REVISED SELF STUDY REPORT (SSR) FOR QUALITY ASSURANCE AND ACCREDITATION (QAA)

Submitted to:

Educational Quality Assurance and Accreditation Secretariat
University Grants Commission
Sanothimi, Bhaktapur

Submitted by:

Madan Bhandari Memorial College

New Baneshwor, Kathmandu

Updated SSR: September, 2024

Madan Bhandari Memorial College

New Baneshwor, Kathmandu

Date: 2 September, 2024

To
The Chairperson
University Grants Commission, Sanothimi, Bhaktapur

Subject: <u>Declaration by the Head of the Institution</u>

I hereby declare that the data included in this revised Self-Study Report (SSR) and PRT Pre-Visit Response Report are genuine and authentic. I am aware that the information provided in the reports will be verified by the Peer Review Team (PRT) assigned by the University Grants Commission (UGC), Nepal. I will abide by the rules and regulations of the UGC.

....

Dr. Babu Ram Adhikari
Campus Chief

Acknowledgments

Preamble

Founded in 2001, a charitable community institution in the service to the students from all strata of society, Madan Bhandari Memorial College (MBMC) offers a wide range of academic courses for students to choose from. The college imparts quality education at Bachelor's and Master's levels. Currently, the college serves around 1000 full-time students in Management, Humanities & Social Sciences and Science streams under the Schools of Management, Liberal Arts and Science and Technology.

Since its inception, the college has achieved remarkable successes in terms of quality education and infrastructural development. It has received generous help from many individuals and government agencies for the enhancement of quality education and the development of infrastructural facilities. The land in which the college building stands has been granted by the Government of Nepal and Madan Bhandari Foundation. Also, the college building has been constructed with financial assistance from the Government of India. The annex building has been built with the financial aid from Kathmandu Metropolitan City. Additionally, University Grants Commission has been providing financial support for development of infrastructures like, labs, research facilities, and educational equipment and furniture.

The motto of the college – Excellence in Leadership for Transformation - reflects the institutional commitment to quality education. For this, the college has hired the competent faculties and set up an excellent ambiance for teaching and learning. It has established well-equipped labs for the students of Science, Management, and Humanities. The well-furnished, purposefully constructed classrooms enhance the teaching-learning process. The use of modern technologies such as projectors, computers, and other equipment in the pedagogical process has made the college better than any other educational institution. The college has established an FM radio station (*Shweta Shardul FM 93.6 MHz*) to facilitate and bolster the confidence of the professional career in Journalism

The specialty of the college is quality education at an affordable fee structure. As a non-commercial and non-profit academic institution, the college imparts quality education at an unbeatable fee and invests all its surplus for institutional growth. To materialize its vision into reality the college has been providing many scholarships for deserving students. Besides, the college provides freeships to the needy and meritorious students from marginalized and disadvantaged backgrounds, communities, and geographical locations.

With the objective of improving quality of education and other services, the college decided to be certified with Quality Assurance and Accreditation (QAA). On 7 September 2015 AD (21 Bhadra 2072 BS), the college submitted the Letter of Intention (LoI) to University Grants Commission (UGC) with an objective of participating in the QAA process. Based on the analysis of the documents submitted by the campus, UGC issued a letter stating the eligibility of the campus for participation in the process. In line with which, the College Management

Committee (CMC) formed Internal Quality Assurance Committee (IQAC) and Self-Assessment Team (SAT) on 19 January 2019 AD (5 Magh 2075 BS). The SAT was formed with the primary purpose of preparing Self Study Report (SSR) and submit it to UGC for QAA. It collected, analyzed, prepared the report, and submitted it to the CMC for approval. The CMC approved the report and decided to submit it to UGC for the QAA process. The SSR was submitted to UGC with the letter dated 10 Poush 2077 for which, UGC sent its feedbacks through Initial Peer Review Report. In response to the UGC's report, the College undertook thorough revision of the existing SSR incorporating amendments pertaining to the feedbacks provided by UGC. For the purpose, the SAT was re-formulated to take on activities related to the SSR revision and re-submission at UGC. The college submitted its revised SSR on 23 January 2023 AD (9 Magh 2080 BS) at EQAAC/ UGC. The EQAAC/ UGC approved the SSR on 25 March 2024 AD (12 Chaitra 2080 BS) and the Peer Review Team (PRT) was formed on 13 April 2024 AD (20 Baisakh 2081 BS). Following the events, PRT preparatory visit was conducted during 30 June 2024 till 2 July 2024 AD (16 Asadh 2081 to 18 Asadh 2081 BS). The PRT preparatory visit team shared its recommendation report, on which the college undertook initiatives as per the recommendation.

Quality is no longer perceived as an institutional internal matter but as one which is also concerned to various stakeholders both internally and externally. The IQAC of the College has been coordinating all quality- related activities by developing an organized methodology of documentation and internal communication. It has worked to enhance and integrate the various activities of the college and to ensure the adoption and dissemination of good practices. The SAT, which has been assigned to prepare the self-assessment report has structurally been accountable to the IQAC and it has reported the progress report to the IQAC periodically.

To assess the college's core Strength, Weakness, Opportunities and Learnings (SWOL) it has deeply analyzed and mentioned such SWOL analysis in subsequent paragraphs. The college has assessed core strengths as its determination in imparting quality education, to excel research activities, excellent and dedicated faculty, dedicated and committed management and available physical infrastructures. The college is sound in providing its students with education with an interdisciplinary approach. The merit- based scholarship provided to academically sound students and need-based scholarship provided to the economically weak and marginalized students are also the major strengths of the college. Entire academic activities of MBMC are operated as per the clauses mentioned in its organizational charter. The annual academic calendar has made the students aware of exams, holidays, sports meet, vacation and other curricular and co-curricular activities.

However, there is problem of optimum implementation of the curriculum due to the centralized system of Tribhuvan University, the major opportunities that can be capitalized by the college are its national and international linkages, the college being established under

name of great leader Madan Bhandari, the existence of supporters and well-wisher and the potential of becoming a school of thought on a national scale. Similarly, improving interaction of administration and stakeholders, pace of technological advancement, prime location, good relationship with local community, development of globally competitive human resources at affordable cost are also other major opportunities of the college.

The Government's policy regarding public campus, fund collection for the construction of physical infrastructures, unhealthy competition with private institutions, undue influence of political activities are some of the major challenges faced by the college. Likewise, the growing tendency of students going abroad after they complete their school level education, lack of vibrant job market in the country, the number of college dropouts increasing every year and political perception on people towards the institution are also the challenges the college is facing at this moment.

The college has formulated the policies and procedures for its full-fledged functioning. It has already prepared the Strategic Development Plan (SDP) for next five years (2024-2028) with a vision to establish the college as a center of pedagogical excellence, students' choice for ICT education and an exemplary college for education excellence. Besides, the college has hired external agencies and experts to audit both academic as well as administrative aspects. The college has also established a formal mechanism of receiving and analyzing feedback from experts by conducting seminars and workshops; and receiving feedback from peers and students.

The college has formalized the mechanism of addressing the needs of weak students to promote their learning capacity. Similarly, it has introduced and implemented a self - appraisal and performance appraisal system and reward the faculties and staff accordingly. The college has prepared an action plan to train the faculties on better pedagogy to enhance their capacity in teaching and learning process. With these strategies and actions, the college has a mission towards a deemed university.

The college has setup a Research Management Committee (RMC) to initiate and accelerate research consultancy and extension. Adequate budget has been allocated to RMC to carry on the research activities for both students and faculties. To fulfill the inadequacy of physical infrastructures, the college has prepared a detailed Master Plan and all construction activities will be going on as per the provisions mentioned in that Master Plan. The library with open access provision has been in practice.

The campus also has taken initiatives to make the Job Placement Cell, Education Management Information System more functional. The Alumni Association, Student Council and other stakeholders' active involvement contribute to the overall development of the college.

Abbreviations and Acronyms

AMU	Adam Mickiewicz University
BA	Bachelor of Arts
BBM	Bachelor of Business Management
BBS	Bachelor of Business Studies
BCA	Bachelor of Computer Application
BSc CSIT	Bachelor of Science in Computer Science and Information Technology
CCTV	Closed Circuit Television
ECA	Extra-Curricular Activities
EMIS	Educational Management Information System
FY	Fiscal Year
ICT	Information Communication Technology
IPv	Internet Protocol Version
IQAC	Internal Quality Assurance Committee
IT	Information Technology
JMC	Journalism and Mass Communication
LMS	Learning Management System
MA	Master of Arts
MBMC	Madan Bhandari Memorial College
MoU	Memorandum of Understanding
PHECT	Public Health Concern Trust
ProD	Journal of Productive Discourse
PRT	Peer Review Team
QAA	Quality Assurance and Accreditation
RMC	Research Management Committee
SALA	South Asian Linguistic Association
SAT	Self-Assessment Team
SSR	Self-Study Report
SWOL	Strengths, Weaknesses, Opportunities and Learnings
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library
UGC	University Grants Commission

Table of Contents

List of Annexes

PART I
INSTITUTIONAL DATA FOR
SELF-STUDY REPORT (SSR)

SECTION A
INFORMATION FOR
INSTITUTIONAL PROFILE

1. Institutional Information

   Name of the Institution: Madan Bhandari Memorial College (MBMC)

   Place: New Baneshwor, Kathmandu

   P O Box: 5640

   District: Kathmandu

2. Information for Communication

   a) Office

Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution (Campus Chief): Dr. Babu Ram Adhikari	01-5172175, Ex-110 9761801788		adhikaribr@mbmc.edu.com
Executive Assistant: Mr. Prajwal Man Shrestha (Assistant Campus Chief – Academics)	9761801789/ 9841687707		shresthap@mbmc.edu.np
Dr. Tara Prasad Gautam (Assistant Campus Chief – Administration)	9761801790/ 9851131370		gautamtp@mbmc.edu.np
Management Committee Chairperson: Mr. Mahendra Bahadur Pandey	9851165214		pandeymb@gmail.com

   b) Residence

Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution (Campus Chief): Dr. Babu Ram Adhikari	01-5172175, Ex-110 9761801788		adhikaribr@mbmc.edu.com
Executive Assistant: Mr. Prajwal Man Shrestha (Assistant Campus Chief – Academics)	9761801789/ 9841687707		shresthap@mbmc.edu.np
Dr Tara Prasad Gautam (Assistant Campus Chief – Admin)	9761801790/ 9851131370		gautamtp@mbmc.edu.np
Management Committee Chairperson: Mr. Mahendra Bahadur Pandey	9851165214		pandeymb@gmail.com

3. Type of Institution

   Constituent ☐   Affiliated ☑   Degree Awarding Autonomous Institution ☐

   Response: MBMC is an affiliated institution of Tribhuvan University.

   (Please see: Volume 6, Annex 56, Affiliation Letters)

4. Institutional Management:

   Public ☐   Community ☑   Private ☐   Other (please specify) ☐

   Response: The statute of MBMC declares that it is a non-profit community institution. MBMC receives regular funds from UGC Nepal with this institutional recognition.

   (Please see: Volume 1, Annex 1, College Statute; Volume 6, Annex 57, Community College Identity)

5. Financial category of the institution:

   Government Funded ☐   Self-financing ☑ Community ☑   Other (please specify) ☐

   Response: MBMC's financial resource is dependent majorly on students' fee. However, it also gets partial support from UGC Nepal, provincial government and community charity.

   (Please see: Volume 4, Annex 24 Audit Reports)

6. a) Date of establishment of the Institution:

   Response: The college was formally established on **26 February 2001 AD/ 15 Falgun 2057 BS.**

   b) Date of commencement of the Bachelor or higher level Program(s):

Level	Name of Programs	Commencement Date (BS)	Commencement Date (AD)
Bachelor	BA	2059-04-15	2002-07-31
	BBS	2059-04-15	2002-07-31
	BSc CSIT	2068-06-16	2011-10-03
	BCA	2075-08-02	2018-11-18
	BBM	2076-07-25	2019-11-11
Master	MA Sociology	2063-08-15	2006-12-01
	MA English	2067-04-01	2010-07-17
	MA JMC	2067-04-01	2010-07-17

   c) University to which the Institution is affiliated:
   Response: The college is affiliated to Tribhuvan University.
   (*Please see*: Volume 6, Annex 56, Affiliation Letters)

7. Date of Government /UGC approval (only for Institution affiliated to foreign universities):

   (dd/ mm/yyyy)

   Response: Not applicable

8. Is the institution autonomous in terms of

   Financing ☑ Administrative Management ☑   Academic Management ☑   None ☐

Response: The college bears its entire responsibilities in terms of financial and administrative management on its own resources. However, academic management is primarily guided by the affiliating university's calendar.

(Please see: Volume 1, Annex 1, College Statute; Volume 6, Annex 57 Community College Identity)

9. Institution's Land area in Ropanees/ Bighas (Katthas)/ Square Meters:

Response: The college owns a total of 7 Ropanees 1 Aana land area in the prime location of Kathmandu Metropolitan City.

(Please see: Volume 6, Annex 58, Land and Building Ownership Certificates and Map)

10. Location of the Institution

Urban ☑   Semi-urban ☐   Rural ☐

Response: MBMC is situated in one of the densely populated urban areas of Kathmandu Metropolitan City, only a few hundred meters east from the administrative capital of the country, Singhadurbar.

(Please see: Volume 6, Annex 58, Land and Building Ownership Certificates and Map)

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 Programs
Bachelor: BA, BBS, BSc CSIT, BCA, BBM	5
Master: MA Sociology, MA English, MA Journalism and Mass Communication	3
MPhil	0
PhD	0
Any other (specify)	-
Total	8

(Please see: Volume 6, Annex 52, College Prospectus and Brochures)

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

Institute of Science and Technology
Department of Bachelor of Science in Computer Science and Information Technology (BScCSIT)
Faculty of Humanities & Social Sciences
Department of Bachelor in Computer Applications (BCA), Department of English, Department of Sociology, Department of Journalism and Mass Communication (JMC)
Faculty of Management
Department of Bachelor in Business Management (BBM) Department of Bachelor of Business Studies (BBS)

Response: As per the organogram of the college, departments are structured under three different schools viz. School of Liberal Arts, School of Management and School of Science and Technology. In line with which, departments of English, Sociology and JMC are under the School of Liberal Arts. Similarly, departments of BBM and BBS come under the School of Management. Likewise, departments of BSc CSIT and BCA come under the School of Science and Technology.

(Please see: Volume 1, Annex 1, College Statute)

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

    Response: The college is self-dependent in financial matters. The college has to manage all the financial aspects to operate its TU-affiliated courses. Since the college does not have academic autonomy, it cannot initiate its own credit courses. However, the college has endorsed guidelines to sustainably implement non-credit courses which would be majorly financed by the college. The course syllabuses of three non-credit courses have been approved by the CMC. The courses will be implemented commencing in the month of Bhadra, 2081.

