

General Information of Campus

**Campus Name:** Ganeshman Singh Multiple Campus  
**Affiliating University:** Tribhuvan University  
**Address:** Kalanki, Kathmandu  
**Province:** Bagmati, **District:** Kathmandu  
**Local Level:** Kathmandu Metropolitan City  
**Campus Phone/Email:** 0123234323 / gmscampus@gmail.com

**Campus Chief Name:** Ishwori Prasad Kafle  
**Campus Chief Contact No:** 9841392125, 01-23234323  
**Campus Chief Email:** gmscampus@gmail.com  
**Landline Phone:**  
**Focal Person:** Pralad Raj Gautam  
**Focal Person Email/Phone:** gmscampus@gmail.com / 9841313761

Offered Faculty and Programs

**Faculty:**

a) Humanities & Social Science

b) Management

c) Education

**Level:**

a) Bachelor

b) Master

**Offered Programs:**

a) Bachelor in Arts

b) Bachelor in Business Studies

c) Bachelor in Computer Application

d) Bachelor in Education

e) Master in Education

Summary Report of Enrolled Students

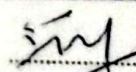
S.No	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Arts	Bachelor	52	98	150
2	Bachelor in Business Studies	Bachelor	152	187	339
3	Bachelor in Computer Application	Bachelor	44	10	54
4	Bachelor in Education	Bachelor	27	87	114
5	Master in Education	Master	7	21	28
<b>Total</b>			<b>282</b>	<b>403</b>	<b>685</b>


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	5	1	6
4	Asst. Lecturer	4	5	9
5	Teaching Assistant	2	0	2
6	Other	1	0	1
<b>Grand Total</b>		<b>12</b>	<b>6</b>	<b>18</b>

Summary Report of Non-Teaching Staff by Gender

S.No	Post	Gender		
		Male	Female	Total
1	Ass. Accountant	0	1	1
2	Other	1	0	1
3	Assistants	1	1	2
<b>Grand Total</b>		<b>2</b>	<b>2</b>	<b>4</b>

  
Campus Chief



.....  
UGC Representative

**Progress Report on Campus Digitalization Performance Grants Indicator: Strengthening Web-based HEMIS**

Under UGC NEHEP Extending Digitalization of Higher Education (DLI-6)

Date: 2083-01-18

Name of Campuses:

Ganeshman Singh Multiple Campus

Address:

Kalamki, Kathmandu

Website Address:

www.gmscampus.edu.np

HEMIS Link:

hemis.gmscampus.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:

(Yes)

Has Campus established web based HEMIS software as UGC suggested Technology, Structure and Guidelines:

(Yes)

Campus HEMIS has standard online Data entry, report structure and compatible software system with UGC HEMIS:

(Yes)

Has Campus HEMIS integrated with University HEMIS to UGC HEMIS system including with provision of online data reporting automatically

(Yes)

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

(Yes)

Has Campus their HEMIS login credential (Superadmin, Normal username, password etc)

(No)

Has Campus successfully prepared and published HEMIS report based on their HEMIS reporting module and kept in website

(Yes)

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

(Yes)

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)

(Yes)

**Necessary System and Documents Check List:**

Attached (Y/N)

1. Cover Letter for Requesting Grants

(Y) Yes

2. Campus Published HEMIS Report Digital Copy in Website and send to UGC email

(Y) Yes

3. Data reporting to University and UGC HEMIS.

(Y) Yes

Prepared By:.....

Verified and Approved By:

IT/EMIS Staff

Campus Chief

Name: Bipana Lama

Name: Ishwari Prasad Kafle

Position: Staff

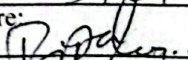
Position: Campus Chief

Email:

Email: ipkafle@gmail.com

Mobile No.: 9767487775

Mobile No.: 9841392125

Signature: 


Signature:

Campus Stamp



**Vendor Declaration form for HEMIS API Integration**

College Name and Address: .....

S. No.	Particular	Status (Y/N)	Remarks
1	Dynamic Website & Software Links: Has the campus established a fully functional website with links to HEMIS and other useful software? (Y/N)	Y	
2	UGC-Compliant HEMIS: Has the campus developed HEMIS as per UGC guidelines, including the required modules with compulsory fields? (Y/N)	Y	
3	Centralized & Modular Structure: Developed with Integration, Scalability, and Interoperability as per UGC HEMIS guidelines? (Y/N)	Y	
4	Standardized data management: Has the campus developed HEMIS according to higher education academic regulatory frameworks? (Y/N)	Y	
5	Data Validation & Reporting: Ensured proper data field validation and complete data reporting as per UGC HEMIS guidelines (UGC EMIS Report)? (Y/N)	Y	
6	Real-Time Data Synchronization: Does the campus HEMIS have automatic real-time data synchronization with the University and UGC HEMIS? (Y/N)	Y	
7	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? 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)		
<b>Prepared By:</b> Roket Bahadur Basnet			
<b>Company Name and Address:</b> Debugsoft P. Ltd., Kupondole, Lalitpur, Nepal			
<b>Name of Application (if any):</b> IHEMIS			
<b>For Company</b>			
<b>Name :</b> Suresh Basnet		<b>Email:</b> <a href="mailto:dibusoft@gmail.com">dibusoft@gmail.com</a>	
<b>Designation :</b> Executive Director		<b>Mobile No.:</b> +977-9851148425	
<b>Signature:</b> .....		 <b>Debugsoft P. Ltd.</b> <small>Company Stamp</small>	



HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM (HEMIS)

**Annual Report**

2082/083 B.S. (2025/2026 A.D.)

**Prepared by**

**Ganeshman Singh Multiple Campus**

**Kalanki, Kathmandu**

**Contact No.: 977-9841392125**

**Email: [gmscampus@gmail.com](mailto:gmscampus@gmail.com)**

**Submitted to**

**University Grants Commission (UGC)**

**Sanothimi, Bhaktapur, Nepal**



## Acknowledgement

In today's digital era, Information and Communication Technology (ICT) has become an essential tool for effective management in every sector. The web-based Higher Education Management Information System (HEMIS) plays a vital role in ensuring efficient planning, administration, academic excellence, and sustainable institutional development. It provides a comprehensive overview of our campus, including information related to students, teachers, non-teaching staff, infrastructure, facilities, enrollment, progression, and graduation.

