

SELF-STUDY REPORT (SSR)



For
2nd Cycle of Institutional Reaccreditation
of
Sukuna Multiple Campus (SMC)
Sundarharaincha-12, Morang

Submitted to:

The University Grants Commission
Sanothimi, Bhaktapur, Nepal

2020

Date of submission: 2076/12/17

ACKNOWLEDGEMENTS

We express the sincerest appreciation to University Grants Commission (UGC) Nepal for profoundly monitoring and guiding the campus in reaccreditation process. The campus is grateful to the commission for providing insightful comments and expertise in preparing Self Study Report.

We are deeply thankful to our affiliating university, Tribhuvan University (TU) for careful assistance, guidance, and motivation to conduct the academic programs in addition to its regular supervision. We are especially thankful to the University for allowing us to conduct newer programs, and providing expert services, which, we believe have added value in our efforts for reaccreditation.

We would like to express gratitude to the Campus Council for developing policies, programs and strategies, and guiding the campus for its overall development. We would also like to express our gratitude to Campus Management Committee for playing a leadership role in campus management by directing, supporting and monitoring the activities. Especially, the CMC's active roles in development of Master Plan, Comprehensive Guidelines and Strategic Development Plan as well as formation of the functional committees are central to quality standards of the campus.

Furthermore, we would also like to acknowledge with much appreciation the role of all the functional committees, units and cells for their continuous efforts for regular meetings, preparation of plans, execution of plans and preparation of reports. We would like to thank the program coordinators, HoDs and Directors for providing all documents required for SSR. We are thankful to all the teachers for taking professional responsibilities, including preparation of teaching plans, regular and punctual teaching, participation in professional development programs, student counseling, self-appraisal, and making continuous efforts for research, learning and writing. Our sincere thanks also go to all the non-teaching staff for keeping a record of the respective sections and providing required data for Self-Study Report. We would also like to thank our students for hard work for good academic results and participating in extracurricular activities.

The campus also expresses gratitude to the guardians for regular visit of the campus and supporting and showing concern for students' education and campus activities. Alumni Association of Sukuna and all the alumni members deserve appreciation for playing active role in one way or another. We are also thankful to the neighboring educational institutions, industries cooperatives, banks, industries, media houses and department stores for providing employment to our graduates and providing feedback to the campus.

Finally, the campus expresses special thanks and appreciation to all the members of Self-Assessment Team (SAT) for spending their invaluable time in compiling a vast amount of data, writing, and editing to bring the Self Study Report in this form.

Campus Chief
Chandra Mani Rai

Executive Summary

This Self Study Report has been drafted for the second cycle quality reaccreditation of Sukuna Multiple Campus (SMC), from University Grants Commission (UGC), Nepal. It has come in this form after a careful examination of overall data derived from the campus units by the self-study team. The report primarily focuses on assessment of how well the campus meets UGC standards for accreditation with supporting evidences. It presents analysis of how well the campus provides resources, programs, services and facilities in light of its VMGO.

The report is organized into two chapters, namely *Information of the Institutional Profile cum Benchmark-wise Input and Analysis of Data*. The first section of the first chapter provides baseline information of the campus whereas the second section is exclusively concerned with the question-answer based input of the campus. Included in the first section are information of the campus administration, Campus Management Committee (CMC), academic programs, departments, self-sustaining courses, data of teaching and non-teaching staff, students, campus budget for conducting different activities, plans for academic programs, support facilities available to the students, ongoing research projects, class load and resources. The second section of the first chapter includes the evidence-based answers to the questions. It is the core and intensive section which is analytic and critical to the data based on the information presented in the first chapter.

The second chapter of the report makes an intensive analysis of the data. This chapter is also divided into two sections: *Preamble and Criteria-wise analysis*. Preamble discusses the information concerning institutional profile. It includes the introduction of the campus, its socio-physical set up, program highlights, functional mechanism of the institution and quality review in the second cycle. The second section presents a critical analysis of eight benchmark wise criteria focusing on strengths, weaknesses, opportunities and challenges.

In terms of the institutional profile, SMC located in Sundarharaicha-12, Morang, Nepal; is a Tribhuvan University affiliated community campus established on 28 January 1992. Categorically, it offers eight academic programs ranging from Bachelor's to Master's degree under four faculties, namely Management, Education, Humanities and Social Sciences, and Science and Technology. To the given programs 1971 students enrolled in the academic year 2075/076. The campus follows a systematic procedure of recruitment of the faculties and non-teaching staff implementing only after the appointment letters given to them. Currently, the number of teaching staff and non-teaching staff serving in the institution is 78 and 16 respectively.

The first criterion gives information about the policy and procedure in which responsibilities of individual departments, units and individuals, relationship between teaching and research in the institution, student involvement in the policy making, monitoring system of the campus. It is evident that

the campus has its own VMGO which are found mentioned in the Revised Strategic Development Plan 2016-2020 followed by plans and strategies. Each department, section, circle, unit and cell are functional by the application of their annual plans. Furthermore, the campus has its duly endorsed organogram that shows its organizational wings in terms of the organs and sub-organs.

Curricular aspects are the concern of the second criterion. It revisits the institutional goals and objectives in relation to the academic programs offered to the students. It further analyses the information of SMC dealing with the status of curriculum development, institutional status of academic flexibility and diversity of the course offered to the learners, career orientation, multi-skill development and involvement of stakeholders in curriculum update.

The third component of analysis deals with teaching, learning and evaluation. SMC principally intends to develop its excellence through effective teaching-learning facilities to teachers and students. For the professional development of the teachers, the campus encourages them to be more curious, robust and research focused. Each teacher is supposed to teach with teaching plans using modern and interactive instructional techniques. Project works, printed handouts, audio-video presentation, pair work, group work, field work, educational tours, practicum, thesis writing, library reading, direct studies and use of power point presentation are frequently being used. Students can choose a wide range of subjects from four faculties as per their needs and aptitudes. Students' need of remedial and additional classes has also been addressed in policy and action.

The fourth criterion for analysis is related to research, consultancy and extension. With allocation of budget, Sukuna Multiple Campus has developed a system for research activities, which are conducted mainly by Research Management Cell (RMC). In coordination with other departments and campus administration, this cell conducts research related activities, including Mini-research, Rigorous research and journal publication. It also announces for thesis support to the students focusing on the Master's degree program. Furthermore, faculties are provided financial support and leave facilities for the further studies. The campus also encourages students and teachers participate in research orientations, research methodology trainings, academic paper presentations, and national and international conferences.

The fifth component of the analysis concerns infrastructure and learning resources. In line with the Comprehensive Master Plan, Comprehensive Guideline of SMC and Strategic Development Plan, the campus has developed a mechanism for the management of physical infrastructure and learning resources. The campus offers modern concrete buildings with spacious classrooms, most of which are equipped with multimedia projectors and CC cameras. Moreover, spacious and well-furnished conference hall and spacious playground have supported the strength of infrastructure. The Maintenance Committee is responsible for the regular maintenance of these infrastructures. The campus has ensured the maximum utilization of its infrastructure by conducting the programs in three shifts. The campus has also made efforts to keep the campus clean, green and pollution free. For learning resources, the campus offers wide range of options including library, lab, computers and the Internet.

The sixth component deals with student support and guidance. For student support and guidance, the campus provides regular, on-campus support and guidance facilities to students focusing on their social, emotional, spiritual and behavioral problems. Students are regularly provided with the information through different publications including prospectus, and bulletin. Moreover, the Placement and Counseling Cell provides with academic, career and psychological counseling to students. As part of financial support, students are provided with freeships and scholarships. Students also have a wide range of options for extracurricular activities. The Alumni Association of Sukuna has been formed to support students.

The seventh criterion for analysis is related to information system. Sukuna Multiple Campus uses integrated information system, for which EMIS Unit has been assigned the key responsibility. The unit uses 'Shiksha' software to record, process and analyze the information obtained from different departments and sections. Unit also carries out analysis of the obtained information under some criteria such as Students' personal information; enrollment, dropout and examination appearance rates; result analysis and progress; and library use and resources available at the campus. Through the Grievance and Feedback Management Committee (GFMC), EMIS Unit regularly obtains feedback on the published information.

The campus has also formed 'Publication Information Committee (PIC)' to publish a range of information related to campus activities. Information is provided through the campus bulletin 'Sukuna Sandesh', prospectus, annual report submitted to the Campus Council, newspapers, notice board and campus website. Through grievance and Feedback Management Committee (GFMC), the committee also collects feedback from students, guardians, alumni and other stakeholders for further institutional reform.

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DATA COLLECTION FORMAT FOR SELF-STUDY REPORT (SSR) INSTITUTIONAL

SECTION A

INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Name of the Institution: **Sukuna Multiple Campus**

Place: **Sundarharaincha-12**

P O Box:

Website: www.sukuna.edu.np

District: **Morang**

2. Information for Communication

a. Office

Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution: Chandra Mani Rai	021545617/ 9852045617	-	sukunac@yahoo.com , sukunamc2048@gmail.com
Executive Assistant: Arjun Raj Adhikari	9852056749		sukunac@yahoo.com , sukunamc2048@gmail.com
Management Committee Chairperson: Keshav Adhikari	9852046362		adkeshab25@gmail.com

b. Residence

Name	Telephone with Extension Number	Fax	E-mail
Executive Head: Chandra Mani Rai	977-021-434312		kanchhabanu@yahoo.com , sukunac@yahoo.com , sukunamc2048@gmail.com
Executive Assistant: Arjun Raj Adhikari	977-021430138		sukunac@yahoo.com , sukunamc2048@gmail.com
Management Committee Chairperson: Keshav Adhikari	021-545055/ 9852046362		adkeshab25@gmail.com

3. Type of Institution

Constituent ☐ Affiliated ☒ Degree Awarding Autonomous Institution ☐

4. Institutional Management:
Public ☐ Community ☒ Private ☐ Other (please specify) ☐
5. Financial category of the institution:
Government Funded ☐ Self-financing ☒ Community ☒ Other (please specify) ☐
6. a) Date of establishment of the Institution: **28 / 01 / 1992 AD**
- b) Date of commencement of the Bachelor or higher-level Program(s) (dd/mm/yyyy)
B.Ed. One Year: 16 / 03 / 2052 BS (June 30, 1995)
B.Ed. : 25 / 03 / 2054 BS (July 9, 1997)
B.A. : 25 / 04 / 2066 BS (August 9, 2009)
BBS : 04 / 05 / 2060 BS (August 21, 2003)
M.Ed. : 15 / 09 / 2061 BS (December 30, 2004)
M.B.S.: 01/08/2066 BS (November 16, 2009)
B.Sc. : 05/01/2069 BS (April 17, 2012)
BBA. : 19/09/2075 (January 3, 2019)
- c) University to which the Institution is affiliated: (attach the certificate of affiliation)
It is affiliated to Tribhuvan University on: 14 / 10 / 2048 BS (January 28, 1992)
(For its details, please see Volume I, Annex-1, Program affiliation letters, pp. 1-19.)
7. Date of Government /UGC approval (only for Institution affiliated to foreign universities):
(dd/ mm/yyyy). (It is not applicable to SMC)
8. Is the institution autonomous in terms of:
 Financing ☒ Administrative Management ☐ Academic Management ☐ None ☐
9. Institution's Land area in *Ropanees/Bighas (Katthas)*/Square Meters:
 $04 - 15 - 4\frac{1}{4}$ (4 Bigha 14 katthas and 4.25 dhur)
(For its evidence, please see Volume I, Annex-2, Land Ownership Certificates, pp 20-24)
10. Location of the Institution
 Urban ☐ Semi-urban ☒ Rural ☐

11. Current number of academic programs offered in the Institution under the following categories: (Enclose the list of academic programs offered)

Academic Programs	Number of Program
Certificate course (PCL2 years), 10+2 (HSEB)	<u>4 Programs</u> <ul style="list-style-type: none"> • Humanities and Social Science • Education • Management • Science and technology
Bachelors	<u>4 Programs</u> <ul style="list-style-type: none"> • Education • Management • Humanities and Social Sciences • Science and Technology)
Masters	<u>2 Programs</u> <ul style="list-style-type: none"> • Education • Management
Total	10

12. List the Departments in the Institution (faculty-wise)

Faculty of Science and Technology
Departments: Department of Science (A single department)
Faculty of Humanities & Social Sciences
Departments: No separate department/s for subjects
Faculty of Management
Departments: Management (A single department)
Faculty of Education
Departments: English, Nepali, Social Studies, Mathematics, Population and Health Education, ICTE , Teaching Practice
Faculty of Law
Departments:
Institute of Engineering
Departments:
Institute of Medicine
Departments:
Institute of Agriculture
Departments:
Institute of Forestry
Other Department: Research Management Cell (RMC)
Other Faculties:
Departments:

13. Give details of the self-financing/self-initiated courses, if any offered by the institution (for public institutions only).

All the courses offered by the institution are self-financing. The programs with the number of students enrolled in the campus in 2075/76 include the following:

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)
Education	Bachelor's I	+2 or Intermediate or equivalent	148/300
	Bachelor's II	Exam appeared in B.Ed. 1 st year	136/300
	Bachelor's III	Exam appeared in B.Ed. 2 nd year	96/300
	1 yr B.Ed	Bachelor's degree in related subject	33/200
	Master's 2 nd	Bachelors of education or one year B. Ed and appeared in the M.Ed.1 st year's final examination.	223/300
Management	BBS I	+2 or Intermediate or equivalent	292/300
	BBS II	Exam appeared in BBS. 1 st year	261/300
	BBS III	Exam appeared in BBS. 2 nd year	165/300
	BBS IV	Exam appeared in BBS. 3 rd year	112/300
Science & Technology	B.Sc. I	Grade 11 and 12 passed or equivalent in specialization in science	38/100
	B.Sc. II	Exam appeared in B.Sc. 1 st year	42/100
	B.Sc. III	Exam appeared in B.Sc. 2 nd year	39/100
	B.Sc. IV	Exam appeared in B.Sc. 3 rd year	18/100
Humanities	B.A. I	Grade 11 and 12 passed or equivalent in specialization related subject	33/100
	B.A. II	Exam appeared in B.A. 1 st year	27/100
	B.A. III	Exam appeared in B.A. 2 nd year	13/100
Education	B.ED ICT I Sem.	Grade 11 and 12 passed or equivalent.	19/30
	B.ED ICT III Sem.	Exam appeared in B. ED ICT II Sem.	16/30
	B.ED ICT IV Sem.	Exam appeared in B.ED ICT III Sem.	21/30
	B.ED ICT V Sem.	Exam appeared in B. ED ICT IV Sem.	19/30
	B.ED ICT VI Sem.	Exam appeared in B. ED ICT V Sem.	14/30
	M. Ed I Sem.	Bachelor of education or one-year B. Ed.in related subject	59/150
	M. Ed II Sem.	Exam appeared in M. Ed I Sem.	59/150
	MBS I Sem.	Bachelor's degree passed in related subject	60/150
Management	MBS II Sem.	Exam appeared in MBS I Sem.	28/150
Total admitted/ Capacity			1971/4050

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution.

The following procedure is employed for the recruitment of teaching and non-teaching staff of this institution:

Recruitment of teaching staff

a. Identification of the need

The concerned department forwards the need for the fulfillment of the vacancy/vacancies to the campus administration. The campus, then, forwards the need to the Campus Management Committee meeting and the vacancy is finalized at this level. Thereafter, the campus activates the selection commission for the selection of teachers and non-teaching staff.

b. Commission for the selection of teachers and non-teaching staff

The Campus has a provision of forming an autonomous commission for the selection of teachers under the co-ordination of Campus Chief including a member of the campus management committee and a representative from Public Campus Teachers Association. For the selection of non-teaching staff, a commission is formed under the coordination of a member of CMC including Campus Chief and the representative of Public Campus Teachers Association (PUCTA).

c. Invitation of experts and administering an examination

The commission invites the experts from the campus, from another campus or from the required areas for the completion of the job. If any teaching staff is to be selected, a written examination is administered among the candidates. The selected candidate must appear even in the oral interview (viva-voce) and demonstrates a model class presentation in the natural classroom. However, the candidates who have applied for the post of non-teaching staff should not demonstrate the model class presentation. The highest scorers will be selected and the commission, with its minutes, recommends to the campus for the appointment to the advertised post.

d. Approval and appointment

The recommendation of the selection commission will be the agenda for an appropriate decision. The approved candidate will be notified and considered to be eligible for receiving an appointment. The campus chief appoints the candidate/s selected by the commission and approved by the CMC. The selected candidate is appointed with the explicit mention of the job responsibilities and facilities to be given to him/ her. The appointment letter defines the nature of his/ her appointment and the contract as has been stated in the advertisement and in the bylaws of the campus.

(For further details please see Volume I Annex-3, Campus Statute, pp. 25-80 ; Volume I Annex -4, Teaching and non-teaching staff recruitment guidelines, pp. 81-111; Volume I Annex-5, Example copy of teacher selection procedure, pp. 112-124; Volume I Annex-6, Campus notice for vacancy announcement, pp. 125-136; Volume I Annex-7 Commission Recommendation Minute, pp. 137-190 ;Volume I Annex-8, CMC decision for the approval of the recommendation; pp. 191-226)

15. Number of Full timer and Part timer teaching staff at present:

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Full Time Teachers (Total)	1	12	0	35	47
No. of teachers with PhD	0	1	0	0	1
No. of teachers with MPhil	0	0	0	2	2
No. of teachers with Masters	1	11	2	33	44
No. of teachers with Bachelors	0	0	0	0	0
Part Time Teachers (Total)	0	4	5	27	31
Part-time teachers with PhD	0	0	0	0	0
Part-time teachers with MPhil	0	0	1	1	1
Part-time teachers with Masters	0	4	4	24	28
No. of teachers with Bachelors	0	0	0	2	2

(For details, please see Volume I, Annex- 9 Appointment Letters of Teaching staff, pp 227-291; Volume I, Annex -10 Appointment Letters of non-teaching staff, pp. 292-306)

16. Give the details of average number of hours/week (class load)

Courses	Full Time Teachers (Total)	Part Time Teachers (Total)	Total
Science	21hrs/week		
Management	21hrs/week		
Humanities and Social Science	21hrs/week		
Education	21hrs/week		
Law			
Please add other courses if applicable			

17. Number of members of the non-teaching staff of the Institution at present:

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Administrative Staff	1	4	2	12	16
Technical Staff	-	-	-	-	-

(For details, please see Volume I, Annex -10 Appointment Letters of non-teaching staff, pp. 292-306)

18. Regional profile of the students enrolled in the institution for the current academic year:
2076/77

No of Students Enrolment From ...	UG		PG		M.Phil.		PhD	
	F	T	F	T	F	T	F	T
Same district where the institution is located	714	1175	130	208				
Other districts	324	581	56	99				
SAARC countries								
Other countries								
Disadvantaged/Janajatis	59	90	10	16				

Note: F= Female, T= Total in Table 15, 17 and 18.

(For further details please see Volume I Annex -11 List of students enrolled in the academic year 2076/77 showing their permanent district address and gender, pp. 307-340)

19. Details of the last two batches of students:

Particulars	Batch 1:			Batch 2:		
	Year: 2074			Year: 2075		
	Bachel ors	Maste rs	Total	Bachel ors	Maste rs	Total
Admitted to the program	1357	449	1806	1461	223	1684
Drop-outs						
a. Within four months of joining	-	-	-	-	-	-
b. Afterwards	-	-	-	-	-	-
Appeared for the final year examinations	1156	415	1571	1329	223	1552
No of student dropout	201	34	235	132	0	132
Drop out rate in %	17.38	8.19	14.95	9.93	0	8.50
Passed in the final examinations	355	88	443	406	63	469
Pass % of number appeared (Total)	30.71	21.20	28.20	30.55	28.25	30.22
Passed in distinction	4	0	4	2	0	2
Pass % with distinctions	0.35	0	0.25	0.15	0	0.13
Passed in First division	72	3	75	77	1	78
Pass %, (First class)	6.23	0.72	4.77	5.79	0.45	5.03
Passed in second division	228	79	307	245	55	300
Pass %, (Second class)	19.72	19.04	19.54	18.43	24.66	19.33
Passed in third division	70	13	83	66	9	75
Pass %, (Third class)	6.06	3.13	5.28	4.97	4.04	4.83
Number of students expelled from examination hall if any	-	-	-	-	-	-

Note: For other types of evaluation system such as GPA, provide respective grades and brief explanation about their ranges in percentage.

(For its details, please see Volume I, Annex-12 List of students admitted in the year 2074/75, pp. 341-382; Volume I, Annex-13 List of students appeared in the final examination in the year 2074/75, pp. 383-418; Volume I, Annex-14 List of students admitted in the year 2075/76, pp. 419-457; & Volume I, Annex-15 List of students appeared in the year 2075/76, pp. 458-491)

20. Give a copy of the last annual budget of the institution with details of income and expenditure. (Attach separately)

The budget summary of the annual budget 2076/77 is as presented in the following table:

S.N.	Details	Projection of 2075/76	Actual of 2075/76	Projection of 2076/77	Remarks
1	Student fee	78839300/-	69705060	9,54,73,350	51%
2	UGC grants	13178648	49,81,925	1,87,60,540	10%
3	Donation other resources	31976600	1,03,22,07.98	3,83,40,000	21%
4	Deposits	7484675	1,25,86,631	88,36,790	5%
5	Advance and Bank liability	25360561.68	2,06,86,845.02	2,53,60,724.16	14%
	Total	15,68,39,784.68	11,82,82,479	18,67,71,404.16	100%

(For its detail, please see Volume I, Annex-16 Annual Budget of SMC 2076/77, pp. 492- 512)

21. What is the institution's '**unit cost**' of education? [unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give unit cost calculated excluding salary component.

The unit cost of the campus is as calculated and presented as follows:

Total Amount of Annual Expenditure: NPR- 118282479/-

(Source: Budget Book, 2075/76)

a. Amount of Current Expenditure: 65105837/-

(Source: Budget Book, 2075/76)

b. Amount of Capital Expenditure 15660176/-

(Source: Budget Book, 2075/76)

c. **Unit Cost** = $\frac{\text{total annual expenditure budget}}{\text{number of students}}$

$$= \frac{80766013}{1971}$$

= Rs. 40977. 17 per student (Total Expenditure)

Unit cost calculated excluding salary component = $\frac{\text{total annual expenditure budget - salary}}{\text{number of students}}$

$$= \frac{80766013 - 49702867}{1971}$$

$$= \frac{31063146}{1971}$$

= Rs. 157060.09 per student (Excluding Salaries)

(For its detail, please see Volume I, Annex-17 Unit Cost Calculation Detail, p. 513)

22. What is the temporal plan of academic work in the Institution?

Semester System ☒ Annual System ☒ Any other (specify)

(For its detail, please see Volume I, Annex-18 Academic Calendar 2076/077, pp. 514-519)

23. Tick the support services available in the Institution from the following:

Central library ☒ Computer centre ☒ Health centre ☒
Sports facilities ☒ Press ☐ Workshop ☐
Hostels ☐ Guest house ☐ Housing ☐
Canteen ☒ Grievance redressal cell ☐ Common room for students ☐
☐

Any other (specify): -----

(For its detail, please see Volume VI, Annex-139 Central Library, pp. 2759-2761; Volume VI, Computer centre, Annex 126, pp 2664-2667; Volume III, Annex 68, First Aid Unit, pp. 1501-1549)

24. Whether a duly formed Institution Management Committee in place?

Yes ☒ No ☐, If yes provide the composition of the committee in a separate sheet.

Campus Management Committee (CMC)

1	Keshav Adhikari	Chair
2	Gopal Bahddur Thapa	Vice-chair
3	Chandra Mani Rai	Member-secretary
4	Devendra Kumar Maskey	Member
5	Narayan Prasad Chudal	Member
6	Ganesh Raj Maskey	Member
7	Surendra Bahadur Thapa	Member
8	Netra Prasad Dhakal	Member
9	Tika Chapagain Bhattarai	Member
10	Nagesh Pokhrel	Member
11	Gyanendra Ojha	Member
12	Lalit Bahadur Shrestha	Member
13	Binda Dahal Thapa	Member
14	Laxmi Prasad Phuyal	Member
15	Punya Prasad Acharya	Member
16	Narendra Basnet	Member
17	Shiva Prasad Dhakal	Member
18	Dhana Maya Tamang	Member
19	Roshan Prasad Dhakal	Member
20	Laxmi Kumar Shrestha	Member
21	Balaram Pokharel	Member

22	Ajambar Rai	Member
23	Tika Prasad Kattel	Member
24	Ram Prasad Gajurel	Member
25	TU representative	Member

[Note: The council meeting held on 2076-02-30 elected this committee for 3 years tenure]

(For the details, please see Volume I, Annex 19, Latest Council meeting minute, pp 520-530; Volume I, Annex 20, A full- fledged meeting minute of CMC, pp 531-540)

25. Furnish the following details (in figures) for the last three years:

Particulars	Year II: 2074	Year III: 2075	Year III: 2076
Working days of the institution	221	214	229
Working days of the library	294	278	305
Teaching days of the institution	186	179	194
Teaching days set by the university	150	150	150
Books in the library	25902	26233	28185
Journals/Periodicals subscribed by the library National: International:	0	0	0
Computers in the institution	60	80	110
Research projects completed and their total outlay			
Teachers who have received national recognition for teaching/research/consultancy	0	0	0
Teachers who have received international recognition for teaching/research/consultancy	0	0	0
Teachers who have attended international seminars	4	4	4
Teachers who were resource persons at national seminars/workshops	0	1	0
No. of hours of instruction against the plan (per year or per semester)	930/ 900	895/900	970/950
No. of hours of instruction against the plan per semester	305/240	325/240	325/300

(Please, see Volume I, Annex -18, Academic Calendar, Pp 514-519)

26. Give the number of ongoing research projects and their total outlay: 5 (Five)

The following projects (Mini-researches) are ongoing in the campus under the guidance of the RMC members:

S.N.	Title of the project/Mini-research	Name of the researcher
1.	Motivational Factors in Doing Homework for Secondary Grades	Torna Raj Poudel
2	Noise Pollution around Sundarharaincha	Nilakantha Dahal
3	Captive Conservation and Reporting on Wild Animals of Northern Morang	Dibyaraj Dahal
4	Students' Dropouts of Community Schools	Bal Kumar Kalakhetti
5	Diverse Contexts and Agencies: Exploring the Ecology of English Language Teaching	Gunaraj Nepal

27. Does the Institution have collaborations/ linkages with international institutions?

Yes ☐ No ☒ If yes, list the MoU signed and furnish the details of active MoU along with important details of collaborations.

Sukuna Multiple Campus does not have collaborative linkage with international institutions although policy has been made in the strategic plan of the campus.

28. Does the management run other educational institutions besides the institution?

Yes ☒ No ☐ If yes, give details.

The institution runs +2 program in the form of self-sustaining program for the campus. However, the programs are run in a separate management form.