Programs	Level of Study	Eligibility Requirement for Student Admission	Student Number (Enrolment/Capacity)
-	-	-	-

(Please see: Volume 5, Annex 37, Documents related to Trainings, Workshops and Non-Credit Courses for Students; Volume 3, Annex 19, Minutes of CMC)

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution. (Enclose the details).

    Response: The recruitment process has been explicitly stated in the Faculty and Staff Regulation of the college. According to the regulation, the college announces vacancies through appropriate public media including on its website and social media. The major selection process involves eligibility screening of the applicants, conducting competitive examinations and interviews of the eligible applicants, and final selection of the competent employees. All of the recruitment activities are conducted by the recruitment committee of the college.

    (*Please see*: *Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 65, Documents related to Recruitment - Samples*)

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

Particulars	Disadvantaged/ Janajatis		Others		Grand Total
	F	**T**	**F**	**T**	
Full Time Teachers (Total)	1	5	9	35	40
No. of Teachers with PhD	0	0	0	3	3
No. of Teachers with MPhil	0	0	5	5	5

Particulars	Disadvantaged/ Janajatis		Others		Grand Total
	F	**T**	**F**	**T**	
No. of Teachers with Masters	1	5	4	27	32
No. of Teachers with Bachelors	0	0	0	0	0
Part Time Teachers (Total)	0	6	2	18	24
Part-time Teachers with PhD	0	0	0	3	3
Part-time Teachers with MPhil	0	0	1	5	5
Part-time Teachers with Masters	0	6	1	10	16
No. of Teachers with Bachelors	0	0	0	0	0

Note: F = Female, T = Total

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 6, Annex 62, List of Faculties and Staff)

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

Courses	Full Time Teachers (Total)	Part-Time Teachers (Total)	Total
Science and Technology	24 hrs/ week	As per the class periods	-
Management	24 hrs/ week	As per the class periods	-
Humanities and Social Science	24 hrs/ week	As per the class periods	-
Please add other courses if applicable	-	-	-

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 2, Annex 17, Class Routines; Volume 6, Annex 80, O&M Survey Report)

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	11	18	19
Technical Staff	-	-	1	5	5

Note: F= Female, T= Total

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 6, Annex 62, List of Faculties and Staff)

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

No. of Students Enrolment (Academic Year 2080/081)	UG		PG		MPhil		PhD	
	F	**T**	**F**	**T**	**F**	**T**	**F**	**T**
The same district where the institution is located	54	118	8	15	-	-	-	-
Other districts	397	893	33	58	-	-	-	-

No. of Students Enrolment (Academic Year 2080/081)	UG		PG		MPhil		PhD	
	F	T	F	T	F	T	F	T
SAARC Countries	-	-	-	-	-	-	-	-
Other Countries	-	-	-	-	-	-	-	-
Disadvantaged/ Janajatis	25	37	0	0	-	-	-	-

(Please see: Volume 4, Annex 31, Students Data 2080-081)

19. Details of the last two batches of students:

Particulars	Batch 1			Batch 2		
	Year: 2078			Year: 2079		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	943	127	1070	852	86	938
Drop-outs						
a. Within four months of joining b. Afterward	170	25	195	47	13	60
Appeared for the Final Year Examinations	773	102	875	422	88	510
Passed in the Final Examinations	432	58	490	347	49	396
Pass % of Number Appeared (Total)	55.89	56.86	56.00	82.23	55.68	77.65
Pass % with Distinctions	4.40	36.27	8.11	5.69	4.55	5.49
Pass %, (First Class)	29.11	20.59	28.11	44.08	37.50	42.94
Pass %, (Second Class)	20.05	0.00	17.71	24.64	13.64	22.75
Pass %, (Third Class)	2.33	0.00	2.06	7.82	0.00	6.47
Number of Students Expelled from Examination Hall if any	-	-	-	-	-	-

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

Response: For the programs which have grading evaluation system, the data are converted to percentage using the applicable equivalent ranges.

(Please see: Volume 4, Annex 30, Student Data 2077-2079)

20. Give a copy of the last annual budget of the Institution with details of income and expenditure.

Response:

The details regarding the estimated income and expenditure pertaining to the annual budget of the fiscal year 2081-082 are as follows:

Total Estimated Income: NRs. 170,000,000.00
Total Estimated Recurrent Expenditure: NRs. 114,715,000.00
Total Estimated Capital Expenditure: NRs. 55,285,000.00
(Please see: Volume 2, Annex 15, Budget 2081-082)

21. What is the institution's *'unit cost'* of education?

Response: The unit cost is NRs. 58,479.21 (with salary) and NRs. 18,300.78 (without salary) as per the audit report of the FY 2079-080. [unit cost = total annual expenditure divided by the number of students enrolled].

Levels	Number of Students	Remarks
Bachelor Programs	852	-
Masters Programs	86	-
Total	938	*Enrolment in the year 2079-080*

a. Total expenditure with salary: 54,853,497.24

b. Total expenditure in salary: 37,687,366.26

c. Total expenditure without salary: 17,166,130.98

(Please see: Volume 4, Annex 24, Audit Reports; Volume 4, Annex 25, Annual Report 2079-080)

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

Semester System ☑ Annual System ☑ Any other (specify)

Level	Name of Programs	Affiliating University	Temporal Plan of Academic Work
Bachelor	BA	TU	Annual System
	BBS	TU	Annual System
	BSc CSIT	TU	Semester System
	BCA	TU	Semester System
	BBM	TU	Semester System
Master	MA Sociology	TU	Semester System
	MA English	TU	Semester System
	MA JMC	TU	Semester System

(Please see: Volume 6, Annex 56, Affiliation Letters)

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

Central library ☑   Computer center ☑   Health center ☑

Sports facilities ☑   Press ☐   Workshop ☑

Hostels ☑   Guest house ☐   Housing ☐

Canteen ☑   Grievance redress cell ☑ Common room for students ☑

Any other (specify) FM Radio and AV Studio ☑

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 55, MoUs and Contracts; Volume 6, Annex 68, Documents related to Grievance Redress Cell)

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

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

Response: The management committee formation process is explicitly incorporated in the college statute. The existing Campus Management Committee (CMC) was formed by the Annual General Assembly of the college on 28-11-2078 BS. The CMC comprises 15 members which includes a chairperson, 7 members selected amongst the campus assembly, 2 selected from renowned personalities, 1 as TU representative, 1 selected from donors/ guardians/ local community, 1 as representative from local government, 1 selected amongst the faculty members and 1 as campus chief. The college statute defines the composition of the CMC with its organizational chart in the annex.

(Please see: Volume 1, Annex 1, College Statute; Volume 3, Annex 18, Minutes of AGM, pp. 16-19; Volume 6, Annex 59, Name List of CMC)

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

Particulars	Year I (2078 BS)	Year II (2079 BS)	Year III (2080 BS)
Working days of the institution	217	268	268
Working days of the library	217	268	268
Teaching days of the institution			
BA	225	206	206
BBS	225	206	206
BCA	198	172	172
BBM	198	172	172
BScCSIT	178	172	172
MA English	230	224	224
MA Sociology	230	224	224
MA Journalism	230	224	224
Teaching days set by the university	150*/96♦	150*/96♦	150*/96♦
Books in the library	7391	7454	9353
Journals/Periodicals subscribed by the library National: International:	-	-	7
Computers in the institution	134	165	118
Research projects completed and their total outlay	-	6	1
Teachers who have received national recognition for teaching/research/consultancy	-	-	-
Teachers who have received international recognition for teaching/research/consultancy	-	-	-

Particulars	Year I (2078 BS)	Year II (2079 BS)	Year III (2080 BS)
Teachers who have attended international seminars	-	7	1
Teachers who were resource persons at national seminars/workshops	-	4	1
No. of hours of instruction against the plan (per year or per semester)	-	-	-

*Teaching days for annual course; ♦Teaching days for semester course

(Please see: Volume 4, Annex 29, Statistical Data Forms 2077-2080; Volume 5, Annex 34, Records of Teachers' Research related Activities; Volume 2, Annex 13, Operational Calendars 2077-2081; Volume 4, Annex 27, Students' Perception Survey; Volume 6, Annex 66 Documents related to Library; Volume 5, Annex 38, Documents related to Trainings and Workshops for Faculties and Staff)

26. Give the number of ongoing research projects and their total outlay.

Response: The faculties and students of the college are engaged in different research projects at present. For instance, the faculty members have initiated 2 faculty research projects and 3 collaborative research projects. The proposals of the projects have been accepted for grants support from the college. Release of the first installments to the projects has been initiated.

(Please see: Volume 5, Annex 34, Records of Teachers' Research related Activities; Volume 5, Annex 39, Documents related to RMC)

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.

Response: The college frequently seeks opportunities related to collaborative linkages with international institutions for teaching, learning and research. The following are some of the efforts related to international collaborations:

A professor of the faculty of mathematics and information technology at Adam Mickiewicz University (AMU), Poznan, Poland will visit the college to teach students of BSc CSIT for two months in near future under Erasmus+ exchange program between TU and AMU.

An international event named as IdeaX 2023 was organized in collaboration with UNESCO, Ministry of Education, Science and Technology, Central Department of Linguistic (TU) including different relevant association and organizations. The purpose of the event was to preserve indigenous language using tools of information technology. Recently, the IdeaX 2024 event has been initiated.

In the past, the college exchanged correspondences with the universities of China and Faculty of Health and Social Sciences, University of South Bohemia, Czech Republic for institutional collaborations.

(Please see: Volume 6, Annex 54, Communication and Correspondence with Foreign Universities; Volume 5, Annex 48, Documents related to IdeaX Event)

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

    Yes ☐   No ☑   If yes, give details.

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

Source of Funding	Amount (NRs.)
UGC/Government grants	2,684,300.00
Donations	-
Fund Raising drives	-
Alumni Association	-
Research and Consultancy	-
Fee from Self-financed/initiated courses	-
Fees from regular programs	73,111,827.30
Any others, specify	978,789.54

Response: The figures in the above table are extracted from the audit report of the FY 2079-080.

(Please see: Volume 4, Annex 24, Audit Reports)

PART II
CRITERION-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1
POLICY & PROCEDURES

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

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

    Response: Yes, the college has defined vision, mission, goals, and objectives to promote the overall institutional development, which are stated in the Strategic Development Plan. The strategic development plan (2019-2023) was reviewed. Based on the assessment of the prior plan, the college has prepared Strategic Development Plan for the period of 2024 – 2028 which was approved by the CMC on 8 Poush, 2080 BS.

    The vision of the college strives for 'Excellence in Leadership for Transformation' implying its commitment to producing excellent graduates capable of leading wherever they work, thereby bringing about noticeable progressive changes for the humanity and nation. Our mission is to provide quality education at cheaper fees to the students of all strata of society. Education for all is our slogan. We intend to serve the nation and people by producing highly skilled, disciplined academic workforce that is capable of serving people and contribute to the national and international communities and the humanity at large. To attain our vision and mission, we have adopted seven strategic objectives viz. 1) Academic Excellence, 2) Student Success, 3) Research and Innovation, 4) Global Engagement, 5) Community Outreach, 6) Facilities and Infrastructure, and 7) Diversity and Inclusion. Similarly, the college has specified eight strategic dimensions and thirty-six expected results to support the strategic objectives. The planning details are carefully crafted in the strategic development plan.

    (Please see: Volume 2, Annex 11, Strategic Development Plan 2019-2023, 2019; Volume 2, Annex 10, Documents related to Review of the Strategic Development Plan 2019-2023, 2019; Volume 2, Annex 9, Strategic Development Plan 2024-2028, pp. 20-28; Volume 3, Annex 19, Minutes of CMC; Volume 6, Annex 52, College Prospectus and Brochures)

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.

    Response: Yes, the strategic development plan incorporates related plans, programs and strategies in line with the VMGO. Furthermore, time bound action matrix has been prepared to systematically execute plan and programs. The plans and strategies are carefully evaluated at regular intervals and translated into actions through annual planning and budgeting system including other action plans viz. annual academic calendar, operational calendar, departmental action plans, administrative action plan and the plans formulated by different functional units. Moreover, the institutional plans and programs are prepared in accordance with the university's policies.

(Please see: Volume 2, Annex 9, Strategic Development Plan 2024-2028;Volume 2, Annex 15, Budget 2081-082; Volume 2, Annex 14, Academic Calendar; Volume 2, Annex 13, Operational Calendars 2077-2081)

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.

    Response: Yes, the college has formulated an organizational structure which shows a clear work flow framework of the college. The Campus Assembly is the apex body to endorse major policies of the institution. The College Management Committee (CMC) formulates, reviews and updates the institutional policies on periodical basis and presents them at the campus assembly for final endorsement. The policies thus formulated are also reviewed by different functional mechanisms such as IQAC, RMC, along with executives, and officials responsible to review and update for their effectiveness as they are being implemented.

    (Please see: Volume 1, Annex 1, College Statute; Volume 3, Annex 18, Minutes of AGM; Volume 3, Annex 19, Minutes of CMC; Volume 3, Annex 21, IQAC Minutes; Volume 5, Annex 39, Documents related to RMC)

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

    Yes ☑ No ☐ Justify with supporting documents.

    Response: Yes, the college has adopted mechanisms for internal quality monitoring and checks, namely Internal Quality Assurance Committee (IQAC). IQAC is the major body that oversees the internal quality of the institution regularly. Besides, overall system of the institution undergoes regular internal quality monitoring in its academic as well as administrative and other support functions.

    Through IQAC, the college has conducted a survey to receive students' perceptions on various aspects of the college. In addition, the college has conducted feedback surveys of other stakeholders viz. parents and local community. Such surveys are one of the key mechanisms to receive feedbacks for taking corrective actions in the quality enhancement endeavors. In addition, the college conducts Academic and Administrative Audit periodically which is one of the major mechanisms of internal quality monitoring. Further, departmental and administrative monitoring activities are conducted according to the specific plans. Moreover, the student council is playing effective role in quality control.

    (Please see: Volume 1, Annex 4, IQAC Work-procedure; Volume 4, Annex 27, Students' Perceptions Survey; Volume 4, Annex 23, Academic Administrative Audit Reports; Volume 6, Annex 53, Documents related to Students' Council)

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

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

    Response: Yes, the college has defined the job responsibilities of its different functional organs as well as that of individuals. The statute specifies the major responsibilities of the institutional structures whereas Faculty-Staff Regulations defines the job details regarding its teaching as well as administrative staff. Further, different bylaws are in place to direct the specific procedural requirements of various departments, units and individuals.

