into four ethnic/social categories present in the dataset: Brahmin/Chhetri, Janajati, EDJ (Educationally Disadvantaged Group), and Dalit. No graduates in this dataset were classified under an additional “Others” category.

Ethnicity/Social Group	Total Graduates	Employed	Employment %
Brahmin/Chhetri	12	9	75%
Janajati	9	5	55.55%
EDJ (Educationally Disadvantaged Group)	6	4	66.6%
Dalit	1	0	
Overall	28	18	60.7%

Table 4. Employment outcomes by ethnicity/social group.

Brahmin/Chhetri graduates form the largest social group in the sample (42.9% of all graduates) and report a 66.7% employment rate, statistically identical to the EDJ category, which also reports 66.7% employment despite representing a more educationally disadvantaged population — a positive indicator of the institution's inclusive support mechanisms. Janajati graduates report a somewhat lower employment rate (55.6%). The single Dalit graduate in the dataset was recorded as unemployed; given the sample size of one, this finding should not be generalized, but it does flag a population the institution should monitor closely and proactively support in future cohorts.

5.4. Employment Sector Analysis

Among the 17 employed graduates, job titles were categorized into seven sectors based on the nature of the reported occupation. The distribution is presented below.

Sector	Number of Graduates	% of Employed Graduates
Teaching	7	38.89%
Accounting / Finance	4	22.22%
IT / Technology	2	11.11%
Administration	1	5.56%
Foreign Employment	1	5.56%
Marketing	1	5.56%
Others (Consultancy, Sales/Receipts, etc.)	2	11.11%
Total Employed	18	100.0%

Table 5. Distribution of employed graduates by employment sector.

Teaching is by far the dominant employment sector, accounting for 41.2% of all employed graduates, reflecting both the strong representation of B.Ed. graduates in the sample and the broader absorption capacity of the school education sector in the local labor market. Accounting/Finance is the second-largest sector (17.6%), followed by IT/Technology (11.8%). Notably, only one graduate (5.9%) reported foreign employment, suggesting that the institution's graduate placement outcomes are predominantly domestic in nature.

SECTION-6 GENDER PARITY INDEX (GPI)

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 in favour of boys and value larger than 1 means disparity in favour of girls.

GPI of Shaheed Smarak College (Year Wise)

Year	Male	Female	Total	GPI
2081/082	155	197	352	1.27

Table 12: GPI of Shaheed Smarak College

GPI in different level of Education

Level	Male	Female	Total	GPI
Bachelor	143	176	319	1.23
Master	12	21	33	1.75

Table 13: GPI in different level of Education

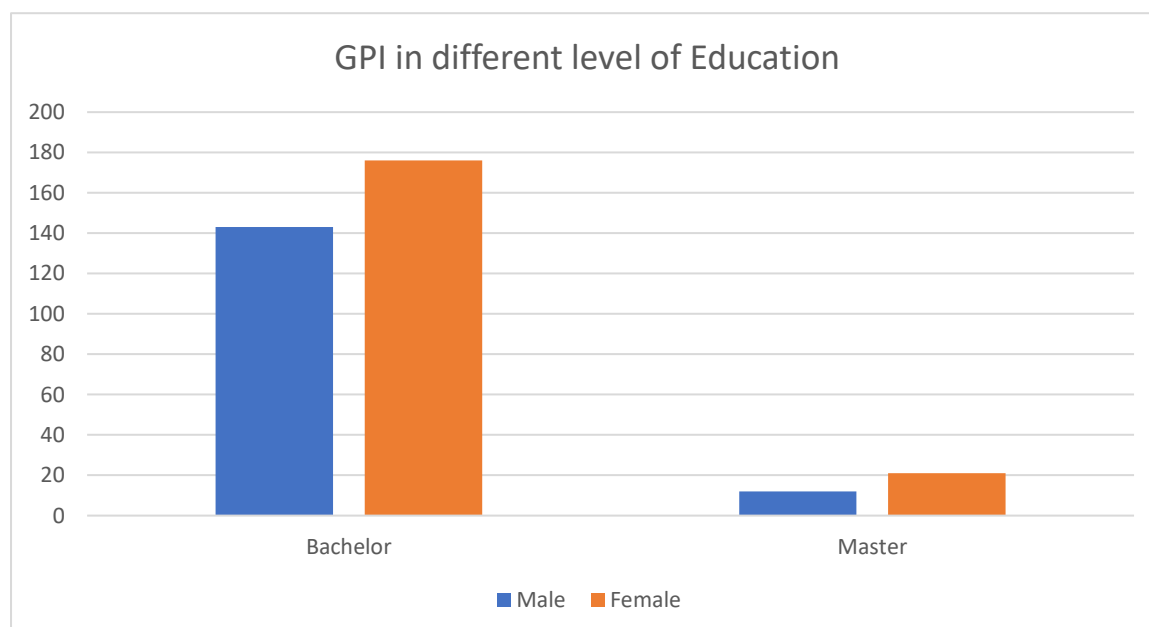


Figure 12: GPI in different level of

Education

Faculty	Male	Female	GPI
Management(MBS,BBS)	107	110	1.02
Education(B.Ed)	14	66	4.71
Humanities(BCA)	34	21	1.6

