



त्रि.वि.प.नि.का.कोड नं. ६०२(२०६३)

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

चुरे क्याम्पस

Chure Campus Thakurbaba-3 Bardiya Bagnaha Lumbini Province, Nepal

ठाकुरबाबा नगरपालिका वडा नं. ३ बगनाह बर्दिया, लुम्बिनी प्रदेश नेपाल

प.सं.: २०८११०८२

च.नं. १८८

मिति: २०८२१०११२



श्री विश्व विद्यालय अनुदान आयोग
सानोठिमी भक्तपुर नेपाल

विषय: प्रगति प्रगतिवेदन पेश गरेको सम्बन्धमा ।

प्रस्तुत विषयको सम्बन्धमा यस क्याम्पस र त्यस आयोग बिच मिति २०८११०८३० गते भएको सम्झौतानुसारको Web Based HEMISs कार्यहरु सम्पन्न गरेको हुदा नियमानुसार रकम भुक्तानिको लागि प्रगति विवरण सहीत आवश्यक कागजात पेश गरेको व्यहोरा अनुरोध छ ।

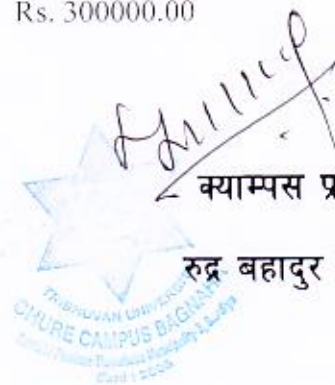
खर्च विवरण:

1) Strengthen Web Based HEMIS

Rs. 300000.00

क्याम्पस प्रमुख

रुद्र बहादुर खड्का



website:

- Email: churecampus@gmail.com.
- facebook: chure campus

Phone: 0977-9858024700

आज मिति २०८२ साल वैशाख १० गतेका दिन यस चुरे क्याम्पस बगनाह बर्दियाका संचालक समितिका अध्यक्ष श्री डवल सिंह सावदको अध्यक्षतामा बैठक संचालन भयो र निम्न बमोजिममा उपस्थितिमा छलफल गरी निर्णय पारीत गरीयो ।

उपस्थिति:

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अध्यक्ष श्री डवल सिंह सावद

उपाध्यक्ष श्री विष्णु प्रसाद न्यौपाने

सदस्य श्री भैरव बहादुर विष्ट

सदस्य श्री श्रीकृष्ण थारु

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सदस्य श्री देवि प्रसाद देवकोटा

सदस्य श्री अविलाल गड्तौला

सदस्य श्री जर्नादन योगि

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सदस्य श्री अनुराज थारु

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सदस्य श्री श्री राम थारु

प्रस्ताव नं. १: क्याम्पस वर्गिकरण सम्बन्धमा ।

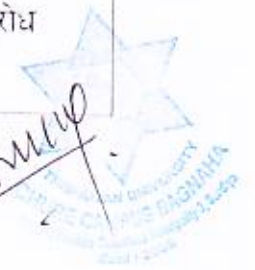
निर्णय नं. १: प्रस्ताव नं. १ माथि छलफल गर्दा त्रि.वि. योजना महाशाखाको सुचना अनुसार यस चुरे क्याम्पस बगनाह बर्दिया वर्गिकरणको लागि तपसिलको कागजात सहीत क्याम्पस प्रमुख श्री रुद्र बहादुर खड्कालाई पठाउने र सो सम्बन्धि प्रकृया पुर्याई क्याम्पस वर्गिकरण गरीदिन त्रि.वि. योजना महाशाखा किर्तिपुरलाई अनुरोध गर्ने निर्णय गरीयो ।

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रकम भुक्तानिको लागि आवश्यक कागजात पेश गरी खर्च रकम माग गर्ने निर्णय गरीयो ।

खर्च विवरण:

१) टायर	२ थान	रु. ३३०००।००
२) डिजेल	४४० लि.	रु. ६४६८०।००
३) मर्मत	खर्च	रु. १६२००।००
जम्मा खर्च		रु. ११०८८०।००

प्रस्ताव नं. ४: रकम निकास सम्बन्धमा ।

निर्णय नं. ४: प्रस्ताव नं. ४ माथि छलफल गर्दा यस चुरे क्याम्पस वर्डियामा र विश्वविद्यालय अनुदान आयोग विच मिति २०८१।०८।३० गते भएको सम्झौता बमोजिम तपसिलका कार्यहरु सम्पन्न भएको हुदा नियमानुसार रकम भुक्तानिको लागि अनुरोध गर्ने निर्णय गरीयो ।

1) Connectivity and ICT Infrastructures Development	Rs. 500000.00
2) Capacity Development Training	Rs. 250000.00
3) Strengthen Wb Based HEMIS	Rs. 300000.00

प्रस्ताव नं. ५: कार्यक्रम माग गर्ने सम्बन्धमा ।

निर्णय नं. ५: प्रस्ताव नं. ५ माथि छलफल गर्दा यस चुरे क्याम्पस वर्डियामा निर्माणाधीन अवस्थामा रहेको मेघाहलको कार्य पुरा गर्न आवश्यक बजेट प्रदेश सरकार सामाजिक विकास मन्त्रालयमा माग गर्ने निर्णय गरीयो ।

- क) मेघाहल आगन्तुक कक्ष व्यवस्थापन तथा शौचालय पानि
- ख) रंगरोगन तथा जिप्सम कार्य
- ग) वाईरीड, तथा विजुलि कार्य





HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education 2081/2082 BS
(2024/2025 AD)

CHURE CAMPUS

THAKURBABA -3, BAGNAHA BARDIYA,
LUMBINI NEPAL

Email: churecampus@gmail.com



Message from the Campus Chief

Chure Campus, affiliated to Tribhuvan University Nepal, is a nonprofit making community based institution which was established in 2063 B.S. (2006 A.D.). Education is generally perceived as one of the most well developed services that makes people more conscious and rationale. It shapes human life. It is an important indication of national development because development is possible only when the nation can produce skilled human resources and academic scholars. So, it aims to provide higher education to the children belonged to poor and educationally back warded society.