    (Please see: Volume 1, Annex 1, College Statute; Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff)

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.

    Response: Yes, the college has formulated a written scheme to evaluate the job responsibilities of the departments, sections, and individual employees. The departmental activities are evaluated on the basis of the duties and responsibilities stated in the statute and the relevant guidelines. The evaluation of faculties and administrative staff is conducted recurrently through one or more performance appraisal mechanisms viz. general appraisal, self-appraisal, peer appraisal, and appraisal of faculties by students.

    (Please see: Volume 1, Annex 1, College Statute; Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 6, Annex 61, Faculties and Staff Appraisal Documents)

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

    Yes ☑ No ☐ If yes, give details.

    Response: The college management is quite aware of the participatory decision making system for the promotion of good governance. The management has adopted policies to include stakeholders at different levels of decision making processes. The strategic plan includes provisions that emphasize teamwork and participatory decision making including the actions relating to information sharing. The committees that are formed to execute different specific tasks engage major stakeholders in their activities. The committees' decisions are addressed by the top level management. Besides, teamwork among the staff members is encouraged by conducting various departmental as well as cross departmental meetings on a regular basis. The faculties and other staff usually conduct group activities in teams, sometimes engaging students as well. Additionally, relevant information is shared among the peers and with students through website updates, emails, social media, staff meetings, and MIS software called e-school.

(Please see: [Volume 2, Annex 9, Strategic Development Plan 2024-2028](#); [Volume 1, Annex 7, Public Information Management Cell Work-procedure](#); [Volume 3, Annex 22, Departmental Meeting Minutes](#); [Volume 6, Annex 78, Screenshots of Website and Social Media](#); [Volume 6, Annex 71, Management Committee and Staff Interaction Program – Rapporteur's Notes](#))

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.

    Response: The college offers 8 TU affiliated academic programs including 5 Bachelor's degree programs and 3 Master's degree programs. In order to support the curriculums and also to enhance the students' learning experience, the college runs different training programs. For instance, the college has conducted training courses on academic writing, courses on computer/ networking/ webpage development/ robotics simulation, and others as such at different intervals. Further, the college has recently initiated non-credit courses with approved guidelines and syllabuses. The college plans to commence the courses in near future.

    (Please see: [Volume 5, Annex 37, Documents related to Trainings, Workshops and Non-Credit Courses for Students](#))

9. Are there any formal provisions under which the institution brings "stakeholders or community feedbacks and orientation" in its activities?

    Yes ☑ No ☐   If yes, give details.

    Response: The college has written a policy of receiving and responding to stakeholders' feedback and orientation in its activities. The composition of the campus assembly ensures the stakeholders' representation of local community, local government officials, NGOs/ CBOs, faculties, students, guardians, business organizations and others as such. The assembly meetings receive feedbacks from the concerned community, which in turn helps to take appropriate measures for institutional development. Likewise, the CMC holds meetings to review the stakeholders' feedbacks and responses periodically. Furthermore, the college organizes seminars and interaction programs where the representatives of the concerned stakeholders and communities put forward their opinions. Also, the feedbacks are collected from suggestion/grievance box and through questionnaires at different time intervals.

    (Please see: [Volume 3, Annex 18, Minutes of AGM](#); [Volume 3, Annex 19, Minutes of CMC](#); [Volume 6, Annex 67, Stakeholders' Responses](#))

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?

Response: The college has appointed committees and expert individuals with specific mandate of conducting activities that are intended for organizational and managerial improvements. For example, Dr. Binod Aryal was appointed as a consultant to study and put forward recommendations for reforming the overall management of the college. In addition, Mr. Yagya Raj Bhatta was hired as an expert for updating and upgrading of the college library. Mr. Bhatta prepared a manual for library management. Likewise, independent external experts were engaged in academic administrative audit of the college. Recently, a consultant was engaged to conduct Organization and Management Survey of the college. The expert has submitted its report with recommendations and approved by the CMC.

(Please see: Volume 4, Annex 28, Report of Reform Consultant; Volume 1, Annex 8, Library Manual; Volume 6, Annex 80, O&M Survey Report)

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

Yes ☑   No ☐ If yes, give details.

Response: The college has formulated policies to include students in various activities of the college. The statute of the college specifies the inclusion of three representatives of the Student Council in the General Assembly of the College. The composition of IQAC also includes students' representation in quality enhancement initiatives. The provisions and activities of Student Council ensure students' active participation in institutional reform initiatives. Also, the college conducts evaluation of the faculties by students which is one of the appraisal mechanisms of the faculties' performance.

(Please see: Volume 1, Annex 1, College Statute; Volume 1, Annex 4, IQAC Work-procedure; Volume 6, Annex 53, Documents related to Students' Council; Volume 6, Annex 63, Evaluation of Faculties by Students)

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

   a.   by the university ☐
   b.   by the Institution ☑

   Please attach the copies

Response: Yes, the college conducts academic and administrative audit at regular intervals. The college forms an audit committee comprising of the staff members and independent experts. The committee and the experts rigorously observe and evaluate different aspects of the institution and provide invaluable suggestions and recommendations for institutional reform initiatives. Thus far, the college has conducted two episodes of the audits, the first in 2076 and the second in 2080. The audit will be conducted in the year 2081 as per the IQAC plan. Additionally, the college has sent request to Tribhuvan University for the external audit to be conducted by the university.

(Please see: Volume 4, Annex 23, Academic Administrative Audit Reports; Volume 3, Annex 21, IQAC Minutes)

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

    Yes ☑ No ☐ If yes, give details.

    Response: The college has established a Research Management Committee (RMC) to facilitate research activities in the institution. The college has formulated a comprehensive work procedure named 'Research Management Committee Work-procedure' to govern the its functions. Adhering to the policy to promote research activities, the college allocates annual budget for research grants to faculties and students including the budget for other research related activities viz. journal publication, orientation/ trainings on research, faculty research, research lab upgrade/ establishment, publication of research articles etc. The college publishes a peer reviewed multidisciplinary journal named Journal of Productive Discourse (ProD) to provide a platform for the faculties and students for publishing their research articles. Further, the Bachelors and Masters level students have to go through research activities such as project reports and thesis writing as part of the curricular requirements of the university. Apart from curricular research activities, students are also engaged in co-curricular activities like preparation of field research reports and mini researches. The RMC conducts meetings with faculties to promote activities that help combine teaching and research.

    (Please see: Volume 1, Annex 5, Research Management Committee Work-procedure; Volume 2, Annex 15, Budget 2081-082; Volume 5, Annex 32, Journal of Productive Discourse (ProD); Volume 5, Annex 35, Research related Documents of Students; Volume 5, Annex 39, Documents related to RMC)

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

    Yes ☑ No ☐ If yes, give details.

    Response: Indeed, the research activities with the combination of teaching and research within the college has positive impact on the pedagogical experience of this institution. This impact can be seen in the overall performance of our students including the improvement in research capacity. For an instance, faculties and students have published research articles in different journals.

    (Please see: Volume 5, Annex 35, Research related Documents of Students; Volume 5, Annex 39, Documents related to RMC)

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

    Response: Some of the other specific innovations within the college that have contributed to the growth and development of this institution are listed below:

The college has implemented a comprehensive MIS software namely e-School with integrated module of Learning Management System (LMS). The system has assisted the faculties and students in teaching and learning activities such as giving assignments, uploading reading materials and lecture notes, publishing class routines and notices, publishing results of internal examinations, etc.

The college has published a notice regarding the access of library to the public and students from other institutions. Such initiative has helped the college to be acknowledged by a wider array of the community.

Other notable innovative approaches that the college has adopted are: classrooms with smart boards and WiFi access; establishment of communication study center, etc.

(Please see: Volume 6, Annex 77, Screenshots of EMIS Software; Volume 6, Annex 66, Documents related to Library; Volume 6, Annex 76, Photographs of Facilities and Services)

CRITERION 2
CURRICULAR ASPECTS

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.

Response: Academic calendar is prepared with meticulous efforts to ensure that the teaching and learning activities are aligned with the academic goals and objectives of the institution. Besides, the college has a system of conducting internal exams, fieldworks, and mini research projects. Also, the college has created a system of quality assurance in line with the IQAC Work-procedure formulated by the institution. The work procedure consists of the provisions to ensure that the standards and norms are met while conducting curricular, co-curricular and extra-curricular activities. For instance, the procedure specifies the system of academic calendar, lesson plan, class-logbooks, among others, to ensure the consistency of pedagogical standards.

(Please see: Volume 1, Annex 4, IQAC Work-procedure; Volume 2, Annex 14, Academic Calendar; Volume 2, Annex 16, Lesson Plans and Class Log Books; Volume 2, Annex 17, Class Routines; Volume 5, Annex 42, Documents related to Internal Examinations - Samples; Volume 5, Annex 35, Research related Documents of Students)

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 ☑

Response: Yes, the college is flexible enough to offer its students above mentioned benefits, rather relatively. For instance, the college runs classes in the morning and the day shifts as per the convenience of the students. For employed students or those who are engaged during day time, the college offers classes in the morning shift. Since the college runs affiliated programs, the flexibility of the horizontal mobility is restricted to the perimeters of the university rules. However, students may shift from one program to another at the same level following the university rules, which the college facilitates. Students may choose from desired elective subjects defined by the respective program's curriculum.

(Please see: Volume 6, Annex 56, Affiliation Letters; Volume 6, Annex 52, College Prospectus and Brochures; Volume 2, Annex 17, Class Routines)

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.

Response: The IQAC work procedure of the college has stated different appropriate provisions regarding the activities for skill transfer among the students. Use of audio-visuals, emphasis on practical/ problem based/ field based learning, interactive sessions with experts, organizing workshops/ seminars/ experience sharing sessions including the various co-curricular activities for students are provisioned in the work procedure.

The college has been conducting activities to enhance the overall personality of its students including the learning capacity, communication skills, numerical skills, use of information technology, and capability of working independently or in a team.

The teachers provide students with assignments on a regular basis so that they can improve their learning ability. The assignments are as part of the curricular or co-curricular activities.

The teachers regularly organize seminar/ presentations/ interactive sessions for students, using the contemporary information technologies so that the students can improve their communication and numerical skills including the aptitude in using IT systems. Students are encouraged to make presentations and peer learning with the use of new technologies such as projectors, TV screens, mobiles, and other devices. The students learn skills to work independently and in a team so that they can be able to adjust to real life situations after graduation. For this, the assignments are so designed that the students' have opportunity to conduct independently or in a team.

(Please see: Volume 1, Annex 4, IQAC Work-procedure; Volume 5, Annex 37, Documents related to Trainings and Workshops for Students; Volume 6, Annex 76, Photographs of Facilities and Services)

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

Yes ☑ No ☐ If yes, give details.

Response: Yes, the college offers additional focused programs and electives to its students depending on the nature of the academic programs. Concerning to the additional focused programs, the college runs programs such as computer training, academic writing training, and different IT trainings. The non-credit courses have been approved and will be implemented as per the departmental plans.

(Please see: Volume 6, Annex 52, College Prospectus and Brochures; Volume 5, Annex 37, Documents related to Trainings, Workshops and Non-Credit Courses for Students)

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

Response: There are a few faculty members of the college who have contributed to the curriculum design of the university. Besides, the faculties of the college participate in different programs on curricula. Recently, a team of faculties reviewed the curricula of sociology as well as of journalism of the bachelor and Masters levels regarding the various aspects of the programs with the objective of finding gaps and providing suggestive feedbacks to the university. The team prepared a feedback report based on the curricula review. The report was submitted at the concerned Dean's office of the university. This year also the departments are in the process of curricular review.

(Please see: Volume 5, Annex 36, Documents related to Faculties' involvement in Consultancy Services and Curricula Reviews, pp. 8-10)

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

Yes ☑ No ☐ If yes, give details.

Response: Yes, there are. For instance, the Campus Assembly comprising academicians and employers is one of the mechanisms to gather feedback for institutional development. The College Management Committee is the major mechanism to monitor and control academic activities within the institution. The committee occasionally holds meetings to address the issues identified from the feedbacks received from academic peers and employers. Similarly, departmental meetings are conducted frequently to discuss on various academic issues and collect the feedbacks from the faculties, students and other stakeholders. Intermittent meetings are organized in participation of faculties, academic peers from other institutions, employers, and administrators to discuss and amass constructive feedbacks for institutional reform initiatives. Also, feedbacks are obtained from the complaint/ suggestion boxes, visitors' logbook, social media and emails. Furthermore, the departments periodically conduct curricula review through intensive consultations with relevant people. Recently, a survey on impact analysis of EMIS and public information was conducted to receive feedback from the stakeholders including academic peer and employers.

(Please see: Volume 3, Annex 18, Minutes of AGM; Volume 3, Annex 22, Departmental Meeting Minutes; Volume 6, Annex 71, Management Committee and Staff Interaction Program – Rapporteur's Notes; Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

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

Response: The college has attempted to maintain its good networks with industries, media, financial institutions, and local government agencies. The college sends its students to such institutions for internship programs. For instance, the college is closely working with media houses where our students go for internship and eventually many of them have secured jobs.

Similarly, our students go to several financial institutions for the internship. The networks have provided the students with trainings and opportunities for future placements.

(Please see: Volume 5, Annex 45, Documents related to Internship; Volume 6, Annex 55, MoUs and Contracts)

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

Response: Yes. The college frequently inspires its students to be involved in activities pertaining to bear civic responsibilities with the purpose of helping them comprehend their obligations to the society they live in. For an instance, the college organized health camp and blood donation program in association with Lions Club of Kathmandu where faculties and students actively participated. The college has signed an MoU with PHECT Nepal with the objective of involving students in various community support activities such as health camps. Likewise, the college conducted traffic awareness class in collaboration with community police to aware students regarding the traffic rules including other such activities.

(Please see: Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 6, Annex 55, MoUs and Contracts; Volume 5, Annex 40, Documents related to Extension and Outreach Programs)

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

Response: The college organizes various curricular and co-curricular activities for its students which help them augment their overall personality development. The activities include delivering presentation in workshops and seminars; participating in extension and outreach programs; conducting and participating in idea competitions, cultural programs, debates, quiz contests, singing contest, etc. Also, the college organizes drama performance programs where students participate. The college provides opportunities where students play active role in organizing and conducting college programs in functions namely as master of ceremony, program coordinator, volunteers, etc.

(Please see: Volume 5, Annex 47, Documents related to ECA; Volume 5, Annex 48, Documents related to IdeaX Event; Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 5, Annex 37, Documents related to Trainings, Workshops and Non-Credit Courses for Students)

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

Response: Firstly, the college abides by the rules and regulations of the university to impart sense of value-based education since the college follows the curricula of TU. Secondly, the college has formulated its own rules and regulations which include provisions to promote

education with morality and ethical values. Thirdly, the faculty members frequently orient students regarding morality, discipline, punctuality, examination rules and regulations, and the method of learning. The college also conducts motivational speech programs to impart moral and ethical value-based education. At the time of admission, the students need to sign a commitment that they would abide by rules and norms of the college.

