



त्रि.वि.प.नि.का.कोड नं. ६०२(२०६३)

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

चुरे क्याम्पस

Chure Campus, Thakurbaba-3 Bagnaha Bardiya

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

प.सं: २०८२।०८३

च.नं.: २१२

मिति: २०८३।०९।२०

श्री विश्वविद्यालय अनुदान आयोगको कार्यालय
सानोठिमी भक्तपुर

विषय : HEMIS को प्रगति विवरण पेश गरेको सम्बन्धमा ।

प्रस्तुत विषयको सम्बन्धमा त्यस आयोगबाट मिति २०८२।१२।३० (च.नं.१३६९) को प्रकाशित सुचना अनुसार NEHEP अन्तर्गत Extending Digitalization of Higher Education DLI-6 मा Digitalization Performance based Funding को लागि Strength Web Based HEMIS Guidelines अनुसार यस क्याम्पसले तपसिल अनुसार HEMIS को प्रगति विवरण आवश्यक कागजात सहित पेश गरेको व्यहोरा अनुरोध छ ।

तपसिल :

- 1- HEMIS Report 2082/083.
- 2- Campus Fact Sheet.
- 3- Vendor Declaration Form for HEMIS API Integration.
- 4- Progress Report on Campus Digitalization Performance Grants Indicator: Strengthening Web-based HEMIS.

रुद्र बहादुर खड्का
(क्याम्पस प्रमुख)

HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

Report of Higher Education 2082/2083 BS (2025/2026 AD)

CHURE CAMPUS

THAKURBABA -3, BAGNAHA BARDIYA, LUMBINI NEPAL

Email: churecampus@gmail.com



[Signature]
Campus Chief

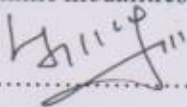
Message from the Campus Chief

Chure Campus, affiliated with Tribhuvan University, is a non-profit, community-based institution established in 2063 B.S. (2006 A.D.). Education is widely recognized as a fundamental driver of human development, fostering critical awareness, rational thinking, and the overall transformation of individuals and society. It also serves as a key indicator of national progress, as sustainable development depends on the production of skilled human resources and competent scholars. In this context, the Campus is committed to providing accessible higher education to students from economically disadvantaged and educationally marginalized communities.

The institution is situated in a rural area of Bardiya District, specifically in Thakurbaba Municipality, within Lumbini Province. Chure Campus has actively engaged in the Quality Assurance and Accreditation (QAA) process, positioning itself as a progressive higher education institution in the district. At present, the Campus serves 636 students across various programs at both Bachelor's and Master's levels. Academic programs are offered in the streams of Management, Education, and Humanities, including BA, B.Ed., BBS, M.Ed. (Health Education), and MBS.

The Campus operates with financial support from the University Grants Commission, contributions from local government bodies, community donors, and student fees. Notably, the institution has recently received funding under the Digitalization Work Performance Grant Program for the fiscal year 2082/83 B.S. to establish a Higher Education Management Information System (HEMIS). Efforts are underway to develop and disseminate comprehensive reports integrating the institution's physical, financial, academic, administrative, and statistical data through this system.

With the implementation of digital infrastructure, the Campus administration expresses strong confidence that faculty members will effectively deliver quality education through both in-person and online modalities. Students are encouraged to fully utilize these enhanced learning opportunities.



Mr. Rudra Bahadur Khadka

Campus chief

Chure Campus Bagnaha

Thakurbaba -3, Bardiya, Nepal



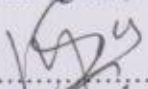
Message from Chairman

It is with great pride and privilege that I extend my sincere gratitude to all students, parents, faculty members, and well-wishers of Chure Campus. As the Chairperson, I am honored to be associated with an institution that is steadfastly committed to academic excellence, character development, and community engagement.

The Campus strives not only to impart knowledge but also to cultivate values that nurture responsible, compassionate, and forward-thinking individuals. As the institution continues to grow and adapt to emerging challenges, it remains dedicated to promoting innovation, integrity, and inclusivity in education.

I warmly invite all stakeholders to collaborate with us in shaping a successful and sustainable future for our students and the wider community. Thank you for your continued trust and support.

Warm regards,

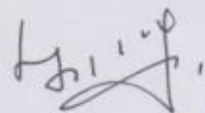


Mr. Dabal Singh Saud

Chairman

Chure Campus Management Committee

Thakurbaba -3, Bardiya, Nepal


Campus Chief

Acknowledgement

This report has been prepared to comprehensively cover all students enrolled in the first, second, third, and fourth years of the BBS, BA, and B.Ed. programs, as well as those in the MBS and M.Ed. programs, at the Campus during the academic year 2082/83 B.S. It incorporates key demographic variables, including gender, academic level, ethnicity, Dalit status, and disability.

In addition, the report presents detailed information on the qualifications, personal profiles, and professional status of both teaching and non-teaching staff. It further documents the institution's physical infrastructure, including land, buildings, classrooms, furniture, laboratories, and equipment, based on verified data and supporting evidence.

All compiled data will be disseminated online to the University Grants Commission and Tribhuvan University through the institutional website. The Campus expresses its sincere appreciation to all faculty and staff members who contributed to the preparation of this report.



Focal Person

Asim Kumar Paudyal



Campus Chief

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



Campus Chief

Executive Summary

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

1. Academic Status:

Chure Campus, established in 2063 B.S. and affiliated with Tribhuvan University, has completed nineteen years of operation and entered its twentieth year. The campus currently offers Bachelor of Arts (BA), Bachelor of Business Studies (BBS), Bachelor of Education (B.Ed.), Master of Business Studies (MBS), and Master of Education (M.Ed.) programs. In the academic year 2082/83 B.S., a total of 636 students were enrolled across different program and years of study.

Table no.: 1 Students enrollment by faculty and year

S.N.	Program	First Year	Second Year	Third Year	Fourth Year	Total
1	BBS	48	56	76	42	222
2	B.Ed.	51	42	68	32	193
3	BA	7	24	17	33	81
4	MBS	29	38	30	40	137
5	M.Ed.	0	0	2	1	3
	Total	135	160	193	148	636

Teacher Staffs:

In this academic year, there are 5 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.

Pass rate: Complete data has not yet been uploaded to the HEMIS system, limiting detailed analysis. Currently, 8% pass rate is available from the raw data.

Graduation: The record of the campus shows that 22 students got certificate of graduation in 2082/83.

Dropout Records: According to the hemis record, there are 14 students who left the program incomplete.

