

# **EDUCATION MANAGEMENT INFORMATION SYSTEM**

**A Report of**

**Higher Education**

**Presented by**

**Kapilvastu Multiple Campus**

**Taulihawa, Kapilvastu**

**2082/83 B.S (2025/026 A.D.)**

## Message from the Campus Chief

### **Subject: Empowering Excellence Through Digital Transformation – A Report on EMIS Implementation**

#### **Embracing Digital Excellence: A Milestone in Institutional Transformation**

It gives me immense pride and a deep sense of accomplishment to present this comprehensive report on the implementation of the **Education Management Information System (EMIS)** at Kapilvastu Multiple Campus. Since our inception in 2037 B.S., this institution has remained steadfast in its mission to provide accessible, high-quality education to the community within the Kapilvastu district. Today, as we navigate an era of rapid technological advancement, the successful integration of EMIS marks one of our most significant institutional milestones.

As a **QAA-certified campus**, we recognize that quality is not a static achievement but a continuous journey of improvement. The transition from traditional administrative methods to a sophisticated digital framework is a testament to our commitment to that journey. This EMIS software, developed and launched with the vital support of the **University Grants Commission (UGC) of Nepal**, serves as the backbone of our modern administrative and academic operations.

The implementation of this system has revolutionized how we manage information across our Bachelor's and Master's programs. By centralizing student data, faculty records, and financial management, we have significantly enhanced our institutional transparency, reduced administrative bottlenecks, and ensured data-driven decision-making. This digital transformation allows us to focus more on what truly matters: **academic innovation and student success**.

We are profoundly grateful to the **University Grants Commission (UGC)** for their unwavering support and vision. Their partnership has empowered us to bridge the digital divide, ensuring that a community-based campus can operate at a standard of excellence that competes on a national level. The data contained within this report reflects not just numbers and statistics, but the hard work of our dedicated faculty, staff, and the vibrant energy of our students.

As the Campus Chief, I view this EMIS not merely as a software tool, but as a catalyst for future growth. It provides us with the precision needed to refine our pedagogical strategies and expand our academic horizons. We remain committed to leveraging this technology to uphold the prestige of our QAA certification and to continue serving as a leading hub of higher education in Nepal.

We look forward to the continued guidance of the UGC as we strive to set new benchmarks in institutional management and academic integrity.

**Hota Raj Khanal**

Campus Chief

Kapilvastu Multiple Campus

Kapilvastu, Nepal

## Acknowledgement

The successful development, implementation, and operationalization of the **Education Management Information System (EMIS)** at **Kapilvastu Multiple Campus** represents a landmark achievement in our institution's history since its founding in 2037 B.S. This digital transformation was not the result of a single individual's effort but the culmination of a collective vision, tireless dedication, and a shared commitment to academic excellence. As we submit this comprehensive report to the **University Grants Commission (UGC) of Nepal**, we wish to formally recognize and express our deepest gratitude to the many hands and minds that have contributed to this project.

First and foremost, we owe a profound debt of gratitude to the **University Grants Commission (UGC), Sanothimi, Bhaktapur**. Their vision for a digitally integrated higher education landscape in Nepal provided the necessary framework for this project. We are particularly thankful for the technical guidance and financial support provided under the Higher Education Reform Project. The UGC's commitment to modernizing community-based campuses has allowed us to move beyond traditional administrative barriers and embrace a data-driven future. This EMIS software is a testament to the UGC's belief that quality education is inseparable from efficient management.

We must also express our sincere appreciation to the **Quality Assurance and Accreditation (QAA) Division** of the UGC. Obtaining and maintaining our QAA certification has instilled in us a culture of systematic documentation and continuous improvement. The rigorous standards set by the QAA process served as the primary motivation for launching this EMIS. We are grateful for the evaluators and mentors whose feedback emphasized the need for a robust management information system to ensure transparency, accountability, and institutional sustainability.

A special word of thanks is reserved for the **Management Committee** of Kapilvastu Multiple Campus. Their visionary leadership and unwavering support provided the administrative foundation required for such a large-scale technological transition. We thank them for their courage in investing in digital infrastructure and for their trust in the administrative team to execute this complex task. Their belief that our campus, situated in the heart of the Kapilvastu district, should be a leader in technological adoption has been our guiding light.

The technical realization of this software would not have been possible without the expertise of our **Software Development and Technical Partner Team**. We acknowledge their patience in understanding the unique needs of a community-based campus that manages a diverse range of programs from Bachelor's to Master's levels. Their ability to translate academic requirements into functional digital modules—ranging from student enrollment and examination management to financial tracking and human resource records—has been exemplary. We appreciate their commitment to providing training sessions that helped our staff transition from manual ledgers to digital dashboards.

We are deeply indebted to the **EMIS Implementation Committee** and the **Internal Quality Assurance Cell (IQAC)** of the campus. These teams worked around the clock to ensure that the data migration process was accurate and that the software modules were aligned with the actual needs of our departments. Their role in troubleshooting, gathering feedback, and coordinating between different academic wings was instrumental in the software's successful launch. Their meticulous attention to detail ensured that the "information" in our Information System remains reliable and high-quality.

The heart of any educational institution is its faculty, and we wish to thank the **Department Heads and Faculty Members** across all disciplines. Adapting to new technology can be a daunting challenge, yet our teachers embraced the EMIS with enthusiasm. By utilizing the system for attendance, internal assessments, and academic planning, they have contributed significantly to the "live" data environment of the campus. Their feedback has been crucial in refining the user interface to make it more educator-friendly.

Our **Administrative and Support Staff** deserve a special mention. They were the primary users who bore the brunt of the transition. We acknowledge the hundreds of hours they spent digitizing decades of historical records and mastering the new software protocols. Their resilience in the face of initial technical hurdles and their commitment to learning new digital skills have been the engine room of this project's success. Without their daily diligence in updating the system, this report would not have been possible.

We also extend our gratitude to our **Students**. They are the primary beneficiaries of this system. We thank them for their cooperation during the rollout of student portals and digital registration processes. Their feedback on the accessibility of information has helped us understand the system's impact from a learner's perspective. It is for their future that we strive to maintain a transparent and efficient academic environment.

The **local community of Kapilvastu** and our **founding members** also merit recognition. Their support since 2037 B.S. has allowed this campus to grow into the prestigious institution it is today. We hope that this move toward digital excellence honors their original vision of creating a center of learning that remains modern, relevant, and respected.

Furthermore, we are grateful to the **various stakeholders, alumni, and well-wishers** who have provided informal suggestions and encouragement throughout this journey. The transition to an EMIS-driven campus is a point of pride for our entire community, signaling that we are ready to meet the challenges of the 21st-century global educational landscape.

Finally, we thank the **Editorial and Data Analysis Team** responsible for compiling this report. Their efforts in synthesizing complex data sets into a coherent narrative for the UGC have been invaluable. They have successfully captured the essence of our digital journey, highlighting both our achievements and our roadmap for the future.

In conclusion, this EMIS is not just a piece of software; it is a collective achievement of the entire Kapilvastu Multiple Campus family. It represents our transition from a traditional seat of learning to a modern, QAA-certified, digitally-enabled institution. We submit this report to the UGC with a sense of pride, knowing that we have laid a solid foundation for the generations of students and scholars yet to come.

Kapilvastu Multiple Campus  
Kapilvastu, Nepal

## **ABBREVIATIONS AND ACRONYMS**

AQAR	Annual Quality Assurance Reports
BA	Bachelor of Arts
BBS	Bachelor in Business Studies
B Ed	Bachelor's of Education
EMIS	Education Management Information System
FOE	The Faculty of Education
IQAC	Internal Quality Assurance Cell
KMC	Kapilvastu Multiple Campus
KPI	Key Performance Indicators
LMS	Learning Management System
MBS	Master's degree in Commerce
M Ed	Master's of Education
QAA	Quality Assurance and Accreditation
SIS	Student Information System

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## Section-1: Introduction

### 1.1 The Genesis and Evolution of Kapilvastu Multiple Campus

The story of higher education in the Kapilvastu district is inseparable from the history of **Kapilvastu Multiple Campus (KMC)**. Established in **2037 B.S.**, this institution emerged from a collective community vision to provide accessible, affordable, and quality higher education to a region that was historically underserved. In its early years, the campus functioned as a modest center of learning, fueled by the passion of local educators and the philanthropic spirit of the community.

Over the decades, KMC has transformed into a premier community-based institution, expanding its academic horizon from fundamental Bachelor's programs to advanced Master's level classes across various faculties including Education, Management, and Humanities. As a cornerstone of the Lumbini Province's academic landscape, the campus has consistently balanced the traditional values of community-led education with the evolving demands of the global market. The transition from a local college to a **Quality Assurance and Accreditation (QAA) certified campus** marks our maturity as an institution that does not just provide degrees, but ensures excellence in every facet of the student journey.

