

Report on Higher Education 2081/082 B.S (2024/025 A.D.)
Gupteshwor Mahadev Multiple Campus, Kaski, Nepal

HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM
(HEMIS)

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Foreword

It is our immense pleasure to present the Education Management Information System (EMIS) Report of Gupteshwor Mahadev Multiple Campus (GMMC) for the academic year 2081/82 (2024/25). This report has been prepared in accordance with the framework and reporting practices promoted by the University Grants Commission (UGC), Nepal.

The EMIS report reflects the academic, administrative, and institutional status of the campus through systematic collection, analysis, and presentation of data. The report aims to provide reliable and updated information regarding academic programs, staff, student enrollment, examination results, ethnicity status, and graduates of the campus.

Gupteshwor Mahadev Multiple Campus has continuously emphasized quality education, institutional development, and technology-based academic management. The implementation of EMIS and LMS systems has strengthened data management, academic monitoring, and communication among students, teachers, and administrators.

This report will serve as an important reference document for institutional planning, policy formulation, resource allocation, and quality enhancement. As we continue to grow and adapt to the evolving landscape of higher education, we reaffirm our dedication to excellence, accountability, and innovation. May this HEMIS Report serve not only as a record of past performance but also as a guidepost for our future direction. We believe that the information presented in this report will be useful for students, teachers, researchers, policymakers, and other stakeholders.

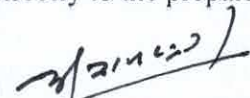
Finally, we express our sincere gratitude to all faculty members, administrative staff, departments, and stakeholders who contributed directly and indirectly to the preparation of this report.

Dharma Raj Baral

Campus Chief

Gupteshwor Mahadev Multiple Campus

2082/12/28



Shree Ram Subedi

Chairman



Acknowledgement

The EMIS Cell of Gupteshwor Mahadev Multiple Campus extends heartfelt gratitude to the Campus Management Committee, Campus Chief, faculty members, administrative staff, and all departments for their valuable support during the preparation of this report.

The successful compilation and publication of this HEMIS Report would not have been possible without the valuable contributions and support of various individuals and departments across the campus. We sincerely appreciate the cooperation of the academic and administrative sections for providing the required data and records in a timely manner. Their contribution made the preparation of this report possible.

Special thanks are extended to all staff members involved in data collection, verification, compilation, analysis, and formatting of the report. Their dedication and commitment have greatly contributed to the successful completion of this publication.

Finally, we thank the campus leadership for their continued commitment to evidence-based decision-making and for fostering a culture of accountability and transparency.

This report is a result of shared effort and collaboration, and we hope it will serve as a valuable asset for fostering a culture of communication transparency and accountability.

EMIS Cell

Gupteshwor Mahadev Multiple Campus



List of Abbreviations

BBS	Bachelor of Business Studies
B.Ed.	Bachelor of Education
BHM	Bachelor of Hotel Management
BITM	Bachelor of Information Technology Management
CMC	Campus Management Committee
EDJ	Educationally Disadvantaged Janajatis
EMIS	Education Management Information System
GMMC	Gupteshwor Mahadev Multiple Campus
GPI	Gender Parity Index
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
LMS	Learning Management System
MBS	Master of Business Studies
UGC	University Grants Commission
TU	Tribhuvan University



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Executive Summary

This Higher Education Management Information System (HEMIS/EMIS) Report presents a comprehensive overview of the academic, administrative, financial, and institutional status of Gupteshwor Mahadev Multiple Campus for the recent academic and fiscal years. Established in 2065 B.S. and affiliated with Tribhuvan University, the campus has gradually expanded its academic programs and institutional capacity to provide accessible and quality higher education in the fields of management, education, hospitality, and information technology. The report highlights the campus's commitment toward academic excellence, gender inclusion, digital transformation, infrastructure development, and sustainable institutional growth. The campus currently operates five major academic programs: MBS, BBS, B.Ed., BHM, and BITM, serving diverse educational and professional aspirations of students.

The report reveals important trends in student enrollment and academic performance. Student enrollment increased significantly in 2081 before declining moderately in 2082, with BBS remaining the largest contributor to overall enrollment. Semester-based programs such as BHM and BITM demonstrated stable and promising growth, reflecting increasing student interest in professional and technology-oriented education. The Gender Parity Index remained consistently above 1.0 throughout the reporting years, indicating strong female participation in higher education and the campus's positive contribution toward gender equity and inclusive education. Ethnicity data further demonstrates the campus's diverse student representation and commitment to social inclusion.

The academic performance analysis indicates varying levels of success across different programs. BHM and BITM achieved strong examination outcomes with high pass percentages, particularly in senior semesters, reflecting effective teaching-learning practices and student support mechanisms. In contrast, BBS and B.Ed. recorded comparatively lower pass rates, especially in the foundational years, highlighting the need for academic intervention, remedial support, and strengthened continuous assessment practices. The campus produced 69 graduates in 2024, with female graduates significantly outnumbering male graduates, further emphasizing the increasing participation and success of women in higher education.



