

Report on Higher Education 2082/083 B.S (2025/026 A.D.)  
Shree Daneshwor Hari Multiple Campus, Kanchanpur, Nepal

HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM  
(HEMIS)

Submitted to:

**UNIVERSITY GRANTS COMMISSION (UGC)**

Sanothimi, bhaktapur  
<https://ugcnepal.edu.np>



Prepared by:

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## Foreword: Message From College Head

Daneshwor Hari Multiple campus, established on 2009 (2066 BS) and located at Bheemdatt 10, Jimuwa, kanchanpur is the community-based campus. It is partially equipped with digitization. It requires being full digitized campus but it lacks economic problems and it needs the support from UGC, NEHEP.

With the aim of producing high-quality human resources capable of facing future challenges in a changing environment and preparing a strong educational foundation for the sustainable preservation of the future generation by the present one, this college is running BBS and B.Ed. programs with affiliation from Tribhuvan University. The college has its own land, buildings, classrooms, furniture, library, Computer lab, etc. The main objective of the college is to establish for Shree Daneshwor Hari Multiple Campus as an educational hub and play a leading role in the development of education and civilization in this entire region.

This college, operated with regular and physical grants from the University Grants Commission, Bhaktapur, physical grants from local levels, donations from donors, and student fees, has received a grant for the establishment of a higher education management information system under the digitalization work performance grant program of the fiscal year 2080/81 BS. Efforts are being made to prepare and publish reports incorporating the college's physical, financial, educational, administrative, and statistical data in this system. This is the first publication of this kind. With the establishment of the digitalization system in the college, the college administration expresses full confidence that all the learned teachers and assistant professors teaching in this college will be successful in conducting quality teaching activities through physical presence and online means for the students. All the students are urged to make maximum use of this auspicious opportunity.



Mr. Lalit Prasad Joshi

Campus Chief

Shree Daneshwor Hari Multiple Campus

Bheemdatta-10, Jimuwa, Kanchanpur, Nepal



## Foreword: Message From College Chairman

It is with great pride and pleasure that I extend my heartfelt greetings to all students, parents, faculty members, and well-wishers of Shree Daneshwor Hari Multiple Campus. As the Chairman, I am honored to be a part of an institution that is committed to academic excellence, character development, and community service.

At Shree Daneshwor Hari Multiple Campus, we believe in nurturing young minds through quality education and holistic development. Our dedicated team of educators works tirelessly to create a supportive and inspiring environment that empowers students to reach their fullest potential.

We aim not only to impart knowledge but also to instill values that shape responsible, compassionate, and forward-thinking individuals. As we continue to grow and evolve, we remain committed to our mission of fostering innovation, integrity, and inclusivity in education.

I invite all stakeholders to join hands with us in building a brighter future for our students and our community. Thank you for your continued trust and support. Warm regards!

.....  
Mr. Krishna Raj Bhatt

Chairman of DHMC Management Committee



  
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## ACKNOWLEDGEMENT

This report has been prepared covering all the students of first year, second year, third year and fourth year of BBS and B.Ed. programs studying at the college in the academic year 2081/82 BS, including gender, year, ethnicity, Dalit and disabled. The report also includes the qualifications, personal details and information of the assistant Lecturer teaching at the college. Also based on sufficient evidence and facts, the details of the college's physical assets such as land, buildings, classrooms, furniture, Computer lab etc. have been specified. All the data will be presented online to the UGC and Tribhuvan University through the active dynamic software in the college. The institution would like to express its sincere gratitude to all the staff and teachers who helped in making this college successful.

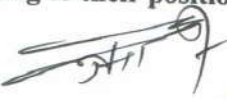


  
क्याम्पस प्रमुख

## Contents

List of Table .....	6
List of Figure .....	7
Section 1: Introduction .....	9
1. Institutional Information.....	10
1.1. About Reports .....	10
Section 2: Campus level, Program, Faculty.....	11
2. Academic Programs .....	11
Section 3: Student Enrolment .....	11
3. Student Enrolment.....	11
3.1. Student Enrollment/Registration Detail.....	11
3.2. Total number of students by faculty, level, program, and gender .....	12
3.3. Total students by faculty, level, program, and ethnicity.....	13
3.4. Total number of students by program and gender.....	13
3.5. Total students by program, ethnicity, and gender.....	14
3.6. Number of students by faculty and gender.....	14
3.7. Students by level and Gender .....	15
3.8. District-wise Enrollment.....	16
3.9. Students by province, ethnicity, and gender.....	16
Section 4: Pass Rate .....	17
Section 6: Gender Parity Index (GPI).....	17
6.1. Overall GPI in Enrollment Record .....	17
Section 7: Public financing .....	18
Section 8: Teachers and Staff.....	19
8.1. Teaching Staff.....	19
8.1.1. Total number of teachers by ethnicity and gender.....	19
8.1.2. Total number of teachers and Staff by position, job type and gender.....	20
8.1.3. Teaching staff according to their qualification .....	20
8.1.4. Summary of the teachers by their teaching faculty in the collage .....	20
8.1.5. Summary of teachers according to their position.....	21
8.1.6. Teachers by Departments .....	21
8.2. Non-teaching Staff.....	21
8.2.1. Non-teaching staff according to their position .....	21



