

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

Syarpu Multiple Campus, Banphikot, Nepal

HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

Submitted to:

UNIVERSITY GRANTS COMMISSION (UGC)

Sanothimi, bhaktapur

<https://ugcnepal.edu.np>

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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 management. The ICT Web-based Higher Education Management 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 committed to fostering innovation, inclusivity, and academic excellence in higher education it is a milestone.

Tilak Ram Pun

Campus Chief

Syarpu Multiple Campus

ACKNOWLEDGEMENT

The successful development and implementation of the Higher Education Management Information System (HEMIS) at Syarpu Multiple Multiple Campus would not have been possible without the Support of University Grants Commision(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 management.

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.

Anju KC

HEMIS Project Lead

Syarpu Multiple Campus

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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

Section 1: Introduction

1. Institutional Information

Campus Name: Syarpu Multiple Campus
Affiliating University: Tribhuvan University(TU)
Address: Banphikot-04, Rukum West
Province: Karnali, District: Rukum (West)
Local Level: Banphikot Rural Municipality
Campus Phone/Email: / syarpumc2069@gmail.com
Campus Chief Name: Prof. Tilak Pun
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Landline Phone:
Focal Person: Anju K.C.
Focal Person Email/Phone: syarpumc2069@gmail.com / 9866837992

Syarpu Multiple Campus was established in 2070 B.S. and is situated at Banphikot rural Municipality-04, in Rukum (West) District, Nepal. It is affiliated with Tribhuvan University and currently offers a program in Bachelor's in Education (B.Ed), Master's in Education (M.Ed).

The campus is led by Chairperson ,with Prof. Tilak Pun serving as the Campus Chief. For more information, you can reach the campus by calling 984-3985949, via email at Syarpucampus@gmail.com, or visiting their website at <https://syarpumultiplecampus.edu.np>.

1.1 About Reports

This Report has been prepared following the successful execution of the project titled "Establishment and Implementation of Web-Based Higher Education Management Information System (HEMIS)", carried out under the directives of the University Grants Commission (UGC) for the digitalization of higher education, as outlined in the official guidelines.

The UGC aims to create a centralized, integrated, and fully web-based HEMIS system within campuses, which will then connect to the central HEMIS operated by UGC through the universities. This system is designed to collect and manage important data from affiliated campuses, helping UGC make quicker and more accurate decisions regarding the distribution of grants.

The newly implemented HEMIS Software is designed to be user-friendly, fast, dynamic, scalable, and highly secure, using the latest technology standards recommended by UGC. It allows campuses to digitally store important data — such as student enrollment, academic progress, teaching and non-teaching staff details, graduation rates by gender, faculty, level, and more —

organized by academic year. By using this system, institutions can easily maintain digital records and make better, data-driven decisions for future planning and development.

Section 2: Campus level, Program, Faculty

1. Academic Programs

Syarpu Multiple Campus currently offers academic programs that align with the interests and career aspirations of students, with the Bachelor in Education (B.Ed) and Master in Education(M.Ed) program in operation. This program is structured to provide both strong theoretical foundations and practical skills in the field of business.

The figure below highlights the levels, faculties, and programs available at the campus. At present, the campus operates under the Faculty of Education, offering the Bachelor's in Education and Master's in Education program. The system is also designed to accommodate the addition of new faculties and programs in the future.

Table 1:Level Faculty and Program

S.No.	Program Name	Level	Faculty
1.	Bachelor in Education	Bachelor	Education
2.	Master in Education	Master	Education

Section 3: Student Enrolment

3.Student Enrollment

In Syarpu Multiple Campus, there are total of 304 students are enrolled, including 195 females and 109 males. The details reports of the student enrollments has been showing in the subtopics of the reports.

3.1. Student Enrollment / Registration Detail

The Student Enrollment/Registration Detail Report by Fiscal Year/Batch includes information such as Full Name, Roll Number, District, Local Level, Ethnicity, Gender, Age, Batch Year, Faculty, Level, Program, and many other details, which are presented across various reports.

Detailed information for each student is recorded during the enrollment process. An example of some key data captured by the system is presented below.