In the current global educational paradigm, the management of information is as critical as the delivery of pedagogy. For a multi-disciplinary campus like KMC, managing thousands of student records, faculty performance metrics, financial transactions, and physical infrastructure through manual ledgers became an increasingly unsustainable task. The complexity of modern institutional governance—compounded by the rigorous documentation requirements of QAA—demanded a shift toward a more robust, transparent, and efficient system.

The advent of the 21st century brought with it the "Information Age," where data-driven decision-making became the hallmark of successful organizations. We recognized that to maintain our prestigious QAA status and to further our mission of academic excellence, we needed to bridge the "digital divide." The manual handling of data often led to redundancies, delays in reporting, and a lack of real-time insights into institutional health. Thus, the concept of an **Education Management Information System (EMIS)** was born—not merely as a technological luxury, but as a strategic necessity.

The realization of our digital ambitions was made possible through the strategic intervention and support of the **University Grants Commission (UGC) of Nepal**. As the apex body for higher education in the country, the UGC has been instrumental in promoting the "Digital Nepal" framework within academic institutions.

Through various reform projects and grants, the UGC provided the financial and technical impetus for KMC to procure and implement a tailored EMIS software. This partnership underscores a shared vision: that community campuses, despite their geographical or financial constraints, must be equipped with world-class management tools. The support from UGC was not just about funding a software license; it was about investing in the institutional capacity of KMC to remain accountable, transparent, and competitive.

At Kapilvastu Multiple Campus, we view the EMIS as a comprehensive ecosystem rather than just a database. It is a multi-dimensional platform designed to integrate all functional areas of the campus into

a single, cohesive digital environment. The software serves as a bridge between the administration, the faculty, the students, and the regulatory bodies like the UGC and Tribhuvan University.

The EMIS implemented at KMC is structured around several core modules, each designed to address specific institutional needs:

- **Student Information System (SIS):** Tracking the student lifecycle from admission and registration to graduation and alumni status.
- **Academic Management:** Handling curriculum planning, class scheduling, and attendance tracking.
- **Examination and Evaluation:** Automating the entry of internal assessments and generating performance reports.
- **Human Resource Management:** Maintaining detailed profiles of teaching and non-teaching staff, including their professional development and research contributions.
- **Financial Management:** Streamlining fee collection, payroll, and budget allocation with integrated audit trails.
- **Inventory and Library Management:** Digitizing the tracking of physical assets and the vast repository of our library.

The attainment of QAA certification was a watershed moment for KMC. However, the true challenge lies in the "Post-QAA" phase—sustaining and enhancing those quality standards. The EMIS plays a vital role in this by institutionalizing the **Internal Quality Assurance Cell (IQAC)** activities.

QAA requires rigorous evidence-based reporting. Previously, preparing Annual Quality Assurance Reports (AQAR) involved weeks of manual data compilation. With the EMIS, evidence is generated in real-time. Whether it is the teacher-student ratio, the pass percentage of a specific cohort, or the frequency of research publications, the EMIS provides verifiable, digitized evidence at the click of a button. This system ensures that our quality claims are backed by hard data, fostering a culture of self-appraisal and continuous institutional growth.

Community-based campuses thrive on the trust of their stakeholders. Transparency in financial and administrative matters is the currency of that trust. The EMIS software has introduced an unprecedented level of accountability at KMC. Financial leakages are minimized through automated fee receipts and integrated accounting. Administrative bottlenecks are cleared as files no longer get "lost" in a manual system; instead, digital workflows track the progress of every application and request.

Moreover, the EMIS facilitates a "Top-Down" and "Bottom-Up" communication flow. The Campus Chief and the Management Committee can monitor institutional KPIs (Key Performance Indicators) through a centralized dashboard, allowing for swift corrective actions. Simultaneously, students and parents gain transparency into attendance and academic progress, creating a more inclusive and responsive educational environment.

The journey to launching the EMIS was not without its hurdles. Transitioning an institution with a 45-year history of manual operations required a significant cultural shift. Resistance to change, technical literacy gaps among staff, and the daunting task of digitizing decades of legacy data were formidable obstacles.

However, through a series of capacity-building workshops, intensive training sessions, and a phased rollout strategy, the KMC family demonstrated remarkable resilience. We adopted a "User-Centric" approach, ensuring that the software was intuitive and addressed the pain points of the administrative staff. The support of the UGC was particularly crucial during this phase, providing the necessary motivation to push through the initial learning curve. Today, the system is not just an "extra task" for our staff; it is the primary tool they use to fulfill their professional responsibilities.

This report is prepared for submission to the University Grants Commission as a formal documentation of the EMIS implementation status at Kapilvastu Multiple Campus. Centering on its primary objectives as **to document the technical specifications** and functional modules of the launched EMIS software: **to analyze the impact** of the system on institutional efficiency, data accuracy, and stakeholder satisfaction, and **to demonstrate compliance** with the UGC's digital governance directives and QAA maintenance requirements.

The launch of the EMIS is the first step in our vision to transform Kapilvastu Multiple Campus into a "Smart Campus." We envision a future where data does not just describe the past but predicts the future. By applying data analytics to our EMIS records, we hope to identify students at risk of dropping out, predict enrollment trends, and tailor our curriculum to the specific needs of the local labor market.

Furthermore, we aim to integrate the EMIS with a robust **Learning Management System (LMS)** to support hybrid learning models. As we move forward, the campus will continue to leverage technology to enhance the "Student Experience"—making education not just a process of obtaining a certificate, but a journey of digital empowerment.

This introduction serves as a gateway to the detailed technical and analytical sections of the report. It reflects our gratitude to our supporters, our pride in our achievements, and our unwavering dedication to the students of Kapilvastu. We are no longer just a campus in a district; we are a digitally-driven center of excellence, ready to lead the way in Nepal's higher education landscape.

## Section-2: Campus Level, Faculty and Program

### 2.1 Department of Humanities & Social Sciences

The Department of Humanities & Social Sciences at KMC is a prestigious center of learning, offering students a multidisciplinary approach to subjects such as English, Nepali, Economics, History, Mathematics, Political Science, Rural Development, Population Studies, and several other contemporary subjects. Each department within this faculty has developed significant research expertise in its respective field. Additionally, these departments contribute actively to the campus's growing emphasis on interdisciplinary studies. The Humanities' program began offering a Bachelor's degree in Arts in 2047/07/21.

### 2.2 Department of Management

The Department of Management at KMC is dedicated to providing higher education to students interested in academic and professional careers in business, industry, and government. The department focuses on nurturing dynamic and innovative entrepreneurs capable of advancing the socio-economic development of Nepal through business and industry. The Management program began offering a Bachelor's degree in Commerce in 2047/07/21. In 2070/09/30, the department expanded to offer a Master's degree in Commerce.

### 2.3 Department of Education

KMC's Department of Education is a leading institution for producing skilled and forward-thinking educators and teacher trainers. The Faculty of Education (FOE) plays a pivotal role in teacher education in Nepal. The department offers various programs, including a four-year Bachelor of Education (B.Ed.), aimed at training teachers, teacher educators, and other essential human resources for the country's education sector. Bachelor of Education (B.Ed.) program began offering in 2063/06/03. In 2067/04/09, the department was expanded to offer a Master's degree in education (M.Ed) .

### 2.4 Courses Offered

KMC's academic departments produce highly qualified graduates in many fields of study. The following courses are available for students, with syllabi prescribed by the Curriculum Development Centre of Tribhuvan University:

<b>Bachelor's Level (4 Years, Annual System)</b>	<b>Master's Level (2 Years, Semester System)</b>
Bachelor in Business Studies (BBS)	Master's degree in Commerce (MBS)
Bachelor of Education (B.Ed.)	Master of Education. (MED)
Bachelor of Arts (B.A)	

## Section 3

### 3.1 Students Enrollment

The enrollment report is from Kapilvastu Multiple Campus, located in Kapilvastu . It provides details about students enrolled in a Bachelor of Education, Bachelor of Business Studies, Bachelor of Arts (B.A), Master's degree in Commerce (MBS) and Master of Education under Tribhuvan University. The report includes student information such as: Roll Number, Name, District, Local Address, Caste/Ethnicity, Gender, Age, Registered Year, University & Faculty, Level & Program, Year/Semester, Mobile Number, Email, Parent's Name and Contact Information.

The displayed data shows students from different districts like Kapilvastu and Rupandehi, with diverse caste backgrounds including different ethnic groups. The report is generated for the fiscal year 2082/083 and includes a filtering option for newly joined students.