  
ಕ್ಯಾಂಪಸ್ ಉಪ

8.2.2.	Non-teaching staff by Section.....	22
8.2.3.	Total number of non-teaching staff by ethnicity and gender .....	22
8.2.4.	Total no. of non-teaching staff by position, job type, and gender.....	23
Section 9: Student-Teacher Ratios.....		23
9.	About Student-Teacher Ratios.....	23
9.1.	Student-Teacher Ratios on Campus .....	24
10.	Student Enrollment Trends.....	24
10.1.	Student Graduates Trends.....	25
.....		25
Section 11: Annex Summary .....		25
Enrollment by Level, Faculty, Program, Gender and caste ethnicity .....		26
11.	Students Enrollment by Region (Mountain, Hill and Terai).....	27



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क्याम्पस प्रमुख

### List of Table

Table 1: Level, Faculty and Programs.....	11
Table 2. Total number of students by Faculty and gender.....	12
Table 3. Total number of students by Faculty and ethnicity .....	13
Table 4. Total number of students by Program, ethnicity, and gender .....	14
Table 5: Total number of students by District, ethnicity, and gender.....	16
Table 6. Students by province, ethnicity and gender.....	16
Table 11. Teachers by their teaching faculty in the campus.....	21
Table 12: Teachers according to their position.....	21
Table 13: Teachers by Departments .....	21
Table 20: Students Enrollment by Region (Mountain, Hill and Terai) .....	27



  
क्याम्पस प्रमुख

## List of Figure

Figure 1: Students enrollment details.....	12
Figure 2: Total number of students by Program and Gender .....	13
Figure 3: Total number of students by faculty .....	15
Figure 4: Total number of students by level and gender .....	<b>Error! Bookmark not defined.</b>
Figure 5: Student Enrollment Trends since 2078/079- 2082/083 .....	25
Figure 6: Graduation trends.....	<b>Error! Bookmark not defined.</b>



क्याम्पस प्रमुख

## ABBREVIATION

CDN	Content Delivery Network
DERs	Digital Educational Resources
DNF	Digital Nepal Framework
DaaS	Device as a Service
HEMIS	Higher Educational Management Information System
GoN	Government of Nepal
HEIs	Higher Educational Institutions
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
IoT	Internet of Things
M&E	Monitoring and Evaluation
MOEST	Ministry of Education, Science and Technology
MOHP	Ministry of Health and Population
MP	Master Plan
NEHEP	Nurturing Excellence in Higher Education Program
NHEP	National Higher Education Program
OER	Open Education Resources
RA	Result Areas
SDGs	Sustainable Development Goals
SOPG	Standards, Operational Policies and Guidelines
SaaS	Software as a Service
TU	Tribhuvan University
UGC	University Grants Commission
VLE	Virtual Learning Environment
VR	Virtual Reality



  
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## Section 1: Introduction

Shree Daneshwor Hari Multiple Campus is the leading academic institution located at the heart of Bhimdatt municipality ward no.10 Kanchanpur district Far Western Nepal. The campus established in 2066 B.S. with affiliation of Tribhuvan University. The campus offers quality education to Bachelor's level in four major streams under commerce and Education faculties. In B.B.S. program, we offer accountancy, finance and marketing and in B.Ed. English, Nepali and Health Education. Since 2069 B. S. Campus has been substantially supported by the Shree Siddhanath Secondary School in resource of physical infrastructure such as classrooms, office rooms and other physical premises. The Campus was established in full-fledged initiative of the same school and for twelve years it was run inside the premises of this school. So, there would be no gainsaying the fact that Shree Siddhanath Secondary School is the paternal institution of Daneshwor Hari Multiple Campus.

At present the Campus has successfully accomplished the construction of a fifteen-room campus building in the grant aid of UGC Nepal & Bhimdatt municipality. Further four rooms are successfully accomplished thanks to Sudurpaschim province. With this accomplishment in the infrastructure, we are now able to run BBS and B. Ed. classes in the Campus's own building. Some of our teaching as well as non-teaching staffs come from the same school as part timers. As of present we have only one full-time lecturers and the rest been on part-time and contract basis.

Despite various roadblocks and financial challenges, we have been reasonably successful in promoting the quality of education. Our output (as well as outcome) in the TU examinations is at par with that of other campuses across the country.

### **Vision of the Campus**

Shree Daneshwor Hari Multiple Campus envisions a well-educated, cultured, equitable and prosperous society established in Kanchanpur district.

### **Mission Statement:**

The foremost mission of the campus will be to impart quality education to the intermediate graduates and ensure their access to higher education.

### **Goals of Campus**

- To impart quality education ensuring its accessibility
- To generate practical competent, disciplined and committed citizens



  
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## 1. Institutional Information

<b>Campus Name:</b>	Shree Daneshwor Hari Multiple Campus
<b>Address:</b>	Bhimdatt Municipality -10, Jimuwa, Kanchanpur Districts
<b>Contact No.:</b>	9848722065/ 099415021
<b>Email:</b>	<a href="mailto:info@dhmc.edu.np/">info@dhmc.edu.np/</a> dhmcjimuwa10@gmail.com
<b>Website/ URL:</b>	<a href="https://hemis.dhmc.edu.np/">https://hemis.dhmc.edu.np/</a>
<b>Chairperson:</b>	Krishna Raj Bhatt
<b>Contact Person:</b>	Lalit Prasad Joshi
<b>Post:</b>	Campus chief
<b>Est. Date:</b>	2066
<b>Affiliation:</b>	Tribhuvan University
<b>Level:</b>	Bachelor
<b>Program:</b>	Bachelor in Education, Bachelor in BBS
<b>Subjects:</b>	Education, Business Studies

the Shree Daneshwor Hari Multiple Campus, established in 2066 B.S., is located Bhimdatt Municipality -10, Jimuwa, Kanchanpur Districts, Nepal. Affiliated with Tribhuvan University, the campus offers both Bachelor's programs in Education and Business Studies. The academic programs include Bachelor in Education (B.Ed.) and Bachelor in Business Studies (BBS