Table 14: GPI in different faculties

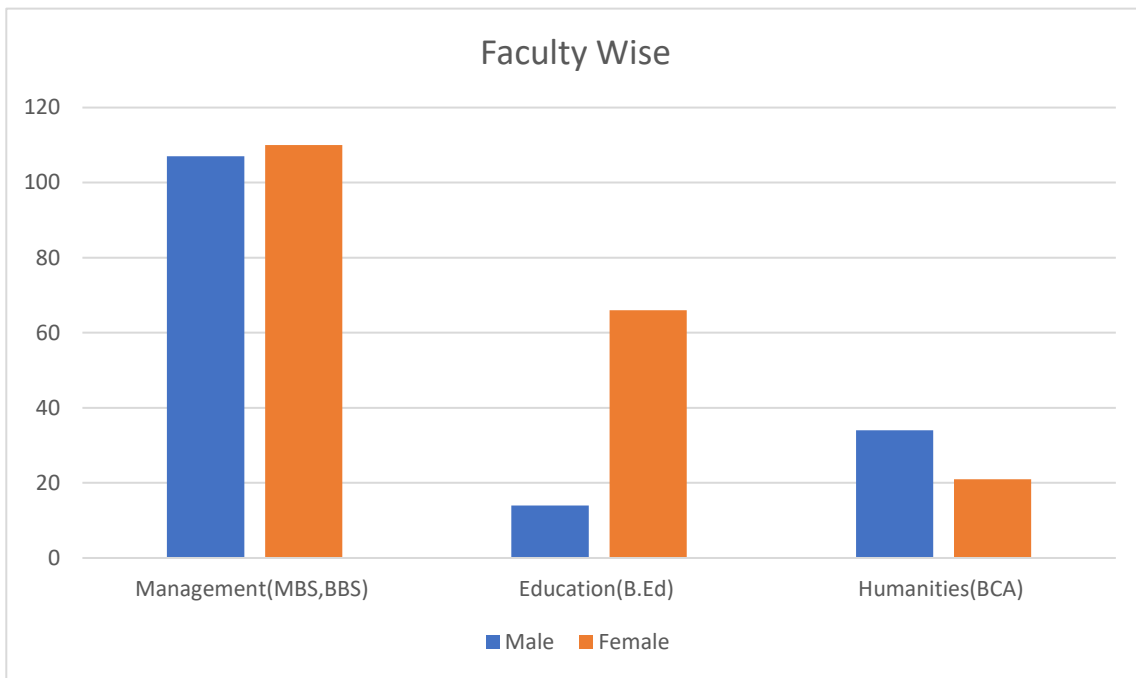


Figure 13: GPI in different faculties

Program	Male	Female	Total	GPI
BBS	95	89	184	1.06
B.Ed.	14	66	80	4.71
BCA	34	21	55	1.61
MBS	12	21	33	1.75