Kapilvastu Multiple Campus																		
Kapilvastu Municipality-3, Taulihawa, Kapilvastu Phone: 076560181   Email: kmckpl@gmail.com																		
Student Enrollment Report																		
Search																		
SN.	Campus Name	Roll No.	Student Name	District	Local Address	Caste Ethnicity	Gender	Age	Registered Year	University	Faculty	Level	Program	Year/Semester	Mobile No.	Email	Parent Name	Parent Contact No.
1.	Kapilvastu Multiple Campus	-	Anshu Paudel	Kapilvastu	-	Brahmin	FEMALE	21	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	2nd year	9866158679		Kapilvastu	9800000000
2.	Kapilvastu Multiple Campus	-	Dhiraj Kumar Sahani	Kapilvastu	-	Kewat	MALE	23	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	2nd year	9866156008		Kapilvastu	9800000000
3.	Kapilvastu Multiple Campus	2	Dina Nath Yadav	Kapilvastu	Yashodhara -5	Yadav	MALE	26	2082	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	1st year	9807451859			
4.	Kapilvastu Multiple Campus	-	Dinesh Kumar Yadav	Kapilvastu	-	Other	MALE	24	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	3rd year	9815452118		Kapilvastu	9800000000
5.	Kapilvastu Multiple Campus	03	Dipendra Dhobi	Kapilvastu	Kapilvastu Municipality-2, Kapilvastu, Lumbini, Nepal	Dhobi	MALE	24	2082	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	1st year	9825406251			
6.	Kapilvastu Multiple Campus	-	Giriraj Gautam	Kapilvastu	-	Other	MALE	31	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	2nd year	9851219083		Kapilvastu	9800000000
7.	Kapilvastu Multiple Campus	-	Olta Sharma	Kapilvastu	-	Other	FEMALE	24	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	3rd year	9864720521		Kapilvastu	9800000000
8.	Kapilvastu Multiple Campus	-	Govind Prasad Chaudhari	Kapilvastu	-	Other	MALE	43	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	3rd year	9847284860		Kapilvastu	9800000000
9.	Kapilvastu Multiple Campus	-	Hari Bahadur Khadka	Kapilvastu	-	Other	MALE	31	2081	Tribhuvan University	Humanities	Bachelor	Bachelor's in Arts	3rd year	9848619863		Kapilvastu	9800000000

Figure 1 Students' Enrollment

#### 1. A) STUDENT ENROLMENT: Annual System

Student Enrolment In Current F.Y: 2082/83																																					
Level	Program Name	1st Year										2nd Year					3rd Year					4th Year					Grand Total (1+2+3+4)										
		Total (1)	Others*		EDJ*		Dalit		Madhesi		Total (2)	Others*		EDJ*		Dalit		Madhesi		Total (3)	Others*		EDJ*		Dalit			Madhesi		Total (4)							
			M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F		M	F	M	F	M	F		M	F								
Bachelor	Bachelor's in Education	169	15	41	40	56	3	9	1	4	116	14	35	17	31	9	10	0	0	94	26	44	8	10	2	4	0	0	92	30	62	0	0	0	0	0	471
	BBS	120	16	22	41	28	3	3	5	2	102	18	10	32	36	5	1	0	0	112	18	30	33	29	2	0	0	0	48	12	11	13	12	0	0	0	382
	Bachelor's in Arts	8	3	1	3	0	0	0	0	1	5	2	1	2	0	0	0	0	0	5	4	1	0	0	0	0	0	0	1	1	0	0	0	0	0	19	
<b>Grand Sub Total</b>		<b>297</b>	<b>34</b>	<b>64</b>	<b>84</b>	<b>84</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>223</b>	<b>34</b>	<b>46</b>	<b>51</b>	<b>67</b>	<b>14</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>211</b>	<b>48</b>	<b>75</b>	<b>41</b>	<b>39</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>141</b>	<b>43</b>	<b>73</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>872</b>

Others means students not belonging to any of the mentioned Categories (EDJ, Dalit, Madhesi)

Figure 2 Students' Enrollment by Annual System

1.B ) STUDENT ENROLMENT: Semester System ( Please choose Odd/Even Semester)

Student Enrolment In Current F.Y: 2082/83												Student Enrolment In Current F.Y: 2082/83											
Semester	Program Name: Master's in Education											Semester	Program Name: Master's in Business Studies										
	Total	Others*		EDJ*		Dalit		Madhesi		Total			Total	Others*		EDJ*		Dalit		Madhesi		Total	
		M	F	M	F	M	F	M	F	M	F			M	F	M	F	M	F	M	F	M	F
1st	22	11	3	1	3	1	0	2	1	15	7	1st	24	13	1	5	3	1	0	1	0	20	4
2nd	3	2	1	0	0	0	0	0	0	2	1	2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	5	0	5	0	0	0	0	0	0	0	5	3rd	29	9	13	4	3	0	0	0	0	13	16
4th	3	1	0	0	2	0	0	0	0	1	2	4th	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Sub Total</b>	<b>33</b>	<b>14</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>18</b>	<b>15</b>	<b>Grand Sub Total</b>	<b>53</b>	<b>22</b>	<b>14</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>33</b>	<b>20</b>

If campus has more than one semester programs copy the above table and fill them accordingly.

\*: Educationally disadvantaged janajatis. List of EDJ are given at the end of the form. EDJ is defined as janajati groups with literacy rates below the national average.

Note: Please make additional copies of this form page as necessary.

Figure 3 Students' Enrollment by Semester System

Section: 4 Pass Rate

Kapilvastu Multiple Campus has three faculties: Humanities, Education, and Management. The table shows the pass rate of students from those faculties.

Kapilvastu Multiple Campus													
Kapilvastu Municipality-3, Taulihawa, Kapilvastu Phone: 076560181   Email: kmckpl@gmail.com													
Exam appeared and Passed Total no of students by faculty, level and program, gender													
S.N.	Exam	Faculty	Level	Program	Appeared			Passed			Total Appeared	Total Passed	Pass Rate (%)
					Male	Female	Other	Male	Female	Other			
1.	B.Ed. 3rd Year 2078 Batch	Education	Bachelor	Bachelor's in Education	32	62	0	9	14	0	94	23	24.47 %
2.	B.Ed. 2nd Year 2079 Batch	Education	Bachelor	Bachelor's in Education	36	70	0	7	16	0	106	23	21.70 %
3.	B.Ed. First Year 2080 Batch	Education	Bachelor	Bachelor's in Education	43	65	0	5	12	0	108	17	15.74 %
4.	BBS 2nd Year 2079 Batch	Management	Bachelor	BBS	33	28	0	4	2	0	61	6	9.84 %
5.	BBS First Year 2080 Batch	Management	Bachelor	BBS	32	39	0	0	7	0	71	7	9.86 %
6.	BA 1st Year 2080 Batch	Humanities	Bachelor	Bachelor's in Arts	5	1	0	3	1	0	6	4	66.67 %
7.	MBS First Sem. 2081 Batch	Management	Higher Master	Master's in Business Studies	8	8	0	5	8	0	16	13	81.25 %
8.	MBS First Sem. 2080 Batch	Management	Higher Master	Master's in Business Studies	5	8	0	1	5	0	13	6	46.15 %
9.	MBS Second Sem. 2080 Batch	Management	Higher Master	Master's in Business Studies	5	8	0	4	5	0	13	9	69.23 %

Figure 4 Pass Rate

5: Graduated Reports

“Graduated Student By Faculty, Level and Program” report from Kapilvastu Multiple for fiscal year 2081/082 is listed in the table including Columns: S.No, Roll No., Name, Caste, Gender, Faculty, Level.

Kapilvastu Multiple Campus							
Kapilvastu Municipality-3, Taulihawa, Kapilvastu Phone: 076560181   Email: kmckpl@gmail.com							
Graduated Student By Faculty, Level and Program							
S.N.	Roll No.	Name	Caste	Gender	Faculty	Level	
1.	-	KANYA KUMARI KURMI	Other	MALE	Management	Bachelor	
2.	13	Akhlesh Gupta	Tel	MALE	Management	Higher Master	
3.	9	Kabita Devkota	Other	FEMALE	Management	Higher Master	
4.	4	Komal Agrahari	Tel	FEMALE	Management	Higher Master	
5.	1	Rahul Agrahari	Tel	MALE	Management	Higher Master	
6.	-	Gyanendra Bahadur Yadav	Other	MALE	Education	Bachelor	
7.	3	Jais Raj Dhoba	Other	MALE	Humanities	Bachelor	
8.	2	Dharmendra Kumar Mishra	Brahmin	MALE	Education	Higher Master	
9.	19	Aashish Yadav	Yadav	MALE	Management	Higher Master	
10.	15	Murali Prajapati	Other	MALE	Management	Higher Master	
11.	12	Anjali Gupta	Tel	FEMALE	Management	Higher Master	
12.	8	Shashi Pandey	Brahmin	FEMALE	Management	Higher Master	
13.	5	Babita Pandey	Brahmin	FEMALE	Management	Higher Master	
14.	-	Shashikata Gupta	Other	FEMALE	Education	Bachelor	
15.	21	Nitika Shrivastav	Brahmin	FEMALE	Management	Higher Master	
16.	18	Ganesh Pujan Chaudhary	Kurmi	MALE	Management	Higher Master	
17.	14	Bharat Raj Dhungel	Other	MALE	Management	Higher Master	
18.	11	Tuli Pandey	Brahmin	FEMALE	Management	Higher Master	
19.	7	Sarfaraz Rangreg	Other	MALE	Management	Higher Master	
20.	2	Ujjwal Khatoon	Muslim/Nepali Muslims	FEMALE	Management	Higher Master	
21.	-	Hafema Chaudhary	Other	FEMALE	Education	Bachelor	
22.	-	Anuj Dhara	Other	MALE	Education	Bachelor	
23.	20	Anu Kulkarni	Dalit	MALE	Management	Higher Master	
24.	16	Tara Bahadur B.K.	Other	MALE	Management	Higher Master	