The financial analysis reflects a stable and progressive institutional condition. The campus maintained a budget surplus during fiscal year 2081/082 and projected substantial growth in the estimated budget for fiscal year 2082/083. Major sources of income included student fees, grants from the University Grants Commission (UGC), and support from the Gupteshwor Mahadev Cave Management Committee. Significant investments were made in salaries, infrastructure development, student welfare, scholarships, and research activities, demonstrating the campus's long-term commitment toward quality enhancement and institutional strengthening.

Overall, the report demonstrates that Gupteshwor Mahadev Multiple Campus is steadily progressing toward becoming a dynamic and inclusive higher education institution. The findings suggest the need for continued focus on academic quality improvement, expansion of professional and technology-based programs, strengthening of digital learning systems, and enhancement of student support services to ensure sustainable institutional development in the coming years.



Section 1

Introduction

Gupteshwor Mahadev Multiple Campus (GMMC), established in 2065 B.S. (2008 A.D.), is a community based public campus located at Pokhara-17, Chhorepatan, Kaski, Nepal. The campus was established through the active initiation of the Gupteshwor Mahadev Cave Management Committee along with the contribution of educators, social workers, political leaders, and local community members.

Affiliated with Tribhuvan University, GMMC has been providing quality higher education opportunities to students of Pokhara and neighboring districts. The campus has focused on academic excellence, professional education, research, and social responsibility since its establishment.

The institution has gradually expanded its academic programs and infrastructure facilities to address the educational demands of society. Presently, the campus runs programs in management, education, hospitality, and information technology disciplines.

About HEMIS and LMS System

This EMIS report provides a comprehensive overview of academic and administrative activities of the campus. The main objective of this report is to provide adequate, accurate, timely, and reliable information to all stakeholders.

To strengthen digital learning practices, the campus has initiated a web-based Learning Management System (LMS). The LMS system, currently in its development and testing phase, supports online classes, study material sharing, assignments, online assessment, and communication between teachers and students.

The EMIS and LMS systems are designed to maintain secure and cloud-based data storage for effective academic and administrative management.

This HEMIS report provides a comprehensive overview of GMMC's academic and operational performance. The main purpose of this volume is to provide adequate, timely and reliable data to all the stakeholders of the campus.



Organization of the Report

The report is organized into nine major sections. Section One introduces the campus and provides an overview of the report, including its objectives and methodology. Section Two presents the academic programs offered by the campus along with their approval and commencement dates. Section Three describes the teaching and non-teaching staff details. Section Four analyzes student enrollment trends over the past three academic years, while Section Five highlights the Gender Parity Index (GPI) and gender-wise enrollment status. Section Six focuses on the ethnicity status of the students studying at the campus. Section Seven examines the university examination results and program-wise academic performance. Section Eight provides information regarding campus graduates and their distribution across different programs. Finally, Section Nine discusses the financial aspects of the campus, including sources of income, expenditure patterns, and budget status.

Methodology

This report has been prepared with the combined efforts of different academic and administrative sections of the campus. The required data were collected from campus records, EMIS software, examination records, departmental reports, and administrative databases.

Descriptive methods of analysis have been used to present and interpret the data. Tables and figures are included wherever necessary for clarity and better understanding.



Section 2

Academic Programs

Currently, GMMC offers five key academic programs under the affiliation of Tribhuvan University: Master of Business Studies (MBS), Bachelor of Hotel Management (BHM), Bachelor of Information Technology Management (BITM), Bachelor of Business Studies (BBS), and Bachelor of Education (B.Ed.).

The BHM and BITM programs follow an eight-semester format, while the BBS and B.Ed. are structured as four-year annual programs. The MBS program operates on a four-semester schedule. These diverse academic offerings ensure that GMMC meets the varied educational and career goals of its students, equipping them with the knowledge and competencies needed to excel in a range of professional fields.

Table 1: List of Academic Programs

Programs Name	Duration & Teaching System	Approval Date	Starting Date
B.Ed.	4 Years, Annual	2065/09/04	2065/09/10
BBS	4 Years, Annual	2066/04/13	2066/07/03
BHM	4 Years, Semester	2075/05/08	2075/08/12
BITM	4 Years, Semester	2075/05/08	2075/08/12
MBS	2 Years, Semester	2074/10/17	2074/10/21



Section 3

Staff Details

The purpose of this section is to present an accurate profile of the human resources available at the campus, which is critical for holistic performance of the campus. This Section provides the detailed information about the teaching and non-teaching staffs currently working in GMMC.

Teaching Staffs

At GMMC, we take immense pride in our dedicated and highly qualified teaching staff. Our faculty members are not only experts in their respective fields but also passionate educators committed to fostering a dynamic and engaging learning environment for all students. Faculty members are involved in teaching, mentoring, research, curriculum delivery, student counseling and academic development activities.

Each member of our teaching team brings a unique blend of academic knowledge, practical experience, and a genuine enthusiasm for student success. From lectures and seminars to mentorship and research guidance, our staff plays a vital role in shaping the academic and personal development of our students.