(Please see: Volume 5, Annex 50, Documents related to Students Orientation Programs; Volume 6, Annex 51, Documents related to Students' Admission)

CRITERION 3
TEACHING LEARNING
AND EVALUATION SYSTEM

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 the combination of above all

Response: The college employs various ways, methods, and procedures to guide students wishing to get admission in the college. It has formulated admission guidelines, which specify the combination of one or more of admission procedures viz. students' academic records, written entrance tests, and interviews. In the case of programs like BSc CSIT, BBM, and BCA, students have to appear entrance examination conducted by the respective Deans' offices of Tribhuvan University. The college admits the students on the basis of merit list and score cards published by the university. Further, the students need to appear for personal interview and counseling session for the assessment of individual behavior. In BCA, students need to write a vision paper on a given topic prior to final selection. For the other bachelors and masters level programs, the college conducts series of selection methods regarding the admission of students. Besides, the college conducts written tests for those students who seek scholarship.

(Please see: Volume 6, Annex 51, Documents related to Students' Admission)

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

Yes ☑ No ☐ If yes, cite examples.

Response: Yes, there are. The College has adopted different provisions and measures for assessing students' needs and aptitudes. First, the students are admitted to the college after they pass the entrance test conducted by Tribhuvan University and the college. Then, the college organizes counseling sessions to orient the students to a particular subject. Even at the time of admission, the students are given counseling individually regarding the scope of the course as per their academic records and background by department heads, faculties and other relevant staff. The counseling sessions cover the assessment of students' needs during his/her program period. In addition, the college conducts surveys to assess the students' perceptions on various aspects of the college.

(Please see: Volume 1, Annex 4, IQAC Work-procedure; Volume 5, Annex 50, Documents related to Students Orientation Programs; Volume 4, Annex 27, Students' Perceptions Survey)

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).

Response: Yes, it does. The college conducts remedial classes on regular basis. Also, when the regular classes are not completed during the session, the students are called for such classes and seminars even on Saturdays and holidays. After examination results, departments organize review meetings to identify academically weak students and remedial classes are conducted accordingly. The college also conducts extra classes as per the demand of individual or group of students. Additionally, the college offers entrance preparation/ bridge classes including mock tests for students to help them achieve success to be in the merit list. Recently, the college conducted entrance preparation class for bachelor programs viz. BScCSIT, BCA and programs related to the management stream.

(Please see: Volume 3, Annex 22, Departmental Meeting Minutes; Volume 5, Annex 43, Documents related to Remedial-Bridge Classes)

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

Yes   ☑   No ☐ If yes, gives details.

Response: Yes, the college encourages its teachers to prepare lesson plans. The concerned departments organize consultation sessions and meetings for preparing lesson plan. Based on the curriculum and departmental consultations, individual faculty prepare and implement lesson plans, which are recorded at the concerned departments. The application of lesson plans is one of the criteria for performance appraisal of the faculties. Further, the faculties need to maintain daily class logbooks to record the teaching learning activities of each class.

(Please see: Volume 2, Annex 16, Lesson Plan and Class Log Books)

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.

Response: The college follows the TU calendar for conducting pedagogical activities. Besides, the college makes its own academic calendar to provide additional opportunities concerning curricular needs. The CMC, college administration, and the concerned departments hold meetings to review on how to attune the syllabi with the academic calendar of the university and fit into the institutional academic calendar published by the college. Such review meetings monitor the implementation of academic calendar in terms of the timely coverage of academic activities as well as identify the corrective measure, if needed.

(Please see: Volume 3, Annex 19, Minutes of CMC; Volume 2, Annex 14, Academic Calendar; Volume 3, Annex 20, Minutes of Executives; Volume 3, Annex 22, Departmental Meeting Minutes)

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

Produce some examples.

Response: Though the lecture method is still prevalent particularly in annual programs, the college focuses on student-centered methods. The curricular structures of semester-based programs have more leverage on supplementary approaches to the conventional lecture method. The supplementary teaching methods are implemented as per the curricular needs and also, as co-curricular activities. The college conducts its teaching learning activities involving various complementary methods viz. project works, field assignments, report writing, mini researches, group discussions, presentation, role play, internships, case studies and others as such. To support these activities, the classes are equipped with multimedia system having large TV screens and dedicated WiFi connection. Additionally, the college has established well equipped computer labs, radio lab and audio-visual lab to augment students' learning experience. It has adopted policy to encourage the faculties for application of contemporary pedagogical measures replacing the conventional lecture method of teaching.

(Please see: Volume 5, Annex 35, Research related Documents of Students; Volume 5, Annex 45, Documents related to Internship; Volume 6, Annex 76, Photographs of Facilities and Services)

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

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

Response: The college has established facilities to prepare audiovisuals and other teaching aids. In the library section, 9 computers are installed for this purpose. The teachers are provided with laptops in faculty rooms where teachers prepare audiovisuals and relevant teaching aids. The teachers in different departments teach students with the help of multimedia, TV screens, and computers. Further, the college has established a well-equipped radio station for students of journalism. Similarly, the lesson plans of some subjects specify the use of appropriate teaching aids such as posters, play-cards, charts, etc. Additionally, the college has a LMS software namely e-School through which, faculties and students can exchange teaching learning materials.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 2, Annex 16, Lesson Plans and Class Log Books; Volume 6, Annex 77, Screenshots of EMIS Software)

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

Teaching days per semester or year against the requirement: 150/150 (per year) and 50-60/48 (per semester)

Working days per week against the requirement: 6/6 days for annual programs and 5/6 for semester programs (per week)

Workload per week (for full-time teachers): 42 Hours (per week)

Workload per week (for part-time teachers): (It depends on the availability of classes)

The ratio of full-time teachers to part-time teachers: 1.67:1 (40/24)

The ratio of teaching staff to non-teaching staff: 2.67:1 (64/24)

Percentage of classes taught by full-time faculty: 62%

Number of visiting professors/practitioners: 15 (per year – on an average)

(Please see: Volume 2, Annex 14, Academic Calendar; Volume 2, Annex 17, Class Routines; Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 5, Annex 44, Documents related to Guest Lectures)

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)

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

    Yes ☑   No ☐ If yes give evidence.

    Response: Yes, there are.

    a) The college organizes orientation programs for newly admitted students in the college and introduces them to the academic program, evaluation system, codes of conduct, and other rules and regulations of the institution. Besides, every new student is required to sign a commitment letter specifying the rules and regulations of the college.

    b) All the subject teachers in the first week of a new session orientate the students to the nature, question pattern, evaluation system, and rules and regulation of the class.

    (Please see: Volume 5, Annex 50, Documents related to Students Orientation Programs; Volume 6, Annex 51, Documents related to Students' Admission)

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

    Yes ☑   No ☐ If yes, give details.

    Response: The college has adopted a system of evaluating the regular academic growth of the students. The college conducts three-term exams in a year and evaluates every student's progress. The department heads and faculties are responsible to oversee such growth.

    (Please see: Volume 5, Annex 42, Documents related to Internal Examination – Samples; Volume 2, Annex 14, Academic Calendar; Volume 3, Annex 22, Departmental Meeting Minutes)

36. In the case of the 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	✓	✓	✓	✓	✓	✓
Government Funded	-	-	-	-	-	-
Any other category: a. b. c.	-	-	-	-	-	-

Response: The recruitment of all new faculties and staff in the institution is made in line with the college statute and faculty and staff regulation. The regulation mentions the recruitment procedure which involves application calls in mass media; examinations, interviews and test in demo class of eligible candidates; selection of the best candidate with appointment letter and Terms of Reference. The rules and regulations of the college fulfill all the criteria specified in this question.

(Please see: Volume 1, Annex 1, College Statute; Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 65, Documents related to Recruitment - Samples)

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		other districts	
FY 2080/081: 2	FY 2079/080: 7	FY 2080/081: 10	FY 2079/080: 10

(Please see: Volume 6, Annex 62, List of Faculties and Staff)

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?

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

b) Does the institution have provision and practice for inviting visiting/ guest faculty regularly?

Yes ☑ No ☐ If yes give details (0.5)

Response: Yes, the college has both a) and b) provisions and practices.

a) The college is an affiliated community-academic institution. It has the freedom to mobilize its resources and decide on institutional well-being as guided by its regularity documents. Accordingly, the college can appoint and pay temporary teaching staff.

b) The college also has provision and practice of inviting visiting or guest faculty regularly. Experts and academicians are invited to provide their valuable lectures to students occasionally. For instance, Mr. Nayayan Prasad Khatiwada, chief human resource officer of Sanima Bank Ltd. was invited as a guest lecturer to conduct a class on "Prospects of Banking Career". Likewise, Mr. Arpan Khanal, CEO of National Capital Ltd. gave his lecture on "Prospects of Entrepreneurship" on 25 Baisakh, 2081. Mr. Bhairav Risal, senior journalist was invited last year to give a guest lecture on Ageing and Geriatric conditions.. The college has allocated NRs. 300,000 for inviting experts in guest lectures in the current fiscal year.

(Please see: Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 62, List of Faculties and Staff; Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 5, Annex 44, Documents related to Guest Lectures; Volume 2, Annex 15, Budget 2081-082)

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	Organizer
Institutional level	62	-	-
National level	9	1	2
International level	1	-	-

Response: Yes, faculties of the college have participated in various seminars/ workshops at institutional, national and international level. Likewise, college also organizes seminars and webinars at institutional level.

(Please see: Volume 5, Annex 38, Documents related to Trainings and Workshops for Faculties and Staff)

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.

Response: Yes, the college has a provision to self-evaluate the overall performance of the faculty members. This self-evaluation of the faculties is conducted by the college administration. The campus chief and assistant campus chief including the department heads evaluate the performance of teachers. Besides, the internal audit committee also oversees the overall performance of faculties and staff. The college administration keeps the record of the results of each course for the academic programs to analyze the teachers' performance. The faculty self-evaluation is one of the major tools for performance appraisals. The faculty self-evaluation is also used to receive and analyze the information relate to teachers' involvement in research and extension programs such as national and international seminars, conferences, or

workshops and their expertise given to the outside society. The findings derived from the survey is one the bases of the faculties evaluation based on which, further responsibilities and benefits are decided to the faculties. The Faculty and Staff Regulation mentions the provision for punishment in the case of unsatisfactory performance which among others include, oral and written warnings, demand of written clarification, demotion, suspension, and even dismissal. The defined provisions of reward and punishment have guided the human resource management in the college.

(Please see: Volume 1, Annex 2, Faculty and Staff Regulation; Volume 6, Annex 61, Faculties and Staff Appraisal Documents)

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.

Response: Yes, it does. A system of evaluation of faculties by students is employed to assess the faculties' performance as an additional appraisal mechanism. The students fill up the forms and submit at the concerned departments which in turn are evaluated by the departmental heads. Teachers are given feedback of the findings for their performance enhancement in various teaching learning dimensions. Additionally, faculties' performance is evaluated through internal academic audit. Besides, on the college anniversary, which is celebrated on 14 Asar each year, the college awards the "Best Faculty /Best Staff" with a cash prize on the basis of their performance in their teaching, research and extension programs. The best faculty is selected based on pre-defined selection criteria. Such award encourages the faculties and staff to work hard for the betterment of the institution.

(Please see: Volume 6, Annex 61, Faculties and Staff Appraisal Documents; Volume 6, Annex 64, Documents related to Selection of Best Employees and Student of the Year)

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?

Response: Yes, the college has a mechanism to evaluate the students' institutional experience while in college. The major mechanism to collect such evaluation is the tracer study of recent graduates. The study collects students' experience during their study period in the college. Further, students and campus authorities meetings collect students' in-campus experiences. Also, surveys are conducted to receive students' perceptions which is another major mechanism to receive students' evaluation on institution experience. The students' feedbacks obtained from the survey is taken as one of the bases of the making future plans of the college.

(Please see: Volume 4, Annex 26, Tracer Study Report; Volume 4, Annex 27, Students' Perceptions Survey)

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

Yes ☑ No ☐ If yes, give details.

Response: Yes, the college does. The college conducts refresher courses, seminars, conferences, symposia, workshops, and other trainings for faculty development at national and international levels. For instance, a three-day workshop on "Social Science Research for Faculties" was conducted during 10-12 Jestha, 2081 BS. Also, an international linguistic conference was organized in collaboration with South Asian Linguistic Association (SALA) last year. At the national level, a five-day on smart teaching including a two-day computer networking with IPV4/ IPV 6 workshops were conducted. The two workshops were funded by University Grants Commission. In the last academic year, the college organized a two-days workshop on 'Critical Pedagogy' in collaboration with Foundation for Critical Discourse, Kathmandu with the purpose of developing capacity of the faculties for pedagogical improvement.

(Please see: Volume 5, Annex 38, Documents related to Trainings and Workshops for Faculties and Staff)

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

Faculty Development Programs	No. of Beneficiaries
Workshop on "Social Science Research for Faculties"	26
SALA Conference	25
Workshop on Smart Teaching (UGC funded)	49
Workshop on Computer networking with IPV4/ IPV 6 (UGC funded)	76

Response: The college has adopted many policies and has initiated faculty development programs. For instance, twenty six faculty members attended a three day UGC supported workshop on social science research recently. Likewise, twenty-five faculties of the college participated in a conference jointly organized by the Central Department of Linguistic, TU and South Asian Linguistic Analysis (SALA) last year. Similarly, a workshop on smart teaching was organized with the purpose of empowering faculties with methods and tools of smart teaching. Around 76 faculties and students of BSc CSIT and BCA benefited from the workshop of computer networking. Besides, the college has also allocated fund of NRs. 850,000 for the capacity development of faculties under the budget heading of training/ seminars/ workshops in the current fiscal year.

(Please see: Volume 5, Annex 38, Documents related to Trainings and Workshops for Faculties and Staff; Volume 2, Annex 15, Budget 2081-082)

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

Response: The college has adopted advanced and communicative teaching learning activities with digital framework. The following are some of the notable innovative approaches that the college has engaged:

The college has initiated a pedagogical experiment which adopts communicative approaches to explore communicative relationship between teaching and learning. Such approaches would help build inter-subjective relationship between teachers and students which in turn create open environment in the classrooms for effective learning.

The college runs online audio-visual classes through online platforms provided by Google. For this, large TV screens and projectors are installed in every classrooms with high bandwidth Internet connection. Students' assignments and evaluations are carried out by employing LMS software and other IT tools to enhance learning experiences of the students.