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2. Physical Condition:

The campus occupies 1 bigha 10 kattha of land and has developed adequate infrastructure to support academic activities. The physical facilities include three permanent buildings, two temporary structures, and a Megha Hall with a seating capacity of 300 and air-conditioning facilities. Additional resources comprise 385 sets of furniture, 12 desktop computers, 18 laptops, three multifunction printers, one projector, and three bookshelves. The campus is equipped with Wi-Fi connectivity, library services, office facilities, and CCTV surveillance across the premises.



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Campus

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 2082/83 was about Rs 10976241 and the expenditure was about Rs 5005409 as per the campus record.

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 for students from 6 districts.

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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Campus Chief

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Section: 1. Introduction

General Information of Campus

Campus Name: Chure Campus
Affiliating University: Tribhuvan University
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, 084-402051
Campus Chief Email: rkhadka1212@gmail.com
Landline Phone:
Focal Person: Ashim Kumar Paudyal
Focal Person Email/Phone: bidhyarijal354@gmail.com / 9868218201

Offered Faculty and Programs

Faculty:

- a) Management
- b) Humanities & Social Science
- c) Education

Level:

- a) Master
- b) Bachelor

Offered Programs:

- a) Master in Business Studies
- b) Bachelor in Arts
- c) Bachelor in Business Studies
- d) Bachelor in Education
- e) Master in Education

1.1 Background of the Campus

Chure Campus, affiliated with Tribhuvan University, is a non-profit, community-based institution established in 2063 B.S. (2006 A.D.) with the aim of providing higher education to students from economically disadvantaged and educationally marginalized communities. The institution is located in a rural area of Bardiya District, at Thakurbaba Municipality Ward No. 3, in Lumbini Province, Nepal. Chure Campus is recognized as an institution engaged in the QAA (Quality Assurance and Accreditation) process for higher education in Bardiya District.

At present, the campus provides higher education to 703 students across various streams at both the bachelor's and master's levels. The college offers programs in the fields of Management, Education, and Humanities, including BA, B.Ed., BBS, M.Ed. (Health Education), and MBS.

The campus has a spacious compound with three large buildings for classrooms and administrative purposes, as well as a Megha Hall with a seating capacity of more than 300 students. It also operates a bus service for student transportation. In addition, the campus regularly revises its strategic plans to ensure quality improvement and sustainable growth in response to changing needs.

The campus directly serves three local levels and indirectly reaches approximately five districts. It has made significant contributions to educating socially and economically disadvantaged populations, particularly women.



Fig. 1.1: Campus Building

1.2 Objectives of the report

This report has been prepared in order to submit in the UGC for updating the details of the campus. So, the following were the substantial objectives:

1. To identify the present status of the campus regarding student enrollment.
2. To explore the status of students' dropout, pass rate, and graduation in higher education.
3. To update the records of the campus as per UGC framework.



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Campus Chief

1.3 Organization of the Report

This report is organized into twelve sections. The first section presents an introduction and provides background information on the faculties and departments of the college. The second section examines trends in student enrollment, while the third section analyzes pass rates. The fourth section addresses graduation and dropout rates. The fifth section outlines the various scholarships offered by the college. The sixth section discusses the Gender Parity Index, and the seventh section focuses on the public financing of the institution. The eighth section provides information on the teaching staff, followed by the ninth section, which examines the student-teacher ratio. The tenth section highlights recent trends and developments. Finally, the eleventh section presents the annex.

Section: 2. Campus Level, Faculty and Program

Chure Campus offers academic programs at both the bachelor's and master's levels in the faculties of Education, Management, and Humanities. At the bachelor's level, the campus provides programs in Education, Management, and Humanities and Social Sciences. At the master's level, it offers Master of Business Studies (MBS) and Master of Education (M.Ed.) programs.

The table below presents an overview of the academic programs offered by the campus, indicating the level of study, faculty, specific programs, and their current status.

Table No. 2.1 Level, Faculty and Programs in the College

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

The table provides a comprehensive overview of the institution's academic structure, outlining the range of programs available across different faculties and levels of study. It highlights the campus's commitment to offering diverse academic opportunities to students.

All listed programs are currently active, indicating that they are open for enrollment and continue to be integral components of the campus's academic offerings. Their sustained operation reflects the

institution's ongoing commitment to delivering quality education in the fields of humanities, education, and management.

Section: 3. Student Enrollment

Student enrollment is a key indicator of an institution's outreach, inclusivity, and academic demand. At Chure Campus, enrollment data reflects not only the range of academic programs offered but also the socio-cultural diversity and gender composition of the student body. Currently, the campus has a total of 657 students enrolled across different faculties and levels. The following table presents the distribution of students by faculty and gender.