The institution is located in the village area of Bardiya district at Thakurbaba Municipality Ward No. 3, in Lumbini Province, Nepal. Chure Campus is an innovative QAA process institution for higher education in Bardiya district. At present the institution has been providing higher education to the **703** students in different stream in Bachelor and Master Level. The college has been offering its programs in the stream of Management, Education and Humanities at Bachelor and Master Levels (BA, B. Ed, BBS and M.Ed. in Health Education and MBS.).

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



Campus Chief

Mr. Rudra Bahadur Khadka

Campus chief

Chure Campus Bagnaha

Thakurbaba -3, Bardiya, Nepal

Message from Chairman

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

It is our aim to impart knowledge and instill values that shape responsible, compassionate, and forward-thinking individuals. As we continue to grow and evolve, we remain committed to our mission of fostering innovation, integrity, and inclusivity in education.

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

Warm regards!



.....

Mr. Dabal Singh Saud

Chairman

Chure Campus Management Committee

Thakurbaba -3, Bardiya, Nepal

Acknowledgement

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



.....
Mr. Ramsankar Subedi
Focal Person
Chure Campus Management Committee
Thakurbaba -3, Bardiya, Nepal

Abbreviations or Acronyms

BA	Bachelor of Arts
B.B.S	Bachelor in Business Studies
B.Ed	Bachelor in Education
DoE	Department of Education
GPA	Grade Point Average
GPI	Gender Parity Index
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
MBS	Master in Business Studies
M.Ed.	Master in Education
MoE	Ministry of Education
UG	Undergraduate
NA	Not Available
PG	Postgraduate
STEM	Science, Technology, Engineering, and Mathematics
UGC	University Grants Committee

Executive Summary

This is a report prepared by the campus to be submitted to the University Grants Commission, Sanothimi, Bhaktapur.

1. Academic Status:

Chure Campus, established in 2063 BS with affiliation from Tribhuvan University, has completed 18 years and entered its 19th year. The academic programs, BA, BBS, B.Ed. and MBS and M.Ed., have been running. The details of students studying in this college in the academic year 2081/082 are as follows:

Table no.: 1

S.N.	Program	First Year	Second Year	Third Year	Fourth Year	Total
1	BBS	51	76	95	45	268
2	B.Ed.	38	67	68	42	215
3	BA	5	17	54	41	117
4	MBS					203
5	M.Ed.					0
	Total					703

Teacher Staffs:

In this academic year, there are 4 full-time teaching staffs, 1 accountant, 1 IT staff, and 1 exam coordinator 1 librarian 1 peon working in this campus, while 20 part-time assistant professors are teaching.

2. Physical Condition:

This campus was formally established in 2063 BS. This campus owns 1 bigha 10 Kttha of land. There are 3 concrete buildings and 2 temporary sheds and 1 Megha Hall in the land owned by the campus. Other physical assets of the campus include 385 sets of furniture and 12 computers, 3 sets of printers (three-in-one), 1 projector, 18 laptop, and 3 bookshelves. Wi-Fi, office, library, and CCTV cameras have been installed in all rooms and the campus premises.

3. Financial Status:

The main sources of income for the campus are individual and institutional donations, grants, fees, and interest on fixed deposits. The income for the fiscal year 2080/81 was about Rs 70 lakhs and the expenditure was about Rs 64 lakhs.

4. Social Status:

Following the restructuring of the state, this campus is located in terai region in thakurbaba Municipality -3 Bardiya Lumbini Province. There are 3 local levels around it. In this area, there are many back-warded and marginalized people from Tharu, Muslim, Majhi and other educationally backward classes, and Kami, Damai, Sarki, Gurung, Magar, Newar, and other economically disadvantaged communities. The campus is successfully able to provide quality education in higher level.

5. Potential and Strengths:

- ❖ This college is located in the central location of the surrounding settlements from a geographical point of view.
- ❖ Thakurbaba Municipality, as a tourist destination, has been a commercial center for many years, so the settlement is well-organized.
- ❖ The interest in studying higher education in the local community is increasing.
- ❖ With the completion of the construction of its own building, the physical infrastructure of the campus has become well-organized.
- ❖ With the establishment of the ICT lab in the college and the starting of teaching through smart boards, the attraction of students has increased.
- ❖ The exam Centre of TU affiliated campus located in Bardiya district is also a strength of it.

6. Challenges and Weaknesses:

- Due to the increasing trend of students going abroad, the number of students has started to decrease.
- Policies have not been formulated by the state to conduct educational programs in technical education.
- The regularity of students' attendance has started to decline.

- The college must rely only on student fees and limited grants from the University Grants Commission (UGC) as the main source of operation.
- Due to the lack of regular financial resources, the number of full-time lecturers is low.
- It is not the priority of the local level.
- In the same local level there are two community campuses is also a challenge.