Aligned with the vision of the University Grants Commission (UGC), HEMIS enables the integration and centralization of institutional data, ensuring real-time information sharing with the University and UGC for informed decision-making, effective planning, and proper resource allocation. The system also highlights our achievements in teaching, research, infrastructure development, and student services, while identifying areas for further improvement. We express our sincere gratitude to UGC for its support in developing this system. We also extend our appreciation to faculty members, administrative staff, and students, the IT Department, and computer operators whose dedicated efforts made data collection, entry, verification, and implementation possible.

HEMIS is becoming an indispensable tool for holistic academic management. This centralized web-based system reflects our institutional progress and serves as a roadmap for future development. We remain committed to promoting innovation, inclusivity, and academic excellence through effective use of technology in higher education.

**Ishwori Prasad Kafle**  
Campus Chief



## **Executive Summary**

Ganeshman Singh Campus was established in 2064 B.S. in memory of the late leader Ganesh Man Singh. It is a public campus committed to providing quality education at affordable fees. The campus offers three different faculties: Management, Humanities and Social Sciences, and Education. The academic programs include Bachelor of Education (B.Ed.), Bachelor of Arts (B.A.) in Humanities and Social Sciences, Bachelor of Business Studies (BBS), and Master of Education (M.Ed.). For more information, the campus can be contacted at 9841392125, via email at [gmscampus@gmail.com](mailto:gmscampus@gmail.com), or through their website: [www.gmscampuscampus.edu.np](http://www.gmscampuscampus.edu.np).



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### Section 1: Introduction

Ganeshman Singh (GMS) Multiple Campus, affiliated with Tribhuvan University (T.U.), was established in 2064 B.S. (2007A.D.). It stands out as a unique educational institution born from the collective efforts of a dedicated academic team. The campus is the result of the strong public desire and enthusiasm for providing high-quality and affordable higher education. To meet the growing demands of a modern educational environment, GMS Multiple Campus not only emphasizes academic excellence but is also well-equipped with advanced educational tools, modern teaching techniques, and supportive resources to enhance learning and teaching experiences. Summary of the campus is as below:

Campus Name:	Ganeshman Singh Multiple Campus
Affiliating University:	Tribhuvan University
Address:	Kalanki, Kathmandu
Province:	Bagmati,
District:	Kathmandu
Local Level:	Kathmandu Metropolitan City
Campus Phone/Email:	015234240 / gmscampus@gmail.com
Campus Chief Name:	Ishwori Prasad Kafle
Campus Chief Contact No:	9841392125, 01-5370356
Campus Chief Email:	gmscampus@gmail.com
Landline Phone:	015234240
Focal Person:	Pralad Raj Gautam
Focal Person Email/Phone:	gmscampus@gmail.com / 9841313761

Ganeshman Sing Multiple Campus (GMS) aims to become a creative and leading academic institution. It focuses on providing excellent teaching, training, and research in Management, Humanities, and Education. The main goal of the campus is to offer quality



education at an affordable cost, helping students grow morally, culturally, socially, and academically. It offers bachelor's degree programs in a peaceful and supportive environment. GMS Multiple Campus is run by a team of experienced academic professionals who have been working in well-known colleges for over a decade. This campus is a result of a collective effort to meet the country's need for skilled human resources. GMS Multiple Campus warmly welcomes all students who want to achieve their dreams in the fields of Management, Humanities, and Education.

In addition to providing sound professional education to students to enable them to share the values and responsibilities in the learning process, the goals of GMS are to making students capable to strive for academic and professional excellence, to building up creativity, confidence and positive attitude in the students, to developing national and international awareness to make the students responsible member of their community.

HEMIS stands for Higher Education Management Information System. It is a systematic, digital platform used by higher education institutions to collect, manage, analyze, and report data related to academic and administrative activities. The main purpose of HEMIS is to provide accurate, timely, and reliable information that supports evidence-based planning, decision-making, monitoring, and evaluation in higher education.

Through HEMIS (Higher Education Management Information System), institutions maintain detailed records on students (such as enrollment, academic progress, gender, ethnicity, Dalit, and disability status), faculty members (including qualifications, teaching responsibilities, and research activities), infrastructure (such as buildings, laboratories, and equipment), finances (including budgets, expenditures, and grants), and



other operational areas. The implementation of HEMIS brings a wide range of benefits, strengths, and supports the institution's present needs while offering significant assistance for future development.

HEMIS provides institutions with a centralized and organized platform to manage large volumes of critical academic and administrative data. By maintaining real-time and accurate records, it enables better decision-making, enhances institutional transparency, and ensures accountability to stakeholders such as students, parents, the University Grants Commission (UGC), and Tribhuvan University. Institutions can also easily generate reports required for policy formulation, accreditation, funding, and internal reviews. Moreover, the digitalization of data reduces paperwork, minimizes errors, and saves time and resources.

One of the major strengths of HEMIS is its ability to systematically integrate diverse types of information into a unified system. It supports data consistency across departments and improves coordination among administrative units. The system's analytical tools allow institutions to track trends in student enrollment, faculty performance, financial management, and infrastructure growth. HEMIS strengthens institutional planning by providing evidence-based insights, ensuring that goals and strategies are aligned with the actual needs and capacities of the campus.

In Nepal, the University Grants Commission (UGC) has introduced HEMIS as a requirement for universities and affiliated colleges to ensure transparency, accountability, and improved quality in higher education. Data from HEMIS also helps in securing funding, assessing institutional performance, and meeting national and international accreditation standards.



HEMIS acts as a strong support mechanism for maintaining institutional quality and achieving national and international standards. It helps in preparing essential documents for academic audits, quality assurance, accreditation, and grant proposals. It also supports resource allocation by identifying priority areas that need investment. Furthermore, it assists institutions in fulfilling reporting requirements set by the UGC and Tribhuvan University promptly and accurately. Staff members and administrators receive training and technical support to operate HEMIS effectively, which enhances the institution's operational efficiency and builds internal capacity for data-driven management.

In the future, HEMIS will be a powerful tool to facilitate the growth and modernization of higher education institutions. As campuses expand and diversify their programs, HEMIS will help manage complex data demands efficiently. It will enable better tracking of alumni outcomes, enhance research and innovation reporting, and support international collaborations by showcasing transparent institutional data. Furthermore, HEMIS will help institutions move toward smart campuses with advanced digital infrastructures, promoting sustainability and adaptability in a rapidly changing educational environment. By continuously updating and upgrading the system, institutions can ensure that they remain competitive, responsive, and progressive in the evolving landscape of higher education.