Student Enrollment Trend From 2078/079 to 2082/083

Fig No. 3.1 Student Enrollment 2082/83

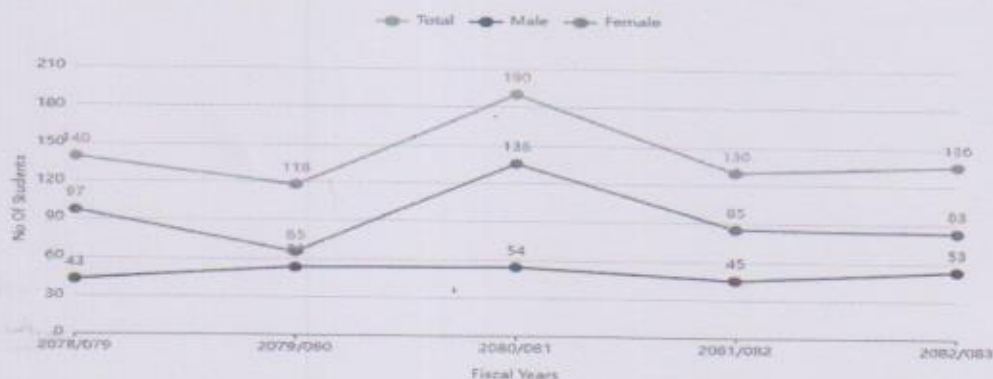


Table 3.1: Number of Students at Chure Campus by Level, Program and Gender

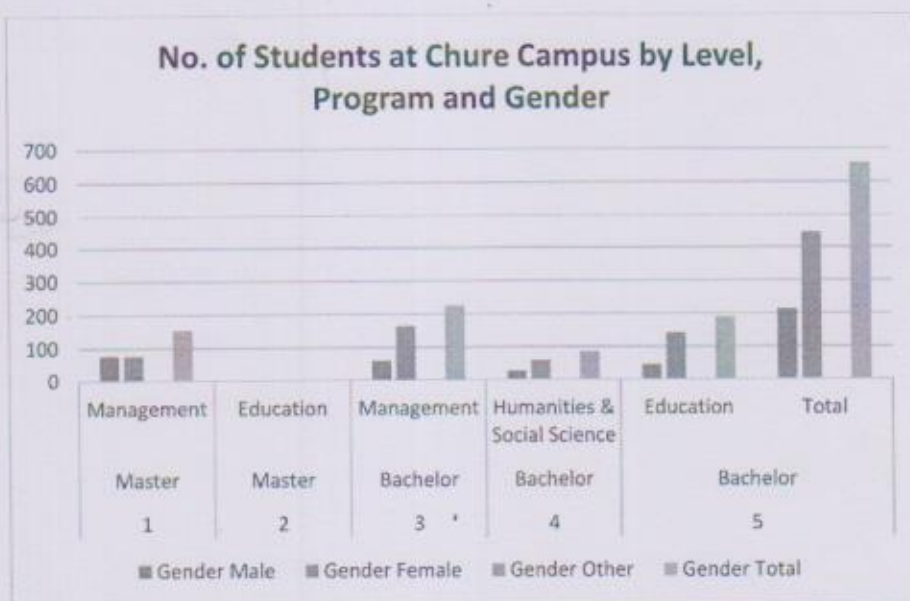
S.No.	Level	Faculty	Program	Gender			
				Male	Female	Other	Total
1	Master	Management	Master in Business Studies	71	66	0	137
2	Master	Education	Master in Population Education	2	1	0	3
3	Bachelor	Management	Bachelor in Business Studies	67	155	0	222
4	Bachelor	Humanities & Social Science	Bachelor in Arts	24	57	0	81
5	Bachelor	Education	Bachelor in Education	38	155	0	193
			Total	202	434	0	636

The table illustrates the distribution of students enrolled at Chure Campus across different faculties and levels, categorized by gender. At the master's level in Management (MBS), a total of 137 students are enrolled, comprising 71 male and 66 female students. Similarly in Master in Education, there are only three students at present.

At the bachelor's level, the Management faculty (BBS) has the highest enrollment, with 222 students, including 67 males and 155 females. Similarly, in the Humanities and Social Sciences (BA), there are 81 students, of whom 24 are male and 57 are female. In the Education faculty (B.Ed.), a total of 193 students are enrolled, consisting of 38 male and 155 female students.

Overall, female students outnumber male students across all faculties and programs. While the Management faculty has the highest total enrollment, the data clearly indicates a consistent trend of higher female participation in all fields of study.

Fig. 2. No. of students at chure campus by level, program, gender



2.3 Total no of students by Faculty and ethnicity

The data below represents that the Campus has a total of 657 faculty members across the Humanities, Management and Education faculties.

Table 3.2: No. of students by faculty and ethnicity

S.No.	Faculty	Program	Caste Ethnicity								
			Total	Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Management	Master in Business Studies	137	0	0	1	2	1		29	104
2	Management	Bachelor in Business Studies	222	0	0	0	8	0		142	72
3	Humanities & Social Science	Bachelor in Arts	81	0	0	0	1	0		66	14
4	Education	Bachelor in Education	193	0	4	2	11	0		92	64

The above table illustrates the data of students by faculty and ethnicity. As shown in the table, the no. of students in column **Brahmin** 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 636 students which are shown in the table by year level and program.

Table 3.3.1: No. of students in B.A.

Bachelor of Arts (BA)				
Year	Gender			
	Male	Female	Others	Total
First	1	6	0	7
Second	6	18	0	24
Third	5	12	0	17
Fourth	12	21	0	33
Grand Total	24	57	0	81

Table 3.3.2: No. of students in B.B.S

Bachelor in Business Studies (BBS)				
Year	Gender			
	Male	Female	Others	Total
First	24	24	0	48
Second	14	42	0	56
Third	20	56	0	76
Fourth	9	33	0	42
Grand Total	67	155	0	222

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

Bachelor in Education (B.Ed.)				
Year	Gender			
	Male	Female	Others	Total
First	9	42	0	51
Second	12	30	0	42
Third	10	58	0	68
Fourth	7	25	0	32
Grand Total	38	155	0	193

Fig 3.2: No. of students in MBS

Master in Business Studies (MBS)				
Semester	Gender			
	Male	Female	Others	Total
First	18	11	0	29
Second	16	22	0	38
Third	15	15	0	30
Fourth	22	18	0	40
Grand Total	71	66	0	137

Bachelor of Arts (B.A.)

The Bachelor of Arts (B.A.) program shows a total enrollment of **81 students**, comprising **24 males** and **57 females**. Female students significantly outnumber male students, with females being more than twice the number of males.

Year-wise distribution indicates that the **fourth year has the highest enrollment (33 students)**, while the **first year has the lowest enrollment (7 students)**. This reflects a strong continuation rate in the upper years. Overall, the gender distribution highlights a clear dominance of female students in the B.A. program.

Bachelor in Business Studies (B.B.S.)

The Bachelor in Business Studies (B.B.S.) program has a total of **222 students**, including **67 males** and **155 females**. Female enrollment is considerably higher than male enrollment across all years.

The **third year records the highest number of students (76)**, followed by the second and first years. The **fourth year has the lowest enrollment (42 students)**. The data indicates a consistent pattern of female dominance, particularly noticeable in the first and second years.

Bachelor in Education (B.Ed.)

The Bachelor in Education (B.Ed.) program has a total of **193 students**, consisting of **38 males** and **155 females**. Female students are approximately **three times** the number of male students, showing a strong gender imbalance.

The **third year has the highest enrollment (68 students)**, while the **fourth year has the lowest enrollment (32 students)**. Enrollment in the second year is also relatively high. Overall, the program demonstrates a significant preference among female students.

Master in Business Studies (M.B.S.)

The Master in Business Studies (M.B.S.) program has a total of **137 students**, with **71 males** and **66 females**, indicating approximately **equal gender representation**.

Among the semesters, the **fourth semester has the highest enrollment (40 students)**, while the **first semester has the lowest (29 students)**. The remaining semesters (fifth to eighth) show no enrollment. Unlike other programs, the M.B.S. program reflects a balanced participation of male and female students.

In conclusion, the combined data across all programs reveal that **female students outnumber male students overall**, particularly in undergraduate programs (B.A., B.B.S., and B.Ed.). In most cases, **the third year or corresponding level records the highest enrollment**, indicating stronger retention or intake at that stage.