Figure 14: GPI in different program

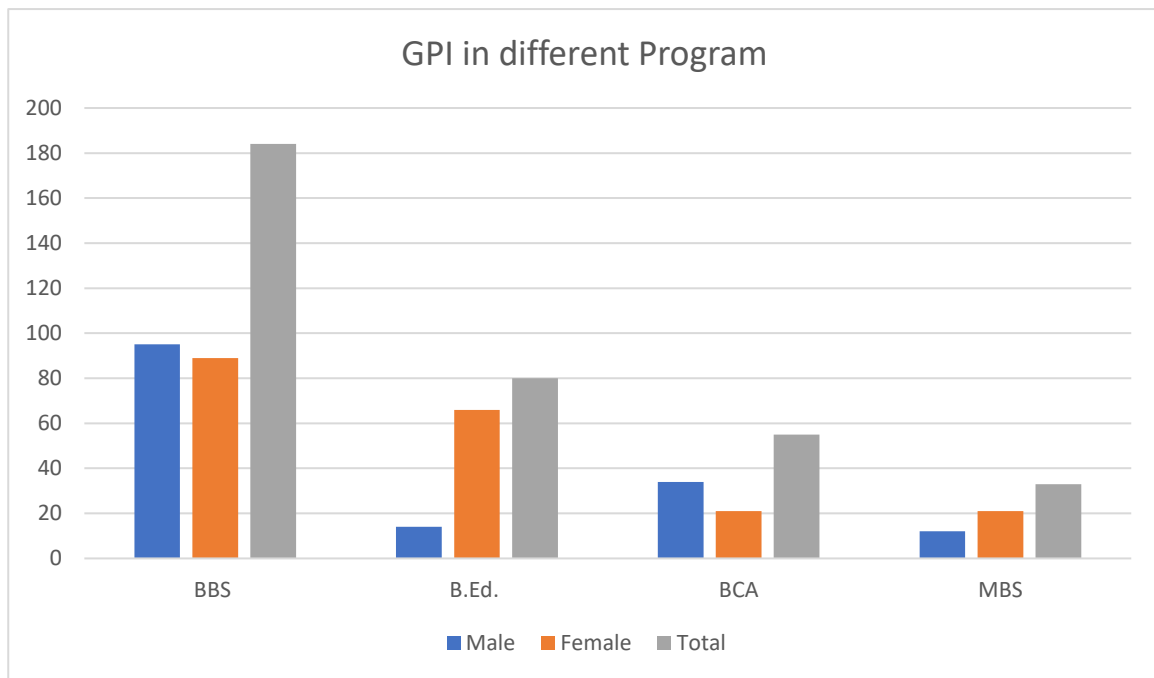


Figure: GPI in different Program

Section 7: Source of Income

Regular Sources (Internal and External)

College has following internal and external income sources.

- Student's Admission and Tuition Fee
- Land
- Interest
- Constitution Assembly fund
- Other donors
- Grants Sought
- UGC Grants
- Municipality Grants
- DDC Grants
- Other Grants

Table 18. Income sources of the last three years

Year	Self-Generated	UGC & Government	Others
2079/080	1,80,18,374.00	17,29,000.00	30,78,711.34
2080/081	1,82,81,064.00	42,17,338.04	28,11,701.35
2081/082	1,80,07,153.00	30,39,460.00	10,08,239.83

Table 18 presents the income of the college. Self-Generated income is the key sources of income.

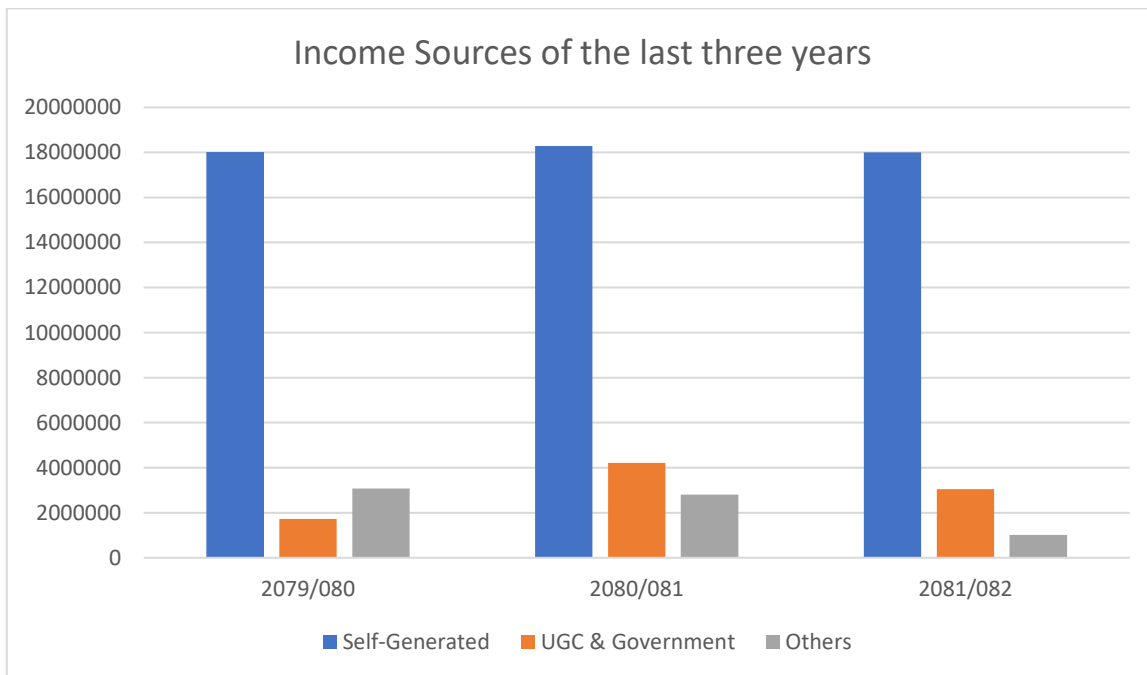


Figure: Income sources of the last three years

Expenditures Trends.

College has following Capital and recurrent Expenditure. Capital expenditure includes building, books, furniture, and education equipment whereas recurrent expenditure includes salary and others.

Table 19. Expenditure of the last three years

Year	Capital Expenditure	Recurrent Expenditure
2079/080	42,91,536.40	2,26,72,470.8
2080/081	42,17,338.04	2,19,65,692.60
2081/082	5,38,771.00	1,91,50,678.2

Table 19 presents the Expenditure of the college of the last 3 years. Compared to Capital Expenditure and Recurring expenditure, it shows that recurrent expenditure is steadily greater than capital expenditure.