Figure 5 Graduated Report

## 6: Student by Faculty and Gender

The student enrollment data for fiscal year 2082/083 focuses on the Management faculty, with a total of 435 students. Out of these, 231 are male and 204 are female. Similarly, there are 504 students in the faculty of education out of which 183 are male and 321 are female. There are only 19 students out of which 15 are male and 4 are female students in the faculty of Humanities. The number of female students seems more than male students significantly in the total number of all faculties. Visual representations like a stacked bar chart could highlight this distribution, with blue for male and pink for female students. Pie charts would show the exclusive presence of students in Management and the gender imbalance favoring female students. This report emphasizes the gender distribution within the Management faculty, providing insights for further analysis or comparison across faculties.

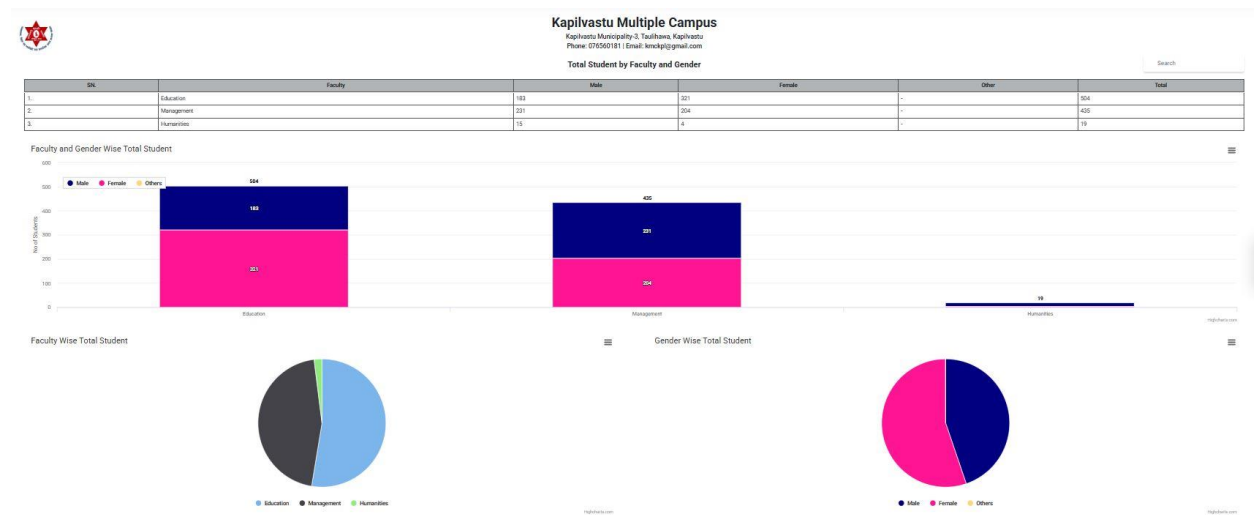


Figure 6 Students by Faculty and Gender

### 6.1: Student by Faculty and Ethnicity

The images showcase a comprehensive data dashboard for Kapilvastu Multiple Campus, offering an analytical representation of student demographics categorized by faculty, caste, and ethnicity.

At the top, an interactive filter panel enables users to refine data based on Fiscal Year, Faculty, Level, Program, and Caste/Ethnic Group, complemented by search and export functionalities for enhanced usability. A structured table titled *Total Student by Faculty, Caste, and Ethnicity* provides a detailed breakdown of student enrollment across two faculties—Education and Management—along with their distribution among various caste and ethnic groups, including Dalit, Janjati, Madhesi, Tharu, and EDJ. Further visual reinforcement is provided through a bar chart, which illustrates the faculty-wise and caste-wise student distribution, offering a comparative perspective. Additionally, pie charts present a concise summary of key insights: one chart highlights the overall faculty-wise student distribution between Education and Management, while another delineates the proportional representation of different caste and ethnic groups within the student body.

Through the integration of structured tabular data and visual analytics, this dashboard effectively conveys student enrollment trends and demographic distributions at Kapilvastu Multiple Campus.

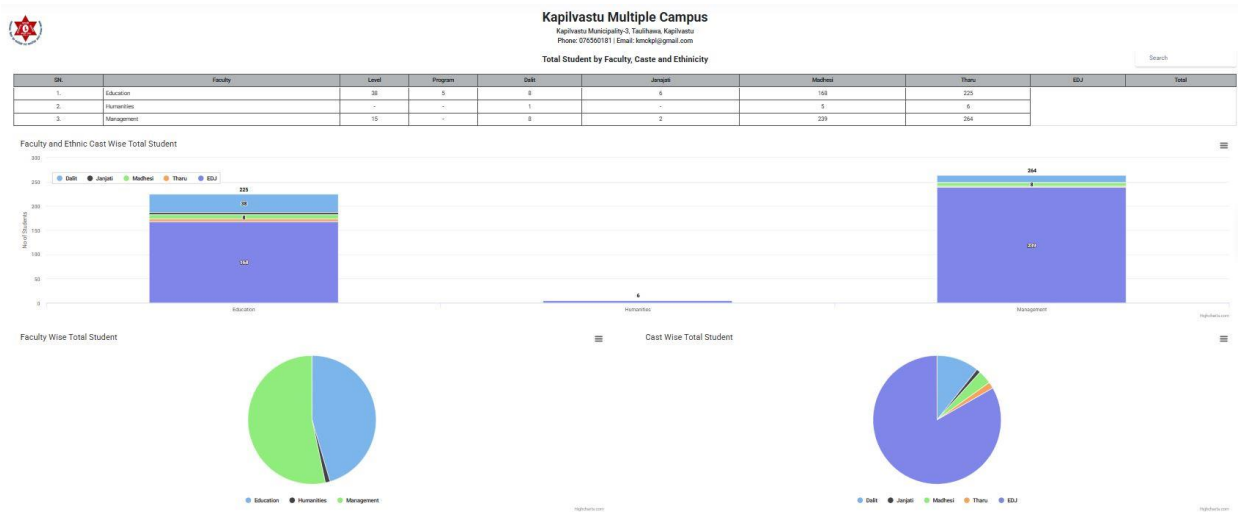


Figure 7 Students by Faculty and Ethnicity

### 7: Student by Faculty, Program and Level

The image displays a computer screen showcasing a webpage from Kapilvastu Multiple Campus. The webpage features a table titled “Total Student Enrollment by Faculty and Gender”, presenting a breakdown of student admissions based on faculty, academic level, and gender distribution.

**Table Overview:** The table comprises several columns, including Serial Number (SN), Age Group, Faculty, Level, Program, Male, Female, Other, and Total.

**Student Enrollment Data:** B.Ed. (Bachelor, Education): 165 male students, 305 female students (Total: 471) BBS (Bachelor, Management): 198male students, 184 female students (Total: 382), M.Ed. (Master's, Education): 18 male students, 15 female students (Total: 33), MBS (Master's, Management): 33 male students, 20 female students (Total: 53)

**Interface Features:** The platform includes filtering options that allow users to refine the data based on fiscal year, faculty, level, and program. Additional checkboxes are available for selecting “Include Age Group” and “Graduated Only” to further customize the displayed information.

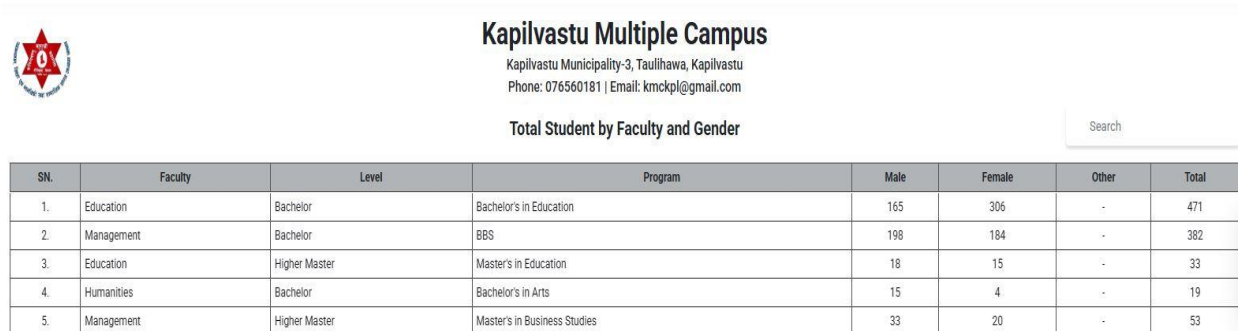


Figure 8 Students by Faculty, Program, and Level

## 8: Student Gender and Caste

The image shows a digital dashboard from Kapilvastu Multiple Campus, part of a student management system for tracking enrollment by faculty, level, gender, and caste.

