

REPORT ON HIGHER EDUCATION MANAGEMENT INFORMATION  
SYSTEM (HEMIS) – 2082/083

Submitted to:

**UNIVERSITY GRANTS COMMISSION (UGC)**

Sanothimi, Bhaktapur

<https://ugcnepal.edu.np>

Prepared by:

**Resunga Multiple Campus**

Resunga Municipality -01

Contact No.: +977-9857067145

Email: [resungamcampus@gmail.com](mailto:resungamcampus@gmail.com)

## Foreword

On behalf of the Campus Management Committee, I am proud to present the Higher Education Management Information System (HEMIS) Report for the academic session 2082/83. The publication of this report represents our steadfast commitment to institutional transparency, accountability, and our ongoing journey toward becoming a center of academic excellence.

As Chairperson, my focus has always been on creating a sustainable and inclusive environment for higher education. In today's competitive landscape, the ability to analyze our performance through accurate data is essential. This report captures our strategic investments in infrastructure, faculty development, and student welfare, while providing a clear view of our financial management and academic output. It serves as both a record of our achievements and a roadmap that shows us where we must direct our future endeavors to meet national benchmarks.

The progress reflected in these pages is a direct result of the collaborative efforts between the management, community and dedicated staff. I would like to express my sincere gratitude to the Campus Chief, NEHEP-WG, the faculties and the HEMIS team for their diligence in maintaining the high standards that define our institution. We remain dedicated to our mission of providing quality, accessible education, ensuring that our campus continues to serve as a beacon of knowledge and a pillar of growth for the region.



अध्यक्ष

Shree Prasad Bhalami

Chairperson,

Campus Management Committee



Campus Chief

## Foreword

It gives me great pleasure to present the Higher Education Management Information System (HEMIS) Report for the academic year 2082/2083. This report serves as more than just a collection of statistics; it is a comprehensive record of our institution's growth and a mirror reflecting our pursuit of academic excellence.

We believe that data-driven decision-making is the cornerstone of effective management. This year's report highlights significant milestones in student enrollment trends, graduate trends and infrastructural developments. As we strive toward standards of QAA, the accurate mapping of our institutional profile through this report becomes more vital. By integrating our internal processes with QAA benchmarks, we ensure that our campus remains aligned with the evolving requirements of the global academic landscape.

I would like to extend my sincere gratitude to the HEMIS committee, the administrative staff, and the faculty for their meticulous efforts in compiling this data. Their dedication ensures that we have a transparent and systematic foundation for our strategic planning. We remain committed to utilizing these insights to bridge existing gaps, enhance the quality of our services delivery, and elevate an institution into the heights of nurturing educational achievement.

  
Campus Chief

**Surya Upadhya**

Campus Chief



  
Campus Chief

## ACKNOWLEDGEMENTS

The successful completion of this report would not have been possible without the continuous support, encouragement, and valuable guidance of the campus chief and the entire administrative team. I am deeply indebted to them.

Special thanks are due to all department heads, faculty members, and administrative staff. Their timely and accurate data submission was instrumental in making this report a reality. I greatly appreciate their cooperation and commitment to maintaining high-quality records.

I also wish to express my sincere gratitude to the NEHEP coordinator. The dedicated efforts in compiling, verifying, and organizing the data in accordance with the HEMIS guidelines of the UGC are truly commendable.

Furthermore, I acknowledge the University Grants Commission (UGC) for providing the HEMIS framework and the necessary guidance, which ensures standardization and quality assurance of institutional data and the product of a collective endeavor.

Finally, I am grateful to everyone who directly or indirectly contributed to its successful completion.



Uday Bhalami  
HEMIS Coordinator  
Resunga Multiple Campus

Date: 2083/01/20



Campus Chief

## **Executive Summary of the HEMIS Progress Report**

This HEMIS report provides a comprehensive overview of the academic, administrative, and infrastructural status of Resunga Multiple Campus, a public community campus affiliated with Tribhuvan University, for fiscal year 2082/2083. The campus offers five academic programs: B.Ed., BA, BBS, M.Ed., and MBS. Total student enrollment stands at 709, of whom 197 are male and 512 are female. With the exception of fiscal year 2080/081, the institution has experienced a steady increase in student enrollment.

The campus employs 13 full-time and nine part-time faculty members. Seven administrative staff members provide full support for both academic and operational functions. The institution received QAA certification in 2076 and has submitted its SSR report to the University Grants Commission (UGC) for the second cycle. Additionally, the campus runs the NEHEP program under the UGC to promote quality in higher education. The Campus Management Committee, together with local stakeholders, has played an active role in the campus's development. Community contributions and participatory governance have enhanced both transparency and local ownership.

This report was prepared following the successful implementation of the project titled “Establishment and Implementation of Web based Higher Education Management Information System (HEMIS) Software,” in accordance with the guidelines issued by the UGC for the digitalization of higher education institutions. Through HEMIS, the UGC aims to establish a centralized, integrated, and comprehensive and web-based information system across all campuses, supporting the broader goal of strengthening digital infrastructure in higher education. The architecture of HEMIS is designed to integrate institutional data with the UGC through the respective universities. Such integration facilitates the centralization and streamlining of data collected from affiliated campuses, enabling the UGC to make more informed decisions regarding resource allocation and grant distribution.

The HEMIS Software is a user-friendly, multi-threaded, multi-user, scalable, visually intuitive, interoperable, and secure web based application. It represents the latest platform recommended by the UGC guidelines. The system allows for comprehensive management of higher education



data including student enrollment, faculty and staff information, academic progress, and graduation statistics disaggregated by gender, faculty, and academic year. Through this system, digital records can be maintained efficiently and used for evidence based decision-making.

Key challenges faced by the campus include resource constraints, the need for faculty development, and the enhancement of a research culture. In response, the campus plans to focus on digitalization, infrastructure upgrades, and curriculum diversification.

This report highlights the campus's commitment to academic excellence through digitalization, data transparency, and community centered education aligning with the goals of the NEHEP of University Grants Commission.



*Fadwa*  
**Campus Chief**

## Contents

Cover page .....	i
Foreword .....	ii-iii
Acknowledgement.....	iv
Executive Summary.....	v-vi
Contents.....	vii-viii
List of Table.....	ix
List of Figure .....	x
Abbreviations.....	xi
Section 1: Introduction.....	1
1. Institutional Information .....	2
1.1. An Overview of HEMIS of the HEI.....	2
Section 2: Campus Level, Program, Faculty.....	4
2. Academic Programs .....	5
Section 3: Student Enrolment.....	6
3. Student Enrolment .....	7
3.1. Student Enrollment/Registration Detail .....	8
3.2. Total number of students by faculty, level, program, and gender .....	8
3.3. Total students by faculty, level, program, and ethnicity.....	10
3.4. Total number of students by program and gender .....	11
3.5. Number of students by faculty and gender .....	12
3.6. District-wise enrollment.....	15
3.7. Region-wise enrollment.....	16
3.8. Program-wise student enrollment by province.....	16
Section 4: Pass Rate.....	18
4. Student appeared in the exam and passed rate.....	19
4.1 Year-wise student appeared and pass rate.....	20
Section 5: Graduate and Drop-out Information .....	22
5 Student graduation and drop-out information.....	23
5.1 Number of graduated students by program and year .....	23
5.2 Number of students drop-outs by program and fiscal year.....	24



<b>Section 6: Gender Parity Index (GPI).....</b>	<b>25</b>
<b>6. Gender Parity Index.....</b>	<b>26</b>
<b>6.1 Overall GPI in Enrollment Record .....</b>	<b>26</b>
<b>Section 7 : Public Financing .....</b>	<b>28</b>
<b>7. Income and expenditure heads of the HEI.....</b>	<b>29</b>
<b>7.1 Analysis of public financing record of the HEI.....</b>	<b>35</b>
<b>Section 8: Teachers and Staff.....</b>	<b>36</b>
<b>8. Teaching and Non-Teaching Staff .....</b>	<b>37</b>
<b>8.1 Teaching Staff.....</b>	<b>37</b>
<b>8.1.1 Teaching staff according to their qualification.....</b>	<b>37</b>
<b>8.2 Non-teaching Staff .....</b>	<b>39</b>
<b>8.2.1 Non-teaching staff according to their position .....</b>	<b>39</b>
<b>8.2.2 Non-teaching staff by Section.....</b>	<b>39</b>
<b>8.2.3 Non-teaching staff by ethnicity and gender.....</b>	<b>40</b>
<b>8.2.4 Non-teaching staff by position, job type, and gender .....</b>	<b>40</b>
<b>Section 9: Student-Teacher Ratios .....</b>	<b>42</b>
<b>9. Student-Teacher Ratios.....</b>	<b>43</b>
<b>9.1 Student-Teacher Ratios in Campus .....</b>	<b>43</b>
<b>Section 10: Recent Trends (Enrollment, Graduates, Pass Rates, and Financing) .....</b>	<b>45</b>
<b>10. Student Enrollment Trends .....</b>	<b>46</b>
<b>10.1 Student Graduates Trends .....</b>	<b>47</b>
<b>Section 11: Annex summary by level, faculty, program, gender, caste and ethnicity.....</b>	<b>48</b>
<b>Appendices</b>	



*Fadwa*  
Campus Chief

## List of Table

Table 1: Academic programs .....	5
Table 2. Student enrollment.....	7
Table 3. Total number of students by level, faculty, gender and ethnicity .....	8
Table 4. Total number of students by faculty and ethnicity .....	10
Table 5: Total number of students by program and gender .....	11
Table 6. Total number of students by faculty and gender .....	12
Table 7. Total number of students by level and gender .....	13
Table 8. Total number of Students by district, ethnicity and gender .....	15
Table 9: Region-wise enrollment of the Students .....	16
Table 10. Program-wise students enrollment by province .....	17
Table 11. Students' pass rate by program.....	19
Table 12. Student appeared in the exam and pass rate.....	20
Table 13. Number of graduate students by gender .....	23
Table 14. Number of dropout students in different program .....	24
Table 15: GPI index of the HEI by program .....	26
Table 16: GPI index of the HEI by Gender.....	27
Table 17: Total number of teaching staff by gender .....	37
Table 18: Total number of teaching staff by ethnicity .....	37
Table 19: Teaching staff according to their qualification.....	38
Table 20. Distribution of teaching staff by departments .....	38
Table 21. Non teaching staff according to position.....	39
Table 22. Non-teaching staffs by section.....	39
Table 23. Non teaching staff by ethnicity and gender .....	40
Table 24. Non-teaching staff by position, job type and gender .....	40
Table 25. Student-teacher Ratios in the HEI.....	43



