

**Sukuna Multiple Campus
Sundarharaincha, Morang**

Academic Audit Evaluation Report-2020

Audit and Evaluation Team

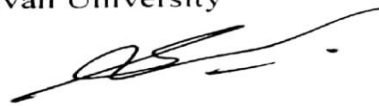
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Acknowledgements

The audit team thanks Mr. Chandra Mani Rai, Campus Chief, Mr. Keshab Raj Bhattarai, Mr. Arjun Raj Adhikari and Mr. Megh Narayan Shrestha, Assistant Campus Chiefs, and Mr. Keshab Adhikari, CMC Chair as well as all the CMC Members of Sukuna Multiple Campus for both warm welcome of the audit team and support of the audit process. The team also thanks all the HoDs, teachers, non-teaching staff and students for providing required information and documents for the process.


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Co-ordinator

Dr. Arjun Kumar Baral

Academic Audit Evaluation Team

Audit Process

Agreement with CMC	December 2019
Planning for audit	January 2020
Field work	February 2020
Draft report completed and sent for management response	February 2020
Management response received	March 2020
Final report completed	June 2020
Report presented to the Management	June 2020



Executive Summary

Sukuna Multiple Campus affiliated to Tribhuvan University was established in 2048 BS. Since its establishment, the campus has been making continuous efforts to create a good academic environment. The campus was accredited for quality assurance University Grants Commission in 2015. At present the campus offers seven programs of four faculties in Bachelors and two programs of two faculties in Masters. BBA program has been newly launched program with special attraction of students. There are seven departments belonging to these faculties. Faculties of management and Science have single departments. The campus also offers +2 program as self sustaining program. Including this, about 3500 students have been studying currently.

In order to run the academic program smoothly, the campus has formed various committees, units and cells. As the top internal quality monitoring and maintenance body, IQAC has been functioning. The committee has been found to be monitoring and planning variety of activities for the integrated development of the campus. It has also been found that the campus has made efforts to assure quality of teaching through feedback from parents, staff and students.

The audit evaluation team has accomplished the evaluation under seven components. These components include i. curricular aspects, ii. teaching-learning environment, iii. research, innovation and teachers' professional development, iv. Library, learning resources, lab and other facilities for students, v. Examination, vi. Student placement, vii. Alumni, community engagement and extension activities. The team has come up with the following strengths of the campus

- The campus has Implemented relevant curricula and courses designed by Tribhuvan University
- The institution shows gradually improving employment rates among the graduates.
- As the total working days show, the campus seems less affected by strikes and unexpected holidays
- The campus offers uninterrupted electricity supply from powerful generator during power cut.
- The campus has well prepared academic calendar and run the academic activities accordingly. The teaching faculty has followed teaching plans in classrooms.
- The campus has launched non-credit courses and to give more practical knowledge.
- The teachers are found to be using ICT tools in classes following teaching plans
- Most teachers have access to computers and internet that they can use for planning and teaching.



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- Reading room and e-library facility have ensured autonomous learning.
- Teachers have showed active involvement in professional groups/organizations.
- The main library is equipped with minimum requirements such as open access, automation, sections and reading room as well as old collection section. Both science and ICT labs have fulfilled minimum requirements.
- The campus has good infrastructure for conducting sports events.
- The campus has maintained a strong mechanism for providing scholarships and freeships to a large number of students.

From the observations of various aspects of the campus, the team provides the following recommendations.

- New programs and courses need to be launched to address the need and demand of new generation.
- Research publications need to be made more regular. Teachers need to be provided timely training on conducting research, and they should be encouraged to research and write.
- The institution should take initiation in organizing conferences, workshops and seminars.
- Students have complaints about insufficient books in the library. It should be addressed.
- Sports and other extracurricular activities should be organized more frequently, and students should be encouraged to participate in regional, national and international sports events
- Transportation facility should also be provided to students from northern and southern parts.
- Students should also be provided with hostel facility.
- First aid service should be made stronger with sufficient basic medicine and up to date service.
- The role of placement cell should be strengthened to ensure that more students get employment opportunities.
- Alumni Association should conduct its activities more actively to ensure its contribution in institutional reform.