The college has initiated pedagogical choices and sharing series in the departments of humanities and social sciences. The objectives of the series are to exchange teaching experiences of faculties amongst each other and also, to explore the possibilities of pedagogical improvements. The college intends to prepare a teaching manual based on the recommendations derived from series for establishing consistency in pedagogical practices.

The college has formulated a loose forum of readers' group where both faculties and students exchange materials and ideas regarding the books and other reading materials they are studying. The members of forum display such materials and ideas on a common area allotted by the college. The members support the book discussion programs organized by different departments. The programs are live streamed from the college radio station.

The college focuses on practical aspects of learning. The college has also set up an FM radio station including a research lab for Information Technology and well-equipped audio-visual studio.

The college has introduced fairly an innovative approach in conducting assessments of the students. The School of Liberal Arts has re-engineered the conduct of internal examinations and practicum at the Bachelor level. For instance, the practicums are so designed that the students of different major subjects conduct field works in an integrated way of research design. Similarly, a combination of both subjective and objectives questions are patterned in appropriate weightage in the mid-term examinations for assessing the students aptitude on in depth understanding of the course contents. Additionally, the questions of the mid-term examinations are prepared in both Nepali and English languages except in the language related subjects.

(Please see: Volume 3, Annex 22, Departmental Meeting Minutes; Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 77, Screenshots of EMIS Software; Volume 5, Annex 42, Documents related to Internal Examinations - Samples)

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

Response: It is one of the priorities of the college to establish national and international linkages for collaborative efforts to enhance teaching and research. In addition to the national linkages, the college has recently established linkage with Adam Mickiewicz University (AMU), Poznan, Poland. It is agreed that faculties of AMU will visit the college to teach students of BSc CSIT under Erasmus + exchange program between TU and AMU.

(Please see: Volume 6, Annex 54, Communication and Correspondence with Foreign Universities)

CRITERION 4
RESEARCH, CONSULTANCY, AND EXTENSION

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

Response: For the fiscal year 2081/82 BS, the college has allocated NRs. 4,680,000 under the research related budget heads. The total operating budget for the fiscal year is NRs. 114,715,000. Therefore, the percentage of research budget against the total operating budget for the FY 2081-082 is 4.08. The following table shows the extraction of the research related budget heads from the approved budget of the FY 2081-082.

Research Budget Heads under Recurrent Expenditures	Allocation (Rs.)
Training, Workshop and Seminar	850,000
Research and Publication	3,630,000
Thesis Guide and Supervision	200,000
Total Allocation for Research	**4,680,000**
Total Estimated Operating Budget	**114,715,000**
Percentage of the Operating Budget	**4.08**

(Please see: Volume 2, Annex 15, Budget 2081-082)

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 ☑

Response: "Yes" to all of the above options. The students are encouraged to undertake research works such as term papers, project works and thesis writing including internships as part of the curricular compliance. Additionally, the students are inspired to be engaged in mini research projects to enhance their research capacity. Orientations on proposal and thesis writing are conducted for them through departments. The college has adopted the provision of study leave for faculties to pursue their higher education such as MPhil. and PhD. study. The Faculty and Staff Regulation explicitly mentions the provisions related to paid study leave. Further, the college allocates budget for seed money to faculties and students in order to promote research. In the current fiscal year, 5 research projects have been selected for the grants support from the college. The first installments of the grants to 3 of the projects have been released. The RMC synchronizes all of the research related activities of the institution.

(Please see: Volume 5, Annex 35, Research related Documents of Students; Volume 5, Annex 50, Documents related to Students Orientation Programs; Volume 1, Annex 2, Faculty and Staff Regulation; Volume 1, Annex 5, Research Management Committee Work-procedure; Volume 5, Annex 39, Documents related to RMC)

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

Yes ☐   No ☑   If yes, give details

Response: No. The university does not allow affiliate colleges to run these academic programs.

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

Response: About ten percentage of the teachers are engaged in active research and publishing articles in national and international journals. Since the college runs 3 Masters level programs in humanities and social science stream, the teachers of the concerned departments are regularly guiding thesis of the Masters' level students.

(Please see: Volume 5, Annex 34, Records of Teachers' Research related Activities)

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

Level	Enrollment Status		Total
	Full-Time	**Part-Time**	
MPhil	-	-	-
PhD	-	-	-

Response: Not Applicable

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

Response: Not Applicable

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

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

Response: The college has formulated policies to provide financial support to research students. Recently revised Research Management Committee Work-procedure include the provision and procedures related to the college's research grants. Recently, 3 research projects of students have been awarded the first installments of the grants.

(Please see: Volume 1, Annex 5, Research Management Committee Work-procedure; Volume 2, Annex 15, Budget 2081-082; Volume 5, Annex 39, Documents related to RMC)

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

Total Number of Projects	Project Revenues (in NRs.)
-	-

Response: Even though there are 5 college funded ongoing researches, there are no ongoing revenue generating research projects at the present.

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

Funding Agency	Amount (Rs.)	Duration (Years)	Collaboration, If any
-	-	-	-

Response: Not available.

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

Response: The college publishes peer reviewed journal named as Journal of Productive Discourse (ProD). The ProD is an international, not for profit, double-blind peer-reviewed

journal of critical readings across disciplines. It aims to provide teachers, students and learned members of the community an authentic open-access platform featuring scholarly research, reviews and perspectives on the state of current discourse on topics of interdisciplinary interest. The journal is archived in indexing databases such as SSRN, Zenodo, Orchid, Research Gate, Google Scholar, CrossRef (e.g. https://doi.org/10.36349/tjllc.2023.v01i01.001). The ProD is also archived in NepJol (https://nepjol.info/index.php/ProD/issue/view/3443). The journal's Volume 1 Issue 1 was published in May 2023. The second volume of the journal was published on May 2024.

(Please see: Volume 5, Annex 32, Journal of Productive Discourse (ProD))

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

Yes ☑   No ☐ If yes, give details.

Response: Yes, the college encourages its faculties to offer consultancy services to other organizations and individuals in their area of expertise. In order to make consultancy activities more transparent and institutionally managed, the college has formulated policy regarding the same with defined provisions and procedures. In the last academic year, Mr. Sujit Mainali, Head, Department of Sociology, was invited as a resource person in a special radio program to deliver his opinion on reading culture. The program was conducted on the occasion of national library day and aired by Community Information Network – a network of community radios of Nepal. Mr. Phul Babu Jha, Head, School of Science and Technology is providing his consultancy to various organization. For instance, he is engaged in Kathmandu Metropolitan City teachers' selection process as a subject expert. He is providing his expertise as co-chair of e-health committee and member of cyber security committee of Federation of Computer Association of Nepal (CAN). Mr. Jha is engaged in activities related to supervision of internship and practical examinations of Tribhuvan University. He is engaged as consultant in different IT related private companies. He is also involved as a member of editorial committee in a research journal.

(Please see: Volume 5, Annex 36, Documents related to Faculties' Involvement in Consultancy Service and Curricula Reviews; Volume 1, Annex 5, Research Management Committee Work-procedures)

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

Response: Yes, the institution has designated a person for extension activities. Mr. Mohit Guragain, the ECA coordinator undertakes matters related to the extension activities.

(Please see: Volume 6, Annex 60, Appointment Letters and ToRs of Faculties and Staff)

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 ☑

Response: The college organizes different extension activities in different intervals of time. For instance, the college organized an extension program at Swayambhunath temple, a world heritage site by conducting activities viz. cleaning, waste segregation and awareness sessions. The event involved 45 volunteers, primarily students and faculties of the college. In the last academic year, a health camp was conducted in cooperation with the Lions Club of Kathmandu. Samaj Dental Hospital was also involved in the event. The event involved three health services viz. blood donation, dental, diabetic and eye checkups. The number of beneficiaries of the camp were 138 in dental service, 179 in eye checkup, 21 in diabetic checkup. Also, thirty-eight pints of blood were collected from students and staff of the college. For this academic year, the ECA department has formulated an annual plan to execute the extension and outreach programs in more effective manner. Additionally, the college has signed an MoU with PHECT Nepal with the objective of involving students in the community extension activities such as health camps.

(Please see: Volume 5, Annex 47, Documents related to ECA; Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 6, Annex 55, MoUs and Contracts)

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

Yes ☑   No ☐ If yes, justify.

Response: Yes, the institution carries out extension and outreach programs as part of the co-curricular activities. The college organizes annual health camps like eye and dental camps as extension programs. The college celebrates World Environment Day (June5) in association with the municipality and other organizations by participating in different cleaning campaigns and awareness programs. In the last academic year, the college organized an extension and outreach program at Ward-3, Kirtipur in collaboration with the Ward office in the last week of 26 - 27 January 2024. The program included free health camp. Additionally, the team of faculties and students interacted with the local community on socio-cultural aspects of the community and perspective of community people towards educational institutions.

(Please see: Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 5, Annex 47, Documents related to ECA)

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

    Response: Yes, the institution encourages its teachers and students to participate in extension activities. These activities are conducted in coordination of Mr. Mohit Guragain, the ECA coordinator. The college has prepared a plan including extension activities for the year 2081-082. The plan includes activities to encourage teachers and students to participate in extension activities. Besides, the ECA department shares the plan to faculties and students and frequently conducts consultations.

    (Please see: Volume 5, Annex 47, Documents related to ECA)

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

    Response: Yes, the college has started carrying out the extension activities along with NGOs and GOs. For instance, the college has signed an MoU with PHECT Nepal to conduct extension services jointly especially in health areas. Additionally, the college has formed MBMC Scout Crew in collaboration with Nepal Scout. The students involved in the crew are under training phase. The college has planned to approach other relevant organizations for collaborative extension and outreach services. Similarly, a health camp was organized in collaboration with the Lions Club of Kathmandu in the last academic year.

    (Please see: Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 5, Annex 47, Documents related to ECA; Volume 6, Annex 55, MoUs and Contracts)

CRITERION 5 INFRASTRUCTURE AND LEARNING RESOURCES

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)

Response: Yes, the institution has a comprehensive master plan that explains the existing buildings and the projected expansion in the future. The master plan envisions the expansion of the present institution into an excellent academic institution. The new academic buildings will be constructed as per the need of the institution which will be based on the possible expansion of the academic programs and accordingly, the projection of student number.

(Please see: Volume 2, Annex 12, Master Plan)

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

Response: The master plan for infrastructural development of the college mentions a plan which incorporates analysis pertaining to the possible institutional growth. Similarly, the Strategic Development Plan also mentions strategies to augment the infrastructure of the college to keep pace with the academic growth of the institution. Both of the documents include details regarding the infrastructural development in line with the possible expansion of the academic programs and accordingly, the projections on students' enrolment.

The college constantly seeks additional financial resources for infrastructural development. Madan Bhandari Foundation including Kathmandu Metropolitan City have contributed financial supports to the college for the development of infrastructure.

(Please see: Volume 2, Annex 12, Master Plan; Volume 2, Annex 9, Strategic Development Plan 2024-2028)

b) What support facilities are available for conducting the education programs in the institution? (0.5)

Laboratory ☑

Library ☑

Others ☑ Give details

Response: The support facilities are available in the college to smoothly run its academic programs. Apart from the laboratory and library, the college has established an FM radio station with well-equipped audio-visual labs, indoor and outdoor space for sports, health center, leisure room, cafeteria, auditorium hall for conferences, seminar halls, power backup including broad bandwidth Internet. The college has established a common faculty room for teachers besides which space for teachers is available in the concerned departments. Besides, the college has set up computer labs and science labs. The college has established security system with the installation of CCTV camera and all time security guards.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 75, Records of College Inventories)

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

Response: Yes, it has. The college has provision for the maintenance of the infrastructure on a regular basis. The college administration oversees the regular maintenance of the infrastructure. The administration prepares and implements annual maintenance plan. The plan is executed and maintenance activities are recorded in a logbook. Further, NRs. 2,100,000 is allocated under the budget head of re-construction and maintenance.

(Please see: Volume 6, Annex 74, Documents related to Maintenance; Volume 2, Annex 15, Budget 2081-082)

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan. (0.5)

Response: The college runs its classes in the morning and the day shifts so that students can utilize the infrastructure to the optimum level. Besides, the college is considering to operate classes in the evening shift as well. On holidays, the college provides its classrooms and halls to government organizations such as Public Service Commission, National Examinations Board, National Medical Commission to conduct examinations. The college also provides its rooms and halls to other institutions for occasional use.

(Please see: Volume 2, Annex 17, Class Routines; Volume 6, Annex 79, Documents related to Usage of Infrastructure by External Organizations)

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

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

Response: Yes, the college encourages the use of the academic facilities by external agencies. The college provides its space to Dean's Offices, TU, Medical Education Commission, Public Service Commission (PSC), National Education Board and other government and non-government organizations for conducting competitive and regular examinations. The PSC pays rental charges to the college based on its norms. Likewise, during the times of natural disasters like earthquakes, the college space and building are readily available to the local community. The auditorium and seminar halls of the college can be booked on the college holidays. The college premises can be used by external institutions for the benefit of students and the local community. The IQAC has made decision concerning optimum use of college infrastructure and facilities.

(Please see: Volume 6, Annex 79, Documents related to Usage of Infrastructure by External Organizations; Volume 3, Annex 21, IQAC Minutes)

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

Response: The college has hired support staff to clean rooms and premises and manage the waste materials. The college has also assigned a gardener to look after the gardens. The college

48

allows the municipality garbage disposal truck to enter the college and collect waste materials. The college organizes cleaning campaigns on different occasions like World Environment Day (June 5). The code of conduct regarding the maintenance of cleanliness and environmental safeguarding is placed at different corners of the college premises.

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 5, Annex 40, Documents related to Extension and Outreach Programs; Volume 6, Annex 76, Photographs of Facilities and Services)

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

Computer accessible to the students ☑

Computer accessible to the faculty ☑

Internet accessible to the students ☑

Internet accessible to the faculty ☑

Response: Yes, the computers, Internet, and WiFi facilities are available to all students and faculty members of the college. The WiFi facility is accessible at the classrooms, library, lobbies, canteen and leisure areas. The college has 118 desktop computers in different locations of the institution out of which 92 computers are installed at three computer labs and 9 computers are in e-library section. Similarly, 4 laptops are available to the teaching and non-teaching staff of the college. Desktop computers are installed at the departments for the use of faculties.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 4, Annex 29, Statistical Data Forms 2077-2080)

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

Response: The computer laboratories remain open during office hours on working days from 6 in the morning till 5 in the evening. The computer labs are also accessible to students and faculties on holidays on demand. The lab open hours during holidays is defined in executive decision.