## List of Figure

Figure 1. Student enrollment by program, level and Gender .....	8
Figure 2. Student enrollment by caste and ethnicity .....	9
Figure 3. Number of students by program and gender .....	12
Figure 4: Number of student by faculty and gender .....	14
Figure 5. Total number of students by level and gender .....	14
Figure 6. Number of graduated students by gender .....	24
Figure 7. Students' enrollment trends .....	46
Figure 8. Graduation trends .....	47



## 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



*Faridul*  
Campus Chief

## 1. Institutional Information

<b>Campus Name:</b>	Resunga Multiple Campus
<b>Affiliation:</b>	Tribhuvan University
<b>Est. Date:</b>	2039 B.S.
<b>Address:</b>	Resunga Municipality-01, Gulmi
<b>Email:</b>	resungamcampus@gmail.com
<b>Website/ URL:</b>	www.resungacampus.edu.np
<b>Chairperson:</b>	Shree Prasad Bhalami
<b>Contact Person:</b>	Surya Upadhya
<b>Post:</b>	Campus Chief
<b>Contact No.:</b>	9857067145/ 9847392729
<b>Level:</b>	Bachelor and Master
<b>Program:</b>	Bachelor in Arts, Bachelor in Education, Bachelor in Business Studies, Master in Education and Master in Business Studies

Resunga Multiple Campus, a community led higher educational institution, was established and affiliated to TU in 2039 BS with the effort and common interest of community, political parties intellectuals, social workers and businessmen with the motto on fulfilling the need of higher education of residents of the Gulmi and the neighboring districts. The campus started imparting education in PCL (Humanities and Social Science) in 2039 and it has expended to offer Master's degrees in Education and management and Bachelor's degrees in Education, Humanities and Management. The HEI was conferred the QAA certificate by UGC in 2019 AD for five years.

### 1.1An Overview of HEMIS of the HEI

The report has been prepared following the successful implementation of the project titled "Establishment and Implementation of web-based Higher Education Management Information System" (HEMIS) Software in accordance with the guidelines set forth by the UGC for the Digitalization of Higher Education institution. The UGC aims to establish a centralized, integrated, comprehensive, web-based Higher Education Management Information System (HEMIS) across campuses, aligning with the broader goal of enhancing digital infrastructure in the HEI.

The architecture of the HEMIS is designed to integrate institutional data with the University Grants Commission through the respective universities. This integration will facilitate the



centralization and streamlining of data collected from affiliated campuses, enabling the UGC to make informed decisions regarding resource allocation and grant distribution more effectively.

The HEMIS Software is a user-friendly, multi-threaded, multi-user, scalable, visually intuitive, interoperable, and secure web-based application. It represents the latest platform as recommended by the UGC guidelines. The system allows for the comprehensive management of higher education data- including student enrollment, faculties, staff, academic progress, and graduation statistics categorized by gender, faculty, and academic year. Through this system, digital records can be efficiently maintained and utilized for evidence-based decision making.



*Faiz Ahmad*  
Campus Chief

## Section 2: Campus Level, Faculty and Program



*Faridul*  
Campus Chief

## 2. Academic Programs

Resunga Multiple Campus is offering three academic programs in Bachelor Level and two in Master. The table below shows the levels, faculties, and programs offered on the campus. The HEI has a provision to add new programs in the future,

**Table 1: Academic Programs**

List of Campus Programs				
S.No.	Level	Faculty	Program ID	Programs
1	Master	Management	34	Master in Business Studies
2	Bachelor	Humanities & Social Science	35	Bachelor in Arts
3	Bachelor	Management	33	Bachelor in Business Studies
4	Bachelor	Education	37	Bachelor in Education
5	Master	Education	38	Master in Education

The table presents five academic programs offered by Resunga Multiple Campus, spanning bachelor's and master's levels across three faculties. At the bachelor's level, three programs are available: Business Studies (Management), Arts (Humanities & Social Science), and Education (Education). At the master's level, two programs are offered: Business Studies (Management) and Education (Education). The program IDs (33–38) are mostly sequential, with ID 36 unused, possibly reserved for future programs. The campus's stated provision to add new programs suggests potential for expanding on humanities and social sciences.

## Section 3: Student Enrollment



*Faridul*  
Campus Chief

### 3. Student Enrollment

The HEI is the largest campus in term of student enrollment in Gulmi district. It has housed 709 students in total till the date. The enrollment process is still ongoing. Amongst them 197 are male students and 512 female ones. The program wise enrollment of the students is presented in the table below:

**Table-2: Student Enrollment**

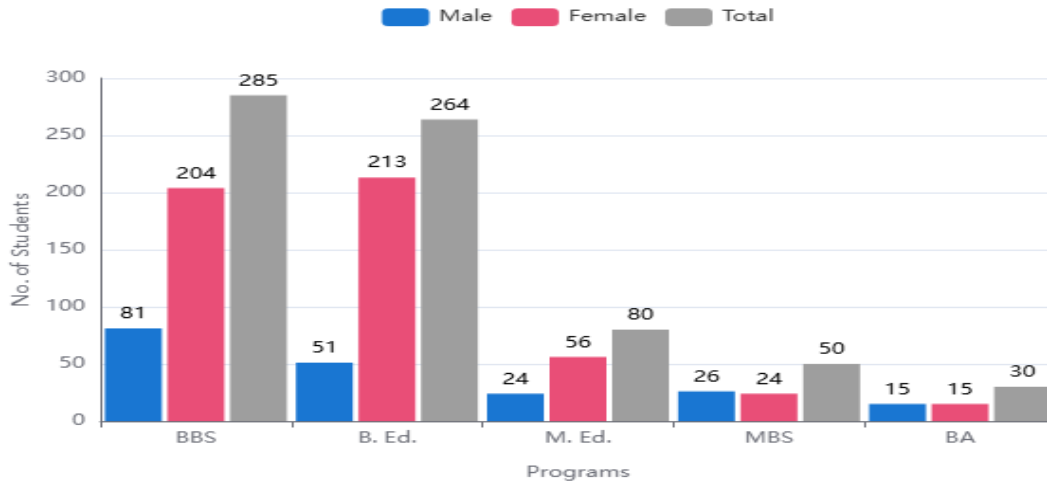
Summary Report of Enrolled Students					
S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	15	15	30
2	Bachelor in Business Studies	Bachelor	81	204	285
3	Bachelor in Education	Bachelor	51	213	264
4	Master in Business Studies	Master	26	24	50
5	Master in Education	Master	24	56	80
Total			197	512	709

The table reveals a summary of enrolled students across different academic programs and levels, showing a clear variation in gender distribution. At the bachelor level, Bachelor in Arts has equal participation with 15 males and 15 females (30 total), indicating perfect gender parity. In contrast, Bachelor in Business Studies (285 total) and Bachelor in Education (264 total) show a strong female dominance, with females (204 and 213 respectively) far outnumbering males (81 and 51). At the master level, Master in Business Studies (50 total) has nearly balanced enrollment (26 males and 24 females), whereas Master in Education (80 total) again reflects higher female participation (56 females compared to 24 males). Overall, out of 709 students, females (512) significantly exceed males (197), suggesting a pronounced gender imbalance favoring female enrollment of the HEI. The same data is also presented in figure below.



*Signature*  
Campus Chief

**Figure-1 Student Enrollment by Program, Level and Gender**



**3.1 Student Enrollment/Registration:**

The Detail Report of F.Y. 2082/83 Batch has been recorded in the HEI in terms of Full Name, 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 API integrated HEMIS system provides an opportunity to input data for the actual enrollment of students at the campus. The sample copy of student enrollment and registration detail is attached herewith. 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

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

The following table presents data of students enrolled in the HEI in terms of gender and ethnicity with gender parity index

**Table-3. Total number of students by Level, Faculty, Gender and Ethnicity**

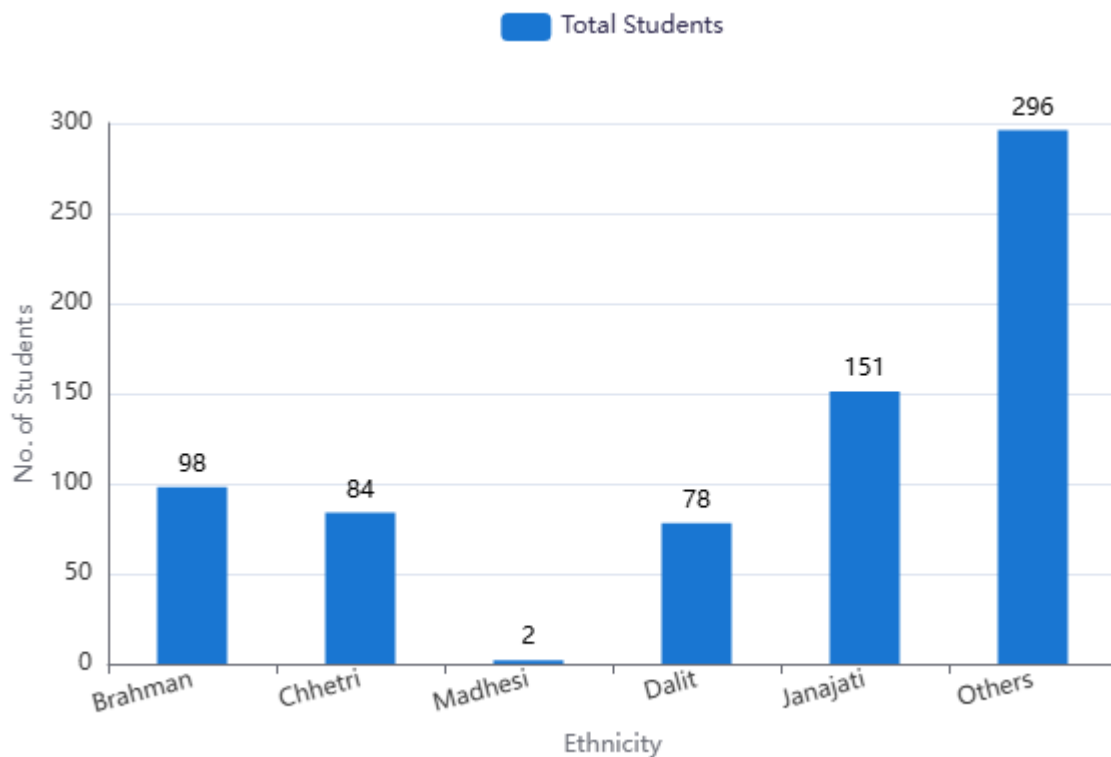
S.No.	Program Name	Level	Faculty	Gender					Ethnicity								
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	15	15	0	1.00	30	8	2	0	0	9	0	2	9	30
2	Bachelor in Business Studies	Bachelor	Management	81	204	0	2.52	285	44	23	0	0	53	142	0	23	285
3	Bachelor in Education	Bachelor	Education	51	213	0	4.18	264	20	48	0	0	61	104	0	31	264
4	Master in Business Studies	Master	Management	26	24	0	0.92	50	12	0	0	0	8	20	0	10	50
5	Master in Education	Master	Education	24	56	0	2.33	80	14	5	0	0	20	30	0	11	80
<b>Grand Total</b>				<b>197</b>	<b>512</b>	<b>0</b>	<b>2.60</b>	<b>709</b>	<b>98</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>151</b>	<b>296</b>	<b>2</b>	<b>84</b>	<b>709</b>



Based on the data, there is a clear gender imbalance favoring female students overall, with 512 females compared to 197 males (a Gender Parity Index of 2.60). This female majority is most pronounced in the Bachelor of Education (GPI 4.18) and Bachelor of Business Studies (GPI 2.52). In contrast, the Master of Business Studies is the only program with a male majority (GPI 0.92). Notably, no students identified as "others" gender across any program.