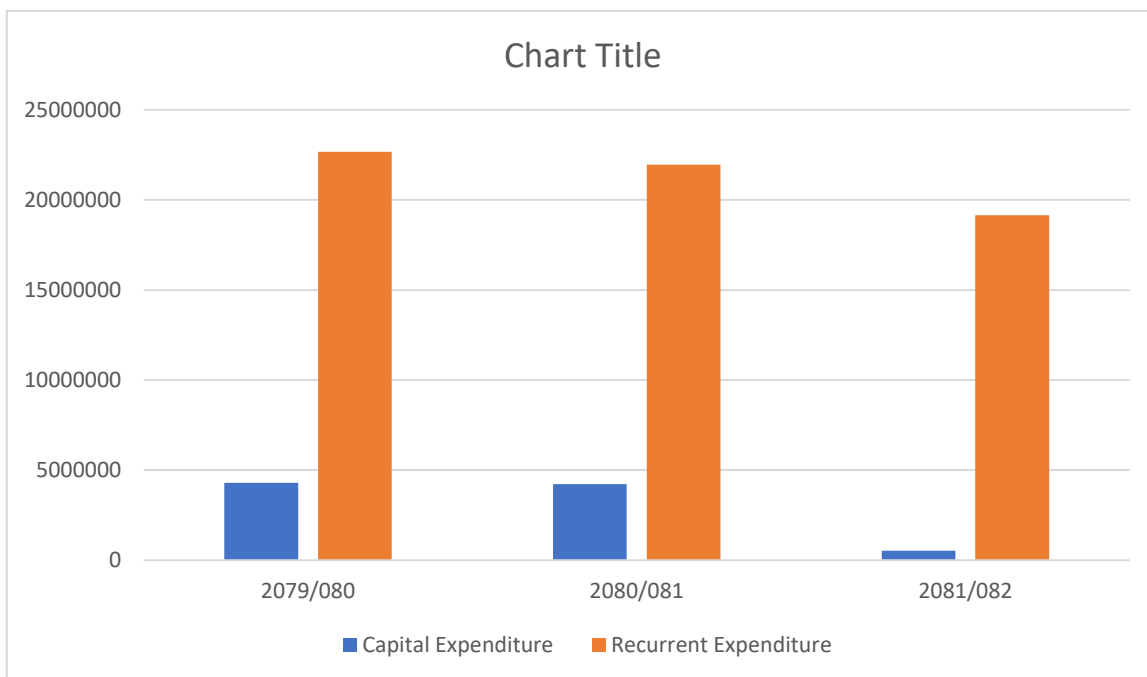


Figure 16. Expenditure of last three years

Section 8: Teachers and Staff

Since its establishment, Shaheed Smarak College has been supported by a team of skilled, experienced, and dedicated faculty members. The recruitment of required teaching staff is conducted through open competitive processes managed by the Campus Management Committee.

At present, the college has 14 Associate Teacher and 11 Assistant Teacher appointed under contractual services, along with several Teaching Assistants. Additionally, the administrative team consists of 1 Account Officer, 1 EMIS Officer, 1 Librarian, and 6 other administrative staff members.

To ensure the continuous improvement and updating of staff capacities, the college organizes regular refresher training programs. The human resources currently engaged at the college are listed as follows:

Full Time / Part Time Teacher Details

S.N	Name of the Teacher	Designation	Type	Class
1	Basant Kumar Poudel	Principal	Full Time	Master/Bachelor (MBS/BBS/BCA)
2	Raju Bhat	Vice Principal	Full Time	Master/Bachelor (MBS/BBS/BCA)
3	Arun Bilas Adhikari	Reader	Full Time	Bachelor (B.Ed)
4	Chhabindra Dawadi	Reader	Full Time	Master/Bachelor (MBS/BBS)
5	Lil Bahadur Bhandari	Lecturer	Full Time	Bachelor (BCA,B.Ed)
6	Delraj Aryal	Lecturer	Full Time	Bachelor (B. Ed)
7	Yurung Pakhrin	Lecturer	Full Time	Bachelor (BBS)
8	Milan Poudel	Assistant Lecturer	Full Time	Bachelor (B. Ed)
9	Rupa Sapkota Poudel	Assistant Lecturer	Full Time	Bachelor (BBS/BCA)
10	Bissweshor Ghimire	Assistant Lecturer	Full Time	Master/Bachelor (MBS/BBS)
11	Shree Kanta Dhakal	Assistant Lecturer	Full Time	Bachelor (BBS)
12	Saroj Gyawali	Assistant Lecturer	Full Time	Bachelor (BCA/BBS/B. Ed, MBS)