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Introduction

Established in 1992 (2048 BS) and located in Sundarharaincha Municipality of Morang district, Sukuna Multiple Campus (SMC) is a community based public educational institution offering higher education.

The campus offers BA, B. Ed. (Four year and one year), BBS, BBA, B. Sc., M Ed and MBS programs. Moreover, as self-sustaining program, the campus offers +2 in Science, Humanities, Education and Management.

At present the campus has its own land with enough physical space to carry out extra -curricular activities and buildings, and comfortable classrooms with student friendly furniture to study for the students. It offers modern buildings for administration, examination section and library.

Sukuna Multiple Campus was awarded **Quality Assurance and Accreditation (QAA)** on 12 August, 2015 as per maintaining the quality standards set by the University Grants Commission, Nepal. It is, perhaps, one of the most significant achievements earned in the life of the Sukuna Multiple Campus itself.

Higher education institutions in the modern day play a significant role in preparing individuals to cope with the new challenges by equipping them with high level skills needed in competitive labor market. They are also expected to develop personal growth and citizenship of individuals who can cope with the challenges emerging in their societies and nations.

As per the request of the campus, the committee has carried out the academic audit of Sukuna Multiple Campus. After we received the official letter from the campus requesting us to evaluate education quality processes, we have attempted to monitor its progress and evaluate the academic performance. The report describes the strengths and weaknesses of the campus as per its efforts to improve academic quality of the programs and identify plans for improvements. The report specifically concentrates on commendation of the good practices, affirmations of the progress the campus is making, and recommendations for quality improvements.

In order to accomplish the task, some assessment components have been set. These components include i. curricular aspects, ii. teaching-learning environment, iii. research, innovation and teachers' professional development, iv. Library, learning resources, lab and other facilities for students, v. Examination, vi. Student placement, vii. Alumni, community engagement and extension activities.



Objectives

The purpose of this academic audit is not judgmental but to facilitate progress of the campus. Following are the objectives of the audit process.

- i. To assess the performance of the campus in terms of its key academic components
- ii. To identify issues to be considered to improve the academic quality of the campus.

Methodology

The audit team attempted to collate the evidence in order to meet the objectives. The team combined physical inspection with a review of relevant documents as well as interview with the stakeholders. The team inspected all the sections of the campus. Review of the documents involved verification of the campus publications as well as department action plans minutes of departmental as well as committee meetings, record of teaching plans and self appraisal forms, annual reports, activity reports of committees, result analysis and log book of labs. Interviews were conducted with the Campus Chief, Assistant Campus Chiefs, Head of the Departments, Members of Campus Management Committee, Teachers, non-teaching staff and Students.

Part A: Institutional Information

A. Name and Address of the Campus:

Name: Sukuna Multiple Campus

Address: Sundarharaincha-12, Morang, Nepal

Website: www.sukuna.edu.np

B. Contact Details

Telephone No.: 021-545617, 021-545717

Email: sukunac@yahoo.com, sukuname2048@gmail.com

Campus Chief: Chandra Mani Rai (9852045617)

Assistant campus chiefs: Arjun Raj Adhikari (9852056749)

Keshab Raj Bhattarai (9842479920)

CMC Chairperson: Keshab Adhikari (9852046362)



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C. Name of the University to which the campus is affiliated: Tribuvan University, Nepal

D. Type of Campus

i. Constituent Public Private
ii. Girls Boys Co-education
ii. Shift: Morning Day Evening
iii. Source of income: Government Grants Self-financing

E. Location of the Campus:

Urban Suburban Rural

F. Area Occupied by Campus: 4 Biggah, 11 Kattha , 4.25 Dhur

G. Facilities available:

Play ground Transportation Hostel
Canteen Power back up Central library
Departmental library Science lab ICT lab
Waste management First Aid Girls' changing room
Gents Toilet Ladies Toilet Staff Toilet
Disabled friendly classrooms Botanical Garden Seminar halls