By adopting HEMIS, institutions like Ganeshman Singh Multiple Campus can systematically present their data online to UGC and Tribhuvan University, making information easily accessible and verifiable.



## Objectives of HEMIS

The primary objective of implementing HEMIS at Ganeshman Singh Multiple Campus is to systematically collect, manage, and utilize academic and administrative data to support evidence-based decision-making and institutional development. HEMIS aims to ensure the accurate tracking of student enrollment, graduation, faculty performance, and resource utilization. It facilitates transparency, enhances the quality of education, and helps in monitoring key performance indicators for accreditation and quality assurance. Additionally, the system supports effective planning, reporting, and evaluation processes, enabling the campus to align its goals with national higher education standards and to promote continuous improvement in service delivery to students and stakeholders.

## Campus Level, Faculty and Program

Ganeshman Singh Multiple Campus, located in Kalanki, is a public academic institution offering higher education at both Bachelor's and Master's levels. The campus is committed to providing accessible, quality education to students from diverse backgrounds. At the **campus level**, it functions as a multi-faculty institution under the national higher education framework, contributing to human resource development and community upliftment. It emphasizes academic excellence, practical learning, and professional development (Table 1).

Table 1. *Conducted Program of the Campus 2082/083*

SN	Faculties	Level
1	Education	B Ed, and M Ed
2	Humanities and Social Sciences	BA and BCA
3	Management	BBS



## **Section 2: HEMIS Analysis and Interpretation**

In this section, the overall campus data is analyzed to understand key patterns and trends in student enrollment from the academic years 2078/079 to 2082/083. The analysis is carried out on multiple dimensions, including gender (male and female), level of study (Bachelor's and Master's programs), and different faculties such as B.Ed., B.A., BCA, BBS, and M.Ed. In addition, the study examines the ethnic composition of enrolled students based on official campus records. This comprehensive analysis helps to identify enrollment trends over time, assess gender balance, compare participation across academic programs, and understand diversity within the student population, thereby providing useful insights for planning, policy-making, and improving the overall quality of campus programs.

### **Student Enrollment Trend from 2078/079 to 2082/083**

The student's enrollment at Ganeshman Singh Multiple Campus has shown a consistent and encouraging upward trend over the fiscal years **2078/079 to 2082/083**.

In 2078/079, the campus saw a strong start, enrolling a total of 72 students. Out of which, 46 were female and 26 were male, indicating a higher proportion of female students. In 2079/080, the total enrollment rose to 102 students, showing a significant increase. Among them, 63 were female and 39 were male, maintaining the trend of more female students than male students. In 2080/081, the enrollment reached 153 students. Of these, 96 were female and 57 were male, continuing the steady growth in both groups, but again with females outnumbering males. In 2082/083, the campus achieved its highest enrollment to date with 214 students enrolled. Female students accounted for 119, while

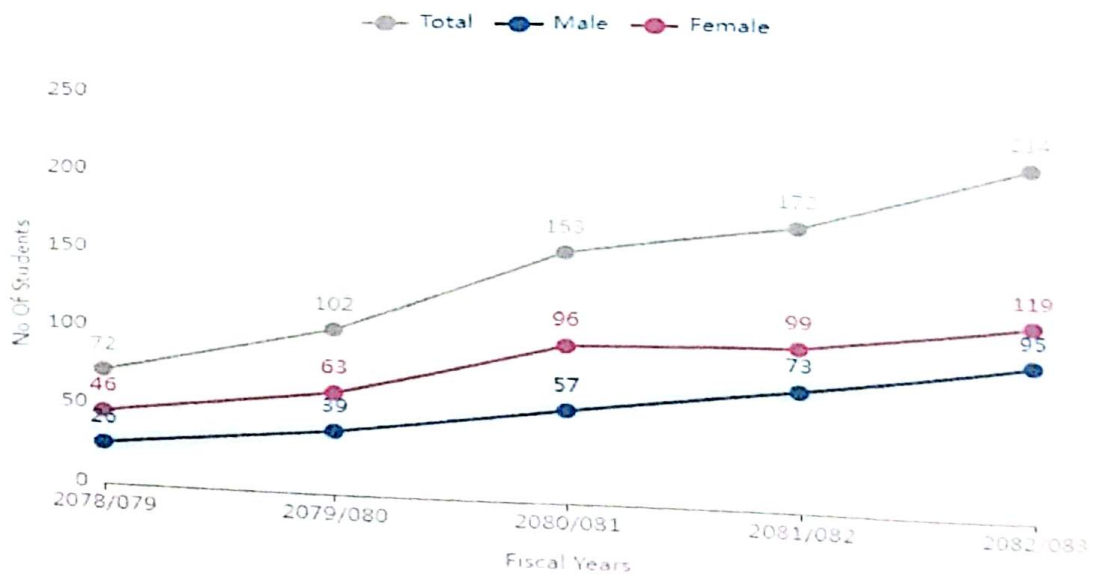


male students were 95, showing that the gap between female and male enrollment is narrowing slightly but still remains in favor of females. In every year from 2078/079 onward, female students consistently outnumbered male students. This trend highlights the campus's success in promoting female education (Figure 1).

### Student Enrollment Trend From 2078/079 to 2082/083

S.No.	Program Name	Level	Faculty	Gender			Ethnicity										
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Orhetai	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	52	98	0	1.88	150	43	9	0	2	58	4	3	31	150
2	Bachelor in Business Studies	Bachelor	Management	152	187	0	1.23	339	123	27	1	5	94	6	11	72	339
3	Bachelor in Computer Application	Bachelor	Humanities & Social Science	44	10	0	0.23	54	7	1	0	0	8	30	0	8	54
4	Bachelor in Education	Bachelor	Education	27	87	0	3.22	114	28	11	0	0	37	4	2	32	114
5	Master in Education	Master	Education	7	21	0	3.00	28	10	6	0	0	3	2	0	7	28
<b>Grand Total</b>				<b>282</b>	<b>403</b>	<b>0</b>	<b>1.43</b>	<b>685</b>	<b>211</b>	<b>54</b>	<b>1</b>	<b>7</b>	<b>200</b>	<b>46</b>	<b>16</b>	<b>150</b>	<b>685</b>

Figure1: Students Enrollment Trends from 2078/079 to 2082/083



The data suggest that Ganeshman Singh Multiple Campus (GMS) has been effectively expanding its academic reach and attracting more students every year, particularly female students. This positive trend points toward the campus's strengthening academic reputation, possible improvements in infrastructure and faculty, and increased accessibility and opportunities for higher education, especially for women.