13	Ek Maya Gurung	Assistant Lecturer	Full Time	Bachelor (B.Ed)
14	Yuba Raj Adhikari	Assistant Lecturer	Full Time	Master/Bachelor (MBS/BBS/BCA)
15	Kalpana Gurung	Assistant Lecturer	Part Time	Bachelor (BBS)
16	Uday Raj B.K	Assistant Lecturer	Part Time	Bachelor (B. Ed)
17	Shngkar Prasad Rijal	Assistant Lecturer	Part Time	Bachelor (B. Ed)
18	Rabindra Ghimire	Assistant Lecturer	Part Time	Bachelor (BBS)
19	Hari Har Poudel	Assistant Lecturer	Part Time	Master/Bachelor (MBS/BBS)
20	Gyanu Ranabhat	Assistant Lecturer	Part Time	B. Ed
21	Pradip Lamichhane	Assistant Lecturer	Part Time	MBS
22	Sunil Kumar	Assistant Lecturer	Part Time	Bachelor (BCA)
23	Padam Thapa	Assistant Lecturer	Part Time	Bachelor (BCA)
24	Soviyat Lamsal	Assistant Lecturer	Part Time	Bachelor (BCA)
25	Tribikram Subedi	Assistant Lecturer	Part Time	Bachelor (BCA)

Section 9: Student-Teacher Ratio

The student-Teacher Ratio at Shaheed Smarak College for the academic year 2081/82 is **approximately 14:1**. This indicates that, on average, there is one teacher for every fourteen students, reflecting a healthy academic environment conducive to personalized instruction and better learning support.

Given:

- Total number of students = **352**
- Total number of teachers = **25**

$$\text{Student-Teacher Ratio Calculation:} = \frac{\text{total Students}}{\text{Total Teacher}} = \frac{352}{25} = \mathbf{14.08}$$

Therefore, the **Student-Teacher Ratio** at **Shaheed Smarak College** is approximately **14:08**.

BRIEF DESCRIPTION OF THE COLLEGE

About Shaheed Smarak College

Shaheed Smarak College situated in Ward No. 19 of Bharatpur metropolitan city in Western Chitwan, has been established with the hard labor of social workers, intellectuals and aware guardians in the memory of known and unknown martyrs of this area who sacrificed their life for the cause of democracy in the country. Beginning with classes of proficiency certificate level, this college has run the classes of 11 and 12 affiliated with HSEB and BEd., BBS, BCA of Bachelor level and MBS of Master Level affiliated with T.U. with 499 students of different level studying regularly at present, this college has been in the path of its development along with changing time and context. This college with 41 lectures and 8 administrative and other staffs has a strong management committee of social, intellectual and educated personalities to manage and run the college. This college is run by social personality and not motivated for personal gain or economic benefit and established for providing social service. The management committee of this college being self-motivated to uplift the status of this college and ever contemplating on how to spread the light of education and in the society has regularly conducted the meeting, interaction and conference of students, teachers and other stakeholders.

History and Development

Historical Background

Since there were not any colleges in Western Chitwan, the realization of the need of college has been felt for a long time in this area. Especially, after the restoration of multiparty democracy, the gathering of local people, local intellectual and social workers felt the need of college and formed a committee to establish the college in this area in Poush 27, 2050. The chairperson of the committee was the chairperson of Sharadangar VDC Mr. Ash Bahadur Lama. The committee decided to collect funds and voluntary economic help from the local people. Because of this great attempt, the dream of establishment of college became successful when the inauguration of the beginning of the class held in Bhadra 15, 2051 as a branch of Balkumari College, Narayangarh. But, the college was named ShaheedSmarak College by considering the great contribution of known and unknown martyrs of this area. According to this decision, and by completing the process of getting affiliation from TU on 9 Poush 2054, the college is re-organized and changed as Shaheed Smarak College, Bakhanpur, Sharadanagar.

Geographical Setting:

This college is situated in ward no. 19 of Bharatpur Metropolitan city. It is about 11 km West from its district headquarter, Bharatpur. It is located in remote part of this district. The geographical setting is located in the community where majority of the people are ethnic and aborigines. Especially the Gurung, Tamang and Tharus communities are settled in the Catchments area of this college. The college is a community-based college. Due to the condition of having the occupation of traditional agriculture and lack of proper irrigation, the economic condition of people is poor. The local people have been unable to help the college to maintain the infrastructure. Despite this poor condition, the attempts of local intellectuals, social workers and local people led to establish this college and education up to Bachelor level has been provided here. The college is situated in one and 2 half hector of land with strong wall. The college also owns three hectors land in another place of same ward.

Social, Cultural, Economic and Political Setting:

The Western Chitwan itself is relatively poor and remote in comparison to Central and Eastern Chitwan. There is lack of infrastructure like transportation, irrigation, education etc. The roads are muddy and not properly graveled and black topped. Most of the people are farmers. But there is lack of irrigation. So, most of the people are poor. Especially, social condition of the people of Sharadanagar and adjacent area is not advanced. The majority of the people are still following traditional agriculture. It is the community of multi-ethnic and aborigines. Especially, the Gurungs and Tharus people are in majority in this area. Although Sharadanagar is the land of great martyrs, this area is still backward politically. The local people are still far behind politically. So, The College has been unable to get sufficient concern from political leaders and parties.

