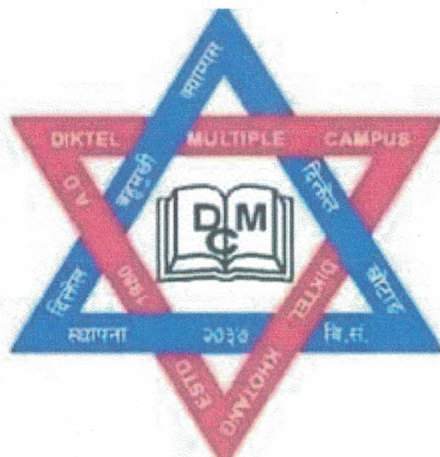


Affiliated to Tribhuvan University

Diktel Multiple Campus

Diktel Rupakot Majhuwagadhi Municipality-2, Khotang



Educational Management Information System (EMIS)

Annual Report 2082/083

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19 Baishakh, 2083

Diktel Multiple Campus
दिक्तेल बहुमुखी क्याम्पस
Diktel, Khotang District, Nepal
1980 B.S. 2037 B.S.

Executive Summary

The EMIS Annual Report 2082 of Diktel Multiple Campus, affiliated with Tribhuvan University, presents a comprehensive overview of the campus's academic, administrative, financial, and institutional performance based on data managed through the Higher Education Management Information System (HEMIS). The report is structured into three units: detailed institutional data, key findings, and recommendations for reform.

The campus currently operates five academic programs under three faculties—Education, Humanities and Social Sciences, and Management—offering both bachelor's (annual system) and master's (semester system) degrees. Student enrollment has increased from 846 in 2081/082 to 912 in 2082/083, reflecting positive institutional growth. Female students constitute the majority at the bachelor's level, indicating strong gender inclusion, although male participation remains relatively higher at the master's level.

Despite this growth, the campus faces structural and academic challenges. The departmental system is not fully developed, with multiple programs operating under shared departments, limiting specialization and effective academic management. The teaching workforce includes a significant proportion of temporary and part-time faculty, which may affect long-term academic stability, although overall staff qualifications are satisfactory.

Academic performance analysis shows mixed results. While some programs such as B.A. demonstrate satisfactory outcomes, others—particularly B.Ed. and B.B.S.—show weaker performance in final examinations. A noticeable gap exists between internal assessment results and external board examinations, highlighting the need for improved alignment in evaluation practices.

Financially, the campus has shown improvement, with total income increasing significantly, largely driven by student fees and grants from the University Grants Commission. However, reliance on these limited income sources poses sustainability concerns. The campus possesses adequate physical infrastructure, including buildings, classrooms, ICT tools, and library facilities, with considerable potential for further utilization through additional academic shifts and program expansion.

The institution demonstrates a commitment to inclusivity through scholarship schemes, particularly for marginalized groups such as Dalit students. Research and academic activities are gradually strengthening through the Research Management Cell, which supports faculty publications, student research, and the regular publication of a peer-reviewed journal. Library resources are substantial and effectively support teaching, learning, and research activities.

Overall, the report highlights steady institutional progress in enrollment, infrastructure, financial growth, and research development. However, key areas requiring improvement include strengthening departmental structures, enhancing student performance in external examinations, diversifying income sources, expanding permanent faculty positions, and improving the effective use of EMIS data for planning and decision-making. The recommendations provided aim to address these gaps and support the campus in achieving sustained academic excellence and institutional development.



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Unit One

Unit 1 contains twelve distinct sections, which include the introduction, programs, faculties and departments, student enrollment, gender parity index, teaching and non-teaching staff, student-teacher ratio, examination and result analysis, financial aspects and assets, scholarship and freeship, research and publication, as well as library information. Each of these various aspects is elaborated upon in detail across the respective sections.

Section I

Introduction

The Higher Education Management Information System (HEMIS) in Nepal is a digital system used by universities and public (community) campuses to manage and organise institutional data systematically. It has been introduced under the guidance of the University Grants Commission (UGC) to strengthen higher education through proper data management, monitoring, and reporting. HEMIS serves as a centralized platform where campuses can store, update, and access important academic and administrative information.

On public campuses, HEMIS is mainly used to maintain comprehensive records of students, teachers, employees, and institutional activities. It contains detailed data, including student enrollment, academic performance, examination outcomes, teacher and staff information, and infrastructure facilities. By digitizing these records, HEMIS replaces conventional paper-based systems, enhancing the efficiency, accuracy, and accessibility of data management.

Another significant aspect of HEMIS is its role in planning and decision-making. The data gathered through this system supports campus administrators and policymakers in analysing trends, identifying deficiencies, and making well-informed decisions to enhance academic programs. Additionally, it promotes transparency and accountability, as all records are systematically stored and can be easily verified when needed.

Furthermore, HEMIS plays a crucial role in reporting to national organizations such as the University Grants Commission. Public campuses often require providing regular reports concerning enrollment, performance, and institutional development. HEMIS simplifies this process by generating standardized reports, which are also important for quality assurance and accreditation processes such as the QAA (Quality Assurance and Accreditation) system in Nepal.

Overall, HEMIS is a comprehensive digital management solution that improves the efficiency, transparency, and quality of higher education on Nepal's public campuses. It plays an important role in modernizing campus administration and supporting the overall development of the university system.

Diktel Multiple Campus (DMC) was accredited for Quality Assurance in 2080 B.S. At present, it is involved in a project under the University Grants Commission (UGC) of Nepal, referred to as the Nurturing Excellence in Higher Education Program (NEHEP), which was launched by the UGC in 2021 A.D. Moreover, DMC has acquired EMIS from Mitra ERP, a software firm.



Organization of the Report

The report is structured into three main units. The first unit comprises 12 separate sections. This particular unit contains detailed information regarding the introduction, programs, faculties and departments, student enrollment, gender parity index, teaching and non-teaching staff, student-teacher ratio, examination and result analysis, financial aspects and assets, scholarship and freeship, research and publication, along with library information. The second unit focuses on summarizing the findings, while the third unit offers recommendations for institutional reform.