The campus is chaired by Krishna Raj Bhatt, Lalit Prasad Joshi serving as the Campus Chief. For more information, the campus can be contacted at 9848722065 and 099415021, via email at [info@dhmc.edu.np/](mailto:info@dhmc.edu.np/)dhmcjimuwa10@gmail.com, or through their website [www.dhmc.edu.np](http://www.dhmc.edu.np).

### 1.1. About Reports

This Completion Report is prepared after successfully completing the project for the "Establishment and Implementation of web-based Higher Education Management Information System (HEMIS) Software under the UGC directives for Digitalization of higher education as per the notice of the Guideline of UGC. The UGC has set a goal to establish and implement a centralized, integrated, comprehensive, web-based Higher Education Management Information System (HEMIS) at campuses to be integrated with the HEMIS established in the University Grants Commission (UGC) via the University. The system's architecture is envisioned to centralize and streamline data from affiliated campuses, enabling UGC to determine and allocate grants more efficiently.

The HEMIS Software is a user-friendly, multithreading, multiuser, comprehensive, dynamic, scalable, visually appealing, interoperable, and secure web-based software application under the latest platform as suggested in the guidelines by the UGC. After inputting the data of the concerned sectors of higher education, like students' enrollment, Teaching staff, non-teaching staff, upgrades, and graduation by academic year by gender, faculty, level, and so on, to manage digital records and carry out informed decisions with the help of this system.



  
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## Section 2: Campus level, Program, Faculty

### 2. Academic Programs

the Shree Daneshwor Hari Multiple Campus currently offers two main academic programs that cater to the interests and career goals of students. These are the **Bachelor in Education (B.Ed.)** and the **Bachelor in Business Studies (BBS)**. Both programs are designed to provide theoretical knowledge as well as practical skills in their respective fields.

The figure below shows the levels, faculties, and programs offered on the campus. Currently, two faculties are in operation: Bachelor's in Business Studies and Bachelor's in Education. The system also includes an option to add new faculties in the future.

Table 1: Level, Faculty and Programs

S.No.	Program Name	Level	Faculty
1	Bachelor in Business Studies (BBS)	Bachelor	Management
2	Bachelor in Education (B.Ed)	Bachelor	Education

## Section 3: Student Enrolment

### 3. Student Enrolment

In the Shree Daneshwor Hari Multiple Campus, there are total of 131 students are enrolled, with 103 females and 28 males. The Business Studies program has 47 students, and the Education program has 84. The details report of the student enrollments has been showing in the subtopics of the reports.

#### 3.1. Student Enrollment/Registration Detail

Student Enrollment/Registration Detail Report By F.Y/Batch: Name (Full), Roll No, District, Local Level, ethnicity, Gender, Age, Batch Year, Faculty, Level, and Program, and many more details are presented in various reports etc.

The detail information of each student will be recorded in the enrollment. The part of the key information of the system is presented below for instance.



  
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S.No	Full Name	Gender	Admission	Roll No	Program	Year/Semester	Actions
1	BASHANTI JOSHI	female	2082	8	BBS	First Year	⋮
2	SAMIKSHYA THAGUNNA	female	2082	1	BBS	First Year	⋮
3	MANJU THAGUNNA	female	2080	0	BBS	First Year	⋮
4	NARENDRA RAM LUHAR	male	2082	3	BBS	First Year	⋮
5	SABITRI BIST	female	2080	0	B. Ed.	First Year	⋮
6	NIRMALA OJHA	female	2078	0	B. Ed.	Second Year	⋮
7	NARENDRA AID	male	2082	2	BBS	First Year	⋮
8	RAJENDRA NATH	male	2080	0	BBS	First Year	⋮
9	LAXMI KOLI	female	2078	0	B. Ed.	Second Year	⋮

Figure 1: Students enrollment details

The HEMIS system provides an opportunity to input data for the actual enrollment of students at the campus. The table above displays key information of enrolled student such as Full Name, Gender, Ethnicity, Date of Birth, Batch Year, Semester/Year, Roll Number, University Registration Number, Phone Number, Level, Faculty, Program, and more. The various data of enrolled students is presented in various type of report as suggested in the reporting guideline.

### 3.2. Total number of students by faculty, level, program, and gender

In total, Shree Daneshwor Hari Multiple Campus serves **131 students**, with a significant female majority, reflecting the campus's inclusive approach to higher education.

Under the **Faculty of Management**, the campus runs the **Bachelor in Business Studies (BBS)** program. This program has a total enrollment of **47 students**, comprising **11 male** and **36 female** students. It aims to provide foundational and applied knowledge in business and management practices.

The **Faculty of Education** offers the **Bachelor in Education (B.Ed.)** program, which is the most populated program on campus. A total of **84 students** are enrolled, including **17 male** and **67 female** students.

