

Report on Higher Education 2081/082 B.S. (2024/025 A.D.)

Mahunyal Multiple Campus, Bhajani-1, Kailali, Nepal

**HIGHER EDUCATION HUMANITIES INFORMATION
SYSTEM
(HEMIS)**

Submitted to:
UNIVERSITY GRANTS COMMISSION (UGC)

Samathimi, Bhaktapur
<https://ugcnepal.edu.np>

Prepared by:

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FORWARD

It is an era to lead and facilitate by the Information Communication Technologies (ICT) in every sector of knowledge, information and Humanities. The ICT Web-based Higher Education Humanities Information System (HEMIS) plays a pivotal role in ensuring the effective planning, administration, academic excellence, and sustainable growth of our campus. This system provides a comprehensive overview of our institution's facts (Students, Teachers and Non-teaching staff, infrastructure, and facilities) performance (Enrollment, Upgrade, Graduation etc.), challenges, and strategic initiatives over the Academic Year Reporting Period.

Aligned with the vision of University Grants Commission (UGC), this System create an opportunity to integrate and centralize the inserted data to the University and UGC as a Real Time Data to take the decision against response and resources allocation. the system provides the platforms to information dissemination to UGC for its key achievements in teaching, research, infrastructure development, and student services. It also identifies areas requiring improvement to enhance institutional effectiveness and stakeholder satisfaction.

We extend our gratitude to UGC for the support of grants to develop the HEMIS and thanks to faculty, staff, students, and administrative teams whose dedication has been instrumental in driving progress to develop HEMIS and its effective implementation. Special thanks go to IT Department and dedicated teams of Computer operators for their contributions to data collection, input, analysis and feedback to operational/ fictional test and its validity/authenticity.

As we move forward, The HEMIS will be inevitable system to manage college/ academics holistic, this web-based centralized integrated system serves as both a reflection of our accomplishments and a roadmap for future growth. As we continued to fostering innovation, inclusivity, and academic excellence in higher education it is a milestone.

Name : Khem Raj Bhandari

Campus Chief

Maharaja Multiple Campus



ACKNOWLEDGEMENT

The successful development and implementation of the Higher Education Humanities Information System (HEMIS) at Mahatma Multiple Multiple Campus would not have been possible without the Support of University Grants Commission(UGC) and dedication along with collaboration of numerous individuals and teams those who were involved in the development, installation, operation, test and its functionality of the system in our campus to manage the web-based Real time data Information and Humanities.

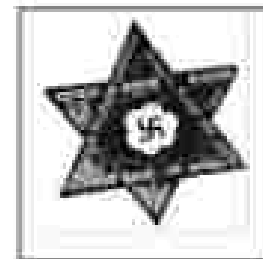
We extend our deepest gratitude to UGC/HEMIS Team for their visionary guidance and unwavering support. Special thanks to the IT Development Team of our Campus /Software Providers for their technical expertise and commitment to delivering a reliable and operational system. We also acknowledge the efforts in ensuring data integration and user adoption.

Our appreciation extends to all of you those who were restlessly involved for their valuable contributions. Finally, we thank all faculty, staff, and stakeholders whose feedback and participation were instrumental in refining HEMIS for institutional excellence.

Name: Khem Raj Bhandari

HEMIS Project Lead

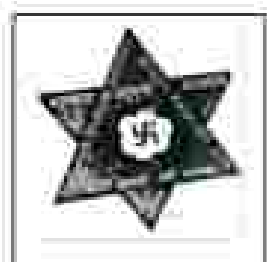
Mahatma M. Campus



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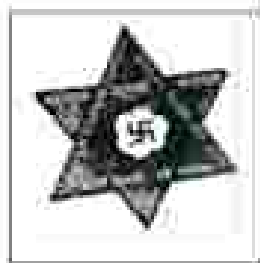
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ABBREVIATION

DaaS	Device as a Service
HEMIS	Higher Educational Humanities Information System
GoN	Government of Nepal
HEIs	Higher Educational Institutions
HEMIS	Higher Education Humanities 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
TU	Tribhuvan University
UGC	University Grants Commission
VLE	Virtual Learning Environment
VR	Virtual Reality



Section 1: Introduction

1. Institutional Information

Campus Name:	Maharyal Multiple Campus
Affiliating University:	Tribhuvan University (TU)
Address:	Bhujani-01, Kailali
Province:	Sudurpashchim
District:	Kailali
Local Level:	Bhujani Municipality
Campus Phone/Email:	maharyalcampus2064@gmail.com
Campus Chief Name:	Khem Raj Bhandari
Campus Chief Contact No:	9867943655
Campus Chief Email:	maharyalcampus2064@gmail.com
Landline Phone:	
Focal Person:	Hari Prasad Pandey
Focal Person Email/Phone:	pandey.spj@gmail.com / 9846425232

Maharyal Multiple Multiple Campus, established in 2066 B.S., is located in Dhungadhi Sub-Metropolitan -18, Maharyal Multiple, Kailali District, Nepal. Affiliated with Tribhuvan University, the campus offers both Bachelor's and Master's level programs in Education and Business Studies. The academic programs include Bachelor in Education (B.Ed.), Bachelor in Arts (B.A.), and Master in Education (M.Ed.).

The campus is chaired by Kumbha Giri, Bani Bahadur Ham serving as the Campus Chief. For more information, the campus can be contacted at +977 9767421020 or 9851402400, via email at info@maharyal Multiplecampus.edu.np, or through their website: www.Maharyal Multiplecampus.edu.np

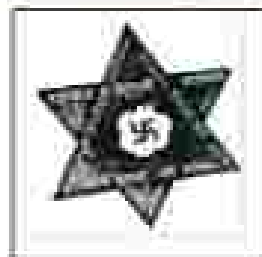
1.1. About Reports

This Completion Report is prepared after successfully completing the project for the "Establishment and Implementation of web-based Higher Education Humanities 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 Humanities 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.

Section 2: Campus level, Program, Faculty



2. Academic Programs

Maharaja 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 Arts(BA)**. Both programs are designed to provide theoretical knowledge as well as practical skills in their respective fields.

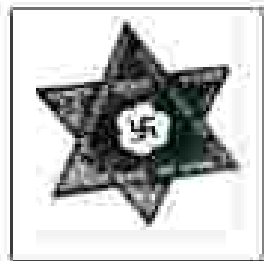
The figure below shows the levels, faculties, and programs offered on the campus. Currently, two faculties are in operation: Bachelor's in Arts and Bachelor's in Education. The system also includes an option to add new faculties in the future.