S.No.	Full Name	Gender	DOB(BS)	Ethnicity	Batch Year	Semester/Year	Roll No	Uni Reg. No.	Phone No.	Level	Faculty	Program
1	PUSPA MALLA	Female	2054/09/27	Chhetri	2081	First year			9767876212	Bachelor	Education	BEd.
2	KAMALA PUN	Female	2058/04/22	Janajati	2080	Second year		9-2-1027-3-2023	977	Bachelor	Education	BEd.
3	DILARAM DAHAL	Male	2056/11/26	Brahman	2081	First year			9847706650	Bachelor	Education	BEd.
4	JEEWAN KUMAR BOHARA	Male	2054/01/01	Chhetri	2081	First year			9860133474	Bachelor	Education	BEd.
5	DAMMAR PARIYAR	Male	2059/10/20	Dalit	2080	Second year		9-2-1027-2-2023	9829803520	Bachelor	Education	BEd.
6	SABITA KC	Female	2062/03/14	Chhetri	2080	Second year		9-2-1027-8-2023	977	Bachelor	Education	BEd.

Figure 1:Student Enrollment Details

The HEMIS system provides a platform for entering data related to the actual enrollment of students at the campus.The Figure above presents key details of enrolled students, Full Name, Gender, Ethnicity, Date of Birth, Batch Year, Semester/Year, Roll Number, University Registration Number, Phone Number, Level, Faculty, Program, and more.

Various student enrollment data are organized and presented through different types of reports, following the formats suggested in the reporting guidelines.

3.2. Total number of students by Faculty, Level, Program and Gender

Syarpu Multiple Campus currently serves a total of 304 students, with a notable majority of female students, reflecting the campus's commitment to inclusive higher education. Operating under the Faculty of Education, the campus offers the Bachelor in Education (B.Ed) program, with 183 female and 100 male students and in Master in Education (M.Ed) program with 10 female and 8 male enrolled. The program is designed to provide both foundational knowledge and practical skills in business and management practices.

Table 2: Total number of Students by Faculty and Gender

S.No.	Program Name	Level	Faculty	Gender			
				Male	Female	Other	Total
1.	Bachelor in Education	Bachelor	Education	101	185	0	286
2.	Master in Education	Master	Education	8	10	0	18
Grand Total				109	195	0	304

3.3. Total Students by Level, Program and Ethnicity

In terms of ethnicity, Chhetri represent the largest group with 182 students, followed by Janajati (60), Dalit (37), Brahman (25), Tharu (1), Madhesi (2), and Muslim (0).

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 Education	Bachelor	Education	50	25	0	0	48	0	1	162	286
2	Master in Education	Master	Education	1	2	0	0	4	0	0	11	18
Grand Total				51	27	0	0	52	0	0	173	304

3.4. Total number of students by Program and Gender

The bar graph compares student enrollment in the MEd and B.Ed programs by gender. In the MEd program, there are 18 students in total, with 8 male and 10 female students, showing a balanced gender distribution. The B.Ed program has a significantly higher enrollment of 286 students, with 101 male and 185 female students, highlighting a strong female representation.

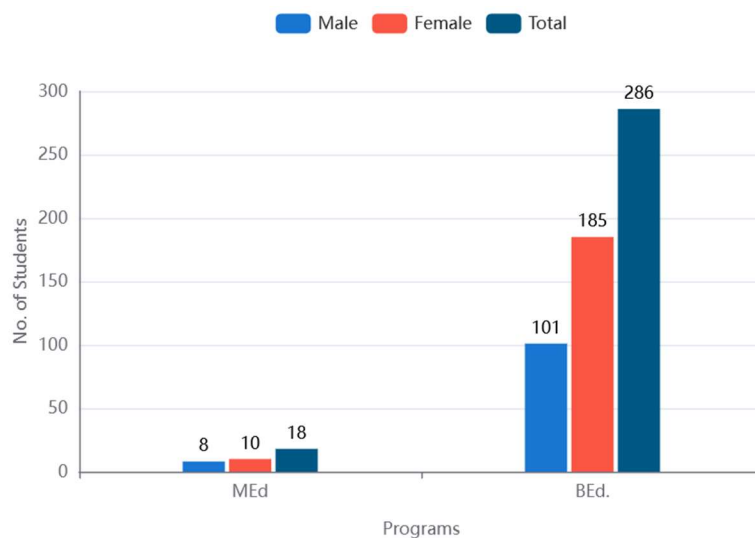


Figure 2: Total number of students by program and gender

The above bar graph presents the male, female, and total students enrolled in B.Ed academic programs where, there are 101 male students and 185 female students altogether 286 students while , there are 8 male students and 10 female students altogether 18 students.

3.5. Total number of students by Program, Ethnicity and Gender

Syarpur Multiple Campus has a total of 307 students enrolled in the BBS program, comprising 106 males and 201 females, with no students identifying as other genders.