Table: "Total Student by Faculty and Gender"

Lists enrollment across Education & Management faculties (Bachelor & Master levels), (Total 958 students) has the highest enrollment all programs.

Filters: Fiscal year, faculty, level, program, gender, caste/ethnicity, Bar Chart: Student distribution by caste & gender (Janajati has a higher female count), Pie Chart: Caste-wise distribution, with "Others" as the largest group.

The interactive interface allows refined data analysis, making it a comprehensive student demographic tool.

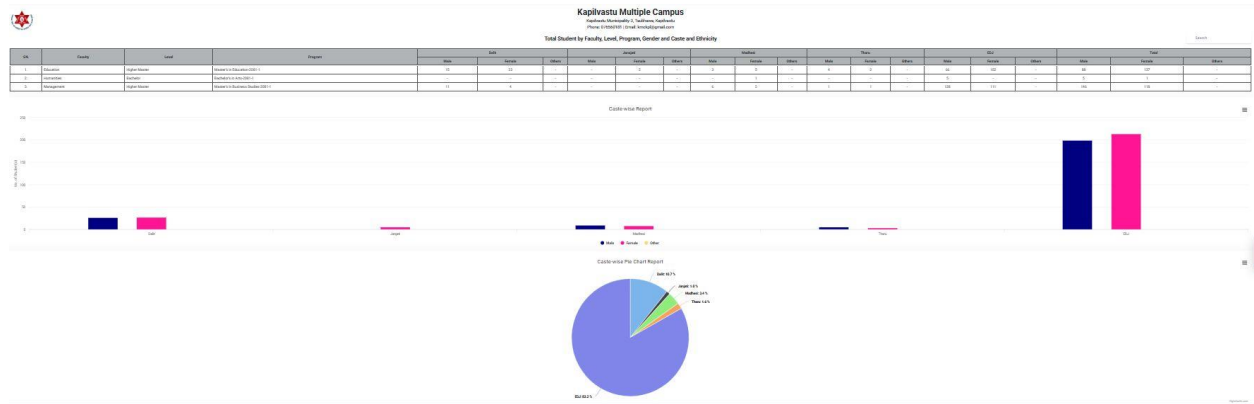


Figure 9 Students by Gender and Caste


## 9: Address-wise Students

The image shows a document from Kapilvastu Multiple Campus. The document is titled "ADDRESS-WISE STUDENTS" and provides a breakdown of the total number of students by faculty, level, program, and district/municipality. Details: Faculty: Education, Level: Bachelor, Program: All, Province: All, District: All, Municipality: All

The table in the document lists students by their respective districts/municipalities, faculty, level, and program. The columns include: S.No.: Serial number, Faculty: All entries are "Education", Level: All entries are "Bachelor" Program: Includes "B.Ed., BA, BBS, MBS & M.Ed.", District/Municipality: Lists various locations such as Rupandehi, Gulmi, Parasi, Kapilvastu, Dang, Arghakhachi: The number of students in each category (though the numbers are not fully visible or clear in the image).

The document appears to be a statistical report summarizing student distribution across different regions and programs at the campus. The layout suggests it might be a printout from a spreadsheet or database

system, with options for filtering by fiscal year, faculty, level, program, province, district, and municipality at the top.



**Kapilvastu Multiple Campus**  
Kapilvastu Municipality-3, Taulihawa, Kapilvastu  
Phone: 076560181 | Email: kmckpl@gmail.com


**Total Student by Faculty, Level, Program and District / Municipality** Search

SN.	Faculty	Level	Program	District	Total
1.	Education	Bachelor	Bachelor's in Education	Kapilvastu	466
2.	Education	Bachelor	Bachelor's in Education	Arghakhanchi	1
3.	Management	Bachelor	BBS	Jumla	1
4.	Management	Bachelor	BBS	Kapilvastu	361
5.	Management	Bachelor	BBS	Siraha	1
6.	Management	Bachelor	BBS	Rupandehi	3
7.	Management	Bachelor	BBS	Syangja	1
8.	Education	Higher Master	Master's in Education	Rupandehi	2
9.	Education	Higher Master	Master's in Education	Kapilvastu	26
10.	Humanities	Bachelor	Bachelor's in Arts	Kapilvastu	18
11.	Management	Higher Master	Master's in Business Studies	Arghakhanchi	1
12.	Management	Higher Master	Master's in Business Studies	Kanchanpur	1
13.	Management	Higher Master	Master's in Business Studies	Dang	1
14.	Management	Higher Master	Master's in Business Studies	Kapilvastu	45

Figure 10 Address-wise Students

## 10: Student Appeared in Exam

This report includes the number of student program wise who are appeared in exam in selected fiscal year. Report includes trend of total enrollment, appeared in exam and passed list from appeared list.



**Kapilvastu Multiple Campus**  
Kapilvastu Municipality-3, Taulihawa, Kapilvastu  
Phone: 076560181 | Email: kmckpl@gmail.com

**Exam appeared and Passed Total no of students by faculty,level and program,gender** Search

S.N.	Exam	Faculty	Level	Program	Appeared			Passed			Total Appeared	Total Passed	Pass Rate (%)
					Male	Female	Other	Male	Female	Other			
1.	B.Ed. 3rd Year 2078 Batch	Education	Bachelor	Bachelor's in Education	32	62	0	9	14	0	94	23	24.47 %
2.	B.Ed. 2nd Year 2079 Batch	Education	Bachelor	Bachelor's in Education	36	70	0	7	16	0	106	23	21.70 %
3.	B.Ed. First Year 2080 Batch	Education	Bachelor	Bachelor's in Education	43	65	0	5	12	0	108	17	15.74 %
4.	BBS 2nd Year 2079 Batch	Management	Bachelor	BBS	33	28	0	4	2	0	61	6	9.84 %
5.	BBS First Year 2080 Batch	Management	Bachelor	BBS	32	39	0	0	7	0	71	7	9.86 %
6.	BA 1st Year 2080 Batch	Humanities	Bachelor	Bachelor's in Arts	5	1	0	3	1	0	6	4	66.67 %
7.	MBS First Sem. 2081 Batch	Management	Higher Master	Master's in Business Studies	8	8	0	5	8	0	16	13	81.25 %
8.	MBS First Sem. 2080 Batch	Management	Higher Master	Master's in Business Studies	5	8	0	1	5	0	13	6	46.15 %
9.	MBS Second Sem. 2080 Batch	Management	Higher Master	Master's in Business Studies	5	8	0	4	5	0	13	9	69.23 %

Figure 11 Students Appeared in Exam

## 11: Teacher Staff Record

Report Includes the list of employee/staff record on the basis of academic type: Academic/Non-Academic, Ethnic group, Appointment type and so on.

Kapilvastu Multiple Campus									
Kapilvastu Municipality-3, Taulihawa, Kapilvastu									
Phone: 076560181   Email: kmckpl@gmail.com									
Teacher / Staff Report									
SN.	Name of the Employee	Type	Registered Year	Department	Gender	Blood Group	Phone	Email(Official/Personal)	Address
1.	Ajey Kumar Chaube 48 Accountant	Academic	2069		MALE	B+	9867002200	kmckpl@gmail.com close.aj2u@gmail.com	Mayadevi - 6, Kapilvastu
2.	Anjan Sigdel Asst. Lecturer	Academic	2081		MALE	-	9847040814	kmckpl@gmail.com anjan2037@gmail.com	Kapilvastu Municipality - 3
3.	Bhagirath Kafle 48 Asst. Lecturer	Academic	2081		MALE	-	9847551331	kmckpl@gmail.com kaflebhagirath111@gmail.com	Kapilvastu Municipality - 3
4.	Bhakti Ram Panthi 48 Lecturer	Academic	2055		MALE	-	9847432899	kmckpl@gmail.com kmckpl@gmail.com	Kapilvastu Municipality - 3
5.	Bharat Mani Acharya 48 Asst. Lecturer	Academic	2081		MALE	-	9867904180	kmckpl@gmail.com bmacharya2040@gmail.com	Buddebbhumi Municipality - 1
6.	Binod Kumar Chaudhary 48 Asst. Lecturer	Academic	2081		MALE	-	9805483511	kmckpl@gmail.com binoddudura@gmail.com	Maharajgunj Municipality - 5
7.	Birendra Kumar Pandey 48 Asst. Lecturer	Academic	2081		MALE	-	9867440102	kmckpl@gmail.com birendrapandey558@gmail.com	Kapilvastu Municipality - 1
8.	Bishnu Bahadur Singh Raymaji 48 Asst. Lecturer	Academic	2066		MALE	-	9847364591	kmckpl@gmail.com bbarm4591@gmail.com	Kapilvastu Municipality - 3
9.	Damodar Parajuli 48 Asst. Lecturer	Academic	2081		MALE	-	9847384798	kmckpl@gmail.com kmckpl@gmail.com	Kapilvastu Municipality - 3
10.	Dor Prasad Poudel 48 Asst. Lecturer	Academic	2081		MALE	-	9847031256	kmckpl@gmail.com naudal.fonaras@f5mail.com	Kapilvastu Municipality - 3

Figure 12 Teacher Staff Record

## 12: Teacher Student Ratio

The **teacher-to-student ratio** refers to the number of teachers available for every student in a given educational setting. Report expressed as a ratio, such as average ratio is 1:5, which means one teacher for every 5 students. A lower ratio generally indicates more personalized attention for students, as each teacher has fewer students to manage, while a higher ratio can suggest a larger class size, potentially limiting individualized support for students. This ratio is an important factor in evaluating the quality of education and the effectiveness of learning environments.