Ethnically, the largest group overall is "Others" (296 students), followed by Janajati (151) and Chhetri (84). Brahman (98) and Dalit (78) also have notable representation, while Madhesi students number only 2. Several ethnic groups-Muslim, Tharu, and Tribal-have zero enrollment across all programs. This suggests significant gaps in ethnic diversity, particularly at the bachelor's level where most students are concentrated. The tabulated data above is also graphically presented below.

**Figure-2 Student Enrollment by Caste and Ethnicity**



### 3.3 Total students by Faculty, Level, Program, and Ethnicity

The following table demonstrates data in terms of Programs, Faculties Level, and Ethnicities.

**Table-4 Total number of students by Faculty and Ethnicity**

S.No.	Program Name	Level	Faculty	Gender					Ethnicity								
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	15	15	0	1.00	30	8	2	0	0	9	0	2	9	30
2	Bachelor in Business Studies	Bachelor	Management	81	204	0	2.52	285	44	23	0	0	53	142	0	23	285
3	Bachelor in Education	Bachelor	Education	51	213	0	4.18	264	20	48	0	0	61	104	0	31	264
4	Master in Business Studies	Master	Management	26	24	0	0.92	50	12	0	0	0	8	20	0	10	50
5	Master in Education	Master	Education	24	56	0	2.33	80	14	5	0	0	20	30	0	11	80
<b>Grand Total</b>				<b>197</b>	<b>512</b>	<b>0</b>	<b>2.60</b>	<b>709</b>	<b>98</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>151</b>	<b>296</b>	<b>2</b>	<b>84</b>	<b>709</b>

Based on the table, the distribution across academic faculties reveals significant gender imbalances, particularly at the bachelor's level. In the Management faculty, the Bachelor in Business Studies has 81 males and 204 females, yielding a Gender Parity Index (GPI) of 2.52- indicating a strong female majority. The Education faculty shows an even wider gap at the bachelor's level, with 51 males and 213 females (GPI 4.18). In contrast, the Humanities & Social Science faculty achieves near parity with 15 males and 15 females (GPI 1.00). At the master's level, Management reverses the trend slightly, with 26 males and 24 females (GPI 0.92), while Education maintains a female majority (24 males, 56 females, GPI 2.33). These figures suggest that female students are heavily concentrated in Education and Management at the bachelor level while male participation is relatively higher in master level.

Ethnically, the data shows uneven representation across programs. Brahman and Janajati students form the largest groups in Management and Education faculties, while Chhetri and "Others" also have notable numbers. For example, in Bachelor in Business Studies, "Others" account for 142 out of 285 students—the single largest ethnic group. In contrast, Dalit, Muslim, Tharu, and Madhesi students are either completely absent or present in very small numbers. Notably, Muslim and Tharu students have zero enrollment across all five programs. Dalit students appear only in bachelor's programs (23 in BBS, 48 in BEd) but are absent from master



in Business studies program whereas 5 of the students are in MEd. Madhesi students are only recorded in Bachelor in Arts (2). This pattern points to ethnic disparities among the enrolled students.

### 3.4 Total number of students by Program and Gender

A total of 709 students are enrolled across three bachelor-level and two master level programs in the HEI. The following table shows the enrolled students on the basis of programs and genders.

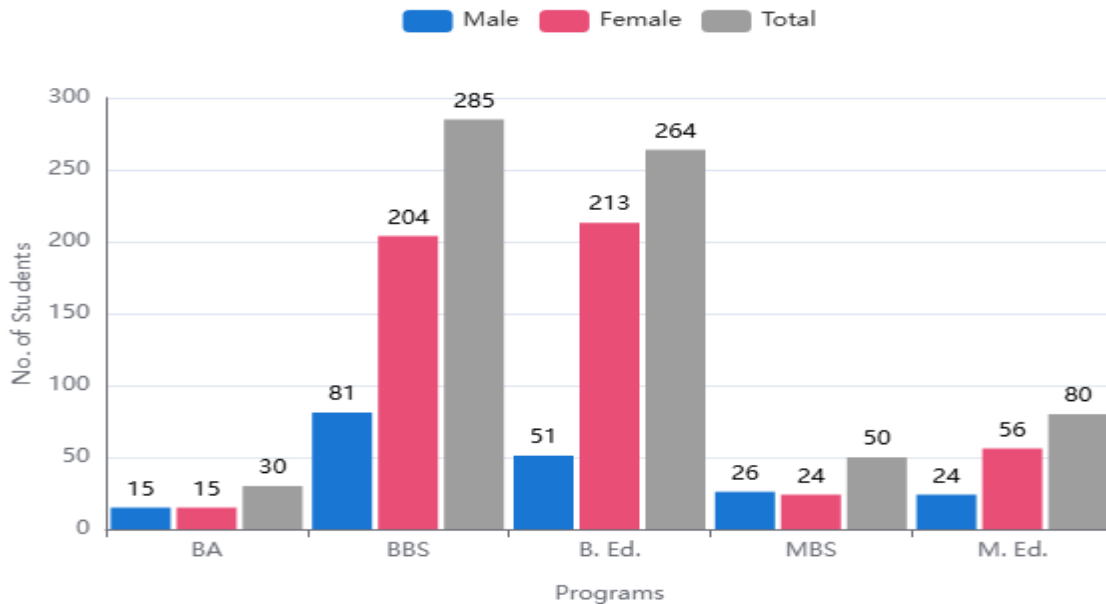
Table - 5 Total number of students by Program and Gender

Summary Report of Enrolled Students					
S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	15	15	30
2	Bachelor in Business Studies	Bachelor	81	204	285
3	Bachelor in Education	Bachelor	51	213	264
4	Master in Business Studies	Master	26	24	50
5	Master in Education	Master	24	56	80
<b>Total</b>			<b>197</b>	<b>512</b>	<b>709</b>

The data shows a clear female majority across most programs, with total female enrollment (512) more than double that of males (197). At the bachelor’s level, male students are significantly outnumbered in all three programs: Bachelor in Arts (15 males, 15 females) is the only one with parity, while Bachelor in Business Studies (81 males, 204 females) and Bachelor in Education (51 males, 213 females) have more than twice as many females. At the

Master’s level, Master in Business Studies has near gender balance (26 males, 24 females), whereas Master in Education continues the female-dominated trend (24 males, 56 females). Overall, females constitute approximately 72% of total enrollment, indicating a strong gender imbalance in favor of female students, particularly in bachelor-level programs in Management and Education. The mentioned data is graphically presented below.

**Figure-3 Number of students by Program and Gender**



The campus operates three faculties: Education, Arts, and Management. The bar chart above illustrates the number of students enrolled in each faculty, categorized by gender (male and female).

**3.5 Number of students by faculty and Gender;**

The details about faculty and gender of the students enrolled are presented below.

**Table- 6 Number of students by Faculty and Gender**

S.No.	Program Name	Level	Faculty	Gender				
				Male	Female	others	GPI	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	15	15	0	1.00	30
2	Bachelor in Business Studies	Bachelor	Management	81	204	0	2.52	285
3	Bachelor in Education	Bachelor	Education	51	213	0	4.18	264
4	Master in Business Studies	Master	Management	26	24	0	0.92	50
5	Master in Education	Master	Education	24	56	0	2.33	80
<b>Grand Total</b>				<b>197</b>	<b>512</b>	<b>0</b>	<b>2.60</b>	<b>709</b>

The data shows distinct gender patterns across faculties when combining bachelor’s and master’s programs. In the Humanities & Social Science faculty (only Bachelor in Arts), male and female enrollment is equal (15 each, GPI 1.00). The Management faculty (Bachelor in Business Studies

Plus Master in Business Studies) has a total of 107 males and 228 females, resulting in a GPI of approximately 2.13 – indicating a strong female majority, driven largely by the bachelor’s level (81 vs. 204). However, at the master’s level in Management, males slightly outnumber females (26 vs. 24, GPI 0.92). The Education faculty (Bachelor in Education + Master in Education) has the largest gender imbalance: 75 males and 269 females, with an overall GPI of 3.59, heavily favoring females at both levels (bachelor’s: 51 vs. 213, GPI 4.18; master’s: 24 vs. 56, GPI 2.33). No students identified as “others” in any faculty. To recapitulate female students dominate total enrollment (512 out of 709), particularly in Education and Management, while only Humanities achieves gender parity. The same data is also graphically presented as below.