(See Volume I, Annex -21, Affiliation letters of running +2 Programs, pp. 541-544)

29. Give details of the resources generated by the institution last year through the following means:

Source of Funding	Amount (NRs.)
UGC/Government grants	49,81,925/- (UGC)
(Municipality)	18,77,000/-
(Province Gov.)	35,00,000/-
Donations	17,43,436/-
Interest income from bank in fixed deposit	37,19,752.08
Fund Raising drives (Aachayakosh deposit)	32,83,932/-
Alumni Association	-
Research and Consultancy	-
Fee from Self-financed/initiated courses	-
Fees from regular programs	6,91,26,008/-
Any others, specify	-

(For its detail, please see Volume X, Annex-188, Audit Report-2075/76, pp. 3677- 3689)

SECTION B

The marking scheme except otherwise specified in the criteria will be as follow:

Yes with justification and with evidence =1(full marks); justification without full evidence=0.75; apparent justification without record = 0.5 apparent initiatives =0.25; No= 0)

(The marking division applies proportionately to the allocated marks where necessary.)

BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1: POLICY & PROCEDURES (15 MARKS)

1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?

Yes ☒ No ☐ If yes, mention and attach the document.

As an affiliated campus of Tribhuvan University (TU), Nepal; Sukuna Multiple Campus (SMC) has proposed its vision, mission, goals and objectives (VMGO) in its Strategic Plan 2016-2020 (revised in 2020) in line with the TU vision of fostering quality in the educational sectors. They read as the following:

Vision

"Academic excellence for civilized, advanced and a just society"

Mission:

"Offering research focused, quality-based, science and technology oriented higher education"

Goal:

"To prepare globally and functionally efficient as well as competitive manpower based on the university framework"

Objectives:

1. develop institutional foundation of the campus
2. protect, develop and extend infrastructure of the campus
3. generate, identify and manage sources for the sustainable development of the campus
4. enhance educational quality of the campus
5. develop campus as a research centre and centre for innovation
6. conduct activities for student welfare and facility
7. prioritize gender sensitivity and inclusiveness in campus activities
8. maintain good governance in the campus
9. facilitate campus graduates for job placement
10. utilize ICT tools maximally for the overall development of the campus

11. counsel, guide and provide expert service to the stakeholders
12. keep records and document of physical, academic, economic, and institutional activities of the campus
13. make campus and students responsible to the society

(For further details, please see Volume II, Annex 22, Revised Version of Strategic Development Plan, 2016-2020, pp. 545-721; Volume II, Annex 23, CMC decision of endorsing revised Strategic Development Plan 2016-2020, pp. 722-724)

2. Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives?

Yes ☒ No ☐ If yes, mention and attach the document.

The campus has a core document of Strategic Development Plan (SDP)- 2016-2020, in which the institutional goals and objectives are defined. To achieve them, they are further specified in the logical framework of institutional annual plans, programs and strategies. In line with them, the campus has made annual plan incorporating revised/or additional programs and strategies for a specific year which is further endorsed by the Campus management Committee and the Campus Council Meeting. Following the campus plans, each department, section, unit and cell make their annual plans. Moreover, sometimes small scale immediate but supportive to the campus plans, programs and strategies are generated and implemented by the decision of the campus management committee which will be further endorsed by the council meeting as per the provision of the campus statute.

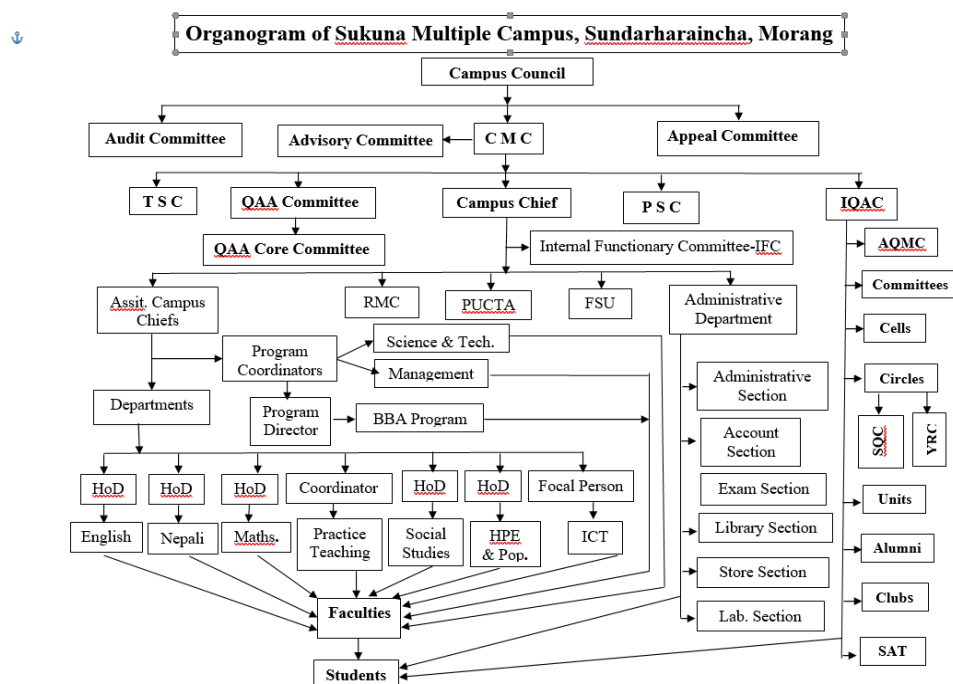
(For further details, please see Volume II, Annex 22, Revised Strategic Development Plan of SMC, 2016-2020, Pp. 545-721; Volume II, Annex 23, CMC decision of endorsing revised strategic Development Plan 2016-2020, pp. 722-724; Volume II, Annex 24, Annual Action Plan -2076/77 & Area-wise work plan with budget 2019/20, pp. 725-734 ; Volume II, Annex 25, CMC decision of approving annual action plan, pp. 735-738; Volume II, Annex 26, Annual action plans of the departments, sections, committees, units, circles and cells, pp. 739-764; Volume II, Annex 27, IQAC decision for the approval of annual action plans, pp. 765-766)

3. Are there duly formed organizational structures where the policies of the institution are formulated, reflected, reviewed and updated?

Yes ☒ No ☐ If yes, mention the organizational chart and member compositions.

Yes, SMC has a duly formed the Organogram (organizational structure) incorporating its organs and sub-organs, circles, units and sections, which reflect all the functional institutional mechanisms. To the greater extent, the organogram shows the policy and authority delegation of how it flows to the implementation level.

It has been formalized by the endorsement of CMC. This organogram is in consistent with the organogram of TU to the legal and practical extent. [This can be seen as the following:](#)



(For its details, please See Volume II, Annex 28, Organogram of SMC 2076/77, p. 767; Volume II, Annex 29, CMC decision of endorsing the organogram, pp. 768-770)

4. Has the Institution adopted any mechanism/process for internal quality monitoring and checks?

Yes ☒ No ☐ Justify with supporting documents.

For the purpose of internal quality enhancement and its systematic monitoring, SMC has formed an Internal Quality Assurance Committee (IQAC, previously it was Internal Quality Monitoring Committee [IQMC]) as a top-level quality assuring mechanism within the institution. The committee represents almost all the stakeholders as per the provision made in the comprehensive operational guidelines. It mentions the objectives, JDs, tenure, working process, and other related provisions of the IQAC. Using the forms developed and verified by the quality assurance committee, self-appraisal and performance appraisal methods of evaluation are used for quality check and evaluation of the employees. Currently, the IQAC has been assigned the responsibility of implementing the results of the evaluation of the teachers at the end of the academic session. The results and findings derived from the analysis of the committee meetings will, in turn, be the points of feedback and upgrading indicator of the concerned employees for the overall enhancement of institutional quality.

(For further details, please see Volume II, Annex 22, Revised Strategic Development Plan, 2016-2020, pp. 545-721; Volume II, Annex 30, examples of self and performance appraisal forms, pp. 771-777)

5. Is there any document of the institution to specify the job responsibilities of departments, units and individuals?

Yes ☒ No ☐ If yes, give details/reference.

The institution has prepared a Comprehensive Operational Guidelines- 2076, in which job responsibilities of departments, units/committees, sections, cells and individuals are specified and given along with the appointment letters. These responsibilities will be the fundamental indicators of their performance evaluation to be done by the IQAC through the analysis of self-appraisal submitted to the respective departments.

(For its details, please, see Volume II, Annex 31, Comprehensive Operational Guidelines- 2076, pp. 778-861)

6. Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff?

Yes ☒ No ☐ If yes, produce those schemes and examples of some practices

This campus has developed written schemes (separate responsibility-based formats for the appropriate evaluation of the performance), namely Performance appraisal of the departments, Performance appraisal of Units/ Sections/ or individuals and Self- appraisal (for teachers and staff). Based on the evaluation of the appraisals, reports are produced by the IQAC resulting to be a part of quality improvement. The stated formats are also annexed in the Comprehensive Operational Guidelines of SMC-2020.

(For details, please see Volume II, Annex 32, Formats of Performance and Self- appraisal forms, pp. 862-864; & Volume II, Annex 31 Comprehensive Operational Guidelines- 2076, pp. 778-861)

7. Does the institution have strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing?

Yes ☒ No ☐ If yes, give details.

The institution has already started to run its overall institutional programs in a planned way. Ten years ago, it commenced such a journey. It did make its first strategic plan 2010-2015 first times in its history. Learning from the implementation experiences, SMC made its second five-year Strategic Development Plan 2016-2020 which is in effect till now. This plan, definitely, constitutes five-year plan with the promising commitments and emphasis on team work and participatory decision making and schemes for information sharing. Included

are the Action Plans of all five years. Additionally, every end of the year, the action plans are revised and endorsed by the CMC.

The supreme body of the campus, called Campus Council itself is a team, composed of the participation of multiple sectors existing in the community. By its constitutional provision, an annual general meeting of the council is held. The campus statute and TU Acts are legal documents to delegate the rights to formulate such bodies and committees. Based on the same legal commitments, sizable and inclusive body of committees, cells, departments, units and circles are made functional and decisive in the team work. Such committees include Body of Campus Council (CC), Campus Management Committee (CMC), Advisory Committee (Ad. C), Appeal Committee (Ap. C), Authoritative Team (AT), Internal Audit Committee (IAC), Committee of Department Heads, the Internal Quality Assurance Committee (IQAC), Academic Quality Monitoring Committee (AQMC), Free Student Union (FSU), Student Quality Circle (SQC). The departments and sections are considered as teams to make decisions to analyze and upgrade the system. The Council as supreme body is composed of the donors, head teachers (HT) of the feeder schools, FNCCI members, members from the municipalities, members of parliament, ward chair, mayor and deputy mayor of the local municipality as well. In addition to them, the representative of Public Campus Teachers' Association (PUCTA) of the campus is also a member of the CMC. Moreover, a general body (GB) meeting of teachers and non-teaching staff is held to disseminate and share information of the campus and to take feedback from them. The campus calendar also fixes and includes the days and dates of specific committee meetings to foster the shared information system of the campus.

(Please, see Volume II, Annex. 22, Strategic Development Plan 2016-2020, pp. 545-721, Volume II, Annex 24, Annual Action Plan of SMC-2076/77 with budget, pp. 725-734; Volume II, Annex 33, GB Minutes of the latest meeting, pp. 865-876; Volume II, Annex 34, Council Meeting Minutes of formulating CMC, Appeal Committee and Internal Audit Committee, pp. 877-886; Volume II, Annex 35, Latest Council Meeting Minute that shows the representation of school Head teacher (HT), Federation of Nepalese Chambers of Commerce and Industries (FNCCI), Municipal representatives, pp. 887-936, Volume II, Annex 20, Name list (Minute) of CMC showing the attendance of Municipality representatives, PUCTA, and HT, pp. 531-540; Volume II, Annex 36, Name list of FSU, pp. 937-938; Volume II, Annex 37, Name list (Minute) of IQAC, pp. 939-941; Volume II, Annex 38, Specimen of Department/ Section Meeting Minutes, pp. 942-1093)

8. Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others?

Yes ☒ No ☐ If yes, give details.

An autonomous self-sustaining program run in the campus is +2 program under the affiliation of the then Higher Secondary Education Board. This is one of the most financially supporting programs of the campus which is separated from the University-based administration. Additionally, SMC has developed non-credit courses namely 'Basics of Computer' and 'Professional Accounting Management' for the students.

(For further details please see Volume II, Annex 39, Non-Credit Courses: a) 'Basics of Computer' and b) 'Professional Accounting Management', pp. 1094-1106; Volume II, Annex 40, IQAC decision of the approval of non-credit courses, pp 1107-1110)

9. Are there any formal provisions under which the institution brings “stakeholders or community feed backs and orientation” in its activities?

Yes ☒ No ☐ If yes, give details.

Considering the importance of stakeholders' or community feedback for the quality enhancement of the campus, SMC has formed a Grievance and Feedback Management Committee (GFMC) to receive feedback formally from the concerned stakeholders. This committee makes annual plan, develops tools to receive feedback formally. The tools currently used are survey forms, facebook page, and comments put on the campus website. Additionally, to make a survey, a form has also been developed by the campus. The committee also incorporates the issue-based demands raised and submits to the campus by the Free Student Union and student organizations. After collecting the feedback, the committee analyzes them in every six months and submits the report to the IQAC. This feedback mechanism, in fact, functions with defined ToR and working process assigned as per the guidelines of the campus.

(See Volume II, Annex 31, Guidelines addressing the ToR and working process of GFMC Committee, pp .778-861; Volume II, Annex 41, GFMC, Annual action plan, p. 1111.; Volume II, Annex 42, GFMC minute, pp. 1112-1118 ;Volume II, Annex 43, Community Survey Report, pp 1119-1129 ; Volume II, Annex 44, IQAC Decision regarding Community Survey Report, pp. 1130-1140.)

10. Were any committees/external agencies appointed during the last three years to improve the organization and management?

Yes ☐ No ☐ If yes, what were the recommendations?

To improve the campus organization and management, the institution has made a policy provision of inviting

individuals and service agencies in its Strategic Plan 2016-20. Such agencies are requested to make survey and report after the study of the campus concerning the organization and management.

(For further details please see, Volume II, Annex 22, Strategic Development Plan 2016-20, pp 545-721)

11. Are the students involved in institution management system and quality assurance?

Yes ☒ No ☐ If yes, give details.

Following the University Provision, Sukuna Multiple Campus holds election of Free Student Union (FSU) periodically. The Union is considered as a formal committee of students to participate in the campus activities and in the decision-making process as an essential component of campus system. In particular, FSU representative is a council member in the top decision-making body of the campus itself. Likewise, FSU representative is considered as a member in the student freeship recommendation team of the campus. From the point of view of quality assurance, SMC has, further, formed Students' Quality Circle (SQC) following the Comprehensive Functional Guidelines with defined ToR & working system. The SQC coordinator also represents in the IQAC as a member to make the quality system more viable. Additionally, students are involved in a number of extra-curricular activities carried out by the FSU as a part of overall quality enhancement of the campus.

(See, Volume II, Annex 36 Name list of FSU, pp. 937-938; Volume II, Annex 35, Minute of Campus Council Meeting , pp 887-936; Volume II, Annex 45, Minute of Freeship Committee, pp. 1141-1178, Volume II, Annex 31, Comprehensive Operational Guidelines -2076, pp. 778-861; Volume II, Annex 46- Name list SQC, pp. 1179-1184)

12. Has there been an academic audit? Justify it.

a. by the university ☐

b. by the Institution ☒

Please attach the copies

Strategic Development Plan of SMC 2016-2020 has clearly provisioned to carry out academic audit/s regularly for the quality development of the campus. This policy provision has been concretized by means of guidelines development in the Comprehensive Operational Guidelines of the Campus. For this practice, a team of academic auditors have been appointed externally and the team has submitted the report to the campus. Likewise, the Self-Assessment Team (SAT) of the campus itself has also been doing this role internally at present for the overall auditing of the performance of the campus periodically.

(See, Volume II, Annex 22, Strategic Development Plan, 2016-20, pp. 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines of SMC- 2076, pp. 778-861; Volume II, Annex 47 Appointment letters

of academic auditors, pp. 1185-1189; Volume II, Annex 48 Academic Audit Report- 2020, pp. 1190-1211)

13. Is there any specific mechanism to combine teaching and research?

Yes ☒ No ☐ If yes, give details

Realizing the significance of research along with the teaching, SMC has formally incorporated the provision of establishing Research Management Cell (RMC) in its Strategic Development Plan 2016-2020. Followed by the plan, the campus has developed its operational guidelines. As per the provision, a Research Management Committee has been formed coordinated by an experienced faculty and it has been made functional in the campus with its action plan and activities. Through this cell research related activities and journal publication process are in operation in coordination with other departments and the campus administration. The campus faculties are encouraged to carry out teaching based, principally action-research focused researches. The research findings are disseminated and the findings are implemented in the classroom.

(See, Volume II, Annex 22, Strategic Development Plan, 2016-20, pp. 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines, pp. 778-861; Volume II, Annex 49, CMC minute of RMC formation, pp 1212-1220; Volume II, Annex 26, RMC Action Plan, Pp. 739 -764; Volume II, Annex 50, Guidelines for academic article writing, mini-research and rigorous research, pp. 1221-1226)

14. Have you observed any positive outcomes of combination of teaching and research?

Yes ☒ No ☐ If yes, give details.

Outcomes of research connected to teaching have positively observed and analyzed by RMC and the campus. To bring positive changes of the students and the teachers, the RMC has made an annual plan to involve them in the research activities frequently. Based on the plan, decisions have been made to materialize them into action. As a result, the most important notice received in the last few years is that teachers have positive mindset and impression towards the need of research in teaching. They have started to search alternative ways of responding the teaching problems while they are dealing with the class presentation. They have started to use search engine and journal articles if any teaching problem is raised. Students have also started submitting the term papers and survey reports following the research formats. Most of the students studying under the semester system produce term papers based on research and so are teachers oriented. Teachers have started using reference books for their study. In addition to them, RMC announces for Mini-research and Rigorous research in coordination with the campus administration. Likewise, RMC also announces for thesis support to the students focusing on the Master's degree program of the campus.

(See, Volume II, Annex 26, RMC Action Plan, pp. 739-764.; Volume II, Annex 51, RMC Minutes, pp 1227-1239; Volume II, Annex 52, Project reports of the students, pp. 1240-1261; Volume II, Annex 53, Thesis

List of Students, pp. 1262- 1325; Volume II, Annex. 50, Guidelines for academic article writing, mini-research and rigorous research, pp. 1221-1226.)

15. Provide institution specific other innovations which have contributed to its growth and development.

SMC is typical and specific in certain plans and activities.

The following typical activities are claimed to be Sukuna Specific programs to make the campus unique and innovative for its growth and development:

- c. Political unanimity for the growth of the campus at the local level
- d. Infrastructural development
- e. ICT facilities are growing to the sufficiency
- f. Advancement towards student facility
- g. Program extension

CRITERION 2: CURRICULAR ASPECTS (10 MARKS)

16. Is there any provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution? (0.5)

Yes ☒ No ☐ If yes, give details.

Essentially, SMC has its own goals and objectives which are harmonious with the goals and objectives of Tribhuvan University of Nepal. To restate, the goal of SMC is to prepare advanced, research level competent manpower offering quality, technical as well as practical education based on the people's participation. Likewise, principal objectives set by the institution are academic in nature and others are supportive to them. In line with those goals and objectives, SMC has set its teaching and learning programs. The academic programs are ranging from the category of general to technology and science and technology by selection. To run those programs in a consistent way, the campus has made strategic plans, annual plans and action plans. To achieve the expected outcomes, SMC makes annual academic calendar to implement them in real time. At its implementation stage, the campus has strictly followed the TU curriculum and evaluation system.

(See, Volume II, Annex 22, Revised Strategic Development Plan 2016-20, pp. 545-721; Volume I, Annex 18, Academic Calendar of SMC, pp. 514-519; Volume III, Annex 54, Prospectus of SMC, pp. 1326-1408)

17. Are programs flexible enough to offer students the following benefits? (0.5 x 3 = 1.5)

- a. Time frame matching student convenience ☒
- b. Horizontal mobility ☒

c. Elective options ✓☐

The campus has attempted to match its time frame for student convenience in terms of the program shift. The teaching programs run in three shifts. Considering the students' job placement, BA, B.Ed., BBS, and MBS programs are run in the morning shift. To address the students' need, MBS program is recently shifted to the morning time whereas B.Sc. and BBA programs are running in the day and MBS (annual) and M.Ed. run in the evening shift.

As the affiliating university does not allow for credit transfer, the campus also does not entertain to move the students from one stream to another. However, if the students are found interested to move (called inter-faculty, inter-subject transference) from one program to another, s/he is allowed to readmit to the new stream with special discount. In the same way, students also can be transferred from one section to another in case of inconvenience. Elective options are provided to the students such as population education, mathematics education, English education, Health education, Nepali education and Economics education in B. Ed. Options of Accountancy, Finance and Marketing are open to the students in BBS, and Marketing and Finance in MBS. In B Sc. program, students can opt for Biological and Physical group in the first, second and third year. In the fourth they are further options for selecting one the three subjects, namely Physics, Chemistry and Botany.

(For its details, please see, Volume III, Annex 55, Daily Routine-2076, pp. 1409-1423; Volume III, Annex 56, Decision for running MBS Program in the Morning Shift, pp 1424-1426; Volume I, Annex 18 Academic Calendar of SMC, pp. 514-519; & Volume III, Annex 54 Prospectus of SMC, pp 1326-1408.)

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as (0.5 x 5 = 2.5)

- a. Capacity to learn ✓☐
- b. Communication skills ✓☐
- c. Numerical skills ✓☐
- d. Use of information technology ✓☐
- e. Work as a part of a team and independently ✓☐

Please give evidence

Sukuna Multiple campus has made the Strategic Development Plan 2016-2020, which has aimed to develop learning capacity of the learners, communication skills, numerical skills, skill of the use of information technology and working in team and independently. To attain the aims, action plans are developed to address

them followed by the academic plan. In essence, the following efforts are being made to promote quality of education with provision of skill transfer among the students:

Learning capacity is facilitated to the students through reading in the library using reference books, journals, thesis and articles available and accessed to them. This is even more facilitated by means of the use of audio-visual aids, internship and coaching class.

- Communication skills are enhanced by drama performance, eloquence, essay/poetry contest, audio visual aids, group discussion, presentation, etc. Writing communication skills are strengthened through course-based assignments.
- Numerical skills are promoted through graphs, charts, bills, receipts, etc.
- Use of information technology is encouraged by means of e-mail writing, blogging, messaging, group creating, web-designing, internet, programming, video making, and power point presentation.
- Working as a part of a team and independently is generally practiced through sports, debates, group assignments, exhibitions, student publication, drama performance, project work, field trip, reading newspapers and presentations sanitation program, event management etc.

(For its details, see Volume II, Annex 22, Strategic Development Plan- 2016-20, pp. 545-721; Volume II, Annex. 26, ECA Action Plan, pp. 739-764; Volume III, Annex 57, ECA Activity Report, pp. 1427-1444, Volume I, Annex 18, Academic Calendar of SMC, pp. 514-519)

19. Are there any additional focused programs and electives offered by the institution? (1)

Yes ☐ No ☐ If yes, give details.

SMC has not offered autonomous courses other than the course designed and prescribed by Tribhuvan University. But, as an additional support program, one-year B. Ed program is offered to those students who have passed bachelor's degree from other than education faculty. Additionally, a credit-based academic ICT program is also run in the SMC which is technical as well as vocational in its nature. To mention other, a large number of elective courses designed by TU are also offered by SMC under the faculty of Science and Technology, Education, Management, and Humanities and Social Sciences.

(For its details, see, Volume III Annex. 54, Campus Prospectus, pp 1326-1408; Volume III, Annex. 58, Affiliation letter for running one-year B.Ed. Program, pp. 1445-1447 & Volume III, Annex. 59, Affiliation letter for ICT in Education, p. 1448)

20. Has the institution taken any initiative to contribute/feedback to the curriculum of the university? Give evidence with the examples of last 4-5 years (1)

SMC has a system of providing feedback to the campus authority as well as to the curriculum developing authority of the University. Students at campus are doing research on the issues of the appropriateness of the courses and the curriculum of Tribhuvan University (TU). The findings of the research become a part of feedback to the University. The teachers in individual teaching a particular subject are also analyzing the course. As a part of regular course, some students carry out course analysis and submit the report to the departments. The reports also become the part of feedback. The analyzed courses are further presented to the external examiners by whom the feedback is sent to the university course developers and evaluators. Moreover, meetings are held in the departments, in which teachers submit the positive and negative feedback towards the ongoing courses. They are noted and submitted to the campus department. The feedback is further passed through the teachers who participate in the meeting of the TU faculty board. However, the practice of giving feedback is informal.

(For its details, see, Volume III, Annex 60, Teacher's appointment letters by TU in Subject Committee, pp. 1449-1452)

21. Is there any mechanism to obtain feedback from academic peers and employers? (1)

Yes ☐ No ☐ If yes, give details.

To obtain feedback from academic peers and employers, SMC has made a policy provision in the strategic development plan for forming a committee named 'Grievance and Feedback Management Committee (GFMC)'. On the basis of the strategic plan, guidelines have been developed along with the survey forms approved by IQAC. Complain boxes are set up in places around the campus so as to derive complains from the academic peers as well as from the stakeholders which are formally opened every month and they are analyzed to bring improvement of the institution. Sukuna Multiple Campus has its own facebook page and website through which stakeholders can supply feedback to the institution. Additionally, on its regular basis, SMC has a system of recording impressions and suggestions of the academic peers and employers in a book named '*agantuk pustika*'.

(For its detail see, Volume II, Annex. 22, Strategic Development Plan, Pp 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines, pp. 778-861; Volume II, Annex 43, Community Survey Report,

pp. 1119-1129; Volume III, Annex 61, Community Survey Form, pp 1453-1454; Volume III, Annex 62, Agantuk Pustaka, pp. 1455-1472.; Volume III, Annex 63 Interaction Program with School HTs conducted by Practice Teaching Committee, pp. 1473-1476) Volume III, Annex 64 Screenshot of campus website, pp 1477-1478.; Volume III, Annex 65, Screenshot of Facebook page , pp 1479-1491)

22. Give details of institution-industry-neighborhood networks if any? (1)

SMC has a policy to work with the industries established in the neighboring places. To materialize this thought and policy, institutional initiations are taken. To this direction, workshops and interaction programs are held occasionally. Recently, an MoU is held with FNCCI for relationship build up, two way-needs, research activities and student placement in the local industries.

(For its detail please see Volume II, Annex 22, Revised Strategic Development Plan, pp. 545-721; Volume III, Annex 66, Report of Academia -Industry Dialogue, pp. 1492-1499 + i- xxxviii.; Volume III, Annex 67 MoU between SMC and FNCCI, p. 1500.)

23. Does the institution inculcate civic responsibilities among the students? Give brief explanation in terms of activities (0.5)

SMC has indoctrinated for making its students responsible for the civic work. Sensibility and awareness programs are frequently carried out for attaining the objectives. Students are motivated for blood donation, tree plantation, and sanitation and health awareness programs. Both the teachers and students are participating in the activities run in the society individually and in groups and sometimes they organize such programs in their own initiation. Students are motivated to participate in social welfare and community development activities for the benefit of the society.