Educational Status and Scope:

Education status of this region is quite matched with this college. There are more than 6 +2 high school in the catchment area of this college. This college is located at the center of these schools. Bachelor level college has not been established around this area. Except in headquarter, there is only one college in far western side of this district in Divyanagar. So, this college has the catchment area of Sharadanagar, Gunjanagar, Parbatipur, Mangalpur and some village of Jagatpur, Phulbari and Shivanagar. Since the economic condition of local people is not so strong, they cannot afford much to send their children to study in district headquarter. Due to inaccessibility in the colleges of district headquarter; most of the +2 graduates have been compelled to leave their academic education. So, the Bachelor level college has one of the most required educational infrastructures of this region.

Stake Holders and Scope of their Participation:

All the local people irrespective of caste, class, sex, religion, ethnicity, students, guardians and teachers are the true stake holders of this college. It is a community based college. Its main aim is providing higher level education in very affordable cost in local area. It is also a multiple college. It aims to provide Bachelor as well as Master level education in all streams as much as possible. The participation of local people is must to run this college smoothly. The college itself had born from the donation of local people who have open hearty given donation by saving some income of their hard labor. The participation of stake holders has the great scope. As long as they participate, the college will run smoothly, and it runs in the path of becoming the educational center of western Chitwan. The local people can be benefited by getting higher level education in their own region in affordable cost.

ANNEX-3 REPORT PREPARATION

To prepare this EMIS report, the required data were collected from multiple reliable sources, including various faculties, departments, program units, administrative offices, the QAA (Quality Assurance and Accreditation) Unit of Shaheed Smarak College, the Student Council, and the University Grants Commission (UGC) Nepal. The primary source of information was the EMIS software operated by the college, which centrally manages student records, library data, and accounting data through a secure server system.

In addition to data extraction from the EMIS software, supplementary data collection methods were employed, such as:

- Structured survey forms
- Official emails
- Telephone communications
- Personal visits to respective departments and units

The collected raw data were first organized in a standard tabular format using spreadsheet software. The following steps were then undertaken to complete the report preparation process:.

- Those data were inserted into the standard spread sheet format of the College.
- From spread sheet those data were uploaded to database using database tool.
- From the aggregate Table, summary Tables required to prepare the report was generated □ Those summary Tables were analyzed and interpreted.