7. Future programs and solutions to problems:

- It is aimed to construct another big multi-purpose Megha Hall in the coming year 2082.
- Students will be facilitated and motivated to attend regularly.
- It is aimed to increase the endowment fund by forming 500 members of the college assembly.
- Work has been done to prepare a plan to build a Digitalization System in the college and to establish related training and other education management information systems.
- We will remain active in obtaining grant assistance from relevant organizations.
- Request the concerned body to conduct the technical education program.
- We have also plan to furnish the Megha Hall for effective exam administration.

Furthermore, it is believed that positive suggestions, cooperation, and advice will be received from the gentlemen directly or indirectly related to the college. Also, it is humbly requested to the University Grants Commission to always have their support and cooperation for the educational, physical, and economic development of the college.

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Section: 1. Introduction

Chure Campus, affiliated to Tribhuvan University Nepal, is a nonprofit making community based institution established in 2063 B.S. (2006 A.D.) in order to provide higher education to the children belonged to poor and educationally back warded society. The institution is located in the village area of Bardiya district at Thakurbaba Municipality Ward No. 3, in Lumbini Province, Nepal. Chure Campus is an innovative QAA process institution for higher education in Bardiya district. At present the institution has been providing higher education to 703 students in different stream in Bachelor and Master Level. The college has been offering its programs in the stream of Management, Education and Humanities at Bachelor and Master Levels (BA, B Ed, BBS and M.Ed. in Health Education and MBS.). The college has its own large compounded ground with three big spacious buildings for classroom and administration and one Megha Hall with capacity of 250 students. The campus possesses a bus for student's transportation. Beside that the campus revises its strategic plan for quality improvement and sustainable growth according to the situation.

It covers directly three local levels and indirectly about 5 districts. This campus has contributed to educate the socially and economically poor and back-warded people especially to women.



Fig. 1.1: Campus Building

Section: 2. Campus Level, Faculty and Program

Chure Campus offered Bachelor level, Education and Management and Humanities faculties and in Master level MBS and M.Ed. programmes. The given highlighting the level of study, faculty, specific programs, and their current status.

S.No.	Level	Faculty	Programs	Status
1	Bachelor	Humanities & Social Science	Bachelor in Arts	Active
2	Bachelor	Education	Bachelor in Education	Active
3	Bachelor	Management	Bachelor in Business Studies	Active
4	Master	Management	Master in Business Studies	Active
5	Master	Education	Master in Education	Active

Fig. 2.1: Level, Faculty and Programs in the College

The table presents a detailed overview of the academic programs offered at the campus, highlighting the level of study, faculty, specific programs, and their current status. This information provides insight into the institution's academic structure and the opportunities available for students.

All the programs are currently marked as **Active**, meaning they are open for enrollment and continue to be part of the college's academic offerings. Their long-standing presence indicates the institution's commitment to providing quality education in the humanities, education and management fields.

Section: 3. Student Enrollment

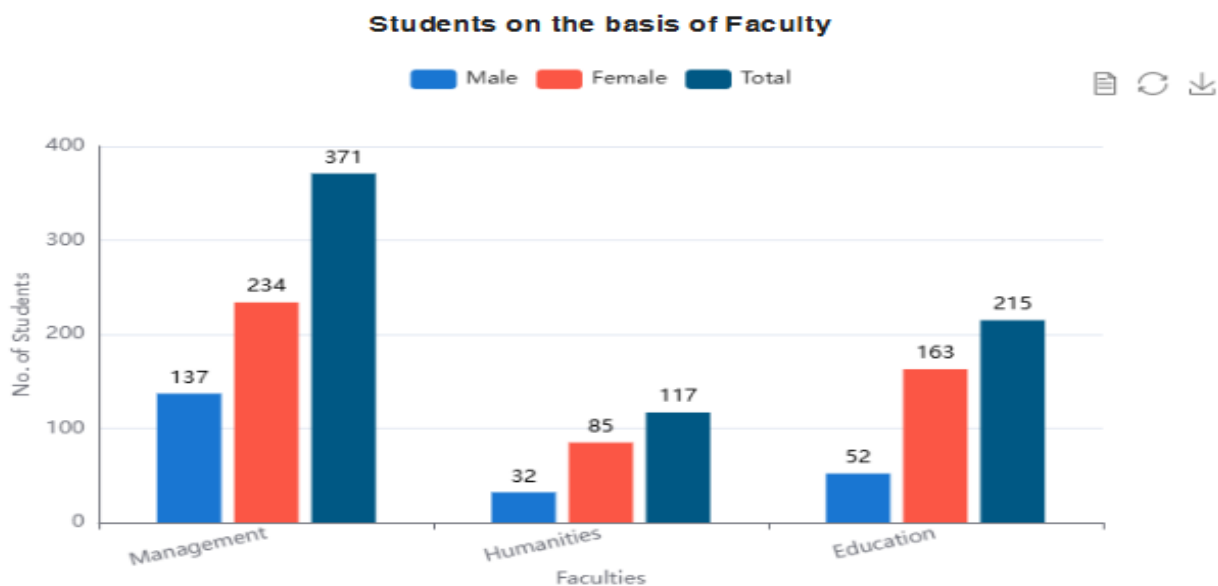
Student enrollment serves as a key indicator of an institution's outreach, inclusivity, and academic demand. At Chure campus, enrollment data reflects not only the academic programs offered but also the socio-cultural diversity and gender dynamics within the student community. The Campus has a total of 703 students studying, in the different faculties and levels. As per indicator of the reports has been placed.