H. Programs run at the campus

Level	Academic Program	Duration (years)	Affiliation Date	Teaching system (annual/ Semester)	Admission Qualification	Number of student:
Bachelors	B Ed	1	2052/16/03(June 30. 1995	Annual	Class 12 passed or equivalent	

	B Ed	4	2054/03/25 (July 9, 1997)	Semester (B Ed. ICTE) and Annual	Class 12 passed or equivalent	
	BBS	4	2060/05/04 (August 21, 2003)	Annual	Bachelor's degree in any stream	
	BA	4	2066/04/25 (August 9, 2009)	Annual	Class 12 passed or equivalent	
	B Sc	4	2069/01/05 (April 17, 2012)	Annual	Class 12 passed with science specialization or equivalent	
	BBA	4	2075/09/19 (January 3, 2019)	Semester	Class 12 passed with Management specialization or equivalent	
Masters	M Ed	2	2061/09/15 (December 30, 2004)	Semester	B Ed with specialization in relevant subjects	
	MBS	2	2066/08/01 (November 16, 2009)	Semester	Bachelor's degree with management specialization	

I. Departments

Faculty	Departments
Education	English, Nepali, Social Studies, Mathematics, Population and Health Education
Humanities	English, Nepali, Social Studies
Management	Management
Science and Technology	Science



J. Number of staff

	Teachers									Non-teaching staff			All staff		
	Full time			Part time			All teachers								
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Permanent	29	2	31	-	-	-	29	2	31	10	2	12	39	4	43
Temporary	15	1	16	26	5	31	41	6	47	4	1	5	45	7	52
Total	44	3	47	26	5	31	70	8	78	14	3	17	84	11	95

M=Male; F= Female; T=Total

Part B: Evaluation

Evaluation Criteria

A	B	C	D
Excellent	Good	Satisfactory	Needs improvement

1. Curricular aspects

SN	Particulars	Answer	Grade	Remarks
1.1	Relevance of adopted curricula to local, national and global needs	All the curricula implemented at the campus are under Tribhuvan University, which regularly introduces new curricula and makes changes in timely basis.	B	
1.2	The role of courses in helping students find employment	The graduate tracer study reports in past five years show employment rates between 37.87% to, 57.46% with gradual increment every year.	B	
1.3	Introduction of new courses to address the needs of new generation	Recently B Ed IC TE and BBA programs have been launched with affiliation from Tribhuvan University.	C	
1.4	Introduction of optional courses to address students' interests	Most of the programs run at the campus showed choice of	B	



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		optional subjects, with slight limitation in BA program		
1.5	Feedback on curriculum and courses from stakeholders	It was found that the campus has been collecting feedback occasionally through community and student surveys. However, no solid data were found to support implementation of the feedback.	C	
1.6	Implementation Self-sustaining programs	The campus has been running +2 as the self-sustaining program.	B	

2. Teaching-learning environment

SN	Particulars	Answer	Grade	Remarks
2.1	Number of teaching faculty	78	B	
2.2	Number of students	1684	B	
2.3	Teacher-student ratio	1:22	B	
2.4	Number of teaching faculty with PhD	1	D	
2.5	Number of Teaching faculty with MPhil	3	D	
2.6	Average teaching experience of the faculty	12.72 years	B	
2.7	Total Teaching days in year	194	B	2076
2.8	Preparation and use of academic calendar	Yes	A	
2.9	Preparation and use of teaching plans	Most teachers	B	
2.10	Teaching and learning according to academic calendar	Almost in accordance with the academic calendar	B	
2.11	Use of audio visual materials in teaching	Not much	C	
2.12	Use of ICT in teaching and learning	Yes	A	
2.13	Teacher Evaluation			