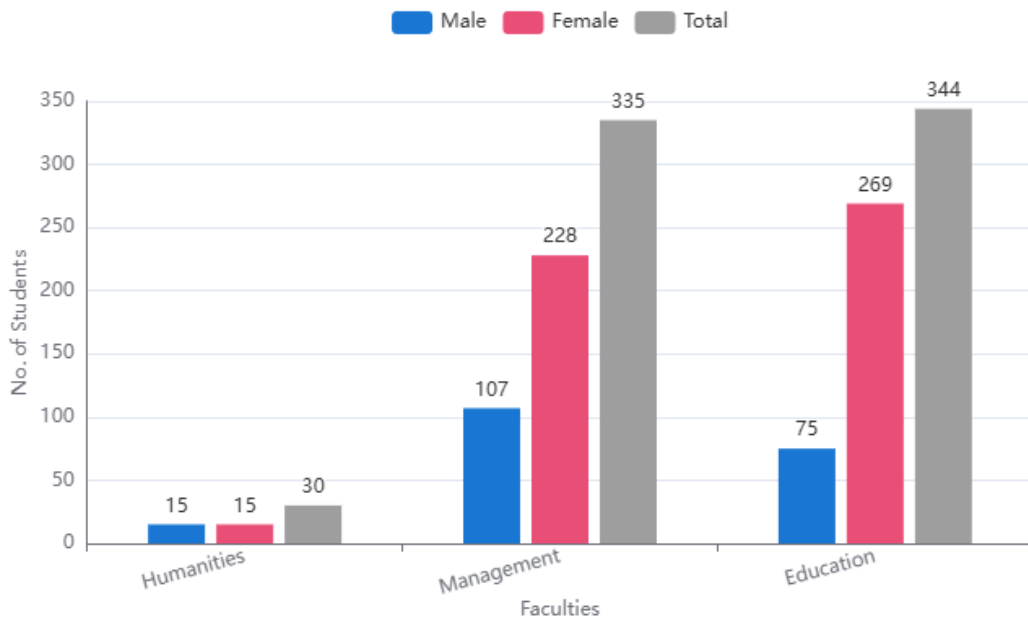
**Table-7 Total number of students by Level and Gender**

Summary Report of Enrolled Students					
S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	15	15	30
2	Bachelor in Business Studies	Bachelor	81	204	285
3	Bachelor in Education	Bachelor	51	213	264
4	Master in Business Studies	Master	26	24	50
5	Master in Education	Master	24	56	80
<b>Total</b>			<b>197</b>	<b>512</b>	<b>709</b>

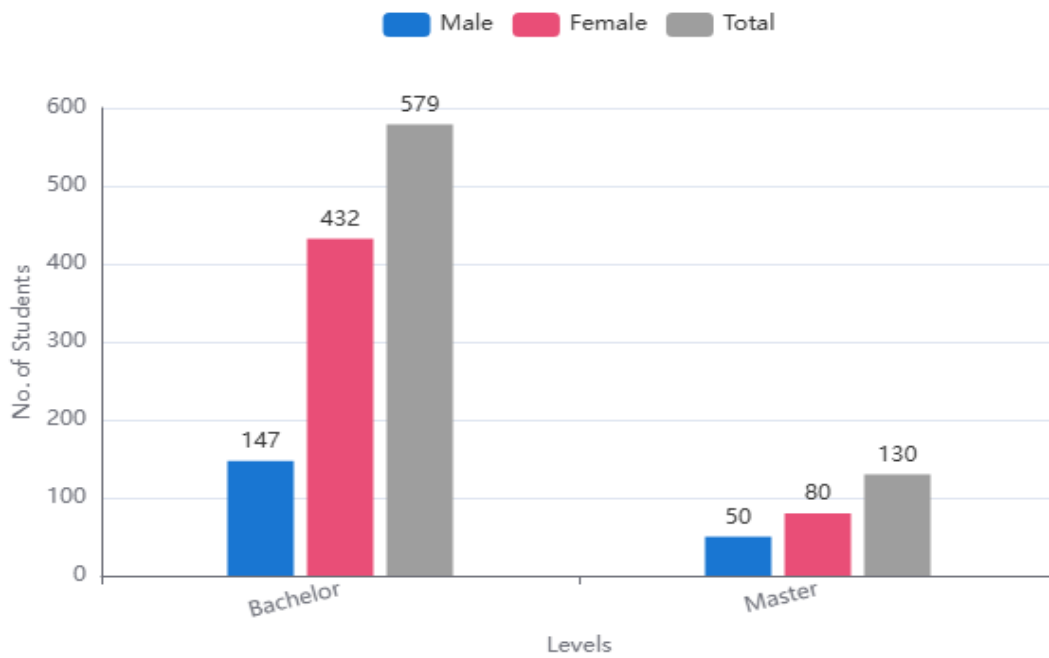
Based on the table, the Management faculty (combining Bachelor and Master) has the highest total enrollment of 335 students with a strong female majority (204+24=228 females vs. 81+26=107 males). The Education faculty (Bachelor and Master) follows with 344 students also heavily female-dominated (213+56=269 females vs. 51+24=75 males). The Humanities & Social Science faculty (only Bachelor in Arts) has the smallest enrollment (30 students) but achieves perfect gender parity (15 males, 15 females). Overall, Education enrolls the most students (344), slightly ahead of Management (335), while Humanities remains a small program. Female students outnumber males in every faculty, with Education showing the largest absolute gender gap. The same data is also graphically presented as below.



**Figure-4 Total number of students by faculty and gender**



**Figure-5 Total number of students by level and gender**



*Faiz Ahmad*  
Campus Chief

### 3.6 District-wise Enrollment

The following table shows that 709 students enrolled at Resunga Mutiple Campus represent 23 districts. However, the distribution is not even. Five hundred and seventy six students belong to home district and 133 from other districts. Of the total, 197 are male and 512 are female students.

**Table- 8 Total number of students by District, Gender and Ethnicity**

S. No.	District	Male	Female	Other	Total Gend	EDJ	Brah man	Chhetri	Madhes	Dalit	Muslim	Tharu	Janajati	Others
1	Achham	1	0	0	1	0	0	0	0	0	0	0	0	1
2	Arghakhanchi	20	63	0	83	7	21	3	0	6	0	0	9	44
3	Baglung	3	15	0	18	0	0	2	0	3	0	0	9	4
4	Banke	1	0	0	1	0	1	0	0	0	0	0	0	0
5	Bardiya	0	1	0	1	0	0	1	0	0	0	0	0	0
6	Dang	1	0	0	1	0	0	0	0	0	0	0	0	1
7	Dolakha	1	0	0	1	0	0	0	0	0	0	0	1	0
8	Gulmi	161	415	0	576	34	7	15	1	61	0	0	111	377
9	Kalikot	1	0	0	1	0	0	0	0	1	0	0	0	0
10	Kanchanpur	0	1	0	1	0	0	0	0	0	0	0	0	1
11	Kapilvastu	0	2	0	2	0	2	0	0	0	0	0	0	0
12	Makwanpur	0	1	0	1	0	0	0	0	0	0	0	0	1
13	Myagdi	0	1	0	1	1	0	0	0	0	0	0	1	0
14	Okhaldhunga	0	1	0	1	0	1	0	0	0	0	0	0	0
15	Palpa	0	1	0	1	0	1	0	0	1	0	0	0	0
16	Pyuthan	3	7	0	10	2	1	1	0	1	0	0	7	0
17	Rautahat	1	0	0	1	1	0	0	1	0	0	0	0	0
18	Rolpa	1	1	0	2	1	0	0	0	0	0	0	1	1
19	Rupandehi	0	1	0	1	1	1	0	0	0	0	0	0	0
20	Salyan	1	0	0	1	0	0	1	0	0	0	0	0	0
21	Saptari	1	1	0	2	1	0	0	0	1	0	0	0	1
22	Surkhet	0	1	0	1	0	0	0	0	0	0	0	0	0
23	Syangja	1	0	0	1	0	0	0	0	0	0	0	0	1
	Grand Total	197	512	0	709	44	9	17	2	75	0	0	130	432

The table shows a varied but well-distributed pattern of student representation across districts. Among all, Gulmi stands out with the highest contribution, followed by Arghakhanchi and Baglung, indicating strong participation from these districts. Achham, Pyuthan, and Palpa also show moderate representation, contributing a noticeable number of students. Several districts such as Bardiya, Dang, Dolakha, and others have smaller yet meaningful participation, reflecting a broad geographic



inclusion. In summary, the distribution demonstrates that while a few districts contribute larger shares, many others are also represented, ensuring a diverse and inclusive district-wise composition.

### 3.7 Region-wise Enrollment

**Table -9 Region-wise Enrollment**

S.No.	Program	Mountain				Hill				Terai				Total
		Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
1	Bachelor in Arts	1	0	0	1	13	14	0	27	1	1	0	2	30
2	Bachelor in Business Studies	0	0	0	0	80	203	0	283	1	1	0	2	285
3	Bachelor in Education	1	0	0	1	49	212	0	261	1	1	0	2	264
4	Master in Business Studies	0	0	0	0	26	23	0	49	0	1	0	1	50
5	Master in Education	0	0	0	0	23	55	0	78	1	1	0	2	80
Grand Total		2	0	0	2	191	507	0	698	4	5	0	9	709

The region-wise enrollment data reveals a striking concentration of students in the Hill region, which accounts for 698 out of 709 total students (approximately 98.4%). Within the Hill region, female students (507) vastly outnumber males (191), consistent with the overall gender imbalance seen in earlier tables. The Mountain region has only 2 male students (one each in Bachelor in Arts and Bachelor in Education) and no female or other-gender students. The Terai region shows small numbers: 4 males, 5 females, and 9 students recorded as “Other” gender-though this category was absent in previous summaries, possibly indicating data inconsistencies. However, summing the Terai figures (4+5=9) along with Mountain (2) and Hill (698) gives the grand total of 709. Nevertheless, the clear pattern is that the Hill region dominates enrollment, while Mountain and Terai regions are severely underrepresented across all programs.

### 3.8 Program wise students Enrollment by Province

The analysis of students by province shows a highly concentrated enrollment pattern at Resunga Multiple Campus. All 680 students comprise 305 in the Bachelor in Business Studies, 267 in the Bachelor in Education, 41 in Bachelor in Arts, 25 in Master in Business Studies and 42 in Master in Education. Except three students, all the students are from Lumbini Province.

Table-10 Program wise students' Enrollment by Province

S.No.	Program	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpashchim	Total
1	Bachelor in Arts	0	1	1	0	28	0	0	30
2	Bachelor in Business Studies	1	0	0	1	283	0	0	285
3	Bachelor in Education	0	0	0	5	258	1	0	264
4	Bachelor of Education (One year B.Ed.)	0	0	0	0	0	0	0	0
5	Master in Business Studies	0	0	0	1	49	0	0	50
6	Master in Education	0	0	0	1	78	1	0	80
<b>Grand Total</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>696</b>	<b>2</b>	<b>0</b>	<b>709</b>

The province-wise enrollment data shows an extreme concentration of students in Lumbini Province, which accounts for 696 out of the total 709 students (over 98%). All other provinces have negligible representation: Koshi, Madhesh, and Bagmati each have only 1 student; Gandaki has 8; Karnali has 2; and Sudur paschim has none. This pattern holds across almost all programs- Bachelor in Arts, Business Studies, Education, and Master's programs primarily draw from Lumbini. To sum up, the data indicates a severe regional imbalance in student enrollment, with Lumbini serving as the dominant catchment area, while the eastern, central, and far-western provinces remain very low representation.