### **Student Graduation Trend from 2078/079 to 2082/083**

The information regarding the graduation trend of GMS Campus from 2078/079 to 2082/083 is represented in Table 3. The table tracks the number of students graduated from each faculty over five consecutive fiscal years.

Looking at the data from the table, 5 students in total graduated in the first fiscal year i.e., 2078/079. The graph shows that out of the 5 students, 3 were male and 2 were female. The number of graduated individuals remained constant over the next two years. However, graduated females outnumbered males in both year with 4 females graduating in 2079/080 as compared to 1 male in that year and 5 females and no male graduates the following year. In 2081/082, 41 students in total graduated from our campus, among which 31 were females and 10 were male students.

Couple of observations emerge from this dataset. First, the low number of graduated students as compared to the enrollment in initial years suggests a lack of proper data collection on that category, missing data sets and discontinuity in tracking the graduated population over the years. Second, despite the incomplete data, the trend of higher female graduates over the years is somewhat evident and consistent with the

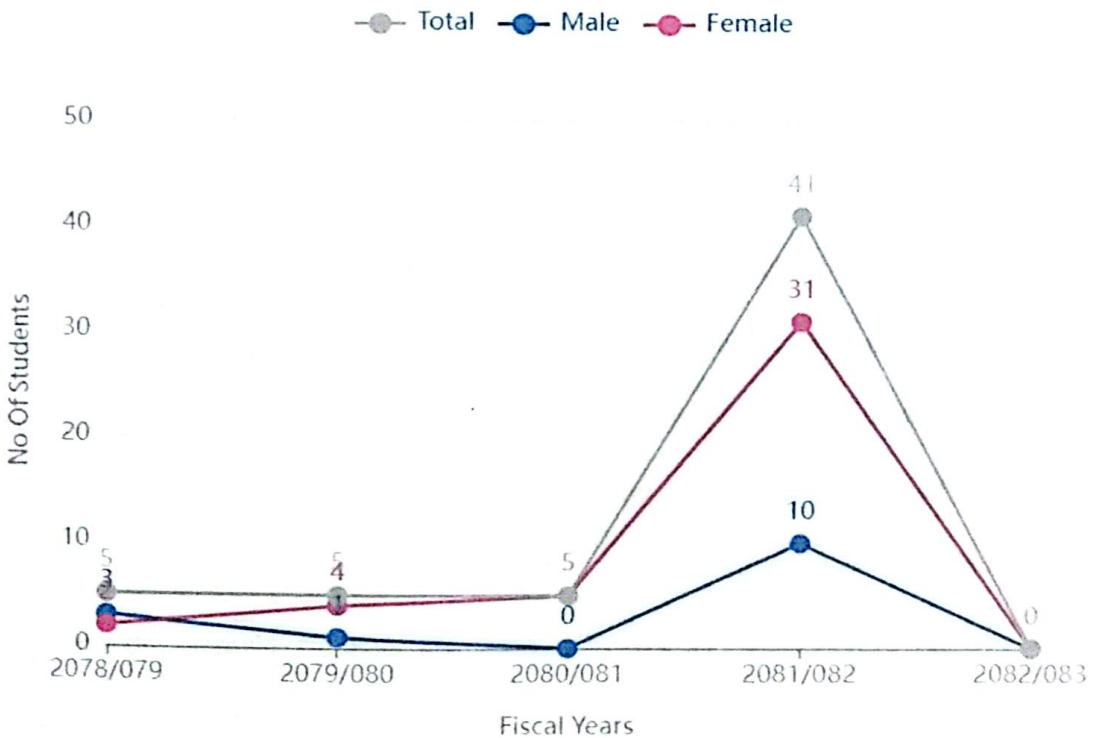


enrollment rate. This trend further strengthens the fact that our campus has been a reliable option for accessible higher education to women.

Table 3 *Students graduated in the last five fiscal years on the basis of faculty*

S.No.	Program	Last 5 fiscal years				
		2078/079	2079/080	2080/081	2081/082	2082/083
1	Bachelor in Arts	3	0	3	15	0
2	Bachelor in Business Studies	1	2	1	16	0
3	Bachelor in Education	1	3	1	10	0
	<b>Grand Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>41</b>	<b>0</b>

Figure3: *Students Graduation Trends from 2078/079 to 2082/083*



### Students on the basis of Faculty

We have explained that the table presents student enrollment data separately for three academic faculties: Humanities, Management, and Education. For each faculty, the number of male students, female students, and the total number of students is provided. This allows for a gender-wise comparison across different disciplines.

In the Humanities faculty, there are 44 male and 10 female students. This gives a male-to-female ratio of approximately 1: 0.227, meaning males significantly outnumber females. Humanities has a fairly lower GPI (0.23) as compared to other faculties. In the Management faculty, the numbers are 152 male and 187 female students. The male-to-female ratio is about 1:1.23, favoring females. However, the gap is wider than in Humanities (i.e., GPI = 1.23). Management has the largest total enrollment (339 students) among the three faculties, and also the highest number of female students (187).

In the Education faculty, there are 33 male and 109 female students. This produces a ratio of roughly 1:3, meaning females outnumber males by more than three to one. Education has the smallest male enrollment and the strongest female dominance.

Looking across the three faculties, a clear trend emerges: **females are consistently more numerous than males in every faculty**. The preference for female students is weakest in Humanities (where the difference is only 12 students) and strongest in Education (where females outnumber males by 76 students). Management sits in the middle, with a female excess of 35 students. If this data represents a current snapshot, it suggests that female students are more attracted to or more successful in gaining admission to Education and Management, while Humanities attracts a more balanced



of 658 students. In contrast, the Master's level shows a significantly smaller enrollment, with only 6 male students and 21 female students, totaling 27 students. This data clearly indicates a much larger student population at the Bachelor's level compared to the Master's level. Furthermore, at both levels, the number of female students exceeds the number of male students, with a more pronounced difference observed at the Bachelor's level.