Methodology

The most suitable method for preparing an EMIS report on a campus is a systematic, data-driven, and digital approach that ensures accuracy, consistency, and easy reporting. This process involves the utilization of a centralized data collection and verification system, wherein various departments of the campus, including administration, academics, finance, and library, gather their respective data, which is subsequently compiled into a unified database and validated for accuracy. In conjunction with this, a digital/database method is employed, whereby data is consistently updated in systems such as HEMIS, as directed by the University Grants Commission, thereby enhancing the speed and reliability of reporting. Furthermore, a participatory approach that includes stakeholders such as department heads, administrative personnel, and IT staff is crucial to ensuring thoroughness, accountability, and overall efficacy in the EMIS report preparation process.

Source of Data

Data for the research were gathered from both primary and secondary sources. The majority of the data were sourced from the campus's EMIS software, which serves as the primary data for the study. Additionally, data were acquired from various campus publications. Diktel Multiple Campus utilizes the "erasoftware" from Mitra ERP to store, process, and analyze data related to student enrollment, daily financial transactions, records of teaching and non-teaching staff, and library usage across different departments and sections of the campus. Furthermore, the registration and examination form portals of Tribhuvan University, along with the software and the controller's office website, were also utilized. Moreover, other data sources include the Annual Report, Tracer Study report, statistical data forms, and audit reports. Furthermore, reports from departments and cells also contribute to the data sources.

Scope and Limitations

The report aims to analyze data across eleven areas, including programs, faculties and departments, student enrollment, gender parity, teaching and non-teaching personnel, student-teacher ratio, graduation rates, examinations, financial transactions, scholarships, research and publications, as well as library resources.



Section II

Programme, Faculties and Departments

Diktel Multiple Campus (DMC) offers five different programs across three faculties, all of which are affiliated with Tribhuvan University (TU). Consequently, these programs follow to TU's regulations regarding admission, teaching, learning, and evaluation.

Academic Programmes

The campus offers a total of five academic programs, comprising three at the Bachelor's level and two at the Master's level. The Master's programs are structured around a semester system, while the Bachelor's programs follow to an annual system. Additional information regarding these programs is outlined below.

Table 1

Programme Run at DMC

Level	Faculty	Academic Program	Duration (Year)	Affiliation Date	Teaching system	Eligibility Condition for Admission
Bachelors	Humanities & Social Sciences	B.A.	4		Annual	at least D+ in all subjects or equivalent
	Education	B.Ed.	4		Annual	Completed 12 minimum in C grade in all subjects or second division
	Management	B.B.S.	4		Annual	at least a D+ in all subjects or equivalent
Masters	Humanities & Social Sciences	M.A. in Sociology	2		Semester	a Bachelor's degree in any discipline from TU or a university recognised by TU
		M.A. in Nepali	2		Semester	A bachelor's degree with specialisation in a relevant subject
	Education	M.Ed. in EPM	2		Semester	Bachelor's Degree in Education
		M.Ed. in Nepali	2		Semester	B Ed with specialisation in relevant subjects

Table 1 shows that there are five programs distributed across three faculties—Humanities and Social Sciences, Education, and Management. The Humanities and Social Sciences, as well as the Education

faculties, offer both bachelor's and master's level programs, while the Management faculty exclusively provides bachelor's level programs. Programs at the bachelor's level operate on an annual system, whereas those at the master's level follow a semester system.

Faculties and Departments

DMC is composed of three faculties, and within these faculties, five programs, including specialisation subjects, are offered, as detailed in Table 2.

Table 2

Faculties run at DMC

S.N.	Faculty	Programs	Specialization subjects
1	Education	B.Ed.	English, Nepali, Math, Population
		M.Ed.	EPM, Nepali
2	Humanities and social sciences	B.A.	Sociology, Social work, Political Science, Nepali, English, Economics
		M.A.	Sociology, Nepali
3	Management	B.B.S.	Finance, Marketing

Table 2 indicates 16 subjects categorised as specialisation subjects across three faculties: The Education and Humanities, and the Social Science faculties offer programs at both the bachelor's and master's levels. In contrast, the management faculty exclusively provides bachelor's level programs, with finance and marketing being included as specialisation subjects.

DMC consists of three faculties: Education, Humanities and Social Sciences, and Management. The detailed information of the three faculties is presented in Table 3.

Table 3

Faculties' detailed information

S.N.	Faculty	Head of the faculty
1	Education	Padam Bahadur Bista Chhetri
2	Humanities and Social Sciences	Dewa Kumar Rai
3	Management	Bijaya Kumar Rai

Table 3 shows that each faculty is led by its own head, and all faculties are coordinated and controlled by both the assistant campus chief and the campus chief.

There is no clear division of departments across the programs and faculties. There are three departments under four programs in the Education and Humanities and Social Sciences faculties. Most programs of Education, Humanities and Social Sciences are run under common departments. The departments within each faculty are presented in Figure 1 below.

Figure 1

Department of each Faculty and Program

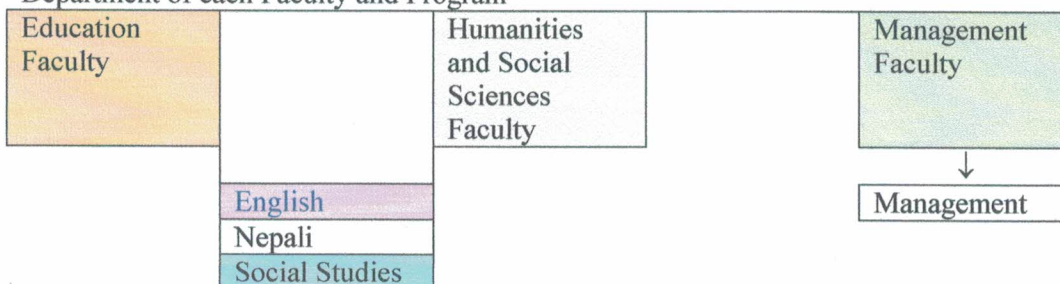


Figure 1 shows four departments in three faculties. The Faculty of Education and the Faculty of Humanities and Social Sciences have common departments, whereas the Faculty of Management has not been fully departmentalized. The details of the departments are shown in Table 4.