Table 2: Teaching Staffs

S.N.	Faculty	Number of Faculty			
		Full Time	Part Time	Course Contract	Total
1	Management	12	5	8	25
2	Education	6	3	1	10
	Total	18	8	9	35

The campus currently has 35 teaching staff members, including full-time, part-time, and course contract teachers. The Management faculty has the highest number of teaching staff due to the larger number of programs and students.



Non-Teaching Staffs

In any educational institution, while teachers and faculty members often take the spotlight, it's the non-teaching staff who form the backbone of day-to-day operations. At our campus, we are proud to have a dedicated and diverse team of non-teaching staff who contribute immensely to the smooth functioning of our institution.

From administrative personnel who manage student records and support office tasks, to maintenance and housekeeping staff who ensure a clean and safe environment, to the security team who keeps our campus protected, each one plays a vital role in creating a nurturing and efficient learning space.

Table 3: Non-Teaching Staffs

S.N.	Department	Number of Staffs
1	Account	2
2	Administration	2
3	Library	1
4	Support Staffs	6
	Total	11

The campus currently has 11 non-teaching staff members working in different departments and support services.

Section 4

Student Enrollment

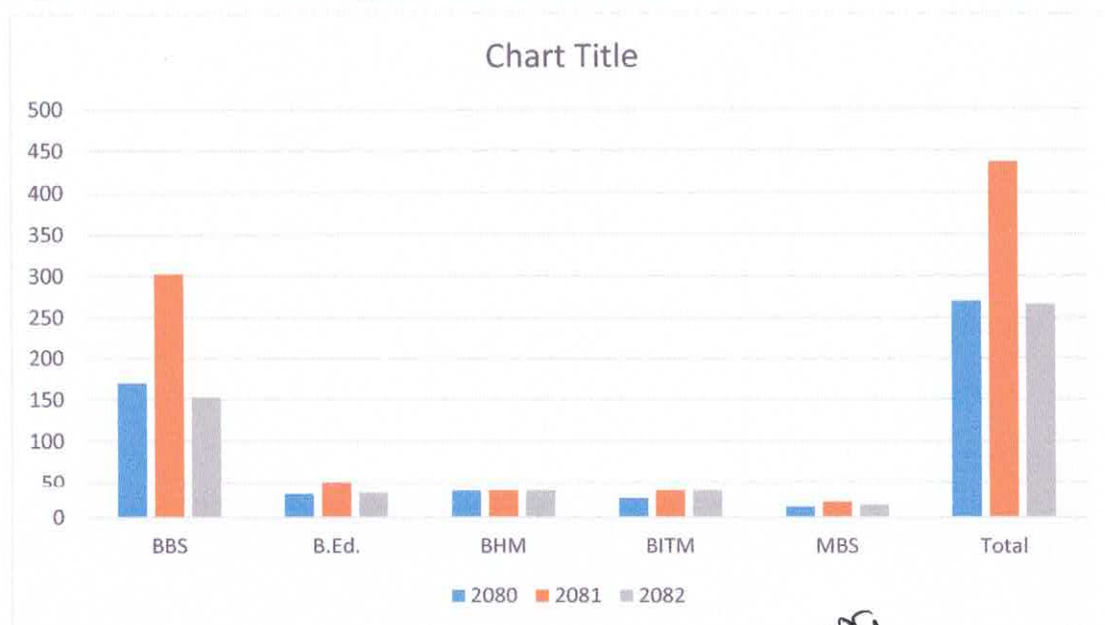
Student enrollment is one of the important indicators of institutional growth and academic performance. The campus has experienced a continuous fluctuation in student enrollment during recent years. In simple terms, enrollment in a campus refers to the number of students who have officially registered or been admitted to study in different academic programs during a specific period, usually a year or a semester.

Year wise and Program wise New Enrollment

Table 4: Year wise and program wise new enrollment

Program / Enrollment Year	2080	2081	2082
BBS	170	302	153
B.Ed.	30	50	31
BHM	33	33	33
BITM	24	33	33
MBS	13	19	16
Total	270	437	266

Figure 1: Year wise and program wise new enrollment



The enrollment data for the academic years 2080, 2081, and 2082 reveals important trends regarding student preferences, program attractiveness, institutional growth, and possible challenges in student retention and admissions. The enrollment figures show the steady and consistency in semester program whereas annual programs shows the yearly fluctuation.

The campus experienced a significant increase in enrollment in 2081, where the total number of students rose from 270 to 437. Despite the decline in 2082, the total enrollment remains close to the 2080 level, indicating that the campus has maintained its baseline student intake.

Business Administration oriented BBS is the most popular program in all three years. In 2081, enrollment surged dramatically from 170 to 302 students, showing growth of 77.65%. This indicates strong student interest in management and business education. The program alone contributed nearly 69% of the total enrollment increase in 2081. However, enrollment dropped to 153 in 2082, which may indicate: Market saturation, shift toward professional or technical programs, Changing student preferences. BBS remains the backbone of campus enrollment. Therefore, maintaining academic quality, strengthening internship and career support, improving industry linkage, and modernizing curriculum delivery are essential for sustaining student demand.

