SELF STUDY REPORT

of

SURKHET MULTIPLE CAMPUS

BIRENDRANAGAR SURKHET

Submitted To:

TU Quality Assurance & Accreditation Center
Kirtipur, Kathmandu

December, 2021

त्रिभुवन विश्वविद्यालय
Tribhuvan University
सुर्खेत बहुमुखी क्याम्पस
Surkhet Multiple Campus

क्याम्पस फोन : ५२०३०७
: ५२०२९८
आवास : ५२०२९७
फ्याक्स : ०८३-५२०३०७
E-mail : info@sc.tu.edu.np
web : www.surkhetcampus.edu.np
क्याम्पस रोड, वीरेन्द्रनगर, सुर्खेत
Campus Road, Birendranagar, Surkhet

च. नं. :
D.No.:

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution under the lead work of the Self-Assessment Team based on the preliminary insight we received of the Self-Assessment Report. I am hopeful that Internal Assessment Evaluation Team TU QAA and all the concerned authorities will help us improve the report and meet the criteria to lead our campus and a quality accredited educational institution of Karnali province.

Madhav Prasad Khanal
Campus Chief
Surkhet Multiple Campus, Surkhet
2078/ 08/26

Campus Seal

SSR Preparation Committee

To make and develop the Self-Study Report, the Campus Executive Committee formed an expert team of five members. The committee was named as Internal Quality Assurance Committee (IQAC) as stated in the decision done on 26th Aswin 2077. The committee was extended to seven members from the Campus Executive Committee meetings held on 24th Paush 2077. The committee was coordinated by Madhav Prasad Khanal, the campus chief as the chair of IQAC. The details of the extended IQAC is as follows:

Table 1: Internal Quality Assurance Committee (IQAC), Surkhet Multipele Campus (SMC), Surkhet

S.N.	Name	Role in Committee	Remarks
1.	Madhav Prashad Khanal	President	Campus Chief
2.	Bhatta Mahaesh datta	Member	Faculty Member
3.	Sharad Paudel	Member	Faculty Member
4.	Prof. Dr. Chandra Prakash Rijal	Member	Expert
5.	Dharma Raj Shahi	Member	Head of the Account Section
6.	Chakra Bahadur Shahi	Member	Student Representative
7.	Rajan Kumar Kandel	Member-Secretary	Faculty Member

The first meeting of CEC of the campus formed the SAT committee based on the QAA guidelines of the campus for the SSR preparation work 26th Aswin 2077. The major role of the committee was to submit the Letter of Intent (LoI) and conduct the self-assessment, workshop, consultation, discussion, document review, and prepare necessary annexes to write the Self-Study Report. Similarly, the committee also made frequent communications with the University Grants Commission (UGC) for guidance and support. As the SSR preparation work was very extensive, it needed more time and engagement of human resources. For this, the committee also mobilized the faculty members, staff, students, and other stakeholders for necessary support. Below are the core members of the SAT (SSR preparation) committee:

Table 2: Internal Self-Assessment Team (SAT), Surkhet Multipele Campus (SMC), Surkhet

S.N.	Name	Role in the Committee
1.	Rajan Kumar Kandel	Coordinator
2.	Damber Bahadur Khatri	Member
3.	Yubat Kumar Oli	Member Secretary

Acknowledgements

We are really thankful to the Campus Chief and all the concerned stakeholders on the occasion that SMC has started the process of acquiring QAA (Quality Assurance and Accreditation) certificate granted by UGC. As part of the process, Self-Assessment Team (SAT) was formed for preparing the detail report of the curricular, administrative and infrastructural aspects of the campus. The committee approached various stakeholders in course of accomplishing its responsibilities and received valuable support and suggestions from all of them. The committee is thankful to all the teachers, staffs, students' representatives, various students' Organizations, all the students of SMC, guardians and well-wishers. Many thanks go to the coordinators and the members of different committees of SMC for preparing the research report in line with the requirements of SSR questionnaire. We cannot forget the commendable hard work of the Department Heads and of Academic Audit Unit for preparing result analysis report. We appreciate the collaboration of the staffs of Exam Section, Account Section, Library Section, Administration Section and Store Section of SMC for providing respective documents and data.

In course of carrying out the responsibility, various committees were formed to perform different tasks. SAT is grateful to all the committees for their cordial help and sincerity t. We will never forget the valuable help of Dr. Prem Bahadur Thapa and Prof. Dr. Chandra Prasad Rijal without whose constant support the report would not have been produced in this format this soon! Finally, we are much thankful to Madhav Prasad Khanal, the Campus Chief of SMC for the warm inspiration and constant support in course of transforming this task a reality.