Table 4

Information of the Department

S.N.	Department	Head of Department
1	English	Shyam Kumar Rai
2	Nepali	Naindra Kumar Khatri
3	Social Studies	Kalpana Rai
4	Management	Shankar Thapa

As shown in Table 4, each department is led by a different department head. The Department of Social Studies comprises sociology, social work, Economics, Population, education, psychology and political science, whereas other departments cover a single subject of education and Humanities and social sciences faculties.

Section III

Student Enrollment

This section presents information on students admitted to the campus in the academic years 2081/082 and 2082/083. The enrolment status of these students will be examined using various criteria, including programmes, departments, faculties, levels, and districts. The objective of analysing students according to these parameters is to ensure that the enrolment status is as thorough as possible.

Program-Wise Enrollment

We have attempted to study the number of students enrolled in each program over the last two years. Based on the enrollment number, we have also calculated the proportion of male and female students in each program. This has helped generalise the enrollment trend for each program. Table 5 presents a summary of enrolled students in 2081/082 and 2082/083.

Table 5

Program-wise enrollment in 2081/082 and 2082/083

Program and Year/ Semester	2081/082			2082/083		
	Male	Female	Total	Male	Female	Total
B.Ed. I	30	56	86	29	122	151
B.Ed. II	35	85	120	29	48	77
B.Ed. III	17	54	71	29	75	104
B.Ed. IV	21	42	63	14	45	59
Total of B.Ed.	103	237	340	101	290	391
B.A. I	20	23	43	23	34	57
B.A. II	36	53	89	15	19	34
B.A. III	22	43	65	31	43	74
B.A. IV	36	36	72	16	42	58
Total of B. A.	114	155	269	85	138	223

B.B.S. I	11	23	34	30	32	62
B.B.S. II	25	27	52	10	22	32
B.B.S. III	10	25	35	17	25	42
B.B.S. IV	16	26	42	7	24	31
Total of B.B.S.	62	101	163	64	103	167
M.A. I	14	6	20	20	12	32
M.A. II			0			0
M.A. III	18	7	25	14	6	20
M.A. IV			0	18	7	25
Total of M.A.	32	13	45	52	25	77
M.Ed. I			0	11	16	27
M.Ed. II	8	4	12			0
M.Ed. III	10	7	17	7	3	10
M.Ed. IV			0	10	7	17
Total of M. Ed.	18	11	29	28	26	54
Total Student	329	517	846	330	582	912

Department-wise Enrollment

The enrollment of each department is shown in the following table.

Table 6

Department-wise Students Enrollment in 2081/082 and 2082/083

Department	Level/faculty and year/ semester	Number of Students					
		2081/082			2082/083		
		Male	Female	Total	Male	Female	Total
English	B.Ed.	31	65	96	40	95	135
	B.A.	10	15	25	2	3	5
Total		41	80	121	42	96	138
Nepali	B.Ed.	40	80	120	31	98	129
	B.A.	10	10	20	5	6	11
	M.Ed.				9	2	11
Total		50	90	140	45	106	151
Social Studies	B.Ed.	32	92	124	30	99	129
	B.A.	94	130	224	78	127	205
	M.Ed.	18	11	29	19	24	43
	M.A.	32	13	45	52	25	77
Total		176	246	422	179	273	452
Management	B.B.S.	62	101	163	64	103	167
Total				846			912

Faculty-wise Enrollment

The faculty-wise enrollment is given in the following table.

Table 7

Faculty-wise Enrollment

Faculty	Level / faculty and year/ semester	Number of Students					
		2081/082			2082/083		
		Male	Female	Total	Male	Female	Total
Education	B.Ed.	103	237	340	29	122	151
	M.Ed.	18	11	29	28	26	54
Total		121	248	369	57	148	205
Humanities and Social Sciences	B.A.	114	155	269	85	138	223
	M.A.	32	13	45	52	25	77
Total		146	168	314	137	163	300
Management	B.B.S.	62	101	163	64	103	167
Total		62	101	163	64	103	167
Total Student		329	517	846	330	582	912

Level-wise Enrollment

Various academic programs have been conducted in Bachelors and Master's levels. Bachelor's level has seven programs, and Master's level has only two programs. The following Table presents the level-wise enrollment in 2081/082 and 2082/083.

Table 8

Level-wise Enrollment

Level		Number of Students					
		2081/082			2082/083		
		Male	Female	Total	Male	Female	Total
Bachelor	B.Ed.	103	237	340	101	290	391
	B.A.	114	155	269	85	138	223
	B.B.S.	62	101	163	64	103	167
Total		279	493	772	250	531	781
Master	M.A.	32	13	45	52	25	77
	M.Ed.	18	11	29	28	26	54
Total		50	24	74	80	51	131
Total Student		329	517	846	330	582	912

The enrollment for Bachelor's degree programs is significantly higher than for Master's programs. In the academic year 2081/082, Bachelor's programs accounted for 772 of the total student enrollments, rising slightly to 781 in 2082/083. Additionally, in both academic years at the Bachelor's level, the number of female students exceeded that of male students.



. At the Bachelor's level, female enrollment constituted 66.56% in 2078/079 but decreased to 61.95% in 2079/080.

District-wise Enrollment

Diktel Multiple Campus has established itself as a leading higher education institution (HEI) in the Khotang district. Consequently, a significant number of students are enrolled from various districts. The table below provides a summary of the students enrolled from different districts for the academic years 2081/082 and 2083/083.

Table 9

District-wise Enrollment

District	2081/082					2082/083				
	B.Ed.	B.A.	B.B.S.	M.A.	M.Ed.	B.Ed.	B.A.	B.B.S.	M.A.	M.Ed.
Achham		2				1				
Bhojpur	6	2		3		1				
Dadeldhura	1	2	1				1			
Dhankuta	1	2				1				
Gorkha		1	1			1				
Jajarkot	1	2	1				3			
Jhapa	1	1				1	1			
Kalikot	1	1					1			
Khotang	316	236	152	40	29	379	211	161	76	54
Lalitpur	1	2						1		
Mahottari	1	1				1				
Morang	3	3					1	1		
Okhaldhunga	2	2	2	1			1	1	1	
Parasi	1	1				1				
Rolpa		1					1			
Sankhuwasabha	1	2				2				
Saptari		1	1					2		
Sarlahi	1	1		1		1				
Sindhuli		1					2			
Siraha	1	3	2					1		
Solukhumbu	2	1	3			2				
Western Rukum		1					1			
Total	340	269	163	45	29	391	223	167	77	54
Grand Total	846					912				

The table indicates that the majority of students were enrolled from the Khotang district, comprising 91.37 % of total enrollments in the academic year 2081/082 and slightly increasing to 96.60% in 2082/083. Other students are enrolled from the other 20 districts of Nepal.