Table 1- Level, Faculty and Programs

S.No.	Program Name	Level	Faculty
1	Bachelor in Arts	Bachelor	Humanities & Social Studies
2	Bachelor in Education (B.Ed)	Bachelor	Education



Section 3: Student Enrolment



3. Student Enrollment

In the **Maharaja Multiple Campus**, there are total of 233 students are enrolled, with 177 females and 56 males. The Humanities program has 115 students, and the Education program has 118. The details reports 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.

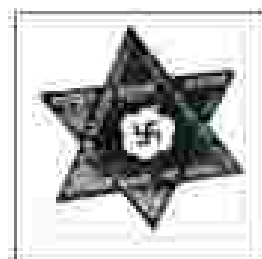
Maharaja Multiple Campus											
Sl. No.	Full Name	Sex	Ethnicity	Age	Batch	Batch Year	Faculty	Level	Program	Roll No.	Roll No.
1	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10001	10001
2	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10002	10002
3	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10003	10003
4	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10004	10004
5	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10005	10005
6	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10006	10006
7	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10007	10007
8	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10008	10008
9	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10009	10009
10	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10010	10010
11	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10011	10011
12	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10012	10012
13	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10013	10013
14	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10014	10014
15	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10015	10015
16	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10016	10016
17	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10017	10017
18	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10018	10018
19	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10019	10019
20	ABHIRAM KUMAR	Male	Indian	18	2020	2020	Education	Bachelor	Education	10020	10020

Figure 1: Students Enrolled details

The HEMIS system provides an opportunity to input data for the actual enrollment of students in 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, Maharaja Multiple Campus serves 233 students, with a significant female majority, reflecting the campus's inclusive approach to higher education.



Under the **Faculty of Humanities**, the campus runs the **Bachelor in Arts (BA)** program. This program has a total enrollment of **115 students**, comprising **23 male** and **92 female** students. It aims to provide foundational and applied knowledge in social science practices.

The **Faculty of Education** offers the **Bachelor in Education (B.Ed.)** program, which is the most populated program on campus. A total of **118 students** are enrolled, including **33 male** and **85 female** students.

Table 2. Total number of students by Faculty and gender.

Program Name	Level	Faculty	Gender				Total
			Male	Female	Others	GPI	
Bachelor in Arts	Bachelor	Humanities	23	92			115
Bachelor in Education	Bachelor	Education	33	85			118
Grand Total			56	177			233

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

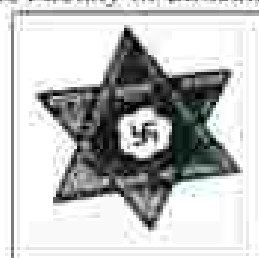
In terms of ethnicity, Others represent the largest group with 233 students, followed by Brahman (0), Dalit (14), Others (154), Tharu (9), Chhetri (0), Madhesi (0), Jatujati (56) and Muslim (0). The data highlights a notable gender imbalance and ethnic diversity across both programs.

Table 3. Total number of students by Faculty and ethnicity.

S.No	Program Name	Level	Faculty	Ethnicity							Total	
				Brahman	Dalit	Muslim	Tharu	Jumjati	Others	Madhesi		Chhetri
1	Bachelor in Arts	Bachelor	Humanities		4		9	30	72			115
2	Bachelor in Education	Bachelor	Education		10			26	82			118
Grand Total					14		9	56	154			233

3.4. Total number of students by program and gender

A total of 233 students are enrolled across two bachelor-level programs: Arts under the Faculty of Humanities and Education under the Faculty of Education. The given table presents enrollment data for two bachelor-level programs: BA under the Faculty of Humanities and Bachelor in Education under the Faculty of Education.



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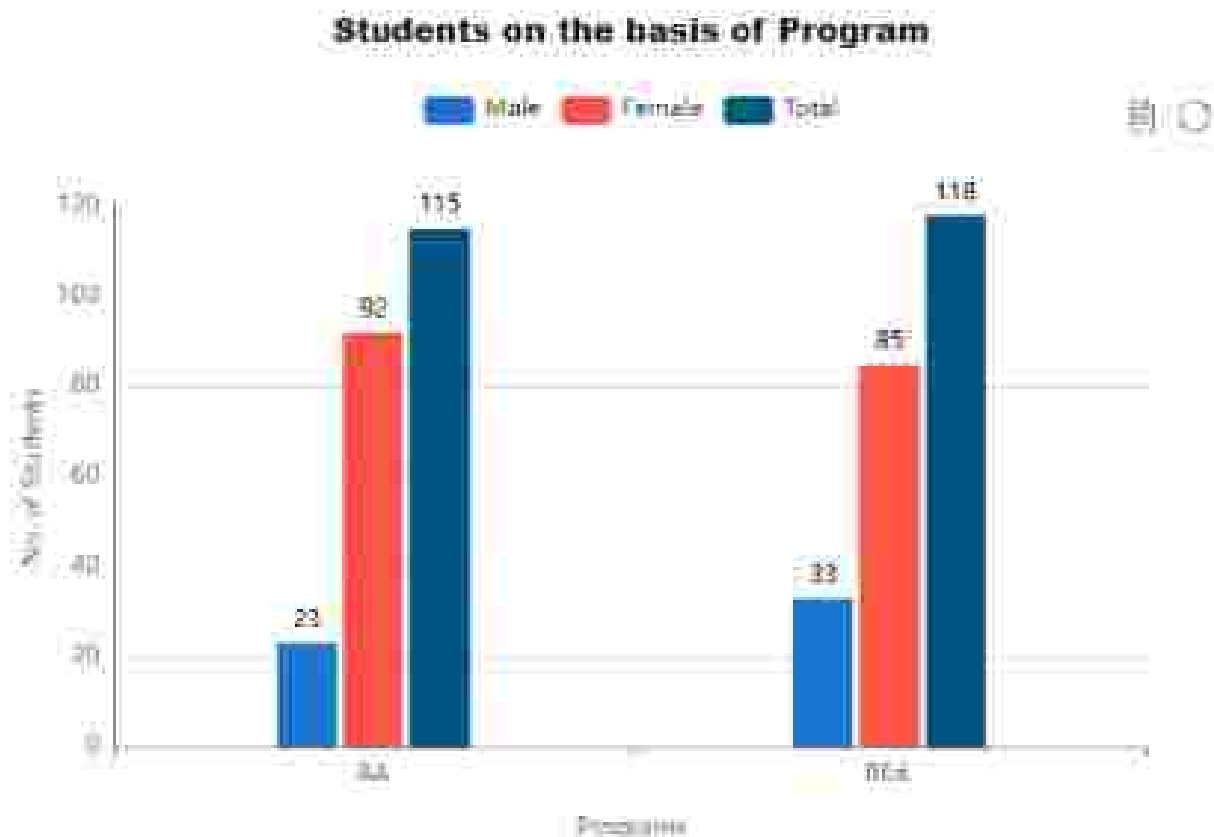


Figure 2: Total number of students by Program and Gender

The above bar graph presents the male, female, and total students enrolled in two academic programs: B.Ed. and BA. In the B.Ed. program, there are 33 male students and 85 female students altogether 118 students.