Table 2. Total number of students by Faculty and gender

Program Name	Level	Faculty	Gender			GPI	Total
			Male	Female	Others		
Bachelor in Business Studies	Bachelor	Management	11	36	0	3.27	47
Bachelor in Education	Bachelor	Education	17	67	0	3.94	84
Grand Total			28	103	0	3.68	131



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- In *Bachelor in Business Studies*, there are **11 males, 36 females**, and a **GPI of 3.27** indicating that there are more than twice as many females as males.
- In *Bachelor in Education*, there are **17 males, 67 females**, and a **GPI of 3.94**, indicating even higher female representation.

### 3.3. Total students by faculty, level, program, and ethnicity

In terms of ethnicity, Chhetri represent the largest group with 56 students, followed by Brahman (37), Dalit (22), Janjati (6), Others (9), Tharu (1), Chhetri (56), Madhesi (0), and Muslim (0). The data highlights a notable gender imbalance and ethnic diversity across both programs.

Table 3. Total number of students by Faculty and ethnicity

S.No.	Program Name	Level	Faculty	Ethnicity								Total
				Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	
1	Bachelor in Business Studies	Bachelor	Management	14	5	0	1	0	6	0	21	47
2	Bachelor in Education	Bachelor	Education	23	17	0	0	6	3	0	35	84
Grand Total				37	22	0	1	6	9	0	56	131

### 3.4. Total number of students by program and gender

A total of 131 students are enrolled across two bachelor-level programs: Business Studies under the Faculty of Management and Education under the Faculty of Education. The given table presents enrollment data for two bachelor-level programs: BBS under the Faculty of Management and Bachelor in Education under the Faculty of Education.

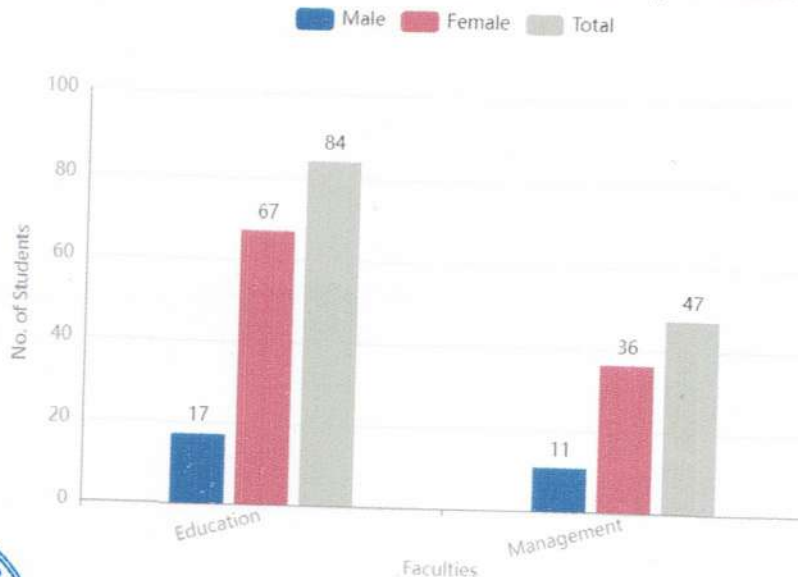


Figure 2: Total number of students by Program and Gender



The above bar graph presents the male, female, and total students enrolled in two academic programs: B.Ed. and BBS. In the B.Ed. program, there are 17 male students and 67 female students altogether 84 students.

In the BBS program, the trend is similar but with smaller enrollment numbers overall. There are 11 male students and 36 female students, totaling 47 students. Again, female students outnumber male students.

### 3.5. Total students by program, ethnicity, and gender

Shree Daneshwor Hari Multiple Campus has a total of **131 students** enrolled across two programs: **Bachelor in Business Studies (BBS)** and **Bachelor in Education (B.Ed.)**. Among them, **28 are male** and **103 are female**, with no students identifying as other genders.

The student body reflects a diverse ethnic composition. The largest groups are from the **Chhetri (56)**, **Brahman (37)**, **Dalit (22)** and **Others (9)** categories, followed by **Janajati (6)** Smaller representations include **Tharu (1)**. Notably, there are no students categorized under **Madhesi** and **Muslim** in the current

Table 4. Total number of students by Program, ethnicity, and gender

S. No.	Program Name	Gender				Ethnicity								Total
		Male	Female	Others	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	
1	Bachelor in Business Studies	11	36	0	47	14	5	0	1	0	6	0	21	47
2	Bachelor in Education	17	67	0	84	23	17	0	0	6	3	0	35	84
<b>Grand Total</b>		<b>28</b>	<b>103</b>	<b>0</b>	<b>131</b>	<b>37</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>56</b>	<b>131</b>

### 3.6. Number of students by faculty and gender

The campus currently operates two faculties: **Education** and **Management**. The bar chart below illustrates the number of students enrolled in each faculty, categorized by gender (male and female), along with the total student count. There are 103 female and 28 Male students studying on the campus currently under the two programs of the education and management faculty.