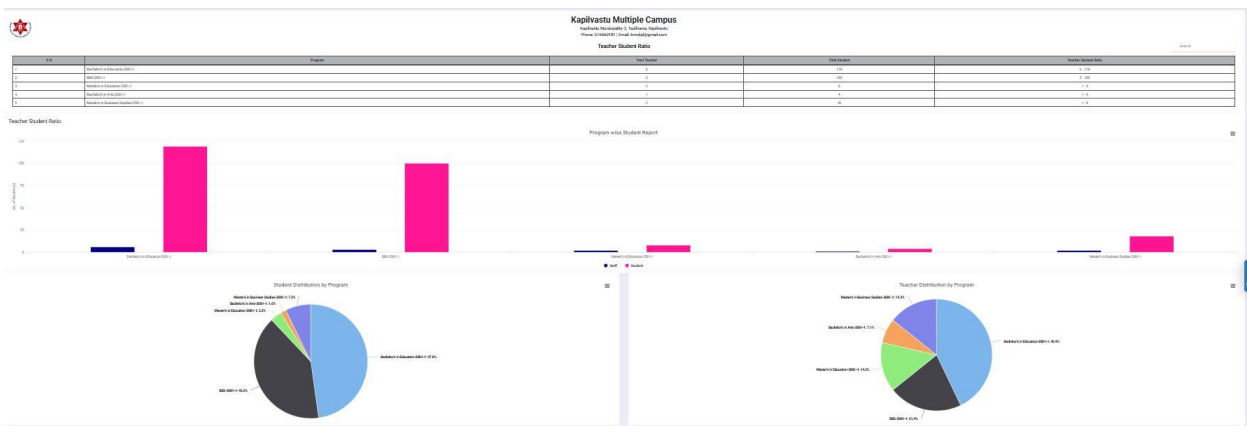


Figure 13 Teacher Student Ratio

### 13: Campus Physical structure

**Campus infrastructure** refers to the physical facilities and structures that make up a school, college, or university campus. This includes buildings like classrooms, libraries, dormitories, sports facilities, administrative offices, and other essential structures such as parking lots, pathways, and outdoor spaces. Campus infrastructure plays a critical role in supporting the academic, social, and extracurricular activities of students and faculty, contributing to a conducive environment for learning and development. Image below shows the physical infrastructure of Kapilvastu multiple Campus.

<input type="checkbox"/>	S.N. #	Type	Name	Quantity	Description	Remarks	Last Modified By/At	Actions
<input type="checkbox"/>	1.	Furniture	Desks and Benches	940			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	2.	Furniture	Tables and Chairs	70			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	3.	Furniture	Cabinets	162			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	4.	Furniture	Others	132			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	5.	Equipment	Computers	30			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	6.	Equipment	Printers	6			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	7.	Equipment	Fax Machines				edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	8.	Equipment	Photocopy Machines	3			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	9.	Equipment	Overhead and Multimedia Projectors	8			edn.kapilvastu 2082-01-21 11:22:52	...
<input type="checkbox"/>	10.	Equipment	Computers in Lab	18			edn.kapilvastu 2082-01-21 11:22:52	...

Figure 14 Campus Physical Structure

### 14: Report Preparation

Report preparation is challenging for us because, to prepare this report, required data were collected from various sources, including faculty, Level, Departments, Programs, Campus Administration, the QAA Unit of EDN, the Student Council of the Campus, and others sources. The data was mainly extracted from the campus's software, which is used to manage the overall data of the campus, including student, Employee, Financial transaction, library, Academic information, exam related information, and may more. Other tools used to collect data included survey forms, emails, phone calls, and personal visits to sources. The collected data were then presented in tabular format in a spreadsheet.

- The data were inserted into the standard spreadsheet format of the campus.
- From the spreadsheet, the data were uploaded to the database using a database tool.
- From the aggregate table, summary tables required to prepare the report were generated.
- These summary tables were analyzed and interpreted.

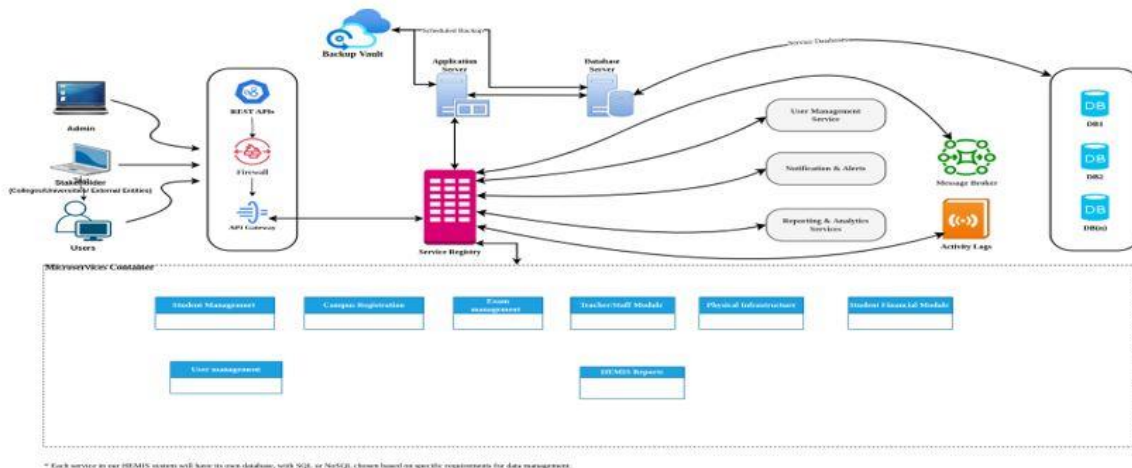


Figure 15 Architecture

## 15: About Campus

Kapilvastu Multiple Campus (KMC) is a community-based public institution dedicated to providing non-profit, service-oriented education. Located in the prime area of Taulihawa in Kapilvastu district , 20 km West of Lumbini, it was established on 31th Bhadra 2037 B.S. (16th September 1980 A.D.) under the affiliation of Tribhuvan University (T.U.). The campus was founded with the sincere efforts of experienced teachers, educationists, and social workers in Taulihawa, with the goal of offering accessible and affordable higher education. As there were no constituent campuses in the district at the time, one of the main aims of the campus was to provide easy access to higher education and produce quality human resources to meet the needs of the local community and the country.

The establishment of the campus was influenced by the 1980 People’s Movement (Jana Andolan) for the restoration of democracy, which inspired the local community to set up a college to offer various faculties of higher education in Taulihawa. By 1980, the increasing number of students at Tribhuvan University’s constituent campuses led to a policy shift that allowed affiliations with both public and private sector campuses. As a result, KMC received affiliation and began offering PCL and Bachelor-level classes at Kapilvastu Multiple Campus.

KMC has been providing opportunities for higher education to students from geographically isolated, economically disadvantaged, and socially marginalized communities in Kapilvastu ,rupandehi and other districts. it became the first campus in Kapilvastu to offer BBS, MBS, M.Ed. programs With over 40 years of history, KMC has played a significant role in the educational development of the region.

The primary financial source of the campus comes from student fees, along with regular grants from the University Grant Commission (UGC) since its establishment. While the campus has worked on developing its physical infrastructure, it faces challenges due to rising expenses and salary increases, which have hindered improvements in academic quality. Therefore, reforms in the academic system are needed.

This annual report highlights various aspects of the campus, including academic progress (such as student enrollment trends, pass rates, and graduate outcomes), physical and financial progress (including audit observations), social advancements, issues and challenges, as well as the annual work plan, projected plans, and budget based on the campus's strategic plan.