Section IV

Gender Parity Index

Gender parity generally denotes the equal involvement of girls and boys in education, acting as a vital measure of achievement for educational establishments. It is calculated by taking the female value of a specific indicator and dividing it by the male value at a particular level of education.

Overall Gender Parity Index (GPI)

The Overall Gender Parity Index (Overall GPI) serves as an indicator of the degree of equality between females and males across various categories, including grades, programs, or educational years. The overall GPI is determined by dividing the total number of females by the total number of males across all relevant groups. To find out the overall GPI, the following formula is used.

$$\text{Overall GPI} = \frac{\sum \text{Female}}{\sum \text{Male}}$$

Table 10 provides a summary of the overall GPI in student enrollment.

Table 10

Overall GPI of 2081/082 and 2082/ 083

Level	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
Bachelors	279	493	0.57	250	531	0.47
Masters	50	24	2.08	80	51	1.57
Total	329	517	0.64	330	582	0.57

The table illustrates the lack of gender parity at the Bachelor's level for the academic years 2081/082 and 2082/083, showing a preference for female students in both years. In contrast, the Master's level demonstrates a distinct gender parity. This indicates a significantly larger overall percentage of female students at the bachelor's level. A comparison across the years reveals that the average Gender Parity Index (GPI) decreased in 2082/083 at the master's level. When examining GPI by education level, it was found to be low at the Bachelor's level, while it was high at the Master's level. Despite these variations, the average GPI consistently shows a markedly higher proportion of female students at the bachelor's level, whereas the average GPI consistently shows a markedly higher proportion of male students at the master's level.

Program-wise GPI

Most of the bachelor's programs at DMC have a larger proportion of female enrollment. This indicates that the GPI value is more than 1 in all bachelor programs conducted at the campus, whereas in the master program GPI value is less than in both master's program which is shown in Table 11.

Table 11

Program-wise GPI at DMC

Program	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
B.Ed.	103	237	2.30	101	290	2.87
B.A.	114	155	1.35	85	138	1.62



B.B.S.	62	101	1.62	64	103	1.66
M.A.	32	13	0.40	52	25	0.48
M.Ed.	18	11	0.61	28	26	0.92
Total	329	517	1.57	330	582	1.76

The table indicates that all bachelor's programs reveal a gender disparity favoring female students, whereas the master's program does not show a Gender Parity Index (GPI). Additionally, the GPI for B.Ed. is more than that of B.A. in both academic years. Likewise, the GPI for M.A. is lower than that of M.Ed. across both academic years.

Faculty-wise GPI

This study aims to analyze the enrollment of male and female students across the three faculties to determine whether there exists any gender-specific preference for studying in these faculties.. This analysis will provide us with insights into which faculties are favoured by male and female students. The department-wise GPI is presented in Table 12.

Table 12

Faculty-wise GPI

Faculty	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
Education	121	248	2.04	129	316	2.44
Humanities and Social Sciences	146	168	1.15	137	163	1.18
Management	62	101	1.62	64	103	1.60
Total	329	517	1.57	330	582	1.76

The table indicates a lack of gender parity across all faculties. In both years, the most significant disparity was observed in the Faculty of Education, favouring female students. The Gender Parity Index (GPI) for both years reveals that the Faculty of Humanities and Social Sciences exhibits the least disparity. Additionally, the table demonstrates that the GPI has improved in the later years for the Education and Humanities and Social Sciences faculties, except for the Faculty of Management.

Department-wise GPI

The campus consists of only four departments: Nepali, English, Management, and Social Studies. The Social Studies department includes subjects such as political science, social work, sociology, EPM, and population studies. Consequently, this department has a larger number of students compared to the other departments. The Nepali, English, Management, and Social Studies departments are integrated within the Education and Humanities and Social Studies faculties. On the other hand, the Management faculty consists of a single department. Department-wise GPI details are presented in Table 13.

Table 13*Department-wise GPI*

Department	2081/082			2082/083		
	Male	Female	GPI	Male	Female	GPI
Nepali	70	80	1.14	46	115	2.5
English	60	101	1.68	25	164	6.56
Social Studies	137	235	1.71	195	200	1.02
Management	62	101	1.62	64	103	1.60

There is an absence of gender parity across all departments. In every department, the Gender Parity Index (GPI) exceeds 1, with particularly high GPI values observed in the English department.



Section V

Teaching and Non-Teaching Staff

Diktell Multiple Campus is committed to keep outstanding standards in education, research, and student services. With a focus on teaching and learning as its fundamental values, the campus aims to attract renowned scholars known for their hard work, expertise, and dedication, alongside professionally committed non-teaching personnel. As per the data from the academic year 2082/083, SMC employs 31 teachers and 8 non-teaching staff across different positions.

Teaching Staff

Diktell Multiple Campus comprises three faculties, which include four departments. The teachers at this campus are appointed under three conditions: full-time permanent, full-time temporary, and part-time. They hold three distinct positions: Associate Professor (equivalent to Reader), Lecturer, and Assistant Lecturer. The specifics regarding the teaching staff can be found in Table 14.

Table 14

Teaching Staff 2082/083

Post	Full-time (Permanent)	Full-time (Temporary)	Part Time	Academic Qualification		Grand Total
				M.Phil	Master	
Associate Professor	5			1	4	5
Lecturer	5	1				6
Assistant Lecturer	1	15	4			20
Total	11	16	4	1	4	31

The table shows that there are 11 full-time permanent teachers and 16 full-time temporary teachers, while only 4 are part-time teachers. Among these, 5 are associate professors, 6 are lecturers, and 20 are assistant lecturers.