The student body at Syarpur Multiple Campus reflects a diverse ethnic composition. The largest group is Chhetri (182), followed by Janajati (60), Dalit (37), and Brahman (25). Smaller representations include Tharu (10) and Madhesi (2). Notably, there are no students categorized under Muslim and Others in the current enrollment.

Table 4: Total number of students by Program, Ethnicity and gender

S. No.	Program Name	Level	Faculty	Ethnicity												
				Male	Female	Others	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Education	Bachelor	Education	101	185	0	286	50	25	0	0	48	0	1	162	286
2	Master in Education	Master	Education	8	10	0	18	1	2	0	0	4	0	0	11	18
		Grand total		109	195	0	304	51	27	0	0	52	0	1	173	304

3.6. Total number of students by Faculty and Gender

The campus currently operates under the Management faculty. The bar chart below illustrates the number of students enrolled in this faculty, categorized by gender (male and female), along with the total student count. Currently, there are 195 female and 109 male students enrolled in the BBS program under the Management faculty.

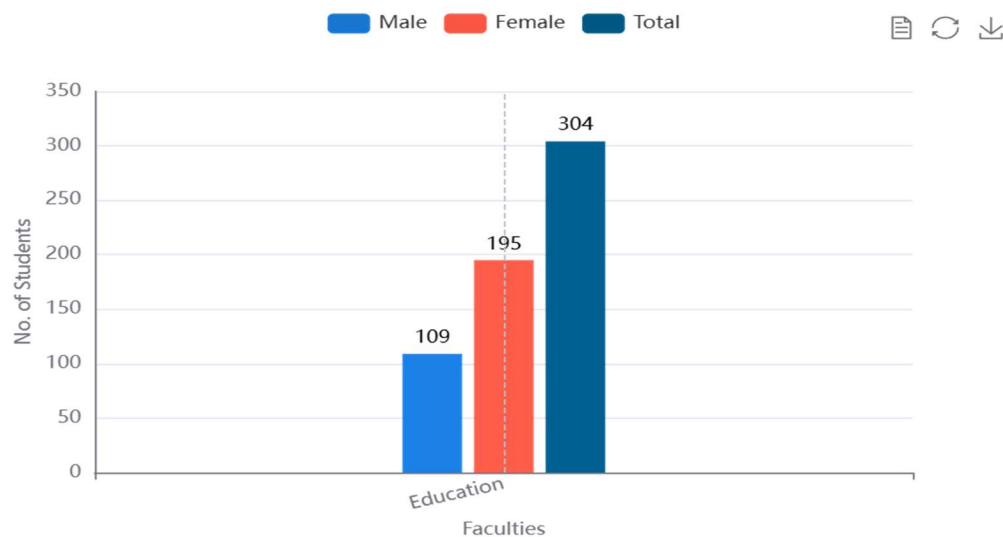


Figure 3: Total number of students by faculty

As of the graph, there are 109 male students and 195 female students, totaling 304 students in the Education Faculty.

3.7. Students by Level and Gender

Syarpur Multiple Campus currently offers a Bachelor's and Master's level program and exclusively under the Education faculty. At Bachelor's level, there are 101 male and 185 female students, totaling 286 students and At Master's level there are 8 male and 18 female students, totaling 26 students. The number of female students significantly exceeds that of male students.