Thank you all!

Rajan Kumar Kandel (Coordinator-SAT)

Dambar Bahadur Khatri (Member-SAT)

Yubat Kumar Oli (Member-Secretary-SAT)

Executive Summary

It has been well known that the University Grants Commission has been providing strategic leadership to higher education institutions (HEI) in Nepal to achieve the goal of quality learning through the Higher Education Reform Project (HERP). This has well encouraged the HEIs to be part of the Quality Assurance and Accreditation (QAA) process under the HERP.

Surkhet Multiple Campus (SMC) is an institution providing higher education in Nepal, shares a similar view and thus holds a similar aspiration to impart quality learning to its students by setting a higher performance bench mark. With this fact, the Campus Executive Committee (CEC) decided to move further with the QAA process. The CEC formed the IQAC to execute the QAA work, which led to the submission of the Letter of Intent (LoI).

Further, the Campus analyzed its Strength, Weakness, Opportunities, and Challenges and learned that the vision of the Campus can be achieved through investment in policies, mechanisms, and human resources management. The Campus formulated different plans and programs. At the same time, the Campus also focused on its weakness i.e., policies, guidelines, and documentation. The Campus realized that existing policies and guidelines are not up to the mark to promote governance and effective teaching-learning.

During the one year of the SSR development process, we came to notice that there are no more weaknesses of the Campus that we cannot improve soon. So, we revised the existing ones, and developed necessary new policies and guidelines to improve its governance system of the Campus. The revision of policies, guidelines, and development process were done through the inclusive and participatory process. Additionally, the Campus has developed a systematic mechanism to document and disseminate information through a one-door system.

The Campus has taken the QAA process as part of a self-reflection and improvement exercise and as an opportunity. So, accordingly, SMC developed a mechanism to include the students in the Campus decision-making process. Now, the Campus has a Students Quality Circle (SQC) to advise in the teaching-learning process. And additionally, students are now members in few of the units formed for Campus operation and decision-making. The Campus has taken a view that the students' opinions and views should be taken through satisfaction surveys, tracer study, and complaint response mechanisms to lead the institution a service

providing public asset.

Presently, the primary opportunity, also the challenge of the Campus is to develop the physical infrastructure. The Campus has developed five years' strategic plan through several rounds of workshops and consultations with different stakeholders. The strategic plan includes incentives to Physical Infrastructure Development, Faculty Development, Academic Excellency, Program extension, Institutional Capacity Development, Research and Publication, Student Welfare and Extra-curricular Activities, Partnership Strategy, and Financial Resource Development and Management. Also, the summary of evidence provided, and justifications made in the SSR reflect a year-long dedicated effort of the Campus. It is guided by the Campus's aspiration, as has been stated to be an accredited institution that can impart quality-learning outcomes. The process of the development of SSR was extensive and time-consuming. It demanded rigorous consultations and feedback processes from all the stakeholders (students, staff, parents, the CEC, community, other stakeholders). For this, the SSR development team conducted several workshops, interviews, discussions, briefing sessions, and document reviews in the course of developing this copy.

Regardless of all that, as the process was begun late, there are some areas and aspects that Campus has started recently and the result is yet to be received. But the Campus remains confident that the progress made by this institution should thus fulfil and meet all the 120 indicators under 8 different criteria as set by the UGC, to gain the acceptance status. At last, we do not claim of the originality in the presentation of the common issues shared by the institutions of Tribhuvan University though we have tried to incorporate accurate data we received at the time of the preparation of the report.

Abbreviation/Acronyms

AA: Alumni Association
AAU: Academic Audit Unit
ACC: Assistant Campus Chief
ARPT: Annual Report Preparation Team
AT: Advisory Team
BBS: Bachelor of Business Studies
B. Ed.: Bachelor of Education
BICTE: Bachelor of Information and Communication Technology Education
CC: Construction Committee
CEC: Campus Executive Committee
CMC: Campus Management Committee
EJPU: Employment and Job Placement Unit
EMIS: Education Management Information System
EOC: Extension and Outreach Committee
FSU: Free Students' Union
HEI: Higher Education Institution
HERP: Higher Education Reform Project
HoD: Head of the Department
IQAC: Internal Quality Assurance Committee
LLB: Bachelor of Law
LLMC: Library and Lab Management Committee
M. Ed.: Master of Education
M. Phil.: Master of Philosophy
MPCC: Master Plan Construction Committee
NELTA: Nepal English Language Teachers' Association
ODL: Open and Distance Learning
PC: Procurement Committee.
Ph. D.: Doctor of Philosophy
PIC: Public Information Cell
PRT: Peer Review Team
QAA: Quality Assurance and Accreditation
QAAC: Quality Assurance and Accreditation Council
QSC: Quality Survey Circle
RMC: Research Management Cell
QSC: Quality Survey Circle
SAT: Self-Assessment Team
SGCC: Student Guidance and Counselling Committee
SMC: Surkhet Multiple Campus