In the BA program, the trend is similar but with smaller enrollment numbers overall. There are 23 male students and 92 female students, totaling 115 students. Again, female students outnumber male students.

3.5. Total students by program, ethnicity, and gender

Maharaja Multiple Campus has a total of 233 students enrolled across two programs: Bachelor in Arts (BA) and Bachelor in Education (B.Ed.). Among them, 56 are male and 177 are female, with no students identifying as other genders.

The student body reflects a diverse ethnic composition. The largest groups are from the **others** (154) and **Janaajati** (56) categories, followed by **Dalit** (14) and **Tharu** (9). Notably, there are no students categorized under **Brahmin**, **Muslim**, **Madhesi** and **Chhetri** in the current.



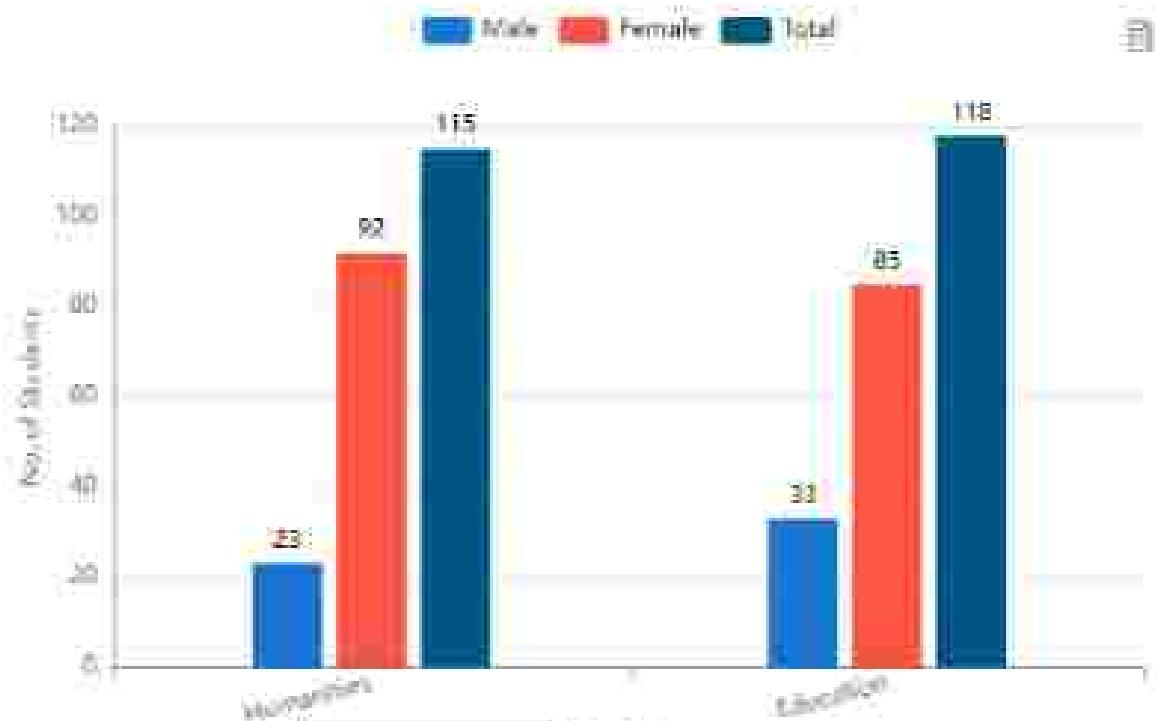
Table 4. Total number of students by Program, ethnicity, and gender

S. No.	Program Name	Gender				Ethnicity								Total
		Male	Female	Others	Total	Brhmins	Buddh	Muslim	Tharu	Jangjoli	Others	Madhesi	Chhetri	
1	Bachelor in Arts	23	92		115		4		9	30	72			
2	Bachelor in Education	33	85		118		10			26	82			
Grand Total		56	177		233		14		9	56	154			

1.6. Number of students by faculty and gender

The campus currently operates two faculties: **Education** and **Humanities**. 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 177 female and 56 Male students studying on the campus currently under the two programs of the education and humanities faculty.

Students on the basis of Faculty



Faculty:

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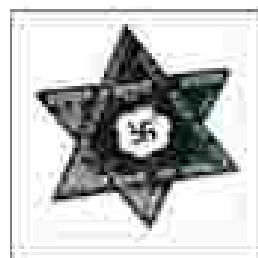
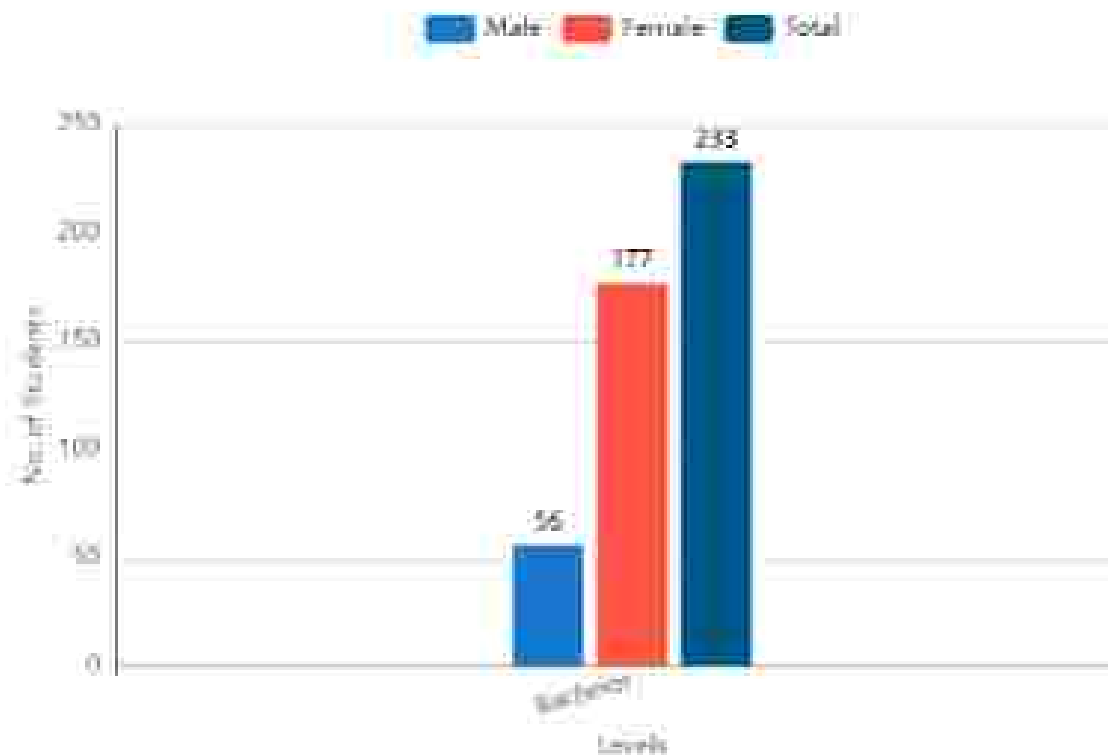
Figure 3: Total number of students by faculty

As of the graph, there are 23 male students and 92 female students, totaling 115 students in the Humanities Faculties and 33 male students and 85 female students, totaling 118 students in the Education Faculties.

3.7. Students by level and Gender

The Mahayul Multiple Campus offers the Bachelor level only. There are two faculties' active in the campus which are Humanities and Education. At the Bachelor level, there are 56 male and 177 female students, making a total of 233 students. The number of females significantly exceeds that of males at this level.

Students on the basis of Levels



Yusuf

Figure 4: Total number of students by level and gender

3.8. District-wise Enrollment

Table 3 shows that all 233 students enrolled at Maharyal Multiple Campus are from the **Kailali** district. Of the total, 56 are male and 177 are female.

Table 3: Total number of students by District, ethnicity, and gender

Sl. No.	Location	Male	Female	Total	Tharu	Brahman	Chhetri	Madhesi	Muslim	Janajati	Others
1	Kailali	56	177	233	0	0	0	0	14	9	56

In terms of **ethnic composition**, the largest group of students falls under the "Tharu" category (79), followed by Brahman (68), Chhetri (62), and Dalit (28). Smaller groups include Janajati (4), Others (2), and Madhesi (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 Maharyal Multiple Campus. All 233 students comprise 81 in the Bachelor in Arts and 152 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.

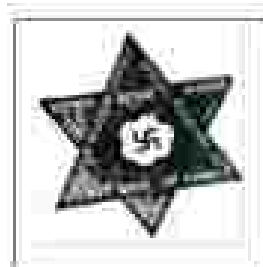


Table A. Students by province, ethnicity and gender

S. No.	Faculty	Koyul	Matthoshi	Ingomti	Gambold	Lumbini	Karunah	Sadurpas belim	Total
1	Bachelor in Business Studies	0		0	0	0	0	81	81
2	Bachelor in Education	0		0	0	0	0	163	163
Grand Total		0	0	0	0	0	0	233	233

Section 4: Pass Rate



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4. Student appeared in the exams and passed rate

The "Bachelor in Arts and Bachelor in Education" program had no candidates appear, resulting in a 0% pass rate across all categories

Table 7: Students' pass rate by program

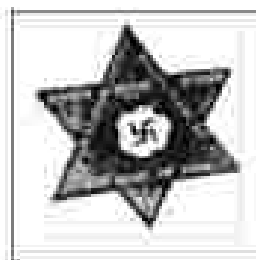
S.No	Program	Appeared-Male	Appeared-Female	Appeared-Other	Appeared-Total	Passed-Male	Passed-Female	Passed-Other	Passed-Total	Male (pass %)	Female (pass %)	Other (pass %)	Total (pass %)
1	Bachelor in Arts	2	24	0	26	1	7	0	8	50.0 0	29.1 7	0.0 0	30.7 7
2	Bachelor in Education	1	15	0	16	0	12	0	12	0.00 0	80.0 0	0.0 0	75.0 0
	Total	3	39	0	42	1	19	0	20	33.3 3	48.7 2	0.0 0	47.6 2

Table 7 presents the pass rates of students by academic program in a 2077 batch of the first year at Mahanayal Multiple Campus. A total of 42 students appeared in the examinations, comprising 3 males and 39 females. Out of those, 20 students passed, resulting in an overall pass rate of 47.62%. When analyzed by program, the Bachelor in Arts program had 26 students appear (2 males and 24 females), of which only 8 passed, resulting in a pass rate of 30.77%. Male students in this program performed better than their female counterparts, with a 50.00% pass rate compared to 29.17% for females.

In contrast, the Bachelor in Education program had 16 examinees (1 male and 15 females), with 12 students passing. This program recorded a significantly higher overall pass rate of 75.00%.

Pass rate by 5 Fiscal years

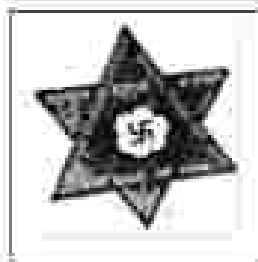
The HEMIS System creates the data table of the Pass rate by 5 fiscal year. Here is the only one fiscal year which is inserted in the system. The below table shows the pass rate of FY 2080/081:



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Table P-Students from 1976 to 3 Fiscal years

S.N o	Program	2081/082			2080/081			2079/080						2077/078		
		Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)
1	Bachelor in Arts	267	77	28.8	0	0	0	0	0	0	0	0	0	0	0	0
2	Bachelor in Education	149	23	15.7												
		5	5	2	0	0	0	0	0	0	0	0	0	0	0	0
	Total	176	91	18	0	0	0	0	0	0	0	0	0	0	0	0



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Section 5: Graduate and Dropout Information



5. Student's graduation and dropout information

The report shows the Graduate information of the campus. The report shows the number of students who graduated from the Campus in a particular fiscal year and their distribution by gender and ethnicity. There are tabulated reports related to graduation information. There are a number of graduate students by gender and ethnicity available in the HEMIS.