(For its detail please see Volume II, Annex 22 Revised Strategic Development Plan, pp. 545-721; Volume III, Annex 68, First Aid Unit's Activity report, pp. 1501-1549. & Volume III, Annex 69, Youth Red Cross Activity Report, pp. 1550-1580)

24. What are the efforts of the institution towards all-round personality development of the learners? Give brief explanation in terms of activities. (0.5)

Aiming to the all-round development of the students and teachers, SMC has provisioned to make an Extracurricular Activities Committee (EAC), which makes annual calendar to activate the students and the teachers. As a part of social and community development activity, interaction program with the society is organized as an important part of personality development. Many students and teachers teaching at SMC are active members of Junior Chamber International (JCI) and Red Cross (RC). Apart from the regular

academic programs, the students are specifically motivated and encouraged to participate in academic and co-curricular activities such as visit to historical places, industrial and academic places. Involving them in sports, quiz-contest, debate, oratory, essay, poetry and other contests are other activities by which students' personally can be developed. Other activities run in the campus include literary contest, interaction program, presentation, workshops and seminars. Specifically, SMC has annual plans for involving students in 'Sports Week' in which students take part in various sports activities throughout the week.

(For its detail see Volume II, Annex 26 ECA Action Plan, pp. 739-764; Volume I, Annex 18, Academic Calendar, 2076/077, Pp 514-519; Volume III, Annex, 70, SMC related name list of Active JCI members approved by Indrapur JCI, pp 158;. Volume III, Annex 57, EAC Activity Report, Pp. 1427-1444.; Volume II, Annex. 68, First Aid Activity Report, pp 1501-1549 & Volume III Annex 69 Youth Red-Cross Activity Report, pp 1581)

25. What are the practices of the institution to impart moral and ethical value-based education? Give examples of some practices (0.5)

Provision has been made to impart moral education to the students. Such provision has been made in the strategic plan of SMC. Accordingly, the campus has included some moral and ethical value-based education providing activities in its academic calendar. Based on the plan, *Meditation, Yoga Practice*, and *Prabachan* like programs are conducted in the campus.

(See Volume I, Annex. 18, Academic Calendar, Pp. 514-519; Volume II, Annex 22, Strategic Development Plan 2016-20, pp. 545-721 & Volume III, Annex 68, First Aid Unit Activity Report including Yoga Practice, pp. 1501-1549)

CRITERION 3: TEACHING LEARNING AND EVALUATION (15 MARKS)

26. Which of the following methods do you apply in admitting the new graduates? Select as many as apply.

(1) Yes with justification = 0.25, Yes without justification = 0.10 No = 0, otherwise stated

√ ☐ through academic records

√ ☐ through written entrance tests

☐ through group discussions

√ ☐ through interviews

√ ☐ through combination of above all

SMC has its systematic method of admitting the new graduates. By policy, no students get admission without passing the entrance test. The very fundamental and first step of students' eligibility for admission

is the study of his/her academic certificates (mark sheet and character certificate), university/ school legitimacy and the grade point analysis/division gained by them. This study is considered as the study of the pre-qualification for admission to the new graduates. This record analysis is done before the students are allowed to sit in the entrance test.

As the second step of new graduate admission, every potential graduate must sit in the written entrance test of various sorts as per the nature of the faculty and the departments such as CMAT (run by Dean's office for BBA), a campus-based entrance test for BBS, B.ED., M.ED (run by campus), B.Sc. (run by Dean's office) MBS (run by Dean's office). The CMAT test is followed by interview and group discussion for the admission in BBA. A centralized entrance test is administered for ICTE (run by Dean's office) at bachelor's level. Those who are considered as eligible for admission after the tests as stated only get chance for admission in SMC. However, under the faculty of Management, Education and Humanities and Social Sciences; entrance tests are run twice in general for the convenience of the students.

(See Volume III, Annex 54, SMC Prospectus, pp. 1326-1408; Volume IV, Annex 71 , IQMC decision for administering entrance test, pp 1582-1584; Volume IV, Annex 72, Notice for admission open, pp 1585-1601; Volume IV, Annex 73, Entrance test papers, pp. 1602-1714; Volume IV, Annex 74 Entrance Test Results, pp. 1715-1726 ; Volume IV, Annex .75, Interview Schedule for BBA admission, pp. 1727-1731)

27. Is there any provision for assessing students' needs and aptitudes for a course? (0.5)

Yes ☒ No ☐ If yes, cite examples.

The campus has a provision for choosing appropriate faculty and subjects as per the needs and aptitudes of the students. Within the faculty and departments too, the students can choose the major subjects with a number of options available to them. For this, any interested candidate can take prospectus from the campus free, then they are given the admission forms in which various choices of which faculty or for which subject they prefer are open for them before they decide to have admission. After the admission, class performance, interaction with the students, conducting internal tests, analyzing their individual records etc. are also used to assess their aptitudes. The results will, additionally, provide information to self-assess to the students themselves.

(For its detail please See Volume IV, Annex. 76, Admission forms, pp 1732; Volume III, Annex 53, Prospectus, pp 1326-1408)

28. Does the institution provide bridge/remedial courses to the academically weak and disadvantaged students? (0.5)

Yes ☒ No ☐ If yes, cite examples (UGC or other supports received in this regard may be indicated).

Providing remedial classes is addressed in the Strategic Development Plan of the campus in the form of policy. Following the provision, the campus identifies and provides extra-coaching classes as remedial classes for weak, needy and disadvantaged students. Generally, the campus provides such classes to them after the completion of regular courses. According to the stakeholders' demand, the campus also decides to run remedial classes drawing nominal fee from the students. This year onwards, the institution has planned to implement the remedial classes as an essential part of campus calendar. In addition, guest classes from the senior students or some students having excellent performance in the earlier final examinations are demonstrated among students which are supportive to the students.

(For its detail please See, Volume-II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume-I, Annex 18 Academic Calendar 2076/077, pp 514-519; Volume IV Annex. 77 Departmental decision of running coaching classes and student attendance, pp 1733-1742 & Volume IV, Annex 78, Minute of Students' Guest Presentation, pp. 1743-1747)

29. Does the institution encourage the teachers to make a teaching-plan? (0.5)

Yes ☒ No ☐ If yes, gives details.

Since the academic year 2076/77, teaching plans are made compulsory to the teachers. A model teaching plan is given to each department and the faculty has to teach their respective classes making and using the teaching plan followed by the lesson plans. However, flexibility for minor modification in the format of the teaching plan is entertained by the campus. For making this work supportive, the campus provides annual academic calendar them in advance, at the beginning of the academic sessions, to them. In addition to them teachers are using daily diary notes and power point slides for the delivery of the lesson.

(For its detail see, Volume-IV, Annex 79, Samples of teaching plans prepared by faculties, pp 1748-1857)

30. Are syllabi in harmony with the academic/teaching calendar? (0.5)

Yes ☒ No ☐ If yes, give details of implementation in terms of monitoring, coverage, correction, etc

SMC does not develop its own syllabi since it has to follow the curriculum prescribed by Tribhuvan University. Based on the overall TU curriculum and teaching hours, SMC develops its own academic calendar annually. After the publication, the campus calendar is given to all teachers and students. The SMC calendar and TU curriculum will be the guidelines for all teachers to make their teaching plans of the respective subject areas. SMC further makes provision of extra classes if they are found difficult to complete or if students

demand additional classes as per the assigned calendar.

(For its detail, see Volume I, Annex 18, Academic Calendar, pp 514-519; Volume III, Annex 54, Prospectus, pp 1326-1408)

31. How does the institution supplement the lecture method of teaching with other teaching methods with specific weight age in terms of hours? (directed studies, assignments, presentations) (0.5)

Produce some examples.

The teaching convention at SMC was relied on the lectures and notes dictated to the students when there were no supplementing devices and materials. The convention is gradually changing and it is supplemented by the following specific techniques:

- Lecture method is very short in the ICT classes. Lectures are also connected to the power point presentation. In the ICT classes lecture time and practical work are separated 1/1-hour ratio.
- Master's degree classes are fully supported by power point presentation.
- Master's degree classes are also supplemented by individual home assignments and group assignments.
- Science classes are supported by laboratory work by the 2/3-hour ratio.
- Classes of the faculty of education at bachelor's level are supplemented by 150 hours (a full practical class) teaching practice (Practicum).
- Project works, printed handouts, audio-video presentation, pair work, group work, field work, educational tours, practicum, thesis writing, library reading, direct studies and use of power point presentation are frequently being used in the campus.

(Note: Over 25 percent classes are supplemented with various modern teaching strategies like power point presentation, assignments, class presentation, project works, audio visual classes, field visits, discussion sessions and laboratory work.)

(For its detail see Volume IV, Annex 80 Sample power point slides used in the classroom teaching, 1858-1871; Volume IV, Annex 81, Field Trip Report, pp 1872-1925 ;Volume III, Annex 55 Routine of B. Sc, and ICT Ed. Routine with time allocation for theory and practical work, Master Degree Routine , pp 1409-1423& Volume II, Annex 53, Thesis list, pp 1262-1325)

32. Is there a facility to prepare audio visuals and other teaching aids? (0.5)

Yes ☐ No ☐ If yes, give details about the facilities.

In SMC 20 classes are equipped with multimedia projectors in which speakers are already connected to them. In fact, multimedia projectors and mobile phones have almost replaced the cassette players and

radios. The campus has distributed laptops to the teachers and non-teaching staff with the help of what they are encouraged to prepare audio-visual materials and lesson plans with full utilization of the devices. In this process, the interactive white boards are gradually being added in the campus. Thus, teachers and students can prepare both audio-visual materials and display using those devices in their classrooms. Audio-materials are also played with the multimedia projectors and the mobile phones. Additionally, SMC has two sorts of laboratory: a) science labs and b) computer labs. They are equipped with chemicals and equipment, computers and computer-related devices.

(For further details, please see Volume IV, Annex 82, Decision for setting up of Multimedia projectors, pp 1926-1929; Volume IV, Annex 83, List of laptop computers, desk top computers and multimedia projectors, pp 1930-1938 & Volume IV, Annex 84 Photos of computer labs and MM Projectors, pp 1939-1944)

33. Furnish the following for the last two years (1.5)

Teaching days per semester or per year against the requirement: 194/150 hours (annual system) 51/48
17 hour per credit hour (51 hours for 3 credit hours against 48 hours) against 16 hours per semester.

Working days per week against the requirement: 6/6

Work load per week (for full time teachers): 21/14 (Maximum number of work load of a full- time teacher can be 24 periods per week by the constitutional provision of the campus)

Work load per week (for part time teachers): Not defined

Ratio of full-time teachers to part-time teachers: 1: 0.66

Ratio of teaching staff to non-teaching staff: 4/0.87

Percentage of classes taught by full-time faculty: 70.30

Number of visiting professors/practitioners: Not defined

Teaching Load Calculation

(see the following teaching load calculation detail table)

S.N.	Teachers' Category	No. of Teachers	Periods allocated		Av. Teaching Load/Teacher
			Total periods	Percentage	
1	Full Time Teacher	49 + 2 = 51*	205.97	70.30	4.2
2	Part -Time Teacher	27	86.99	29.70	3.22
	Total	78	292.96	100	3.85

* Total number full-time teaching staff is 51 out of them 2 are in leave at present.

(See Volume III, Annex 55, Daily class routine, 2076/077, pp 1409-1423 & Volume I, Annex 3, Campus Statute, pp. 25-80, Chapter 12, Article No. 22, p. 61)

34. a. Are the students oriented to the program, evaluation system, codes of conduct other relevant institutional provisions and requirements? If yes give evidence. (0.5)

Definitely, students in SMC are oriented to the program, evaluation system, codes of conduct and other relevant provision and requirements at the beginning of each session before commencing the classes. Even earlier, the potential applicants of the prospective programs are informed by means of prospectus, brochure notices and flexes.

(See Volume I, Annex 18, Academic Calendar indicating orientation programs, pp 514-519; Volume IV, Annex 8, Attendance of students orientation program, pp 1945-1979 ; Volume IV, Annex 86, Presentation Slides of the Orientation programs, pp 1980-1986 & Volume III, Annex 64, Screen-shot of the website, pp. 1477-1478)

b. Are evaluation methods communicated to students at the beginning of the academic session? (0.5)

Yes ☒ No ☐ If yes give evidence.

The evaluation methods are well communicated to the students at the beginning of the academic session through orientation program. They are informed through prospectus and first day first class presentation of the concerned teachers. They are also motivated to follow the existing terms, conditions, and evaluation provision of the campus. The evaluation scheme is stated in operation calendar and prospectus which are handed down to the students at the time of admission. They are also informed about the internal evaluation system during admission interview.

(See Volume IV, Annex 85, Attendance of participants in the orientation program, pp 1945-1979 & Volume III, Annex 54, Campus Prospectus, pp. 1326-1408)

35. Does the institution monitor the overall performance of students periodically? (0.5)

Yes ☒ No ☐ If yes, give details

Sukuna Multiple Campus forms an Internal Examination Committee and it is made functional with defined roles and responsibilities stated in the comprehensive guidelines. Following the academic calendar, the authorized committee administers internal tests for the formative purposes and internal evaluation of the students. It also keeps performance records based on the curriculum aiming at providing feedback to be prepared for the final examination. The campus also gives mark sheets along with appropriate feedback in the respective subjects. This evaluation will also be a part of merit- based scholarship and freeship to the students. For the standard evaluation of the overall performance of the students periodically in the semester system, the institution has asked individual teachers to keep records, and design appropriate standards for internal evaluation.

(See Volume I, Annex 18, Academic calendar, pp 514-519; Volume II, Annex 31 Comprehensive Operational Guidelines incorporating JDs/ToR and other functional committees, pp. 778-861; Volume IV, Annex 8, Result Analysis, pp 1987-2018.; Volume IV, Annex 88, Minute Book of Internal Examination Committee, pp 2019-2042)

36. In the case of new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evidential in your institution. (1.5)

Vacancy Category	Operational Mechanism					
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	Vacancies are advertised in the notice board	Teacher service commission in the campus act	Written and oral examination	The Teachers Service Commission conducts demonstration classes on the basis of predetermined	Interviews are conducted to the predetermined criteria.	The Teacher Service Commission recommends the selected candidates and the CMC

				criteria.		appoints the permanent and temporary teachers through formal appointment letter
Government Funded	×	×	×	×	×	×
Any other category: a. b. c.	×	×	×	×	×	×

(For further details, please see Volume I, Annex 5, Teacher selection procedures, pp. 112-124; Volume I, Annex 7, Commission recommendation minute book, pp. 137-190; Volume I, Annex 8, CMC Decision for the approval of the recommendation, pp. 191-226; Volume I, Annex 9, Appointment letters of teaching staff, pp. 227-291; Volume II, Annex 31, Comprehensive Operational Guidelines indicating JDs, pp. 778-861 & Volume I, Annex 6, Notice for vacancy announcement pp. 125-136;)

37. Provide the following information (in number) about the teaching staff recruited during the last two years.
(0.5)

Teaching staff recruited from ...		
the same district it operates		from other districts
same institution	other institutions	
Year I: 0	Year I: 0	Year I: 0

Year II: 5	Year II: 0	Year II: 1
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SMC has recruited 6 teaching staff in the last two years among them 5 are from Morang and remaining is from other districts. All are recruited in the latest year.

(For its detail please see Volume IV, Annex 89, Name list of teaching staff recruited during last two years, notice of vacancy/exam/result of teacher recruitment, pp. 2043-2049)

38. a. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc teaching staff? Are such provisions defined in the institution act/board decision/minute?

☒ No ☐ If yes, give details of their salary structure and other benefits. (0.5)

As per the public nature of the campus, it has its own statute with the provision and freedom of appointing temporary teachers in general. It has been mandatory provision that any teacher or non-teaching staff is appointed temporarily in the beginning. One is appointed as a part time teacher if the post is for teaching staff. After at least a one year's service s/he is contracted for the subject. When the CMC creates vacancy/ vacancies s/he has to compete for the full-time contract though it is still temporary one. Even after five years' service s/he is eligible to apply for the permanent vacancy/ vacancies created by the CMC decision. But, for the non-teaching staff, one is appointed as a temporary full-time service holder of the campus whereas to be permanent s/he still has to wait at least for five years of his service in the campus.

(For its details, pls. see Volume I, Annex 3, Campus Constitution, pp. 25-80)

b. Does the institution have provision and practice for inviting visiting/guest faculty on regular basis?

Yes No if yes give details (0.5)

Yes. The campus has a provision of inviting both visiting and guests for the benefit of academic enhancement and teaching learning development. Such Provision is made in the Strategic Development Plan of the campus. In practice, senior teachers/ lecturers/ professors from the university/ campuses are invited occasionally and experiences are shared among students and teachers.

(For its detail, please, see Volume II, Annex 22 Strategic Development Plan 2016-20, pp 545-721& Volume IV, Annex 90 Minutes and list of guests/ visitors, pp. 2050-2084)

39. Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years: (1.5)

	Participants	Resource persons	Organizer
Institutional	16	5	a. Janamaitri Multiple Campus, Kathmandu

level			b. Office of the Dean, Faculty of Management, Tribhuvan University (three times) c. Kathmandu University, School of Education d. Sundar Samudayik Sewa Sadan e. Saving and Credit Association, Morang f. Public Campus Association, Koshi Area Committee	
National level	15	9	a. Nepal Biological Society of Biratnagar; Botanical Society of Nepal; Ministry of Industry, Tourism Forest and Environment, Province No. 1 b. NELTA Province 3 c. Department of English Education, TU (three times) d. NELTA Sunsari	
International level	11	4	NELTA (twice)	

(For its detail, please, see Volume I, Annex 16, Annual Budget 2076/077, pp. 492-512; Volume II, Annex 22, Strategic Development Plan 2016-2020, pp; Volume IV Annex 91 List of program participants, pp 2085-2086; & Volume IV Annex 92, certificates and ramanas, pp. 2087-2178)

40. Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program? (0.5)

Yes ☒ No ☐ If yes, how are teachers encouraged to use the feedback? Provide justifications.

The institution has a provision of evaluating the performance of teaching faculty and non-teaching staff through formal procedure, namely self-appraisal completion in the given duration mentioned in the campus calendar. This is also the method of evaluation applied by the campus. As per the procedural provision, the teachers and non-teaching staff fill out the given forms at the beginning of the academic session. By policy, the evaluation provision through appraisal procedure has been clearly stated in the strategic planning of its own, too. Essentially, the areas of self-appraisal to be completed are focusing on teaching, research and extension programs. These appraisals are filed by the concerned departments with appropriate feedback comments which are further forwarded to the campus chief for further evaluation. Based on the evaluation of the department head and the campus chief, the teaching staff will be given feedback.

(For its detail, please see Volume II, Annex 30, Example of self and performance appraisal, pp. 771-777;

Volume II, Annex 32, Formats of self and performance appraisal forms, 862-864; Volume I, Annex 18, Academic calendar of SMC, pp. 514-519)

41. Does the institution follow any other teacher performance appraisal method? (0.5)

Yes ☒ No ☐ If yes, give details of the same and state how the results of the appraisal are used.

The institution also uses teacher performance appraisal in addition to the self-appraisal form for the evaluation of the faculty. The performance appraisal is attached with the self-appraisal form. By procedure, the self-appraisal submitted by the teacher is evaluated by the head of the department using the specified section of the form and then the evaluated form is submitted to the campus chief, then to the IQAC for its final evaluation.

(For its detail, please see Volume II, Annex 30, Example of self and performance appraisal, pp. 771-777; Volume II, Annex 32, Formats of self and performance appraisal forms, 862-864; Volume IV, Annex 93 Student Survey Report, pp. 2179-2191; Volume IV, Annex 94, Interaction program with the students, pp. 2192-2201)

42. Does the institution collect student evaluation on institution experience? (0.5)

Yes ☒ No ☐ If yes, what is the significant feedback from students and how has it been used?

Definitely, the campus has developed a form to survey student opinion about the campus performance focusing on campus facilities such as safe drinking water, cycle and motor stands, canteen, transportation, health service, bathroom, dressing rooms and so on. Grievance and Feedback Management Committee (GFMC) analyzes their feedbacks and submits its report to the IQAC develops. The campus also organizes interaction programs with the students in the planned way so as to contribute for the improvement and evaluation of the campus. Such interaction programs are generally carried out department-wise in which the IQAC members collect information of evaluation. The IQAC analyzes and makes an appropriate decision to redress in the problematic areas. If required, the campus chief further tables the issues in the CMC meeting.

(See Volume IV, Annex, 93 Student Survey Report, pp 2179-2191; Volume IV, Annex 94, Interaction Programs with the students, 2192-2201 & Volume II, Annex 44, IQAC Minute Book, pp 1130-1140)

43. Does the institution conduct refresher courses/seminars/conferences/symposia/ workshops/programs for the faculty development? (0.5)

Yes ☒ No ☐ If yes, give details.

Considering that faculties are core components in the academic institution, the campus organizes and conducts workshops, dissemination, seminars and interaction and orientation programs time and again. Provision has been made to run such programs in the strategic development plan of the campus. For this purpose, the

campus has managed budget in its annual plan and budget program. The campus also organizes such programs using the experts available in the campus itself. Likewise, the campus encourages its faculties to participate in national and international seminars, conferences and workshops held in other academic events. Recently, the campus organized two days webinars on 'Covid 19 and Higher Education. Likewise, as one of the organizing campuses, a seminar was organized on 'MBS Dissertation Writing Webinar' in which other program organizing campuses were Mahendara Morang Adarsha Campus, Biratnagar and Mahendara Multiple Campus, Dharan.

(See Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume I, Annex 16 Annual Budget of SMC 2076/77, pp. 492-512; Volume III, Annex 66, Report of Academia Industry Dialogue, pp 1492-1499 + i- xl & Volume IV, Annex. 95, Workshops and Program Attendance, pp 2202-2248; Volume IV, Annex 96, Report of Two Days Webinar, pp. 2249-2277, Volume IV, Annex 97, Report of MBS Dissertation Writing, 2278-2292)

44. Give details faculty development programs and the number of teachers who benefited out of them, during the last two years. (0.5)

Faculty Development Programs	No. of Beneficiaries
Three Days Critical Thinking Methodology Training cum workshop held from 10-12 June, 2016 (28-30 Jestha, 2073)	27
Workshop jointly organized by UGC and SMC between 2-4 January, 2020.	86 teachers from campuses
Academia Industry Dialogue between teachers and industry managers (From 2074-05-24 to 2074-05-28)	60
Sanghiyitama Shiksha (Seminar) on 2073/12/16	100
A Two Days Webinar on Covid 19 and Higher Education (2077-02-25 & 26)	170
MBS Dissertation Writing Webinar (jointly organized by three campuses)	161

(Volume IV, Annex 98, Report of Critical Thinking Program, pp 2293-2327; Volume III, Annex 66, Report of Academia Industry Dialogue, pp 1492-1499 + i- xl; Volume IV, Annex 95, 'Workshop and Attendance of the Program by UGC and SMC, pp 2202-2248; Annex 96, Report of Two Days Webinar, pp. 2249-2277, Volume

IV, Annex 97, Report of MBS Dissertation Writing, 2278-2292)

45. Furnish information about notable innovations in teaching. (0.5)

The following innovative teaching learning activities are carried out by the teaching staff in the respective classrooms:

- Teaching through 'Google Classroom'
- Flipped classroom teaching
- Project work
- Seminar methods of teaching in the classroom
- Teaching with multimedia projectors and laptops
- Teaching slides through MM Projectors
- Teaching through Interactive Board

(For details please see Volume IV, Annex 99, Screen shots of Google Classroom, pp 2328- 2355 & Volume IV, Annex 80 Slides for presentation, pp. 158-1871)

46. What are the national and international linkages established for teaching and/or research? (0.5)

For establishing a linkage for teaching and research, SMC has made a decision to hold an MoU between School of Education, Kathmandu University, Nepal and Sukuna Multiple Campus.

(For details, pls. see Volume IV, Annex. 100, SMC decision for holding MoU with School of Education, Kathmandu University, pp 2356-2366)

CRITERION 4: RESEARCH, CONSULTANCY AND EXTENSION (10 MARKS)

47. Research budget of the institution in % of total operating budget. (1)

SMC has developed a system for allocating fund for research in recurring budget every year. The total research budget in the last three years has been presented as the following:

- 0.41 % in 2074/75 (Rs. 5,00,000)
- 0.45 % in 2075/76 (7,00,000) and
- 0.46 % in 2076/77 (8,50,000)

(See Volume V, Annex 101 Budget Book (2074/75), pp 2367- 2383; Volume V, Annex 102, Budget Book (2075/76) 2384- 2401; Volume I, Annex 16, Budget Book (2076/77), pp 492-512)

48. How does the institution promote research? (1)

- Encourage PG students doing project work
- Teachers are given study leave
- Teachers provided with seed money
- Provision of Research Committee
- Adjustment in teaching load/schedule

SMC has established Research Management Cell (RMC) through which most of the research activities are promoted in the campus in the following ways:

- Students of Bachelor and Master Level are provided financial support for regular research, education tours as well as field study. For regular research, PG students' proposals are evaluated and each student is provided Rs. 4000/- each to 10 students in a year. For these Rs. 80, 000/- has been allocated in the budget in the fiscal year 2076/77. For tours and projects, they present the plan and based on what they are funded by the campus with the condition to submit the project reports to the RMC. Such students may not necessarily be the PG students.
- The faculties are provided with financial support for their M.Phil. Study with study leave for twelve months. This facility is limited to 2 faculties in a fiscal year. For Ph D study, a certain amount is given in the form of incentive to encourage the faculties. The fund is used from the total of the research fund; however, the provision for study leave is not made for the faculty who are doing Ph.D. But, special adjustment in the workload is made to the faculty if they are doing PhD from an authorized university.
- Students and teachers are encouraged and asked to get involved time and again in the research orientation, research methodology training, academic paper presentation, participation in national and international conference, organizing conference and becoming members of research related professional organizations like NELTA, EPMAN, IATEFL, etc. A positive atmosphere is created providing unpaid leaves and routine adjustment in such occasions if they have to go away from the campus.

(See, Volume I, Annex 3 Campus Statute, pp 25-80; Volume II, Annex 31, Comprehensive Operational Guidelines, pp. 778-861 & Volume V, Annex 103, CMC decisions for study leave, pp 2402-2421)

49. Is the institution engaged in PhD level programs? (1)

Yes ☐ No ☒ If yes, give details

No. Sukuna Multiple Campus is running its academic programs only up to Master's level under the faculty of Education and Management.

50. What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details. (0.5)

More than 50% teachers are engaged in active research. All teachers teaching at Master's level are thesis supervisors, i.e. they are guiding Master's level thesis scholars. At bachelor's fourth year (in some subjects at second year) every student is supposed to do small scale-research. All teachers teaching at that particular level and course are guiding their students involving them in ample amount of research activities. Likewise, survey, project activities, internships are common at Master's and Bachelor's level under the faculty of Management-BBS, BBA and- Science. In such project works teachers guide students focusing on research component. All students studying under the faculty of Education have to either take part in practice teaching or practicum work at Bachelor's level in which they produce research-based documents such as case study and school report. They are frequently being guided by the teachers. About 15-20 percent teachers are also involved in publishing articles in the journal. SMC also publishes its own journal in which articles are being published. About 10 % teachers are publishing their creative arts in various sorts of publication.