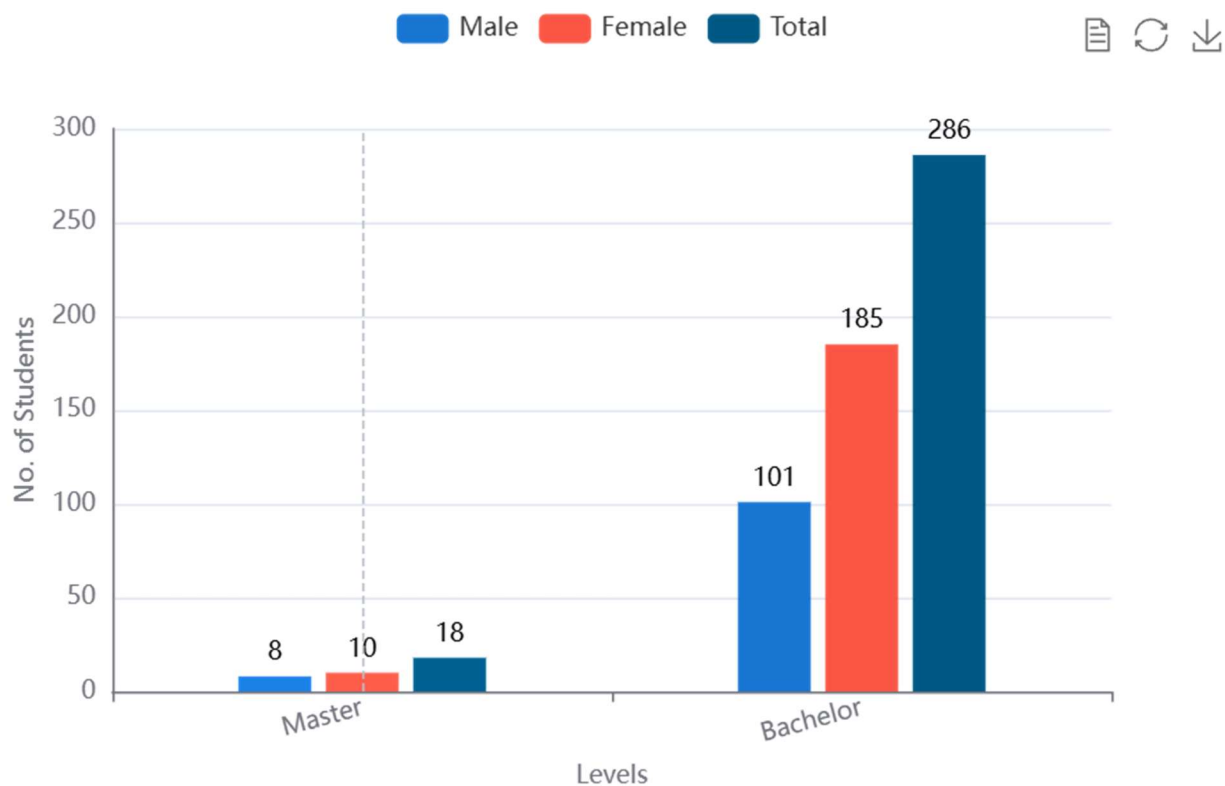


Figure 4: Total number of students by level and gender

3.8. District-wise Enrollement

Table 5 shows that all 304 students enrolled at Syarpur Multiple Campus are from the Rukum (West) district. Of the total, 109 are male and 195 are female.

Table 5: Total number of students by Districts, Ethnicity and gender

Student By District														
S.No.	District	Gender				EDJ	Caste Ethnicity							
		Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Banke	1	2	0	3	0	0	3	0	0	0	0	0	0
2	Dailekh	0	1	0	1	0	0	0	0	0	0	0	1	0
3	Dang	0	1	0	1	0	0	1	0	0	0	0	0	0
4	Darchula	0	1	0	1	0	1	0	0	0	0	0	0	0
5	Dolpa	1	1	0	2	0	0	2	0	0	0	0	0	0
6	Jajarkot	1	1	0	2	0	1	0	0	1	0	0	0	0
7	Mahottari	1	0	0	1	0	0	0	1	0	0	0	0	0
8	Rolpa	1	1	0	2	0	0	2	0	0	0	0	0	0
9	Rukum (East)	6	6	0	12	0	0	3	0	2	0	0	7	0
10	Rukum (West)	98	178	0	276	0	49	159	0	24	0	0	44	0
11	Salyan	0	3	0	3	0	0	3	0	0	0	0	0	0
12	Total	109	195	0	304	0	51	173	1	27	0	0	52	0

The table shows the distribution of 304 students enrolled at Syarpu Multiple Campus by district, gender, and ethnicity. Of the total students, 109 are male and 195 are female, with no students identifying as other genders. A majority of students, 276 in total, come from Rukum (West), followed by 12 students from Rukum (East), with smaller numbers from Dang, Jajarkot, Rolpa, Salyan, Banke, dailekha, and Darchula. In terms of ethnicity, the largest group is Chhetri with 173 students, followed by Janajati (52), Brahman (51) and Dalit (27). Additionally, There are only one Madhesi students, and no students categorized under Muslim or Others.

3.9. Students by Province, Ethnicity and Gender

The analysis of students by province, ethnicity, and gender shows a highly concentrated enrollment pattern at Syarpu Multiple Campus. All 304 students comprise in the Bachelor in Education. Most of the students are from Karnali Province some of them are from Lumbini and only one student from madesh province, with no representation from other provinces such as Koshi, Bagmati, Gandaki, and sudurpashchim.

Table 6: Total students by province, Ethnicity and gender

S.No.	Faculty	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpashchim	Total
1	Bachelor in Business Studies	0	1	0	0	17	267	1	286
2	Master's in education	0	0	0	0	1	17	0	18
	Grand Total	0	1	0	0	18	284	1	304

Section 4: Pass Rate

4. Students appeared in the exam and passed rate

The table shows the exam results for the Bachelor in Education program. Out of 80 students who appeared for the exam, only 11 students passed. Among the male students, 31 appeared and 4 passed, while among the female students, 49 appeared and 7 passed. No students identifying as other genders appeared for the exam.