This means that females outnumber males by 108 students. The ratio is roughly 1 male for every 1.4 females. The ratio is approximately 1 male for every 3.5 females, meaning the female majority is much stronger at the Master level compared to the Bachelor level. Overall, females outnumber males at both levels, but the gender gap becomes wider in higher education (Table5).

Table 5. *Students of Enrollment of Levelwise*

S.No.	Level	Gender				
		Male	Female	Other	GPI	Total
1	Bachelor	275	382	0	1.39	657
2	Master	7	21	0	3.00	28
Grand Total		282	403	0	1.43	685



mix. The total student population across all three faculties is  $96+108+152+187+33+109 = 685$  students, of which 403 are female (about 59%) and 282 are male (about 41%).

This indicates a significant overall female majority in these disciplines.

Without data from previous years, it is not possible to say whether the female majority is increasing or decreasing over time. However, if this pattern continues, faculties like Education may become even more female-dominated, while Humanities may move toward near-equal gender representation. Management, with its large total enrollment, shows that high female participation is possible even in traditionally mixed or male-dominated fields (Table 4.)

Table 4 *Students on the basis of Faculty with a gender-wise breakdown*

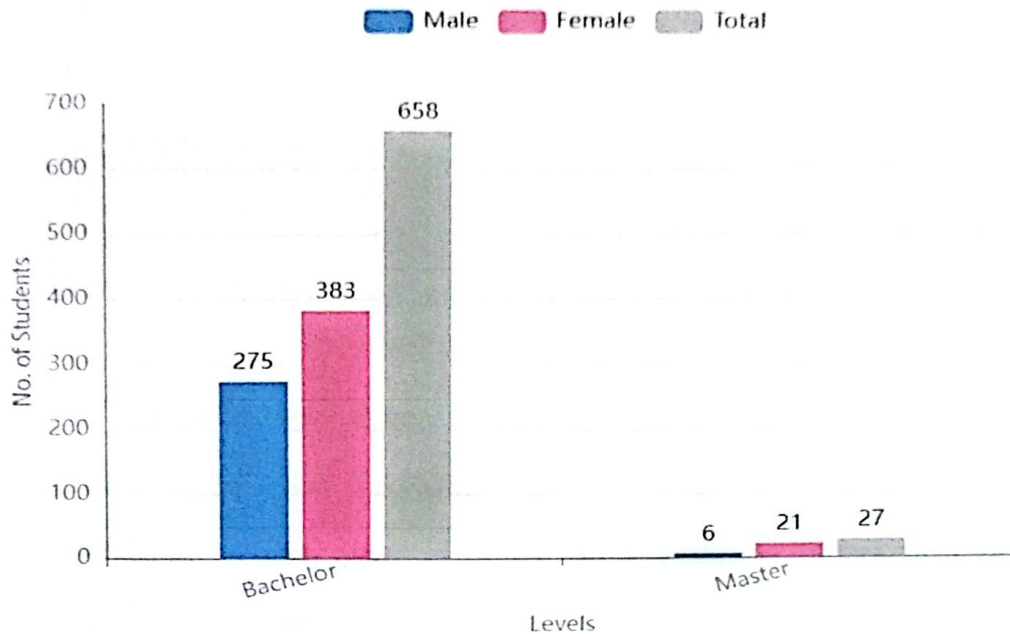
S.No.	Program Name	Level	Faculty	Gender				
				Male	Female	others	GPI	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	52	98	0	1.88	150
2	Bachelor in Business Studies	Bachelor	Management	152	187	0	1.23	339
3	Bachelor in Computer Application	Bachelor	Humanities & Social Science	44	10	0	0.23	54
4	Bachelor in Education	Bachelor	Education	27	87	0	3.22	114
5	Master in Education	Master	Education	7	21	0	3.00	28
<b>Grand Total</b>				<b>282</b>	<b>403</b>	<b>0</b>	<b>1.43</b>	<b>685</b>

### Students on the basis of Levels

The provided bar chart compares student enrollment at the Bachelor's and Master's levels. At the Bachelor's level, there are 275 male students and 383 female students, resulting in a total



Figure 4: Students Level wise on the Basis of 2078 to 2082/083



### Students on the basis of Program

The bar chart presents a comparison of student enrollment across various academic programs: BCA, BA, BBS, B Ed. and MEd. For the BCA program, there are 44 boys' students and only 10 girl's students, totaling 54 students. The BA program has 52 boys' students and 98 girl's students, resulting in a total of 150 students. The BBS program exhibits the highest overall enrollment with 339 students, comprising 152 boys and a significantly larger number of 187 girl's students. The BEd. Program has 27 boys' students and 88 girl's students, totaling 115 students. Finally, the MEd. program has the lowest enrollment with 6 male and 21 female students, totaling 27 students. Overall, the data reveals varying levels of popularity among these programs and highlights a female majority in BA, BBS, and B Ed, while BCA shows a strong male majority, and M. Ed. has a smaller total enrollment with a girl majority (Table 6).