(See Volume II, Annex 53, Thesis list with the names of supervisors from SMC, pp 1262-1325; Volume II, Annex 52 Sample Project reports of the students, pp 1240-1261 ; Volume V, Annex 104, List of articles and concept papers written by the faculties, pp 2422-2426.; Volume V, Annex 105 List of Books written by the faculties, pp. 2427- 2443)

51. Mention the admission status of the MPhil/PhD graduates in your institution. (0.5)

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil	—	—	—
PhD	—	—	—

NA

52. How many PhDs have been awarded during the last five years? (1)

NA

53. Does the institution provide financial support to research students? (0.5)

Yes ☒ No ☐ If yes, give % of financial support from recurring cost.

SMC provides financial support to the research students as per the provision made in the annual budget endorsed by the Campus Management Committee. The tradition of allocating research has been developed for five years. As per the current tradition, the research support allocated in the budget book in the fiscal year

2076/77 is Rs. 80,000/-. This amount is 0.099% from the recurrent cost. As the institution does not run the programs of M.Phil. and Ph.D., the receivers of this support are only the students doing research at Bachelor's and Master's level. Unfortunately, so far, no students have been able to be the beneficiaries of the fund.

(For its detail please, see Volume I, Annex 16, Annual Budget Book, 2076/77, pp. 492-512)

54. Provide details of the ongoing research projects: (0.5)

Total number of projects	Project Revenues (in NRs.)
Projects completed so far: 3	Rs. 25,000/- per project
Ongoing projects are altogether: 5	Rs. 40,000/- per project

(See Volume I, Annex 16 Annual Budget Book, 2076/077, pp .492-512 & Volume V, Annex 106, Sample Copies of Completed Mini-Research, pp 2444-2469)

55. Give details of ongoing research projects funded by external agencies. (0.5)

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any

56. Does the institution have research/academic publication? If yes, give details of publications in the last two years. (0.5)

Yes. The campus has allocated research fund in its annual budget. So far, two volumes of research journals, namely, 'Academic Expedition' (2015, Vol-1)' and 'Academic Journal of Sukuna (AJoS)-2017 Vol-2 (Issue-1)' have been published by the Research Management Cell and another one, namely 'Sukuna Saurav' has been published by the public campus teachers' association. Using the campus fund and the fund generated by the department, a journal namely, 'Sangyan'- 2073 (Vol. 1, Issue. 1) has also been published by the Nepali department. Presently, a third volume-to be a referred journal, is in the publication pipeline. In addition to the journals, SMC publishes annual reports regularly and a *mukhpatra* entitled, 'Sukuna Sandesh' twice a year.

(See Volume V, Annex 107. Copies of preliminary section of the Journals published by RMC, pp 2470-2484 & Volume V, Annex 108, Copies of preliminary section of the Journals published by Nepali Department, pp 2485-2491)

57. Does the institution offer consultancy services? (0.5)

Yes ☒ No ☐ If yes, give details.

Consultancy service is available in the campus in the form of an institutional offering of the campus and the offering of the teaching faculties. This provision is stated in the strategic planning of the SMC.

More specifically, the campus has also made guidelines for providing this service to the organizations and institutions.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp 545-721)

58. Does the institution have a designated person for extension activities? (0.5)

Yes ☒ No ☐ If yes, indicate the nature of the post as –

Full-time ☐ Part-time ☒ Additional charge ☐

For the proper implementation of the motto of extension activities stated in the strategic plan 2016-2020, SMC has set up 'A Placement, Outreach and Extension Committee' with defined responsibilities as mentioned in the Comprehensive Operational Guidelines for the conduction of the activities. The committee chair designated for the work at campus is a senior CMC member at present.

(For further details, please see Volume II, Annex 22, Strategic Development Plan, 2016-2020, pp. 545-721; Volume II, Annex 31 Comprehensive Operational Guidelines of SMC, pp. 778-861 & Volume V, Annex 109, Decision for formation of Outreach and Extension Committee, pp. 2492-2495.)

59. Indicate the extension activities of the institution and its details: (0.5)

Community development ☒ Training in Disaster Management ☐ Health and hygiene awareness ☒
☒ Medical camps ☐ Adult education and literacy ☐ Blood donation camps ☒
AIDS awareness ☒ Environment awareness ☒ Any other ☐

For the extension activities, SMC has incorporated specific programs in its annual action plan and in the academic calendar. As per the calendar and the plan following activities have been carried out in the academic year 2075/76:

- a) Community development program.
- b) Health and Hygiene awareness program.
- c) Blood donation program
- d) Environment awareness program

(For further details, please see Volume II, Annex 24, Annual Action Plan 2076/77, pp. 725-734; Volume I, Annex 18, Academic Calendar of SMC, pp. 514-519; Volume III, Annex 68, First Aid Unit activities report with Blood donation reports and certificates, pp 1501-1549 & Volume V, Annex 110, Minute of traffic awareness program, pp 2496-2499)

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)? (0.5)

Yes ☒ No ☐ If yes, justify.

Strategic Dev. Plan based activities are organized for the outreach programs. For this purpose, program budget has been allocated. Rs.1, 00,000/- has been allocated in the budget fiscal year 2076/77. Based on the plan and provision, the institution has conducted an outreach program for distributing warm clothes and books to the students coming from the marginalized, poor, and *dalit* community in Chandeswori Basic School located in Sundarharaincha-10, Morang. Likewise, the campus has supported to Dhurmus-Suntali Foundation for constructing International Cricket in Chitwan.

(For further details, please see Volume I, Annex 18, Academic Calendar, pp. 514-519; Volume V, Annex 111, Report of Support program conducted at Chandeshwari Basic School, pp 2500-2518; Volume V, Annex 109, Decision for forming extension and outreach committee, pp. 2492-2495 & Volume V, Annex 112, Minute of supporting Dhurmus-Suntali Foundation , pp. 2519- 2526).

61. How are students and teachers encouraged to participate in extension activities? Any defined approaches? (0.5)

In the Strategic Development Plan 2016-20, provision has been made for encouraging students and teachers to participate in the extension activities. In practice, a formal committee, named 'An Extension and Outreach Committee', with JDs defined in the Comprehensive Functional Guidelines of SMC, makes its plan harmonizing the activities of the campus annual plan and the calendar. Through this committee and its plans, students and teachers are encouraged to participate in the extension activities. In this regard, a number of students are participating in the internship work in the banks. Evaluating the performance, they are also awarded on the one hand and on the other hand the campus supports the required amount for conducting the activities themselves. Both students and teachers are also encouraged handing over the responsibility, creating atmosphere for honoring them. Moreover, teachers are encouraged providing an evaluating space of extension activity for promotion through performance appraisal.

(For further details, please see Volume II, Annex 22, Strategic Development Plan, 2016-20, pp. 545-721; Volume V, Annex 109, Decision for formation of Outreach and Extension Committee, pp. 2492-2495; Volume V, Annex 111, Report of Support program conducted at Chandeshwari Basic School, pp 2500-2518; Volume V, Annex 112, Minute of supporting Dhurmus-Suntali Foundation , pp.2519-2526 & Volume II, Annex 30,

Example Copy of Self-Appraisal and performance appraisal, pp. 771-777)

62. Does the institution work and plan the extension activities along with NGO's and GO's ? Give details of last 3 years. (0.5)

Yes, by policy provision, the Institution works and plans the extension activities too along with NGOs and GOs, such as NELTA Morang, Red Cross Society Morang, UGC, and Indrapur JCI,. So far, the institution has made a decision to contract and hold MoU with them. SMC has also made a plan to hold a provincial level seminar jointly with NELTA, Province No. 1.

(For further details, please see Volume II, Annex 22, Strategic Development Plan, 2016-20, pp. 545-721; Volume V, Annex 109, Decision for formation of Outreach and Extension Committee, pp 2492-2495; Volume V, Annex 113, MoU with NELTA Morang and JCI Indrapur, pp 2527-2528; Volume V, Annex 114, MoU with FNCCI Koshi Haraincha, pp. 2529 & Volume V, Annex 115, MoU with Tender Feet Boarding School, Sundarharaincha-4, pp 2530-2531)

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES (20 MARKS)

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future? (0.5)

Realizing the need to have a viable roadmap for the use and physical development of the campus, the Comprehensive Master Plan of SMC was developed in 2014. This plan outlined a focused vision of the campus for five years so as to meet the future needs. The planning components included five-year framework for the land use, utilization of the existing buildings, construction of infrastructure, and management of sports ground, parking and botanical garden to accommodate the future needs. Since the duration of the plan was over in 2019, a new committee comprising five members has been recently formed for the development of New master plan for the next 20 years.

(For further details, please see Volume VI, Annex 116, Comprehensive Master Plan of SMC 2014-2019, pp. 2532-2563 & Volume VI, Annex 117, CMC decision for forming a new Master Plan., pp. 2564-2566)

64.a. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth? Produce plan, if any. (0.5)

The campus has a definite framework for maintaining, renovating and augmenting the infrastructure to accommodate with its future academic growth. This framework was provided partly by the Comprehensive

Master Plan of SMC 2014. Based on this plan, the campus has developed the Strategic Development Plan 2016-2020. Moreover, the Comprehensive Guidelines of SMC defines the composition and JD/ToR of all functioning committees and departments, which also play a decisive role in the infrastructural development of the campus.

- b. What support facilities are available for conducting the education programmers in the institution?(0.5)
- Laboratory
 - Library
 - Others
- Give details

b. In order to conduct the educational programs smoothly, SMC offers pleasing learning environment.

The support facilities available at the campus include the following.

- **Laboratory:** There are separate laboratories for Physics, Chemistry, Botany, Zoology and ICT with sufficient equipment, work tables and comfortable student chairs.
- **Library:** The automated library is equipped with good collection of learning resources, including textbooks, reference books, journals and theses, magazines and newspapers.
- **Others:** The campus also offers additional classes for exam preparation. Internet access facilitates self-directed learning even outside classrooms and library. Students of Health and Physical Education have access to sufficient sports materials for practice.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume VI, Annex 116, Comprehensive Master Plan of SMC 2014-2019, pp. 2532-2563 ; Volume II, Annex 31 , Comprehensive Operational Guideline of SMC 2076, p 778-861& Volume VI, Annex 118, List of the Support Facilities , pp. 2567-2584)

65. Does the institution have provision for regular maintenance of its infrastructure? Provide scheme. (0.5)

The Strategic Development Plan 2016-2020 aims to keep a regular maintenance of the infrastructure.

Following the plan, The Comprehensive Development Plan of SMC has assigned JD/ ToR of Maintenance Committee. The Committee makes its annual plan and proceeds accordingly. The progress/completion report of the assigned tasks is submitted to IQAC for evaluation. CMC has allocated its annual budget for construction, repair and maintenance this year.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume VI, Annex 117, CMC decision for formation of committee for new Master Plan, pp. 2564-2566; Volume II, Annex 31, Comprehensive Operational Guideline of SMC 2076, pp. 778-861; Volume VI, Annex

119, *Decision for the formation of Construction and Maintenance Committee*, pp. 2585-2590; & *Volume I, Annex 16, Annual Budget 2076/077*, pp. 492-512)

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan. (0.5)
The Strategic Development Plan 2016-2020 anticipates utilizing the campus's infrastructure to the fullest extent. The academic programs of SMC are run in morning, day and evening shifts. This ensures the maximum utilization of classrooms, library and lab and other resources. As outlined in the Comprehensive Master Plan, separate examination halls have been constructed so that classes can run without disturbance. Workshops, seminars and occasional guest lectures are organized in the well-furnished conference hall. The campus has assisted Purwanchal University by providing exam center. The campus has also provided a hall to NELTA Morang to use it as their office. Many financial institutions use campus seminar hall to organize their general assemblies. Neighboring educational institutions have also utilized the sports ground of the campus.
(For further details, please see *Volume II, Annex 22, Strategic Development Plan 2016-2020*, pp. 545-721; *Volume VI, Annex 117, CMC decision for formation of committee for new Master Plan*, pp. 2564-2566; *Volume II, Annex 24 Annual Action Plan 2076/077 and Area Wise Work Plan with Budget* pp. 725-734; *Volume V, Annex 113, MoU with NELTA Morang and JCI Indrapur*, pp 2527-2528; *Volume VI, Annex 120, Request letters for the use of seminar hall and playground*, pp. 2591-2599)

67. Does the institution encourage use of the academic facilities by external agencies? (0.5)

Yes ☒ No ☐ If yes, give clearly defined regulations.

The Strategic Development Plan 2016-2020 aims to support external agencies by offering the academic services. In line with the plan, faculties are sent to facilitate seminars, workshops and classes in other academic institutions. Sometimes senior faculties are sent to other academic institutions as external examiners of practical exams and as observers of TU annual exams. Students from other campuses have access to the library resources.

(For further details, please see *Volume II, Annex- 22, Strategic Development Plan 2016-2020*, pp. 545-721; *Volume IV, Annex 92, Appointment letters, Certificates and Ramana*, pp. 2087-2178 & *Volume VI, Annex 121, Request letters from external agencies for sending experts*, pp. 2600-2640)

68. What efforts are made to keep the institution clean, green and pollution free? Give details (0.5)

Following a goal of the Strategic Development Plan 2016-2020 to keep the campus premises clean and green, CMC has formed the Nature Club. Based on the plan, the Comprehensive Guideline of SMC assigns JD/Tor

of the club members. The club conducts various activities related to cleanliness. It sets annual action plan and organizes campaigns, cleaning events, tree and flower plantation, and waste management activities. There are sufficient dustbins to throw debris. Part-time sweepers are temporarily employed in wages to clean classrooms, administrative rooms and washrooms twice a day. The Comprehensive Master Plan of 2014 had a goal to set up the botanical garden, which is yet to come to completion.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume VI, Annex 122, Decision for the formation of Committees, pp 2641-2647; Volume II, Annex 26, Annual action plans of Departments, Sections, Units, Cells and Club, pp. 739-764; Volume VI, Annex 123, Activity Minute of Nature club, pp. 2648-2658; Volume VI, Annex 124, Contract Paper with Sweepers and Gardeners , pp. 2659-2661)

69. Are there computer facilities in the institution that is easily accessible to students and faculty? (0.5)

Number of computer accessible to the students $\sqrt{\square}$

Computer accessible to the faculty $\sqrt{\square}$

Internet accessible to the faculty $\sqrt{\square}$

Internet accessible to the faculty $\sqrt{\square}$

Number of computer accessible to the students: 52

Computer accessible to the faculty: 84

Internet accessible to the faculty: 78 (To all faculties)

With the support of UGC and campus's own internal source, 84 teaching and non- teaching staff have been provided laptops so far. The well- equipped computer lab is accessible to students of ICT and BBA programs. Teachers can use computers available in their respective departments. Internet facility is available to all the students and teachers in the departments. Wi-Fi at campus is free to all the faculties, to the students and non-teaching staff. Moreover, the teachers can use the facility of internet connected computer use at RMC in which all the computers are connected to the Internet. These facilities support the goal of Strategic Development Plan 2016-2020 to encourage all the teachers to use technology in classes.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721 & Volume I, Annex 16 , Annual Budget 2076/077, pp. 492-512, pp. Volume IV, Annex 83 List of Laptop Computers, Desktop Computers and Multimedia Projectors, 1930-1938 & Volume VI, Annex 125, SOP of Laboratories, pp. 2662-2663)

70. Give the working hours of the computer center and its access on holidays and off hours. (0.5)

The computer lab has developed the manual providing information about its working hours, student groups and flexibility. It has also developed a Standard Operating Procedure (SOP) including security system, student code of ethics, penalty and ways of handling equipment. As specified in the manual, the hours of operation for the campus computer lab are mentioned in the following table.

Months	Morning		Afternoon	
	From	To	From	To
Mangsir-Magh	7 am	10 am	11 am	5 pm
Falgun-Kartik	6 am	10 am	11 am	4 pm

The lab normally remains closed on holidays, but it also offers flexibility during examination periods. Internet facility is available 24 hours throughout year.

(For further details, please see Volume VI, Annex 125, SOP of Laboratories, pp 2663-2663)

71. a. How many departments have computers of their own? Give details. (0.5)

b. Does the institution have provisions of internet/intercom/CC TV/other facilities Give details (0.5)

a. Each department is equipped with a desktop computer with a printer. Besides, most of the teachers have been provided with laptops, which they can use for class preparation teaching and report writing.

b. The campus provides 24 hour internet facility to all students, teachers and non-teaching staff. Communication between different sections and campus administration is made through intercom. CC Cameras have been installed in focal areas of campus premise, most classrooms and all sections. This has ensured careful monitoring of most of the activities in the campus.

(For further details, please see Volume VI, Annex 126, Decision of establishing computer center, pp. 2664-2667; Volume VI, Annex 127, Decision for installing CC Camera, pp. 2668-2670 & Volume VI, Annex 128, Photographs of intercom and CC Camera, pp 2671- 2680)

72. Explain the output of the centre in developing computer aided learning packages in various subjects during the last three years? (0.5)

Realizing the need to enhance overall learning process through effective application of computer technology, SMC has started offering computer aided learning in some academic programs. In each the department, a computer center has been set up. In addition to the regular classes, supporting resources are available in the computer centers. Students visit the centers, receive required resources and study them.

The output so far has been positive, as it has ensured greater access of learning resources. This has decreased students' dependency on teachers. Also, students have improved their technological skills

(For further details, please see Volume VI, Annex 126, Decision of establishing computer center, pp. 2664-2667; Volume IV, Annex 80, Slides for presentation, pp. 1858-1871)

73. Is there any provision for maintaining/updating the computer facilities? Provide the details of the system. (0.5)

The Campus has set a strong mechanism for maintaining and updating the computer facilities. The campus has signed an MoU with CPN Infotech, Sundarharaincha, Morang for the regular maintenance of equipment. It performs maintenance procedures periodically and repairs the technological devices on demand. To prevent the computers from unexpected damage, the computer lab has produced an SOP, which includes security system, student code of ethics, penalty and ways of handling equipment.

(For further details, please see Volume VI, Annex 129, MoU with CPN Infotech, pp. 2681; Volume VI, Annex 130, MoU with Electrician, pp. 2682 & Volume VI, Annex 125, SOP of Laboratories, pp. 2662-2663)

74. Does the institution make use of the services of inter-university facilities? (0.5)

The Strategic Development Plan 2016-2020 aims to support external agencies by offering the academic and infrastructural services. The campus has established partnership with Purwanchal University by providing exam center and sending senior teachers as external examiners of practical exams. Moreover, students of this university also come to SMC for library resources.

(For further details, please see Volume II, Annex 22, Strategic Development Plan 2016-2020, pp. 545-721; Volume V, Annex 131, Appointment Letters from Purwanchal University, pp. 2683-2686; Volume VI, Annex 132, Request letters for library utilization from PU affiliated college and students, pp. 2687-2698)

75. What are the various health services available to the students, teacher and other staff? Give details. (0.5)

As provisioned in the Comprehensive Guideline of SMC and the CMC decision, responsibility of managing health services to First Aid Unit, which is coordinated by a faculty, with the active assistance of trained first aid persons. In addition to providing emergency care for illness and injury at campus, it conducts first aid training, blood donations and other health awareness programs. The Unit coordinates with Youth Red Cross Circle in conducting health related activities.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guideline of SMC, pp. 778-861; Volume VI, Annex 122, Decisions for Formation of Committees, pp. 2641-2647; Volume III, Annex

68 , *First Aid Unit Activity Report, pp. 1501-1549; Volume VI, Annex 133, Log Book of First Aid Unit, pp 2699-2709 & Volume III, Annex 69, Youth Red Cross Activity Report, pp. 1550-1580*)

76. What are the physical and infrastructural facilities available in the sports and physical education centre? Give details. (0.5)

Sukuna Multiple Campus offers good infrastructural facilities to promote health and fitness of students.

Department of Health and Population, and Extracurricular Activities Committee are responsible for conducting activities related to health and physical education. The list of available infrastructures for sports is presented in the following table.

Infrastructure	Number
Composite football and cricket ground with pitch	1
Standard size concrete basketball court with upright post	1
Volleyball court	1
Concrete table tennis court	1
playground for pity and athletics	1

(For further details, please see Volume II, Annex 31, *Comprehensive Operational Guideline of SMC, pp. 778-861 & Volume III, Annex 57, ECA Activity Report, pp 1427-1444*)

77. What are the incentives given to outstanding sports persons? (0.5)

SMC inspires sporting activities by offering some incentives. Students securing remarkable positions in sporting events are awarded prizes, medals and certificates. Sport champions also qualify for freeship facility.

(For further details, please see Volume VI, Annex 134, *List of sports champions receiving awards from the campus, pp 2710-2721*)

78. Give details of the student participation during the last year at the university, regional, national and international meets. (0.5)

	Participation of Students	Outcomes
District		
National		
International		

79. Give details of the hostel facilities available in the institution? (0.5)

Sukuna Multiple Campus has not provided with the hostel facility so far. However, the Strategic Development Plan 2016-2020 has set a goal to provide more facilities to students from remote areas. The Comprehensive Master Plan of SMC also aims to build a hostel building within five years. But, it has not been built yet but a

forthcoming Mater Plan will prioritize this plan.

(For further details, please see Volume II, Annex 22, The Strategic Development Plan 20216-2020, pp. 545-721; Volume VI, Annex 116 The Comprehensive Master Plan of SMC-2014-2019, pp. 2532-2563)

80. Give details of the facilities for drinking water and toilets. (0.5)

SMC provides adequate facilities for drinking water and toilets. To supply clean drinking water to the students a chilling centre has been set up with an advanced quality water supply. There are 8 water outlets to provide clean and cool drinking water supplied from a water chiller machine. There are separate toilets for male students, female students and staff. The toilets are cleaned twice a day. The details of the available toilets and drinking water facilities at SMC are presented in the following table.

Type	Number
Toilets with flush	4
Toilets without flush	60
Urinals	50
Water outlets	8
Chilling center with filtered water	1

(For further details, please see Volume VI, Annex 135, Decisions of CMC to buy Water Chiller, pp 2722-2725; Volume VI, Annex 136, The Photos of water chiller and toilets, pp. 2726-2736; Volume VI, Annex 137, Procurement report of setting up of chilling centre, pp .2737-2756)

B. Library as a Learning Resource

81. a. What are the working hours of the library? (0.25)
 On working days: 12 hours On holidays: 3 hours Prior to examinations

b. Does the library provide open-access to students? (0.25) ☒ Yes ☐ No

(Note that students have open access in the library)

(For further details, please see Volume VI, Annex 138, Decision of Library Management Committee for Open Access, pp. 2757- 2758 & Volume VI, Annex 139, Photos of the library, pp 2759-2761)

82. Mention the total collection of documents. (3.5)

- Books [29295] (0.2)
- Current Journals
 - Nepalese [155] (0.2)
 - Foreign (0.2)
- Magazines (0.2)
- **Reference Books [1757] (1.0)**

- **Text Books** [27538] (0.2)
- Refereed journals (0.4)
- Back Volumes of Journals (0.2)
- E- Information Resources (0.4)
 - CD's/DVD's = 160
 - Databases
 - Online Journals
 - AV Resources
- Special collection (0.5)

Please specify for example ; UNO Depository center, World Bank Repository, Competitive Examinations, Book Bank, Old Book Collection, Manuscripts

(For further details, please see Volume VI, Annex 140, List of books available in the library, pp. 2762- 2766.; Volume VI, Annex 141, List of journals available in the library, pp. 2767-2777; Volume VI, Annex 142, List of magazines available in the library, pp 2778-2787; Volume VI, 143 List of AV materials available in the library, pp. 2788-2793 & Volume VI, Annex 144, List of special collections available in the library, pp. 2794-2798)

83. Give the number of books/journals/periodicals that have been added to institution library during the last two years and their cost. (1)

Annual budgets of 2074/75 and 2075/76 allocated 0.41 % and 0.64 % for library respectively. The details of the books, journals and periodicals added to the library during the last two years are presented in the following table.

	The year before last		The year before	
	Number	Total cost	Number	Total cost
i. Text books	1345	825063	1693	841288
ii. Other books	-	-	-	-
iii. Journals/periodicals	-	-	-	-
Any others	-	-	-	-

(For further details, please see Volume V, Annex 101 , Annual budget of 2074/75, pp. 2367-2383.; Volume V, Annex 102, Annual Budget 2075/76, pp 2384-2401 & Volume I, Annex

16, Annual Budget 2076/077, Pp. 492-512 & Volume VI, Annex 145 , Library record of added resources in the last two years, pp 2799-2818)

84. Mention (1)

- | | | |
|---|----------|--------|
| i) Total carpet area of the institution library (in sq. mts.) | [236.53] | (0.25) |
| (ii) Total number of departmental libraries including RMC and BBA | [10] | (0.25) |
| (iii) Seating capacity of the Library | [80] | (0.25) |
| (iv) Open student access to library | [15] | (0.25) |

(For further details, please see Volume VI, Annex 139, Photographs of the library, pp. 2759-2761 & Volume VI, Annex 146, Minutes of the Library Management Committee, pp 2819-2822)

85. Give the organizational structure of the library. (0.5)

- (i) Total number of staff = 3 (0.3)
 - a. Professionals (List with qualifications) = 1
 - b. Semi-professionals = 1
 - c. Others = 1
- (ii) Library advisory committee (0.2), Give details

(For further details, please see Volume VI, Annex 147, Organogram of the library, p. 2823-2824 ; Volume VI, Annex 148, Name List of Library Management Committee including CMC decision, pp. 2825-2830 ; Volume VI, Annex 146, Minutes of the Library Management Committee, pp. 2819-2822 & Volume VI, Annex 149, Photographs of RMC Library and Departmental Libraries, pp 2831-2840.)

86. Staff development programs for library (0.5)

- (i) Refresher/orientation courses attended
- (ii) Workshops/Seminars/Conferences attended
- (iii) Other special training programs attended

The Strategic Development Plan 2016-2020 aims to provide regular training for the non-teaching staff. Following the plan, SMC organizes various need-based training for the staff development. Occasionally, they are sent to attend workshops and trainings organized in other institutions.

(For further details, please see Volume II, Strategic Development Plan 2016-2020, Pp. 545-721; Volume VI, Annex 150, Decisions of Library Management Committee to hire the library expert, Pp. 2841-2842; Volume VI, Annex 151, Meeting and interaction minute with

the library expert, Pp. 2843-2844 & Volume VI, Annex 152 , Certificates received by the trainees, p. 2845)

87. Are the library functions automated? (0.5)

Yes ☒ No ☐ If yes: Fully automated ☒ (0.5) Partially automated ☐
(0.25)

Name the application software used : **Shiksha software**

(For further details, please see Volume VI, Annex 153, Decision of Library Management Committee to run automated library, Pp 2846-2847; Volume VI, Annex 154, Example of automation of the library, Pp. 2848-2850)

88. What is the percentage of library budget in relation to the total budget of the Institution? (0.5)

SMC has allocated 0.5% of its annual budget for library for the fiscal year 076/77.