However, at the postgraduate level (M.B.S.), **gender parity is observed**, suggesting a more balanced participation between male and female students.

These trends highlight a **strong female presence in higher education at the campus**, especially in education and arts-related programs, while business studies at the postgraduate level show equal gender representation.

3.4 Total no of students by district, ethnicity and gender

S.No.	District	Gender				EDJ	Caste Ethnicity							
		Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Achham	0	2	0	2	0	0	1	0	0	0	0	0	1
2	Arghakhanchi	0	1	0	1	0	0	0	0	0	0	0	1	0
3	Bajhang	1	0	0	1	0	1	0	0	0	0	0	0	0
4	Banke	4	1	0	5	0	0	3	0	0	0	0	2	0
5	Bardiya	226	514	0	740	7	91	43	3	20	1	50	306	226
6	Dailekh	6	4	0	10	0	4	3	0	0	0	0	1	2

S.No.	District	Gender				EDJ	Caste Ethnicity							
		Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
7	Dang	3	0	0	3	0	0	1	0	0	0	0	1	1
8	Humla	1	0	0	1	0	0	1	0	0	0	0	0	0
9	Jajarkot	1	0	0	1	0	0	0	0	0	0	0	0	1
10	Jhapa	0	1	0	1	0	0	0	0	0	0	0	1	0
11	Jumla	0	1	0	1	0	0	0	0	1	0	0	0	0
12	Kailali	8	6	0	14	0	3	1	1	1	0	0	0	8
13	Kalikot	3	1	0	4	0	0	2	0	0	0	0	0	2
14	Kanchanpur	1	1	0	2	0	0	0	0	0	0	0	1	1
15	Pyuthan	1	0	0	1	0	0	0	0	0	0	0	1	0
16	Rukum East	0	1	0	1	0	0	0	0	0	0	0	0	1
17	Rupandehi	1	0	0	1	0	1	0	0	0	0	0	0	0
18	Salyan	0	1	0	1	0	0	0	0	0	0	0	0	1
19	Surkhet	0	3	0	3	0	2	0	0	0	0	0	0	1

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

The above table presents the distribution of students at the campus according to district, gender, and caste/ethnicity. The campus has students originating from **19 different districts**. Among these, Bardiya has the highest representation, with a total of **740 students**, making it the major contributing district. In contrast, most of the other districts contribute only **one to a few students each**, indicating a highly uneven geographic distribution.

In terms of gender composition, **female students (538)** significantly outnumber **male students (256)**, while there is **no representation from other gender categories**. This indicates a notable gender imbalance in favor of female students.

With respect to caste and ethnicity, the largest proportion of students belongs to the **Janajati group (314)**, followed by **others (including Brahman and other unspecified groups) (239)**. The **Chhetri community (102)** and **Madhesi group (54)** also have moderate representation. However, **Dalit (4)** and **Muslim (21)** students are comparatively underrepresented, while the **Tharu group (51)** shows a modest presence.

Overall, the data highlights that the campus draws the majority of its students from Bardiya district, with Janajati and Other caste groups forming the largest ethnic segments. Additionally, female students constitute a significantly larger proportion of the student population compared to male students.

3.5 Total no of students by Level, Faculty, program and gender and ethnicity

S.No.	Campus Name	Level	Faculty	Program	Gender				EDG	Caste Ethnicity						
					Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Tharu	Janajati	Others
1	Chure Campus	Bachelor	Management	Bachelor in Business Studies	98	204	0	302	3	42	15	0	9	19	137	80
2	Chure Campus	Master	Management	Master in Business Studies	74	58	0	132	1	27	11	2	3	7	30	51
3	Chure Campus	Bachelor	Education	Bachelor in Education	55	187	0	242	3	27	22	2	9	23	83	76
4	Chure Campus	Master	Education	Population Education	2	1	0	3		1	1	0	0	1	0	0
4	Chure Campus	Bachelor	Humanities & Social Science	Bachelor in Arts	24	57	0	81	0	6	7	0	1	1	64	38

Table No. 3.5.1 Total no of students by Level, Faculty, program and gender and ethnicity

The table presents the distribution of students at Chure Campus by level, faculty, program, gender, and caste/ethnicity. The Bachelor level has the highest enrollment, particularly in Management and Education faculties. The Bachelor in Business Studies program records the largest number of students (302), followed by Bachelor in Education (242). Female students outnumber males in most programs, especially at the Bachelor level, while Master level enrollment is comparatively lower. In terms of ethnicity, Janajati and Other groups constitute the largest proportions, whereas Madhesi, Dalit, and Tharu groups have relatively smaller representation.

Section: 4. Pass Rate

Evaluation is a crucial component of any academic institution, often reflected through students' examination results. The pass rate refers to the percentage of students who successfully pass their examinations out of the total number who appear. It serves as an important indicator of both student academic performance and the effectiveness of teaching practices. A high pass rate suggests satisfactory educational outcomes, whereas a low rate may indicate areas requiring improvement. At Chure Campus, the pass rate has been assessed based on recently graduated students. However, complete data has not yet been uploaded to the HEMIS system, limiting detailed analysis. Currently, 8% pass rate is available from the raw data.

Section: 5. Graduates in 2082/83

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.

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 2078/079 to 2082/083



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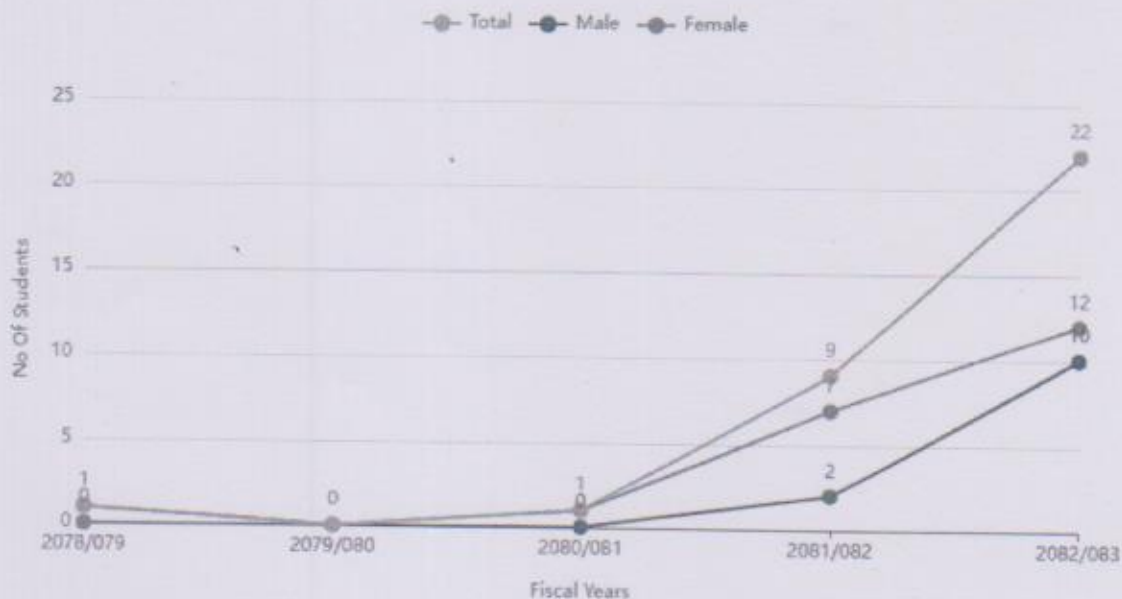