  
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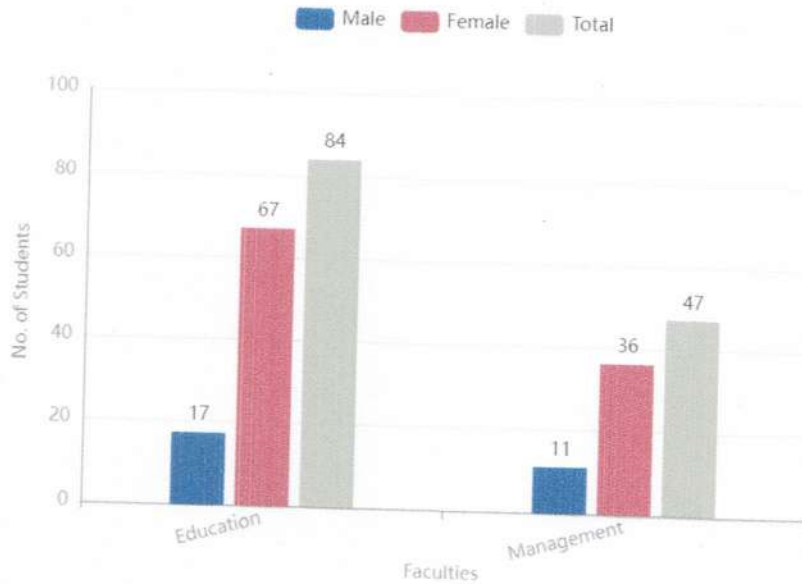


Figure 3: Total number of students by faculty

As of the graph, there are 12 male students and 34 female students, totaling 46 students in the Management Faculties and 12 male students and 76 female students, totaling 88 students in the Management Faculties.

### 3.7. Students by level and Gender

The Shree Daneshwor Hari Multiple Campus offers the Bachelor level only. There are two faculties are actives in the campus which are Management and Education. At the **Bachelor level**, there are **28 male** and **103 female** students, making a **total of 134 students**. The number of females significantly exceeds that of males at this level.

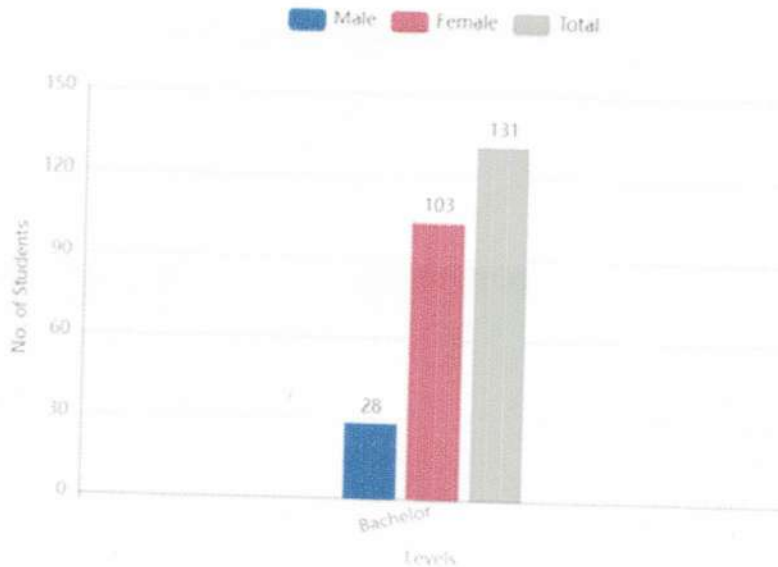


Figure 4: Total number of students by level and gender



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### 3.8. District-wise Enrollment

Table 5 shows that all 131 students enrolled at Shree Daneshwor Hari Multiple Campus are from the **Kanchanpur district**. Of the total, **28 are male** and **103 are female**.

Table 5: Total number of students by District, ethnicity, and gender

S. No.	District	Male	Female	Other	Total	Gender	EDG	Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Kanchanpur	28	103	0	131	0	0	37	56	0	22	0	1	6	9
<b>Total</b>		<b>28</b>	<b>103</b>	<b>0</b>	<b>131</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>56</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>9</b>

In terms of **ethnic composition**, the largest group of students falls under the "**Chhetri**" category (56), followed by **Brahman** (37), and **Dalit** (22). Smaller groups include **Others** (9), **Janajati** (6), and **Tharu** (1). There are **no students** recorded under the **Muslim** or **EDG (Economically Disadvantaged Groups)** categories in this dataset.

### 3.9. Students by province, ethnicity, and gender

The analysis of students by province, ethnicity, and gender shows a highly concentrated enrollment pattern at the Shree Daneshwor Hari Multiple Campus. All 134 students comprise 46 in the Bachelor in Business Studies and 88 in the Bachelor in Education. All the students are from **Sudurpashchim Province**, with **no representation from other provinces** such as Koshi, Madhesh, Bagmati, Gandaki, Lumbini, or Karnali.

Table 6. Students by province, ethnicity and gender

S. No.	Faculty	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpas hchim	Total
1	Bachelor in Business Studies	0		0	0	0	0	47	47
2	Bachelor in Education	0		0	0	0	0	84	84
<b>Grand Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>131</b>	<b>131</b>



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## Section 4: Pass Rate

We have fully functional HEMIS system established in our campus. However we have just initiated its implementation and not yet inserted all the data for graduation, pass rate, drops out modules. We will be implemented entire system for the campus digitalization in coming days.

## Section 6: Gender Parity Index (GPI)

### Gender Parity Index

The **Gender Parity Index (GPI)** is a statistical measure used to assess the relative access and participation of males and females in a particular educational context. Typically, it is expressed as a ratio:

The Formula for GPI is as below:

$$\text{GPI} = \frac{\text{Number of females enrolled or attaining a certain level}}{\text{Number of males enrolled or attaining that same level}}$$

A GPI value close to 1.0 indicates parity between genders, whereas values below or above 1.0 suggest disparities:

GPI helps in understanding whether policies are successfully addressing gender imbalances. Data-driven insights from GPI can guide targeted interventions, such as scholarships, support programs, and outreach efforts. Educational authorities use GPI to monitor progress towards gender equality goals and to set benchmarks for improvements.