The B.Ed. program showed moderate growth in 2081 and slight decline in 2082. The decline in 2082 brought enrollment close to the original level. This suggests that demand for the program remains relatively stable but limited. Lower attractiveness of teaching as a profession, increasing preference for business and technology-related courses etc. may be the possible causes. The campus may need to introduce specialized education streams, improve teaching practice opportunities, strengthen partnerships with schools and promote career opportunities in education.

BHM enrollment remained perfectly stable across all three years. This consistency indicates steady market demand, fixed seat capacity and stable program reputation. The program demonstrates sustainability and predictability. The campus must expand seat capacity, enhance hotel and tourism industry partnerships and promote practical and internship-based learning. Considering Nepal's tourism potential, Hospitality Management related education can become a strong strategic area for future institutional growth.

BITM enrollment increased in 2081 and remained stable in 2082. The growth from 24 to 33 students indicates growing interest in technology-oriented management education. Stability in 2082 suggests the program has established a reliable student base. The campus should continue investing in ICT infrastructure, Computer laboratories, industry collaborations, skill-based learning and digital entrepreneurship training. Information Technology related programs are likely to remain important in the future job market.

MBS enrollment remains comparatively low but stable. Growth in 2081 was modest, while the slight decline in 2082 was not severe. The data indicates a limited but consistent demand for postgraduate education. Preference for employment after bachelor's degree, financial and time constraints for postgraduate study etc. may be the reasons for low enrollment in MBS. To strengthen MBS enrollment, the campus should introduce flexible class schedules, promote research and professional networking, offer career counseling and placement support and strengthen faculty research capacity.

Programs such as BHM and BITM provide promising avenues for future expansion, whereas BBS continues to serve as the primary academic strength of the campus. Long-term institutional sustainability will depend on balancing traditional programs with emerging market-oriented disciplines and maintaining consistent academic quality.



Section 5

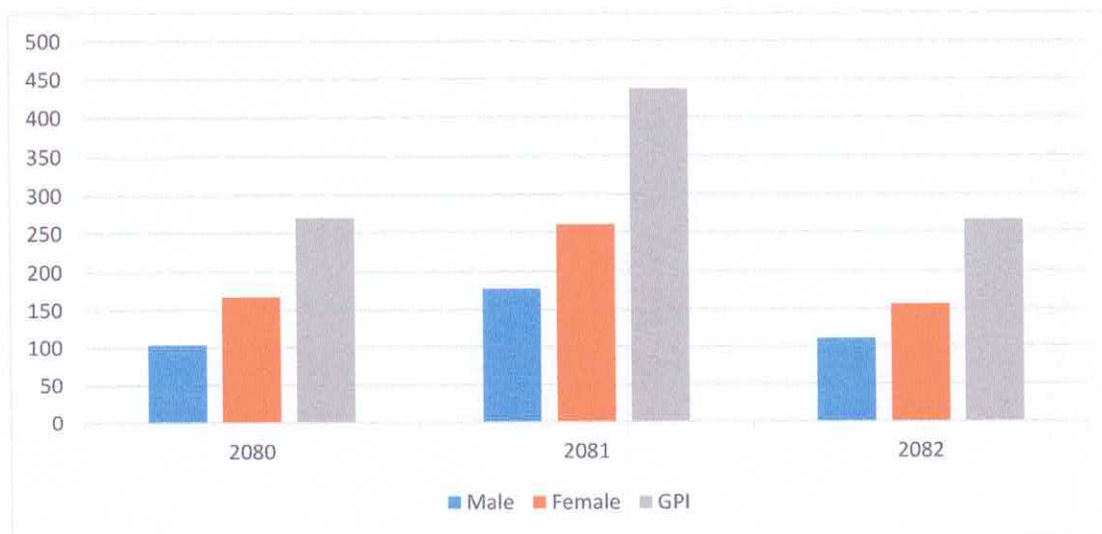
Gender Parity Index

The Gender Parity Index (GPI) is calculated as the ratio of female enrollment to male enrollment. A GPI value greater than 1 indicates higher female enrollment compared to male enrollment, while a value equal to 1 represents gender balance. GPI tells us about the access of girl students to Higher Education. It is one of the most important indicators which are used to measure the participation of girls in higher education. GPI in higher education is expressed as the ratio of the number of girls to the number of boys enrolled in higher education.

Table 5: Year wise GPI of New Enrollment

Gender / Enrollment Year	2080	2081	2082
Male	103	177	110
Female	167	260	156
GPI	1.62	1.47	1.41

Figure 2: Year wise GPI of enrollment



The data in above table and figure presents the Gender Parity Index (GPI) of new student enrollment for the academic years 2080, 2081, and 2082. The enrollment data indicates that female students consistently outnumbered male students in all three academic years.