3.1 Total no of students by faculty and gender

S.No.	Level	Faculty	Program	Gender			
				Male	Female	Other	Total
1	Master	Management	Master in Business Studies	55	48	0	103
2	Bachelor	Management	Bachelor in Business Studies	82	186	0	268
3	Bachelor	Humanities & Social Science	Bachelor in Arts	32	85	0	117
4	Bachelor	Education	Bachelor in Education	52	163	0	215
			Total	221	482	0	703

Table. 3.1: Number of students studying in Chure Campus by faculty and gender

The table presents the number of students enrolled and studying at Chure campus based on gender and faculties. There are **103** students studying currently in the MBS level of which **55** are **male** and **48** are **female** students. In the Management faculty in Bachelor level, **82 males** and **186 females** are studying, making a total of **268 students**. Like wise there are 32 male and 85 female students are studying in Humanities. In the education in bachelor level, there are 215 students. Among them 52 are male and 163 are female. Female students outnumber males in all faculties. Overall, the Management faculty has more students, but the trend shows higher female enrollment in all fields.



2.3 Total no of students by Faculty and ethnicity

The data below represents that the Campus has a total of 703 faculty members across the Humanities, Management and Education faculties.

S.No	Faculty	Program	Caste Ethnicity								
			Total	Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Management	Master in Business Studies	103	0	0	1	2	1	0	29	70
2	Management	Bachelor in Business Studies	268	0	3	0	8	0	3	139	115
3	Humanities & Social Science	Bachelor in Arts	117	0	0	0	1	0	0	66	50
4	Education	Bachelor in Education	215	0	4	2	11	0	0	92	106

Table 3.2: No. of students by faculty and ethnicity

The above table illustrates the data of students by faculty and ethnicity. As shown in the table, the no. of students in column **Brahman** and **Chhetri** and **Tharu** is very less or zero because the data has been entered in the **Others** column and **Janajati** column.

3.3 Total no of students by level, year, Program and Gender

In this campus there are 703 students which are shown in the table by year level and program.

Bachelor of Arts					Bachelor in Business Studies				
Year	Gender				Year	Gender			
	Male	Female	Others	Total		Male	Female	Others	Total
First	0	5	0	5	First	13	38	0	51
Second	6	11	0	17	Second	20	56	0	76
Third	19	35	0	54	Third	36	59	0	95
Fourth	7	34	0	41	Fourth	13	33	0	46
Grand Total	32	85	0	117	Grand Total	82	186	0	268

Fig 3.2: No. of students in B.A.

Fig 3.1: No. of students in B.B.S

Bachelor in Education					Master in Business Studies				
Year	Gender				Semester	Gender			
	Male	Female	Others	Total		Male	Female	Others	Total
First	14	24	0	38	First	55	48	0	103
Second	13	54	0	67	Second	0	0	0	0
Third	17	51	0	68	Third	0	0	0	0
Fourth	8	34	0	42	Fourth	0	0	0	0
Grand Total	52	163	0	215	Fifth	0	0	0	0
					Sixth	0	0	0	0
					Seventh	0	0	0	0
					Eighth	0	0	0	0
					Grand Total	55	48	0	103

Fig 3.2:No. of students in B.Ed.

Fig 3.2: No. of students in MBS.

The images present **gender-wise student enrollment in every year** for the **Bachelor in Business Studies (BBS)**, **Bachelor in Education (B.Ed.)**, **Bachelor of Arts (BA)** and **Master in Business Studies (MBS)** programs at **campus**.

In the **BA program**, there are **117 students** in total—**32 males** and **85 females**. The **third year** has the highest enrollment with **54 students**, while the **first year** has the fewest. Female students are more than twice of males.

The **BBS program** has a total of **268 students**, comprising 82 **males** and **168 females**. Female dominance is more pronounced, particularly in the **first** and **second years**. The **third year** again records the highest number of students with **95 enrolled**.

In the **B.Ed. program**, there are 215 students, with 52 male and 163 female. The second year and the third year get the equal number of students. The first records the fewest. The female are three times more than male in B.Ed. programme.

Similarly, in **MBS program**, there are 103 students. Out of them 55 male and 48 female. In master level, male students are slightly more than female.

The combined data from both images shows that the number of female students is double more than male. The third year of every stream records the highest number. This indicates a strong **female presence** and highlights gender trends in program selection at the campus.

3.4 Total no of students by district, ethnicity and gender

District	Ethnicity								Total	Gender		
	Brahma	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others		Male	Female	Total
Achham	0	0	0	0	0	0	0	3	3	2	1	3
Arghakhanchi	0	0	0	0	0	0	1	0	1	0	1	1
Banke	0	0	0	0	0	0	2	1	3	3	0	3
Bardiya	0	6	2	20	1	3	319	310	661	197	464	661
Dailekh	0	1	0	0	0	0	1	3	5	2	3	5
Dang	0	0	0	0	0	0	1	1	2	2	0	2
Humla	0	0	0	0	0	0	0	1	1	1	0	1
Jajarkot	0	0	0	0	0	0	0	1	1	1	0	1
Jumla	0	0	0	1	0	0	0	0	1	0	1	1
Kailali	0	0	1	1	0	0	0	11	13	7	6	13
Kalikot	0	0	0	0	0	0	0	7	7	5	2	7
Kanchanpur	0	0	0	0	0	0	1	1	2	1	1	2
Mugu	0	0	0	0	0	0	0	1	1	1	0	1
Pyuthan	0	0	0	0	0	0	1	0	1	1	0	1
Rukum (East)	0	0	0	0	0	0	0	1	1	0	1	1
Total No. of student	0	7	3	22	1	3	326	341	703	223	480	703

Table 3.4: No. of students by district, ethnicity and gender

The table above represents student demographics at the Campus, categorized by district, gender, and ethnicity. The campus incorporates the students from 15 districts. **Bardiya** dominates the student population with **661 out of 703** students, while other districts contribute only **one or two** students each. **Female students (280)** outnumber **male students (223)**. Ethnically, the majority belong to the **Janajati group (326)**, and **Others (Chhetri and Brahman) 341**, while other groups like **Madhesi (3)**, **Dalit (22)**, and **Muslim (1)** have minimal representation. The data highlights Bardiya as the primary source of students, with **Janajati and Chhetri** being the most common ethnic groups. The gender distribution also shows a significantly higher number of **female students compared to males**.