(Out of the total budget Rs. 18,67,71,404.16, the budget allocated for purchasing books in the library is Rs. 10,00,000/-)

(For further details, please see Volume VI, Annex 155, Minute of the Budget Committee, pp 2851-2857; Volume I, Annex 16, Annual Budget of SMC 076/77, Pp. 492-512)

89. Does the library provide the following services/facilities? (10 x 0.1 = 1)

- Circulation Services (Yes)
- Maintenance services (Yes)
- Reference/referral service (Yes)
- Information display and notification services (Yes)
- Photocopying and printing services (Yes)
- User Orientation/Information Literacy (Yes)
- Internet/ Computer Access (Yes)
- Inter-Library Loan services (No)
- Networking services (Yes)
- Power Backup facility (Yes)

(For further details, please see Volume VI, Annex 156, Decisions of the Library Advisory Committee, Pp. 2858-2871; Volume VI, Annex 147, Organogram of the library, pp 2823-2824; Volume VI, Annex 139, Photos of the library, Pp 2759-2761)

90. Furnish details on the following (1; to be equally distributed)

- (i) Average number of books issued/returned per day. [43]
- (ii) Average no. of users visited / Documents consulted per month []
- (iii) Please furnish the information on no. of Log- ins in to the []
E-Library Services/E- Documents delivered per month.
- (iv) Ratio of Library books to number of students enrolled [9]

(For further details, please see Volume VI, Annex 157, Library log book, pp 2872- 2882 & Volume VI, Annex, 158 Library visitor's books, Pp. 2883- 2894)

CRITERION 6: STUDENT SUPPORT AND GUIDANCE (10 MARKS)

91. Furnish the following details: (0.25 x 4 = 1)

- Percentage of regular students appearing for the exam. 90.38%
- Dropout rate (drop out from the course) 7.83 %
- Progression to further study (Bachelors to Master, Master to Mphil/PhD) 58.90% 0%
- Prominent positions held by alumni

Percentage of regular student appearing for the exam	90.16% (Admitted number 1684 - Appeared in the final examination 1522 = number dropout = 162)
Dropout rate (drop out from the course)	7.83 %
Progression to further studies (among the graduates of 2018)	Bachelors to Masters: 43 out of 73 (58.90%) Master to MPhil and PhD: 0

The details of the prominent positions held by alumni in the last three years are presented in the following table.

S. N.	Positions	Number
1	Professors	0
2	Associate professors	6
3	Scholars (<i>pragya</i>)	2
4	Members of parliament	2
5	Chairman of Rural Municipality Committee	1

6	Lecturers	16
7	Teaching Assistants	24
8	Education officers	11
9	School Head Teachers	29
10	Sections officers and higher position in government offices	32
11	Inspectors of higher positions in police	4
12	Army officers	3
13	Managers and higher position in financial institutions	18
14	Secondary Teachers	120
15	Private school principals	10
16	Other (Social workers including central level political leaders)	13
	Total	291

(For further details, please see *Volume I, Annex 14, List of students admitted in the year 2075/76, Pp. 419-457*; & *Volume I, Annex 15, List of students appeared in the year 2075/76, Pp. 458-491*; *Volume VII, Annex 159, Record of students' progression to further studies, pp. 2895.* ; *Volume VII, Annex 160, Tracer study reports, pp. 2896- 3011*; *Volume VII, Annex 161, , List of alumni holding prominent position, pp. 3012-3023*)

92. How many students have passed the following examinations in the last five years? (0.25 x 4 = 1)

- Nepal Civil Services Examinations
- Other employment related examinations
- International level entrance examination
- Others (please specify)

The details of the students who have passed different examinations in the last five years are presented in the following table.

Examination	2014	2015	2016	2017	2018	Total
Nepal Civil Service Examinations	1	4	5	1	5	16
Other employment related examination	38	39	88	113	118	396
International level entrance examination	-	-	-	-	-	-
Others	-	3	9	13	19	44
Total	39	46	102	127	142	456

(For further details, please see *Volume VII, Annex 160, Tracer study reports, pp 2896-3011*)

93. Does the institution publish its updated prospectus annually? (1)

Yes ☒ (1) No ☐ (0) If yes, what are the contents of the prospectus? (attach a copy)

Definitely, SMC publishes its prospectus annually. This provision is also made in the strategic planning of the campus. In the previous years, there used to be the publication of level-wise prospectus. Since this year, the trend has been modified and a combined and comprehensive form of prospectus has been published. The major contents of the prospectus include campus introduction, its major features, eligibility criteria for admission of each level and program, course structure, program highlights, evaluation system, facilities available, major images of the campus and contact persons (HoDs and Non-teaching staff). It further includes VMGOs of the campus, views from CMC Chair, Campus Chief, Assistant Campus Chiefs and of the students. As an informative document, the published prospectus is distributed to students at the time of admission free of cost.

(For further details, please see *Volume II, Annex 22, The Strategic Dev. Plan of CMC, Pp 545-721 & Volume III, Annex 54, Campus Prospectus-2076, Pp 1326-1408*)

94. What kind of financial aids are available to students from the government, the institution and others? Give details. (0.5)

The students enrolled in SMC are offered the following sorts of financial aids:

a. Aids from the government

Economically weak but meritorious students at bachelor's level are offered scholarship from Students Financial Assistance Fund Development Board (SFAFDB) under the Higher Education Reform Project (HERP). Similarly, 20% of the performance grants received from UGC is deposited in the scholarship fund, and the interest generated from this fund is offered in the form of scholarship to the selected students.

b. Aids from the internal sources generated by the campus

A: Freeship facilities:

6% of the total enrolled students will receive freeship facility as per the selection procedure applied by the campus. This facility will be equivalent to the total amount of tuition fee of eleven months (in annual system). This facility is applicable year-wise to the students enrolled for B.Ed., BBS, B.Sc. and BA.

B: Scholarship Facilities:

1. Entrance test-based scholarship: Entrance test topper/s (a boy and a girl) will be provided scholarship as per the provision made in the SMC scholarship guidelines.

2. Final exam result-based scholarship: One student from each faculty will receive this scholarship equivalent to the amount of the total tuition fee of 11 months. This scholarship is applicable only if the

minimum number of students enrolled in the cohort is 40.

3. Individual & Support Agency-based scholarship: This scholarship will be provided to the students from the interest of the money deposited in the fixed account created by the individuals and agencies for scholarship support. The facility amount and the number of students receiving it will be decided in terms of the campus scholarship guidelines.

4. BBA Specific scholarship: (a) Two students (a boy and a girl) selected as per the merit cum poverty criterion from a section enrolled under this program receive this scholarship equivalent to 50% of a semester tuition fee. This facility is offered only to those students who completed their school education (SEE & +2) from the community schools/community campuses. (b) 3 top grade scorers (ranked in order) in the final semester examination will also receive scholarship. Based on the score merit, the amount can have variation as per the scholarship guidelines of the campus.

(For further details, please see *Volume II, Annex 22, Strategic Development Plan 2016-20 Pp. 545-721*; *Volume II, Annex 31, The Comprehensive Operational Guideline of SMC, Pp. 778-861*; *Volume III, Annex 54 Campus Prospectus-2076, pp 1326-1408*; *Volume VII, Annex 162, Decision for the formation of Free-ship Committee, pp 3024-3031*; *Volume VII, Annex 163, Free-ship guidelines, p. 3032*; *Volume VII, Annex 164, Decisions of Free ship Committee, pp 3033-3066* ; *Volume VII, Annex 165, Free ship evaluation form, pp 3067*; *Volume VII, Annex 166, Receipt voucher of free ship to students, pp. 3068-3082*; *Volume VII, Annex 167, CMC's decision to form scholarship committee, pp. 3083-3091*; *Volume VII, Annex 168, Scholarship guideline, pp 3092-3094*; *Volume VII, Annex 169, Decisions of scholarship committee, pp 3095-3119* ; *Volume VII, Annex 170, List of recipients of scholarship, pp. 3120-3125*)

95. Mention the number of students who have received financial aid during the last two years. (0.5)

Financial aid	Year before last	Year before
i. Merit scholarship		
ii. Merit-cum-Means		193
Any others		

(For further details, please see *Volume III, Annex 54, Campus Prospectus-2076, pp 1326-1408*; *Volume VII, Annex, 164, Decisions of Free-ship committee, pp 3033-3066*; *Volume VII, Annex 166, Receipt voucher of free ship to students, pp. 3068-3082* ; *Volume VII, Annex 169, Decisions of scholarship committee, pp 3095-3119* & *Volume VII, Annex 170, Receipt voucher of scholarship given to students, pp. 3120-3125*)

96. Does the institution have an employment cell and a placement officer who offers career counseling to

students? If yes, give details of the cell and its office. (0.25 x 2 = 0.5)

i. Employment cell: ☐ Role:

ii. Placement officer: ☐ Role:

The Comprehensive Operational Guideline of SMC has made a provision for the formation of Placement Cell along with the JD/ToR of the cell members. Following this guideline, CMC has formed a Placement and Counseling Cell to provide career guidance and placement facilities to the students. It organizes preparatory programs beneficial for job placement. It also networks, interacts and builds up relations with the potential recruiters (schools, cooperatives, banks, industries, media houses, department stores). The cell primarily tries to build up a strong partnership among students, teachers, alumni and potential recruiters.

(For further details, please see Volume II, Annex 22, Strategic Plan of SMC, 2016-2020

545-721; Volume II, Annex 31, The Comprehensive Guideline of SMC, Pp. 778-861 & Volume VII, Annex 171, Decision for formulating the Placement and Counseling Cell, pp. 3126-3131)

97. Do teachers participate in academic and personal counseling? (0.5)

Yes ☐ No ☐ If yes, give details as to how they are involved.

With the aim of promoting student support, the Comprehensive Guideline of SMC has made a strong provision to provide academic and personal counseling to students. Following the Guideline, CMC has a formed the Placement and Counseling Cell comprising ...members. It assigns tasks to teachers to provide academic, psychological and career counseling to students. Academic counseling is provided on student demand, and it concerns programs and courses, timetables, assessments, thesis writing and project work. Students have an opportunity to make their study plans, goal setting and learning strategies. Psychological counseling is provided in confidential setting to help students deal with student stress, anxiety, aggression and misbehavior. Career counseling includes helping students to choose appropriate courses and programs at the beginning of their study programs, and finding appropriate career at the end.

(For further details, please see Volume II, Annex 31, The Comprehensive Operational Guideline of SMC, pp. 778-861; Volume VII, Annex 171, Decision for formulating the Placement and Counseling Cell, Pp. 3126-3131; Volume VII, Annex 172, Report of activities conducted by Placement and Counseling Cell, Pp. 3132-3265)

98. How many students were employed through placement service during the last year? (1)

The details of the students employed thorough placement service are presented in the following table.

	UG students	PG students	Research scholars
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i. Local firms/companies			
ii. International firms/companies			
iii. Government			
iv. Public (semi-government) sector			
v. Private sector			

99. Does the employment cell motivate the students to seek self-employment? (1)

Yes ☒ No ☐ If yes, how many are self-employed (data may be limited to last 5 years)?

Following the Comprehensive Guidelines of SMC, the placement cell motivates students to find employment, including self-employment. The cell invites successful entrepreneurs to motivate students to start their own viable business. Recent tracer reports show that the number of self-employed graduates has increased lately.

(For further details, please see Volume II, Annex 31, The Comprehensive Guideline of SMC, pp 778-861; Volume VII, Annex 173, Attendance of students in motivational classes for self-employment, pp. 3266-3301)

100. Does the institution have an Alumni Association? (0.5)

Yes ☒ No ☐ If yes, indicate the activities of the Alumni Association.

The Strategic Development Plan 2016-2020 aims to promote the campus. To attain this goal, the Comprehensive Operational Guideline of SMC has also made a provision for formation of Alumni Association of Sukuna. The committee has already been formed which is functional in the campus. However, the activities of the alumni are comparatively few.

(For further details, please see Volume II, Annex 22, The Strategic Development Plan 2016-2020, pp 545-721; Volume II, Annex 31, The Comprehensive Operational Guideline of SMC, pp. 778-861; Volume VII, Annex 174, Name list of Alumni Association, pp. 3302)

101. How the policies and criteria of admission are made clear to prospective students? (0.5)

SMC has developed transparent policy and eligibility criteria for student admission. These policies and criteria are made open to the prospective students through student prospectus, official notices, advertisement flex, campus website, notices broadcasted through radio and television and published in newspapers, and social networking sites.

(For further details, please see Volume III, Annex 54, Campus Prospectus, pp 1326-1408; Volume IV, Annex 64, screenshots of campus website, www.sukuna.edu.np, pp 1477-1478; Volume IV, Annex 72, Notices for admission open, Pp. 1585-1601 & Volume VII, Annex 175, Screenshots of campus notices shared through

social media and formal notices of the campus, pp. 3303-3372)

102. State the admission policy of the institution with regard to international students. (0.5)

The Strategic Development Plan 2016-2020 has made a provision for the admission and support of international students at SMC. However, no such students have come to SMC seeking admission so far.

(For further details, please see Volume II, Annex 22 , Strategic Development Plan 2016-2020, pp 545-721)

103. What are the support services given to international students? (0.5)

International student service office <input type="checkbox"/>	Special accommodation <input type="checkbox"/>	Induction courses <input type="checkbox"/>
Socio-cultural activities <input type="checkbox"/>	Welfare program <input type="checkbox"/>	Policy clearance <input type="checkbox"/>
<input type="checkbox"/>	Visa Support <input type="checkbox"/>	

As none of the international students have got admission at SMC, no such service is available.

104. What are the recreational / leisure time facilities available to students? (1)

Indoor games ☒ Outdoor games ☒ Nature Clubs ☒ Debate Clubs ☐
Student Magazines ☐ Cultural Programs ☒ Audio Video facilities ☐
Any others -----

The Strategic Development Plan 2016-2020 has set a goal to enhance students' physical development, creativity and socialization. To meet the goal, SMC offers a number of options related to recreational and leisure time activities to students. The Comprehensive Operational Guideline of SMC assigns tasks related to such activities to Extracurricular Activities Committee (EAC) and Nature Club.

- **Outdoor games:** The playground is spacious enough to play varieties of games including football, cricket, volleyball, basketball and many athletic activities.
- **Indoor games:** Interested students can play table tennis and chess as the indoor option.
- **Activities conducted by Nature Club:** Nature Club organizes activities such as sanitation, plantation and community awareness programs.
- **Activities conducted in students' initiation:** Some student groups are active in publishing wall magazines, co-curricular activities, literary contests, blood donations and so on.
- **Cultural Programs:** Students participate in cultural shows in the ceremonies.

(For further details, please see Volume II, Annex 22 , The Strategic Development Plan 2016-2020, pp 545-721; Volume II, Annex 31, The Comprehensive Guideline of SMC, pp 778-861; Volume I, Annex 18 , The Academic Calendar, pp 514-519; Volume II, Annex 26 , Annual action plan of Extracurricular Committee, pp 739-764; Volume III, Annex 57, ECA Activity Report Pp. 1427-1444; Volume III, Annex 69, Youth Red-cross Activity Report Pp 1550-1580. & Volume VI, Annex 123, Activity Minute of the Nature club, Pp. 2648-2658)

CRITERION 7: INFORMATION SYSTEM (10 MARKS)

105. Is there any cell in the institution to analyze and record various academic data? (2)
Yes ☒ (2) No ☐ (0) If yes, mention how does the cell work along with its compositions?

Following the Strategic Development Plan 2016-20 of SMC to implement comprehensive education management through the application of integrated information system, the Comprehensive Operational Guidelines of SMC makes a provision for forming an EMIS Unit to collect, compile, analyze and publish various academic data available in the campus. For this purpose, the Unit uses 'Shiksha' software to record, process and analyze the information obtained from different departments and sections. Moreover, each department keeps a record of students' progress.

(For further information please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2020, pp 545-721; Volume II, Annex 31, Comprehensive Operational Guideline of SMC, Pp. 778-861; Volume VIII, Annex 176, Minute of CMC Meeting to form EMIS Unit, pp. 3373-3384 & Volume VIII, Annex 177, Screenshots of Shiksha Software, pp. 3385-3393)

106. What are the areas on which such analysis is carried out? (1.5)

The Comprehensive Guidelines of SMC suggests the areas to be covered by EMIS Unit in order to meet the goals set in the Strategic Development Plan of SMC 2016-20. This unit keeps a record of information related to all the departments as well as Administration, Finance, Library and Examination sections. It records and analyzes data related to students' personal information, enrollment, library and examinations. Moreover, it keeps track of the progress of students for the purpose of analyzing their progress, dropout and pass rates. Another area of analysis covers infrastructure, land, equipment and other assets. Analysis of library related data includes information about the type and number of resources available to students.

(For further information please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2000, pp 545-721; Volume VII, Annex 31, Comprehensive Operational Guidelines of SMC, pp 778-861)

107. How these analyzed data are kept in the institution records? (1)

Following the Strategic Development Plan 2016-2020 of SMC to implement comprehensive education management, the Comprehensive Operational Guidelines of SMC suggests the application of integrated information system. Based on this guideline, the CMC meeting decided to use software to integrate and

process the available data. The information obtained from different departments and sections are collected and linked together. Using the software, the EMIS Unit stores, processes and analyzes information related to these sections. With the application of this system, previously fragmented data are made available in the form of report and is published annually.

(For further information please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2000, pp 545-721; Volume II, Annex 31, Comprehensive Operational Guideline of SMC, pp. 778-861)

108. Are this information open to the stakeholders? (1)

Yes ☒ (1) No ☐ (0) If yes, explain how they are disclosed?

The Strategic Development Plan of SMC 2016-2020 aims to apply 'Data Sharing' policy to make the academic data open to stakeholders. Based on this plan, the Comprehensive Operational Guideline of SMC gives authority to EMIS Unit for the publication of annual EMIS report in the united form. The report makes a comprehensive coverage of data related to all the departments and sections. Moreover, the data are presented in the annual progress report and in the annual report (published during council meeting) submitted to the Council meeting, and the campus bulletin 'Sukuna Sandesh' also incorporates some information.

(For further information please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2000, pp. 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines of SMC, pp. 778-861; Volume VIII, 178, Annual Progress Report (2019); pp 3459-3462. Volume VIII, Annex 179, Campus Pratibedan I, pp. 3463-3543; & Volume VIII, Annex 180, Sukuna Sandesh, pp 3544-3563, Volume X, Annex 189, EMIS Report, pp.....)

109. Are the methods of study and analysis also open to the stakeholders? (1)

Yes ☒ (1) No ☐ (0)

The EMIS Unit applies standard methods of data collection so as to make it reliable and valid to the stakeholders and to the institution. The commonly used statistical data analysis methods are applied for the analysis of the data. The statistical data processing tool, namely excel has been used so far. The method applied in the publication of the data will also be open in the report itself to the stakeholders. The EMIS Report 2076 is under publication.

110. Is there any mechanism to receive comments or feedbacks on the published data? (1)

Yes ☐ (1) No ☐ (0) If yes, explain how does it happen?

The EMIS Unit regularly collects feedback on its published information, based on the Comprehensive

Guideline of SMC. The Grievance and Feedback Management Committee (GFMC) collects responses from the stakeholders, and tabulates and analyzes feedback. Occasionally, meetings and interactions are conducted with students, teachers, guardians and alumni and Council members to collect feedback and specify the areas of correction. Grievance Collection Box, email and social networking sites are other means to receive comments. The EMIS Unit obtains the analyzed feedback from GFMC and incorporates it in its decision forwards to CMC, which considers the obtained comments and feedbacks for planning and decision making.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guideline of SMC, pp. 778-861; Volume VIII, Annex 181, IQAC Decision for formulating GFMC Pp.3564-3568 & Volume II, Annex 41, Annual Action Plan of GFMC Pp.1111)

111. What are the impacts of such information system on decision making process? (1.5)

Produce in brief the impact analysis.

The Comprehensive Operational Guidelines of SMC assigns the EMIS Unit to regularly carry out impact analysis of its published information. Following the guidelines, the unit has developed the action plan for its activities including impact analysis. The planned analysis of impact is expected to see the effectiveness of applying integrated information system and making it open to the stakeholders. However, the impact analysis has not been carried out in the concrete form so far.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guidelines of SMC pp 778-861 & Volume II, annex 26, Annual Action Plans of the departments, sections, units and cells pp. 739-764)

112. Give examples of quality improvements initiated due to the use of information system. (1)

The application of the integrated information system has helped to bring significant changes in the academic performance of the campus. As the result analysis shows, the pass percentage of the students has increased in the recent years. The improved examination result has aligned with the enrollment of new students. The tracer study reports of the last few years show that employability of the graduates has also improved in the recent years.

(For further details, please see Volume IV, Annex 87, Result Analysis Report, pp, 1987-2018; Volume VIII, Annex 178, Annual Progress Report, pp 3394- 3462 & Volume VII, Annex 160, Tracer study reports, pp 2896-3011)

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CRITERION 8: PUBLIC INFORMATION (10 MARKS)

113. Is there public information cell within the institution? (2)

Yes ☐ (2) No ☐ (0) if yes, give details.

As directed by the Strategic Development Plan and Comprehensive Operational Guidelines, and decided by CMC meeting, the campus has formed a Public Information Cell (PIC). Its primary role is to publish a range of information, and make it open and accessible to the public. It mainly makes a record of various activities conducted at the campus, and publishes information about those activities and the academic programs on a regular basis. Also, it collects feedback from students, guardians, alumni and other stakeholders for further institutional reform.

(For further information please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2000, pp 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines of SMC, pp 778-861; Volume VIII, Annex 181, Decision for formulating PIC, pp. 3564-3568)

114. What are the areas of information published by the cell? (1)

Academic ☐ (0.25) Administration ☐ (0.25) Financial ☐ (0.5) All ☐ (1.0)

The comprehensive Operational Guideline of SMC specifies the areas of information published by PIC and JD/ToR of the cell members. It publishes all sorts of information with special focus on the academic activities. Academic information related to students' academic achievements, workshops and seminars, research and publications, excursions, student admission, examination, and extracurricular activities are major areas to be covered in this publication. Publications related to administrative aspect are related to organizational structure, strategies, plans, decisions and actions. Publications also include information related to the financial condition of the campus, especially information relating to income and expenditure and financial audit. Information related to procurement and bidding is published in the campus website.

(For further information please see Volume II, Annex 31, Comprehensive Operational Guideline of SMC, pp. 778-861; Volume IX, Annex 182, Appointment letters of PIC members pp 3569-3574; Volume IX, Annex 183, JDs of PIC, pp. 3575-3576)

115. Where are this information published? (1.5)

Newspapers ☒ (0.5) Magazines ☒ (0.5) Institutional special magazine dedicated for this ☐ (0.5)

The campus publishes bulletin, prospectus, annual progress reports, notices, audit reports as the major tools to publish institutional information. In addition to them, the campus information is published on its website. The campus bulletin 'Sukuna Sandesh' publishes information related to campus activities. Campus prospectus includes information related to the academic programs and courses. Information related to administrative announcements student admission, vacancy and tender are displayed in the notice board, and published in newspapers and campus website. Occasionally, activities of the campus appear in online news and magazines. Information about income and expenditure and financial audits appears in the Annual Progress Report and in the audit, reports published annually in the Campus Council Meetings.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guidelines of SMC, pp. 778-861; Volume VIII, Annex 180, Sukuna Sandesh, pp 3544-3563.; Volume III, Annex 54, Campus Prospectus, pp 1326-1408; Volume IV, Annex 83, Screenshot of website Pp. & Volume IX, Annex 184, Screenshot of website including different activities Pp. 3577-3600)

116. How often are this information published? (1)

Yearly ☒ (1) in 4 years ☐ (0)

Publication is well emphasized for the proper flow of the campus information to its in its policy document Strategic Development Plan of SMC. Most of the campus information are published annually. Annual campus reports and prospectus are published annually, campus bulletins are published twice a year and the campus prospectus is also published annually. Other publications are published as per the decision of CMC, IQAC and regular administration process.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guideline of SMC pp 778-861; Volume VIII, Annex 178, Annual Progress Reports, pp. 3394-3462; Volume VIII, Annex 180 Sukuna Sandesh, pp 3544-3563; Volume III, Annex 54 , Campus Prospectus, pp. 1326-1408)

117. Mention all such publications of last two years (1)

Publication Title	Publication Date	Publication Period	Place of Publication
Sukuna Saurav	2074	Annual	Biratchowk
Academic Calendar	2075	Annual	Biratchowk
Prospectus	2075	Annual	Biratchowk
Prospectus	2076	Annual	Biratchowk
Annual Campus Pratibedan I	2076	Annual	Biratchowk
Campus Pratibedan II	2076	Annual	Biratchowk
Annual Progress Report	2075	Annual	Biratchowk
Annual Progress Report	2076	Annual	Biratchowk
Sukuna Sandesh (Bulletin)	2076	-	Biratchowk

(For further details, please see Volume VIII, Annex 180, Sukuna Sandesh, pp 3544-3563.; Volume III, Annex 54, Campus Prospectus, pp. 1326-1408; Volume VIII, Annex 178 Annual Progress Report; pp. 3394-3462; Volume VIII, Annex 179, Campus Pratibedan I, pp 3463-3543 & Volume IX, Annex 185, Campus Pratibedan II, 3601-3671)

118. Does the cell also collect responses, if any, on the published information? (1)

Yes ☒ (1) No ☐ (0) If yes, give details

The SMC Comprehensive Operational Guideline specifies a mechanism to collect feedback on the published information. In line with the Guidelines, PIC obtains feedback from Grievance and Feedback Management Committee (GFMC), which collects responses through surveys upon published information. Occasional meetings with students, teachers, guardians and alumni collect feedback, and specify the areas of correction. Feedback is also collected through Grievance Collection Box, email and social networking sites. Collected responses are considered for further publications of information as well as overall institutional reform.

(For further details, please see Volume II, Annex 31, Comprehensive Operational Guidelines of SMC pp. 778-861; Volume II, Annex 43, Community Survey Report, pp. 1119-1129 & Volume IV, Annex 93, Student Survey Report, Pp. 2179-2191)

119. Is there any system to evaluate the impact of public information on quality improvements? (1)

Yes ☐ (1) No ☐ (0) If yes, how these impacts are measured?

Policy provision has been made both in the Strategic Development Plan and in the Comprehensive Operational Guidelines of SMC for carrying out impact analysis of published information by the Cell. Process is also designed by PIC and GFMC to carry out the impact analysis in its annual action plan. In the PIC plan, a program is set to evaluate the impact of public information. However, a separate report has not been produced yet in this specific aspect of system development. Additionally, The

IQAC discusses all the survey reports and makes a lot of strengths and weaknesses. Then it attempts to apply remedial measures if required.