Table 7: Students pass rate by program

S.No.	Program	Total Appeared students in Exam				Total passed Students				Pass Percent (%)			
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
1	Bachelor In Education	31	49	0	80	4	7	0	11	12.90	14.29	0.00	13.75
2	Master In Education	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00
Grand Total		31	49	0	80	4	7	0	11	12.90	14.29	0.00	13.75

Section 5: Graduate and Dropout Information

5. Student Graduation and dropout information

The report provides detailed information on the graduates from the campus during a specific fiscal year, including the total number of students who graduated. It also includes a breakdown of the graduates by gender and ethnicity. The data is presented in tabular form, and the number of graduates by gender and ethnicity is sourced from the Higher Education Management Information System (HEMIS).

5.1. Number of graduated students by gender

The Bachelor in Education program has a total enrollment of 6 students, comprising 5 male students and 1 female students. There are currently no students identifying as other genders in the program.

Table 8: Number of graduated students by gender

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

5.2. Number of graduated students by ethnicity

The table show cases the ethnic diversity among students enrolled in the Bachelor in Education program. Out of a total of 6 students, the largest group is Chhetri, with 3 students, followed by Janajati with 2 students. There is 1 student from the Brahman ethnic group community. No students represent Dalit, Muslim, Madhesi, or Tharu groups in the program.

Table 9: Total number of graduated students by Ethnicity

S.No.	Program	Ethnicity						
		Chhetri	Brahman	Janajati	Muslim	Madhesi	Dalit	Tharu
1	Bachelor in Education	3	1	2	0	0	0	0
Grand Total		3	1	2	0	0	0	0

5.3. Dropout

This section presents a summary of student dropouts by gender and ethnicity for a specific fiscal year within a particular program. Dropout students are those who discontinued their studies by leaving the campus and did not appear for their exams during the specified year.

5.4. Number of students drop out by faculty and level

The table summarizes the dropout students in the Bachelor in Education program, categorized by gender. During the observed period, a total of 9 students dropped out of the program, among them, 5 were male and 4 were female. There were no dropouts among male students or those of

other genders. This data highlights a gender-specific trend in student dropouts within the program during the specified timeframe.

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

S.No.	Program	Gender			
		Male	Female	Other	Total
1	Bachelor in Education	5	4	0	9
Grand Total		5	4	0	9

5.5. Number of dropout students by ethnicity

The table highlights the number of dropout students by ethnicity in the Bachelor in Education program. Out of a total of 9 dropout students, 4 are from the Chhetri community, 3 are from the Brahman community and 2 from the Dalit community. No students from Janajati, Muslim, Madhesi, or Tharu ethnic groups are reported as dropouts. This data reflects a concentration of dropouts among students belonging to Chhetri and Brahman backgrounds. Let me know if you need further analysis or insights!

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

S.No.	Program	Ethnicity							
		Chhetri	Brahman	Janajati	Muslim	Madhesi	Dalit	Tharu	Total
1	Bachelor in Education	4	3	0	0	0	2	0	9
Grand Total		4	3	0	0	0	0	2	9

Section 6: Gender Parity Index (GPI)

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5. 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 12: GPI index of the campus by program

S.No.	Level	Male	Female	Others	GPI	Total
1	Bachelor	101	185	0	1.83	286
2	Masters	8	10	0	1.25	18
	Total	109	295	0	1.90	307

The table shows data about the number of students enrolled in a Bachelor's and masters program. There are 106 male students, 201 female students, and no students listed under "Others," making a total of 307 students. The Gender Parity Index (GPI) is 1.90, indicating more female students compared to male students.

Section 7: Teachers and Staff

7. Teaching and Non-Teaching Staff

Syarpur Multiple Campus has a total of 12 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

The table presents a summary of teaching staff categorized by ethnicity and employment type, with data for male, female, and other genders. Among the ethnic groups, Chhetri has Ten staff members distributed across permanent, temporary, and part-time roles. Brahman has one staff members, all working as part-time employees, while Janajati has one staff member in a permanent role. The data highlights minimal representation in permanent positions, showcasing diversity in employment types among teaching staff.