Section: 4. Pass Rate

The evaluation is very important for any institution. It is measured by its result. The **pass rate** is the percentage of students who successfully pass their exams out of the total who appeared. It helps measure the academic performance of students and the effectiveness of teaching within an institution. A high pass rate indicates good educational outcomes, while a low rate can highlight areas needing improvement. It is an important tool for planning, evaluation, and maintaining academic standards. The Pass rate of the campus has been analysis according to the result of the last pass out students of the Chure Campus.

The accurate data of the last pass out student has not been uploaded in the HEMIS yet. Therefore, it is difficult to present the data in the table or graph here. Though some of the students who finished the program have been entered i.e. 10 students.

Section: 5. Graduates and Dropouts

Graduates are individuals who have successfully completed a specific level of education, whether at a high school, college, or university. Graduation marks a significant achievement in a student's academic journey. It represents years of dedication, hard work, and perseverance.

For many, graduating opens the door to new opportunities, such as higher education, employment, or entrepreneurial ventures. It is not just a personal accomplishment but also a stepping stone toward contributing to society. Graduates bring fresh ideas, skills, and innovations that help drive progress in various fields.

In every institutions, analyzing graduate data helps understand trends in student success, employment rates, and areas for academic improvement. This data plays a crucial role in shaping future educational policies and programs. The given graph shows the trends of graduates of Chure Campus. Though the campus is not able to update the total data of graduation in HEMIS. It is just taken from the HEMIS record.

Student Graduation Trend From 2077/078 to 2081/082

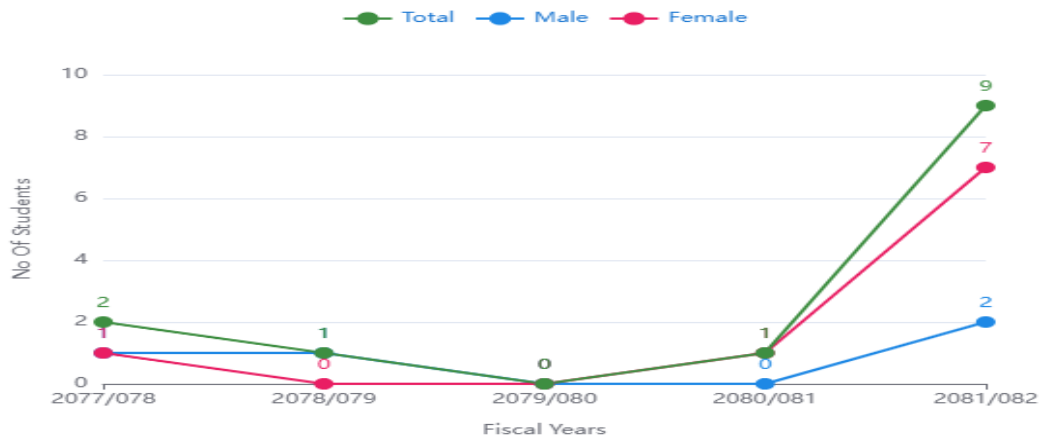


Fig 5.1: Students graduates' chart

A dropout refers to a student who leaves school, college, or university before completing their **course** or **program**. This means the student discontinues their studies without earning a **degree** or **qualification**. It's not just about failing an exam—it's about not coming back to continue or complete the education they started.

Dropouts can happen for many different reasons. There are some dropout students from the chure campus. But the sufficient data is not found to be updated in the HEMIS. The staffs are collecting the data.

The Dropout records in the Academic 2081/82

S.No.	Program	Gender			
		Male	Female	Other	Total
1	B.A.	7	5	0	12
2	BBS	0	0	0	0
3.	B.Ed.	0	0	0	0
4	MBS	0	0	0	0
Grand Total		7	5	0	12

Table 5.1: Student dropout trends

The table shows the dropout students from Humanities stream since this data is still being collected and updated over time, future trends may provide better insights into graduation rates, gender distribution, and other relevant factors.

Section: 6. Gender parity Index

The **Gender Parity Index (GPI)** is a measure that compares the access to education (or other indicators) between females and males. It is calculated as the ratio of the number of females to males enrolled at a given level of education. The GPI helps to highlight disparities in enrollment and access between girls and boys.

Table. 6.1: No. of students GPI on the basis of gender in level and program

S.No.	Level	Male	Female	Others	GPI	Total
1	Master	55	48	0	0.87	103
2	Bachelor	166	434	0	2.61	600
	Total	221	482	0	2.18	703

From the given data we can analyze that, For the **Master Level** as a whole, the GPI is 0.87, which means there are slightly more male students than female students at this level. But in Bachelor level, the GPI is 2.61 which means there are significantly more female than male students. In total the GPI is also 2.18. This suggests a stronger female representation in the Bachelor-level program at the Campus.

S.No.	Faculty	Gender				
		Male	Female	Other	GPI	Total
1	Management	137	234	0	1.71	371
2	Humanities	32	85	0	2.66	117
3	Education	52	163	0	3.13	215
Grand Total		221	482	0	2.18	703

Table. 6.2: No. of students GPI on the basis of gender in faculty

When we break this down further into specific faculties, we see even more interesting trends. In the **Education Faculty**, the GPI is 3.13, which indicates an even more pronounced gender imbalance in favor of female students. This means that there are more than two female students for every male student in this faculty, showing a very strong female presence.