	a. Teacher evaluation from administration b. Evaluation of teachers by students c. Analysis and communication of teacher evaluation	a. Only for appointment and promotion purpose b. No formal record was found c. Only appointment letters	C D D D	
2.14	Use of innovation in teaching	The teaching plans and classroom observations show the use of innovation in teaching by the faculty	B	
2.15	Online learning facility	No	D	
2.16	Remedial classes for students with poor academic performance	Yes, but not in all subjects	B	
2.19	Study visits, field trips	Yes	C	
2.20	Projects, assignments, field work, seminars as part of teaching and learning	Yes	B	
2.21	Access to computers for teachers	Most of the teachers have been provided with laptops	B	
2.22	Access to computers for students	Only for B Ed (ICTE) and BBA students	C	
2.23	Student regularity	Only few programs have student attendance record.	D	
2.24	Opportunity for peer learning and collaboration	Reading room and e-library facility have been provided. Project work assigned in groups and peers	B	

3. Research, Innovation and teachers' professional development

SN	Particulars	Answer	Grade	Remarks
3.1	The campus's dedication for promoting research in teaching	Research Management Cell has been set up. It conducts activities related to research.	B	
3.2	Campus's investment in conducting research studies	Investment in conducting mini and rigorous research	B	



3.2	Research publication form the campus	Research journals like Sukuna Saurav, AJOS, Sangyan (lack of regularity)	C	
3.3	Teachers' publications in referred journals, books and volumes	Rare	D	
3.4	Orientation/training for research	Rare	D	
3.5	Teachers' activation in sponsored research projects	Rare	D	
3.6	Teachers working as research guides	In Master's level	B	
3.7	Teachers' activation in writing research articles	While some teachers seemed active majority showed lack of motivation in writing research articles	C	
3.8	Support provided to students for research	Students at Master's level are provided with financial support in carrying out research and writhing thesis	C	
3.9	Implementation of research findings in institutional reform and pedagogy	Interviews with teachers showed strong implementation of research findings and recommendations. However, no formal record was found that showed implementation of research findings.	C	
3.10	Organization of conferences/workshops/seminars in campus's initiation	Occasional	C	
3.11	Refresher training for teachers	Occasional	C	
3.12	Teachers' participation in conferences/symposium/workshops/eminars	Active participation was found among the teachers of some subjects	B	
3.13	Books by teachers	Rare	D	
3.13	Expert service provided by teachers	Significant number of teachers was found to be providing	C	



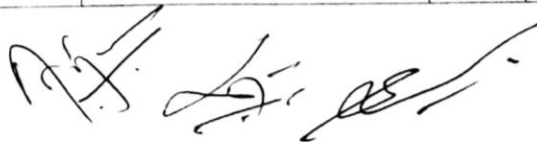
		service of external examiners, teacher evaluations and workshops and seminars.		
3.14	Collaboration among teachers and other professionals	Good sense of mutual understanding was found	B	
3.15	Team teaching	No such record was found	D	
3.16	Teachers' involvement in professional groups/organizations	Teachers were found to be involved in professional organizations of teachers (NELTA, EPMAN, IATEFL)	B	
3.17	Encouragement to teachers for further studies	Study leave and grant support provided to study M. Phil and PhD	B	

4. Library, learning resources, lab and other facilities for students

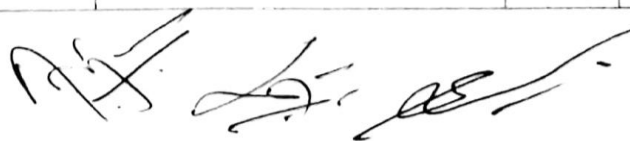
SN	Particulars	Answer	Grade	Remarks
4.1	Library			
	a. Availability of learning materials	a. 3000 books and 250 journals	C	
	b. Automated	b. Yes	A	
	c. Student open access	c. Partially	B	
	d. Reading room	d. Yes	A	
	e. Internet connectivity with good bandwidth	e. Yes (not for all students)	B	
	f. E-library	f. Yes	B	
	g. Departmental library	g. Yes (but insufficient books)	B	
	h. Use of library resources by students	h. Mostly textbooks	B	
	i. Formation and application of library regulation	i. Regulation formed, but without active application	C	