This demonstrates a positive trend toward greater female participation in higher education at Gupteshwor Mahadev Multiple Campus. The table clearly shows that female enrollment exceeded male enrollment in all three academic years. The GPI values of 1.62, 1.47, and 1.41 indicate that the campus maintained a strong female representation in new admissions throughout the period.

The higher participation of female students may reflect increasing awareness regarding women's education, improved access to higher education for women, supportive family and community attitudes, availability of programs preferred by female students and safer or accessible educational environment of the campus. This trend reflects the positive contribution of the campus toward gender inclusion, women empowerment and educational equity. The institution appears to be successfully supporting national educational goals related to gender equality and inclusive education.

The comparatively lower male enrollment may be influenced by migration for foreign employment or study abroad, preference for technical and vocational training and early employment participation. The data indicates that the campus maintains a consistently inclusive educational environment for women.



Section 6

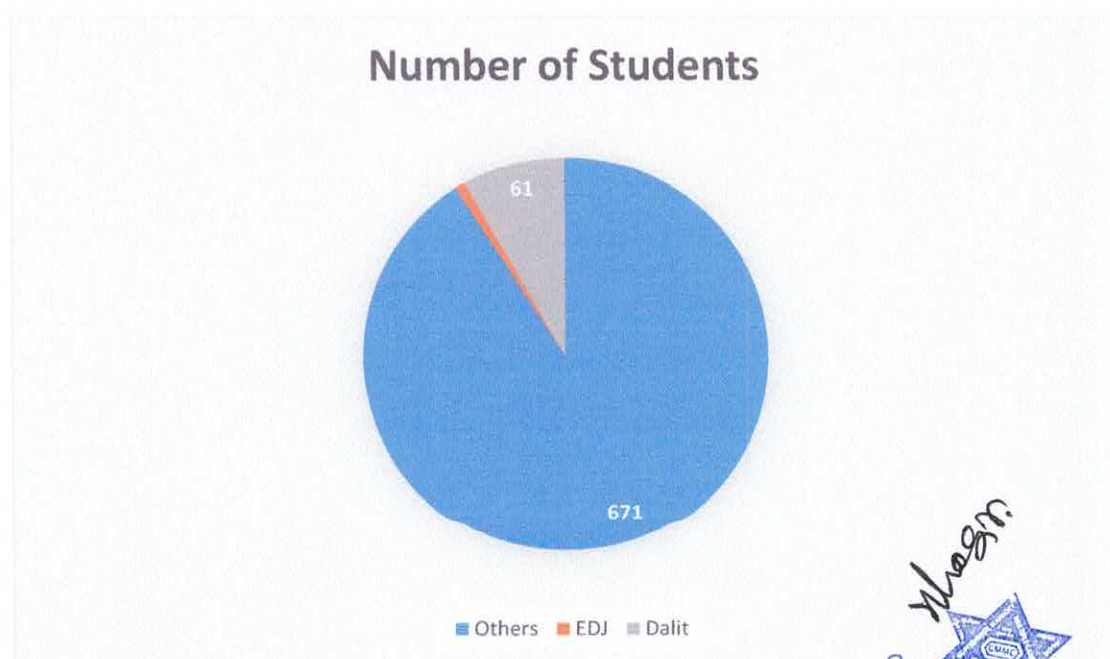
Ethnicity Status

The ethnicity status of students at Gupteshwor Mahadev Multiple Campus provides important insights into the social and cultural diversity of the campus community. Understanding the ethnic composition helps the institution promote inclusivity, ensure equal opportunities, and address the needs of students from various backgrounds. The ethnicity data categorizes students into groups such as "Others," "Dalit," and "EDJ," reflecting the campus's commitment to fostering a diverse and supportive academic environment. This information is crucial for planning inclusive policies and enhancing the educational experience for all students.

Table 6: Ethnicity status of total student

Ethnicity Category	Number of Students
Others	671
EDJ	6
Dalit	61
Total	738

Figure 3: Ethnicity status of total student



The dataset presents information regarding the ethnicity status of a total of 738 students in the campus for the fiscal year 2081/82. Among these students, the majority, totaling 671, are categorized under "Others." A smaller segment, comprising 61 students, identifies as Dalit. Additionally, there are 6 students classified under the "EDJ" category. Although EDJ category shows only 6 students it also comprises Dalit students, hence actual "EDJ" category has 67 students. This breakdown highlights that the "Others" category represents the largest proportion of the student body, while "Dalit" accounts for the smallest group.



Section 7

University Examination Status

Table 7: Bachelor of Business Studies (BBS)

Enrolment Year	Exam Year	Year	Applied	Appeared	Passed	Pass %
2079	2080	First	117	116	15	12.93
2080	2081	First	125	120	15	12.5
2078	2080	Second	63	62	17	27.87
2079	2081	Second	84	83	13	15.85
2077	2080	Third	66	63	26	43.33
2076	2080	Fourth	66	66	39	59.09
		Total	521	510	125	24.5

The BBS program showed a poor overall performance in board examinations. Out of 600 students who applied, 588 appeared, and only 138 passed, resulting in a pass percentage of 23.47%. The pass rate was terrifyingly low in the first and second years, particularly for the 2080 batch with just 12.50%, indicating weak foundational understanding in early years.