Table 4 Students on the basis of Program wise

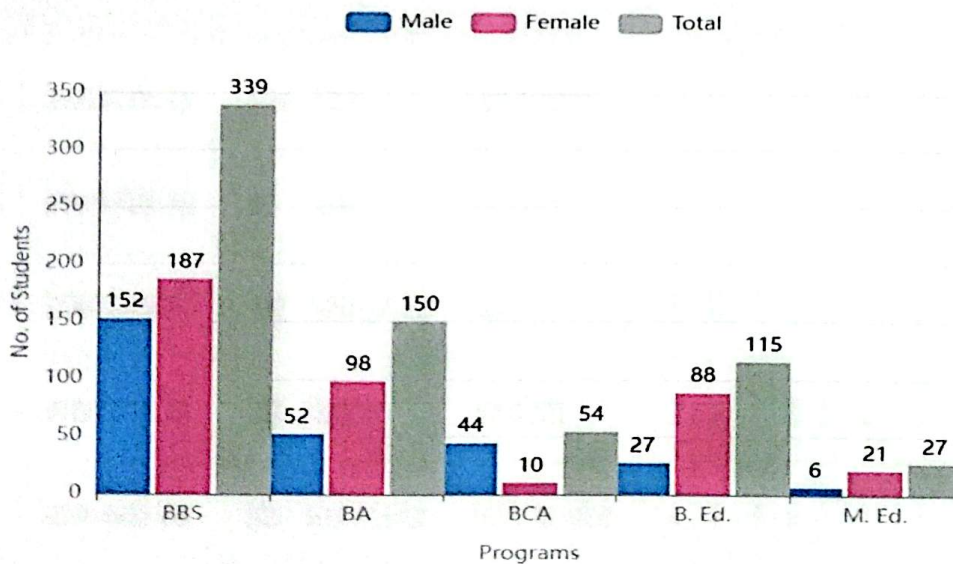


1. Summary of student enrollment in each program

Select Level: All Level      Select Faculty: All Faculty      EXPORT

S.No.	Program Name	Level	Faculty	Gender					Ethnicity								
				Male	Female	others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Wahnes	Others	Total
1	Bachelor in Arts	Bachelor	Humanities & Social Science	52	98	0	1.88	150	43	9	0	2	58	4	3	31	150
2	Bachelor in Business Studies	Bachelor	Management	152	187	0	1.23	339	123	27	1	5	94	6	11	72	339
3	Bachelor in Computer Application	Bachelor	Humanities & Social Science	44	10	0	0.23	54	7	1	0	0	8	30	0	8	54
4	Bachelor in Education	Bachelor	Education	27	87	0	3.22	114	28	11	0	0	37	4	2	32	114
5	Master in Education	Master	Education	7	21	0	3.00	28	10	6	0	0	3	2	0	7	28
Grand Total				282	403	0	1.43	685	211	54	1	7	200	46	16	150	685

Figure 5: Students Program wise on the Basis of 2078 to 2082/083



## Students by Ethnicity

The bar chart illustrates the distribution of total students across different ethnic groups. The Brahman ethnicity has the highest number of students, with 196 individuals. Following Brahman, the Janajati ethnicity has the second-highest number of students, with 206 individuals. The Chhetri ethnicity accounts for 148 students. The Dalit ethnicity has 30 students. The Madhesi ethnicity has a significantly lower representation with only 16 students. Similarly, the Muslim and Tharu ethnicities have very few students, with 1 and 7 individuals, respectively. Finally, the category labeled "Others" also comprises 7 students. Overall, the chart highlights that the Brahman and Janajati ethnicities constitute the largest student populations, while other ethnic groups have considerably smaller representations.

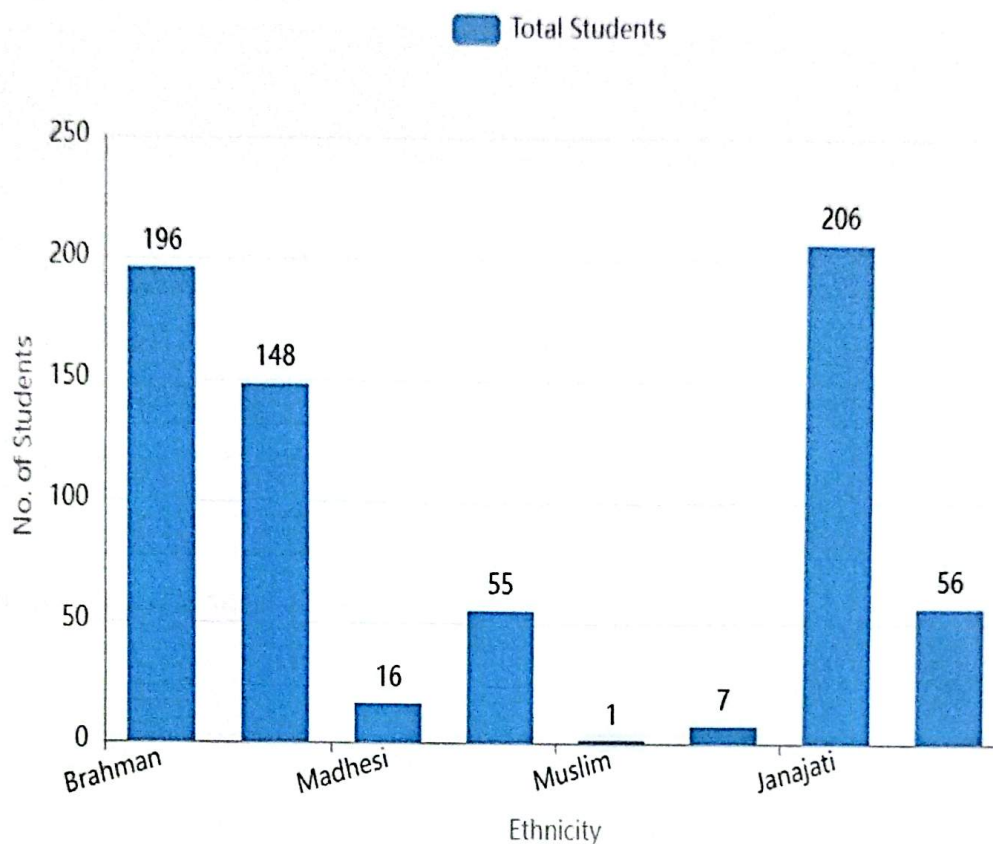
Table 8. *Students Enrollment by Ethnicity*

Student Summary

S.No.	Campus Name	Level	Faculty	Program	Gender			EDG	Caste Ethnicity							
					Male	Female	Other		Total	Brahman	Chhetri	Madhesi	Dalit	Tharu	Janajati	Others
1	Ganeshman Singh Multiple Campus	Bachelor	Management	Bachelor in Business Studies	157	201	0	358	23	131	74	11	27	5	101	8
2	Ganeshman Singh Multiple Campus	Master	Education	Master in Education	8	27	0	35	1	10	8	0	7	0	8	2
3	Ganeshman Singh Multiple Campus	Bachelor	Humanities & Social Science	Bachelor in Arts	60	115	0	175	13	51	35	3	10	2	69	5
4	Ganeshman Singh Multiple Campus	Bachelor	Education	Bachelor in Education	28	101	0	129	11	35	33	3	14	0	38	6
5	Ganeshman Singh Multiple Campus	Bachelor	Humanities & Social Science	Bachelor in Computer Application	44	10	0	54	2	7	8	0	1	0	8	30



Figure 6: Students over Ethnicity from 2078 to 2082/083



### Teaching Staff by Type

The donut chart provides a snapshot of the employment structure, revealing the distribution of 18 employees across four distinct employment types. Temporary staff constitute the largest segment of the workforce, accounting for 13 employees. Following this, both permanent and Part-Time employees each comprise 8 individuals. Contract employees represent the smallest group, with only 1 employee. This visual representation clearly indicates that temporary roles are the most prevalent within this organization, while contract positions are the least common (Table 9)