On the other hand, in the **Management Faculty**, the GPI is 1.71, which is still greater than 1, indicating more female students than male students. In Humanity faculty, the GPI is 2.66 which is the twice more female than male students. This shows the gender imbalance in the Chure Campus.

Section: 7. Public Financing

Community campuses in Nepal, like us, receive financial support primarily through government grants, local community contributions, and student fees. The government of Nepal provides various types of funding to community campuses to ensure accessible and affordable education for students, especially in rural and semi-urban areas.

One of the major sources of financial support comes from the **University Grants Commission (UGC) of Nepal**, which provides grants based on academic performance, student enrollment, and institutional needs. Apart from government funding, local municipalities and provincial governments also contribute financial aid to community campuses. These funds are often used for scholarship programs, faculty development, and facility enhancement.

Finacial Status in last fiscal year					
Source of income	Amount (Rs.)	Total Expenditure			
		Operating Costs	Amounts (Rs.)	Capital Expenditure	Amount (Rs.)
a) Students Fees	5569120.5	a) salary	5437193	a) land/ construction	1142070
b) UGC Grants (Reg)	1750000	b) Teaching Aids	1402055	b) Books	24282
c) Grants from TU	100000	c) Maintenance	48080	c) Campus Bus	2324500
d) From other source	0	d) scholarship	255000		
1. Province govt.	706000	e) Student welfare	0		
2. Scholarship fund	150000	f)office management	1051962		
3. Support Committee	355211	g) payable amount	1624383		
4. Payable amount	2510149.2	h)			
5. carry forward	3932853.95				
Grand Total	15073334.65		9818673		3490852

Fig 7.1: Income and Expenses of college in last fiscal year

The image presents a financial summary of the **Campus**, outlining both its **sources of income** and **total expenditures**. The institution receives income from various sources, including **grants from the University Grants Commission (UGC)**, **student fees**, and **other miscellaneous sources**. Among these, the **largest share of income** comes from the **students' annual fees**, amounting to **Rs. 5569120**. The second-highest source is the **UGC grant**, which contributes **Rs. 1750000**. Additionally, the institution earns some amount from other sources.

On the expenditure side, the institution's expenses are divided into two main categories: **operating costs** and **capital expenditures**. Operating costs cover the day-to-day functioning of the institution and include **salaries of employees which is shown in details in the table**. In terms of **capital expenditures**, which typically involve long-term assets or infrastructure improvements. Such as land purchase, bus purchase books and other ICT tools.

Section: 8. Teachers and Staffs

Teachers and staff are the drivers of a campus, collectively shaping the academic, administrative, and social fabric of the institution. Teachers, often referred to as faculty members, are responsible for delivering subject knowledge, mentoring students, and guiding academic research. They come from diverse educational backgrounds and bring a wealth of expertise to their classrooms. Their role is not limited to teaching alone; they also contribute to curriculum development, student assessment, and the overall academic vision of the college. Many also engage in research, community service, and academic publications, enriching the learning environment with fresh insights and critical thinking.

Alongside the teaching faculty, the college staff play a crucial role in ensuring the smooth operation of day-to-day activities. These non-teaching members manage essential departments such as administration, finance, human resources, student services, and campus facilities

There are altogether 25 teachers and 5 non teaching staff working in the campus. The data are given as follow:

8.1 Total no of Teachers and staff by Faculty and gender

S.No.	Faculty	Gender			
		Male	Female	Others	Total
1	Education	12	0	0	12
2	Humanities & Social Science	6	0	0	6
3	Management	6	1	0	7
4	Administration and Accountant	2	0	0	2
5	Librarian, Peon and Driver	3	0	0	3
Grand Total		29	1	0	30

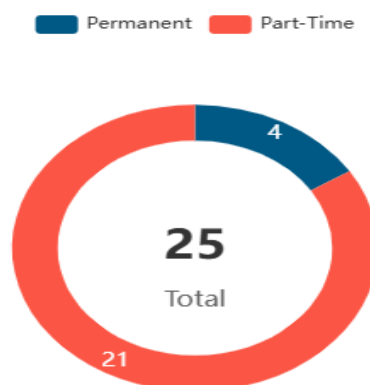
Table 8.1: No. of teachers and staff by post, job type and gender

This table presents the distribution of employees at the campus based on their **faculty** and **gender**. The roles listed includes 29 male and 1 female teachers and non teaching staffs.

8.2 Total no of Teachers and staff by job type

The **total number of employees** in the campus is **25**, with **4 in permanent positions** and **21 in part time positions**. The following graph presents it.

Fig. 8.2: No of Teachers by job type



Section: 9. Student-Teacher Ratio

The student-teacher ratio refers to the number of students for every teacher in an educational institution. It is a measure of the average class size and how many students a teacher is responsible for.

To calculate the student-teacher ratio, we use the following formula:

Student-to-Teacher Ratio = Total Number of Students / Total Number of Teachers

Student-Teacher ratio of campus:

S.No.	Faculty	Teachers	Students	Ratio
1	Education	12	215	1:18
2	Humanities and Social Science	6	117	1:20
3	Management (BBS)	7	268	1:38
4	Management (MBS)	Evening	103	1:20
	Total	25	703	1:28

Table 9.1: Student-teacher ratio

The above table reveals a clear picture of staffing distribution and student-teacher ratios across the faculties and level of Chure Campus. The academic faculties: **Education has 1:18 ratio, Humanity has 1:20 and Management has 1:38 student – teacher ratio.** In the master level there is **1:20 ratio** of the student and teacher. It is seen that there is more work load in management faculty than other. It is believed that lower ratio between teacher and student can be better for better achievement.