5.1. Number of graduated students by gender

The number of students who graduated in a particular fiscal year in the Mahanya Multiple Campus is presented in the table below. The number of graduated students by gender is presented in the table below.

Table 9: Number of graduated students by Gender

S.No.	Program	Gender			Total
		Male	Female	Other	
1	Bachelor in Arts	1	2	0	3
2	Bachelor in Education	0	3	0	3
Total		1	5	0	6

5.2. Number of graduated students by ethnicity

The number of students who graduated in a particular fiscal year in the Mahanya Multiple Campus is presented in the table below with their ethnic distribution.

Table 10: Real number of graduated Students by Faculty program, gender and Caste Ethnicity

S.No.	Program	Ethnicity							Total
		Chhetri	Brahman	Jungari	Muslim	Scheduled	Other	Tharu	
1	Bachelor in Arts	0	0	0	0	0	0	0	0
2	Bachelor in Education	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0

5.3. Dropout

This section shows the student dropout summary by gender and ethnicity in a particular fiscal year in a particular program. The student left the college and didn't attend in exam of a particular year/semester, considered as dropout students.



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5.4. Number of students dropout by faculty and level

The both faculties are belongs to Bachelor Level. The total number of dropouts across both programs is 8, with a higher dropout rate among female students (5) compared to male students (3). No individuals identifying as "Others" are reflected in the data. Within the faculties, the dropout rate in the Bachelor in Education program is slightly higher for females (3) compared to males (1). However, in the Bachelor in Arts program, dropout numbers are evenly distributed between genders (2 males and two females).

Table 10: Number of dropout students in different program by gender

S.No	Program	Gender			Total
		Male	Female	Others	
1	Bachelor in Education	1	3	0	4
2	Bachelor in Arts	2	2	0	4
Total		3	5	0	8

5.5. Number of dropout students by ethnicity

The same number of students left campus in a particular program by ethnicity is presented in the report below. The total number of dropouts across both programs is 9, with a higher dropout rate in BA students (5) compared to BEd students (5).

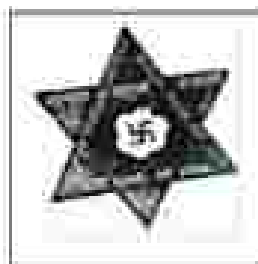
Table 11: Number of dropout students in different program by ethnicity

S.No	Program	Chhetri	Brahmin	Jamhari	Muslim	Maithil	Balti	Tharu	Total
1	Bachelor in Education	1	0	2	0	0	1	0	4
2	Bachelor in Arts	0	1	1	0	1	1	0	4
Total		1	1	3	0	1	2	0	8



Yash

Section 6: Gender Parity Index (GPI)



6. 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 11. GPI index of the campus by program

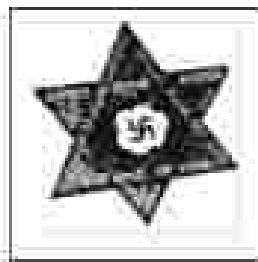
Program Name	Level	Faculty	Gender			GPI	Total
			Male	Female	Others		
Bachelor in Business Studies	Bachelor	Humanities	24	56	0	2.33	80
Bachelor in Education	Bachelor	Education	37	126	0	3.41	163
Grand Total			61	182	0	2.95	243

The more female students studying on our campus is based on the calculated GPI shown in the above table. The higher number of female students studying in the Education faculty compared to the Humanities faculty. A GPI of 2.33 shows that the campus has a significantly higher proportion of female students compared to male students. In other words, nearly three female students are enrolled for every one male student.



A handwritten signature in black ink, appearing to be 'Y. N.' followed by a long horizontal stroke.

Section 8: Teachers and Staff



7. Teaching and Non-Teaching Staff

Maharaja Multiple Campus has a total of 20 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.

7.1. Teaching Staff

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

7.1.1. Total number of teachers by ethnicity and gender

Out of a total of 13 teachers, male teachers dominate with 11 individuals, while only 2 are female, and there is no representation of other gender identities. In terms of ethnicity, Brahmins represent the largest group with 7 teachers, followed by Chhetris with 3, Tharus with 2, and Others with just 1. Most Brahman teachers are employed under contract and part-time positions, whereas Chhetris and Tharus are primarily in contract and part-time roles, with no permanent or temporary placements.

Table 12. Total no of Teachers 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	Brahman	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
2	Chhetri	0	0	0	0	1	0	0	1	1	0	0	1	2	2	0	4	6
3	Tharu	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
4	Others	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
	Total					1			1	1			1	5	2		7	9

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

The institution employs a total of 9 teaching staff across various job types and positions. Among them, there are 1 permanent male lecturer. There are no temporary staff in any category. Under contract positions, there are 6 males and 1 female serving as Assistant Lecturers/Teaching Assistants, along with 1 male lecturer. Additionally, part-time roles include 3 males and 1 female Assistant Lecturer/Teaching Assistant. No other genders are represented in the data. Overall, the teaching staff comprises 11 males and 2 females.



Signature of the official responsible for the report.

Table 11.3

Teaching Staff by position, job type and gender

S. No.	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	2	0	0	2	0	0	0	0	1	0	0	1	0	0	0	0	3
2	Asst. Lecturer/Teaching Assistant	0	0	0	0	0	0	0	0	5	1	0	6	3	1	0	4	10
Total		2	0	0	2	0	0	0	0	6	1	0	7	3	1	0	4	13

7.1.3. Teaching staff according to their qualification

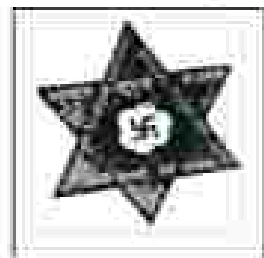
The table below shows the facts as explained in it. The table displays the academic qualifications of 13 teaching staff members across four faculties: Education, Humanities, Humanities, and Humanities/Education. All teachers hold a Master's degree, with no qualifications at the PGD, Bachelor's, MPhil, or PhD levels. The Education faculty has the highest number of Master's degree holders with 8 teachers, followed by Humanities and Humanities/Education with 2 each, and Humanities with 1. This indicates that all teaching staff are qualified at the Master's level, ensuring a consistent standard of education across faculties.