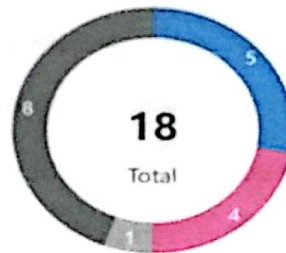
Table 9. Teaching staff by type

## Teaching Staff Summary By Gender

Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Lecturer	3	1	0	4	0	0	0	0	0	0	0	0	2	0	0	2	6
Other	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
Asst. Lecturer	0	1	0	1	3	1	0	4	0	0	0	0	1	3	0	4	9
Teaching Assistant	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2

Figure 5: Faculty Number 2082/083

■ Permanent    ■ Temporary    ■ Contract  
■ Part-Time



### Public Financing

Ganeshman Singh Multiple Campus demonstrates strong financial transparency by conducting regular annual audits to ensure accurate and reliable reporting of income and expenditures. Additionally, all financial data is systematically and openly presented through the Higher Education Management Information System (HEMIS) (HEMIS), allowing clear visibility of the campus's financial status and resource management. These



practices enhance accountability, build institutional credibility, and support effective governance. This financial report pertains to the fiscal years 2081 and 2082, as presented in the table 9 below.

Table 9. Public Financing of the Campus Fiscal Year 2081/082

*Income & Expenditure Entry List*

Filter by Fiscal Year

2081/082

7 Filter by Fiscal Year

S.No	Head Name	Head Type	F.Y	Date of Entry	Income Amount	Expenditure Amount	Remarks
1	Administrative Expenses	Expenditure	2081/082	2082-07-30	-	Rs. 3714655	EDIT
2	Others/Province & Local Level	Income	2081/082	2082-07-30	Rs. 594205	-	EDIT
3	Other	Expenditure	2081/082	2082-07-30	-	Rs. 610584	EDIT
4	Educational Programm	Expenditure	2081/082	2082-07-30	-	Rs. 2435949	EDIT
5	Exam	Income	2081/082	2082-07-30	Rs. 688646	-	EDIT
6	Grant from UGC	Income	2081/082	2082-07-30	Rs. 2814790	-	EDIT
7	Student Fee Income	Income	2081/082	2082-07-30	Rs. 12477990	-	EDIT
8	Administrative Expenses	Expenditure	2081/082	2082-07-30	-	Rs. 0	EDIT
9	Educational Programm	Expenditure	2081/082	2082-07-30	-	Rs. 0	EDIT
10	Salary	Expenditure	2081/082	2082-07-30	-	Rs. 7123492	EDIT

Total Amount:

Rs. 16575  
631

Rs. 13884680

Balance:

Rs. 2690951



## Students Teachers Ratio

The current ratio of faculty members to students enrolled in our campus is clearly presented in the table below.

S No.	Faculty	Gender				Total Students	STR (Student: Teacher)
		Male	Female	Others	Total		
1	Humanities & Social Science	5	3	0	8	204	25.50
2	Management	1	2	0	3	339	113.00
3	Science and Technology	0	0	0	0	0	0.00
4	Education	3	1	0	4	142	35.50
5	Agriculture Science	0	0	0	0	0	0.00
6	Education	3	1	0	4	0	0.00
7	Engineering	0	0	0	0	0	0.00
8	Humanities and Social Sciences	0	0	0	0	0	0.00
9	Law	0	0	0	0	0	0.00
10	Management	1	2	0	3	0	0.00
11	Science and Technology	0	0	0	0	0	0.00
12	Health Sciences	0	0	0	0	0	0.00
13	Natural Resource Management	0	0	0	0	0	0.00
	<b>Grand Total</b>	<b>13</b>	<b>9</b>	<b>0</b>	<b>22</b>	<b>685</b>	<b>31.14</b>

## Conclusion

The data reveals a comprehensive overview of student enrollment and staffing. A total of 685 students are enrolled, with 281 males and 404 females. The Bachelor's level programs have the majority of students, with 204 in Arts, 339 in Business Studies, 54 in Computer Applications, and 142 in Education. The Master's program in Education has a smaller enrollment of 27 students. The institution employs 18 teaching staff, comprising 11 males and 7 females, with the majority holding Lecturer (4 males, 1 female) and Assistant Lecturer (4 males, 5 females) positions. Part time teachers remain eight persons. The non-teaching staff consists of 4 individuals, with 2 males and 2 females, working as Assistants and Assistant Accountants.



# 1. Student Enrollment: Annual System

## 1.1 Bachelor in Arts

Year	Male	Female	Others	Total	EDU	DA	Muslim	Other	Jakarta	Other	Banjar	Others	Total
First	21	29	0	50	0	5	0	0	21	8	11	3	50
Second	12	22	0	34	0	2	0	1	14	7	10	0	34
Third	8	18	0	26	0	0	0	0	13	3	9	1	26
Fourth	11	29	0	40	0	2	0	1	10	13	13	0	40
<b>Grand Total</b>	<b>52</b>	<b>98</b>	<b>0</b>	<b>150</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>58</b>	<b>31</b>	<b>43</b>	<b>4</b>	<b>150</b>

## 1.2 Bachelor in Business Studies

Year	Male	Female	Others	Total	EDU	DA	Muslim	Other	Jakarta	Other	Banjar	Others	Total
First	57	65	0	122	0	12	0	2	31	20	48	3	122
Second	43	51	0	94	0	8	0	2	26	27	29	1	94
Third	22	28	0	50	0	2	0	0	18	7	17	2	50
Fourth	30	43	0	73	0	5	1	1	19	18	29	0	73
<b>Grand Total</b>	<b>152</b>	<b>187</b>	<b>0</b>	<b>339</b>	<b>0</b>	<b>27</b>	<b>1</b>	<b>5</b>	<b>94</b>	<b>72</b>	<b>123</b>	<b>6</b>	<b>339</b>

## 1.3 Bachelor in Education

Year	Male	Female	Others	Total	EDU	DA	Muslim	Other	Jakarta	Other	Banjar	Others	Total
First	12	32	0	44	0	5	0	0	10	17	8	2	44
Second	4	15	0	19	0	0	0	0	7	6	5	1	19
Third	4	15	0	19	0	4	0	0	4	4	7	0	19
Fourth	7	25	0	32	0	2	0	0	16	5	8	1	32
<b>Grand Total</b>	<b>27</b>	<b>87</b>	<b>0</b>	<b>114</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>32</b>	<b>28</b>	<b>4</b>	<b>114</b>