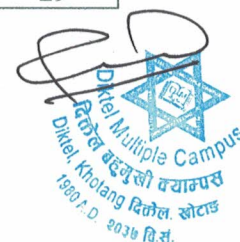
Faculty-wise Teaching Staff

Diktell Multiple Campus comprises three faculties. Each faculty offers a varying number of subjects and programs. Consequently, the teaching staff varies across the different faculties. Detailed information regarding the teaching staff for each faculty is provided in Table 15.

Table 15

Faculty-wise Teaching Staff 2082/083

Post	Education	Humanities	Management	Academic Qualification		Grand Total
				M.Phil	Master	
AsAssociate Professor	3	1	1	1	4	5
Lecturer	4	1	1		6	6
Assistant Lecturer	6	9	5		18	18
Total	13	11	7	1	28	29



Department-wise Teaching Staff

The number of teaching staff is different in different departments. . This information is illustrated in Table 16.

Table 16

Department-wise Teaching Staff 2082/083

Post	English	Nepali	Social Studies	Management	Qualifications		Grand Total
					M.Phil	Master	
Associate Professor	1	2	1	1	1	4	5
Lecturer	2		1	1		4	4
Assistant Lecturer	2	3	12	3		20	20
Total	5	5	14	5	1	28	29

The table shows that the Social Studies department comprises more teaching staff. This department includes 6 subjects, such as sociology, political science, social work, Economics, Population, and subjects of EPM. The other two departments have an equal number of teaching staff.

Non-teaching staff

The non-teaching staff at Diktel Multiple Campus is focused on official responsibilities rather than the teaching and learning activities of the campus. The specifics regarding the non-teaching staff are presented in Table 17.

Table 17

Detail of Non-teaching Staff

Post	Exam Section	Account Section	EMIS	Library	Administration	Total
Officer		1				1
Non-officer	1		1	2	1	4
Office helper					3	3
Total						8

The table shows that DMC employs 8 non-teaching staff members. Of these, one is classified as an officer, four are designated as non-officers, and three serve as office helpers.



Section VI

Student-Teacher Ratios

The student-teacher ratio is a crucial indicator in education that measures the number of students per teacher in an institution. This ratio is determined by dividing the total number of students by the total number of teachers. It reflects the level of attention and support students can receive during the learning process. A lower student-teacher ratio generally shows better opportunities for individual interaction, effective classroom management, and improved academic performance. Conversely, a higher ratio may result in overcrowded classrooms and diminished teacher-student engagement. Consequently, it is crucial to maintain a balanced student-teacher ratio to ensure the delivery of quality education and the efficient use of educational resources.

In Diktell Multiple Campus, there were 846 students enrolled in the academic year 2081/082, and 29 teachers were available. The following formula can be used to calculate it:

$$STR = \frac{\text{Number of enrolled students}}{\text{Number of Teachers}}$$

Therefore, the overall student-teacher ratio (STR) of the campus is identified as 1:29.17 for 2082/082. During the academic year 2082/083, the total student enrollment was 912, and 31 teachers were available. Thus, the ratio of students to teachers at Diktell Multiple Campus for 2082/083 is 1: 29. 41. The STR of 2082/083 is higher than the STR of 2081/082. The number of teachers does not correspond to the number of students enrolling in 2082/083. Due to the fact that most teachers have been assigned teaching duties across various levels, programs, and departments, it has been unfeasible to determine the STR on a level-specific, program-specific, and department-specific basis.



Section VII

Graduate Information

Since obtaining accreditation from UGC Nepal in 2080 B.S., this campus has shown a serious commitment to enhancing its quality. The institution annually produces hundreds of graduates, anticipating that their qualifications will be recognized in the job market. To comply with accreditation and quality standards, the campus routinely carries out tracer study surveys and has kept records of its graduates. The information gathered from these graduates is used to inform institutional reforms.

Number of Graduates

The table below includes the graduation numbers for the recent year, specifically 2081/082, and this record aims to present data based on various parameters, including Girls, Others, and EDJ.

Table 18

Number of graduation in 2081/082

Year	B.A.				B.Ed.				B.B.S.				M.A.				M.Ed.				G. Total
	EDJ	Girls	Other	Total	EDJ	Girls	Other	Total	EDJ	Girls	Other	Total	EDJ	Girls	Other	Total	EDJ	Girls	Other	Total	
2081/82	0	11	9	20	0	8	3	11	0	7	11	18	0	1	5	6	0	0	2	2	57

Employment Status

The employment conditions for each faculty are detailed here based on the 2024 tracer report. At first, bachelor's level employment status is presented in Table 19.

Table 19

Faculty-wise Employment Status of Bachelor level

Level	Total of Graduate students	Employed Graduates	Unemployed Graduates	Employed Graduates			Unemployed Graduates		
				Male	Female	Total	Male	Female	Total
B.Ed.	14	11	3	7	4	11	1	2	3
B.A.	22	17	5	9	8	17	1	4	5
B.B.S.	22	7	15	3	4	7	4	11	15

Source: Tracer Study Report 2024

As illustrated in Table 19, of the 14 graduate students at the bachelor's level from the Education faculty, 78.57 percent (11 students) are employed in various positions. Within this group, 9 are male graduate students, while 4 are female. Conversely, 21.42 percent (3 students) of the bachelor's level graduates (B.Ed.) are currently unemployed. This group consists of one male graduate student and two female graduate students.

In the bachelor's program (B.A.) within the Humanities and Social Sciences faculty, of the 22 graduate students, 17 (77.27%) are currently employed. This group includes 9 male graduates and 8 female graduates. Conversely, 5 students (22.72%) are without employment, consisting of 1 male student and 4 female students.

In the bachelor's program of the management faculty, there are 22 graduate students, of which 7 students (31.81%) are currently employed, while 15 students (68.18%) are unemployed. Among those who are employed, 3 are male and 4 are female. Conversely, among the unemployed graduates, there are 4 male students and 11 female

students.

The employment rate for the education faculty stands at 78.57 percent, while the employment rate for the Humanities and Social Sciences faculty is 77.27 percent, and the Management faculty's rate is 31.81 percent. When comparing the three faculties, the Education faculty exhibits the highest employment rate, whereas the Management faculty has the lowest.