Table 124: 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	8	0	0	8
2	Humanities	0	0	1	0	0	1
Total		0	0	13	0	0	13

7.1.4. 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 Humanities. In the Education department, there are 7 male and 2 female teachers, totaling 9 faculty members. The Humanities department has 4 male teachers and no 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.



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Table 133: Teachers by their teaching faculty in the campus

S.No.	Teaching Faculty	Male	Female	Others	Total
1	Education	7	2	0	9
2	Art	4	0	0	4
Grand Total Teachers		11	2	0	13

7.1.5. Summary of teachers according to their position

The table summarizes the teaching staff based on their positions. There are 3 Lecturers, all of whom are male. The position of Assistant Lecturer/Teaching Assistant includes 8 male and 2 female faculty members, making a total of 10. Altogether, the institution has 13 teaching staff members, 11 male and 2 female, with no representation from other gender categories.

Table 146: Teachers according to their position

S.No.	Position	Male	Female	Others	Total
1	Lecturer	3	0		3
2	Asst. Lecturer/ Teaching Assistant	8	2		10
3	Total	11	2		13

7.1.6. Teachers by Departments

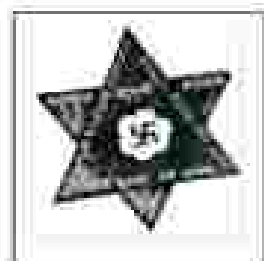
The summary shows the distribution of teachers across two departments. The Department of Education has a total of 10 teachers, including 8 male and 2 female faculty members. The Department of Humanities has 3 male teachers and no female or other gender representation. Overall, there are 13 teachers in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

Table 157: Teachers by Departments

S.No.	Position	Male	Female	Others	Total
1	Department of Education	8	2		10
2	Department of Art	3	0		3
Total		11	2		13

7.2. 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.



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7.2.1. Non-teaching staff according to their position

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

Table 165: Non-teaching staff according to their position.

S.No.	Position	Male	Female	Others	Total
1	Office Assistant	1	0		1
2	Other	0	1		1
3	Ass. Accountant	0	1		1
Total of Non-teaching staff		1	2	0	3

7.2.2. Non-teaching staff by Section

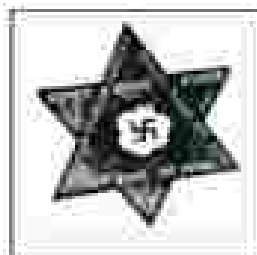
The given table presents the distribution of non-teaching staff at Maharyal Multiple Campus, revealing a total of three personnel across different administrative roles. Specifically, there is one Office Assistant, one Assistant Accountant, and one staff member.

Table 17: Non-teaching staff by Section.

S.No.	Position	Total
1	Office Assistant	1
2	Other	1
3	Ass. Accountant	1
Total No. of Non-teaching staff		3

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

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



Y. S. S.

Table 18: 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	Chhetri	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	2
2	Brahman	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1
Total of Non-teaching staff		0	0	0	0	0	0	0	0	1	2	0	3	0	0	0	0	3

7.2.4. Total no. of non-teaching staff by position, job type, and gender

There are 3 Non-teaching staff in the Mahanyal Multiple Campus. Table 19 presents the distribution of non-teaching staff by position, job type, and gender.

Table 19: Total number of Non-teaching Staff by position, Job Type and gender

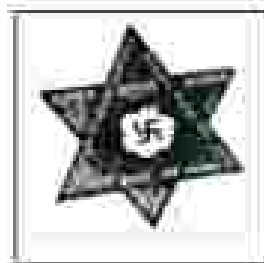
Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	
Office Assistant	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1
Asst. Accountant	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1
Total	0	0	0	0	0	0	0	0	1	2	0	3	0	0	0	0	3

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



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Section 9: Student-Teacher Ratios



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

8.1. Student-Teacher Ratios on Campus

In the given data, the Faculty of Education has 8 teachers and 163 students, resulting in a ratio of approximately 20.38 students per teacher. This suggests a fairly balanced distribution, where each teacher is responsible for around 20 students, allowing for manageable class sizes and the potential for more personalized instruction. Similarly, the Faculty of Humanities, with 4 teachers and 81 students, shows a slightly higher ratio of 21.25, indicating a similar level of instructional support.

Table 20: Student-Teacher Ratios in the Campus

S. No.	Faculty of the Teacher	Total no. of Teachers	Total no. of Students	Ratio (student/teacher)
1	Education	8	163	20.38
2	Humanities	4	81	21.25

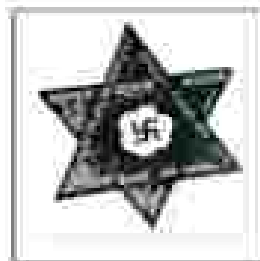
Source: HEMIS 2016-17

Overall, the ratios in Education and Humanities are within a reasonable range, which may contribute positively to the quality of teaching and learning experiences. Maintaining a student-teacher ratio around 20:1 is often considered ideal for fostering effective communication, engagement, and academic success.