(For further details, please see Volume II, Annex 22, Strategic Development Plan of SMC, 2016-2000, pp 545-721; Volume II, Annex 31, Comprehensive Operational Guidelines of SMC, pp 778-861; Volume IX, Annex 186, Action plan of PIC, pp 3672-3673; Volume II, Annex 41, Action plan of GFMC, Pp. 1111 & Volume IX, Annex 187, IQAC decision on feedback obtained from survey reports Pp. 3674- 3676)

120. Mention some positive impacts made by the public information practice. (1.5)

Public information practice of SMC is aligned with its academic excellence. As an indirect impact of the public information is that the pass percentage of the students has increased in the recent years. Students are more curious about the use of the campus documents. They are much more following the information presented in the campus documents. The campus calendar and the published materials are being utilized by the students during their study too. Similarly, the enrollment of new students has increased. The tracer study reports of the last few years show that employability of the graduates has also improved in the recent years.

(For further details, please see Volume IV, Annex 87, Result Analysis Report, pp 1987-2018; Volume VIII, Annex 178, Annual Progress Report, pp 3394-3462 & Volume VII, Annex 160, Tracer study reports, pp 2896-3011)

PART II: ANALYSIS OF THE DATA

Data Analysis is the core and intensive part of this report. The details of the chapter entirely concentrate on the qualitative analysis of the data in two sections: (1) preamble and (2) criteria-wise analysis.

2.1 Preamble

This section is the discussion of the information concerning institutional profile. It includes the introduction of the campus, its socio-physical set up, program highlights, functional mechanism of the institution and quality review in the second cycle.

2.1.1 Introduction to the campus

Established in public initiation in 1992 (2048 B.S.), Sukuna Multiple Campus (SMC) is a community campus located in 'Sundarharaincha Municipality Ward No-12, Morang', Province No.1, Nepal. This campus is almost exclusively dependent on public blessing and their contribution. By this reason too, its tie with the community is strong enough to gain affection and affiliation. Despite its short history of establishment, it is incredibly creating its fame as one of the pioneering institutions in the province and in the nation. The present status attained by the campus is not simply from the effort of an individual but from the diverse angles and personalities, concerned authorities and institutions. Considering the potentiality of the campus in the expected field, the University Grants Commissions (UGC), Nepal has also selected it for implementing its quality enhancement programs commencing from 'Second Higher Education Project (SHE) to Higher Education Reform Project (HERP).

2.1.2. Socio-physical set up of the institution

The campus is located in a semi-urban-semi-rural set up in which the population of mixed religious and mixed culture community exists. In terms of its infrastructure, the campus is set up fulfilling almost all fundamental requirements of any academic institution in general. The

campus area is compounded covering most of its land -4 *Bigha* 14 *katthas* and 4.25 *dhur* with a reasonable augmentation of security to make students feel that the environment for learning is peaceful and they are fully secured as the campus motto of "Peacefulness' in mind for academic success".

When observed one can see four major buildings, viz. 'Teaching Building', Science Building, Administrative Building, Free Student Union, and Campus Canteen (Cafeteria). A north-fronted east-west directed building consisting of 32 reading rooms is known as 'Teaching Building' which is primarily designed for the purpose of teaching with an ample availability of comfortable desks, benches, fans on the ceilings and whiteboards on the walls of each room along with the adjustment of CC cameras. Classrooms are furnished with comfortable chairs and most of which are set-up with multimedia projectors. Two other buildings fronted to the east are Science Building (Southern one) and Administrative Building (Northern one) respectively. The southern section of the administrative building is a library with a spacious reading room. Two more additional buildings set up within the campus space are 'Building of Free Student Union' (FSU) and a 'Campus Canteen/ Cafeteria'. A well-paved walking path to get to the buildings is fully made picturesque by flowering garden on both sides of the walking path with flora and fauna at the centre along with a '*Saraswoti Temple*' at the front of the library. Students can entertain with the view of the architecture of the Memorial Pillar and the Pillar of Silver Jubilee Memorial at the heart of the campus. Separate spaces are provisioned for Motorcycle stand, cycle stand, playground, basketball court, Table Tennis Board and First Aid Service in the campus.

2.1. 3 Program highlights

The essential feature of the campus is its affiliation to Tribhuvan University (TU) of Nepal, i.e. all academic programs are in effect after the affiliation to TU. So, it follows the TU acts, provisions, curricula and syllabi. The programs run in this campus include: Management (at Bachelor's and Master's level), Science (at Bachelor's level), Humanities (at Bachelor's level) and Education (at Bachelor's and Master's level) with ample options for choosing subjects as per the students' convenience, interest and aptitudes. Two focused programs running in this campus include Bachelor of Business Administration (BBA) and Bachelor of Information Communication Technology in Education (BICTE). A self-sustaining program of school level (+2) is also in run in management separation. Likewise, one year B.Ed. program is an additional

academic program at run in the campus. Table-1 shows the summary of the academic programs running in the campus.

Table-1: Academic programs

S.N.	Program	Dat of affiliation in B.S. DD/MM/YY	Date of affiliation in AD DD/MM/YY	University
1	B.Ed. One Year	16 / 03 / 2052	06/30/1995	Tribhuvan University
2	B.Ed	25 / 03 / 2054	9/07/ 1997	Tribhuvan University
3	B.Ed. ICT	30/02/2070	13/06/2013	Tribhuvan University
4	B.A	25 / 04 / 2066	9/08/ 2009	Tribhuvan University
5	BBS	04 / 05 / 2060	21/08/ 2003	Tribhuvan University
6	B.Sc	05/01/2069	17/04/ 2012	Tribhuvan University
7	BBA	19/09/2075	3/01/ 2019	Tribhuvan University
8	M.Ed	15 / 09 / 2061	30/12/ 2004	Tribhuvan University
9	M.B.S.	01 /08/ 2066	16/11/ 2009	Tribhuvan University

2.1.4 Functional mechanism of the institution

In terms of its organizational structure, it has 'Campus Council', called '*Campus Parisad*' at the top of its management. It is the constitutional body which legislates campus statutes, formulates rules- regulations and amends them (if required) from Annual General Meetings (AGMs). Belonging to the Council is an executive body known as Campus Management Committee (CMC) which consists of 25 members as per the current campus statute to implement the decisions. There are also Audit and Appeal committees belonging to the Council in the organizational structure of the campus. The first one studies and evaluates the financial activities of the campus internally whereas 'Appeal Committee' has been assigned the judicial role in case any appeals regarding campus activities are forwarded to them. The campus management committee has also formed an 'Advisory Board' for receiving required advice in need. For monitoring and implementing the academic activities, the campus has formed an Internal Quality Assurance Committee (IQAC). For the implementation of the decision and running academic

activities on a regular basis, the campus has a comfortable set of teaching and non-teaching staff led by the Campus Chief appointed as per the provisions made in the campus statute and Tribhuvan University Act. Academic wings belonging to the Campus Chief include Assistant Campus Chiefs, Program Coordinators, and Department Heads with program director and focal persons, teaching faculties and administrative staff (called Non-teaching staff).

The campus has its own constitution prepared in line with TU which is approved by the campus council meeting. To make the tasks of the constitution more actionable, a Comprehensive Operational Guideline -2076 has been issued and made the campus functional to its wings. As provisioned in the statute and in the guidelines, the campus has formed various internal units to run the campus smoothly.

Being an academic institution, it follows norms and procedures for recruiting human resources in the forms of teaching and non-teaching staff. The recruitment process begins from the identification of the need of the teaching staff and ends to the formal recommendation of the teacher service commission and appointment after the CMC decision. Recruited as per the process there are altogether 78 teaching staff among them 47 are full timers and 31 are part timers. A weaker aspect of the human resource in teaching is that among all only one faculty is Ph.D. degree holder and just 3 faculties are M.Phil. Degree holders. Out of three M.Phil. holders, one is part-timer as well as a female. It is seen that there are two Bachelor's degree holder teaching staff in the technical sector, teaching computers. They are appointed as per the recruitment procedure of the campus. Likewise, there are 16 non-teaching staff in the campus among them 1 is *dalit* but remaining 14 are from other communities. Looking at the regional profile of the students enrolled in the campus, it is seen that 1175 students at Bachelor's level and 208 at Master's level are from Morang district itself whereas 324 at Bachelor's and 99 at Master's level students are from other districts. In the same way, it is found that 1684 students were enrolled in the academic year 2075 but the number was 1806 in 2074. The number came to be 1552 and 1571 in the year 2075 and 2074 respectively to appear in the examination. The dropout rate has been positively reduced from 14.95% to 8.50% in the years 2074 and 2075. From the financial perspective, the unit cost of the institution calculated is Rs. 42397.00 (of the fiscal year 2075/76).

2.1.5. Experiences of QAA and its continuance

Sukuna Multiple Campus intended to be accredited from University Grants Commission as per the criteria set by the commission. So, the campus submitted letter of intent (LoI) on 31 October, 2011 (2068/7/14) for QAA for the first time with intense desire and motivation. Passing a longer period of time in managing the documents and preparation for self-study report, SMC submitted it to the UGC on 24 January, 2014. Having received feedback from the UGC, the campus also submitted its revised SSR on 13 May, 2014. This submission gave a way for forming a Peer Review Team (PRT) team led Prof. Dr. Krishna Manandar. The team visited this campus on 23 May, 2014. Suggestions for improvements and their incorporation and bringing them into action were duly held. It provided a route for PRT field assessment scheduled between June 13-17 in 2014. The assessment team gave constructive recommendations for correcting the campus system and then a post visit was also held for the observation of the improvement. It was 12 August, 2015 (2072-04-27) UGC decided to award institutional accreditation to this campus however, a formal QAA awarding ceremony was held on 18 August, 2015 (2072-05-03). It is, perhaps, one of the most significant achievements earned in the life of the campus. At present, the quality enhancement process of the campus is being strengthened in collaboration with the UGC after the Memorandum of understanding (MoU) held between them for going hand in hand implementing the Higher Education Reform Project (HERP).

Four years have passed since its accreditation. For the second cycle of the accreditation, SMC has formally submitted its interest, namely Letter of Intent (LoI) on 3rd Mangsir, 2076.

2.1.6. Assessment approaches

Considering that quality assessment is a regular activity of the institution, Campus Management Committee (CMC) has formed a team for its internal assessment and preparation of the documents. The team consisted of 5 members as presented in Table-2:

Table-2: Self- assessment team

S.N.	Name	Designation
1	Nara Prasad Bhandari	Co-ordinator
2	Ganesh Prasad Dahal	Member
3	Basudev Dahal	Member
4	Devi Prasad Gautam	Member

5	Surya Prasad Adhikari	Member
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The team has assessed the campus data intensively and prepared a document for CMC approval and submission to the UGC for reaccreditation. The team applied the following approaches to assess the overall campus activities:

- i) Study of the principles of quality analysis
- ii) Methodological approach
 - a. Selection of the tool for analyzing an academic institution: The team decided to choose the data assessment tools developed by University Grants Commission, Nepal.
 - b. Interaction with the CMC
 - c. Interaction with the teaching and non-teaching staff
 - d. Interaction with the students
 - e. Interview with the CMC & IQAC
- iii) Finalizing tools for data analysis.
- iv) Collection of data from the campus
- v) Report writing and
- vi) Preparation and submission of the report to the CMC

2.2 Criteria-Wise Analysis

This section deals with the benchmark wise presentation of the information and critical analysis of the information in the subsections. The subsection gradually discusses of the campus policy and procedure, curricular aspect, teaching learning and evaluation, research consultancy and extension, infrastructure and learning resources, student support and guidance, information system and public information one.

2.2.1 Policy and procedure

This subsection discusses the institutional strategy for quality and its standards, its organization for quality assurance, responsibilities of individual departments, units and individuals, relationship between teaching and research in the institution, student involvement and the methods in which the policy is implemented, monitored and revised within the overall campus system.

a) Vision, mission, goals and objectives (VMGO)

Sukuna Multiple Campus is run as a TU affiliated community campus. It has adopted the fundamental policies to run its institution. So, almost all policies are in harmony with TU policies. In the line of the affiliating university, it has also proposed its vision, mission, goals and objectives (VMGO) in its Strategic Development Plan-SDP 2016-2020 (revised in 2020). It has a vision of attaining "academic excellence for civilized, advanced and a just society". The mission created to the direction of the vision is to "Offering research focused, quality-based, science and technology oriented higher education" (SDP, p. 18). The key goal of the campus is to "to prepare globally and functionally efficient as well as competitive manpower based on the university framework"(ibid.).

Following the vision, mission and goal; a number of specific objectives are set by the campus for its academic growth. Some objectives include as institutionalization ; protecting, developing and extending infrastructure ; generating, identifying and managing sources for the sustainable development ; enhancing educational quality ; developing the campus as a research centre and centre for innovation ; conducting activities for student welfare and facility; prioritizing gender sensitivity and inclusiveness ; maintaining good governance ; facilitating campus graduates for job placement ; utilizing ICT tools maximally ; counseling, guiding and providing expert service to the stakeholders; keeping records of physical , academic, economic, and institutional activities ; and making campus and students responsible to the society.

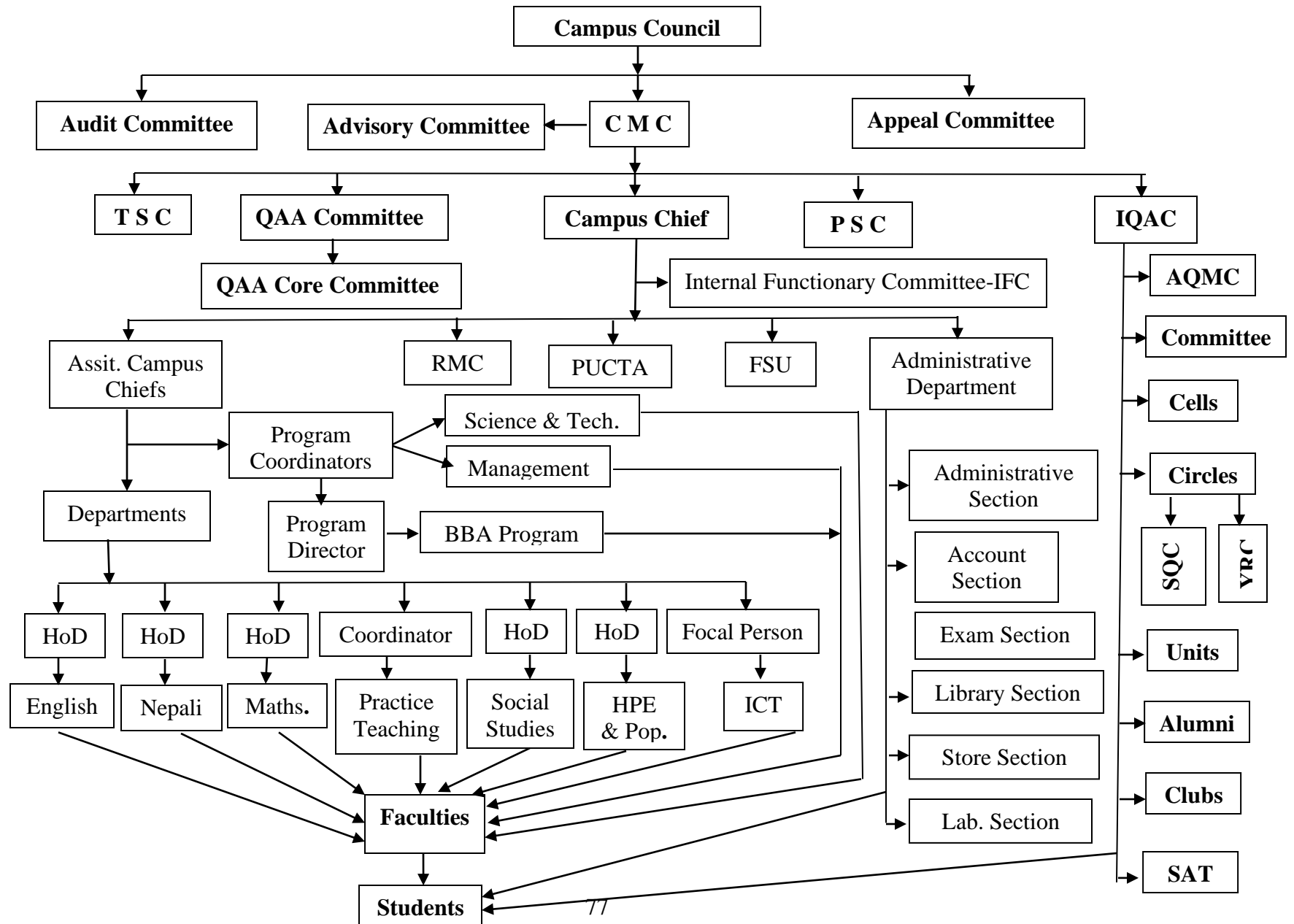
To achieve the objectives, the campus has developed a plan of making annual plan incorporating programs and strategies along with the budget allocation. Following the campus plan, each department, section, circles, units and cells make their annual plans while individual teaching staff make their teaching plans. All these plans are included and set in the annual academic calendar for the timely implementation of the programs in a systematic way.

b) Organizational structure

The campus has a typical Organogram (organizational structure) incorporating all organs and sub-organs, units, union, cells, committee, circle, association and sections which reflect all the functional institutional mechanisms. On top of all is the campus council followed by Campus Management Committee (CMC). In fact, the campus works as a system of unified body consisting of a large number of wings, i.e. a number of committees, departments, units, cells and circles are jointly working in the campus system as a team work. They are functional with a

organizational hierarchy. Such hierarchy begins from the Campus Council and ends with the teams of the faculties as departments. Such committees include advisory Committee (Ad.hoc.), Appeal Committee (Ap. C), and Authoritative Team (AT), Internal Audit Committee (IAC), Committee of Department Heads, the Internal Quality Assurance Committee (IQAC), Academic Quality Monitoring Committee (AQMC), Free Student Union (FSU), Student Quality Circle (SQC), Research Management Cell (RMC), Educational Management and Information System (EMIS) unit. The departments and sections are considered as teams to make decisions to analyze and upgrade the system. Two bodies, namely Free student Union (FSU), and Public Campus Teachers' Association (PUCTA) are also considered as connected organs of the institution which directly or indirectly support in the overall system development of the campus.

Organogram of Sukuna Multiple Campus, Sundarharaincha, Morang



c) Mechanism for quality assurance

Being an educational institution, the priority of the campus has been to enhance internal quality and to monitor it systematically. In this direction, it has formed an Internal Quality Assurance Committee (IQAC) as a top-level quality assuring mechanism within the institution. Before the formation of this committee there was Internal Quality Monitoring Committee (IQMC) to ensure the quality of the campus. The IQAC, however, represents almost all the stakeholders as per the provision made in the 'Comprehensive Operational Guidelines-2076' which addresses the objectives, JDs, tenure, working process, and other related provisions of the committee. Using the verified forms (self-appraisal and performance appraisal), the IQAC implements and evaluates the performance of the faculties and staff at the end of the academic session. Such evaluation is done based on the job responsibilities assigned to them. The results and findings derived from the analysis of the committee meetings will, in turn, be the points of feedback to the concerned staff for the overall enhancement of institutional quality.

d) Self-sustaining program and

SMC has also run a self-sustaining +2 program under the affiliation of the then Higher Secondary Education Board (now National Education Board, Nepal). This is one of the financially supporting programs of the institution which is separated from the University-based administration. Additionally, SMC has initiated to develop non-credit courses, Basics of Computer, *Professional Accounting Management* as its self- sustaining program through which its regular programs get strengthened. However, the programs are not running in the current session. Plans have been made to run them next session onward.

e) Feedback mechanism

Considering the importance of stakeholders' or community feedback for the quality enhancement of the campus, SMC has formed a 'Grievance and Feedback Management Committee (GFMC)' to receive feedback formally from the stakeholders or from the people in community. This committee receives feedbacks regularly from the stakeholders through survey of various sorts such as survey forms, face book page, telephone call, and so on. Additionally, it plans and makes a survey using a survey form developed by the campus. After collecting the feedback, the committee analyzes them in every six months and submits the report to the IQAC. To improve the campus organization and management, the institution has made a policy provision in its Strategic Plan 2016-2020 for inviting individuals and service agencies. Such agencies are requested to make a survey and report after the study of the campus concerning the organization and management.

f) Student Participation in decision making and quality assurance

Following the University Provision, SMC holds election of Free Student Union (FSU) periodically. The Union is considered as a formal committee of students to participate in the decision-making body of the campus and other activities. In particular, FSU representative is a council member in the top decision-making body of the campus itself. Likewise, FSU representative is considered as a member in the student freeship recommendation team of the campus. From the point of view of quality assurance, SMC has, further, formed Students' Quality Circle (SQC) following the Comprehensive Operational Guidelines with defined ToR & working system. By provision, the SQC coordinator is the member of IQAC in which s/he can contribute for the quality enhancement from the student perspective. Additionally, students are also involved in making plans in a number of extra-curricular activities carried out by the FSU.

g) Quality audit and research

Strategic Development Plan 2016-2020 has provisioned to carry out academic audit/s for the quality development of the campus. In this direction, the campus has also developed guiding form/s for the facilitation to the external academic auditors. Internally, Self Assessment Team (SAT) of the campus itself audits the overall performance of the campus periodically as per the assignments given to them formally. For the purpose of external auditing of the campus, auditors are appointed and they are submitting the academic audit report soon.

Realizing the significance of research along with the teaching, SMC has formally incorporated the provision of establishing Research Management Cell (RMC) in its Strategic Plan 2016-2020. Followed by the plan, the campus has developed its Comprehensive Operational Guidelines. As per the provision, a cell committee has been formed under the coordination of an experienced faculty in the campus. It is made functional in the campus with its action plan and activities. Through this cell committee the responsibility of journal publication and other research related activities are carried out in coordination with the campus administration and other departments.

Outcomes of research connected to teaching have been positively observed and analyzed by the RMC and the campus. To bring positive changes of the students and the teachers, RMC has makes annual plans to involve them in the research activities frequently. The result of the RMC activities noticed in the last few years is that teachers have positive mindset and impression towards the need of research in teaching. They have started to search alternative ways of responding the teaching problems while they are dealing with the class presentation. They have started to use search engines and journal articles if any teaching problem is raised. Students have also started submitting the term papers and survey reports following the research formats. Most of the students studying under the semester system produce term papers based on the research

and so are teachers oriented. Teachers have started using reference books for their study in addition to the textbooks. Moreover, RMC announces support for Mini-research and Rigorous research for the teachers while thesis support is announced to the students focusing on the Master's degree program of the campus as per the provision done in the annual budget.

h) SWOC analysis

Strengths

- i. The campus has its vision, mission, goals and objectives well set in the Strategic plan.
- ii. It has its own statute and comprehensive operational guidelines with specific terms of references of the functional units of the campus.
- iii. It has a sound tie up with the community.
- iv. Campus runs its academic programs making calendar and action plans.
- v. Team building is unanimous and internal mechanism is strong enough to run the institution as a united force.
- vi. Quality monitoring team IQAC and SQC are formed and functional in the campus.
- vii. Self-sustaining programs are identified and they are at run in the campus.
- viii. Programs at Campus are affiliated to only Tribhuvan University.

Weaknesses

- i. Master plan of the institution seems to have been not fully covering the long-term vision of the campus. It needs to be revised since its proposed period has been over.
- ii. Self-sustaining courses to support the regular programs are not fully implemented.
- iii. M.Phil. and Ph.D. holding teaching staff are small in number.
- iv. The practice of academic is not smoothly regularized.

Opportunity

- i. Master Plan can be made strong enough covering most of its land areas and campus prospects.
- ii. Research Management Cell (RMC) has been established and its strength can be enhanced and expanded.
- iii. Community trust and support to the institution is fabulous.
- iv. The campus can run autonomous programs.
- v. There is a good option for extending science and technology related program.
- vi. The academic programs can be harmonized with the provincial government policies to enhance academic and institutional growth.

- vii. A growing understanding among stakeholders about teaching and research can help the campus to make research work even stronger.
- viii. Non-credit courses can be strengthened in.

Challenges

- i) Student politics and political exploitation at the national and local level may interrupt the academic program uninformed.
- ii) Changing government policy for running existing academic programs such as B.Ed. can bring challenge to manage human resource, library system and student enrollment.
- iii) Organizing and addressing the speedy development of technology in the academic programs in the competitive world context is another challenge for development.
- iv) Unclear and changing vision of the affiliating university itself adds challenge to the community campus as such SMC.
- v) Chances of raising an issue of conflict by the overlap of the functional aspects of CMC vs IQAC and Student Quality Circle (SQC) vs Free Student Union (FSU).

2. 2.2 Curricular Aspects

This section revisits the institutional goals and objectives in relation to the academic programs offered to the students. It further analyses the information of SMC dealing with the status of curriculum development and the institutional status of academic flexibility and diversity of the course offered to the learners, career orientation, multi-skill development and involvement of stakeholders in curriculum update.

a) Curricular goals and its implementation

To achieve the mission of academic excellence, SMC has developed its goals and objectives which are harmonious with the goals and objectives of Tribhuvan University, Nepal. The goal of SMC is to to prepare globally and functionally efficient as well as competitive manpower based on the university framework". Likewise, principal objectives set by the institution are academic in nature and others are supportive to them. In line with those goals and objectives, SMC has set its teaching and learning programs. The academic programs are ranging from the category of general to science and technology by selection. To run those programs in a consistent way, the campus has made strategic plans, annual plans and action plans. To achieve the expected outcomes, SMC has made annual academic calendar to implement them in real time. In essence, the campus has almost followed and enriched the TU curriculum and evaluation system.

b) Academic flexibility

The campus has been running its academic programs in a planned way for addressing the issue of academic flexibility and diversity to suit different levels of learners. So, attempts have been

made to do so. Programs are run to match its time frame for student convenience in terms of the program shift. The teaching programs run in three shifts. Considering the students' job placement situation; B.A., B.Ed., B.B.S., and M.B.S. programs are run in the morning shift. Evidently, to address the students' need, M.B.S. program is recently shifted to the morning time. However, the affiliating university does not allow for credit transfer, as a result, the campus has not entertained to move the students from one stream to another with the transfer of the credit. However, a small fraction of the flexibility practiced in the campus is found that if the students are interested to move (called inter-faculty, inter-subject transference) from one program to another, s/he is allowed to re-admit to the new stream with special monetary discount in the freeship. In the same way, students can also be transferred from one section to another in case of inconvenience. Elective options are provided to the students such as population education, mathematics education, English education, health education, Nepali education and Economics education in B. Ed. Options for choosing Accountancy, Finance and Marketing like subjects are open to the students in BBS; and Marketing and Finance in MBS. In B Sc. program, students can opt for Biological and Physical group in the first, second and third year. In the fourth they are further options for selecting one the three subjects, namely Physics, chemistry and Botany.

c) Learning capacity development

Developing learning capacity of the learners is also the aim of the campus. The planned activities are basics of addressing them. In this direction, efforts are made to promote quality education with skill transfer provision through reading in the library, using reference books, journals, thesis and articles available in it. The eloquence, essay/poetry contest, audio visual aids, group discussion, presentation and course-based assignments are other means of developing learning capacity of the learners in the campus. Numerical skills are promoted through graphs, charts, bills, receipts, etc. Students' technological skills are upgraded by means of the use of e-mail writing, blogging, messaging, group creating, web-designing, programming, video making, and power point presentation. Other means of all- round development of the learners at campus are sports, debates, group assignments, exhibitions, student publication, drama performance, project work, sports, field trip, reading newspapers and presentations sanitation program, event management etc.

d) Support program and feedback mechanism

SMC is solely affiliated to TU, with no any autonomous courses. But, as an additional support program, one-year B. Ed. is offered to the students. Additionally, a credit-based academic ICT program is also run in the SMC which is technical as well as vocational in its nature. Moreover, a large number of elective courses designed by TU are also offered by SMC under the faculty of Science and Technology, Education, Management, and Humanities and Social Sciences.