The GPI index by program, level, and faculty is shown in the table below.

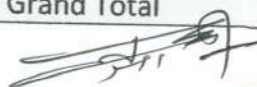
### 6.1. Overall GPI in Enrollment Record

The GPI of the campus by program is presented in the table below.

Table 7. GPI index of the campus by program

Program Name	Level	Faculty	Gender			GPI	Total
			Male	Female	Others		
Bachelor in Business Studies	Bachelor	Management	11	36	0	3.27	47
Bachelor in Education	Bachelor	Education	17	67	0	3.94	84
Grand Total			28	103	0	3.68	131



  
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The "Bachelor in Business Studies" program has a GPI of 3.27, indicating a significant gender imbalance, with far more female students (36) compared to male students (11). In contrast, the "Bachelor in Education" program has a much higher GPI of 3.94, suggesting even stronger female dominance, with 67 females compared to only 17 males. The overall GPI across both programs is 3.68, which indicates a clear skew towards female students, particularly in Education. The "Other" gender category is absent in both programs, suggesting limited gender diversity.

## Section 7: Public financing

The figure shows the data of public financing, HEMIS System developed the system of financial data entry system in the HEMIS. The figure displayed the test data for the report, we input the actual details them will be displayed in the system. The system offered the chance to input the income and expenditure and balance.

Income & Expense Head List						
S.No	Head Type	Expenditure Type	Head Code	Head Name	Remarks	Action
1	Income	-	1	Registration Fee		EDIT
2	Income	-	2	Admission Fee		EDIT
3	Income	-	3	Tution Fee		EDIT
4	Expenditure	Operating Expenditure	1	Stationery		EDIT
5	Expenditure	Capital Expenditure	2	Furniture		EDIT
6	Expenditure	Operating Expenditure	3	Maintenance		EDIT
7	Expenditure	Capital Expenditure	4	Book Purchase		EDIT
8	Income	-	4	TU Grants		EDIT
9	Income	-	5	UGC Grants		EDIT
10	Expenditure	Operating Expenditure	5	Scholarship		EDIT
11	Expenditure	Operating Expenditure	6	Salary		EDIT
12	Expenditure	Operating Expenditure	7	Audit		EDIT

The annual report will be displayed in this format.



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## 5. FINANCIAL DETAILS OF COLLEGE IN FISCAL YEAR

### 6.1 Annual Budget:

Year	Income	Expenditure		Balance (Surplus or Deficit)
		Regular (Recurrent)	Development	
LAST F.Y. Actual				
CURRENT F.Y. Estimated				

### 6.2 Actual Financial Status in Last F.Y: 2081/082

Sources of Income	Amount (Rs.)	Total Expenditures		
		Operating Costs	Amount	Capital Expenditure
Grand Total	0		0	0

#### BANK ACCOUNT DETAILS:

a) Bank Name: N/A

d) Account Type:

Current  Saving  Others

b) Branch: N/A

c) Account No: N/A

## Section 8: Teachers and Staff

### Teaching and Non-Teaching Staff

Shree Daneshwor Hari Multiple Campus has a total of 13 staff, including teaching and non-teaching staff. The non-teaching staff is categorized by technical staff and administrative staff. The report shows the staff record from different perspectives of the reporting as Gender, Qualification, Ethnicity, joining type, Post, Categories, and etc.

#### 8.1. Teaching Staff

All the teaching staff's detail of our campus is presented in the table below. The teaching members' details are summarized by the post, joining type, and gender.

##### 8.1.1. Total number of teachers by ethnicity and gender

Out of a total of 10 teachers, **male teachers dominate with 9 individuals**, while only **1 are female**, and there is **no representation of other gender identities**. In terms of ethnicity, **Chhetri represent the largest group with 7 teachers**, followed by **Brahmans with 3**. Most Chhetri and Brahman teachers are employed under Temporary and part-time positions.

Table 8. Total no of Teachers by ethnicity and gender

S. N	Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
1	Brahman	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1	3
2	Chhetri	0	1	0	1	6	0	0	6	0	0	0	0	0	0	0	0	7
	Total	1	1	0	2	7	0	0	7	0	0	0	0	1	0	0	1	10



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### 8.1.2. Total number of teachers and Staff by position, job type and gender

The institution employs a total of 10 teaching staff across various job types and positions. Among them, there are 1 permanent male and 1 female lecturer. There is no Contract staff in any category. Under Temporary positions, there are 7 males serving as Assistant Lecturers/Teaching Assistants, along with 1 male lecturer. Additionally, part-time roles include 1 male Assistant Lecturer/Teaching Assistant. No other genders are represented in the data. Overall, the teaching staff comprises 9 males and 1 female.

Table 9: Total number of teaching staff by position, job type and gender

S. N	Post	Permanent				Temporary				Contract				Part-Time				Grand Total	
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total		
1	Lecturer	1	1	0	2	6	0	0	6	0	0	0	0	0	0	0	0	0	8
2	Asst. Lecturer/Teaching Assistant	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	2
Total		1	1	0	2	7	0	0	7	0	0	0	0	1	0	0	0	0	10

### 8.1.3. Teaching staff according to their qualification

The table below shows the facts as explained in it. The table displays the academic qualifications of 10 teaching staff members across four faculties: Education, Humanities, Management, and Management/Education. 9 teachers hold a Master's degree, and 1 teacher MPhil. The Education faculty has the highest number of Master's degree holders with 7 teachers, followed by Management with 2. This indicates that all teaching staff are qualified at the Master's level, ensuring a consistent standard of education across faculties.