4.2	Science lab a. Availability of department-wise lab b. Availability of equipments c. Space for experiments d. Log book e. Student access f. lab hours available to students g. Formation and application of lab regulation	a. Yes b. Most equipments c. Yes d. Yes e. Yes f. 8 hours a day in average g. Yes	A B B B B B C	
4.3	ICT lab a. Availability of computers b. Internet access c. Number of computers d. Log book e. Student access f. lab hours available to students g. Formation and application of ICT lab regulation	a. Available for ICT and BBA students b. Yes c. 52 for students d. Yes e. Yes (ICT and BBA) f. 9 hours a day g. Yes	B B A B B B B C	
4.4	Sports a. Spacious play ground b. Outdoor games c. Indoor games d. Sports materials	Yes Yes Limited Yes	A B C B	
4.5	Organization of extracurricular activities	Occasionally	C	
4.6	f. Prizes/Medals/Certificate distribution for good performance in extracurricular activities	Yes	C	
4.7	Scholarships	Yes	A	
4.8	Freeships	Yes	B	
4.9	Transportation	Yes (but service is restricted to main highway)	D	
4.10	Hostel a. Boys	No	D	



4.2	Science lab a. Availability of department-wise lab b. Availability of equipments c. Space for experiments d. Log book e. Student access f. lab hours available to students g. Formation and application of lab regulation	a. Yes b. Most equipments c. Yes d. Yes e. Yes f. 8 hours a day in average g. Yes	A B B B B B C	
4.3	ICT lab a. Availability of computers b. Internet access c. Number of computers d. Log book e. Student access f. lab hours available to students g. Formation and application of ICT lab regulation	a. Available for ICT and BBA students b. Yes c. 52 for students d. Yes e. Yes (ICT and BBA) f. 9 hours a day g. Yes	B B A B B B B C	
4.4	Sports a. Spacious play ground b. Outdoor games c. Indoor games d. Sports materials	Yes Yes Limited Yes	A B C B	
4.5	Organization of extracurricular activities	Occasionally	C	
4.6	f. Prizes/Medals/Certificate distribution for good performance in extracurricular activities	Yes	C	
4.7	Scholarships	Yes	A	
4.8	Freeships	Yes	B	
4.9	Transportation	Yes (but service is restricted to main highway)	D	
4.10	Hostel a. Boys	No	D	



	b. Girls	No	D	
4.11	Drinking water	Yes	B	
4.12	Parking	Yes	B	
4.13	First aid	Yes	C	
4.14	Ladies' changing room	No	D	
4.15	Access to the Internet	Yes	C	
4.16	Student counseling	Recently student counseling mechanism has been set up. but its functions are yet to see.	C	

5. Examination

SN	Particulars	Answer	Grade	Remarks
5.1	Provision of internal examinations	2 (Annual), 1 (Semester)	B	
5.2	Students' attendance in examinations	90.16% in 2076	C	
5.3	Timely publication of examination results	Yes, after fifteen days of examination	B	
5.4	Regular result analysis	No	D	
5.5	Average examination results	Excellent in BBA. Good in BBS and MBS. Average in M Ed. Poor in B Ed and BA	C	

6. Student placement

SN	Particulars	Answer	Grade	Remarks
6.1	Availability of placement service to students	Yes	C	
6.2	Number of students who have got placement support from campus in the last year			
6.3	Number of students who have passed competitive employment examinations in the last year	142	B	2018

7. Alumni, community engagement and extension activities

SN	Particulars	Answer	Grade	Remarks
7.1	Formation of Alumni Association	Yes	A	
7.2	Number of Alumni Association Meeting	...times		\
7.3	Contribution of Alumni Association in institutional reform	No such study has been conducted	D	
7.4	Involvement of campus in innovative community service	Occasionally	C	
7.5	Extension activities in the community	Occasionally	B	
7.6	Involvement of students in extension activities	No such record was found	D	

Observations and Recommendations

The campus has maintained a wide coverage of academic programs from four faculties.