Table 13: Total no of Teachers by ethnicity and gender

Teaching Staff Summary by Ethnicity

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Chhetri	0	0	0	0	1	0	0	1	0	0	0	0	9	0	0	9	10
Janajati	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1
Brahman	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1

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

The table provides a detailed analysis of staff distribution across various posts, categorized by employment type and gender. The posts include Lecturer, Instructor/Teaching Assistant, and Assistant Lecturer, with each divided into Permanent, Temporary, Contract, and Part-Time employment types. For each category, the counts are further broken down by gender: Male, Female, and Other. Totals are provided for each row, summarizing the staff in each post, and for each column, showing the overall distribution across employment types. The Grand Total

represents the overall number of staff, showcasing workforce diversity and gender representation across different roles and employment types.

Table 14: Total number of teaching staff by position, job type and gender

Teaching Staff Summary by Ethnicity

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Chhetri	0	0	0	0	1	0	0	1	0	0	0	0	9	0	0	9	10
Janaajati	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1
Brahman	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1

Rows per page: 15 1-3 of 3

7.1.3. Summary of the teachers by their teaching faculty in the collage

The table presents the gender distribution of faculty members in the Management department. There are 14 male faculty members, no female faculty member, and no representation under the "Others" category, resulting in a total of 12 faculty members. The "Grand Total" row reaffirms these figures. This table provides a concise overview of gender diversity within the Management faculty, offering insights into representation dynamics in the department.

Table 15: Teachers by their teaching faculty in the campus

S.No.	Faculty	Gender			
		Male	Female	Others	Total
1	Education	12	0	0	12
	Grand Total	12	0	0	12

7.1.4. Summary of teachers according to their position

The table displays the distribution of academic positions categorized by gender (Male, Female, Others). It includes roles such as Lecturer, Assistant Lecturer, and Instructor/Teaching Assistant, along with the corresponding counts of individuals in each role. For Lecturers, there are 4 males and no females or others. Assistant Lecturers have 1 male, and similarly, no females or others. The Instructor/Teaching Assistant role is represented by 7 males with no others. The grand total across all positions is 8 individuals, comprising 7 males, with no representation in the "Others" category. This table highlights the gender composition of staff across different academic roles.

Table 16: Teachers according to their position

S.No.	Position	Male	Female	Others	Total
1	Lecturer	4	0	0	4
2	Asst. Lecturer	1	0	0	1
3	Instructor/Teaching Assistant	7	0	0	7
	Total	12	0	0	12

7.1.5. Teachers by Departments

The table provides information about the Department of Management, focusing on the number of teachers and students and their gender distribution. There are 8 teachers in total: 7 male and 1 female, with no representation under the "Others" category. Interestingly, the total number of students is 0, leading to a student-to-teacher ratio of 0. This data highlights the gender dynamics among the faculty and emphasizes the absence of students within the department.

Table 17: Teachers by Departments

S.No.	Department	Male	Female	Others	Total Teachers	Total Students	Ratio (Student/Teacher)
1	Faculty of Education	11	0	0	11	0	0
2	Science And Technology	1	0	0	1	0	0
	Total	12	0	0	12	0	0

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.

7.2.1. Non-teaching staff according to their position

The table provides a summary of the gender distribution of employees based on their job positions. There are three positions listed: Peon, Assistant Accountant,. Among these, the Peon and Assistant Accountant positions each have one male employee and no females or others. The Assistants position has one female employee, with no males or others. The total workforce consists of two employees— two female, with no representation in the "Others" category. The data emphasizes the gender distribution across these specific roles in the organization.

Table 18: Non-teaching staffs according to their position

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

7.2.2. Non-teaching staff by Section

The table categorizes staff across three sections—Account, Administration, and Library—while providing a gender-wise breakdown (Male, Female, Others) and totals for each section. In the **Account** section, there is one female staff member, and no representation in the male or Others categories, making the total 1. The **Administration** section has one female staff member, with no representation in the Others category, totaling 1. The **Library** section shows no staff members across any gender categories, resulting in a total of 0. The **Grand Total** row aggregates these figures, showing 2 female staff members, , and no representation in Others, for a total workforce of 2. This highlights the distribution of employees across sections and emphasizes gender representation.

Table 19: Non-teaching staff by Section

S No.	Section	Male	Female	Others	Total
1	Account	0	1	0	1
2	Administration	0	1	0	1
	Grand Total	0	2	0	2

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

The table summarizes the distribution of non-teaching staff based on ethnicity (Brahman, Janajati, Chhetri) and employment type (Permanent, Temporary, Contract, Part-Time). Among Brahman staff, there is one male in a permanent position, totaling one employee. For Janajati staff, there is one male in a contract position, also totaling one employee. The Chhetri category has one male in a part-time role, summing up to one individual. The Grand Total row aggregates all data, showing three employees in total—each representing a different ethnicity and employment type. This emphasizes diversity across the staff categories and employment types, albeit with limited representation.