## **16: Objective of HEMIS**

The primary objectives of (Higher Education Management Information System) are to provide accurate, timely, and reliable data to stakeholders, supporting decision-making, policy formulation, and educational quality improvement. enhances data accessibility, monitors student performance, and aids in resource management, ensuring efficient operations. It also helps in policy planning, promotes transparency and accountability, and supports compliance with reporting standards. By centralizing educational data, enables better management, improved academic outcomes, and effective communication across all campus stakeholders.

### **Key Functions of HEMIS**

1. **Campus Network and Internet Services Management:** The section is responsible for managing the campus network to ensure seamless connectivity for all departments and students. This includes overseeing the library network, providing easy access to digital resources, and maintaining the efficient operation of library services. The section also manages the computer lab servers to ensure all systems are up-to-date and functioning smoothly. Additionally, it addresses issues related to campus internet services, ensuring uninterrupted access for both academic and administrative purposes.
2. **Digital Presence Enhancement:**
  - The section boosts the campus's digital presence by managing social media platforms like Facebook and LinkedIn.
  - It also oversees the campus's official website, ensuring that it is regularly updated with relevant information.
3. **Official Document Management:**
  - The section handles most of the campus's official document-related tasks, such as letter typing, notice creation, and Employee and Student Document management, Academic and Financial document management.
  - It also prepares various reports, including result compilations, and maintains records of letters received from external organizations.
4. **Student Enrollment and Demographics:** The report provides detailed information about student enrollment, including ethnicity and gender statistics. This data is crucial for understanding the demographic makeup of the student body and addressing enrollment

disparities. The Gender Parity Index (GPI) is used to measure gender balance and ensure equal educational opportunities for male and female students.

5. **Academic Performance:** The report includes data on graduation rates, dropout records, and pass percentages across various faculties and programs. This information helps assess student performance and identify areas for improvement. By analyzing this data, the campus can implement strategies to reduce dropout rates and improve academic outcomes.
6. **Teaching and Non-Teaching Staff:** The report provides comprehensive data about the qualifications, experience, and roles of teaching and non-teaching staff. This ensures that the campus maintains a qualified and experienced workforce, contributing to quality education delivery.
7. **Academic Departments and Programs:** The report includes information about the various academic level and programs along with subjects and credit hours offered at the campus with approved date, start date. This helps assess the diversity and quality of educational opportunities available to students and provides insights into the strengths and areas of improvement for each department. It assists department heads in preparing yearly plans to enhance their department's performance and improve student outcomes.
8. **Research and Publication:** Research and publication are key aspects of higher education. The report includes data on faculty and student research activities and publications, highlighting the campus's contributions to the academic community. Promoting research enhances the campus's reputation and provides valuable opportunities for students.
9. **Physical Status of the Campus:** The report includes details about the campus's physical infrastructure, such as land, buildings, classrooms, laboratories, internet, computers, chair, bench and other facilities. This information is important for assessing the adequacy of the infrastructure and planning future developments. Well-maintained facilities are essential for creating a conducive learning environment.
10. **Technical Assistance:** The section plays a critical role in providing technical support to departments, students, teachers, and staff. This includes managing the campus network, library network, computer labs, and internet services, ensuring that all technical aspects of the campus run smoothly and support academic and administrative activities.
11. **Enhancing Digital Presence:** In the digital age, maintaining a strong online presence is essential. The section enhances Kapilvastu Multiple Campus's digital visibility by managing social media accounts and ensuring the campus website is regularly updated with relevant information. This helps promote the campus and keeps stakeholders informed about the latest developments.
12. **Document Management:** The section is responsible for managing official documents, including letter typing, notice creation, proposal writing, and report preparation. By handling these tasks efficiently, it ensures the smooth operation of the campus's administrative functions.

### 13. Student Exam Enrollment and Graduation

**Student Exam Registration and Graduation** are key processes in an academic journey.

- **Exam Registration** involves students enrolling for exams based on their completed courses, paying any required fees, and receiving exam schedules. After exams, students can access their results through the registration system.
- **Graduation** marks the completion of a program, where students must fulfill academic requirements, apply for graduation, and participate in a verification process. Once verified, they can attend a graduation ceremony and receive their degree or diploma.

Both processes ensure that students successfully complete their academic requirements and are recognized for their achievements.

#### **Conclusion:**

The establishment of at Kapilvastu Multiple Campus has greatly contributed to the improvement of the campus's educational system. By providing accurate, timely, and reliable data, supports decision-making and enhances the overall quality of education. It plays a crucial role in managing the campus network, enhancing digital presence, and handling official documents. Through continuous improvements in its services, the section ensures that Kapilvastu Multiple Campus remains a leading institution in higher education.

### **17: About HEMIS Software**

Kapilvastu Multiple Campus has greatly improved its educational and administrative operations with the implementation of a sophisticated Education Management Information System (EMIS) developed by E-Digital Nepal Pvt. Ltd, a software company based in Kathmandu. This all-inclusive system integrates a Academic, Employee, Library. Student, Program, Batch, physical structure an Accounting & Billing System, and an Admission & Examination System, working together to streamline College management

#### 17.1 :Development and Integration

The system developed by E-Digital Nepal Pvt. Ltd. is tailored to meet the diverse needs of the campus. It integrates essential modules, including the Library Management System, Accounting & Billing System, Notice, Leave, Case/Complain, Sms Alert, E-Attendance, and Admission & Examination System, Dynamic Website and Online Entrance portal providing a unified and efficient solution for College management. This integration enables real-time data sharing and synchronization across different departments, greatly enhancing operational efficiency. Furthermore, the software is designed in

compliance with UGC requirements. User can access their data from anywhere and anytime as per permission granted.

## 1. Academics Management System:

**1.1. Program/ Faculty/ Batch/ Year-Semester:** Program/faculty/batch and year/semester wise student list with gender, ethnicity, DoB, Address, Disability Status, Nationality and many more.





Name of the Student	Roll No./ID Number	Birthday	Address	Program/Sec.	Current Guardian	Blood Group	House	Gender	Ethnic Group	Fee Category
 Aashma Tharu KMCAT140382 9825400145	28	2064-08-29 B.S. 2007-12-15 A.D.	Buddhabhumi - 10	Bachelor's in Education-2082-1 - Nepali Tribhuvan University 1st year (Morning Shift)	Bishwanath Tharu 9825400145	-		Female	Janajati	Fee
 Abdul Kalam Shah KMCCK1540582 9821508857	27	2059-08-08 B.S. 2002-11-24 A.D.	Yashodhara -1	Bachelor's in Education-2082-1 - Nepali Tribhuvan University 1st year (Morning Shift)	Mahammad Husain ... 9821058857	-		Male	Teli	Fee
 Adesh Kumar Kurmi KMCCK154882 9827486137	104	2060-05-15 B.S. 2003-09-01 A.D.	Kapilvastu - 6	Bachelor's in Education-2082-1 - Nepali Tribhuvan University 1st year (Morning Shift)	Nirmala Devi Kurmi 9827486137	-		Male	Kurmi	Fee
 Ajay Kurmi KMCCK146882 9704202855	61	2058-05-02 B.S. 2001-08-18 A.D.	Kapilvastu - 2	Bachelor's in Education-2082-1 - Nepali Tribhuvan University 1st year (Morning Shift)	Rajendra Prasad Ku... 9704202855	-		Male	Kurmi	Fee
 Akalmati Kalwar KMCCK151182 9706266266	81	2061-11-10 B.S. 2005-02-21 A.D.	Yashodhara Rural Municipality-3, Kapilvastu, Lumbini, Nepal	Bachelor's in Education-2082-1 - Health Tribhuvan University 1st year (Morning Shift)	Ramtirath Kalwar 9706266266	-		Female	Kalwar	Fee
 Anil Kumar Yadav KMCCK154582 9828767047	102	2062-06-07 B.S. 2005-09-23 A.D.	Kapilvastu - 2	Bachelor's in Education-2082-1 - English Tribhuvan University 1st year (Morning Shift)	Sanjay Kumar Yadav 9828767047	-		Female	Yadav	Fee
 Anshika Chaudhary KMCAC146182 9805434463	55	2065-11-27 B.S. 2009-03-10 A.D.	Yashodhara -8	Bachelor's in Education-2082-1 - Nepali Tribhuvan University 1st year (Morning Shift)	Dilip Chaudhary 9805434463	-		Female	Kurmi	Fee
 Antima Chaudhary KMCCK154582 9828767047	-	2063-02-07 B.S.		Bachelor's in Education-2082-1 - Nepali	Shiv Shankar Chaud...	-		Female	Kurmi	Fee

Figure 16 Student Record Keeping

## 1.2 . Examination Management System

- Online result publication.
- Online marks entry by teachers via mobile app
- Ledger print and grade sheet print themes options
- Program-wise dynamic grading
- Separate : Internal and University Examination

## 1.3. Class Routine

- Program wise class routine preparation
- Program wise view option

## 1.4. E-attendance System

The **Electronic Attendance System** automates the process of tracking and managing student attendance, replacing traditional methods. It records attendance in real-time using digital check-ins, RFID cards, or biometrics, and provides immediate updates. Students can access their attendance records online, promoting transparency and accountability. The system generates detailed reports and analytics to identify attendance trends and integrates with other campus management systems. It also sends automated alerts regarding attendance issues. Overall, the system improves accuracy, saves time, and enhances communication between students, faculty, and administration.