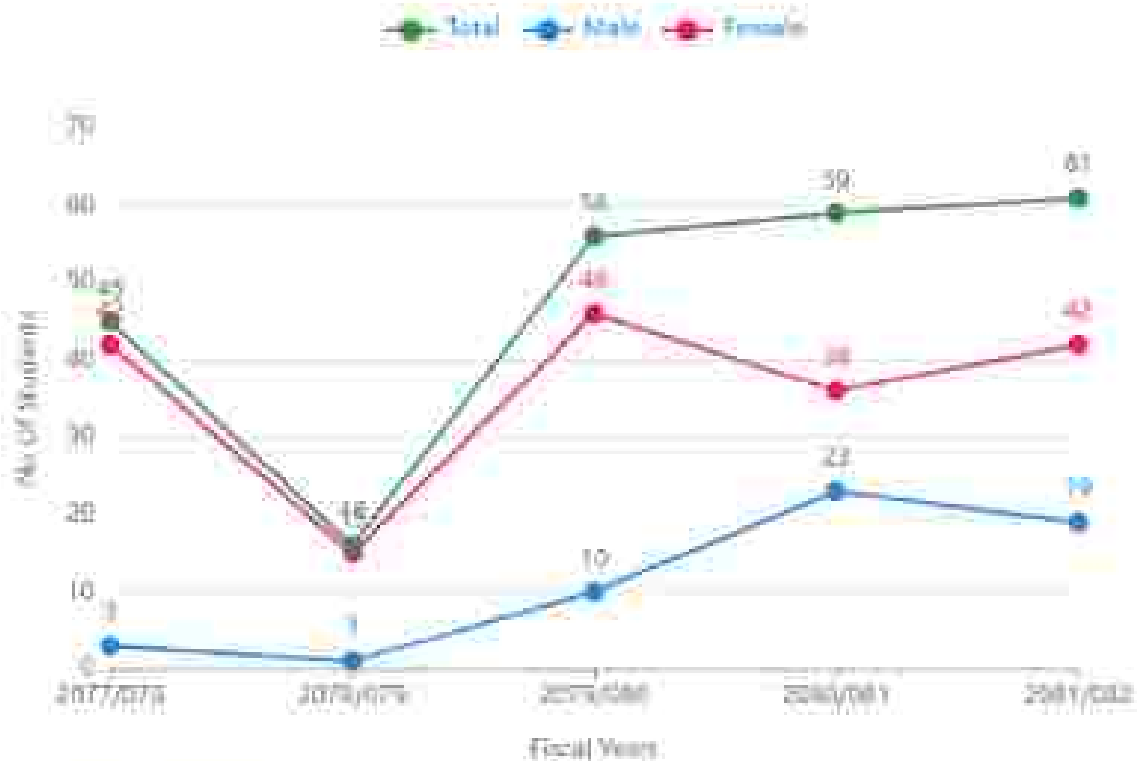


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Section 10: Recent Trends (Enrollment, Graduates, Pass Rates, and Financing)



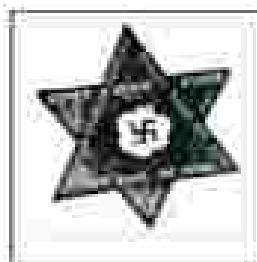
Student Enrollment Trend From 2077/078 to 2081/082



9. Student Enrollment Trends

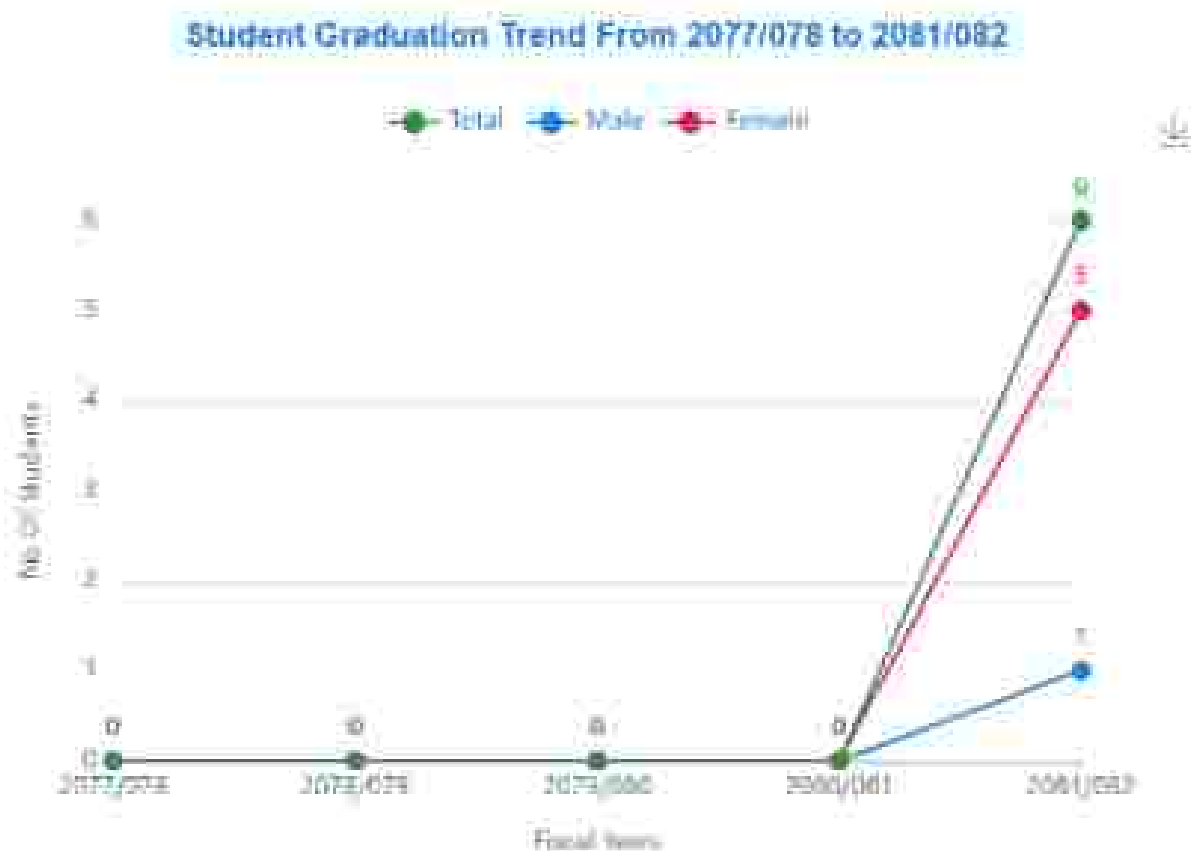
The student enrollment trend at Mahanyal Multiple Campus from fiscal year 2077/078 to 2081/082 shows a general decline followed by a slight recovery. Total student enrollment decreased from 62 in 2077/078 to a low of 39 in 2079/080, then gradually rose to 43 by 2081/082. Female student enrollment followed a similar trend, dropping from 50 to 28, then slightly increasing to 41. Male enrollment remained relatively stable, fluctuating slightly between 11 and 15 students across the years. Overall, while enrollment dipped in the middle years, the recent trend suggests a modest improvement in student numbers.

Figure 6: Student Enrollment Trends from 2077/078 to 2081/082



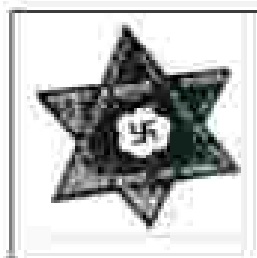
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9.1. Student Graduates Trends



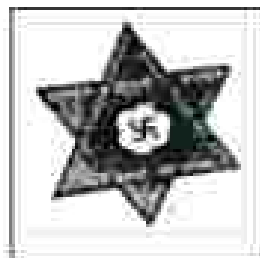
Here is a graph for the Graduation trends display as a statistical summary but the graduation data are not updated yet in the HEMIS. So, The report is empty. The graphs shows the value of the 2077/078 to 2081/082.