In contrast, the pass percentage steadily improved in the senior years, with the fourth year achieving the highest rate at 59.09%. This suggests that students tend to perform better as they progress through the program. Nonetheless, the overall low performance highlights the need for early academic intervention and continuous assessment mechanisms.

Table 8: Bachelor of Education (B.Ed.)

Enrolment Year	Exam Year	Year	Applied	Appeared	Passed	Pass %
2079	2080	First	27	27	6	22.2
2080	2081	First	18	18	4	22.22
2078	2080	Second	30	29	7	24.1
2079	2081	Second	21	21	4	19.04

2077	2080	Third	22	22	2	9.1
2076	2080	Fourth	30	30	16	53.3
		Total	148	147	39	26.53

The B.Ed. program also faced challenges with a low overall pass rate of 23.08%. Out of 185 students, 182 appeared for the exams, and only 42 managed to pass. The second-year result (2077 batch) was the weakest, recording a mere 8.33% pass rate, followed closely by the third year at 9.09%.

Despite this, the fourth year performed significantly better, achieving a pass rate of 53.33%, showing some improvement in academic performance over time. These results indicate a similar trend to the BBS program: foundational years are weak and require targeted support and remedial teaching strategies.

Table 9: Master of Business Studies (MBS)

Enrolment Year	Exam Year	Semester	Applied	Appeared	Passed	Pass %
2024	2024	First	18	18	13	72.22
2024	2025	Second	18	18	5	27.77
2023	2024	Third	12	12	11	91.66
		Total	48	48	29	60.42

The MBS program performed moderately well, with a total pass rate of 58.33%. Among 60 students, 35 passed. The third semester had the highest success, with 91.66% of students passing, suggesting strong academic progress at the advanced level.

However, a notable concern is the low performance of the second semester (2024 batch) with just 27.78% pass rate, significantly dragging down the overall average. The performance disparity between semesters highlights the need for consistent academic monitoring and support across all cohorts.

Table 10: Bachelor of Hotel Management (BHM)

Enrolment Year	Exam Year	Semester	Applied	Appeared	Passed	Pass %
2023	2024	First	23	23	17	73.91
2023	2024	Second	22	22	17	77.27
2022	2024	Third	16	16	13	81.25
2021	2024	Fourth	16	16	14	87.5
2022	2024	Fourth	15	15	15	100
2021	2024	Fifth	16	16	11	68.75
2020	2024	Six	19	19	19	100
2019	2023	Six	27	27	27	100
2020	2024	Seventh	19	19	19	100
2019	2024	Seventh	27	27	27	100
2020	2025	Eight	19	19	17	89.47
2019	2024	Eight	27	27	27	100
		Total	246	246	223	90.65

The BHM program is the best performing among all programs, with a high overall pass rate of 90.75%. Out of 227 students, 206 passed. Multiple batches, especially in the sixth, seventh, and eighth semesters, achieved 100% pass rates, which reflects strong student engagement and effective teaching in the upper levels.

Even the lowest performing semester fifth semester (68.75%) maintained a respectable result. This consistency across semesters demonstrates a robust academic environment and possibly better student support systems in the BHM department.

Table 11: Bachelor of Information Technology Management (BITM)

Enrolment Year	Exam Year	Year	Applied	Appeared	Passed	Pass %
2023	2024	First	17	17	7	41.17
2023	2024	Second	15	15	4	26.66
2022	2024	Third	7	7	2	28.57
2022	2024	Fourth	7	7	2	28.57
2021	2024	Fourth	13	12	10	83.33

2021	2024	Fifth	13	13	8	61.53
2020	2024	Sixth	24	24	23	95.83
2020	2024	Seventh	24	24	24	100
2020	2025	Eight	24	24	24	100
		Total	144	143	104	72.22

The BITM program showed a good overall result with a 76.76% pass rate, where 142 out of 185 students succeeded. The senior semesters (sixth to eighth) were outstanding, several recording 100% pass rates, which reflects strong retention of knowledge and skill at higher levels.

However, early semesters particularly the second semester (2023 batch) recorded a low 26.66% pass rate, indicating a need for academic support in the initial phases. This mixed performance pattern highlights that while the program is strong overall, foundational gaps must be addressed early.

Table 12: Program Wise Result Status

Program	Applied	Appeared	Passed	Pass %
BBS	521	510	125	24.5
B.Ed	148	147	39	26.53
MBS	48	48	29	60.42
BHM	246	246	223	90.65
BITM	144	143	104	72.22
Total	1107	1094	520	47.53

The aggregated result across all programs shows that out of 1242 students who appeared in the board exams, 563 passed, giving an overall pass percentage of 45.33%. While BHM and BITM stand out with excellent performance, BBS and B.Ed. are significantly underperforming, both around 23% pass rates.

These results underscore the importance of program-specific academic interventions. While BHM and BITM can focus on maintaining quality, BBS and B.Ed. departments must prioritize improving teaching methods, formative assessments and student motivation strategies.