## 2. Student Enrollment: Semester System

### 2.1 Bachelor in Computer Application

Year	Male	Females	Others	Total	EDJ	Dalit	Muslim	Tharu	Janajati	Others	Brahmins	Others	Total
First	8	4	0	12	0	1	0	0	7	2	2	0	12
Second	10	2	0	12	0	0	0	0	0	0	1	11	12
Third	0	0	0	0	0	0	0	0	0	0	0	0	0
Fourth	13	0	0	13	0	0	0	0	0	0	2	11	13
Fifth	0	0	0	0	0	0	0	0	0	0	0	0	0
Sixth	11	3	0	14	0	0	0	0	0	4	2	8	14
Seventh	0	0	0	0	0	0	0	0	0	0	0	0	0
Eighth	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>42</b>	<b>9</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>30</b>	<b>51</b>

### 2.2 Master in Education

Year	Male	Females	Others	Total	EDJ	Dalit	Muslim	Tharu	Janajati	Others	Brahmins	Others	Total
First	3	7	0	10	0	1	0	0	0	5	4	0	10
Second	0	0	0	0	0	0	0	0	0	0	0	0	0
Third	3	6	0	9	0	1	0	0	2	0	4	2	9
Fourth	1	8	0	9	0	4	0	0	1	2	2	0	9
Fifth	0	0	0	0	0	0	0	0	0	0	0	0	0
Sixth	0	0	0	0	0	0	0	0	0	0	0	0	0
Seventh	0	0	0	0	0	0	0	0	0	0	0	0	0
Eighth	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>7</b>	<b>21</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>2</b>	<b>28</b>



3. Total students who appeared for the examination and students who successfully passed.

3.1 Status of appeared & passed students in the F.Y: 2082/083 (Regular Students only)

S. No.	Program	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Remarks
		0	0	reg	reg	Fe	Fe	O	O	
1	Bachelor in Arts	67	55	21	16	46	39	0	0	
2	Bachelor in Business Studies	19	14	4	4	15	10	0	0	
3	Bachelor in Computer Application	0	0	0	0	0	0	0	0	
4	Bachelor in Education	37	23	5	2	32	21	0	0	
5	Master in Education	22	12	5	2	17	10	0	0	
	<b>Grand Total</b>	<b>145</b>	<b>104</b>	<b>35</b>	<b>24</b>	<b>110</b>	<b>80</b>	<b>0</b>	<b>0</b>	



#### 4. Teaching and Non-Teaching Staff

##### 4.1 Teaching staff by gender and contract type by post

Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	
Lecturer	3	1	0	4	0	0	0	0	0	0	0	0	2	0	0	2	6
Other	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
Asst. Lecturer	0	1	0	1	3	1	0	4	0	0	0	0	1	3	0	4	9
Teaching Assistant	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2
<b>Total</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>18</b>

##### 4.2 Non-Teaching staff by gender and contract type by post

Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	M	F	O	T	M	F	O	T	M	F	O	T	M	F	O	T	
Ass. Accountant	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Other	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistants	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>4</b>



**5. Research, Publication, and Fellowship Activity in Last F.Y**

**5.1 Researcher Details:**

Researcher Details: Faculty Members					Particulars			
S.No.	Name	Position	Teaching Faculty	Research Title	Sponsoring Agency	Grant Received	Research Duration (days)	Remarks

1

\*: Please mention whether the Research is completed, ongoing, or in the pipeline etc.

**5.2 Researcher Publications**

S.No.	Name	Post	Faculty	Publication Title	Publication Date	Name of Journals	Remarks
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1

\*: Please mention whether the publication is Research Report or published refereed Journals/professional Journals/other Journal.

**5.3 Campus Publications**

Publication Title	Publication Date	Publication (e.g. Professional, Memorial, Bulletin, Others - please specify)	Publication Period (e.g. Annual, Biannual, Others - please specify)
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No Data Available

**5.4 Faculty Member receiving Fellowship:**

Fellowship Faculty Members Details				Particulars					
S.No.	Name	Post	Faculty	Fellowship Duration	Sponsoring Agency	Fellowship Date	Fellowship Duration	Total Fellowship amount	Total Fellowship amount (Rs)

No Data Available

Does the campus have a Research Management Cell: Yes  No

Note: Make additional copies of this form if necessary



## 6. Physical Infrastructures

### 6.1 Land details of campus

S.No.	Kr. No.	Total Area (sq.ft)	Area Unit	Ownership	Sheet No.	Remarks
No Data Available						

### 6.2 Building details of campus

S.No.	Block No.	Area (sq.ft)	No. of classroom	Area (sq.ft)	Ownership	Has Internet Connection?	Remarks
1	1	3534.22	10	1937	No	Yes	
2	Block-A	1369	12	1200	No	Yes	
<b>Grand Total</b>		<b>4903.21999</b>	<b>22</b>	<b>3137</b>			
		<b>9999999</b>					

### 6.3 Lab details of campus

S.No.	Lab Name	Building Name	Area Covered	Lab Type	Adequacy?	Internet?	Equipments	Remarks
1	BCA LAB	1	180	Computer	No	Yes	Computer, Computer kit, Internet, Smartboard etc	
2	Computer Lab	Block-A	225	Computer	Yes	Yes	Computer, smart board, CCTV, Computer kit etc	
<b>Grand Total</b>			<b>405</b>					



#### 6.4 Hostel details of campus

S.No	Type	Rooms	Seats	Area (sq ft)	Block	Playground	Internet	Drinking Water	Toilet	Remarks
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#### 6. Facility details of campus

S.No	Facility Type	Facility Available	Adequacy of Facility	Remarks
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## 7. Financial details

### 7.1 Actual Financial Status in Last F.Y: 2082/083

Source of Income	Amount, Rs.	Total Expenditures			
		Operating Costs	Amount	Capital Expenditure	Amount
<b>Grand Total</b>	<b>0</b>		<b>0</b>		<b>0</b>

#### Bank Account Details:

- a) Bank Name: N/A
- b) Branch: N/A
- c) Account No: N/A
- d) Account Type: Other