Data Management System of Campus

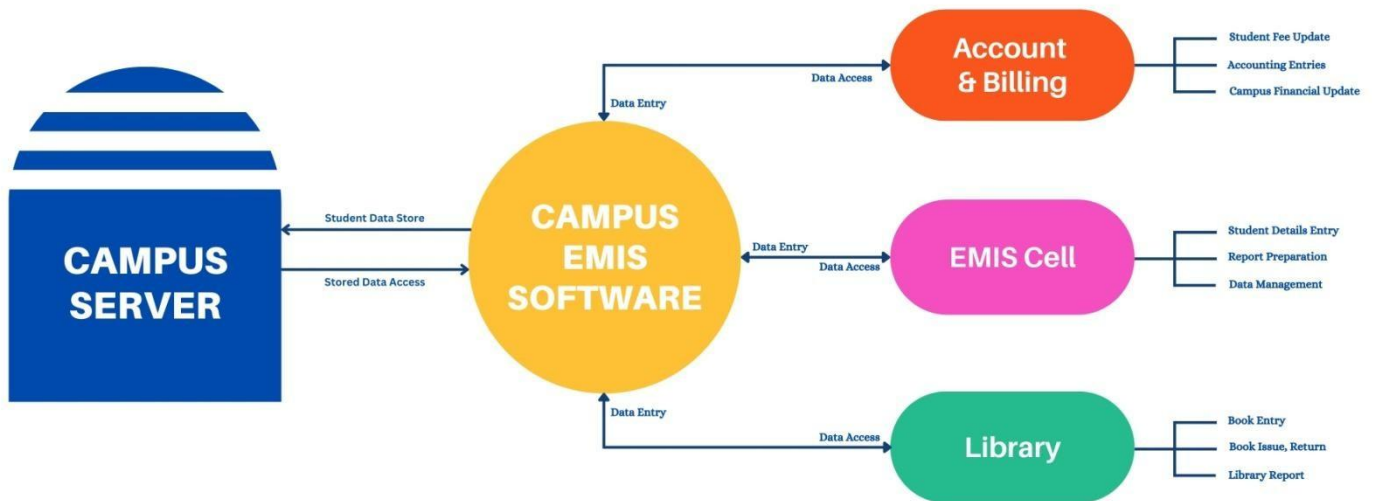


Figure 30: College Data Management Workflow

ABOUT EMIS

Shaheed Smarak College (SSC College), a prestigious institution renowned for its commitment to academic excellence, established an Education Management Information System (EMIS) Cell under the Second Higher Education Project. The EMIS Cell is dedicated to maintaining an updated, reliable, and comprehensive information system that reflects the academic, administrative, and operational aspects of the College. This initiative aims to provide accurate, timely, and sufficient data to educational stakeholders, supporting informed decision-making, strategic planning, and continuous improvement. Through its systematic data management and reporting functions, the EMIS Cell plays a pivotal role in enhancing the overall educational environment and ensuring transparency and accountability at Shaheed Smarak College.

Objectives of EMIS

The primary objective of EMIS is to ensure that all stakeholders have access to adequate, accurate, timely, and reliable data. This information is crucial for decision-making processes, policy formulation, and improving the quality of education at SSC College. The EMIS system is designed to serve various departments, students, teachers, and staff by providing technical assistance and managing computer-related tasks.

Key Functions of EMIS

The Education Management Information System (EMIS) section at Shaheed Smarak College plays a central role in maintaining the digital, administrative, and academic information systems essential for the smooth operation of the College. Its key functions are outlined below:

1. College Network and Internet Services Management

The EMIS section manages the College-wide network infrastructure, ensuring uninterrupted internet access for academic and administrative purposes. It oversees the library network and the computer laboratory servers, ensuring they are updated and operational. Through proactive maintenance and troubleshooting, EMIS guarantees that digital resources remain easily accessible to students and staff, contributing to the college's academic efficiency.

2. Enhancing the Digital Presence

EMIS is actively involved in strengthening the college's digital visibility by maintaining an updated and interactive online presence. It manages official social media platforms, including Facebook and LinkedIn, and regularly updates the official college website with academic notices, announcements, achievements, and events, ensuring timely communication with students, parents, alumni, and stakeholders.

3. Official Document Management

A critical responsibility of EMIS is the preparation and management of official documents. This includes tasks such as letter drafting, notice preparation, proposal writing, result compilation, and maintaining organized records of official communications received from external institutions. The section ensures the smooth documentation flow required for College administration.

4. Student Enrollment and Demographics

The EMIS report provides comprehensive data on student enrollment, including ethnicity, gender, and faculty-level distributions. Such demographic insights are essential for monitoring diversity, ensuring inclusivity, and supporting strategies that promote equitable educational

opportunities. The Gender Parity Index (GPI) is a significant indicator tracked to maintain a balanced academic environment for both male and female students.

5. Academic Performance Monitoring

The EMIS report compiles important statistics on pass rates, graduation rates, and dropout trends across different faculties and programs. By analyzing this data, the college can identify academic strengths and areas requiring intervention, allowing for informed decision-making to improve academic outcomes.

6. Teaching and Non-Teaching Staff Profiles

The report documents the qualifications, professional experience, and roles of the teaching and administrative staff. A strong, qualified workforce is essential for maintaining academic quality, and the EMIS system ensures that staff records are updated and accessible for planning, evaluation, and institutional reporting purposes.

7. Academic Departments and Programs Overview

The report also details the various academic programs and departmental activities at Shaheed Smarak College. It supports departmental heads in preparing annual plans to enhance academic outcomes, improve program offerings, and address performance gaps.

8. Research and Publication

Research and academic publication activities by faculty and students are systematically documented. By promoting research engagement, Shaheed Smarak College strengthens its academic profile and provides valuable scholarly opportunities for its academic community.

9. Physical Infrastructure Monitoring

EMIS tracks and documents the status of physical facilities, including classrooms, laboratories, and administrative offices. Information on infrastructure adequacy and development needs supports effective planning for College expansions, renovations, and maintenance.

10. Technical Assistance

The EMIS section provides technical support across the College, assisting academic departments, administrative offices, faculty, and students. From network management to troubleshooting digital systems, the EMIS team enhances overall College productivity and ensures a technology-driven learning environment.

11. Organizational Support through Documentation

Beyond digital management, EMIS handles day-to-day administrative documentation needs, ensuring accurate record-keeping of all internal and external communications. Efficient documentation supports transparent, accountable, and organized College operations.

Conclusion

The establishment of the Education Management Information System (EMIS) at Shaheed Smarak College has played a vital role in strengthening the overall education system of the institution. By delivering accurate, timely, and reliable data, the EMIS section actively supports evidence-based decision-making and contributes to enhancing the academic and administrative quality of the College. Beyond data management, the EMIS section also oversees the maintenance of the College network infrastructure, promotes the college's digital presence through online platforms, and manages the preparation and documentation of official communications. Through its continuous commitment to innovation and service improvement, the EMIS section ensures that Shaheed Smarak College maintains its standing as a leading institution of higher education in Nepal.