Fig 5.1: Students graduates' chart

5.1 The Dropout records in the Academic year 2082/83

A dropout refers to a student who discontinues their education before completing a course or academic program. Such students leave school, college, or university without obtaining the intended degree or qualification. This does not merely indicate academic failure; rather, it reflects the student's withdrawal from the education system without returning to complete their studies.

Table 5.1: Student dropout trends in different levels.

S.No.	Program	Gender			
		Male	Female	Other	Total
1	B.A.	1	6	0	7
2	BBS	2	0	0	2
3.	B.Ed.	1	2	0	3
4	MBS	1	1	0	2
Grand Total		5	9	0	14

Table 5.1 presents the distribution of student dropouts across different academic programs. A total of **14 students** discontinued their studies during the academic year 2082/83, comprising **5 males** and **9 females**, with no representation from other gender categories.

Section: 6. Scholarship Management

Chure Campus has made continuous efforts to provide scholarships to students at both bachelor's and master's levels through various sources, including the University Grants Commission Nepal, local government bodies, community forests, and individual donors. As a result, a considerable number of students benefit from scholarship opportunities each year. The following table presents the scholarship distribution for the fiscal year 2081/82.

Table No. 6. Scholarship records in different level

S.N.	Program and Level	Fiscal year	Total Scholarship Holder	Gender		Cast/Ethnicity		
				Male	Female	Dalit	Janajati	Other
1.	MBS	2081/82	4	3	1	0	1	3
2.	BBS	2081/82	75	5	70	4	51	20
3.	B.Ed.	2081/82	40	1	39	5	23	12
4.	BA	2081/82	13	6	7	0	9	4
	Total		132	15	117	9	84	39

The table presents scholarship distribution at Chure Campus for the fiscal year 2081/82. A total of 132 students received scholarships out of an overall enrollment of 636, representing 20.75 percent of the student population. Female recipients constituted a clear majority, accounting for 117 scholarship holders, compared to only 15 male students.

In terms of caste and ethnic composition for the fiscal year 2082/83, the largest proportion of scholarships was awarded to Janajati students (84), followed by students from other groups (39), while Dalit students accounted for the smallest share, with only 9 recipients. These figures indicate a significant gender imbalance in scholarship allocation and highlight disparities among different social groups in accessing financial support.



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Campus Chief

Section: 7. Gender parity Index

The Gender Parity Index (GPI) is a statistical measure used to compare access to education (or other relevant indicators) between females and males. It is calculated as the ratio of female to male enrollment at a specific level of education. The GPI serves as an important tool for identifying disparities in enrollment and access between girls and boys.

Formula:

$$\text{GPI} = \text{Number of females} / \text{Number of males}$$

Table. 6.2: No. of students GPI on the basis of gender and level

S.No.	Level	Male	Female	Others	GPI	Total
1	Master	73	67	0	0.91	140
2	Bachelor	129	367	0	2.84	496
	Total	202	434	0	2.14	636

The table presents the number of students and the Gender Parity Index (GPI) by gender and level of study. The data indicate variations in gender representation across academic levels.

At the Master's level, there are 73 male students and 67 female students, resulting in a GPI of 0.91. This value, being less than 1, indicates a slightly higher proportion of male students compared to female students at this level.

In contrast, at the Bachelor's level, there are 129 male students and 367 female students, with a GPI of 2.84. This significantly higher GPI reflects a substantially greater representation of female students relative to male students.

Overall, the total number of students comprises 202 males and 434 females, yielding a GPI of 2.14. This suggests that, across all levels, female students are more prominently represented than male students. The findings therefore indicate a notable gender imbalance favoring female enrollment, particularly at the Bachelor's level within the campus.



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Table. 6.3: No. of students GPI on the basis of gender in faculty

S.No.	Faculty	Gender			GPI	Total
		Male	Female	Other		
1	Management	138	221	0	1.60	359
2	Humanities	24	57	0	2.37	81
3	Education	40	156	0	3.97	196
Grand Total		202	434	0	2.14	636

The above table presents the distribution of students and the Gender Parity Index (GPI) across faculties by gender. In the Faculty of Education, the GPI is 3.97, indicating a highly pronounced gender imbalance in favor of female students, with nearly four females for every male. Similarly, the Faculty of Humanities records a GPI of 2.37, reflecting more than twice as many female students as male students. In the Faculty of Management, the GPI is 1.60, also showing a higher proportion of female students. Overall, the total GPI of 2.18 demonstrates a clear dominance of female enrollment across faculties at chure campus.

Section: 8. Public Financing

Community campuses in Nepal primarily rely on government grants, student fees, and community contributions. Financial support from the University Grants Commission (UGC) and local government bodies plays a significant role in ensuring accessible education and institutional development. The Audit report for the fiscal year 2081/82 of Chure Campus is presented below.