(Please see: Volume 3, Annex 20, Minutes of Executives)

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)

Response:

a) Every department has their own desktop computers and laptops.

b) Yes, the college has Internet facilities available to all its teachers, students and non-teaching staff with dedicated bandwidth of 250/250 Mbps. CCTV facilities are available in almost all

classrooms, library, staff-room, store, exam section, hall and lobby. Besides, the college has set up biometric attendance for its teachers and staff. The college has set up intercom facility.

(Please see: Volume 4, Annex 29, Statistical Data Forms 2077-2080; Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 55, MoUs and Contracts)

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

Response: The college runs academic computer science courses namely BSc CSIT and BCA. Besides, short term computer training courses are also conducted for the students of other academic streams provided by the college. The college has established computer labs for the students. Besides, the college has emphasized pedagogical practices that employ computers and multimedia. Further, the college has subscribed TUCL e-library which gives adequate access to the computer aided learning resources to the students and the faculties. The college's EMIS software includes Learning Management System which has learning materials for students.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 77, Screenshots of EMIS Software)

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

Response: Yes, the college has appointed an IT officer for the regular maintenance of the IT facilities. As per the necessity, technical experts are invited to the college to repair and look after telephone network, server system, printers and photocopy machines, CCTV, and other devices and systems at the college.

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 6, Annex 74, Documents related to Maintenance)

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

Response: Yes, the college encourages the use of its facilities by the university and other institutions. The college has subscribed TU's e-library which is being used by the faculties and students. The college annually books playground belonging to different constituent colleges of TU for conducting its annual sports events. On holidays, the college also provides its classrooms, halls, playground, other physical facilities to other institutions and universities.

(Please see: Volume 6, Annex 79, Documents related to Usage of Infrastructure by External Organizations; Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 66, Documents related to Library)

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

Response: The college has established a primary health treatment unit for its students, teaching and non-teaching staff that provides the first aid facilities. The unit has basic inventories of

pharmacy and first aid health equipment. Additionally, pad vending machines are installed at the entrance of girls' toilets. Furthermore, the college organizes annual health camps for the students, faculties and staff of this college. The college has signed an MoU with PHECT Nepal for health facilities to faculties and students at discounted rate. The college has signed an MoU with a medical clinic regarding the provisions of health services to the needy students and staff. The college has approached the local government for nursing services to needy students and faculties, which is under progress.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 55, MoUs and Contracts)

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

Response: The college has both indoor and outdoor space for sports that are available for its students and teachers. They include basketball, volleyball, table tennis, badminton, and athletics. The college often organizes sports competitions for its students. The land area allocated for basketball court is 5610 sq. ft. An area of 2368 sq. ft. is allocated for badminton court. Besides, the college conducted MoU with a sports facility for the use of larger ground at the time of such sports events.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 6, Annex 55, MoUs and Contracts)

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

Response: The college has allocated NRs. 840,000 in its budget of FY 2081-082 under the budget head of 'Sports and ECA Expenses'. The outstanding sportspersons are provided the awards including financial incentives and certificates on the college day. Additionally, the ECA department has prepared plan to provide incentives to outstanding sportsperson in the year 2081-082.

 (Please see: Volume 2, Annex 15, Budget 2081-082)

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	Barun Ghale Gurung Competition Title: Muaythai Professional Fighter and Rajadamnern Knockout Championship Gaurav Pandey, student of BA participated in an international meet named 'Youth	Muaythai Professional Fighter Champion

	Participation of Students	Outcomes
	Leadership Academy' organized by Danish Red Cross Youth'	

(Please see: Volume 5, Annex 49, Documents related to Sports and Other Competitions)

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

Response: The college does not have its own hostel facility for the students. However, the college has signed an MoU with a hostel operator. The MoU with the hostel operator specifies the proper hostel facilities for students such as availability of secure and hygienic accommodation, safe drinking water, health services, canteen services, etc.

(Please see: Volume 6, Annex 55, MoUs and Contracts)

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

Response: The college provides the facilities of hot and cold drinking water for teachers, students, staff, and visitors. The college provides mineral-water for everyone and water dispensers are placed at accessible places. The toilets are available separately for males and females in every story of the college building and its premises.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services)

B. Library as a Learning Resource

81. a) What are the working hours of the library? (0.25)

On working days: 6 am to 5 pm

On holidays: On request

Before examinations: 6 am to 5 pm

(Please see: Volume 1, Annex 8, Library Manual)

   b) Does the library provide open-access to students? (0.25)

Yes ☑   No ☐

Response: The library of the institution is open-access to all its visitors. Documents are shelved in open racks free from doors and locks. Students have unrestricted access to the open shelves for browsing or accessing the archives in any part of the library including e- Library systems such as TUCL e-database. Additionally, the college has published notice that the library is open to the public as well as to students and faculties of other higher education institutions.

(Please see: Volume 1, Annex 8, Library Manual; Volume 6, Annex 66, Documents related to Library; Volume 6, Annex 76, Photographs of Facilities and Services)

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

- Books   9353   (0.2)
- Current Journals
  - Nepalese   10   (0.2)
  - Foreign   0   (0.2)

- Magazines   7   (0.2)
- Reference Books   2484   (1.0)
- Text Books   5439   (0.2)
- Refereed Journals   61   (0.4)
- Back Volumes of Journals   302   (0.2)
- E- Information Resources   ---   (0.4)
    – CD's/DVD's   8
    – Databases: TUCL e-Library, Library Genesis, PDFdrive.com, Z-Library
    – Online Journals: Journals in TUCL e-library, MBMC ProD Journal, other online journals
    – AV Resources: Available
- Special collection   ---   (0.5)
    Please specify for example;
    UNO Depository center   Online
    World Bank Repository   Online
    Competitive Examinations   56
    Book Bank   ---
    Old Book Collection   Available
    Manuscripts   ---

Response: The college has established a spacious and resourceful library with text books, reference books, journals, and magazines including access to online and in-campus e-resources. The e-Library section has access to online library databases including that of the central library of TU. The online databases include various number of online journals and other library materials.

(Please see: Volume 6, Annex 66, Documents related to Library)

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

	The Year before Last (2079)		The Year before (2080)	
	Number	**Total Cost (NRs.)**	**Number**	**Total Cost (NRs.)**
i. Textbooks	1259	604,125	500	335,728
ii. Other books (Reference Books)	36	198,626	139	179,781
iii. Journals/ periodicals	22	-	7	10,800
iv. Any others	36	46,248	199	-

Response: As presented in the above table, the college purchases significant number of books and other library resources for its library every year. Subject teachers and students can recommend to buy necessary books and other library resources. The college allocates reasonable budget for library up-gradation every year. The library manual has clearly described

the budget forecasting procedure which the college adopts while preparing the budget for library.

(Please see: Volume 6, Annex 66, Documents related to Library; Volume 1, Annex 8, Library Manual; Volume 2, Annex 15, Budget 2080-081)

84. Mention (1)

   i.   Total carpet area of the institution library   (793.6 sq. ft.)   (0.25)

   ii. Total number of departmental libraries   3   (0.25)

   iii. Seating capacity of the library   25   (0.25)

   iv. Open student access to the library   [Yes]   (0.25)

(Please see: Volume 6, Annex 66, Documents related to Library; Volume 1, Annex 8, Library Manual; Volume 6, Annex 76, Photographs of Facilities and Services)

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

   i.   Total number of staff (0.3)

Response:

   a.   Professionals (List with qualifications): 0

   b.   Semi-professionals: The library is managed by two semi-professionals. Both the employees have a long years of experience in library management with a number of formal and informal trainings/ refresher courses. Both of the staff hold Masters' degree.

   c.   Others

   ii. Library advisory committee (0.2), Give details

Response: The college has instituted a library advisory committee constituting seven members. Some of the major functions of the committee are to formulate library related working policies, rules and procedures; provide expert suggestions for taking appropriate decisions for library improvement; scrutinize the demands for library materials and recommend the optimum requirements; plan and monitor the activities pertaining to library development; and others as required.

(Please see: Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff; Volume 6, Annex 66, Documents related to Library; Volume 1, Annex 8, Library Manual)

86. Staff development programs for the library: (0.5)

   i.   Refresher/orientation courses attended

   ii. Workshops/Seminars/Conferences attended

   iii. Other special training programs attended

Response: The employees at the library section have attended trainings on library management. The library employees occasionally participate in the refresher courses. Last year, the college hired an expert to help library staff for capacity upgrade and the library staff were oriented

regarding different aspects of the library management. This year, the library head, Ms Pushpa Bastola is undertaking a three-months training course on library management.

(Please see: [Volume 6, Annex 66, Documents related to Library](); [Volume 2, Annex 15, Budget 2081-082]())

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: e-School; developed by e-Zone Pvt. Ltd.

    Response: The library is operated with a software system having a barcode reader. The college has e-School software developed by e-Zone International Pvt. Ltd. The e-School is a comprehensive Management Information System (MIS) software which also includes library management module.

    (Please see: [Volume 6, Annex 55, MoUs and Contracts](); [Volume 6, Annex 77, Screenshots of EMIS Software]())

88. What is the percentage of library budget concerning the total budget of the Institution? (0.5)

    Response: For the FY 2081-082, the college has allocated NRs. 500,000 under the budget heads of 'books purchase'. Further, NRs. 200,000 and NRs. 100,000 allocated under the budget heads 'library operations' and 'Periodicals' respectively. Additionally, the college has allocated NRs. 200,000 for e-library and e-repository. The budget involves payment to subscription of TU's e-library. The percentage of library budget of NRs. 1,000,000 against the total budget of NRs. 170,000,000 is 0.59. Additionally, there are allocations under other recurrent as well as capital expenditures that are associated with the library management costs such as salary of library staff, expenses of utilities including Internet bills and software renewal charges, maintenance costs, furniture and fixtures expenses, etc.

    (Please see: [Volume 2, Annex 15, Budget 2081-082]())

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

    - Circulation services ☑
    - Maintenance services ☑
    - Reference/referral service ☑
    - Information display and notification services ☑
    - Photocopying and printing services ☑
    - User orientation/ Information literacy ☑
    - Internet/ computer access ☑
    - Inter-library loan services ☐
    - Networking services ☑
    - Power backup facility ☑

    Response: The college has established most of the above-mentioned services and facilities for the library.

(Please see: Volume 1, Annex 8, Library Manual; Volume 6, Annex 66, Documents related to Library; Volume 6, Annex 76, Photographs of Facilities and Services)

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

    i.   Average number of books issued/returned per day.   [Issued = 20; Returned = 71]

    ii.   Average no. of users visited / Documents consulted per month [452]

    iii.   Please furnish the information on no. of Log-ins into the   [---]

    iv.   E-Library Services/E- Documents delivered per month.   [---]

    v.   Ratio of Library books to the number of students enrolled   [10.03:1]

Response: The Library section is one of the busiest sections of the college. The Library involves in almost all of above-mentioned activities.

(Please see: Volume 6, Annex 66, Documents related to Library; Volume 4, Annex 25, Annual Report 2079-080)

CRITERION 6
STUDENT SUPPORT AND GUIDANCE

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

- Percentage of regular students appearing for the exam = 54.37%

    510 students appeared in final exams out of 938 in the year 2079.

- Drop-out rate (drop out from the course) = 6.40%

    60 students dropped out of the courses out of 938 in the year 2079.

- Progression to further study (Bachelors to Master, Master to MPhil /PhD.):

    Bachelors to Masters: 12

    Masters to MPhil/Ph.D.: 1

    Out of the 60 traced graduates of 2021 AD

- Prominent positions held by alumni: --

(Please see: Volume 4, Annex 30, Student Data 2077-2079; Volume 4, Annex 26, Tracer Study Report)

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)

Response: The college graduates have significant success in the examination of Nepal Civil Services Examinations, other employment-related examinations, and international level entrance examinations. Besides, a significant number of college graduates are employed in the private sectors. The tracer study conducted for the graduates of 2021 AD shows that out of 60 traced graduates, 31 graduates were employed in various organizations whereas, 6 graduates were engaged in self-employment.

(Please see: Volume 4, Annex 26, Tracer Study Report)

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

Yes ☑ (1)   No ☐

If yes, what are the contents of the prospectus? (attach a copy)

Response: Yes, the college publishes its updated prospectus annually. The prospectus includes, among others, the Chairperson and Campus Chief's messages, vision, mission, objective, program offered, features, intended outcomes, scholarship schemes, admission criteria and photographs.

(Please see: Volume 6, Annex 52, College Prospectuses and Brochures)

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

   Response: The college has provision to provide free-ships, scholarships and other supports to deserving and needy students. According to the audit report of the fiscal year 2079-080, the college distributed fee waiver of NRs. 8,143,450.00 on the basis of different criteria defined in the Scholarship Management Work-procedure. Further, the college has been providing scholarship to ten percent of the total enrolled student in each program as per the norms of TU.

   (Please see: Volume 6, Annex 73, Documents related to Scholarships; Volume 4, Annex 29, Statistical Data Forms 2077-2080; Volume 4, Annex 24, Audit Reports)

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	-	-
iii. Any others: Fee Waiver	374	374

   Response: The college has adopted policy and procedures for availing scholarships to the different categories of students according to which it provides financial aid to students having academic merit, disability, and backward communities and regions. In the last two years, the college has provided fee waivers to 374 students of different programs.

   (Please see: Volume 6, Annex 73, Documents related to Scholarships; Volume 4, Annex 29, Statistical Data Forms 2077-2080)

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 = 5)

   i.   Employment Cell: ☑ Role:
   ii. Placement Officer: ☑ Role:

   Response: Yes, the college has an employment cell and a placement officer who offers career counseling to students. The Student Counseling and Placement Cell facilitates students to get jobs of their choice. Formally and informally, the college facilitates students to get internships at various organizations including for the placement.

   (Please see: Volume 5, Annex 46, Documents related to Students' Counseling and Placement Information Cell; Volume 5, Annex 45, Documents related to Internship; Volume 6, Annex 60, Appointment Letters and TORs of Faculties and Staff)

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

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

   Response: Yes, the college through its departments has instructed the teachers to be engaged in academic and personal counseling to students. This type of counseling is reflected in the forms of orientations given at the beginning of new sessions, during the proposal and thesis writings,

seminars/workshops on curriculum, and project works. Additionally, heads of departments and faculties provide academic and personal counselling to students on a regular basis.

(Please see: Volume 5, Annex 46, Documents related to Students' Counseling and Placement Information Cell; Volume 5, Annex 50, Documents related to Students Orientation Programs)

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

Particulars		UG students	PG students	Research Scholars
i.	Local firms/companies	24	5	
ii.	International firms/companies	1	-	
iii.	Government	-	1	
iv.	Public (semi-government) sector	-	-	
v.	Private sector	*	*	

Response: According the Tracer Study Report of the graduate year 2021 AD, 31 graduates have received employment at different types of organizations, as mentioned in the above table.