Table 10: Teaching staff according to their qualification

S.No.	Academic Degree of Teaching Staff						Total Teachers
	Faculty	PGD	Bachelors	Masters	MPhil	PhD	
1	Education	0	0	7	1	0	8
2	Management	0	0	2	0	0	2
Total		0	0	9	1	0	10

### 8.1.4. Summary of the teachers by their teaching faculty in the collage

The data in the table shows the distribution of teaching faculty across two departments: Education and Management. In the Education department, there are 7 male and 2 female teachers, totaling 9 faculty members. The Management department has 4 male teachers and no



  
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female or other gender representations, making a total of 4. Overall, there are 13 teachers in total 11 male and 2 female with no individuals identified as other genders.

Table 117. Teachers by their teaching faculty in the campus

S. No.	Teaching Faculty	Male	Female	Others	Total
1	Education	5	1	0	6
2	Management	4	0	0	4
<b>Grand Total Teachers</b>		<b>9</b>	<b>1</b>	<b>0</b>	<b>10</b>

### 8.1.5. Summary of teachers according to their position

The table summarizes the teaching staff based on their positions. There are 8 Lecturers, 7 male 1 female. The position of Assistant Lecturer/Teaching Assistant includes 2 males. Altogether, the institution has 10 teaching staff members, 9 male and 1 female, with no representation from other gender categories.

Table 82: Teachers according to their position

S. No.	Position	Male	Female	Others	Total
1	Lecturer	7	1		8
2	Asst. Lecturer/ Teaching Assistant	2	0		2
3	<b>Total</b>	<b>9</b>	<b>1</b>		<b>10</b>

### 8.1.6. Teachers by Departments

The summary shows the distribution of teachers across two departments. The Department of Education has a total of 10 teachers, including 8 male and 2 female faculty members. The Department of Management has 3 male teachers and no female or other gender representation. Overall, there are 13 teachers in total 11 male and 2 female, across both departments.

Table 93: Teachers by Departments

S.No.	Position	Male	Female	Others	Total
1	Department of Education	5	1	0	6
2	Department of Management	4	0	0	4
<b>Total</b>		<b>9</b>	<b>1</b>		<b>110</b>

## 8.2. Non-teaching Staff

All the non-teaching staffs working in our campus is presented in the table below. The non-teaching members' details are summarized by the post, joining type, and gender.

### 8.2.1. Non-teaching staff according to their position

The summary of non-teaching staff at Shree Daneshwor Hari Multiple Campus shows a total of 3 members. There is 1 male Office Assistant, while the roles of "peon" and Assistant Accountant are held by 2 male staff. There is no representation from other gender categories.



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Table 14. Non-teaching staffs according to their position

S.No.	Position	Male	Female	Others	Total
1	Peon	1	0	0	1
2	Assistants	1	0	0	1
3	Ass. Accountant	1	0	0	1
	Grand Total	3	0	0	0

### 8.2.2. Non-teaching staff by Section

The given table presents the distribution of non-teaching staff at Daneshwori Hari Multiple Campus, revealing a total of three personnel across different administrative roles. Specifically, there is one Office Assistant, one Assistant Accountant, and one staff member.

Table 15. Non-teaching staff by Section

S. No.	Position	Total
1	Peon	1
2	Assistant	1
3	Ass. Accountant	1
<b>Total No. of Non-teaching staff</b>		<b>3</b>

### 8.2.3. Total number of non-teaching staff by ethnicity and gender

The table below given Table illustrates the composition of non-teaching staff at Daneshwor Hari Multiple Campus based on ethnicity, gender, and employment type. The data shows that all three non-teaching staff members are employed on a Permanent basis. Among them, two individuals belong to the Other ethnic group, comprising two male, and one individual is a Brahman male. There are no staff members identified under the "Others" category across any employment type or gender. This data reflects a small, permanent-based non-teaching workforce with limited ethnic and gender diversity.

Table 16. Total number of Non-teaching Staff by ethnicity and gender

S. No	Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
1	Other	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	0	2
2	Brahman	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1



  
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<b>Total of non-teaching staff</b>	0	0	0	0	0	0	0	0	0	3	0	0	3	0	0	0	0	3
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#### 8.2.4. Total no. of non-teaching staff by position, job type, and gender

There are 3 non-teaching staff in the Daneshwor Hari Multiple Campus. Table 18 presents the distribution of non-teaching staff by position, job type, and gender.

Table 17: Total number of Non-teaching Staff by position, Job Type and gender

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
Peon	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Office Assistant	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Ass. Accountant	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

It shows that there are no permanent, temporary, or part-time non-teaching staff members across any gender categories. All three staff members one Office Assistant, one in the "peon" category, and one Assistant Accountant are employed on a permanent basis, with all male. This brings the total number of non-teaching staff to three, all under permanent employment.