Income & Expenditure Entry List

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Campus

S.No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks
1	Worship & Guest Hosplity Expensive	Expenditure	2081/082	2082-12-15	-	Rs. 43100	
2	Maintanance & Cleaning Expenseve	Expenditure	2081/082	2082-12-15	-	Rs. 54500	
3	Donation	Expenditure	2081/082	2082-12-15	-	Rs. 57055	
4	Bus Insurance	Expenditure	2081/082	2082-12-15	-	Rs. 43741	
5	Installment & Interest Paid	Expenditure	2081/082	2082-12-15	-	Rs. 300000	
6	Puja Expensis	Expenditure	2081/082	2082-12-15	-	Rs. 8335	
7	Transportation Expensive	Expenditure	2081/082	2082-12-15	-	Rs. 105874	
8	Metting And Reference ment	Expenditure	2081/082	2082-12-15	-	Rs. 0	
9	Stationary Expensive	Expenditure	2081/082	2082-12-15	-	Rs. 101657	
10	Bus Fuel & Maintenance Expensive	Expenditure	2081/082	2082-12-15	-	Rs. 480444	
11	Student Unian Suppor	Expenditure	2081/082	2082-12-15	-	Rs. 9125	
12	Examination Service fee	Expenditure	2081/082	2082-12-15	-	Rs. 19611	
13	Scholarship Distribution	Expenditure	2081/082	2082-12-15	-	Rs. 635000	

14	By-law Registration & Stationary File Expensive	Expenditure	2081/082	2082- 12-15	-	Rs. 32137		
15	Service Fee	Expenditure	2081/082	2082- 12-15	-	Rs. 55300		
16	Service Fee	Expenditure	2081/082	2082- 12-15	-	Rs. 19600		
17	Examination Forms Fees	Expenditure	2081/082	2082- 12-15	-	Rs. 2271378		
18	Tax & Construction Expensive	Expenditure	2081/082	2082- 12-15	-	Rs. 60522		
19	Miscellaneous incidental Expensive	Expenditure	2081/082	2082- 12-15	-	Rs. 10000		
20	Picnic Program	Expenditure	2081/082	2082- 12-15	-	Rs. 79960		
21	Training Workshop & Seminar Expenses	Expenditure	2081/082	2082- 12-15	-	Rs. 280140		
22	Audit Fees Payable	Expenditure	2081/082	2082- 12-15	-	Rs. 35000		
23	Internet Expenses	Expenditure	2081/082	2082- 12-15	-	Rs. 32205		
24	Faculty Development Expenses	Expenditure	2081/082	2082- 12-15	-	Rs. 36000		
25	General Assembly Expenses	Expenditure	2081/082	2082- 12-15	-	Rs. 70060		
26	Electricity & Water Bills	Expenditure	2081/082	2082- 12-15	-	Rs. 58655		

27	Fastival Program	Expenditure	2081/082	2082-12-15	-	Rs. 29165		
28	Publicity Promotion & Advelopment	Expenditure	2081/082	2082-12-15	-	Rs. 27120		
29	Website Development	Expenditure	2081/082	2082-12-15	-	Rs. 11300		
30	Metting And Reference ment	Expenditure	2081/082	2082-12-15	-	Rs. 38425		
31	Practical Fee Income	Income	2081/082	2082-12-15	Rs. 121000	-		
32	Id Card	Income	2081/082	2082-12-15	Rs. 26650	-		
33	Exam Management Fee	Income	2081/082	2082-12-15	Rs. 1505400	-		
34	Campus Management Fee	Income	2081/082	2082-12-15	Rs. 145500	-		
35	Campus Management Fee	Income	2081/082	2082-12-15	Rs. 100	-		
36	Student Unian Suppor	Income	2081/082	2082-12-15	Rs. 13650	-		
37	Student Welfare Fund	Income	2081/082	2082-12-15	Rs. 78250	-		
38	Exam Centar Management Fee	Income	2081/082	2082-12-15	Rs. 5500	-		
39	Sports fee	Income	2081/082	2082-12-15	Rs. 15000	-		
40	Tie Beld Fee	Income	2081/082	2082-12-15	Rs. 5875	-		

41	Leat Fee	Income	2081/082	2082-12-15	Rs. 24150	-		
42	Certificate	Income	2081/082	2082-12-15	Rs. 126750	-		
43	Admite Carde Duplicate Fee	Income	2081/082	2082-12-15	Rs. 800	-		
44	Teaching Practic & Report	Income	2081/082	2082-12-15	Rs. 48000	-		
45	Proposal Income	Income	2081/082	2082-12-15	Rs. 34000	-		
46	Hall Management Income	Income	2081/082	2082-12-15	Rs. 27045	-		
47	Bus Operation Fee	Income	2081/082	2082-12-15	Rs. 20680	-		
48	Thesis Fee	Income	2081/082	2082-12-15	Rs. 22000	-		
49	Thesis Fee	Income	2081/082	2082-12-15	Rs. 355000	-		
50	Report Checking Fee	Income	2081/082	2082-12-15	Rs. 22000	-		
51	Rice Sales Amount	Income	2081/082	2082-12-15	Rs. 1711	-		
52	Tution Fee	Income	2081/082	2082-12-15	Rs. 3724925	-		
53	T.U. Service	Income	2081/082	2082-12-15	Rs. 362750	-		
54	Regestation Fee	Income	2081/082	2082-12-15	Rs. 79150	-		
55	Campus Management Fee	Income	2081/082	2082-12-15	Rs. 873550	-		

56	Admission Fee	Income	2081/082	2082-12-15	Rs. 205000	-		
57	Application Fee	Income	2081/082	2082-12-15	Rs. 12700	-		
58	Mahayagya Income	Income	2081/082	2082-12-15	Rs. 715105	-		
59	Social Development Division Office	Income	2081/082	2082-12-15	Rs. 619000	-		
60	UGC Grant Regular	Income	2081/082	2082-12-15	Rs. 1785000	-		
Total Amount:					Rs. 10976241	Rs. 5005409		
Balance:					Rs. 5970832			

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

According to the financial data for the fiscal year **2081/082**, the campus generated a total income of **Rs. 10,976,241**, while total expenditure amounted to **Rs. 5,005,409**, resulting in a **surplus balance of Rs. 5,970,832**.

The **major source of income** is student-related fees, particularly **tuition fees (Rs. 3,724,925)**, followed by **UGC grants (Rs. 1,785,000)** and other sources such as campus management fees and social development funds.

On the **expenditure side**, significant spending is observed in **scholarship distribution (Rs. 635,000)**, **bus operation and maintenance (Rs. 480,444)**, **loan repayment (Rs. 300,000)**, and **training, workshops, and seminars (Rs. 280,140)**. Additional expenses include administrative, utility, and academic service costs.

Overall, the financial data indicates that the campus maintains a **strong financial position**, with income exceeding expenditure, while prioritizing student support services and institutional development.

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Campus Chief 20

Section: 9. Teachers and Staffs

Teachers and staff constitute the fundamental human resources of a campus, collectively shaping its academic, administrative, and social environment. Teachers, as faculty members, are primarily responsible for the delivery of subject knowledge, student mentoring, and the guidance of academic research. They contribute not only to classroom instruction but also to curriculum development, student assessment, and the broader academic direction of the institution. Additionally, many faculty members engage in research, community service, and scholarly publications, thereby enhancing the quality of education and promoting critical inquiry.