Non-Teaching Staff Summary by Gender

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Ass. Accountant	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1
Peon	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1

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

The table highlights the gender distribution of non-teaching staff across various positions and employment types. It includes the roles of Peon, Assistant Accountant, and Assistants, with staff

assigned to different categories like Permanent, Temporary, and Contract. The Peon position has one male employee in a permanent role, while the Assistant Accountant position is occupied by one male employee in a contract role. The Assistants position features one female employee working in a temporary role. Overall, the workforce consists of three non-teaching staff members: two males and one female, with no representation in the "Others" category. This data provides insight into the allocation of roles and gender dynamics within the organization.

Non-Teaching Staff Summary by Gender

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Ass. Accountant	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1
Peon	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1

Section 8: Student-Teacher Ratios

8.1. 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.

8.1.1. Student-Teacher Ratios on Campus

The table provides information about the Faculty of Management, detailing the number of teachers, students, and the student-to-teacher ratio. There are 12 teachers in total within the faculty. The number of students is 304, resulting in a calculated student-to-teacher ratio of 27.90.

This data offers a snapshot of the faculty's capacity and highlights the balance between teaching staff and students in the Management program.

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	12	304	25.33

Section 9: Recent Trends (Enrollment, Graduates, Pass Rates, and Financing)

9.1. Student Enrollment Trends

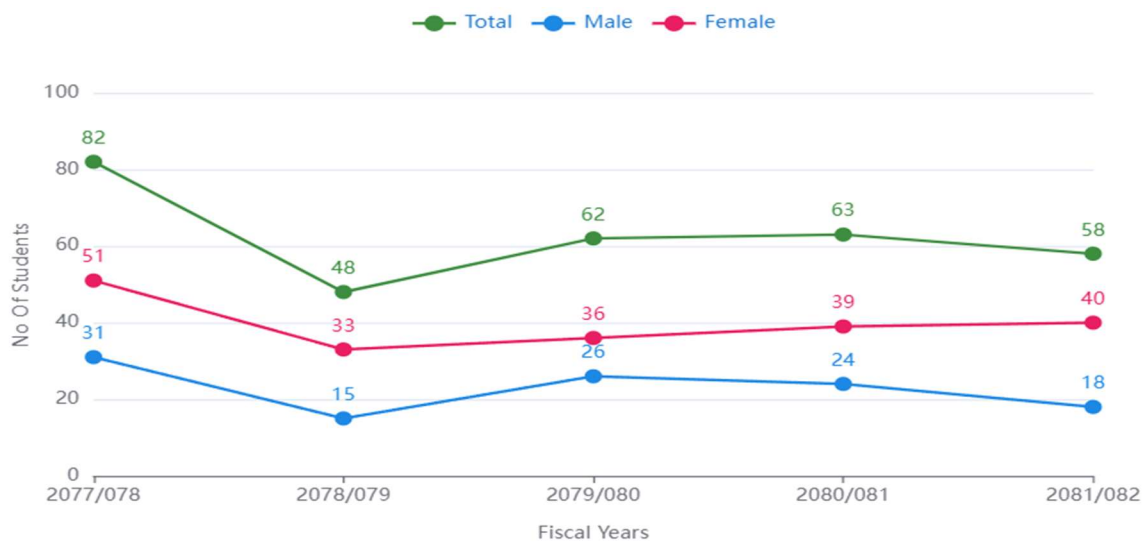


Figure 5: Student Enrollment Trends

The line graph shows the number of students (male, female, and total) across fiscal years 2077/078 to 2081/082. The total students decreased significantly from 82 in 2077/078 to 26 in 2081/082. Female students initially grew from 33 to 40 in 2078/079 but later dropped to 36,

while male students consistently grew from 31 in 2077/078 to 18 in 2081/082. This illustrates growth and changing gender dynamics over the years.

9.2. Student Graduates Trends

The below line graph titled "Student Graduation Trend From 2077/078 to 2081/082" illustrates the number of graduates over five fiscal years, categorized by gender. In 2077/078, no students graduated, while 2078/079 recorded 5 graduates, comprising 3 males and 2 females. Graduation numbers 1 in 2079/080 and then increased slightly to 5 in 2080/081, with 4 males and 1 female graduating. By 2081/082, zero graduated. The graph highlights fluctuating trends in graduation rates and gender representation during this period.