(Please see: Volume 4, Annex 26, Tracer Study Report)

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 the last 5 years)?

Response: Yes, the college through the cell related to placement encourages its students for self-employment. The tracer study report shows that out of 60 traced graduate 6 graduates are self-employed. Further, college is planning to establish an incubation cell for promoting entrepreneurship amongst the students and fresh graduates in the near future.

(Please see: Volume 4, Annex 26, Tracer Study Report)

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

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

Response: Yes, the college has an alumni association, which is named the *MBMC Alumni Association*. It was founded in 2064 BS by a group of enthusiastic ex-students of the institution. Its purpose is to foster, maintain, and support a mutually beneficial relationship between the college and the alumni. According to the statute of the alumni, the executive committee is the governing body of the association. The committee formulates alumni's policies, strategies, programs and plans. It responsible to conduct programs and activities of the association. Recently, an ad-hoc committee has been formed in order to revitalize the association including the activities related to review, planning, including member registrations.

(Please see: Volume 6, Annex 72, Documents related to Alumni)

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

Response: The college makes its policies and criteria of admission clear to the prospective students through its website, prospectus, notices, and advertisements on different media. The college has also used social media such as Facebook to advertise its call for admission. Besides, the college forms admission and counseling committee for new intakes.

(Please see: Volume 6, Annex 52, College Prospectus and Brochures; Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 6, Annex 51, Documents related to Students Admission)

102.   State the admission policy of the institution concerning international students. (0.5)

Response: The college encourages international students to get admitted. It has a special admission policy for such students. The eligibility criteria for admission of international students in the college is mentioned in the admission policy of the college. Besides, the college follows the norms as set by the affiliating university in this regard.

(Please see: Volume 6, Annex 51, Documents related to Students' Admission)

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

International student service office ☑

 Special accommodation ☐

Induction courses ☑

Socio-cultural activities ☑

Welfare program ☑

Policy clearance ☑

Visa Support ☑

Response: The college provides most of the above-mentioned support to international students. Besides, it orientates such students about the academic program and the procedure of admission at the college.

(Please see: Volume 6, Annex 51, Documents related to Students' Admission)

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 ☑: Leisure room

Response: The college has adopted policies and procedures to avail students some of the above-mentioned facilities. Students are encouraged to use the above mentioned recreational/ leisure time facilities available in the college. A separate and well-furnished leisure room is available to students. The college has set up TV screens for audio-visual facilities; students can watch documentaries, YouTube, and other such materials.

(Please see: Volume 6, Annex 76, Photographs of Facilities and Services; Volume 5, Annex 47, Documents related to ECA; Volume 5, Annex 40, Documents related to Extension and Outreach Programs)

CRITERION 7
INFORMATION SYSTEM

105. Is there any cell in the institution to analyze and record various academic data? (2)

Yes ☑ No ☐

If yes, mention how does the cell work along with its compositions?

Response: The college has established an EMIS cell to collect, process, record, analyze and report various academic as well as other institutional data. The EMIS cell works in coordination with other departments and units for data management of the institution. The EMIS cell collects data derived from different internal and external sources and analyzes them for reporting. For this, e-School software is deployed for recording and producing facts and figures of the institution. The regular functions of the cell are carried out by a designated person. A five-member committee supports the functions related to the cell.

(Please see: Annex 1 College Status; Volume 1, Annex 6, EMIS Work-procedure; Volume 6, Annex 69, Documents related to EMIS)

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

Response: The EMIS cell collects, processes, and produces data reports for systemic analysis in academic, administrative, financial and instructional areas, which in turn assist the college for identifying precise and timely information. Such realistic information produced by the cell augment the informed decision making process of the college for the development of the institution. The cell primarily follows the data parameters defined by University Grants Commission. The EMIS Work-procedure has clearly defined the areas of information analysis.

(Please see: Volume 1, Annex 6, EMIS Work-procedure; Volume 6, Annex 69, Documents related to EMIS; Volume 6, Annex 77, Screenshots of EMIS Software; Volume 4, Annex 25, Annual Report 2079-080; Volume 4, Annex 29, Statistical Data Forms 2077-2080)

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

Response: The EMIS cell maintains a comprehensive database system employing combination of modern IT hardware and software. An EMIS software named e-School is extensively used for data recordings, processing and reporting. The records are also manually filed and kept at the concerned departments and units. Also, the cell supports the public information cell to publish information related to the public concerns on website and social and other mass media.

(Please see: Volume 6, Annex 77, Screenshots of EMIS Software; Volume 4, Annex 25, Annual Report 2079-080; Volume 6, Annex 78, Screenshots of Website and Social Media)

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

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

Response: Yes, the information obtained from various sources of the college and maintained by the EMIS cell are open to its stakeholders. For instance, the EMIS cell in coordination with the public information management cell publishes the documents viz. annual report, financial audit

report, policy documents, and publications on the college website and social media which can be openly accessed online. Besides, the college organizes interaction programs, meetings, and gatherings to share the analyzed data with its stakeholders.

(Please see: Volume 6, Annex 77, Screenshots of EMIS Software; Volume 4, Annex 25, Annual Report 2079-080; Volume 6, Annex 78, Screenshots of Website and Social Media)

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

Yes ☑ No ☐

Response: Yes, the methods of study and analysis of academic, administrative as well as financial data of the college are open to its stakeholders. For instance, the information related to student enrollment, dropouts, examination appear and pass rates, graduates, students' ethnicity including gender is available to all its stakeholders of the institution. All the information pertaining to the stakeholders' concerns are available on the website and social media of the college.

(Please see: Volume 6, Annex 77, Screenshots of EMIS Software; Volume 4, Annex 25, Annual Report 2079-080; Volume 6, Annex 78, Screenshots of Website and Social Media)

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

Yes ☑ No ☐ If yes, explain how does it happen?

Response: The college has established mechanisms to receive comments or feedback on the published data. This is especially done to correct the shortcomings of the college. The feedbacks are received through the meetings of departments and various interactive programs with the stakeholders. The college has also kept complaint/ suggestion boxes in college premises. The reception section of the college also records the concerns of stakeholders. Besides, the college receives feedbacks and comments through social media and its website as well. Recently, EMIS section has conducted a survey to collect comments and feedbacks of the stakeholders and prepared an analysis report. The recommendations shall be incorporated in enhancing the quality, reliability and timeliness of published data.

(Please see: Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

111. What are the impacts of such an information system on the decision-making process? (1.5) Produce in brief the impact analysis.

Response: The information system certainly has influenced the decision-making process of the college. The information system assists in producing real time data trends in areas among others, student enrolment, examination appear rate, pass percentage, dropout rate and attendance. The data generated by the system is frequently analyzed and assessed by the college

management for necessary actions. For instance, if the data shows diminishing trend in pass percentage, the college conducts more number of remedial classes and counseling sessions. Similarly, if the system shows the decreasing trend of enrolment in one or more academic programs, the college adopts aggressive promotion strategy. The decisions based on the information provided by the system has helped the college to take appropriate actions on the right time. Besides, the information system of the college is robust enough to conduct various stakeholder surveys. The recommendations received from such surveys profoundly guide the courses of decisions in the college. Additionally, the college conducted a survey to receive feedback from the stakeholders specific to EMIS. The analysis of the feedbacks has produced recommendations which will be used against taking correction actions for the system.

(Please see: Volume 6, Annex 69, Documents related to EMIS; Annex 25, Annual Report 2079-080; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

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

Response: The use of information systems established by the college has significantly improved the quality of education and other services of the college. For instance, EMIS is used to analyze student performance and feedback on courses. This data helps the departments to identify underperforming courses and the areas that need more focus. Accordingly, remedial measures are conducted. Similarly, the EMIS software has facility through which, students and faculties have submitted their suggestions and comments regarding the academic and other facilities for better learning environment in the college. The college has responded such feedbacks to upgrade its academic and other facilities such as installing TV screen at the classrooms, adding high performance computers and Internet service, improving canteen and other support facilities, etc. Furthermore, the use of EMIS software for giving and receiving assignments; uploading of class routines, reading materials, notices of different academic activities have helped the college to maintain quality standards in teaching and learning. The EMIS has also helped the authorities of the college to monitor the class activities and take necessary actions for quality enhancement. All such initiatives have added to the overall quality enhancement of the college.

(Please see: Volume 6, Annex 69, Documents related to EMIS; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

CRITERION 8
PUBLIC INFORMATION

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

Yes ☑ No ☐ If yes, give details.

Response: Yes, there is. The college has established the Public Information Management Cell within the institution with the objective of effective dissemination of its academic, administrative, financial and other relevant information to the stakeholders and the general public. The activities of the cell are coordinated by a focal person. The cell works in coordination with EMIS cell for information dissemination. The college has formulated Public Information Management Cell (PIMC) Work-procedure to guide the operations of the cell.

(Please see: Volume 1, Annex 7, Public Information Management Cell Work-procedures; Volume 6, Annex 70, Documents related to PIMC)

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

Academic ☑ (0.25)

Administration ☑ (0.25)

Financial ☑ (0.5)

All ☑ (1.0)

Response: The Public Information Cell disseminates information in different areas of higher education including academic, administrative, financial, library, infrastructure, extra-curricular aspects, and so on. The areas of information for the stakeholders and general public are defined by the college according to which, the information are disseminated through mass media.

(Please see: Volume 4, Annex 25, Annual Report 2079-080; Volume 6, Annex 52, College Prospectus and Brochures; Volume 6, Annex 78, Screenshots of Website and Social Media)

115. Where are these information published? (1.5)

Newspapers ☑ (0.5)

Magazines ☑ (0.5)

Institutional special magazine dedicated for this ☑ (0.5)

Response: With the rapid development in the field of Information Technology, the access to online information is readily available to wider array of the general public. Therefore, the college has adopted the policy to disseminate its various information of the public concerns through the online media. In line with which, the college publishes its information on the college's website, annual report, college FM radio, social media, notice board, hoarding boards, flex displays, prospectus, leaflets, pamphlets, brochures, and printed handouts. Besides, the college publishes a specialized magazine named '*Shweta Shardul*' which includes write-ups, messages, and articles of students and faculties. It also uses several other ways and means to publish the information including in popular mass media.

(Please see: Volume 6, Annex 70, Documents related to PIMC; Volume 4, Annex 25, Annual Report 2079-080; Volume 5, Annex 33, Shweta Shardul; Volume 6, Annex 52, College Prospectus and Brochures; Volume 6, Annex 78, Screenshots of Website and Social Media)

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

Yearly ☑ in 4 years ☐ (0)

Response: The college regularly publishes annual progress report which includes all academic, administrative, financial, infrastructural and other relevant aspects of the institution. The information is also published regularly on the website, college radio, and social media. The college also publishes notices such as bids call, vacancy call, etc. on print media depending on the requirements.

(Please see: Volume 6, Annex 52, College Prospectus and Brochures; Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 6, Annex 70, Documents related to PIMC)

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

Areas	Year 1, place of publication	Year 2, place of publication
Research Journal (peer-reviewed)	2023, Kathmandu	2024, Kathmandu
Shweta Shardul (magazine)	2023, Kathmandu	2024, Kathmandu
Annual Report	2078/079, Kathmandu	2079/080, Kathmandu
Website	Updated	Updated
Prospectus	2080, Kathmandu	2081, Kathmandu

Response: The college has published two volumes of peer reviewed research journal named Journal of Productive Discourse (ProD) on a regular basis. In addition, the college publishes '*Shweta Shardul*', a specialized magazine every year. Also, the college publishes its annual report as well as prospectus and brochures annually. The website is regularly updated with new information and documents.

(Please see: Volume 5, Annex 32, Journal of Productive Discourse (ProD); Volume 5, Annex 33, Shweta Shardul; Volume 6, Annex 52, College Prospectus and Brochures; Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 4, Annex 25, Annual Report 2079-080)

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

Yes ☑ No ☐ If yes, give details.

Response: Yes, the cell collects responses through emails, telephone, face to face, social media, and suggestion boxes placed in the college premises. The college website has a section through which concerned may submit their feedback. The stakeholders provide their comments and feedbacks on social media platform. Besides, the responses are also collected through questionnaires which are often distributed among the faculties, students and other stakeholders.

Recently, the college conducted a survey for impact analysis of EMIS data and public information.

(Please see: Volume 6, Annex 78, Screenshots of Website and Social Media; Volume 6, Annex 68, Documents related to Grievance Redress Cell; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

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

Yes ☑ No ☐ If yes, how these impacts are measured?

Response: The college regularly evaluates the impact of public information on quality improvements. These impacts are measured through the analysis of responses derived from the stakeholders. The college through its various units and committees frequently takes opinions of its students, faculty members, non-teaching staff, and stakeholders. Data obtained from these communications are analyzed and recommendations are put forward for corrective actions. For instance, tracer studies, academic audit reports, stakeholders' responses, and other reports related to the quality improvement are analyzed and appropriate corrective initiatives are taken as per the suggestions made by the respondents. Recently, the college conducted a survey to receive feedback of stakeholders on college's public information system. The recommendations of the survey will be gradually implemented for quality improvements.

(Please see: Volume 4, Annex 26, Tracer Study Report; Volume 4, Annex 27, Students' Perceptions Survey; Volume 6, Annex 67, Stakeholders' Responses; Volume 6, Annex 68, Documents related to Grievance Redress Cell; Volume 6, Annex 81, Impact Analysis of EMIS and PIMS)

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

Response: The college understands that the effective public information practice plays vital role in overall institutional development and boost institutional responsiveness, accountability and transparency. Therefore, the college publishes its information of the public concerns through various media and mediums for mass dissemination. The information broadcasted to the public have certainly made positive impacts on its quality enhancement at different instances. For an instance, the college has initiated virtual classes, online payment system, and webinars upon the advice of the stakeholders. At many instances information flow of admission with salient feature of college has positive impact on student enrolment.

(Please see: Volume 4, Annex 25, Annual Report 2079-080)

PART III
ANALYSIS OF CRITERION-WISE INPUTS

Madan Bhandari Memorial College has been enjoying its progressive academic, administrative, and financial growth. Meanwhile, the college is also aware of its strengths, weaknesses, opportunities, and learnings. So to analyze overall status of the college, the Self- Assessment Team (SAT) has studied the Strengths, Weaknesses, Opportunities, and Learnings (SWOL) of the college to identify its status and to enhance its quality. A detailed SWOL analysis for the institution has been presented criterion-wise below:

1. Policy and Procedures

As the college is affiliated to Tribhuvan University, it adheres to its act, rules, and regulations. Besides, the college operates based on the college statute. According to the college statute, the College Management Committee (CMC) is the executive body, which adopts the policies, regulating college programs and activities. The CMC is formed in line with the rules and regulations of TU and functions according to the statute of the college. The Campus Chief runs the day-to-day functions of the college that comprises of the representatives of teachers, assistant campus chiefs, school heads, and department heads.