Non-teaching staff play an equally important role in ensuring the effective functioning of institutional operations. They manage key areas such as administration, finance, human resources, student services, and campus facilities.

In total, the campus comprises 25 teachers and 6 non-teaching staff members. The data are presented as follows:

9.1 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, IT	3	0	0	3
5	Librarian, Peon and Driver	3	0	0	3
Grand Total		30	1	0	31

Table 9.1: No. of teachers and staff by post, faculty and gender

This table shows the distribution of employees on campus by faculty and gender. It includes a total of 31 staff members, comprising 30 males and 1 female, working in both teaching and non-teaching roles. Among the teaching staff, 12 are in the Faculty of Education, 6 in Humanities, and 7 in Management. Additionally, there are 6 non-teaching staff members responsible for administrative and other support activities.

9.2 Total no of Teachers and staff by job type

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Campus Chief

The total number of employees on the campus is 30, they are 5 in permanent positions and 20 in part-time positions. The following graph illustrates this distribution.

Fig. 9.2: No of Teachers by job type



Section: 10. 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:

$$\text{Student-to-Teacher Ratio} = \text{Total Number of Students} / \text{Total Number of Teachers}$$

Student-Teacher ratio of campus:

Table 10.1: Student-teacher ratio

S.No.	Faculty	Teachers	Students	Ratio
1	Education	12	196	1:16
2	Humanities and Social Science	6	81	1:14
3	Management (BBS)	7	222	1:31
4	Management (MBS)	Evening	137	1:20
	Total	25	636	1:25

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Campus Chief

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: 11. 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.

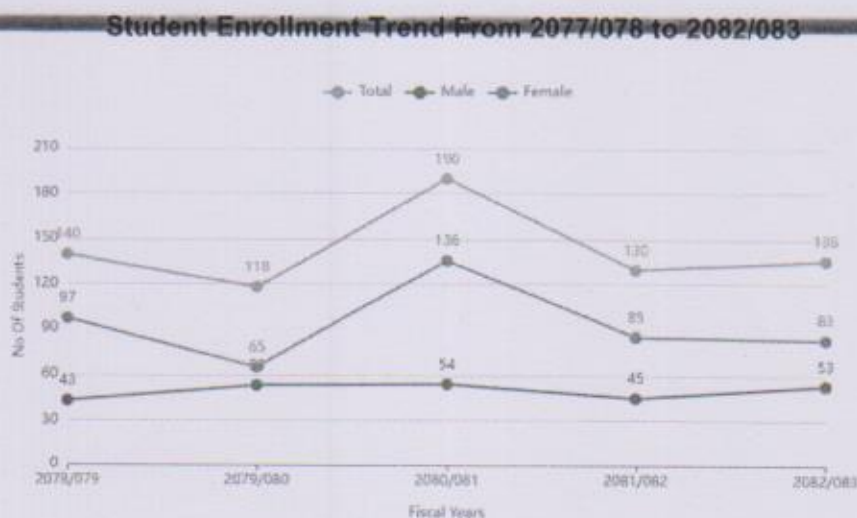


Fig 11.1: Student enrollment trend in last five fiscal years


 Campus Chief

The table indicates that the enrollment trend is not consistent over time. Enrollment figures in 2078 and 2079 B.S. remained relatively similar; however, a decline was observed in 2080 B.S. This was followed by a substantial increase in 2081 B.S. Subsequently, enrollment experienced a sharp decrease in 2082 B.S., before showing a modest recovery in 2083 B.S. Overall, the data reflect notable fluctuations in student enrollment across the observed period.

Section: 12. Annex

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

12.1. 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 **2082/83 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.

S.No.	Campus Name	Level	Faculty	Program	Gender				SDG	Caste Ethnicity						
					Male	Female	Other	Total		Students	Others	Madhwa	Drak	Sham	Lowest	Others
1	Chure Campus	Bachelor	Management	Bachelor in Business Studies	85	209	2	305	2	42	15	2	10	19	127	89
2	Chure Campus	Master	Management	Master in Business Studies	74	99	0	173	1	27	11	2	3	7	58	31
3	Chure Campus	Bachelor	Education	Bachelor in Education	80	189	2	271	2	27	22	2	11	23	82	75
4	Chure Campus	Bachelor	Humanities & Social Science	Bachelor in Arts	28	85	0	113	0	8	7	0	1	1	94	38

Table 12.1: No of students in the college by Level, Faculty, Program, Gender and Ethnicity

12.2 Summary of Teaching and non-teaching staff by Faculty and gender

Dashboard / Employee Management / Teaching Staff Summary

Home Teaching Staffs Non-teaching Staffs Previous Employees Teaching Staff ID Card Non-Teaching Staff ID Card Reports

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		
Asst. Lecturer	8	0	0	8	0	0	0	0	0	0	0	0	0	18	1	0	20	28

Rows per page: 18 1 of 1

Teaching Staff Summary by Ethnicity

Ethnicity	Permanent				Temporary				Contract				Part Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Brahman	4	0	0	4	0	0	0	0	0	0	0	0	12	0	0	12	16
Others	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Drak	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Tharu	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Others	1	0	0	1	0	0	0	0	0	0	0	0	4	1	0	5	6

12.3. HEMIS Fact Sheet of Chure Campus

The fact sheet presents the general information of Chure campus and consolidated data of enrolled students and teaching, non-teaching staffs working in campus as well as programs and levels running in the campus.

Chure Campus Thakurbaba Municipality, Birtmole		FACT SHEET			
General Information of Campus Campus Name: Chure Campus Affiliating University: Tribhuvan University Address: Birtmole Province: Lumbini, District: Bardiya Local Level: Thakurbaba Municipality Campus Phone/Email: / churecampus@gmail.com		Campus Chief Name: Roshan Dhanraj Khadka Campus Chief Contact No: 9988203773, 084-402061 Campus Chief Email: rkhadka1212@gmail.com Landline Phone: Focal Person: Ashim Kumar Paudyal Focal Person Email/Phone: ashpyaral354@gmail.com / 9988216201			
Offered Faculty and Programs Faculty: a) Management Level: a) Master Offered Programs: a) Master in Business Studies a) Bachelor in Education					
b) Humanities & Social Science a) Bachelor a) Bachelor in Arts a) Master in Education					
c) Education a) Bachelor in Business Studies					
Summary Report of Enrolled Students					
S.No.	Program	Level	Gender		Total
			Male	Female	
1	Bachelor in Arts	Bachelor	22	54	76
2	Bachelor in Business Studies	Bachelor	85	172	257
3	Bachelor in Education	Bachelor	47	166	202
4	Master in Business Studies	Master	61	41	90
Total			205	433	627
Summary Report of Teaching Staff by Gender					
S.No.	Post	Gender	Gender		Total
			Male	Female	
1	Professor	0	0	0	0
2	Reader	0	0	0	0
3	Lecturer	0	0	0	0
4	Asst. Lecturer	24	1	25	25
5	Teaching Assistant	0	0	0	0
6	Other	0	0	0	0
Grand Total		24	1	25	25
Summary Report of Non-Teaching Staff by Gender					
S.No.	Post	Gender	Gender		Total
			Male	Female	
1	Asst. Accountant	1	0	1	1
2	Assistants	1	0	1	1
3	Driver	1	0	1	1
4	Assistants	1	0	1	1
5	Helper	2	0	2	2
Grand Total		6	0	6	6
Campus Chief			UGC Representative		