- Attendance via app by teachers
- Group by attendance
- Device attendance with notification and SMS alert option.
- Analytical report with subject wise percentage reporting

S.N. #	Name	Short Name	Description	Status	Created At	Created By	Modified At	Modified By	Action(s)
1.	International business	Mgt 522		ACTIVE	2085-01-16 15:36:11	kapilbastu.multiple			...
2.	Accounting for Financial	Acc 519		ACTIVE	2085-01-16 15:35:35	kapilbastu.multiple			...
3.	Research Methodology	MSc 521		ACTIVE	2085-01-16 15:35:10	kapilbastu.multiple			...
4.	Political Theory 421	Pol 421		ACTIVE	2082-05-19 15:27:21	kapilbastu.multiple	2082-05-19 15:28:41	kapilbastu.multiple	...
5.	Political Thought 422			ACTIVE	2082-05-19 15:27:21	kapilbastu.multiple			...
6.	Dissertation 525			ACTIVE	2082-01-13 13:57:41	edn.kapilvastu			...
7.	Instructional Technology in HHealth Edu. 535			ACTIVE	2082-01-13 13:20:52	edn.kapilvastu			...
8.	Teaching Practice 542			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu	2082-01-13 15:28:47	edn.kapilvastu	...
9.	Contemporary Educational Issues 541			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu	2082-01-13 13:29:05	edn.kapilvastu	...
10.	ELT Seminar & Report Writing TH 549			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu	2082-01-13 13:31:16	edn.kapilvastu	...
11.	Thesis Writing 544			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu			...
12.	Bhashik Sampadan KAla TH 545			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu			...
13.	Monitoring Evaluation and Research in Planning & Edu. Issues 545			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu			...
14.	Practicum in Edu. Planning & Mgmt 542			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu			...
15.	Physical Exercise & Sports for Health Promotion TH 547			ACTIVE	2082-01-13 12:57:59	edn.kapilvastu			...
16.	Research Methodology in Education 532			ACTIVE	2082-01-13 12:52:07	edn.kapilvastu			...
17.	Measurement & Evaluation in Edu. 533			ACTIVE	2082-01-13 12:52:07	edn.kapilvastu			...
18.	Eng. Lang. Teaching Pedagogy & Materials 535			ACTIVE	2082-01-13 12:52:07	edn.kapilvastu			...
19.	Reading in Literary Genres 536			ACTIVE	2082-01-13 12:52:07	edn.kapilvastu			...

Figure 17 Attendance via App

## 2. Billing system

The **Billing and Payment Management System** is an essential part of the that simplifies the financial operations of the campus. It handles fee collection, invoicing, payment tracking, and financial reporting. The system ensures accurate billing, monitors payments in real-time, and generates reports for financial analysis. Integrated with other modules, it provides a comprehensive view of student financial data and sends automated payment reminders. Overall, this system improves transparency, reduces manual effort, and enhances the accuracy of financial records.

- Accrual and Cash basis billing system
- Dynamic fee heading creation
- Claim bill generation with multiple bill theme
- Heading wise receipt
- Editable amount in heading in receive
- Dynamic Discount/ Scholarship assign
- Student statement
- Analytical Report
- Aging wise Report
- Copy of Original in re-print of each bill/ receipt
- Void list
- Adjustment via Debit note and Credit note with reports
- E-payment via app by student login

### **3. Dynamic Website:**

An **interactive website** allows users to actively engage with content through features like forms, surveys, quizzes, and real-time updates. It personalizes content based on user preferences and behavior, integrates multimedia elements, and provides feedback options such as ratings or live chat. These websites also feature dynamic navigation and interactive forms for a more responsive and personalized browsing experience. Overall, interactive websites enhance user engagement, participation, and satisfaction.

- Multiple themes
- Real time data updates
- ERP integration
- User can login via website in ERP

#### 4. Account

An **account** is a record that tracks financial transactions, balances, and activities. It helps manage finances by documenting deposits, withdrawals, and other financial events. Accounts can be of various types, such as bank accounts, expense accounts, or credit accounts. They generate statements to provide insights into financial health and integrate with other financial systems for efficient management. Accounts are secured with passwords or other measures to protect sensitive information. Overall, they are essential tools for managing and monitoring financial activities.

- Dynamic Ledger and Group creation
- Multiple Voucher type
- Auto voucher from Billing, Inventory and Payroll
- Cash Flow statement
- Cost center
- P/L accountability
- Trial Balance
- Bank reconciliation
- Cheque /Bank Flow Statement
- Annexure 13
- Fixed Asset and other Analytical Report

#### 5. Library

A **Library** is a dedicated space that provides access to a wide range of learning materials, including books, digital resources, and multimedia. It offers study spaces, research assistance, and information literacy programs to support academic and personal growth. The center also hosts community events and provides an online catalog for efficient resource management. Overall, it serves as a hub for knowledge, learning, and collaboration.

- Bulk book entry
- Bulk book assign
- Dynamic Auther, publications entry
- Auto Spinal level generation
- Bar Code, QR Code. Spinal Level print
- Book Flow statement

- Borrow/ return book
- E-book with read by report
- Book request, read via app
- Analytical reports
- Fine management

## **6. E-portal and Entrance portal**

An **E-portal** is a centralized online platform that provides students, staff, and stakeholders access to academic, administrative, and personal services, including grade tracking, course registration, and communication tools. It also offers online resources and manages personal and financial information.

An **Entrance Portal**, on the other hand, is an online platform designed for prospective students to submit applications, register for entrance exams, track application status, and view exam results. It also includes a payment gateway for fees.

Both portals enhance efficiency and accessibility in managing educational tasks and processes.

- **Online application form**
- **Online entrance exam**
- **Online result publications**

## **7. User role and Permission**

- Custom user role creation
- Separate login details
- Permission as per user role
- Separate login role for teacher, staff, student, guardian, admin

## **Web-Based and Cloud Deployment**

The system is web-based and hosted on a cloud platform, enabling users to access Your College Name's HEMIS from any device with an internet connection. This flexibility improves campus operations management by allowing users to log in and complete tasks remotely. Being cloud-based also facilitates easy updates and maintenance, minimizing downtime and ensuring the system is always available.

## **The cloud-based platform offers several key advantages:**

### **Scalability:**

The system can seamlessly grow alongside the campus's expanding needs, supporting more users and data without affecting performance.

### **Data Security:**

Cloud servers provide advanced security measures to protect sensitive data from unauthorized access and cyber threats. Additionally, the system includes continuous backup capabilities to ensure that data is consistently and automatically backed up, minimizing the risk of data loss in case of unforeseen events.

### **Cost Efficiency:**

With the cloud, there is less need for on-site infrastructure, reducing maintenance costs and capital expenditures.

The system is built using Java LTS (Long-Term Support) with the Spring Framework, ensuring a stable and reliable foundation for building and maintaining enterprise-grade applications. The combination of Java LTS and Spring Framework allows for efficient, scalable, and secure development of web-based services. Additionally, the system leverages microservices architecture, enabling a modular and flexible approach for handling different campus functions.

### **Server Connectivity:**

Your College Name's HEMIS is connected to the campus's main server, enabling centralized data management and control. This connection allows for real-time synchronization of data across various modules, ensuring stakeholders have up-to-date information for informed decision-making. The main server acts as the central repository for all campus data, streamlining data management and retrieval.

The network architecture of Your College Name's HEMIS is robust, secure, and scalable. It is built around a cloud-based MySQL Server instance that supports essential campus functions, including accounts, library management, billing, examinations, E-portal, online admissions, and more. The cloud server is secured with advanced firewalls to prevent unauthorized access and protect against cyber threats.

Data from the cloud-based server is synchronized with other instances using peer-to-peer topology replication. This setup ensures data redundancy and high availability, providing consistent and reliable access to critical information. The cloud platform also enhances scalability and data protection, enabling the system to meet future expansion and data load demands.

A central web server, which hosts a MySQL Server database, serves as the heart of Your College Name's HEMIS, providing real-time access to data and supporting efficient management of academic and administrative tasks. An API connects the web server to the Your College Name College mobile app, allowing students and staff to access HEMIS features on mobile devices.

In conclusion, Your College Name's HEMIS architecture combines cloud-based resources with robust security protocols, the use of Java LTS with Spring Framework, microservices, and flexible, reliable access to educational management tools, all in support of the campus's goal of delivering high-quality education.