EMIS SOFTWARE

Shaheed Smarak College (SSC College) has significantly enhanced its educational and administrative operations through the implementation of a sophisticated Education Management Information System (EMIS) developed by E-zone International Pvt.Ltd., a Kathmandu-based software company, this comprehensive system integrates a Library Management System, an Accounting & Billing System, and an Admission & Examination System, all working cohesively to streamline College management.

Development and Integration

The EMIS system by E-zone International Pvt.Ltd. is designed to cater to the diverse needs of the College. It seamlessly integrates the Library Management System, Accounting & Billing System, and Admission & Examination System, ensuring a unified and efficient approach to College management. This integration allows for real-time data sharing and synchronization across different departments, thereby enhancing the overall operational efficiency. the software is developed with UGC requirements.

Library Management System: This component manages the cataloging, circulation, and inventory of library resources.

- a. Create member (staff or student)
- b. Create, Print and Assign student card with barcode
- c. Issue and Return Book with Barcode scanner
- d. Assign Book Limit and book fine based on program.
- e. Auto creates spine, book barcode and book's accession number (unique no.)
- f. Track individual Book history
- g. Track individual student's library record
- h. Settings (Manage Author, Publication, Fine setting etc.)
- i. Supports English and Unicode
- j. Reports (Catalogs, Book entry, Patrons, Book History, Returned and Issued Book reports and more)
- k. Keep track of individual operator action on app

Accounting System: The accounting module handles all financial transactions, including fee collection, payroll, and budget management. It ensures accurate and transparent financial reporting, which is crucial for the College's financial health and accountability.

1. Accounting Management System

- a. Ledger Group Management
- b. Ledger Account Management
- c. Vouchers & Voucher Entry Management
 - i. Journal Voucher
 - ii. Payment Voucher
 - iii. Receipt Voucher
 - iv. Contra Voucher
- d. Integration of Sales Modules with account and create daily Sales Voucher e. Reports
 - i. Group wise Report
 - ii. Ledger wise report
 - iii. Day Book
 - iv. Billing Sales Report
 - v. Cash/Bank Flow Statement
 - vi. Payable & Receivable Reminder
 - vii. Balance Sheet
 - viii. Profit & Loss A/c
 - ix. Cash Flow Report

2. Billing & Transaction Management System

- a. Manage Fee structure
- b. Editable Fee amount during billing
- c. Perform Billing of student
- d. Keep track of previous bills, show total paid amount
- e. Deposit Return
- f. Show Not returned book count
- g. Bill reprint , Bill void
- h. Denomination
- i. Reports (Sales Report, Sales Detail Report, Fee head based report, void report and more)
- j. Keep track of individual operator action on app

Admission & Examination System: This system manages the entire admission process, from application submission to enrollment. It also oversees the examination schedules, grading, and result publication, ensuring a smooth and efficient process for both students and faculty.

- a. Dashboard displaying Total student, Category based on Male, Female and Ethnicity.
- b. Registration and Admission
- c. Mange Subjects and syllabus
- d. Examination (Exam, Routine, Attendance, Mark sheet)
- e. Create Seat plan, Create exam routine, and Create student exam attendance
- f. Mark sheet entry for only assigned teacher
- g. Manage Settings (Faculty, Staff record, Department, Designation, and Operator)
- h. UGC Report (Ethnicity based, Sex Based, Annual Profile, Dynamic Student Report, Program Based and more) and other reports i.e. Mark sheet, Student Ledger etc.
- i. Keep track of individual operator action on app

Web-Based and Cloud Deployment

Currently, the EMIS system is web-based, allowing users to access it from any internet-enabled device. This accessibility facilitates the efficient management of College operations, as users can log in and perform their tasks remotely. The web-based nature of the system also ensures that it can be easily updated and maintained, reducing downtime and ensuring continuous availability.

In the near future, the EMIS system will be deployed on a cloud server. This transition to cloud computing offers several advantages:

- **Scalability:** The cloud server will allow the system to scale according to the College's needs, accommodating an increasing number of users and data without compromising performance.
- **Data Security:** Cloud servers provide robust security measures to protect sensitive data from unauthorized access and cyber threats.
- **Cost Efficiency:** Cloud deployment reduces the need for extensive on-premises infrastructure, lowering maintenance costs and capital expenditure.

Conclusion

The implementation of the EMIS system by E-zone International Pvt.Ltd. has revolutionized the management of Shaheed Smarak College. By integrating the Library Management System, Accounting & Billing System, and Admission & Examination System, the College has achieved significant improvements in operational efficiency and data management. The current web-based system, soon to be deployed on a cloud server, ensures accessibility, scalability, and data security, positioning SSC College at the forefront of educational

innovation. With its robust features and seamless integration, the EMIS system is a vital tool in supporting the College's mission of providing high-quality education and fostering academic excellence.