Section 8

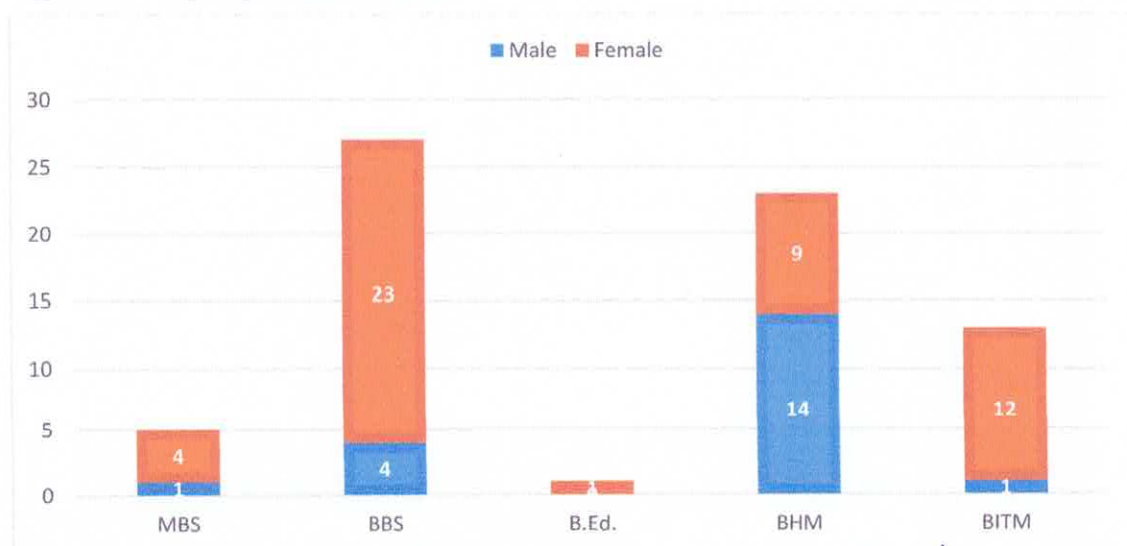
Campus Graduates

The analysis of campus graduates provides a snapshot of the academic achievements at Gupteshwor Mahadev Multiple Campus for the year 2024. It reflects the number of students who successfully completed their respective academic programs and earned their degrees. Tracking graduate data is important as it showcases the campus's academic output, highlights program effectiveness, and indicates the institution's contribution to producing skilled manpower for the community and the nation. The graduate statistics also offer insights into gender participation across different programs, helping the campus evaluate progress toward educational inclusivity and excellence.

Table 13: Campus graduates in 2024

Programs	Male	Female	Total
MBS	1	4	5
BBS	4	23	27
B.Ed.	0	1	1
BHM	14	9	23
BITM	1	12	13
Total	20	49	69

Figure 4: Campus graduates in 2024



In 2024, Gupteshwor Mahadev Multiple Campus produced a total of 69 graduates across its five academic programs. Of these, 20 were male and 49 were female, indicating a slightly higher number of females graduates overall. Program-wise, the Bachelor of Business Studies (BBS) had the highest number of graduates with 27 students, followed by Bachelor of Hotel Management (BHM) with 23 graduates. The Bachelor of Education (B.Ed.) program produced only 1 graduate, while the Master of Business Studies (MBS) program saw 5 graduates and Bachelor of Information Technology Management (BITM) program had 13 graduates. Overall, the data reflects steady academic output, with a promising level of female representation among the campus graduates.



Section 9

Financial Aspects of the Campus

This section provides the information about the sources of funding and utilization of the funds available in the campus.

Table 14: Annual Budget

Year	Income	Expenditure	
		Regular	Development
LAST F.Y 2081/82 (Actual)	61,725,123.42	36,179,349.88	18,715,984.10
CURRENT F.Y 2082/83 (Estimated)	78,915,800.00	45,965,800.00	32,950,000.00

The financial statement of the campus for the fiscal year 2081/082 reflects a stable and positive financial condition with a budget surplus. The comparison between the actual financial status of the last fiscal year and the estimated budget of the current fiscal year 2082/083 indicates financial growth and expansion in institutional activities.

The campus generated a total income of Rs. 61.73 million during the fiscal year 2081/082. Against this income, the campus spent Rs. 36.18 million on regular expenditures and Rs. 18.72 million on development activities. After covering all expenses, the campus maintained a surplus balance of Rs. 6.83 million.

The development expenditure of Rs. 18.72 million constitutes a substantial portion of the total expenditure. The emphasis on development expenditure reflects the long-term vision of the campus toward quality enhancement and institutional strengthening.

The estimated income for the current fiscal year 2082/083 has increased to Rs. 78.92 million, which is significantly higher than the previous year's actual income. The increased development budget especially suggests ambitious plans for infrastructure and quality improvement initiatives.