Section VIII

Examination and Result Analysis

The examination and results system at Diktel Multiple Campus is governed by Tribhuvan University's regulations and framework, under which both annual and semester-based assessments are conducted in an organised manner. The campus administers internal assessments, including assignments, attendance, and practical work, alongside external board examinations. In terms of result analysis, students generally perform better in internal evaluations than in final external exams, indicating a gap between continuous assessment and standardised testing outcomes. While the campus maintains regular exam schedules and ensures smooth administration, challenges such as limited resources, infrastructure constraints, and inconsistent assessment practices can affect overall performance. Despite these issues, the campus remains committed to improving academic quality through better evaluation practices and institutional development.

Faculty-wise Result

Diktel Multiple Campus has three faculties: Education, Management, and Humanities and Social Sciences. Bachelor's degree programs are offered in all of these faculties. However, master's degree programs are only available in Education, as well as Humanities and Social Sciences. The results for each faculty and level are evaluated, with this analysis based on the latest published results.

Faculty of Humanities and Social Sciences

The latest results for each level of the B.A. program are displayed in Table 20.

Table 20

The Recent Result of B.A.

Level	Year	Result Year	No. of students who appeared in the exam	No. of Passed Students		Total	Percent
				Male	Female		
B.A.	First	2082 B.S.	34	18	11	29	85.29%
	Second	2082 B.S.	39	18	21	39	100%
	Third	2082 B.S.	59	11	17	28	47.45%
	Fourth	2081 B.S.	71	28	29	56	78.87%

As shown in Table 20, a total of 34 students from the first year of the B. A. program participated in the board examination, of which 29 were able to pass. In the second year, 39 students participated in the exam, and all of them passed. In the third year of the B. A. program, 59 students took the board exam, and 28 of them were able to pass it. Lastly, 71 regular students of B.A. fourth-year took part in the examination held from 2082/02/05 to 2082/05/18, and among these, 56 students passed while 21 did not.

Faculty of Management

The recent results for each level of the B.B.S. program are displayed in Table 21.

Table 21

The Recent Result of B.B.S.

Level	Year	Result Year	No. of students who appeared in the exam	No. of Passed Students		Total	Percent
				Male	Female		
B. B. S.	First	2082	32	4	6	10	31.25%
	Second	2082	14	7	5	12	85.71%
	Third	2081	31	4	10	14	45.16%
	Fourth	2081	41	13	20	33	80.48%



As presented in Table 21, a total of 32 students from the first year of the B.B.S. program participated in the board examination, of whom 10 passed. In the second year, 14 students participated in the exam, and 12 of them passed. In the third year of the B.B. S. program, 31 students took the board exam, and 20 of them were able to pass it. Lastly, 41 regular students of B.B. S. fourth-year took part in the examination held from 2082/02/05 to 2082/05/18, and among these, 33 students passed while 8 did not.

Faculty of Education

The recent results for each level of the B. Ed. program are displayed in Table 22.

Table 22

The Recent Result of B.Ed.

Level	Year	Result Year	No. of students who appeared in the exam	No. of Passed Students		Total	Percent
				Male	Female		
B.Ed.	First	2082	77	12	14	26	33.76%
	Second	2082	53	5	9	14	26.41%
	Third	2081	58	6	14	20	34.48%
	Fourth	2081	62	8	14	22	35.48%

As shown in Table 22, a total of 77 first-year B.Ed. students participated in the board examination, of whom 26 passed. In the second year, 53 students sat the exam, and 14 passed. In the third year of the B.Ed. programme, 58 students sat the board exam, and 20 passed. Lastly, 62 regular fourth-year B.Ed. students took part in the examination held from 2082/02/05 to 2082/05/18, and of these, 22 passed while 40 did not.



Section IX

Financial Aspects and Assets

The financial aspects of Diktel Multiple Campus are supported by a mix of government funding, student fees, UGC grants, and local community contributions, requiring effective financial management to maintain its academic and administrative operations. A significant component of its financial structure is invested in fixed assets, which form the backbone of the campus's long-term development. These fixed assets include land and campus facilities, academic and administrative buildings, classrooms, library facilities, computer lab, furniture, and other durable educational equipment. Such assets are not intended for immediate consumption but provide continuous service over many years, supporting teaching, learning, and institutional operations. This section presents the analysis of fixed assets and details of income and expenditure.

Table 23

Area occupied by campus buildings and premises

S.N.	Particulars	Area of Land	Number of buildings	Number of Toilets	Number of Rooms	Others
1	Land	35-1-2-3 Ropanies				
2	Buildings		21		56	
3	Toilets		20	20		
4	Volleyball playground					1
	Computer Lab					1
	Reading rooms					2
	Library building					1
	Badminton court					1
	Table Tennis court					1

Table 23 indicates that the campus possesses 35-1-2-3 ropanies of land. Of this total, approximately 16 ropanies are utilized for buildings, while the remaining land is designated for gardens and parks. Certain sections are allocated for playgrounds and roads. Additionally, around 9 ropanies of land are planted with various types of timber species, including pine trees, cash plants, and others.



Table 24
Use of Rooms

S.N.	Particulars	Number of Rooms
1	Classrooms	29
2	Office	11
3	Lab	1
4	Reading Rooms	2
5	Program Halls	2
6	Seminar Halls	2
7	Canteen	1
8	CMC room	1
9	First Aid	1
10	Store	5
11	Guest room	1
12	QAA office	4
	Tota;	63

As indicated in Table 24, certain rooms are designated for daily classes, whereas others are allocated for daily office use. These rooms are exclusively utilized during the morning shift, and there are no classes or programs scheduled for the day and evening shifts. Consequently, these rooms are adequate for accommodating additional programs and faculties during an extra shift.

Table 25
Major Electronic Equipments

S.N.	Particulars	No. of Items
1	Desktop computers	52
2	Laptops	6
3	Printers	13
3	CCTV Camera	20
4	Multimedia Projectors	12
5	Smartboards	7
6	Scanners	1
7	UPS set	2
8	Digital camera	1
9	Webcam cameras	4
10	Water pumping pump	1
11	Interactive whiteboard	1
12	Solar panel set 100 watts	1
13	Card printer	1
14	Bill printer	1
15	Inverter	1

Table 25 indicates that among 52 computers, 33 are designated for the lab, while the remaining computers are used in classrooms and offices. Six smartboards are installed in classrooms, with one located in the program hall. Additionally, CCTV cameras are installed in classrooms, a library, a reading room, as well as outside the buildings and in offices.