Section: 10. Recent Trends

This section explores the recent trends at the campus, with a focus on **enrollment patterns**, **graduation rates**, **pass percentages**, and **financial stability**. These factors, when examined together, offer valuable insights into the educational environment and highlight the evolving challenges faced by the college. Over time, **enrollment patterns** have mirrored societal shifts, economic conditions, and changes in educational policy, offering a snapshot of how **access to education** has expanded or contracted.

Similarly, **pass percentages** provide an important gauge of **academic success**, reflecting not only the preparedness of students but also the effectiveness of **teaching methods**, **support systems**, and resources available. **Graduation rates** further add to the picture, indicating the persistence of students through to the completion of their studies. The **financial landscape** of the campus remains equally crucial, as it dictates the ability to support students and staff while ensuring **long-term institutional sustainability**. By examining these trends, this section seeks to provide a detailed understanding of how these factors work in tandem to shape the **student experience** at Chure Campus.

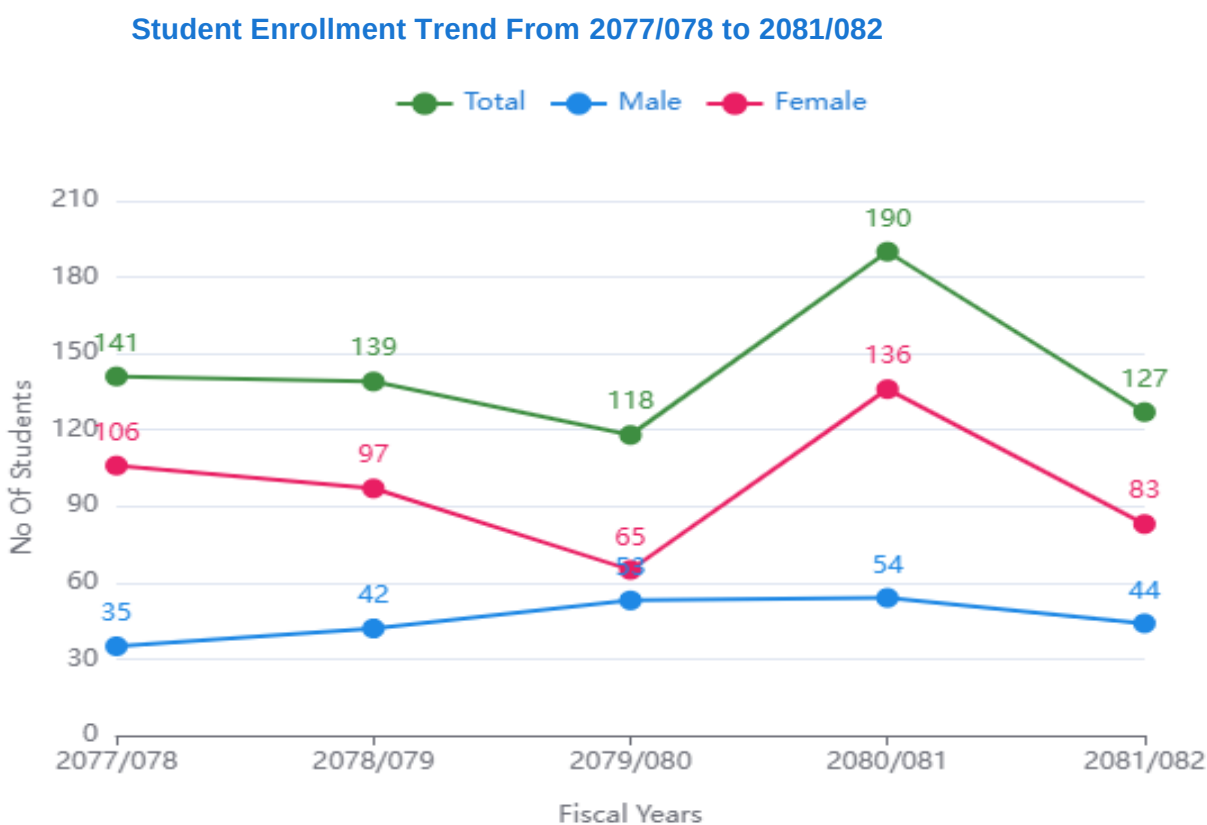


Fig 10.1: Student enrollment trend in last five fiscal years

The table reveals that the enrollment trend is not static. In 2078 and 2079 BS it was a bit similar but in 2080 BS it was decreased. Again in 2081 it was drastically increased, in the same way in 2082 it was drastically fallen down.

Section: 11. Annex

The Annex Summary provides a consolidated snapshot of key institutional data, combining academic and demographic insights with financial and operational performance.

11.1. Enrollment by Level, Faculty, Program, Gender and Caste Ethnicity

This section serves as a comprehensive overview of student enrollment patterns, faculty distribution, gender representation, and caste/ethnic diversity for the academic year **2081/82 B.S.** This section also includes the fact sheet available in **campus HEMIS**. By presenting this data in an integrated format, the summary aims to support evidence-based decision-making, foster transparency, and reinforce the college's commitment to inclusive, community-based higher education.