Occasionally, students at campus are doing research on the issues of the appropriateness of the courses and the curriculum of Tribhuvan University (TU). Individual teachers teaching a particular subject are also analyzing the course. The analyzed courses are further presented to the external examiners by whom the messages are sent to the university course developers and evaluators. Moreover, meetings are held in the departments in which teachers submit the positive and negative aspects of the ongoing courses which are noted and submitted to the university by the teachers who participate in the meeting of the TU faculty board.

Internally, provision has been made to form a committee named 'Grievance and Feedback Management Committee (GFMC)' to obtain feedback from academic peers and employers. On the basis of the strategic plan, guidelines have been developed to run the feedback process smoothly. Using the forms, the committee carries out survey/s from the academic peers such as school teachers, and teachers of neighboring campuses. In the same way, the committee holds meeting of the employers such as bankers, cooperatives, school head teachers and many others, opinion forms are filled out and a report is prepared to submit to the campus. A round of community survey has been carried out to gain feedback from the peers and the employers and a report has been submitted to the campus.

e) Civic responsibility and extra-curricular activities

CMC has also an objective for attaining civic responsibility and personality development. For making its students responsible for the civic works, sensibility and awareness programs are frequently carried out. Students are motivated for blood donation, tree plantation, and sanitation and health awareness programs. They are participating in the activities run in the society individually and in groups and sometimes they organize such programs in their own initiation. They are also motivated to participate in social welfare and community development activities for the benefit of the society. Moreover, Extra Curricular Activities Committee (EAC) following annual calendar makes plans and carries out activities to activate the students and the teachers. Students are, even, provided opportunities to take part the activities such as sports, quiz-contest, debate, oratory, essay, poetry and other contests. Other activities include literary contest, sports, interaction program, presentation, workshops and seminars. Specifically, SMC has annual plan with provision for involving students in 'Sports Week' in which students take part in various sorts of sports throughout the week. Students are also motivated and encouraged to participate in academic and co-curricular activities, visit to historical, industrial and academic places. Incorporating plans, policy and activities, has included some moral and ethical value-based education providing activities. Social and community development activities are common in the campus. Many students and teachers teaching at SMC are active members of Junior Chamber International (JCI) and Red Cross (RC).

d) SWOC Analysis

Strengths

- i) There is a good practice of promoting all-round personality development of the learners through ECA activities, involvement of students in JCI and Red Cross.
- ii) Students are encouraged in the civic work involving them in blood donation, tree plantation, and sanitation and health awareness programs.
- iii) Opportunity of participation in Ethical value-based education is provided to the learners.
- iv) Both formal and informal mechanism for obtaining feedback are set up.
- v) Learners are facilitated for skill transfer through library reading; involving them competitive performance such as drama performance, poetry contest, visual aids, presentation; graphs, charts, video making, web designing, using ICT tools, etc.
- vi) Students are allowed to transfer from one stream to the next within campus.
- vii) Elective options are open maximally to the students remaining within the University.
- viii) Academic goals and objectives are made consistent with teaching and learning by means of program selection followed by annual plan and action plans.

Weaknesses

- i) Mechanism for obtaining feedback from academic peers is not strong enough in the institution.
- ii) There is only an informal approach in practice of providing feedback to the university curriculum.
- iii) Programs are made flexible enough as per the university provision and student convenience.
- iv) Provision of credit transfer is not permissible since the University does not allow doing so.
- v) Campus has not designed additional elective courses of its own.

Opportunities

- i. A large number of students can be benefitted if non-credit courses are run with more enforcement in the campus.
- ii. Need-based programs such as CSIT, LLB and BE can be run in the campus
- iii. Academia-industry neighborhood networking can be extended to the potential area of graduate placement.
- iv) The campus can send feedback to the University regarding the curriculum and the courses.

- vii) Campus can run autonomous programs designing the courses of its own ground reality.
- viii) Academic peers and employers can be invited formally to gain feedback more frequently and guest classes can be offered to the students in all faculties.

Challenges

- i) Sustainability of the already run programs
- ii) Making the existing program outcome more saleable in the existing market
- iii) Selection of new programs in terms of the human resources available in the campus
- iv) Implementing the fast growth of ICT change in the classroom context
- v) Setting up of laboratory and finding human resources for the running of new programs.

2.2.3. Teaching Learning and Evaluation

Sukuna Multiple Campus principally intends to develop its excellence through effective teaching-learning to its core stakeholders. It attempts to engage its students through interactive instructional techniques, further engaging them in higher order 'thinking' and investigation through the use of interviews, focused group discussions, debates, projects, presentations, experiments, internship and application of ICT (Information Communication Technology) resources. At the same time, the campus plans to carry out activities for the continuous professional development of the faculty, making them more curious, robust and research focused. The following details the campus activities in attaining in the direction of the teaching, learning and evaluation.

a) Admission process

In SMC, there is a systematic method of admitting the new graduates. The very fundamental and first step of students' eligibility for admission is the study of his/her academic certificates (mark sheet and character certificate), university/ school legitimacy and the grade points/division gained by them. This study is considered as the study of the pre-qualification for admission to the new graduates. This record analysis is done before the students are allowed to sit in the entrance test. The mandatory aspect of the campus is that an admission seeking candidate must appear and obtain minimum score in the written entrance test of the defined sorts as per the nature of the faculty and the departments. The CMAT (run by Dean's office for BBA), a campus-based entrance test for BBS, B.ED., M.ED (run by campus), B.Sc. (run by Dean's office) MBS (run by Dean's office) are tests administered before admission. The CMAT test is followed by interview and group discussion for the admission in BBA. In the same way a centralized entrance test is administered for the admission in ICTE (run by Dean's office) at bachelor's level. Those who are considered eligible for admission after the tests only get chance for admission in SMC. However, under the faculty

of management, education and Humanities and Social Sciences; entrance tests are run twice in general for the convenience of the students.

b) Learning options to the students

The students intending to study in the SMC have some options for selections. They can choose an appropriate faculty in the very beginning since there are programs under four faculties. Within the selected faculties too, they can choose subjects as per their needs and aptitudes. Within the faculty and departments too, the students can choose the major subjects with a number of options available to them. For this, any interested candidate can take prospectus from the campus free, and then they are given the admission forms in which various choices of which faculty or for which subject they prefer are open for them before they decide. After the admission, the students' abilities and aptitudes are frequently assessed by the close observation of their class performance, interaction, administering internal tests and analyzing their individual performance records.

c) Learning facilitation

Students' need of remedial and additional classes is addressed in policy and in action. Following the provision, the campus identifies and provides extra-coaching class as remedial classes for weak, needy and disadvantaged students. In addition, guest classes from the senior and excellent students in the earlier final examinations are invited and their model classes are demonstrated among students which are supportive to the students.

d) Methods and innovations in teaching

Teaching with plan is a common rule in SMC. So, each faculty is supposed to teach their respective classes making and using the teaching plan followed by individual lesson plans managing the time-frame of the campus calendar. The teaching convention at SMC was exclusively relied on the lectures and notes dictated to the students when there were no supplementing devices and materials. The convention is gradually being changed and supplemented innovative techniques:

- Lectures are also connected to the power point presentation. In the ICT classes lecture time and practical work are separated 1/1-hour ratio.
- Master's degree classes are fully supported by power point presentation.
- Master's degree classes are also supplemented by individual home assignments and group assignments.
- Science classes are supported by laboratory work by the 2/3.hour ratio.
- Classes of the faculty of education at bachelor's level are supplemented by 150 hours (a full practical class) teaching practice (Practicum).

- Project works, printed handouts, audio-video presentation, pair work, group work, field work, educational tours, practicum, thesis writing, library reading, direct studies and use of power point presentation are frequently being used in the campus.

It seems that SMC is becoming technologically sound in its own place. Over 20 classes are equipped with multimedia projectors. In fact, multimedia projectors and mobile phones have almost replaced the cassette players and radios. The campus, by the use of UGC and CMC fund, has distributed laptops to the teachers and non-teaching staffs with the help of what they are encouraged to prepare audio-visual materials and lesson plans with full utilization of the devices. So far 84 teachers and non-teaching staff have got the laptops from the campus. Interactive white boards are gradually being added in the campus. Additionally, SMC has two sorts of laboratory: a) science labs and b) computer labs. They are equipped with chemicals and equipment, computers and computer-related devices. In the labs too, audio-visual materials are prepared by the teachers and the students.

e) Contribution to the curriculum/syllabus design and improvement

SMC has no legal authority of developing its own syllabi, instead, it has to follow the curriculum prescribed by Tribhuvan University. Based on the overall TU curriculum and teaching hours, SMC has developed its own academic calendar annually. After the publication, the campus calendar is distributed to all teachers and students. The SMC calendar and TU curriculum will be the guidelines for all teachers to make their teaching plans of the respective subject areas. SMC further makes provision of extra classes if they are found difficult to complete or if students demand additional classes as per the assigned calendar.

The workload assigned to the full-time teachers is 21 periods (of 50 minutes per period) per week. Teaching days per semester allocated by the campus is 51 against the requirement of university standard of 48. At present, the ratio of full time to part time teachers in SMC is 1:0.66. Last years' percentage of classes taught by the full-time faculty is calculated days of the year.

f) Information and student evaluation process

Students in SMC are oriented to the program, evaluation system, codes of conduct and other relevant provision and requirements at the beginning of each session before commencing the classes. Even earlier, the potential applicants of the prospective programs are informed by means of prospectus, brochure notices and flexes. The evaluation methods are well communicated to the students at the beginning of the academic session through orientation program. They are informed through prospectus and first day first class presentation of the concerned teachers. They are also motivated to follow the existing terms, conditions, and evaluation provision of the campus. The evaluation scheme is stated in operation calendar and prospectus which are given

to the students during admission. They are also informed about the internal evaluation system during admission interview.

At its implementation phase of the overall evaluation of the students' performance and timely feedback providing purpose, the campus forms an 'Internal Examination Committee' which functions as per the defined roles and responsibilities stated in the comprehensive operational guidelines. Following the academic calendar, the authorized committee administers internal tests for the formative purposes. It also keeps performance records based on the curriculum aiming at providing feedback to be prepared for the final examination. Additionally, it also prepares and gives students' mark sheets with appropriate feedback to the students. This evaluation will also be a part of scholarship and freeship recommendation.

g) Faculty recruitment mechanism

Financially, teacher appointment is self-funded in SMC. By procedure, it follows a standard for the completion of the recruitment work academically. It advertises for the post on the notice board and on the website. There is a teacher service commission led by CMC member. It makes criteria for teacher selection and conducts interviews and class demonstration of the applicants. The recommended applicant is formally appointed as a teaching assistant by the campus chief after the CMC approval of the recommendation. In the last two years 6 teaching faculties are recruited in the campus following this procedure. CMC occasionally provides flexible authority to the campus chief to take decision and appoint ad-hoc teaching staff but the staff has to follow all the appointment procedure if s/he has to get appointed after the vacancy is opened again. But, there are not any ad hoc teachers working in the campus.

h) Faculty development

Teachers' professional development is a key component of any academic institution. To promote this aspect, SMC has facilitated to its teachers providing them unpaid leaves if they participate in the professional development activities. The campus also organizes and conducts workshops, disseminations, seminars, interactions and orientation programs time and again. For the organization of such programs, the campus has managed budget in its annual budget program. To support the faculty, the campus also invites guest experts from other colleges, central department of TU and occasionally from abroad to conduct workshops and seminar on various issues. The campus also organizes such programs using the experts available in the campus itself. Likewise, the campus encourages its faculties to participate in national and international seminar, conference and workshops held in other places. In spite of the positive encouragement of the campus, only a small number of teachers have participated in the seminars and

conferences. They have organized few such programs at campus compared to the campus expectation. By number, 42 teaching staff attended in the faculty development programs in the last two years in which 18 attended in the programs as resource persons of various levels.

The campus has a provision of evaluating the performance of teaching faculty and non-teaching staff through formal procedure. They are given self-appraisal forms which are filled out and submitted to the respective departments to their immediate heads in the given duration mentioned in the campus calendar. This provision has been clearly stated in the strategic plan, too. Essentially, the areas of self-appraisal to be completed are focusing on teaching, research, publication, outreach and extension activities. The institution also uses teacher performance appraisal form for the proper evaluation of its faculty. Moreover, the campus chief, assistant campus chiefs and head of the departments have developed a note taking system in the diary to provide feedback to the teaching faculty and non-teaching staff for the overall teaching learning development of the faculty. Analyzing the information and feedback, the IQAC develops reports and tables them in the CMC meeting to address the issues raised by the stakeholders as well.

i) SWOC analysis

Strengths

- i) System of admitting new graduates has been developed by early notice.
- ii) New graduates are oriented about the courses and evaluation system in advance.
- iii) Prospectus and calendar -based teaching and learning activities are carried out.
- iv) Teaching and learning is carried out using teaching annual plans and teaching plans.
- v) Systems are developed by the application of test methods and the appraisal methods respectively.
- vi) Coaching classes are offered to the weak students.
- vii) Most of the classrooms are facilitated by MM projectors with the backup of the CC camaras.

Weaknesses

- i) Diary notes are not totally replaced by the power point slides projecting through MM projecting devices.
- ii) Admission time has not been well standardized in the faculties of humanities and education. Entrance tests are administered twice. Admission time has not been well managed in all faculties which has hampered to have exact number of enrolled students in time.
- ii) Teaching with power point slides is not always feasible to the technologically deprived students from their regular access. So, all students are not benefitting from the

electronic devices used in the classrooms.

- iii) Supportive reading materials are not well facilitated to the students
- iv) Student attendance is not fully recorded in all departments and sections
- v) Interactive board is not used in the class delivery purpose
- vi) AV materials are less in number and use these days.
- vii) International linkage in teaching and research is still weak
- viii) Seminars/ workshop/ conferences are not adequately organized by the institution
- iv) Remedial courses are not separately designed and implemented.

Opportunities

- i) Admission procedure can be made considerably strict and standard so as to run classes from the right time of the session.
- ii) Remedial courses can be designed and implemented
- iii) Students can be supplemented by the free photocopier facilities and free internet zone in the computer centers.
- iv) SMC can be in the position as a centre for learning with a provincial status.
- v) National and international conferences, seminars and workshops can be organized in the institutional initiation.
- vi) Quota based graduate admission can be implemented on the one hand and commitment-based strategy can be applied to minimize student dropouts.

Challenges

- i) Individual and community pressure for admitting students in the limited quota will be high.
- ii) Updating and recruiting human resource viable enough to fit in the changing world context has been a campus concern.
- iii) Establishing an international linkage and inviting international students has come to be challenge from the outset of the campus.
- iv) A considerable percentage of student drop out and its effect in budget and achievement has been a concern for all.

2.2.4. Research, Consultancy and Extension

Sukuna Multiple Campus has initiated for setting its base in the area of research, consultancy and extension activities. These initial policies and practices have given slow moving outcomes of the institution in general than it is expected. However, the direction is found noticeably positive. Institutional attempts are made to facilitate and promote a research culture. Campus as a social institution has its responsibility to enable faculty to undertake research projects useful to

the society. This aspect is gradually being emphasized. Small steps are taken to serve the community through extension services. A Placement, Outreach and Extension Committee' with defined responsibilities as mentioned in the Comprehensive Operational Guidelines for the conduction of the activities. The committee chair designated for the work at campus is a senior CMC member at present.

Recently, the campus has started to do some outreach activities, e.g. distributing warm clothes and books to the students coming from the marginalized, poor, and dalit community in Chandeswori Basic School located in Sundarharaincha-10, Morang. For this provision a small-scale fund of Rs.1, 00,000/- has been allocated in the budget book of the fiscal year 2076/77. Policy provision in the strategic plan has also been made for encouraging students and teachers to participate in the extension activities. Some evaluative tools are also set for the encouragement of the students and teachers if they initiate or take part in such activities. Appraisal methods are made stronger incorporating this component in the forms.

Other activities carried out jointly by the committees include community development program, health and hygiene awareness program, blood donation program, and environment awareness program in the year 2075/076.

In the similar way, the institution has taken steps to work with extension and consultancy service activities along with NGOs and GOs, such as NELTA Morang, Red Cross Society Morang, the UGC, and Indrapur JCI. MoUs have been held with some schools (Tenderfeet School, Shiksha Sandesh School) NELTA, Morang and Inrapur JCI to work jointly and to exchange expert services.

a) Research promotion

The campus has developed a system for allocating fund for research in the recurring budget every year. The latest allocation of the budget for research has reached to Rs. 500000/-. To mention, in the last three years, the research budget allocated by the institution for teachers and students is 0.44 % in 2074/75, 0.45% in 2075/76 and 0.46 % in 2076/77 of the total recurrent budget. However, the utilization of the budget by the teachers and the students is found weak.

The policy and procedural for facilitating research show that students of Bachelor and Master Level are provided financial support are for regular research, education tours as well as field study. For regular research, principally the PG students' proposals are evaluated by which each student is provided Rs.4000/- to 10 students in a year. For these Rs 80,000/- has been allocated in the budget in the fiscal year 2076/77. For tours and projects, the participants are supposed to present the plan on the basis of what they are funded with the condition to submit the project reports to the RMC. Such students may not necessarily be the PG students. The faculties are also provided financial support and leave facilities for the further M Phil study for twelve months.

However, this facility given is limited to 2 faculties in a fiscal year. For Ph D study, a certain amount in the form of incentive is provided to encourage the faculties using the research fund allocated in the budget as per the decision of the campus management committee but study leaves will not be given to them formally. However, special adjustment in the workload will be made to the faculty if they are doing PhD from an authorized university.

b) Student -teacher engagement in research

Students and teachers are encouraged and asked to get involved time and again in the research orientation, research methodology training, academic paper presentation, participation in national and international conference, organizing conference and becoming members of research related professional organization like NELTA, EPMAN, IATEF and many others. A positive atmosphere is created providing unpaid leaves and routine adjustment in such occasions if they have to go away from the campus. It is also found that teachers are engaged in in-institution and curriculum requirement related research activities. More than 50% teachers are engaged in such researches.

All teachers teaching at Master's level are thesis supervisors, i.e. they are guiding Master's level thesis scholars, i.e. PG students. Teachers teaching at bachelor's level are guiding their students involving them in ample amount of research activities. Additionally, survey, project activities, internships are common at Master's and Bachelor's level under the faculty of Management- BBS, BBA and- Science in which both students and teachers are found engaged to accomplish research work. In such project works teachers guide students focusing on research component. Students studying under the faculty of education take part in practice teaching or practicum work at Bachelor's level in which they are producing research-based documents such as case study and school reports. They are frequently being guided by the teachers. About 15-20 percent teachers are also involved in publishing articles in the journal. SMC publishes its own journal in which articles are being published in it. About 10 percent teachers are publishing their creative arts in various sorts of publication.

Focus is also being given for publishing research journals. For this to develop, the campus has allocated research fund in its annual budget. So far, two volumes of research journals, namely, 'Academic Expedition' (2015, Vol-1) 'Academic Journal of Sukuna (AJOS)-2017 Vol-2 (Issue-1)' have been published by the Research Management Cell and another one, namely 'Sukuna Saurav' has been published by the public campus teachers' association. Using the campus fund and the fund generated by the department, a journal namely, 'Sangyan'- 2073 (Vol. 1, Issue.1) has also been published by the Nepali department. Presently, a third volume-to be a referred journal, is in the publication pipeline. In addition to the journals, SMC publishes annual reports regularly and a *mukhpatra* entitled, 'Sukuna Sandesh' twice a year.

c) SWOC analysis

Strengths

- i. Campus has established a trend of allocating research budget in its annual budget plan.
- ii. Support provision for Mini-research and rigorous research has been done.
- iii. Research support is also provisioned to the PG students.
- iv. Research management cell (RMC) is set up and functional in the campus.
- v. Teaching faculties are encouraged for further study providing paid leaves, seed money and routine adjustment to them.
- vi. Campus is allocating budget for research publishing is publishing research journals.
- vii. Faculties are participating in the research related workshops, seminars, and conferences in the national and international level.
- viii. Consultancy, placement and outreach services are offered to the concerned stakeholders.

b) Weakness

- i. Only a small number of faculties are found engaged in research activities in terms of the research budget utilization.
- ii. National and international linkages established for teaching and/or research.
- iii. Faculty development program of the institution is insufficient for the requirement of the further study.
- iv. Small number of PhD and M. Phil degree holders is recruited in the campus.
- v. No M. Phil. and PhD level programs are running in the campus.
- vi. National and international linkages are not established for teaching and/or research.
- vii. Consultancy, placement, extension service are weakly operated.
- viii. Involvement in research projects
- ix. No research projects are running funded by external agencies
- x. No good formal linkage of SMC with NGOs and GOs
- xi. Research publications are small in number

c) Opportunities

- i. Extending RMC activities, campus can be stood as a prominent research centre in the province and in the nation.
- ii. Roster research scholars can be pooled to provide research service.
- iii. Research beneficiaries can utilize this campus for research activities in the form of research access.
- iv. Teaching can be oriented to the research findings.
- v. Consultancy services can be extended to the larger community.

- vi. Institutional research activities can be extended to the PG students.
- vii. Institutional research attempts for doing a large-scale research in collaborating with the NGOs and the local governments can generate source for the campus.
- viii. Feeder's schools and colleges can utilize the research service available in the campus. It can increase trust towards the institution.

d) Challenges

- i. Convincing atmosphere for the stability of research scholars
- ii. Investment in the research activities
- iii. Community trust towards research results
- iv. Research culture continuation and its upgrade
- v. Researchers' dissatisfaction towards institutional approach

2.2.5 Infrastructure and Learning Resources

This criterion concerns the management of physical infrastructure to run academic and other activities on the one hand and learning resources available to students on the other. The campus has set a definite framework for the development of these aspects through the formation of plans, policies and guidelines. Some committees have been formed and assigned responsibilities for the execution of activities as directed by these documents. The Comprehensive Master Plan outlines a vision of the campus regarding construction and use of infrastructure to keep pace with the future academic growth. The Strategic Development Plan 2016-2020, The Comprehensive Operational Guideline of SMC, and annual action plans of the functional committees provide with supportive documents. SMC ensures pleasing learning environment by offering well equipped laboratories, automated library with sufficient reading resources, Internet access, and computer aided learning through computer centers.

a. Availability and utilization of infrastructure

The campus has carefully developed the infrastructure in response to the academic needs. It offers modern concrete buildings with spacious classrooms, most of which are equipped with multimedia projectors and CC cameras. Spacious, air conditioned and well-furnished conference hall fulfils the purpose of workshops, seminars and guest lectures. Moreover, the campus provides with spacious playground, volleyball, basketball and table tennis courts with the availability of playing devices and equipment. With proper allocation of budget, Maintenance Committee is made responsible for ensuring regular maintenance of available infrastructure. The campus has its convention of doing maintenance activities through construction committee led by CMC member or as appointed by the CMC committee meeting. The activities of this committee are carefully monitored by IQAC, which provides suggestions to CMC for further

actions related to infrastructure development. The campus has ensured the maximum utilization of its infrastructure by running academic programs in morning, afternoon and evening shifts. Some external agencies are using the infrastructure and academic facilities of the campus whereas the Nature Club conducts activities related to the cleanliness of the outer spaces of the campus.

b. Learning resources

Students and teachers have a wide range of options for learning resources. Students of some academic programs have access to computer and science labs. The labs are regularly maintained and updated. In order to assure computer aided learning, computer centers have been conveniently set up in some departments. Eighty-four (84) teachers and non-teaching staff have been provided with laptops for preparation, and all departments have been equipped with desktop computers along with the printers. Installation of CC cameras in classrooms and focal areas has ensured security, and installation of intercom has facilitated effective and prompt communication between administration and sections.

c. Health and sanitation

The campus provides a mechanism and a section with a separate room to provide health service and physical development of students. In addition to providing emergency service for illness and injury, the First Aid Unit organizes programs such as blood donations, first aid training and programs related to health awareness. For drinking water, sufficient water outlets are available to provide fresh water supplied from water chiller. Toilets and urinals are maintained with regular cleaning and care.

d. Library facilities

The campus is still struggling to meet the anticipated standards of a good library. Although the reading resources are fully automated, the students have open access for borrowing and reading books in the library. Moreover, the library lacks sufficient academic journals from the international level. Still library has not been able to make depository section of a separate kind. However, it provides sufficient working hours assuring all the students' access to reading materials 12 hours a day. With the basic sections established, the campus is planning to add more materials in the main library. Every year budget has been allocated for adding reading materials. Plans have been formulated to set up departmental libraries. The immediate action being undertaken for the library enhancement is that it will be opened even in the holidays so as to provide opportunity to the busy class goers and to the students who could not study in the busy days of the weeks.

e. SWOC Analysis

Strengths

- i. The campus offers strong infrastructure for conducting academic programs and sports related activities.
- ii. All the infrastructural activities are guided by well documented plans and guidelines.
- iii. Educational programs have been smoothly run with support facilities such as resourceful library, spacious seminar hall and well-equipped laboratory.
- iv. Maximum utilization of infrastructure has been ensured by running educational programs from the morning to the evening.
- v. The computer and science labs are open throughout campus time. It will be open in holidays.
- vi. 24-hour internet facility is available to teachers and students. Most classrooms are equipped with multimedia facilities and CC cameras.
- vii. First aid service is available to all the teachers, staff and students during emergency.
- viii. There is a good provision for fresh and safe drinking water and well-maintained toilets.
- ix. With the automated library, students have been getting faster service.

Weaknesses

- i. The campus has yet to develop a new master plan with definite vision regarding the construction and use of infrastructure to keep pace with future academic needs.
- ii. Computer facilities are available only to ICT and BBA students.
- iii. Computer aided learning facility has started through computer centers, but this is not as effective as anticipated, because few students have been using this facility.
- iv. Internet facilities are available to all the students, but it is not easily accessible. They can use it only from library, which is not spacious enough to occupy all enthusiastic students.
- v. Hostel facility is not available to students.
- vi. Medals, certificates and occasional freeships are not enough to keep outstanding sports champions in a specific way.
- vii. The library does not have required number of reference books. The e-library is not effectively run.
- viii. The number of staff is not sufficient in the library.
- ix. The reading room is not spacious enough to provide service to all students from a class during leisure time.
- x. The outstanding sports persons do not seem highly motivated due to its limited support service available in the campus.