1. Curricular aspects

Strengths

- Implementation of relevant curricula and courses
- Gradually improving employment rates among campus graduates
- Wide range of optional subjects
- Implementation of self-sustaining program

Recommendations

- New programs and courses need to be launched to address the need and demand of new generation.
- A mechanism should be set to collect feedback from stakeholders on curricula and courses.

2. Teaching-learning environment

Strengths

- As the total working days show, the campus seems less affected by strikes and unexpected holidays
- The campus has well prepared academic calendar and run the academic activities accordingly. The teaching faculty has followed teaching plans in classrooms.



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- The teachers are found to be using ICT tools in classes.
- The teaching plans and classroom observations show the use of innovation in teaching by the faculty.
- The institution has adopted projects, assignments, field work, seminars as part of teaching and learning
- Most teachers have access to computers and internet that they can use for planning and teaching.
- Reading room and e-library facility have been provided. This has ensured autonomous learning.

Recommendations

- The campus lacks teaching faculty with PhD and M. Phil. The campus needs to pay more attention to upgrading teachers' qualification.
- Though teachers were found to be using ICT tools, they seemed reluctant in using other visual materials.
- The institution needs to improve mechanism for teacher evaluation both from administration and students.
- Only students of B Ed ICT and BBA have been using computers. Other students also need to have access to computers.

3. Research, Innovation and teachers' professional development

Strengths

- The campus has showed dedication for research and innovation through the establishment of Research Management Cell (RMC).
- The campus has set aside fund for conducting mini and rigorous research.
- Teachers have showed active involvement in professional groups/organizations.

Recommendations

- Research publications need to be made more regular.
- Teachers need to be provided timely training on conducting research, and they should be encouraged to research and write.
- Findings of research should be implemented for improvement in teaching and learning.
- The institution should take initiation in organizing conferences, workshops and seminars.



- Focus should be given to team teaching and collaboration among teachers. Coordination among teachers should be ensured.

4. Library, learning resources, lab and other facilities for students

Strengths

- The main library is equipped with minimum requirements such as open access, automation, sections and reading room.
- Both science and ICT labs have fulfilled minimum requirements.
- The campus has good infrastructure for conducting sports events.
- The campus has maintained a strong mechanism for providing scholarships and freeships to a large number of students.

Recommendations

- Students' complaints on lack of sufficient books should be addressed.
- Regulations for maintenance of library should be strongly followed.
- Sports and other extracurricular activities should be organized more frequently.
- Students should be encouraged to participate in regional, national and international sports events
- Transportation facility should also be provided to students from northern and southern parts.
- Students should also be provided with hostel facility.
- The campus should consider managing a ladies' changing room.
- First aid service should be made stronger with sufficient basic medicine and up to date service.
- Formal mechanism should be established for student counseling.

5. Examination

Strengths

- The campus gives regular internal exams and publishes results.
- Newly launched BBA Program has impressive exam results.

Recommendations



- Some academic programs such as B Ed and BA have poor exam results. Effective strategies should be used to improve the results of these programs.
- Regular result analysis is carried out but it needs to be regular.

6. Student Placement

Strength

- Placement Cell has been set up to facilitate students to find jobs

Recommendations

- The role of placement cell should be strengthened to ensure that more students get employment opportunities.
- Record placement service provided to students should be kept up to date.

7. Alumni, community engagement and extension activities

Strength

- Alumni Association has been formed.

Recommendations

- Alumni Association should conduct its activities more actively to ensure its contribution in institutional reform.
- Students should be actively mobilized in extension and community service activities.

Audit and Evaluation Team

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