Student Summary

No.	Campus Name	Level	Faculty	Program	Gender				EDG	Caste Ethnicity							
					Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Chure Campus	Master	Management	Master in Business Studies	55	48	0	103	33	0	0	1	2	1	0	29	70
2	Chure Campus	Bachelor	Management	Bachelor in Business Studies	82	186	0	268	150	0	3	0	8	0	3	139	115
3	Chure Campus	Bachelor	Humanities & Social Science	Bachelor in Arts	32	85	0	117	67	0	0	0	1	0	0	66	50
4	Chure Campus	Bachelor	Education	Bachelor in Education	52	163	0	215	105	0	4	2	11	0	0	92	106

Figure 11.1: No of students in the college by Level, Faculty, Program, Gender and Ethnicity

Non-Teaching Staff Summary by Gender

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Assistants	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Ass. Accountant	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Peon	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Driver	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistants	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1

11.2. HEMIS Fact Sheet of Chure Campus

The fact sheet present the general information of our campus and consolidated data of enrolled students and teaching, non-teaching staffs working in campus.


Campus Chief





Chure Campus
Thakurbaba Municipality, Bardiya

FACT SHEET

General Information of Campus

Campus Name: Chure Campus
Affiliating University: Tribhuvan University (TU)
Address: Bagnaha
Province: Lumbini, District: Bardiya
Local Level: Thakurbaba Municipality
Campus Phone/Email: churecampus@gmail.com

Campus Chief Name: Rudra Bahadur Khadka
Campus Chief Contact No: 9858023773, 985-803057
Campus Chief Email: khadka1212@gmail.com
Landline Phone:
Facult Person: Ashim Kumar Poudyal
Facult Person Email/Phone: kishorjoshi254@gmail.com / 9858022790

Offered Faculty and Programs

Faculty:
a). Management
Level:
a). Master
Offered Program:
a). Master in Business Studies
b). Master in Education
b). Humanities & Social Science
c). Education
b). Bachelor
b). Bachelor in Arts
a). Bachelor in Business Studies
c). Bachelor in Education

Summary Report of Enrolled Students

S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	52	65	117
2	Bachelor in Business Studies	Bachelor	82	166	248
3	Bachelor in Education	Bachelor	52	163	215
4	Master in Business Studies	Master	88	28	116
Total			221	462	703

Summary Report of Teaching Staff by Gender

S.No.	Post	Gender		
		Male	Female	Total
1	Professor	0	0	0
2	Reader	0	0	0
3	Lecturer	0	0	0
4	Asst. Lecturer	24	1	25
5	Instructor/Teaching Assistant	0	0	0
6	Other	0	0	0
Grand Total		24	1	25

Summary Report of Non-Teaching Staff by Gender

S.No.	Post	Gender		
		Male	Female	Total
1	Assistant	2	0	2
2	Ass. Accountant	1	0	1
3	Peon	2	0	2
4	Driver	1	0	1
Grand Total		6	0	6

Campus Chief

UGC Representative

Campus Chief

11.3. Progress report checklist

We hereby confirm that the establishment of the Higher Education Management Information System (HEMIS), by the guidelines set forth by the University Grants Commission (UGC), has been completed. Additionally, we would like to assure that Chure Campus is in full compliance with the UGC-provided checklist attached herewith.

Progress Report on Campus Digitalization Performance Grants Indicator:
Strengthening Web-based HEMIS
 Under UGC NEHEP Extending Digitalization of Higher Education (DLI-6)

Name of Campuses:	Chure Campus
Address:	Thakur Baba-3, Bagmarha Bardiya
Website Address:	https://hemis.churecampus.edu.np
HEMIS Link:	churecampus.edu.np
Published HEMIS Report Digital Copy Link in Website	

Indicator:	Strengthening Web-based HEMIS :
------------	---------------------------------

Activities: Campus HEMIS establishment with online Data Entry and Reporting as UGC suggested Format:

Has Campus established dynamic full functional website and kept link of HEMIS other useful softwares in website
 Y... (Y/N)

Has Campus established web based HEMIS software as UGC suggested Technology, Structure and Guidelines: Y... (Y/N)

Campus HEMIS has standard online Data entry, report structure and compatible software system with UGC HEMIS: Y... (Y/N)

Has Campus HEMIS integrated with University HEMIS to UGC HEMIS system including with provision of online data reportingn automatically: Y... (Y/N)

Has Campus completed their recent academic data entry and generating executive reports through HEMIS system and campus HEMIS based online data reporting to University and UGC HEMIS: Y... (Y/N)

Has Campus their HEMIS login credential (Superadmin, Normal user name, password etc): Y... (Y/N)

Has Campus successfully prepared and published HEMIS report based on their HEMIS reporting module and kept in website: Y... (Y/N)

Has campus taken their official Website Domain, HEMIS Sub domain and Campus HEMIS hosted from Nepal Government Integrated Data Management Center (IDMC) Singhadarbar: Y... (Y/N)

Necessary System and Documents Check List:	Attached (Y/N)
1. Cover Letter For Requesting Grants	✓
2. Campus Published HEMIS Report Digital Copy in Website and send to UGC email	✓
3. UGC attested document about Campus HEMIS integration and online successfull data reporting to University and UGC HEMIS.	✓

Prepared By: IT/EMIS Staff

Name: Ram Shankar Subedi

Position: Focal Person

Email: subedi@churecampus.edu.np

Mobile: no: 9858023773

Signature: [Signature]

Verified and Approved By: Campus Chief

Name: Rudra Bahadur Khadka

Position: Campus Chief

Email: rkhadka1212@gmail.com

Mobile: no: 9858023773

Signature: [Signature]



Campus Stamp
 TRIBHUVAN UNIVERSITY
 CHURE CAMPUS BARDIYA
 Locali Prithvi Thakurha Marg, Bardiya
 2073