Table 26*Furniture Details*

S.N.	Particulars	No. of Items
1	Desk bench set (made of metal and wood)	270
2	Desk (made of wood)	180
3	Bench (wooden)	166
3	Plastic chairs	160
4	Program hall chairs	113
5	Office tables	21
6	Wooden racks	18
7	Wooden bedsteads	16
8	Long chairs	23
9	Single tables	22
10	Cupboards (wooden)	17
11	Cupboards (steel)	4
12	Sofa	11
13	Tea tables	6
14	Computer tables	20
15	Double cupboards	9
16	Revolving chairs	9
17	Steel racks	21
18	Attach tables	5
19	Wooden chairs	59
20	White boards	20
21	Notice boards	8
22	Hill/ water tank	9
23	Rostems	13

Income and expenses**Table 27***Income of the last two years*

Exclusive Source of Income	2081/082 B.S.	2080/081 B.S.
Student's fees	21,345,696.0	11,921,716..
UGC grants	9,501,251.0	7,649,587.0
Province government	375,570.0	0.0
Local government	700,000.0	1,027,987.0
Others	1,039,982.46	5,317,797.0
Total	32,962,499.46	25,917,087.0

Source: Audit Report of 2080/081 B.S. and 2081/082 B.S.

The income structure of Diktel Multiple Campus shows a clear improvement in 2081/082 B.S. compared to 2080/081 B.S. The total income increased from NRs. 25,917,087.0 to NRs. 32,962,499.46, indicating stronger financial performance. Student fees remained the major source of income, rising significantly from NRs. 11,921,716.0 to NRs. 21,345,696.0, which suggests increased enrollment. Grants from the University Grants Commission also increased from NRs. 7,649,587.0 to NRs. 9,501,251.0, contributing

positively to the campus budget. While support from the local government slightly decreased from NRs. 1,027,987.0 to NRs. 700,000.0, a new contribution from the provincial government (NRs. 375,570.0) was added in 2081/082 B.S. However, income from other sources dropped sharply from NRs. 5,317,797.0 to NRs. 1,039,982.46. Overall, the campus shows a positive financial trend with increased reliance on student fees and institutional grants.



Section X

Scholarship and Freeship

Diktal Multiple Campus has an agreement with Diktal Rupakot Majhuwagadhi Municipality regarding the Dalit scholarship. Each year, the municipality provides a certain amount for the Dalit scholarship. This scholarship is mainly for Dalit students of this campus who are from this municipality. In the fiscal year 2081/082 B.S., the municipality gave Rs. 700,000.0 for the Dalit scholarship. Similarly, there are different provisions for providing scholarships in different areas, such as poor students, faculty toppers, conflict victims, and disabled persons. The specifics regarding the scholarship distribution are presented in Table 28.

Table 28

Distribution Details of the Scholarship

S.N.	Year of Scholarship distribution	Distributed amount
1	2081/082	700,000
2	2080/081	700,000
3	2079/080	450,000

The table shows that during the academic years 2081/082 and 2082/081, an annual amount of Rs. 700,000 was allocated for scholarships, while in the academic year 2079/080, Rs. 450,000 was distributed.



Section XI

Research and Publication

Diktal Multiple Campus has set up a Research Management Cell (RMC) to facilitate research activities for both faculty and students. It aims to foster the generation of new concepts and ideas within the realm of knowledge creation. In accordance with this vision, several mini-research projects have recently been completed. In addition, it encourages faculty members to publish journal articles, and the RMC consistently publishes a DOI-indexed DMC Journal. Furthermore, RMC provides support to Master's Level students in carrying out research activities as part of their academic degree requirements. Additionally, RMC of Diktal Multiple Campus provides research-oriented training for both faculty members and students by hiring specialists.

Mini-research Projects

The details of the completed mini-research projects up to 2079/080 at Diktal Multiple Campus are summarised in Table 29.

Table 29

List of accomplished mini- research projects

S.N.	Research Title	Researcher	Project type	Year
1	The usefulness of smartphones in learning different subjects for bachelor's degree students at Diktal Multiple Campus	Krishna Bahadur Rai	Mini-research	2025
2	दिक्तेल बहुमुखी क्याम्पसमा छात्राको तुलनामा छात्रहरूको सङ्ख्या कम हुनको कारण सम्बन्धी अध्ययन	Lila Bahadur Khatri	Mini-research	2025
3	Roles of head teachers in fostering the quality education at school level	Shyam Kumar Rai	Mini-research	2025

Table 29 shows that 4 mini-research projects have been completed. This marks that DMC has been regularly working in research and innovation fields.

Journal article writing and publication

The DMC Journal of Diktal Multiple Campus is a peer-reviewed, open-access publication that comprises diverse areas of academic fields. DMC Journal is issued by the Research Management Cell of Diktal Multiple Campus. Its goal is to encourage and promote the research and academic writing efforts of faculty members, enhance the academic writing abilities of students, connect everyday classroom instruction with research and scholarly activities, and establish the campus as a hub for research. The details of the DMC Journal publication are shown in Table 30.

Table 30

A Summary of DMC Journal

S.N.	Name of Journal	Published year	Vol No.	Issue No.	Number articles	Number of contributors from Diktal Campus
1	DMC Journal	2025	10	9	15	7
		2024	9	8	14	7
		2023	8	7	15	6
		2022	7	6	14	6

Table 30 indicates that the DMC Journal has been registered on NePjol since 2022, and its content is



accessible on NePJoI. It started publishing with a Digital Object Identifier (DOI) in 2022 (Vol. 7, Issue 6). The faculty members of Diktel Multiple Campus regularly contribute to each volume of the DMC Journal.

Other Publications of Campus

Besides the research works, Camps consistently publishes Nayakadam (a bulletin), a prospectus, an Annual Report, an Operational calendar, a Brochure, an EMIS report, an audit report, and a Tracer Study Report. The details of the other publication are shown in Table 31.