*Badam*  
Campus Chief

## Section 4: Pass Rate



*Barney*  
Campus Chief

#### 4. Student Appeared in the Exam and Pass Rate:

The HEI has been operating five programs viz, Bachelor in Business Studies, Bachelor in Education, Bachelor in Arts, Master in Education and Master in Business Studies, since long. However, it is yet to update data about students appeared in the exam and their pass rate. The HEI is working out on it now.

**Table-11 Students' Pass Rate by Program and Year (2081/82 and 2082/83)**

1. Students pass rate by Program

Select Fiscal Year: 2081/082 | Select Level: | Select Faculty: | EXPORT

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 Arts	13	14	0	27	5	7	0	12	38.46	50.00	0.00	44.44
2	Bachelor In Business Studies	46	152	0	198	18	68	0	86	39.13	44.74	0.00	43.43
3	Bachelor In Education	31	145	0	176	16	46	0	62	51.61	31.72	0.00	35.23
4	Bachelor Of Education (One Year B.Ed.)	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00
5	Master In Business Studies	17	3	0	20	6	2	0	8	35.29	66.67	0.00	40.00
6	Master In Education	7	14	0	21	2	4	0	6	28.57	28.57	0.00	28.57
Grand Total		114	328	0	442	47	127	0	174	41.23	38.72	0.00	39.37

Overall, 39.37% of students passed across all programs (174 out of 442), with male and female pass rates 41.23% and 38.72% respectively. Bachelor in Arts had the highest total pass rate (44.44%), followed by Bachelor in Business Studies (43.43%), while Master in Education was lowest (28.57%). Male students performed best in Bachelor in Education (51.61%) but worst in Master in Education (28.57%); females excelled in Master in Business Studies (66.67% on only 3 appeared) and lagged most in Bachelor in Education (31.72%). The data show substantial gender gaps varying by program, with a noticeable inconsistency in reported female overall percentage.

1. Students pass rate by Program

Select Fiscal Year: 2082/083 | Select Level: | Select Faculty: | EXPORT

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 Arts	4	1	0	5	2	0	0	2	50.00	0.00	0.00	40.00
2	Bachelor In Business Studies	20	49	0	69	1	8	0	9	5.00	16.33	0.00	13.04
3	Bachelor In Education	23	115	0	138	7	30	0	37	30.43	26.09	0.00	26.81
4	Bachelor Of Education (One Year B.Ed.)	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00
5	Master In Business Studies	1	3	0	4	1	1	0	2	100.00	33.33	0.00	50.00
6	Master In Education	11	31	0	42	8	16	0	24	72.73	51.61	0.00	57.14
Grand Total		59	199	0	258	19	55	0	74	32.20	27.64	0.00	28.68



*Signature*  
Campus Chief

Between fiscal years 2082 and 2083, most programs recorded a decline in pass rates, with the sharpest fall seen in Bachelor in Business Studies (from 43.43% to 13.04%), followed by Master in Business Studies (40% to 25%) and Bachelor in Education (35.23% to 26.51%). Bachelor in Arts dropped modestly from 44.44% to 40%. The only notable improvement was in Master in Education, which rose from 28.57% to 57.14%. Appeared student numbers also decreased for most programs in 2082/2083.

The reason behind the decline of the pass rate in Bachelor in Education and Business Studies was that the students are waiting for the results.

#### 4.1 Year-wise Student Appeared and Pass Rate

The HEI has been operating five programs viz: "Bachelor in Business Studies, Bachelor in Education, Bachelor in Arts, Master in Education, and Master in Business Studies and since long. However, it is yet to update complete data about students appeared in the exam and their pass rate for the fiscal year 2078/079 to 2080/081. The HEI is working out on it now.

**Table -12: Student Appeared in the Exam and Passed Rate**

S.No.	Program	2078/079			2079/080			2080/081			2081/082			2082/083		
		Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)
1	Bachelor in Business Studies	33	0	0	75	25	33.33	152	35	23.03	198	86	43.43	69	9	13.04
2	Master in Business Studies	0	0	0	0	0	0	0	0	0	20	8	40	8	2	25
3	Bachelor in Arts	9	1	11.11	18	6	33.33	20	7	35	27	12	44.44	5	2	40
4	Bachelor in Education	35	1	2.86	64	2	3.12	119	14	11.76	176	62	35.23	138	37	26.81
5	Master in Education	0	0	0	0	0	0	0	0	0	21	6	28.57	42	24	57.14
6	Bachelor of Education (One year B.Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total		77	2	3	157	33	21	291	56	19	442	174	39	262	74	28

Bachelor in Business Studies fell from 43.43% (2080/081) to 13.04% (2081/082), while Master in Business Studies dropped from 40% to 25%. Bachelor in Arts declined slightly from 44.44% to 40%, and Bachelor in Education decreased from 35.23% to 26.81%. In contrast, Master in Education improved sharply from 28.57% to 57.14%.



*Signature*  
Campus Chief

The overall pass rate of 2081/082 and 2082/083) also dropped from 39% to 28%. Overall, pass rates vary.

The reason behind the decline of the pass rate in Bachelor in Education and Business Studies was that the students are waiting for the results.



*Adm. Chief*  
Campus Chief

## Section 5: Graduate and Dropout Information



*Barney*  
Campus Chief

## 5. Student's Graduation and Drop-out Information

The report shows the Graduate and dropout information of 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 Program and Year

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

**Table-13 Number of graduated students by Number and gender**

5.Number of Graduated Students in the last 5 FY ^

Select Level  
 All Level ▼

Select Faculty  
 All Faculty ▼

↓ EXPORT

S.No.	Program	Last 5 fiscal years				
		2078/079	2079/080	2080/081	2081/082	2082/083
1	Bachelor in Arts	0	0	0	5	0
2	Bachelor in Business Studies	0	0	0	42	0
3	Bachelor in Education	0	0	0	43	0
4	Master in Business Studies	0	0	0	14	1
5	Master in Education	0	0	0	1	0
Grand Total		0	0	0	105	1

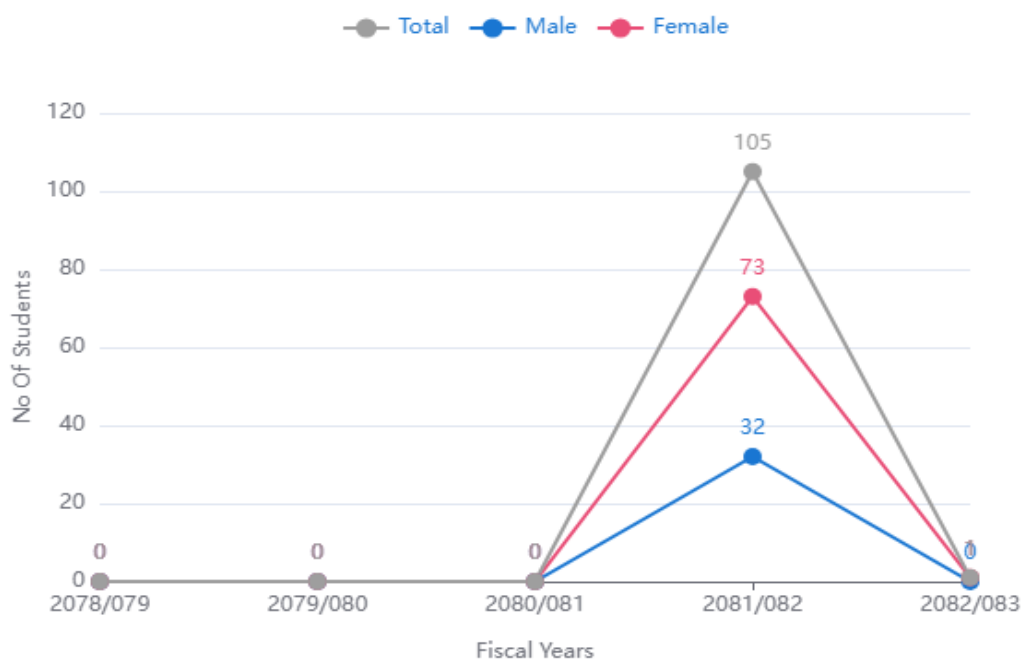
The table shows the number of graduated students in 2081/82. In the fiscal year a total of 105 students graduated across programs (e.g., Bachelor in Arts: 5, Business Studies: 42, Education: 43, Master in Business Studies: 14, and Master in Education: 1). The HEI is on the verge of updating the number of graduates of the previous three FY's. After the publication of results of the FY 2082/83, the data will be updated and uploaded in the HEMIS.



*Resunga*  
Campus Chief

In the following trend line figure the number of graduated students in 2081/82 is presented in terms of gender. Out of 105 graduates 73 (69.5%) were female and 32 (30.50%) male. It shows female graduates dominate male ones significantly.

**Figure-6 Number of graduated students by gender**



## 5.2 Number of Students Drop-out by Program and Fiscal Year

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

**Table-14 The drop-outs of students from 2078/79 to 2081/82.**

S.No.	Program	Last 5 fiscal years				
		2078/079	2079/080	2080/081	2081/082	2082/083
1	Bachelor in Arts	0	0	0	4	0
2	Bachelor in Business Studies	1	49	19	17	0
3	Bachelor in Education	1	57	14	23	0
4	Master in Business Studies	0	0	2	1	0
Grand Total		2	106	35	45	0

## Section 6: Gender Parity Index (GPI)



*[Signature]*  
Campus Chief

## 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:**

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

A GPI value close to 1.0 indicates parity between genders, whereas values below or above 1.0 suggest disparities. GPI helps understand 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-15. GPI index of the HEI by program**

S.No.	Program Name	Level	Faculty	Gender				
				Male	Female	others	GPI	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	15	15	0	1.00	30
2	Bachelor in Business Studies	Bachelor	Management	81	204	0	2.52	285
3	Bachelor in Education	Bachelor	Education	51	213	0	4.18	264
4	Master in Business Studies	Master	Management	26	24	0	0.92	50
5	Master in Education	Master	Education	24	56	0	2.33	80
<b>Grand Total</b>				<b>197</b>	<b>512</b>	<b>0</b>	<b>2.60</b>	<b>709</b>

Among the listed programs, the Gender Parity Index (GPI) varies notably: Bachelor in Business Studies achieves parity with a GPI of 1.00, Bachelor in Education shows a strong female majority at 2.52, Master in

Business Studies exhibits a very high female bias with a GPI of 4.18, whereas Master in Education has a slight male majority with a GPI of 0.92 and Bachelor in Arts has equal gender parity i.e. 1.00.