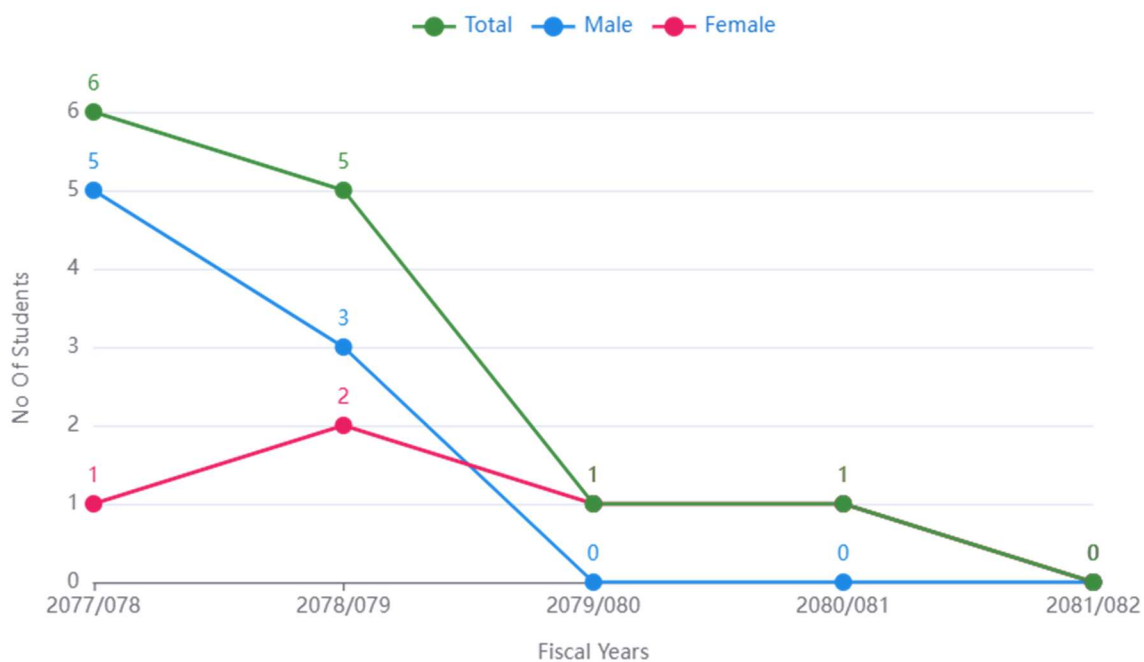


Figure 6: Graduation trends

Section 10: Annex Summary

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

The below table provides a detailed summary of students at Syarpu Multiple Campus, categorized by gender, economic background, and caste/ethnicity. The campus has 307 students in total, with 109 males and 295 females. Among them, 74 students belong to the Economically Disadvantaged Group (EDG). Regarding caste/ethnicity distribution, the largest group is Chhetri with 162 students, followed by Janajati with 48, and Dalit with 25. Smaller groups include Brahman (50), Madhesi (1), and Tharu (0), with no representation under Muslim or "Others." This data highlights the campus's demographic composition and diversity.

Table 21: Student Details

S.No.	Campus Name	Level	Faculty	Program	Gender				EDG	Caste Ethnicity							
					Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Syarpu Multiple Campus	Master	Education	Master in Education	8	10	0	18	6	1	11	0	2	0	0	4	0
2	Syarpu Multiple Campus	Bachelor	Education	Bachelor in Education	101	185	0	286	74	50	162	1	25	0	0	48	0

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

The table outlines the gender-wise student enrollment in the Bachelor in Business Studies program across different ecological belts: Mountain, Hill, and Terai. In the **Mountain belt**, 1 male students and 1 female student are enrolled. In the **Hill belt**, there are 106 male students, 191 female students, and no representation under "Others," for a total of 304 students. In the **Terai belt**, 2 male students and 3 female student are enrolled, with no representation under "Others," making a total of 5 students. The overall **Grand Total** shows 304 students enrolled in the program, with 109 males, 295 females, and no "Others." This data highlights the significant concentration of students in the Hill belt compared to the Mountain and Terai regions.

Table 22: Students Enrollment by Region (Mountain, Hill and Terai)

S No.	Program	Mountain				Hill				Terai				Total
		Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
1	Bachelor in Education	0	0	0	0	99	182	0	281	2	3	0	5	286
2	Master in Education	1	1	0	2	7	9	0	16	0	0	0	0	18
Grand Total		1	1	0	2	106	191	0	297	2	3	0	5	304