Table 15: Income & Expenditure in fiscal year 2081/82

Sources of Income	Amount (Rs.)	Total Expenditures			
		Operating Costs	Amount (Rs.)	Capital Expenditure	Amount (Rs.)
a) Student Revenue/Fees	36,416,193.00	a) Salary	23,850,731.93	a) Land /Construction	15,301,566.19
b) -UGC Grants (Regular)	12,415,280.35	b) Teaching Materials	828,685.00	b) Equipments	1,580,786.49
- UGC Grants (SHEP))	2,360,000.00	c) Maintenance	125,454.00	c) Furniture	640,330.34
c) From Other sources:	8,000,000.00	d) Scholarship	1,622,200.00	d) Lab	461,936.08
i) Gupteshwor Mahadev Cave Management Committee	246,250.00	e) Student Welfare	64,900.00	e) Books	674,865.00
ii) Local Government	2,287,400.07	f) Research Management Cell	1,312,569.35	f) Others (Intangible Assets)	56,500.00
iii) Other Income	2,287,400.07	g) Other Expenses	8,374,809.60		
Grand Total	61,725,123.42		36,179,349.88		18,715,984.10

The campus income is generated from multiple sources, ensuring financial sustainability and reduced dependence on a single funding source. Student revenue and fees contributed the largest share of total income, amounting to Rs. 36.42 million. This indicates that the primary financial base of the campus is student enrollment and academic services.

The University Grants Commission (UGC) provided substantial financial support through regular grants and SHEP grants totaling approximately Rs. 14.78 million. Similarly, the contribution of Rs. 8 million from the Gupteshwor Mahadev Cave Management Committee significantly strengthened the campus's financial capacity.

Salary expenditure accounted for the highest share of recurrent expenditure at Rs. 23.85 million. This indicates that the campus prioritizes human resources. Investment in human resources is essential for maintaining academic quality and institutional operations.

The campus allocated Rs. 1.62 million for scholarships and additional resources for student welfare. This demonstrates institutional commitment toward inclusive education. A

significant amount was spent under research management and other academic activities, reflecting growing emphasis on research culture.

The largest capital expenditure was made in land and construction, amounting to Rs. 15.30 million. This indicates ongoing infrastructure expansion and improvement of physical facilities.



Annex 1: Screenshots of campus HEMIS

Main Dashboard

Mitra ERP v3: GUPTESHWOR MAHADEV MULTIPLE CAMPUS, POKHARA-17, CHHOREPATAN, KASKI

FY: 2082/083

Admin Student Account Setup Voucher

Billing Payroll Human Resource Inventory

Internal Exam Board Exam Library Attendance

Management

Affiliated to Tribhuvan University, Kirtipur, Kathmandu, Nepal

Campus/College: GUPTESHWOR MAHADEV MULTIPLE CAMPUS (POKHARA-17, CHHOREPATAN, KASKI)

Logged in by: Rishiram Baral (CampusAdmin) | Last login: 30 04, 2026 02:52 PM

Quick Menu: Billing, Student Registration, Payroll, Create Voucher, Demand

Student Section

Mitra ERP v3: GUPTESHWOR MAHADEV MULTIPLE CAMPUS, POKHARA-17, CHHOREPATAN, KASKI

FY: 2082/083

Student Search Process Report Dynamic Report Aggregate Report Certification

Student / Dashboard

Running Student 688 ↗23% vs last month	Male 295 ↗23% vs last month	Female 393 ↗23% vs last month	Ratio 1:1.46 ↗23% vs last month
Grand Total 2,268 ↗23% vs last month	Grand Male 839 ↗23% vs last month	Grand Female 1,429 ↗23% vs last month	Grand Ratio 1:1.7 ↗23% vs last month

Human Resource Section

Employee List

hemis.gmmc.edu.np/hr/employee-list

Mitra ERP v3: GUPTESHWOR MAHADEV MULTIPLE CAMPUS, POKHARA-17, CHHOREPATAN, KASKI

Human Resource

Show 500 entries

SN	PHOTO	CODE NO.	NAME	GENDER	DESIGNATION	WORKING STATUS	WORKING TIME	WORKING TYPE	SHIFT
1		1046	Mr. Basanta Su...	Male	Asst. Lecturer	Temporary	Full-Time	Teaching	Day
2		1017	Mrs. Biddya Re...	Female	Teacher	Temporary	Full-Time	Teaching	Morning
3		123	Mr. Bimarsha K...	Male	Teacher	Temporary	Full-Time	Teaching	Day
4		1013	Mr. Binod Paudei	Male	Teacher	Contract	Part-Time	Teaching	Morning
5		1043	Mr. Chitra Baha...	Male	Security Guard	Temporary	Full-Time	Non-Teaching	Morning and D
6		1001	Mr. Dharma Raj ...	Male	Campus Chief	Permanent	Full-Time	Teaching	Morning and D
7		1008	Mr. Durga Nath ...	Male	Program Co-Or...	Permanent	Full-Time	Teaching	Morning and D
8		1091	Mr. Gupta Baha...	Male	Teacher	Temporary	Part-Time	Teaching	Morning

Library Section