**Table-16. GPI index of the HEI by Gender**

S.No.	Program Name	Level	Faculty	Gender				
				Male	Female	others	GPI	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	15	15	0	1.00	30
2	Bachelor in Business Studies	Bachelor	Management	81	204	0	2.52	285
3	Bachelor in Education	Bachelor	Education	51	213	0	4.18	264
4	Master in Business Studies	Master	Management	26	24	0	0.92	50
5	Master in Education	Master	Education	24	56	0	2.33	80
<b>Grand Total</b>				<b>197</b>	<b>512</b>	<b>0</b>	<b>2.60</b>	<b>709</b>

Based on the data, there is a clear gender imbalance favoring female students overall, with 512 females compared to 197 males (a Gender Parity Index of 2.60). This female majority is most pronounced in the Bachelor of Education (GPI 4.18) and Bachelor of Business Studies (GPI 2.52). In contrast, the Master of Business Studies is the only program with a male majority (GPI 0.92). Notably, no students identified as "others" gender across any program.

## Section 7: Public Financing




*Faridul*  
Campus Chief

## 7. Income and Expenditure Heads of the HEI:

An income and expense heads function as the fundamental framework of educational institution for categorizing financial flows to reveal the true health of the HEI. This systematic classification is vital for recording the financial transaction and helps to calculate profitability and to know the financial position of an institution.

The public financing details are attached herein.

4/30/26, 6:29 PM HEIMS



**Resunga Multiple Campus**  
Resunga Municipality, Gulmi

**Higher Education Management Information System (HEMIS)**

> Dashboard / Public Finance / **Income & Expense Head**

**Income & Expense Head Management**

Head Type \* ▼

Remarks

**Income & Expense Head List**

S.No	Head Type	Expenditure Type	Head Code	Head Name	Remarks	Action
1	Income	-	6	Library Support		<input type="button" value="EDIT"/>
2	Income	-	8	Certificate Issue Fee		<input type="button" value="EDIT"/>
3	Income	-	7	Exam Form Fee		<input type="button" value="EDIT"/>
4	Income	-	9	Monthly Teaching Fee		<input type="button" value="EDIT"/>
5	Income	-	1	Fee		<input type="button" value="EDIT"/>
6	Income	-	2	UGC Grant		<input type="button" value="EDIT"/>
7	Income	-	3	Resunga Nargarpalika Grant		<input type="button" value="EDIT"/>
8	Income	-	4	Ward Office Grant		<input type="button" value="EDIT"/>
9	Income	-	5	UGC Grant (NEHEP)		<input type="button" value="EDIT"/>
10	Income	-	10	Registration Fee		<input type="button" value="EDIT"/>
11	Income	-	11	Late Fee		<input type="button" value="EDIT"/>
12	Income	-	12	Support Income		<input type="button" value="EDIT"/>
13	Income	-	13	Lecturers Support		<input type="button" value="EDIT"/>
14	Income	-	14	Uniform, Tie, Belt and Identity card		<input type="button" value="EDIT"/>
15	Income	-	15	Interest income		<input type="button" value="EDIT"/>
16	Income	-	16	Vidhya Patrika Parkasan Support		<input type="button" value="EDIT"/>
17	Income	-	17	Sale of old newspaper		<input type="button" value="EDIT"/>

<https://hemis.resungacampus.edu.np/public-finance/finance-head>
1/3



*Pa. D. Singh*  
**Campus Chief**

S.No	Head Type	Expenditure Type	Head Code	Head Name	Remarks	Action
18	Income	-	18	Life Membership Fee Received		EDIT
19	Income	-	19	Mahayagya Operation Income		EDIT
20	Income	-	20	Scholarship Income		EDIT
21	Expenditure	Operating Expenditure	21	Exam and Registration Fee		EDIT
22	Expenditure	Operating Expenditure	22	Communication Charge		EDIT
23	Expenditure	Operating Expenditure	23	Electricity, Water, Telephone and Net charge		EDIT
24	Expenditure	Operating Expenditure	24	Printing and Stationary		EDIT
25	Expenditure	Operating Expenditure	25	Travelling and Daily Allowance		EDIT
26	Expenditure	Operating Expenditure	26	Guest Honour Exp.		EDIT
27	Expenditure	Operating Expenditure	25	Uniform Purchase Exp		EDIT
28	Expenditure	Operating Expenditure	28	Meeting Exp.		EDIT
29	Expenditure	Operating Expenditure	29	Scholarship Exp.		EDIT
30	Expenditure	Operating Expenditure	30	Prize Exp.		EDIT
31	Expenditure	Operating Expenditure	31	Bank Interest Tax		EDIT
32	Expenditure	Operating Expenditure	32	Book Purchase		EDIT
33	Expenditure	Operating Expenditure	34	Audit Fee		EDIT
34	Expenditure	Operating Expenditure	35	Social Audit Fee		EDIT
35	Expenditure	Operating Expenditure	36	Resunga Journal Prakasan		EDIT
36	Expenditure	Operating Expenditure	37	Upgrading Software		EDIT
37	Expenditure	Operating Expenditure	38	Others Exp.		EDIT
38	Expenditure	Operating Expenditure	39	Salary (Teaching Staff)		EDIT
39	Expenditure	Operating Expenditure	40	Salary (Non-Teaching Staff)		EDIT
40	Expenditure	Operating Expenditure	41	Annual Function Operational Exp		EDIT

S.No	Head Type	Expenditure Type	Head Code	Head Name	Remarks	Action
41	Expenditure	Operating Expenditure	42	Workshop and Seminar Exp.		EDIT
42	Expenditure	Operating Expenditure	43	Games and Sports (ECA) Exp.		EDIT
43	Expenditure	Operating Expenditure	44	Student's Educational Tour exp		EDIT
44	Expenditure	Operating Expenditure	45	Free Student Union Program Exp.		EDIT
45	Expenditure	Operating Expenditure	46	Affiliation Renewal Fee		EDIT
46	Expenditure	Operating Expenditure	47	Social Responsibility Exp.		EDIT
47	Expenditure	Operating Expenditure	48	Research and Professional Development Exp.		EDIT
48	Expenditure	Operating Expenditure	49	Computer and Machinery Repair and Maintenance		EDIT
49	Expenditure	Operating Expenditure	50	Building and other Maintenance Charge		EDIT
50	Income	-	51	FSU and CMC Election Nomination Fee		EDIT
51	Income	-	52	Miscellaneous Incomes		EDIT
52	Expenditure	Operating Expenditure	53	Upachar and Upadhan		EDIT
53	Income	-	54	Rent from Commercial Building		EDIT
54	Expenditure	Operating Expenditure	33	Vidhya Patrika Prakasan Exp.		EDIT

Call Us for Support

[About](#) [Terms](#) [Privacy](#)

Phone: +977 9860565214/  
9713053888 (WhatsApp)

Developed by: DEBUGSOFT P.  
LTD.

Email:

dbugtest2016@gmail.com



**Resunga Multiple  
Campus**  
Resunga Municipality, Gulmi

**Higher Education Management Information System  
(HEMIS)**

> Dashboard / Public Finance / **Income & Expenditure Entry**

**Income & Expenditure Entry Management**

Head Type *	Head Name *	Fiscal Year *	Date of Entry
Amount * Rs.	Evidence Document <input type="button" value="Choose File"/> No file chosen		
Remarks			
<input type="button" value="SUBMIT"/>			

**Income & Expenditure Entry List**

Filter by Fiscal Year  
All Fiscal Years

S No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks	Action
1	UGC Grant	Income	2081/082	2082-10-06	Rs. 2493690	-		<input type="button" value="EDIT"/>
2	Resunga Nargarpalika Grant	Income	2081/082	2082-10-06	Rs. 5000000	-		<input type="button" value="EDIT"/>
3	Ward Office Grant	Income	2081/082	2082-10-06	Rs. 100000	-		<input type="button" value="EDIT"/>
4	UGC Grant (NEHEP)	Income	2081/082	2082-10-06	Rs. 2697600	-		<input type="button" value="EDIT"/>
5	Library Support	Income	2081/082	2082-10-06	Rs. 520585	-		<input type="button" value="EDIT"/>
6	Fee	Income	2081/082	2082-10-06	Rs. 3424175	-		<input type="button" value="EDIT"/>
7	Exam Form Fee	Income	2081/082	2082-10-06	Rs. 528600	-		<input type="button" value="EDIT"/>
8	Certificate Issue Fee	Income	2081/082	2082-10-06	Rs. 589500	-		<input type="button" value="EDIT"/>
9	Monthly Teaching Fee	Income	2081/082	2082-10-06	Rs. 10182570	-		<input type="button" value="EDIT"/>
10	Registration Fee	Income	2081/082	2082-10-06	Rs. 7304795	-		<input type="button" value="EDIT"/>
11	Late Fee	Income	2081/082	2082-10-06	Rs. 284180	-		<input type="button" value="EDIT"/>



*Radwan*  
Campus Chief



> Dashboard / Public Finance / **Income & Expenditure Entry**

### Income & Expenditure Entry Management

Head Type *	Head Name *	Fiscal Year *	Date of Entry
Amount * Rs.	Evidence Document <input type="button" value="Choose File"/> No file chosen		
Remarks			
<input type="button" value="SUBMIT"/>			

### Income & Expenditure Entry List

Filter by Fiscal Year  
All Fiscal Years

S.No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks	Action
1	UGC Grant	Income	2081/082	2082-10-06	Rs. 2493690	-		<input type="button" value="EDIT"/>
2	Resunga Nargarpalika Grant	Income	2081/082	2082-10-06	Rs. 5000000	-		<input type="button" value="EDIT"/>
3	Ward Office Grant	Income	2081/082	2082-10-06	Rs. 100000	-		<input type="button" value="EDIT"/>
4	UGC Grant (NEHEP)	Income	2081/082	2082-10-06	Rs. 2697600	-		<input type="button" value="EDIT"/>
5	Library Support	Income	2081/082	2082-10-06	Rs. 520585	-		<input type="button" value="EDIT"/>
6	Fee	Income	2081/082	2082-10-06	Rs. 3424175	-		<input type="button" value="EDIT"/>
7	Exam Form Fee	Income	2081/082	2082-10-06	Rs. 528600	-		<input type="button" value="EDIT"/>
8	Certificate Issue Fee	Income	2081/082	2082-10-06	Rs. 589500	-		<input type="button" value="EDIT"/>
9	Monthly Teaching Fee	Income	2081/082	2082-10-06	Rs. 10182570	-		<input type="button" value="EDIT"/>
10	Registration Fee	Income	2081/082	2082-10-06	Rs. 7304795	-		<input type="button" value="EDIT"/>
11	Late Fee	Income	2081/082	2082-10-06	Rs. 284180	-		<input type="button" value="EDIT"/>