## Section 9: Student-Teacher Ratios

### 9. About Student-Teacher Ratios

The **student-teacher ratio** is a metric used to measure the number of students assigned to each teacher in a college. It gives an idea of the average class size and how much individual attention a student might receive. Lower ratios usually indicate smaller class sizes, allowing for more personalized instruction and higher ratios might suggest crowded classrooms, which can impact learning quality. The standard formula of the student-teacher ratio is as below:

$$\text{Student-Teacher Ratio} = \frac{\text{Number of Students}}{\text{Number of Teachers}}$$

The sStudent-teacher ratio is a key indicator that reflects the level of attention and support students may receive in an educational setting.



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Figure 5: Student Enrollment Trends since 2078/079- 2082/083

### 10.1. Student Graduates Trends

Here is a graph for the Graduation trends display as a statistical summary but the graduation data are not updated yet in the HEMIS. So, the report is empty. The graphs show the value of the 2078/079 to 2082/083.

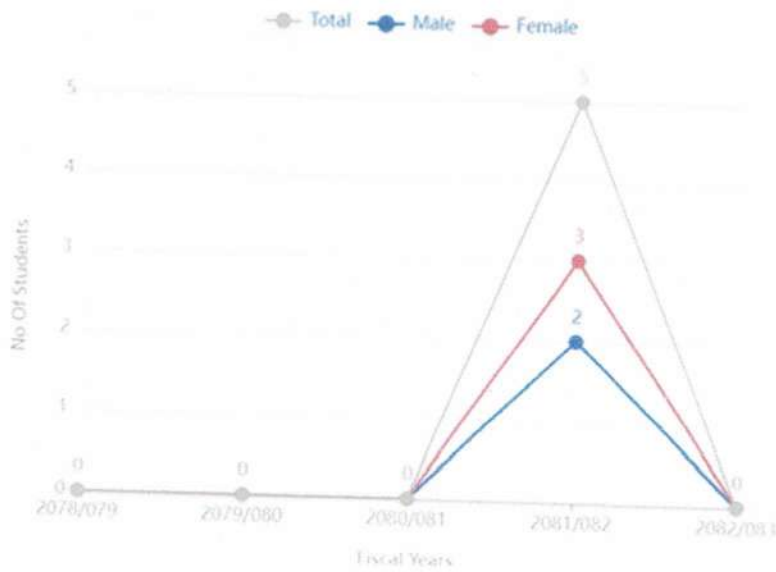


Figure 6: Student Graduates Trends since 2078/079- 2082/083

## Section 11: Annex Summary



## Annex 1

### Enrollment by Level, Faculty, Program, Gender and caste ethnicity

Daneshwor Hari Multiple Campus currently offers bachelor-level education through two main faculties: Management and Education. A total of **131 students** are enrolled across these programs. The Management faculty runs the **Bachelor in Business Studies (BBS)** program, while the Education faculty offers the **Bachelor in Education (B.Ed)** program.

In the **Management faculty**, there are **47 students** enrolled. Among them, **11 are male** and **36 are female**. The students come from various caste and ethnic backgrounds. Notably, there are **21 Chhetri**, **14 Brahman**, **5 Dalit**, **1 Tharu**, and **6 students categorized as Others**. No students from Madhesi, Muslim and Jannati communities are enrolled in this faculty.

The **Education faculty** has a larger enrollment, with **84 students** in total. It includes **17 male** and **67 female** students. In terms of caste and ethnicity, this program includes **35 Chhetri**, **23 Brahman**, **17 Dalit**, **6 Janajati**, and **3 students categorized as Other**. There are no Muslim, Tharu and Janajati students recorded in this faculty.

Overall, the campus has a higher proportion of **female students**, with **103 females** compared to **28 males**. The enrollment data also highlights a diverse student population, with significant representation from the **Brahman**, **Dalit**, **Tharu**, and **others** categories. The **Chhetri** community has one of the highest numbers, especially in the Education program.

This breakdown illustrates both the gender disparity favoring female enrollment and the broad ethnic diversity present in Daneshwor Hari Multiple Campus's student body.

S.No.	Level	Faculty	Program	Gender				Ethnicity							Total	
				Male	Female	Others	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi		Chhetri
1	Bachelor	Management	Bachelor in Business Studies	12	34	0	46	7	6	0	1	0	9	0	23	46
2	Bachelor	Education	Bachelor in Education	17	67	0	84	19	18	0	0	7	5	0	39	84
<b>Grand Total</b>				<b>29</b>	<b>110</b>	<b>0</b>	<b>139</b>	<b>26</b>	<b>24</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>62</b>	<b>139</b>



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### 11. Students Enrollment by Region (Mountain, Hill and Terai)

The Daneshwor Hari Multiple Campus HEMIS report indicates that all 134 enrolled bachelor-level students originate exclusively from the Terai region, with no representation from the Mountain or Hill regions

Table 10: Students Enrollment by Region (Mountain, Hill and Terai)

S.No.	Faculty	Mountain				Hill				Terai				Grand Total
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
1	Bachelor	0	0	0	0	0	0	0	0	11	36	0	47	47
2	Bachelor	0	0	0	0	0	0	0	0	17	67	0	84	84
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>28</b>	<b>103</b>	<b>0</b>		<b>131</b>

This concentration may reflect the campus's geographical location and its accessibility to students from the Terai. Notably, female students constitute approximately 78.63% of the total enrollment, highlighting a significant gender disparity favoring female participation. This trend aligns with national data, where the Gender Parity Index (GPI) in higher education is 1.09, indicating higher female enrollment overall. The absence of students from the Mountain and Hill regions underscores the need for targeted outreach and support programs to enhance regional diversity and inclusivity in higher education.



  
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