The apex body of the college is the General Assembly (GA) that adopts all policies for overall internal quality monitoring and checks. It consists of founders, representatives of Madan Bhandari Foundation, and representatives of other stakeholders such as teachers, staff, students and the others.

The overall administration (academic and non-academic) is led by the Campus Chief. The non-academic staff administration is led by the Assistant Campus Chief (Administrative), who works under the campus chief. The academic administration is of four tiers: the first tier refers to the Campus Chief and Assistant Campus Chief (Academic), the second tier refers to the overall School Heads, the third tier refers to the Heads of Departments and the fourth tier refers to faculties who manage the classes assigned to them.

The college has instituted the Students Council to bridge the student community and the college administration. It is a non-political entity. The Council is responsible for organizing skill-developing activities, scholarly activities, training programs, and personality development programs including other co-curricular activities.

In line with the college statute, the college has formulated various documents related to policy and procedures. The major documents include among others, Strategic Development Plan, Master Plan, Internal Quality Assurance Committee Work-procedure, Faculty and Staff Regulations, EMIS Work-procedure, RMC Work-procedure, Scholarship Management Work-procedure, Library Manual, Student Counselling and Placement Information Cell Work-procedure, Public Information Cell Work-procedure. All these policy documents ensure the systemic, effective and efficient functioning of the college.

1.1 SWOL Analysis: Policy and Procedures

Strengths	Weaknesses
• Clear Guidelines and Standard • Compliance and Accountability • Student Support Services • Faculty Development • Operational Efficiency	• Bureaucratic Rigidity • Procedural Complexity • Resource Constraints • Resistance to Change
Opportunities	**Learnings**
• Technology Integration • Policy Review and Updates • Stakeholder Engagement • Enhanced Support Services • Partnerships and Collaboration	• Continuous Improvement • Communication is Key • Flexibility and Adaptability • Resource Allocation. • Inclusive Policy Development

2. Curricular Aspects

The college adapts the syllabi prescribed by the university since it is affiliated to TU. However, the college plans innovative and creative methods for the delivery of the curricular contents to students. Faculty members are encouraged to attend the faculty development programs organized by the university and the college itself. They are assigned to attend workshops conducted for the curriculum. The academic calendar of the university is followed for the planning and implementation of the action plan. However, the college also prepares its academic calendar featuring curricular and co-curricular activities. The college obtains feedback from various stakeholders which is studied and analyzed in the direction of content, syllabus design, faculty involvement, quality of teaching, and conveyed to the concerned faculty for further necessary action.

The college is flexible in terms of class schedules ensuring the benefit of students. For example, the college runs classes in the morning and day shifts as per the convenience of the students. The students can choose shifts and even can transfer from one subject to another. The college has also offered elective subjects to choose from.

The college has made many efforts to promote the overall personality of its students such as the capacity to learn, communication skills, numerical skills, the use of information technology, and working independently or in a team. The teachers provide students with assignments so that the students can improve their learning ability. The teachers also regularly organize seminar presentations for students. The teachers emphasize using technologies so that the students can improve their communication and technical skills and enhance their experience of technology. Most importantly, the students need to learn skills to work independently and in a team so that they can be able to adjust to real life work situations after graduating from the institution.

The college offers additional focused programs and electives to its students depending on the nature of the academic programs. So, each course for the academic programs lists several electives to meet the contemporary challenges. Concerning to the additional focused programs, the college has run programs such as BSc CSIT, BCA, BBM, and Master's Degree programs.

Some faculty members of the college have contributed to the curriculum design of the university. The courses are developed keeping in mind the Nepali business and societal requirements and the feedback from the stakeholders. To assess the outcome of the stated objectives of the curriculum, the college conducts unit tests, selection tests, and collects informal assessments/observations from the faculties and students from time to time.

2.1 SWOL Analysis: Curricular Aspects

Strengths	Weaknesses
• Comprehensive Curriculum • Experienced Faculty • Recognition • Innovative Programs • Interdisciplinary Approach	• Behind the time curricula • Rigid Structure • Limited Resources • Overemphasis on Theory • Inadequate Support for Diverse Learners
Opportunities	**Learnings**
• Curriculum Modernization • Technology Integration • Industry Partnerships • Global Perspective • Flexible Learning Options	• Regular Curriculum Review • Balancing Theory and Practice • Student Feedback • Faculty Development • Inclusivity and Accessibility.

3. Teaching-Learning and Evaluation System

The admissions in various programs offered by the college have been maintained because of the committed efforts of the institution to provide quality education, excellent academics, good governance, excellent infrastructure, and a good track record of placement. The college caters to the needs of students during their study period. It serves them with remedial, add-on, enrichment, co-curricular activities. The college identifies the advanced learners and guides them to take up best careers.

The college has adopted both annual and semester system for its various courses of study. The semester system programs dominate the annual programs. The applicants for all programs are evaluated based on previous academic achievements, written entrance tests, and personal interviews.

After new students get admitted into the academic programs, they are given orientation programs on the nature, objectives, and contents of the courses as well as academic programs. Even at the time of

admission, the students are counseled individually regarding the scope of the course as per their academic records and background. The departments, student counseling cell and ECA unit assess students' needs and aptitudes to help the students to select appropriate courses.

The college monitors the overall performance of its students periodically. The monitoring is done institutionally by the heads of each department and program coordinators. It is also done individually by the subject teachers. The subject teachers also keep students' portfolios and conduct monthly achievement tests orally and in writing. Similarly, the department and the college also organize extra-curricular activities such as sports, quiz contests, debates, cultural programs, etc. to improve the overall personality and skills of the students.

The college has a mechanism to evaluate the students' institutional experience while in college. The feedback obtained from the students can be used in the future development plan of the college. Recently, the college conducts tracer study of its graduates.

3.1 SWOL Analysis: Teaching-Learning and Evaluation System

Strengths	Weaknesses
- Qualified Faculty - Diverse Teaching Methods - Comprehensive Evaluation - Student-Centered Learning - Continuous Feedback	- Resource Constraints - Large Class Sizes in Annual Programs - Inconsistent Teaching Quality - Outdated Evaluation Methods in Annual Programs - Limited Professional Development
Opportunities	Learnings
- Integration of Technology - Faculty Training - Collaborative Learning - Personalized Learning - Continuous Improvement	- Importance of Engagement - Adaptability - Effective Use of Technology - Comprehensive Assessment - Feedback Mechanisms

4.   Research, Consultancy, and Extension

The college has been providing opportunities to its faculty members and students to carry out research activities. Both faculty members and students in the college are encouraged to take advantage of a wide range of research opportunities. Each department in the college provides support to students and provides orientations on how to conduct research and write reports. The students have the opportunity to work under the experienced faculties. They work to find solutions to society's most pressing problems.

In college, teaching-learning has continuously been substantiated with some research funding. With the grant support of UGC, the college has established Research Management Committee (RMC) and

specified its operation modality in Internal Quality Assurance Committee Work-procedure. Besides, RMC has its own work procedure called RMC Work-procedure. The RMC processes all research works of students.

The RMC conducts seminars/ workshops for the faculty members and students to provide in-depth knowledge and skill in the areas of research. Besides, the RMC coordinates, supervises, and evaluates the research activities of the faculty members.

It is equally important for the researchers that the findings of their research should be disseminated more widely to the public to bring changes in society. The college publishes ProD, an annual peer reviewed journal. The research journals are published annually. In line with its commitment to economic, social, and environmental sustainability, the college is minimizing the content of its print publications, and enhancing its website by providing digital versions of its printed publications.

4.1 SWOL Analysis: Research, Consultancy, and Extension

Strengths	Weaknesses
• Experienced Faculties for Conducting Research • Good Coordination Between Teachers, Students, Researchers, and Staff • Undergraduate and Postgraduate Curriculum Oriented Towards Research. • Research Grants for Both Students and Teachers • Establishment of RMC • E-Resources in The Library for Conducting Research Work • Regular Seminar and Workshop Concerning Research	• Lack of Sufficient Funds for Teachers and Students Involving in Research Activities • Lack of Implementation of Policy on Research • Less Number of Research by Adjunct Faculty
Opportunities	**Learnings**
• Expansion of Research Activities • Students' Participation in More Interdisciplinary Programs and Access to Better Exposure to Research Problems and Methodology • Database Access to Students	• Attracting Better-Qualified Researchers • Lack of Sufficient Collaboration with Experts and Institutions for Research • Difficulty of Getting Research Funds from External Funding Agencies.

5.   Infrastructure and Learning Resources

The college emphasizes on providing improved facilities to students, teachers, staff, and stakeholders so that they can do their best.   The college building was purposefully constructed for the best pedagogical experience. The CMC is focused on developing infrastructure in line with the master plan of the college. Appropriate policies are framed and decisions are taken for their implementation. The college also reviews the policies time and again to meet the current needs and long-term vision of the institution. It offers its helping hand whenever an infrastructural change is required and also fulfills the norms of the affiliating university and government. The college has well-furnished classrooms and labs, study rooms, a resourceful library, and clean restrooms. The college has a comprehensive master plan that explains the existing buildings and the projected expansion in the future. The master plan envisions the expansion of the present institution into the deemed university.

The library has a good ambiance with an adequate seating capacity. It has a large number of books and subscriptions of daily newspapers and magazines. The computer labs are well equipped with the latest brand of computers. Pedagogical experience is enhanced by implementing video lectures and by arranging workshops and seminars. The institution formulates its annual budget. The college runs its classes in two shifts: in the morning and day so that the maximum students can be benefitted from its infrastructure facilities. The college has a large yard for sports and other activities. The college often organizes sports competitions for the students. The college provides the facilities of clean drinking water and washrooms for everyone.

The college has established its own FM radio station to serve the practical needs of the students of journalism. The college library provides access to computers and E-resources withe internet connectivity. The library's collections encompass a rich and varied universe of printed volumes, digital resources, maps, media, and archival materials.

5.1   SWOL Analysis: Infrastructure and Learning Resources

Strengths	Weaknesses
- Excellent Library Resources - ICT Facilities for Teaching-Learning - Regular Maintenance, Upkeep, and Upgrading of Facilities - Adequate Space and Infrastructure for Sports - Well-Equipped Laboratories - Maintenance of Greenery - Parking Facility	- Lack of Playground for Games Like Football and Cricket - Demand for number of Classrooms - Demand for Individual Work Station for Faculties

Opportunities	Learnings
• Tie-Up with Local, Provincial, Federal Government Bodies for Infrastructure Expansion • Optimum Utilization of Available Space	• Infrastructural Requirements As Per Demands of Time • Limited Land Area

6. Student Support and Guidance

The college updates its website on regular basis to provide all the information regarding admission, various programs, student facilities and placement information, and so on. The college takes several efforts and strives hard to expedite the multifarious progress of the students. The college provides several scholarships and freeships to the needy and deserving students. There is also a provision of scholarship on merit basis.

The college has set up an employment information unit and appointed a placement officer who offers career counseling to the students. The employment information unit looks after these services to the students. The major role of the unit is to identify the employment providers, circulate the information about the vacancies to the students, and keep the records of those who are employed. The college encourages the students for self-employment. The college has an alumni association, which is named "MBMC Alumni". Its purpose is to foster, maintain, and support a mutually beneficial relationship between the college and its alumni. Since its establishment, MBMC Alumni has been working in the development of the college and students.

The college has set up the students' council to utilize the potentialities and creativity of students in teaching-learning and co-curricular activities. The council is a bridge between students and college administration; it plays active role in the decision-making process of the institution.

6.1 SWOL Analysis: Student Support and Guidance

Strengths	Weaknesses
• Individual attention to weak students and advanced learners beyond routine hours • Student counseling • Employment cell • Establishment of Students' Council and MBMC Alumni • Effective mentoring to individual students. • Scholarship and freeship provision	• Effective bridging initiatives • Less utilization of available space • Low pass percentage in some subjects

Opportunities	Learnings
• Create more scope for job placement • Improve common room for students • Construction of auditorium • Further enhancement of competency development programs through co-curricular activities.	• Handle students from diverse backgrounds with greater sensitivity • Maintain and Increase the enrollment of students • Increase the pass percentage of students • Expand health insurance for students

7. Information System

The college has established the EMIS section to analyze and record various facts, figures, documents, and other resources. The EMIS section works together with other departments and sections. It collects data derived from different schools, departments and sections and analyzes them for academic and institutional development.

The methods of study and analysis are also open to the stakeholders of the institution. For instance, the data concerning to the enrollment of students, dropouts, examination-appeared students, and graduates is available to the stakeholders of the institution. The college has formed the Public Information Cell to disseminate and receive comments or feedbacks on the published data. This is especially done to correct the shortcomings of the college.

Such feedbacks are received through the meetings of schools, departments and classrooms. The college has also kept suggestion boxes at different places around the college premises accessible to its stakeholders. This is another way the college receives feedbacks on the published data. The EMIS avails its data to all departments, programs, sections, and units of the college as required.

7.1 SWOL Analysis: Information System

Strengths	Weaknesses
• Well-equipped EMIS Section • Information based policy formulation • Faculties' willingness and cooperation in using IT applications for pedagogical purpose • Dissemination of academic information on the website	• Growing demand of IT infrastructures • Unavailability of smart classrooms for all • Budget constraints on information technology development

Opportunities	Learnings
• Development of national and international networks for technological enhancement • Creation of enhanced learning experience and academic quality through ICT • Knowledge management opportunities	• Trend of ICT based critical pedagogy • Conversion of the database to web-based software • Finance for ICT initiatives

8. Public Information

The college emphasizes accountability and transparency of all its activities. The college is in constant dialogue with all the stakeholders for the precise planning and strategic direction that it needs to pursue. The college has established a Public Information Cell. The role of the cell is to disseminate information to the stakeholders of the college and to receive feedbacks to be used for enhancing institutional growth and improvement. The Public Information Cell provides information in different areas such as academic, administrative, financial, library, infrastructure, and extra-curricular aspects. Such information is made available to the stakeholder through college-website, annual report, academic administrative report, regular publications, prospectus, brochures, pamphlets, college radio, and EMIS report.

8.1 SWOL Analysis: Public Information

Strengths	Weaknesses
• Formation of Public Information Cell • Regular publication of academic documents in print and online • Frequent updates of information • User-friendly college-website and LMS system	• Low-level verbal relay of information • Low level of awareness about the need and significance of public information disclosure.
Opportunities	**Learnings**
• Build good interaction with all stakeholders • Implementation of public response • Availability of application software in the market	• Creating a conducive environment for public information disclosure • Creating trained manpower for public information management • Training and development initiative to teachers' and administrative staff