Opportunities

- i. Computer facility can be made available to the students by conducting non-credit course on ICT and extending facility of computer centre.
- ii. Classrooms can be equipped with multimedia facilities
- iii. With the First Aid Unit set up to provide emergency health service to students, the campus has an opportunity to provide quality health service by recruiting a skillful health practitioner.
- iv. The spacious playground can be used as the source of income by letting external agencies utilize it during long vacations.
- v. Comprehensive Master Plan of SMC has paved the way for the construction of a hostel building. With the hostel facility provided there is an opportunity to attract more students from far-flung areas.
- vi. The library service can be made even more effective, being an outstanding service provider compared to other institution since it has set up its baseline for its excellence.
- vii. Extending First Aid service, medical related technical areas of study can be run in the campus.

Challenges

- i. The CC cameras have been installed in most of the classrooms, and with this all the activities in the classrooms are under the surveillance of campus administration. This could result to invasion of students' and teachers' private interaction zone.
- ii. The campus has provided an exam center to Purwanchal University. Frequent exams could hamper regular classes.
- iii. There is a challenge in finding a strong mechanism to support sports champions.
- iv. Making available human resources up-to- date in the modern and digital era.
- v. Running First Aid service without appointing any certificated medical practitioner is a pin pointing challenge to the campus.

2.2.6 Student Support and Guidance

This criterion primarily focuses on the analysis of programs and activities conducted at the campus to support as information, guidance and counseling to students apart from the regular teaching activities. The campus aims to provide regular, on-campus support and guidance facilities to students focusing on their social, emotional, spiritual and behavioral problems and to enable them to face challenges during their studies. For this purpose, the campus has developed a mechanism to carry out both academic and non-academic activities support to the students. For this purpose, some committees have been formed and assigned responsibilities

a. Enrollment, dropout, progression to further studies and employment

From the record it is found that 90.16 % students are appearing in the examination. In this situation, the dropout rate is calculated 7.83%. 291 students of the campus have gained prominent position in various sectors. The study of employed graduates in various organizations shows that the number of students who have passed different examinations is gradually increasing. As per the campus record, 456 have passed different examinations for the government position among them 16 graduates have passed in Nepal Civil Service Examinations whereas no graduates have passed in the international examination.

b. Publications for student information

As part of student information, the Publication Committee has been assigned responsibility to publish campus prospectus, bulletins and reports including information about academic programs, courses and campus activities. The campus prospectus is published annually to provide information about campus vision, mission, programs, campus features, eligibility criteria for admission, admission process, course structure, teaching and non-teaching staff, and persons to contact in the campus. The campus bulletin '*Sukuna Sandesh*' includes information about activities conducted at the campus.

c. Placement and Counseling

In the campus, a Placement and Counseling has been established. It has been providing with academic, career and psychological counseling to students regularly. Academic counseling is provided on student demand, and it concerns programs and courses, timetables, assessments, thesis writing and project work. Students have an opportunity to make their study plans, goal setting and learning strategies. Psychological counseling is provided in confidential setting to help students deal with student stress, anxiety, aggression and misbehavior. Career counseling includes helping students to choose appropriate courses and programs at the beginning of their study programs, and finding appropriate career at the end. The cell also networks, interacts and builds up relations with the potential recruiters.

d. Financial support to the students

The campus offers some schemes related to financial aids to support students. For the purpose of freeship and scholarship distribution, Free Sheep Distribution and Scholarship Distribution Committees are in operation. These aids are provided by the government, campus's own internal source and other institutions. As part of government support, Students Financial Assistance Fund Development Board (SFAFDB) has been providing scholarship to economically weak and meritorious students with the campus recommendations. Similarly, the performance grants received from UGC is also used to provide scholarships to students. 20% of

the performance grants is deposited in an account and the interest from the grants is given to the students based on the scholarship guidelines. Likewise, many non-profit and private institutions such as cooperatives and banks have been providing scholarships to students through endowment funds. Individual and agencies have also created student support fund by which the interest is being used for student support. Students are also supported with final exam-based scholarship, entrance-test based scholarship and BBA specific scholarship to the students.

e. Recreational and leisure time activities

Students have a number of options for recreational and leisure time activities. These activities are conducted by Extracurricular Activities Committee (EAC) and Nature Club. Every year the committee organizes sports week in which a number of sporting events are held. The events include both outdoor games (football, cricket, volleyball, basketball and athletics) and indoor games (table tennis and chess). The activities conducted by Nature Club include sanitation, plantation and community awareness programs). Moreover, EAC also conducts communication activities such as drama, debate, oratory and discussion and cultural programs. In addition to these activities, some student groups are active in publishing wall magazines, co-curricular activities, literary contests, blood donations and so on.

f. Extended Activities

Alumni Association of Sukuna has been formed. It has been made functional by policy provision in the Comprehensive Operational Guidelines of the campus. Moreover, it has developed its by law and attempting to hold creative activities for the benefit of the pass out graduates and for bringing them close to the campus and its activities.

The Strategic Development Plan 2016-2020 has attempted to address support mechanism for international students, but no such students have been enrolled to any program so far. Likewise, specific guidelines are not announced for the facilities to such students.

h. SWOC analysis

Strengths

- i. The campus has a strong mechanism for student support through information, placement, financial aid and counseling services.
- ii. The campus has developed transparent policy and eligibility criteria for student admission, which are make clear through prospectus, website and notices. The updated prospectus is published regularly.
- iii. The alumni have held to several prominent positions related to teaching, administration, management, politics and security service.
- iv. The number of graduates employed through civil service examinations is increasing in the recent years.

- v. Students have been offered numerous financial aid services from the government, campus's internal source and other agencies.
- vi. As most of the scholarships have been distributed through endowment funds, the campus has found a permanent source for scholarship schemes.
- vii. Students are provided with counseling and placement services.
- viii. For leisure time and recreational activities, the campus offers multitude of options such as outdoor games, indoor games, drama, oratory, debate group discussion and cultural programs.

Weaknesses

- i. The dropout rate of students is alarmingly high.
- ii. A large number of bachelor's degree graduates have been pursuing further studies at SMC, but because of the lack of manpower the campus has not been able to plan for conducting MPhil and PhD programs.
- iii. The campus has no record of students working in international firms and agencies.
- iv. Limited number of students has got employment through the Placement Cell.
- v. The number of self- employed graduates is restricted though it has slightly increased in the recent years.
- vi. Scholarship schemes are not available to students having excellent sports performance.
- vii. Academic and personal counseling activities are not systematically documented.
- viii. The campus has not been able to attract internal students. Support services are also not available to them.

Opportunities

- i. As the number of supporters for scholarship schemes is increasing, there is an opportunity for attracting more students and improving enrollment as well as examination results.
- ii. With the Placement Cell established, more employment opportunities can be found, and employability of the graduates can be maximized.
- iii. The number of alumni holding prominent positions is increasing. The campus can grab more opportunities through various activities of the alumni, especially in graduates' placement and guidance.
- iv. The campus can make optimum utilization of the alumni's knowledge for its welfare.

Challenges

- i. A large number of students are leaving campus due to high unemployment in the country, opportunities for studies in foreign universities, economic condition and many other factors. This could pose a huge challenge in minimizing dropout rate of students.
- ii. Although the Placement Cell has been trying to find employment opportunities, all the graduates are unlikely to get placement through this cell. Students may develop tendency to depend the cell on the Placement Cell for employment, and those who remain unemployed may have negative impression towards campus.

2.2.7 Information Systems

Under this criterion, we attempt to analyze the institutional arrangement for managing information system. SMC has set a reasonable mechanism to collect, process, and manage data through education management information systems (EMIS).

a. Information management system at SMC

SMC has formed an EMIS Unit for collection, compilation analysis and publication of information for management of the academic programs and other activities. The unit uses 'Shiksha' software to record, process and analyze the information obtained from different departments and sections. The Unit analyzes information under some criteria such as Students' personal information; enrollment, dropout and examination appearance rates; result analysis and progress; and library use and resources available at the campus. Although the analysis has included core areas of the information system, it has yet to cover some non-academic information. The analyzed data are published in annual EMIS report and uploaded in the campus website to make the information accessible to the public. The campus bulletin '*Sukuna Sandesh*' published by the Publication Committee also incorporates some information related to campus data. The data are also presented in the annual progress report and in '*Campus Pratibedan*' (published during council meeting) submitted to the Council Meeting.

c. Feedback on information system

Through the Grievance and Feedback Management Committee (GFMC), EMIS Unit obtains feedback on the published information. Feedback is collected through meetings, grievance collection box, email and social networking sites. EMIS Unit also has a plan to carry out impact analysis of its published information, but no such task has been accomplished so far. When such analysis is available, the campus will be able to see the effectiveness of information system for its academic reform.

d. SWOC analysis

Strengths

- i. The campus has formed the EMIS Unit to make systematic management of information.
- ii. Responsibility is given to a team of teaching and non-teaching faculty to serve voluntarily.
- iii. The campus uses EMIS software to apply integrated information management system to collect, analyze and publish information.
- iv. The EMIS report is published annually, so that the stakeholders can have regular access of the campus information.
- v. All the stakeholders have easy access to the EMIS report through campus website.
- vi. The campus collects feedback related to information system.

Weaknesses

- i. The EMIS Report has not yet made a comprehensive coverage of the information obtained by the unit. It is also not well formalized in the publication of the report.
- ii. The methods of analyzing information have not yet been clearly defined.
- iii. The impact analysis of information system has not been carried out so far. Without this, the campus has not been able to make an exhaustive review of how effective the system has been.
- iv. A full-time information officer is not appointed to handle the EMIS section.
- v. Data entry and its processing system is not quite satisfactory.

Opportunities

- i. Data entry can be made even more sophisticated by a close study of the present EMIS system.
- ii. All sections and its integration can be done for proper functioning of the Unit.
- iii. Through the use of software in EMIS system, time and effort required to manage information can be minimized.
- iv. With the use of integrated information system, all required information can be obtained from the same location.
- v. There is an opportunity to make information more systematic through the use of EMIS software.
- vi. Using the EMIS software, there is an opportunity to keep a comprehensive record of students' progress.

Challenges

- i. The integrated information system and related publications require academically competent and technologically sound human resources.
- ii. The practice of making information open to the stakeholders may lead to unauthorized access of sensitive information, which could pose a great challenge in security of information.

2.2.8 Public Information

Realizing the importance of stakeholder's access to information, Sukuna Multiple Campus has formed the Public Information Cell (PIC) to publish a range of information, and make it open to the public.

a. Publications and Feedback on publications

PIC publishes academic, administrative and financial information with special focus on the academic activities. The information related to these activities is published in campus bulletin 'Sukuna Sandesh', prospectus, annual report submitted to the Campus Council Meetings, newspapers, notice board and campus website. The annual report and prospectus are published every year, and Sukuna Sandesh is published every six months. Publications on newspapers and magazines appear occasionally.

PIC regularly obtains feedback on its public information through the Grievance and Feedback Management Committee (GFMC), which conducts surveys and collects responses through meetings, grievance collection box, email and social networking sites. However, the suggestions obtained from stakeholders have not been seriously followed so far. PIC's plan to carry out impact analysis of the public information practice has not been concretized so far. Yet, it is estimated that the impact of public information practice is positive because enrollment of students and result in annual examinations have improved in the recent years.

b) SWOC analysis

Strengths

- i. The campus has formed a Public Information Cell (PIC)
- ii. PIC actively makes information open to stakeholders.
- iii. Publications include academic, administrative and financial information.
- iv. Information appears in more than one publication.
- v. Information related to campus is available in the campus website. This has ensured stakeholders' greater access to campus information.
- vi. Public information practice has helped to improve academic quality of the campus.

Weaknesses

- i. The feedback obtained on published information has not been seriously considered for institutional reform.
- ii. PIC has not been able to carry out Impact analysis of the public information practice so far.

Opportunities

- i. Through public information practice, the campus has an opportunity to make the updated information more accessible to public.
- ii. By means of information practice, the campus has an opportunity to get substantial public support in the institutional development of the campus.

Challenges

- i. The systematic public information practice might appear costly in terms of human resource and money.
- ii. Unified form of publication system has been a challenge.
- iii. Handling public information, analysis, use of the information and reflective practice of the information are still challenging for campus system automation.

PART III: COMPARATIVE STUDY OF 1ST AND 2ND ACCREDITATION

Sukuna Multiple Campus was institutionally accredited by University Grants Commission, Nepal on 12 August, 2015 (2072-04-27). The accreditation has been considered as one of the most significant achievements earned in the campus history. Moreover, it has been a great encouragement for all stakeholders to proceed further following the quality indicators suggested during QAA process. At this movement the campus is at the gate of being assessed for the second cycle accreditation. So, it is useful to review itself comparing the status of the first cycle accreditation and the second.

3.1. Quality assessment of the campus after the first cycle accreditation

The campus progress after the first cycle of accreditation has been studied and assessed in terms of the following indicators:

Student Enrollment

Academic programs

Physical infrastructure

Student graduation

Pass rate of the students

Teaching pedagogy

Critical review

3.2 Improvement in Student Enrollment

In SMC the enrollment status has been improved since the first cycle accreditation. The following figure presented in Table-1 shows a glimpse of the progression in this aspect:

Table-1: Student Enrollment Progress

S.N.	Year	Student Enrollment in SMC in the Last Three Years				
		Total	M	F	EDJ	Dalit
1	2072/73	1371	565	806	103	30
2	2073/74	1491	666	825	173	50
3	2074/75	1853	811	1042	155	50
4	2075/76	1971	769	1202	75	61

From this figure it can be observed that in the academic year 2072/73, the total number of students enrolled in the campus was 1371 but it has been gradually increasing and reached to 1971 in 2075/76.

3.3 Academic Programs

Academic programs have been extended after the accreditation. New programs are added and they are gradually making progress. The status of the academic programs has been compared with the help of the study of Table-2:

Table-2: Academic Programs in 2072 and 2076

Programs in 2072	Programs in 2076
B.Ed. One Year	B.Ed. One Year
B.Ed. Three Years	B.Ed. Four Years
B.A. Three Years	B.A. Three Years
BBS Three Years	BBS Four Years
M.Ed (Annual)	M.Ed (Semester-based)
M.B.S. (Annual)	M.B.S. (Semester-based)
B.Sc	B.Sc Four Years
B.Ed. ICT	B.Ed. ICT
--	BBA (Semester-based)

3.4 Physical Infrastructure

The physical infrastructure of the campus has been significantly improved during and after the 1st cycle accreditation of the institution. The much more focus is being given to the technological support to the teaching and non-teaching staff. Likewise, the facilities to students in the classrooms are highly improved. Construction of the RCC building for canteen, providing filtered drinking water to all the students and making rooms more comfortable with the air-conditional and fans set ups are significant to mention. Table-3 gives the glimpse of the physical infrastructure of the campus in a comparative manner:

Table-3: Comparative study of physical infrastructure of SMC in 2072 and 2076

S.N.	Physical infrastructure in 2072	Physical infrastructure in 2076
1	Main (Teaching) Building (Three storeyed)	Main (Teaching) Building (Three storeyed)
2	Science Building (Two storeyed)	Science Building (Three storeyed)
3	Administrative Building comprising library (Two storeyed)	Administrative Building comprising library (Three storeyed)
4	Free student Union's Building (One storeyed)	Free student Union's Building (One storeyed)
5	Tin-roofed canteen	RCC made-canteen
6	Tin-roofed Motor-cycle and Bicycle Stand (Two sheds)	Tin-roofed Motor-cycle and Bicycle Stand (Two sheds)
7	Toilet Blocks for both Ladies and Gents attached to main building and science building	Toilet Blocks for both Ladies and Gents attached to each building.
8	Power Back-up Generator with 5 KVA (Manual)	2 Set Generators (20 KVA+ 62.5 KVA) (Automatic Silent)
9	Inverter (UPS) with 3.5 KVA for Power Back-up	Invertor (UPS) with 7.5 KVA
10	Seven plastic Poly Tanks for drinking Water	Water from poly tanks used only for toilets
11	Six Tube-well	Five tube wells cum water filtered chilling centre for drinking water
12	No fans in the reading rooms	Fans in all rooms and air-conditioned rooms for specific classes and in the program hall
13	Small program hall with plastic chairs	Two large program halls with advanced chairs and furnishing facilities, multimedia set up

3.5 Graduation trend

Student graduation of the campus can be studied by the observation of the number of graduates who took certificates from the campus in a year. **Table- 4 deals** with the aggregated graduates who have taken certificates from the campus in the last four years (since 1st cycle accreditation).

Table- 4: Graduation trend in SMC

Year	Aggregated Graduate List of the Last Four Years					
	Total Graduates	Male	Female Graduates	Educationally Disadvantaged Graduates		
				Educationally Disadvantaged Janajatis	Dalits	Masheshi
2015 (2072)	192	108	84	18	6	-
2016 (2073)	262	164	98	10	1	19
2017 (2074)	226	121	105	23	2	7
2018 (2075)	246	117	129	9	4	26

3.6 Pass Rate

To study the pass rate of the students in terms of the final examination appeared, the percentage of progression is seen negligible. However, a small-scale progress is marked as its improvement in the latest year. Table-5 shows the figure of the pass rate status:

Table-5: Student pass rate in the final examination

Year	Student appeared in the examination	Number of students passed	Pass rate
2072/73	1338	386	28.84
2073/74	1579	451	28.56
2074/75	1571	448	28.51
2075/76	1552	469	30.21

(Source: Annual progress reports and examination section of the campus)

3.7. Educational Pedagogy

Pedagogy is concerned with methods of instruction or techniques of teaching. **It** is the study of how knowledge and skills are exchanged in an **educational** context, and it considers the interactions that take place during learning. **Pedagogies have great influence in the performance of the learners. It is good to be sound pedagogically if we expect good results of the the students.** With the changes being taken place in the world context, we are also attempting to move ahead. Attempts have been made to bring a gradual shift in the traditional pedagogy. The methodological changes can be found in the use of modern technological equipment, which have backed up the teaching methodology, i.e. in the delivery of the lessons. To mention, at present, over 50% teachers are enabled to use modern technological equipment in

their respective classes. Some typical features of the educational pedagogy run at present include the following:

- a) **Teaching with technology tools:** Most of the class delivery is being carried out using multimedia projectors along with the use of laptop computers. So far, all classes of the ICT and most of the classes of Master's level are run by the teachers using the multimedia technology. Many classes at Bachelor's level are also running by the use of computer and multimedia technology.
- b) **Towards interactive boards:** In the classes of the campuses there are no blackboards these days. They are totally replaced by the whiteboards, interactive boards and the multimedia technology use.
- c) **Decrement in the dictated notes during lecture hours:** In the teaching learning activities conventional techniques of supplying dictated notes to the students have been minimized during lecture hours.
- d) **Project and assignment-based activities in the semester system:** As per the nature of the course students are frequently involved in the project works, principally in the ICT classes and in the classes under Management streams.
- e) **Updated teaching resources:** Due to the utilization of the internet facilities, both the teachers and students are using recently published materials.
- f) **More electronic, less physical (Towards paperless):** Many students (not all) have started asking teachers to get electronic copies of the reading materials instead of asking notes and other copies for the reading materials. Teachers are also encouraging students to use soft copies to study so that process will lead the campus to come to the concept of paperless space in future.
- g) **CC Camera observation and monitoring:** To monitor and observe classes and the overall teaching learning activities of the campus, CC cameras have been set in some of the classes and labs. It is expected that this technological set up will bring improvements in the pedagogical regulation in the campus. In particular, disciplinary irregularities will be reduced by this change of the campus administration.
- h) **Time-bound stay and study:** Teachers at college are made to stay full time during campus hours for research work, teaching or study at library. For the study, RMC and its library can also be utilized by the teachers.
- i) **Research finding and its application:** The campus is encouraging teachers to do mini-research on the one hand and they are asked to apply the findings in their teachings.
- j) **Extra classes and coaching classes:** Course completion is the minimum job responsibility of the teachers of their assigned classes. If not completed in time, the

teachers are asked to take extra classes for the course completion. Moreover, for few courses such as English, and Mathematics; coaching classes are also organized in the initiation of the concerned departments.

- k) More students centered/ more student friendly:** The campus has encouraged faculties and the head of the departments to be friendly enough to solve their educational problems. The classes are flexible. The classes are set making a minimum compromise with the students.
- l) Connectivity in the teaching and learning process:** Teachers are exchanging information with the students; students are exchanging their information with other students of the class in their virtual groups. They are also connected to their class teaches and to the campus. By this process, the students and the teachers get information of class schedule, routine and some solutions of their problems associated with the course and topics. Despite some problems of the use of social sites, teachers are more connected and friends with their students. The students can use the research facilities through email exchange with the supervisor and teachers.

3.8 Critical review

As mentioned earlier, significant achievements have been attained by the campus after the accreditation. One of the essential achievements is the learning about quality for higher education. Previously the campus was running academic programs for higher education on its own local experiences but working on the quality indicators along with the accreditation has provided the right direction to manifest the academic program in a standard way. This learning to work with the quality indicators itself is a great achievement for the institution. In the similar way, the accreditation award has uplifted the institutional profile of the campus among other academic institutions. It has helped us to evaluate ourselves making further plans in a systematic way to proceed ahead.

The accreditation has given a large number of insights to the campus in general. Research, Journal publication, faculty development programs, social responsibility of the institution, academic auditing, placement of the students, outreach activities are the results of the accreditation. Importance of alumni association, publication and public communication were not given due importance before the accreditation process. During and after the accreditation, they have come to the front with appropriate focus and budgetary provision in the campus. As a part of accreditation is the technological advancement in the official and class presentation within the

institution. Eighty-four (84) campus staff have received laptops from the campus so far and 20 classes are equipped with multimedia projectors.

Another important of the accreditation achievement is the increment of student enrollment in the campus, student pass rate and the graduate pass out. Financial incentive along with the accreditation has assisted the campus to bring a great deal of infrastructural changes. Additionally, a large number of economically, socially and culturally disadvantaged groups of students have benefited for their higher education completion from the performance support given to them. Typically, the following significant changes have been made in the campus during and after the first cycle accreditation:

- Replacement of tube-wells by purified drinking water facilities.
- Regular power supply management by the generator set up in general and inverters set up in administration sections.
- Computer skill development of the teachers and non-teaching staff through laptops utilization.
- Improvement in the presentation skill of the teachers
- Running all classes of the Master's degree and many classes at bachelor's degree using multimedia projectors.
- Software installation with data feeding - running in administration sections.
- Academic calendars are in operation
- Academic auditing practice
- Regular Graduate Tracing Practice has been done
- Facilities for M.Phil. Study to the teachers and paid leave for one-year, financial support to the faculties for Ph.D. study, budgetary provision for mini-research grants (Rs. 40,000 /- per mini-research) and rigorous research grants (Rs. 1,50,000/per research), research article writing support have been provisioned.
- There has been a good amount of student scholarship distribution from performance grants support of the UGC, 6% regular freship to the students based on the campus enrollment of the students, excursion support, transportation are key facilities to the students.

The detail critical review is presented in table-8:

Table-8: Critical review of the campus

Particulars	Details of the Review
Strengths (S)	<p>i. Campus statute. strategic plan, newly formed Campus management committee (CMC). Comprehensive Operational Guidelines (CoG), calendar and action plans of the committees and subcommittees, Internal Quality Assurance Committee (IQAC), + 2 as a Self-sustaining programs , Programs affiliated to only one University (TU), Organogram., updated prospectus</p> <p>ii. Appropriate level of classroom, resourceful, automated library-open access of the library spacious seminar hall, laboratory, CC cameras in the classrooms, provision of first aid service, fresh and safe drinking water, well-maintained toilets, gardening, standard canteen service; departmentalization with computers, printers and department library; installation of AC machines in some of the classrooms, most of the classrooms (24 rooms) fully made technology friendly with the setup of MM projectors.</p> <p>iii. Increment in student enrollment, gradual increment in the number of graduates, extension of faculty development program with 1 Ph. D., 3 M.Phil. and 5 M.Phil. ongoing, 1 PhD ongoing, offering of six programs</p> <p>iv. Financial aid to the students through the sources of the government, campus source and agencies.</p> <p>v. Annual graduate tracing and practice of obtaining feedback from students and stakeholders.</p> <p>vi. Practice of internal testing, orientation about the courses and evaluation system in advance to the new students and coaching classes to the weak students, a good amount of budget allocation for research (for mini-research, rigorous research, research</p>

	<p>support PG students, budget allocation for research publication, a good participation of faculties in workshops, seminars, and conferences</p> <p>Vii. Software-based service from account, admission, library and examination sections; website, notice board service, official facebook and help desk for public communication</p>
Weaknesses (W)	<p>i. Small number of M. Phil. and Ph.D. holding teaching staff</p> <p>ii. Poor international linkage, inadequate organization of seminars/ workshop/ conferences are not adequately organized by the institution, no remedial courses are implemented, slow promotion procedure of teaching and non-teaching staff, Weak linkage with national and international academic community</p> <p>iii. No M. Phil. and Ph.D. level programs at run</p> <p>iv. Poor activities of the placement, extension and outreach</p> <p>v. Alarming high student dropout rate, poor attraction of international students.</p> <p>vi. Weaker research project outcomes, weak EMIS Management due to the lack of full-time information officer</p>
Opportunities (O)	<p>i. Optimum Utilization of federal, provincial and local government</p> <p>ii. Running programs in distance mode with the base of ICT</p> <p>iii. Approaching for autonomous programs</p> <p>iv. Extending demand-based science and technology focused programs such as M.Sc., CSIT, LLB and BE ; and extension of academia-industry neighborhood networking for graduate</p>

	<p>placement.</p> <p>v. Designing and implementation of remedial courses, making admission procedure standard</p> <p>Organization of national and international conferences, seminars and workshops in institutional initiation., Running M. Phil. program in the campus, System development of Quota based new graduate admission, Addition of efficiency and effectiveness of the existing library service to the excellent service, extending First Aid service to the direction of medical science study program in the future.</p>
Concerns/Challenges (C)	<p>i. Sustainability of some already running program (e.g. BA), finding sustainable qualified teaching staff for running M.Phil. Program; creating regular income generating source for campus development, implementing changed government policy and biased imposing of the affiliating university to the community colleges, addressing the speedy development of technology.</p> <p>ii. Student dropout from the regular programs, placing graduates for permanent job, making the existing program outcome more saleable in the existing market, selection of new programs in terms of the human resources available in the campus</p> <p>iii. Making optimum use of technological devices to the under resourced students, updating and recruiting human resource viable enough to fit in the changing world, establishing an international linkage and inviting international students</p> <p>iv) Making available human resources up-to- date in the modern and digital Age.</p>

3.9. Way forward

Sukuna Multiple Campus has some specific plans for further development. In the immediate future, the campus intends to extend its academic programs, namely, CSIT and M.Sc along with the existing ones. In the days further, the campus also has a plan to run M. Phil. program. Running an autonomous academic program is another plan ahead. Transportation has not become fruitful to all students at present. So, managing a convincing transportation facility to the students is also a plan of the campus. Likewise, there is a plan of constructing a hostel for the students coming from distant places for higher study in this campus. Professional growth of the faculty is also a priority of the campus. This priority will be materialized with the appropriate skill and capacity development of the human resources in handling the technological tools. Additionally, making a master plan with an approach of developing this campus in the form of University in Province-1 is a planning scene ahead.

Thank You