Table 31

Other Publication of DMC

S.N.	Publications	Frequency
1	Nayakadam	Annual
2	Brochure	Annual
3	Prospectus4	Annual
4	Annual Report	Annual
5	Audit Report	Annual
4	Tracer Study Report	Annual
5	EMIS Report	Annual
6	Operational Calendar	Annual
7	Newsletter	Quarterly



Section XII

Library Information

Diktel Multiple Campus contains a resource library that comprises reference books, prescribed books, dictionaries, journals, magazines, and some electronic resources. The library resources are regularly utilized by faculty members, students, and others. Access is free for all students and faculty members, and there is an automated system in place for issuing and returning books. To the library smoothly, it is an autonomous committee which is given in Table 32.

Table 32

Library Committee

S.N.	Name of Library committee	Post
1	Hira Kumar Rai	Coordinator
2	Gopal Dahal	Member
3	Milan Chandra Rai	Member

A concise summary of the library resources is provided in Table 33.

Table 33

Summary of Library resources

S.N.	Particulars	Number
1	Reference books	96502
2	General books/Prescribed books	15127
3	Dictionaries	
4	Thesies	100
	Journals	50 items



Unit Two

Summary of Findings

The report is structured into three main units. The first unit shows campus details across 12 subsections, analysing a particular area. These areas encompass a concise background, the scope, and methodology of the report; various programs and departments; student enrollment statistics in different programs; the Gender Parity Index (GPI) for enrolled students; the quantity and academic credentials of both teaching and non-teaching staff; the student-teacher ratio; information regarding graduates; examination outcomes across diverse programs; fixed and capital assets, along with income and expenditures; research endeavors and publications; library facilities; and the scholarships and financial assistance allocated to students. The second unit outlines the key findings derived from the analysis of the data presented in the first section. The last unit deliberates on these findings and offers suggestions for institutional reforms.

The EMIS Annual Report 2082 of Diktel Multiple Campus highlights steady growth in enrollment, academic programs, and financial capacity. Student numbers increased from 846 to 912, with a notable dominance of female students, particularly at the bachelor's level. The campus operates five programs under three faculties with both annual and semester systems. However, the departmental structure is not fully developed, as several programs share common departments, which may limit academic specialization. . Gender parity shows higher female participation at bachelor's levels but male dominance at the master's level. The campus relies on temporary and part-time staff despite having qualified teachers. Examination results are inconsistent, especially in B.Ed. and B.B.S., indicating gaps between internal and final assessments.

The campus shows notable financial improvement, with increased income mainly from student fees and UGC grants, though reliance on limited sources remains a concern. It possesses adequate infrastructure, including buildings, classrooms, and ICT facilities, with potential to expand programs through additional shifts. Scholarship schemes, especially for marginalized groups like Dalit students, highlight its commitment to inclusivity. Research and publication activities are gradually strengthening through the Research Management Cell, supported by journal publications and mini-research projects. The library is well-equipped and effectively supports academic work. Despite these achievements, improvements are needed in departmental structure, student performance in final examinations, and diversification of financial and academic resources.

The major findings of this EMIS report concerning Diktel Multiple Campus are summarized in the points below.

- Total student enrollment increased from 846 (2081/082) to 912 (2082/083), showing positive growth and improved student attraction.
- Female students dominate enrollment, especially at the bachelor's level, indicating strong gender inclusion at lower levels.
- The campus runs 5 academic programs under 3 faculties with both annual (bachelor) and semester (master) systems.
- Departmental structure is not fully developed; multiple programs share common departments, limiting specialization.



- Gender Parity Index (GPI) shows higher female participation at bachelor's level but relatively higher male participation at master's level.
- Heavy reliance on temporary and part-time teaching staff, though overall faculty are academically qualified.
- Student performance is inconsistent; relatively strong results in B.A. but weaker outcomes in B.Ed. and some B.B.S. levels.
- Gap exists between internal assessment performance and final board examination results.
- Financial condition has improved significantly, with total income increasing and strong dependence on student fees and UGC grants.
- Income sources are limited and less diversified despite overall financial growth.
- Campus infrastructure is adequate, with sufficient buildings, classrooms, ICT equipment, and potential for additional shifts/program expansion.
- Scholarship programs, especially for Dalit and disadvantaged students, reflect commitment to inclusiveness and equity.
- Research activities are gradually improving through the Research Management Cell, including mini-research projects and journal publications.
- Regular publication of a peer-reviewed DMC Journal with DOI indexing strengthens academic and research culture.
- Library resources are strong and well-managed, supporting teaching, learning, and research activities.
- Overall institutional progress is evident, but key areas for improvement include departmental development, student academic performance, and diversification of financial and academic resources.



Unit Three

Recommendations for Institutional Reform

Based on the EMIS Annual Report 2082, the following Recommendations for Institutional Reform are proposed for Diktel Multiple Campus:

- a) Establish distinct and autonomous departments for each major discipline to improve academic specialization, accountability, and program management.
- b) Implement remedial classes, consistent academic monitoring, and exam-oriented support programs, particularly for B.Ed. and B.B.S., to decrease the gap between internal and final exam outcomes.
- c) Gradually expand permanent faculty members and ensure strategic human resource planning to uphold teaching quality and institutional stability.
- d) Develop alternative revenue sources such as research grants, consultancy services, alumni contributions, and collaborations with local government and organizations to lessen reliance on student fees and UGC grants.
- e) Use existing infrastructure by beginning new market-relevant programs and operating additional shifts (day/evening classes) to boost enrollment and institutional outreach.
- f) Strengthen the Research Management Cell's role by increasing research funding, promoting faculty publications, and fostering student research initiatives.
- g) Implement targeted scholarships and support initiatives to promote female participation at the master's level.
- h) Conduct regular reviews of teaching, assessment, and curriculum practices in accordance with QAA standards to ensure continuous academic improvement.
- i) Align internal assessments more closely with external examinations to guarantee consistency and improve student readiness.
- j) Establish a career counseling and placement unit and enhance alumni networks to boost graduate employability and institutional connections.
- k) Maximize the use of classrooms, ICT tools, and library resources by extending academic activities beyond morning hours.
- l) Ensure the regular updating, validation, and effective application of EMIS data for planning, monitoring, and evidence-based decision-making.



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