S.No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks	Action
12	Uniform, Tie, Belt and Identity card	Income	2081/082	2082-10-06	Rs. 241630	-		EDIT
13	Interest income	Income	2081/082	2082-10-06	Rs. 1253156	-		EDIT
14	Vidhya Patrika Parkasan Support	Income	2081/082	2082-10-06	Rs. 121500	-		EDIT
15	Sale of old newspaper	Income	2081/082	2082-10-06	Rs. 42640	-		EDIT
16	Life Membership Fee Received	Income	2081/082	2082-10-06	Rs. 1253695	-		EDIT
17	Mahayagya Operation Income	Income	2081/082	2082-10-06	Rs. 25000	-		EDIT
18	Scholarship Income	Income	2081/082	2082-10-06	Rs. 139140	-		EDIT
19	FSU and CMC Election Nomination Fee	Income	2081/082	2082-10-06	Rs. 48250	-		EDIT
20	Exam and Registration Fee	Expenditure	2081/082	2082-10-06	-	Rs. 3573494		EDIT
21	Communication Charge	Expenditure	2081/082	2082-10-06	-	Rs. 14020		EDIT
22	Electricity, Water, Telephone and Net charge	Expenditure	2081/082	2082-10-06	-	Rs. 144729		EDIT
23	Printing and Stationary	Expenditure	2081/082	2082-10-06	-	Rs. 205124		EDIT
24	Travelling and Daily Allowance	Expenditure	2081/082	2082-10-06	-	Rs. 88830		EDIT
25	Guest Honour Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 132350		EDIT
26	Meeting Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 48185		EDIT
27	Scholarship Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 509400		EDIT
28	Prize Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 24600		EDIT
29	Bank Interest Tax	Expenditure	2081/082	2082-10-06	-	Rs. 47181		EDIT
30	Book Purchase	Expenditure	2081/082	2082-10-06	-	Rs. 212372		EDIT
31	Vidhya Patrika Prakasan Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 101564		EDIT
32	Audit Fee	Expenditure	2081/082	2082-10-06	-	Rs. 25000		EDIT

S.No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks	Action
33	Social Audit Fee	Expenditure	2081/082	2082-10-06	-	Rs. 6000		EDIT
34	Resunga Journal Prakasan	Expenditure	2081/082	2082-10-06	-	Rs. 59890		EDIT
35	Upgrading Software	Expenditure	2081/082	2082-10-06	-	Rs. 120000		EDIT
36	Salary (Teaching Staff)	Expenditure	2081/082	2082-10-06	-	Rs. 16458942		EDIT
37	Salary (Non-Teaching Staff)	Expenditure	2081/082	2082-10-06	-	Rs. 3389850		EDIT
38	Annual Function Operational Exp	Expenditure	2081/082	2082-10-06	-	Rs. 78095		EDIT
39	Workshop and Seminar Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 27290		EDIT
40	Games and Sports (ECA) Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 63385		EDIT
41	Free Student Union Program Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 83245		EDIT
42	Affiliation Renewal Fee	Expenditure	2081/082	2082-10-06	-	Rs. 59500		EDIT
43	Social Responsibility Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 10095		EDIT
44	Research and Professional Development Exp.	Expenditure	2081/082	2082-10-06	-	Rs. 174045		EDIT
45	Computer and Machinery Repair and Maintenance	Expenditure	2081/082	2082-10-06	-	Rs. 214266		EDIT
46	Upachar and Upadhan	Expenditure	2081/082	2082-10-06	-	Rs. 4994329		EDIT
47	Rent from Commercial Building	Income	2081/082	2082-10-06	Rs. 25500	-		EDIT

SHOW TOTAL AMOUNT

[About](#) [Terms](#) [Privacy](#)

Call Us for Support

 Phone: +977 9860565214/  
9713053888 (WhatsApp)

 Email:  
dbugtest2016@gmail.com

Developed by: DEBUGSOFT P. LTD.

<https://hemis.resungamultiplecampus.edu.np/public-finance/income-expense>

Scanned with CamScanner

3/3

## 7.1 Analysis of Public Financing record of the HEI:

The records document the Higher Education Management Information System (HEMIS) of Resunga Multiple Campus, Gulmi, specifically focusing on public finance modules. The system has two main sections: Income & Expense Head Management, which lists categorized heads with unique codes (e.g., Library Support, UGC Grant, Salary, Audit Fee) and their types (Income or Expenditure with sub-type Operating Expenditure), and Income & Expenditure Entry Management, where actual financial transactions for fiscal year 2081/082 are recorded. The entry list includes detailed amounts-such as Rs. 10,182,570 from Monthly Teaching Fee, Rs. 16,458,942 for Teaching Staff Salary, and Rs. 4,994,329 for Upachar and Upadhan-along with dates and evidence document options. Together, these screens reflect a structured digital system for tracking budget heads, recording income and expenses, and managing campus finances.

## Section - 8 Teachers and Staff



*Faridul*  
Campus Chief

## 8. Teaching and Non-Teaching Staff

The HEI has a total of 29 human resources including teaching faculties and non-teaching staff. The non-teaching staff is categorized as technical and administrative staff. The report shows the staff record from different perspectives such as gender, qualification, ethnicity, incumbent, post, categories, and etc.

### 8.1 Teaching Staff

The details of the teaching staff by gender and ethnicity are presented in the tables below.

**Table-17 Total Number of Teachers by Gender**

Teaching Staff Summary By Gender																	
Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Lecturer	11	1	0	12	0	1	0	1	0	0	0	0	0	0	0	0	13
Teaching Assistant	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	9	9

The HEI has employed 22 teachers. Out of 22, only two are female teachers. The data show that the HEI has overwhelming domination of male teachers over female ones. But there is no representation of other gender identities.

**Table-18 Total Number of Teachers 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	
Brahman	11	0	0	11	0	0	0	0	0	0	0	0	7	0	0	7	18
Chhetri	0	1	0	1	0	1	0	1	0	0	0	0	2	0	0	2	4

Rows per page: 15 1-2 of 2

In terms of ethnicity, Brahmins represent the largest group with 18 teachers, followed by Chhetris with 4 only. Out of 18 Brahmin teachers, 11 are permanent and 7 are part-time. Among 4 Chhetri teachers one is permanent, one temporary and two part time. The HEI has not recruited teachers from other ethnic groups yet.

#### 8.1.1 Teaching staff according to their qualification

The following table displays data as per the academic qualifications of the teaching faculty

Table-19: Teaching Staff According to Their Qualification

S.N.	Academic Degree of Teaching Staff						Total Teachers
	Faculty	PGD	Bachelors	Masters	MPhil	PhD	
1	Education	0	0	10	0	1	11
2	Humanities	0	0	4	2	0	6
3	Management	0	0	5	0	0	5
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>22</b>

The table above shows the facts as explained in it. It displays the academic qualifications of 22 teaching staff members across three faculties: Education, Humanities, and Management. All teachers meet qualification criterion for professional eligibility. The education faculty has the highest number of Master's degree holders with 10 teachers, followed by management and humanities 5 and 4 each. Among 22 faculties 2 of them are Mphil and 1 is PhD holder.

Table-20 Distribution of Teaching Staff by Departments

SN	Departments	Male	Female	Others	Total Teachers
1	Accounting, Marketing and Finance	3	1	0	4
2	Economics, Sociology and Political Science	5	0	0	5
3	English	3	1	0	4
4	Maths, HPE and Education	5	0	0	5
5	Nepali	4	0	0	4
	<b>Total</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>22</b>

The table above shows a total of 22 teaching staff across five departments, with a striking gender imbalance: 20 (90.90%) are male and only 2 (9.10%) are female, and no staff identify as “Others.” The Economics, Sociology and Political Science and Maths, HPE and Education department has the largest faculty. The English department has 4 teachers (3 male, 1 female). The Nepali

department has 4 male teachers. To sum up female teachers are concentrated in only two departments, and three out of five departments have zero female participation, indicating a highly male-led teaching staff distribution.

## 8.2 Non-teaching Staff

The HEI has a total number of seven non-teaching staff, comprising three female and four male.

### 8.2.1 Non-teaching Staff According to Their Position

The following table demonstrates the summary of non-teaching staff in the HEI. The data indicates that the female staff has outnumbered the male ones.

**Table-21 Non-teaching Staffs According to Their Position**

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
First Class	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistants	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	3
Assistants	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1

### 8.2.2 Non-teaching Staff by Section

The given table presents the distribution of non-teaching staff at Resunga Multiple Campus revealing a total of seven personnel across different administrative and accounting roles.

**Table-22 Non-teaching staff by Section**

S. N.	Section	Total
1	Account	3
2	Library	1
3	Administration	3
<b>Total</b>		<b>7</b>

To be specific, the HEI consists of three accounting officials, one office assistant for library management and one for administration to handle the HEMIS unit and three others for rendering their service to account and administrative sections.

### 8.2.3 Non-teaching Staff by Ethnicity and Gender

The table given below illustrates the composition of non-teaching staff at of the HEI based on ethnicity, gender, and employment type.

**Table-23. 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	1	0	1	1	1	0	2	0	0	0	0	0	0	0	0	3
2	Brahmin	2	0	0	2	0	1	0	1	0	0	0	0	0	0	0	0	3
3	EDJ	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>Total of Non-teaching staff</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

The above data shows that out of seven non-teaching staff, four are permanent and three temporary. Among the four permanent staff two are male and one female. On the basis of caste, out of four permanent staff, two are Brahmins, one Chhetri and one EDJ. Likewise, among three temporary staff male is one and female two. On the basis of castes, one is Brahmin, and two Chhetris. The presentation indicates that the distribution of the staff on the basis of ethnicity and gender is to some extent inclusive.

### 8.2.4 Non-teaching Staff by Position, Job Type, and Gender

There are 7 non-teaching staff in the Resunga Multiple Campus

**Table- 24 Non-teaching Staff by position, Job Type and gender**

Position	Permanent				Temporary				Contract				Part-Time			
	Male	Femal	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Account Officer	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2
Asst Accountant	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Office Asst.	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Others	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	2
<b>Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

It shows that there are four permanent and three temporary staff. Out of four permanent staff, one is accounting officer, who is male, two office assistants one male and one female and in the categories other one male is permanent. The distribution of three temporary staff in the table shows that one is female office assistant, two belong to others categories. Out of the two one male and the other is female.