12.4. 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.

25
July

Additionally, we would like to assure that Chure Campus is in full compliance with the UGC-provided checklist attached herewith.



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Chure Campus
Thakurbaba Municipality, Bardiya

Higher Education Management Information System (HEMIS)

> Dashboard / **Fact Sheet**



Chure Campus
Thakurbaba Municipality, Bardiya

FACT SHEET

General Information of Campus

Campus Name: Chure Campus

Affiliating University: Tribhuvan University

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, 084-402051

Campus Chief Email: rkhadka1212@gmail.com

Landline Phone:

Focal Person: Ashim Kumar Paudyal

Focal Person Email/Phone: bidhyarijal354@gmail.com / 9868218201

Offered Faculty and Programs

Faculty:

a) Management

b) Humanities & Social
Science

c) Education

Level:

a) Master

b) Bachelor

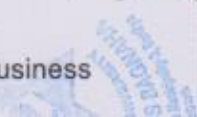
Offered Programs:

a) Master in Business Studies

b) Bachelor in Arts

c) Bachelor in Business
Studies

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Summary Report of Enrolled Students

S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	22	54	76
2	Bachelor in Business Studies	Bachelor	85	172	257
3	Bachelor in Education	Bachelor	47	155	202
4	Master in Business Studies	Master	51	41	92
Total			205	422	627

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	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	Ass. Accountant	1	0	1
2	Assistants	1	0	1
3	Driver	1	0	1
4	Assistants	1	0	1
5	Helper	2	0	2
Grand Total		6	0	6

.....
Campus Chief

.....
UGC Representative

Vendor Declaration form for HEMIS API integration

College Name and Address: Chure Campus Thakurbaba-3 Bayaha, Bardiga

S. No.	Particular	Status (Y/N)	Remarks
	Dynamic Website & Software Links: Has the campus established a fully functional website with links to HEMIS and other useful software? (Y/N)	Y	
1	UGC-Compliant HEMIS: Has the campus developed HEMIS as per UGC guidelines, including the required modules with compulsory fields? (Y/N)	Y	
2	Centralized & Modular Structure: Developed with Integration, Scalability, and Interoperability as per UGC HEMIS guidelines? (Y/N)	Y	
3	Standardized data management: Has the campus developed HEMIS according to higher education academic regulatory frameworks? (Y/N)	Y	
4	Data Validation & Reporting: Ensured proper data field validation and complete data reporting as per UGC HEMIS guidelines (UGC EMIS Report)? (Y/N)	Y	
5	Real-Time Data Synchronization: Does the campus HEMIS have automatic real-time data synchronization with the University and UGC HEMIS? (Y/N)	Y	
6	Indicator-Based Reporting: Has the campus HEMIS developed with an executive reporting module as per UGC HEMIS guidelines, ensuring reported data matches the data in HEMIS?	Y	
7	campus's official domain (sub-domain) and deployed in the government Data Center database provided DoIT, IDMC, and Singhadurbar/ University Server/Government Authorize	Y	
8	Organization? (Y/N)		
Prepared By: Rokat Bahadur Basnet			
Company Name and Address: Debugsoft P. Ltd., Kuponhole, Lalitpur, Nepal			
Name of Application (if any): iHEMIS			
For Company			
Name : Suresh Basnet			
Designation : Executive Director			
Signature:.....			
Email: debugsoft@gmail.com			
Mobile No.: +977-9851148425			
			
			
			

Progress Report on Campus Digitalization Performance Grants Indicator: Strengthening Web-based HEMIS									
Under UGC NEHEP Extending Digitalization of Higher Education (DLI-6)									
					Date: 2082-01-20				
Name of Campuses:		Chure Campus							
Address:		Thakurbaba- 3 Bagnaha Bardiya							
Website Address:		www.churecampus.edu.np.							
HEMIS Link:		HEMIS.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:									Status
Has Campus established dynamic full functional website and kept link of HEMIS other useful software in website:									(Y)
Has Campus established web based HEMIS software as UGC suggested Technology, Structure and Guidelines:									(Y)
Campus HEMIS has standard online Data entry, report structure and compatible software system with UGC HEMIS:									(Y)
Has Campus HEMIS integrated with University HEMIS to UGC HEMIS system including with provision of online data reporting automatically									(Y)
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)
Has Campus their HEMIS login credential (Superadmin, Normal username, password etc)									(Y)
Has Campus successfully prepared and published HEMIS report based on their HEMIS reporting module and kept in website									(Y)
Has campus taken their official Website Domain, HEMIS Sub domain and Campus HEMIS hosted from Nepal Government Integrated Data Management Center (IDMC) Singhadarbar:									(Y)
Does data on EMIS system at college matches with data at UGC HEMIS campus factsheet pushed through API (check validation from remote access tools like anydesk, ultraview etc)									(Y)
Necessary System and Documents Check List:					Attached (Y/N)				
1. Cover Letter for Requesting Grants					(Y)				
2. Campus Published HEMIS Report Digital Copy in Website and send to UGC email					(Y)				
3. Data reporting to University and UGC HEMIS.					(Y)				
Prepared By:.....					Verified and Approved By:				
IT/EMIS Staff					Campus Chief				
Name: Lok Bahadur Budhathoki					Name: Rudra Bahadur Khadka				
Position: Emis Staff					Position: Campus Chief				
Email: budhathoki.@gmail.com					Email: rkhadka12@gmail.com				
Mobile No.: 9868240513					Mobile No.: 9858023773				
Signature:					Signature:				
Campus Stamp									

[Signature] Campus Chief