Figure 8. Graduation Trends



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Section 11: Annex Summary



10. Enrollment by Level, Faculty, Program, Gender and caste ethnicity

Mahanyal Multiple Campus currently offers bachelor-level education through two main faculties: Humanities and Education. A total of **233 students** are enrolled across these programs. The Humanities faculty runs the **Bachelor in Arts(BA)** program, while the Education faculty offers the **Bachelor in Education (B.Ed)** program.

In the **Humanities Faculty**, there are **81 students** enrolled. Among them, **25 are male** and **56 are female**. The students come from various caste and ethnic backgrounds. Notably, there are **22 Brahman**, **23 Dalit**, **10 Tharu**, **1 Muslim**, and **25 students** categorized as **Others**. No students from Madhesi, Janajati, or Chhetri communities are enrolled in this faculty.

The **Education faculty** has a larger enrollment, with **163 students** in total. It includes **37 male** and **126 female students**. In terms of caste and ethnicity, this program includes **40 Brahman**, **45 Dalit**, **18 Tharu**, **4 Madhesi**, **2 Chhetri**, and **54 students** from the **Others** category. There are no Muslim or Janajati students recorded in this faculty.

Overall, the campus has a higher proportion of **female students**, with **182 females** compared to **62 males**. The enrollment data also highlights a diverse student population, with significant representation from the **Brahman**, **Dalit**, **Tharu**, and **Others** categories. The **Tharu** 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 Mahanyal Multiple Campus's student body.

S.No.	Level	Faculty	Program	Gender				Ethnicity								
				Male	Female	Other	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor	Humanities	Bachelor in Business Studies	25	56	0	81	22	23	1	10	0	25	0	0	81
2	Bachelor	Education	Bachelor in Education	37	126	0	163	40	45	0	18	0	54	4	2	163
Grand Total				62	182	0	233	68	28	0	79	4	2	1	6	233



Signature

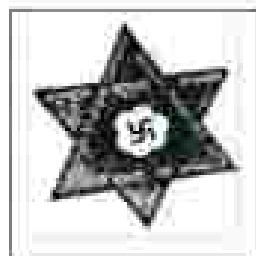
11. Students Enrollment by Region (Mountain, Hill and Terai)

The Mahabiyad Multiple Campus HEMIS report indicates that all 233 enrolled bachelor-level students originate exclusively from the Terai region, with no representation from the Mountain or Hill regions.

Table 21: 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	25	56	56	81	81
2.	Bachelor	0	0	0	0	0	0	0	0	37	126	126	163	163
Total		0	0		0	0	0		0	62	182		233	233

This concentration may reflect the campus's geographical location and its accessibility to students from the Terai. Notably, female students constitute approximately 74.6% 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.



Y. P. R.

Progress Report on Strengthening Web-based HRMIS Indicators

Under UCC Website Enhancing Digitalization of Higher Education (DU-4)

Date: 2024/04/16

Source of Campus:	Malang Mangrove Campus
Address (Region, Municipality, E-Mail)	
Website Address:	https://malangmangrovecampus.edu.ng
HRMIS web address:	https://hrmis.malangmangrovecampus.edu.ng
External (UCC) Region Registration link in Website	
Indicator:	Strengthening Web-based HRMIS :

Indicator: Campus system establishment with online data entry and generating reports through HRMIS system

(The Campus established dynamic (full functional) website and login link of HRMIS in Campus Website : Yes (Y/N)

The Campus established web-based HRMIS software in UCC (support Technology, Services and Facilities) : Yes (Y/N)

The Campus helped provided online data entry report structure and comparable software system with UCC network : Yes (Y/N)

The Campus HRMIS integrated with University ID cards and UCC HRMIS system including with provision

of online data reporting automatically : Yes (Y/N)

The Campus completed their report analysis data entry and generating executive reports through HRMIS system

and reports which based on data reporting is consistently with UCC efforts : Yes (Y/N)

The Campus their HRMIS higher standard (transparent, Minimal error margin, password safe) : Yes (Y/N)

The Campus successfully prepared and published HRMIS report based on their HRMIS reporting interface and login in website : Yes (Y/N)

The campus takes their official Website Domain, HRMIS Sub domain and

Campus website structure (data, report, structure) University domain/Domain and/or Organization : Yes (Y/N)

Necessary System and Document Check List		Actual
1. Campus system type (supporting device)		(Y/N)
2. Campus system type (supporting device)		Yes
3. Campus system type (supporting device)		Yes
4. Campus system type (supporting device)		Yes
5. UCC network document about Campus HRMIS integration and online successful		Yes

Prepared by : _____ Institutional Approved by : _____

(Signature)

Name (Full Name)

Position (Title)

Email address (Official one)

Mobile number (Official one)

Signature



Signature : _____
Name : _____
Position : _____
Email : _____
Mobile : _____

Signature : _____

Date: 2082/01/30

To,
The Chairperson,
University Grants Commission (UGC),
Sanathimi, Bhaktapur, Nepal.

Subject: Submission of HEMIS completion report and Fund Reimbursement

Respected Sir,

With due respect, we would like to bring to your kind attention that our institution has successfully implemented the Integrated Higher Education Management Information System (HEMIS) as per the given guideline to enhance the efficiency of our academic and administrative operations. This step reflects our commitment to adopting modern technological solutions for institutional growth and development.

The HEMIS system has been linked with our official website, and the report as per given guideline of HEMIS has been published on <https://hemis.mahumulhi-campus.edu.np>. In addition, the HEMIS portal is accessible via <https://hemis.mahumulhi-campus.edu.np>, serving as a centralized platform for institutional data management and analysis.

The system enables the generation of various analytical reports essential for informed decision-making and optimal resource utilization. To ensure smooth operation, we have formed a dedicated support team consisting of representatives from the administration, faculty, and other departments.

We kindly request your guidance and look forward to your favorable response regarding this initiative. Additionally, please find below our official bank details for the reimbursement of the allocated funds as mentioned in the guideline:

Bank Account Name: Mahumulhi Bahumulhi Campus
Bank Account Number: 4150100000438001
Branch Name: Bhajani
Bank Name: Rastriya Banbiya Bank

Thank you for your continued cooperation and support.

Yours sincerely,
Khem Raj Bhundari
Campus Chief
Mahumulhi Multiple Campus, Bhajani, Kailali