*Fa D...*  
Campus Chief

## Section 9: Student-Teacher Ratio



*Ed Dwyer*  
Campus Chief

## 9. 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.

### 9.1 Student-Teacher Ratios on Campus

The following table vividly presents number and ratio of students and teachers.

**Table- 25 Student-Teacher Ratios in the HEI**

S.No.	Faculty	Gender				Total Students	STR (Student / Teacher)
		Male	Female	Others	Total		
1	Humanities & Social Science	3	0	0	3	30	10.00
2	Management	7	2	0	9	335	37.22
3	Science and Technology	0	0	0	0	0	0.00
4	Education	11	0	0	11	344	31.27
5	Agriculture Science	0	0	0	0	0	0.00
6	Education	11	0	0	11	0	0.00
7	Engineering	0	0	0	0	0	0.00
8	Humanities and Social Sciences	0	0	0	0	0	0.00
9	Law	0	0	0	0	0	0.00
10	Management	7	2	0	9	0	0.00
11	Science and Technology	0	0	0	0	0	0.00
12	Health Sciences	0	0	0	0	0	0.00
13	Natural Resource Management	0	0	0	0	0	0.00
<b>Grand Total</b>		<b>39</b>	<b>4</b>	<b>0</b>	<b>43</b>	<b>709</b>	<b>16.49</b>

In the given data, the Faculty of Education has 11 teachers and 344 students, resulting in a ratio of approximately 31.27 students per teacher. This suggests a fairly balanced distribution, where each teacher is responsible for around 31 students, allowing for manageable class sizes and the potential for more personalized instruction. Similarly, the Faculty of Management, with 9 teachers and 335 students, shows a significantly higher ratio of 37.22. It indicates that the student teacher ratio is satisfactory. However, the student teacher ratio in arts is not satisfactory. The table shows that a teacher is assigned to teach about 10 students.



*Fa Dzulkefly*  
Campus Chief

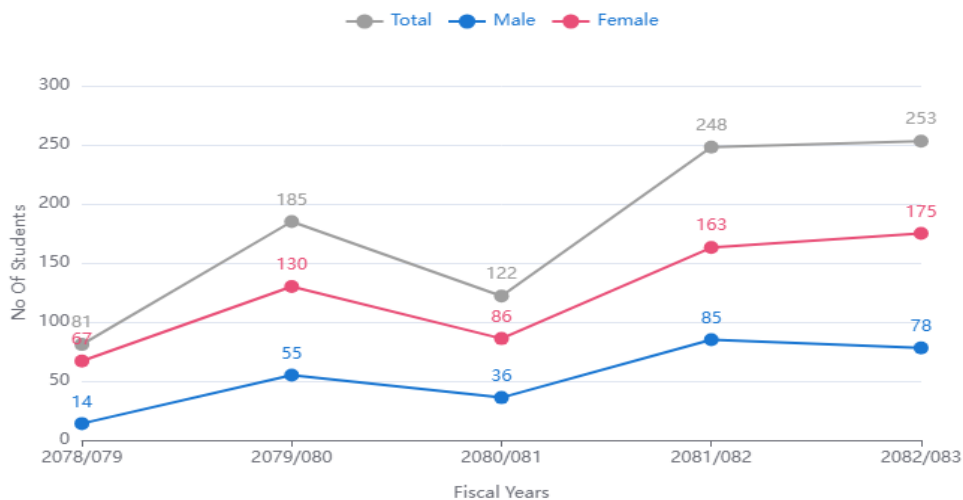
## **Section10: Recent Trends (Enrollment, Graduates, Pass Rates and Financing)**



*Faridul*  
Campus Chief

## 11. Student Enrollment Trends

*Figure-7: Student Enrollment Trends from 2078/079- 2082/083*



The data in the figure above shows student enrollment trends covering Total Enrollment, Male and Female Enrollment from 2078/79 to 2082/83 are analyzed as below.

### i) **Total Enrollment Trend:**

The total student enrollment shows an increasing trend over the given fiscal years. Although there may be slight fluctuations in some years, the general pattern indicates increasing growth with minor fluctuations in the number of students enrolled.

### ii) **Male Enrollment:**

Male student enrollment appears to follow a gradual increasing upward trend. The increase is steady, suggesting consistent participation of male students in education during the period. It depicts gradual increment trend.

### iii) **Female Enrollment:**

Female enrollment shows a significant and possibly faster increase compared to male enrollment. This indicates improving access to education and growing awareness among parents, society and female students. This presents rapid improvement over female education.



*Signature*  
Campus Chief

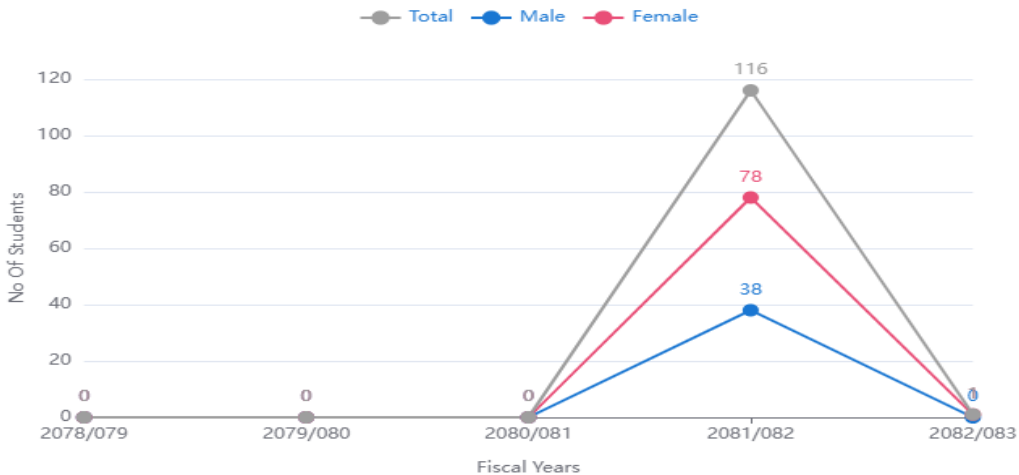
iv) **Summary of Enrollment Trend Analysis:**

Overall student enrollment is growing over time. Both male and female enrollments are increasing, but female enrollment is rising at a faster rate, reducing gender disparity. The trend reflects positive development in educational participation and possibly improved policies, awareness, and access to education.

**a. Student Graduates Trends**

Here is a graph for the Graduation trends display as a statistical summary but the graduation data are not updated yet in the HEMIS. So, the report is empty. The graphs show the value of the 2078/79 to 2082/083.

*Figure-8: Graduation trends*



In 2081/2082, total graduation stood at 116 students. The population was comprised of 78 female and 38 male graduates. The data reveals that the number of female graduates significantly outnumbered the male graduates. The HEI has just begun to record, update and analyze graduation trends since 2081/82 after the installation of API integrated HEMIS Software and is committed to continue the study in the forthcoming fiscal years.



*[Signature]*  
Campus Chief

## **Section11: Annex Summary by Level, Faculty, Program, Gender, Caste and Ethnicity**



*Faridul*  
Campus Chief

This HEMIS report provides a condensed summary report of the HEI in terms of student enrollment by level, faculty, program, gender and ethnicity. This report also presents an overview of the academic, administrative, and infrastructural status of Resunga Multiple Campus, a public community campus affiliated with Tribhuvan University, for fiscal year 2082/2083. The campus offers five academic programs: B.Ed., BA, BBS, M.Ed., and MBS. Total student enrollment stands at 709, of whom 197 are male and 512 are female. With the exception of fiscal year 2080/081, the institution has experienced a steady increase in student enrollment.

In terms of level and faculty, most students are enrolled in Bachelor-level programs, especially in Management (Bachelor in Business Studies) with the highest enrollment (285 students), followed by Education (Bachelor in Education) with 264 students. Humanities and Social Science (Bachelor in Arts) has the smallest group (30 students). At the Master's level, enrollment is comparatively low, with Education (80 students) and Management (50 students). By program, Bachelor in Business Studies is the most popular, followed by Bachelor in Education, while Master's programs have fewer students overall. Regarding ethnicity, the largest groups are Brahman (98) and Chhetri (84), followed by Janajati (151) and Dalit (78). Other groups such as Madhesi (2) and Muslim/Tharu (0) have very low or no representation. The "Others" category also accounts for a significant number (296 students).

In summary, student enrollment is concentrated in Bachelor-level programs, particularly in Management and Education, with a dominance of female students and higher representation from Brahman, Chhetri, and Janajati groups, while some ethnic groups remain underrepresented.

The campus employs 13 full-time and seven part-time faculty members. Among them, 15.38% hold an M.Phil. Degree, while the remaining 7.69% possess a master's degree. Seven administrative staff members provide full support for both academic and operational functions. The institution received QAA certification in 2076 and has submitted its SSR report to the University Grants Commission (UGC) for the second cycle. Additionally, the campus runs the NEHEP program under the UGC to promote quality in higher education. The Campus Management Committee, together with local stakeholders, has played an active role in the campus's development. Community contributions and participatory governance have enhanced both transparency and local ownership.

This report was prepared following the successful implementation of the project titled



*Pa. D. ...*  
Campus Chief

“Establishment and Implementation of Web-based Higher Education Management Information System (HEMIS) Software,” in accordance with the guidelines issued by the UGC for the digitalization of higher education institutions. Through HEMIS, the UGC aims to establish a centralized, integrated, comprehensive and web-based information system across all campuses, supporting the broader goal of strengthening digital infrastructure in higher education. The architecture of HEMIS is designed to integrate institutional data with the UGC through the respective universities. Such integration facilitates the centralization and streamlining of data collected from affiliated campuses, enabling the UGC to make more informed decisions regarding resource allocation and grant distribution.

The HEMIS Software is a user-friendly, multi-threaded, multi-user, scalable, visually intuitive, interoperable, and secure web-based application. It represents the latest platform recommended by the UGC guidelines. The system allows for comprehensive management of higher education data including student enrollment, faculty and staff information, academic progress, and graduation statistics disaggregated by gender, faculty, and academic year. Through this system, digital records can be maintained efficiently and used for evidence-based decision-making.

Key challenges faced by the campus include resource constraints, the need for faculty development, and the enhancement of a research culture. In response, the campus plans to focus on digitalization, infrastructure upgrades, and curriculum diversification.

This report highlights the campus’s commitment to academic excellence through digitalization, data transparency, and community-centered education aligning with the goals of the NEHEP of University Grants Commission.

\*\*\*\*



*Faiz Ahmad*  
Campus Chief