SMU: Supervision and Monitoring Unit
SQC: Students Quality Circle
SSR: Self-Study Report
SWECC: Students Welfare and Extra Curricular Committee
SWOT: Strength, Weakness, Opportunity, and Threat
TST: Tracer Study Team
TU: Tribhuvan University
TUTA: Tribhuvan University Teachers' Association
UGC: University Grants Commission
WEHMC: Water Electricity and Hygiene Management Committee.

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Institutional Background

Surkhet Multiple Campus (SMC) as is known to many is an institution of higher learning in Karnali Province Nepal. Moreover, it is a matter of great pride to call ourselves, the only "A" Category constituent campus of Tribhuvan University in Karnali Province. It also meant to us that the essence of this Campus, as should have been and accordingly, we have been continually moving forward– in full observation of a collective spirit, full accountability and responsibility.

Since its very inception in AD 1972 to this date, the simple driving spirit of the Campus has been to follow and observe strictly the collective zeal and vision. Therefore, all the achievements the Campus has made or has had been able to make, right to this moment, owe it all, entirely and primarily to the collective spirit–and the support and cooperation received from the community.

The journey – spanning near five decades, the Campus made, however, has not been without challenges. It has had to fill in many hard circumstances. We would like to thank to the continual support of all the faculty members and the staff of the Campus with whose constant efforts, the Campus never failed to focus on its primary duty and the set mission – to impart quality education – and strive to assert as a centre of quality academic studies. For this, the campus thanks them for their tireless dedication, regardless of the adversities.

QAA–a new opening for the Campus

Regardless of all the ups and downs, we met during the journey, now we at the Campus have also remained cognizant of a fact that times have changed and are changing. To be able to cope with the changing times and demands, Surkhet Multiple Campus must seek ways and options as needed of the time and situation. And now, after our brain-storming, we are more than convinced that to move forward, the best hope and possibility lies to SMC, is to enter in to the QAA process–a progressive initiative made by the UGC. We fully understood that it offers not only a viable option but also can lead us to a bright future and growth.

In the process to fulfil the criterion set by the UGC, however, we as a Constituent Campus must confess, found many of the technicalities needed to follow, are unfamiliar – and therefore found it hard, challenging, and baffling as well. But now we are about to enter with the process – hopefully having met many of the given instructions. This has become possible

entirely because we have made a series of exercises to navigate the given process. Moreover, we were able to avail of expertise and guidance from some of our learned colleagues within the Campus. And also, we would like to express our deep appreciation and gratitude for the valuable time and constant guidance from the UGC and QAA Division TU to be able to fulfil the set criterion. Additionally, we also remain very thankful and gratified to all faculties, staff and our students. They have fully dedicated themselves to this sacred mission, all regardless of the present adverse time of the COVID-19 pandemic. More importantly, throughout the entire time of preparations and procedures, the Campus Executive Committee (CEC) has remained a great source of inspiration and strength.

Motto

Quality Education for Development

Vision

SMC provides academic excellence and prepares professional and scholars who contribute to the educational development and socio-economic transformation of the nation.

Mission

This is one of the recognized educational institutions of Tribhuvan University to provide higher education in Karnali Province, Nepal. We provide accessible quality education to produce competitive professional manpower for educational and socio-economic transformations to meet the needs of 21st century. We attempt to develop the human resources for educational and socio-economic transformations through quality education creating suitable learning environment and enhancing learners in terms of knowledge, attitudes and skills and research accompanied by required physical infrastructure and faculty development.

Goals

The goal of SMC will be to achieve academic excellence being QAA certified through the quality education and research-oriented teaching – learning.

- Our effort goes on to work on QAA processing and attain a letter of accreditation from the University Grants Commission in order to maintain the quality higher education.
- We try to create a research friendly environment for producing efficient human

resource and academically competent scholars for advanced studies.

- Our effort goes to increase the participation of stakeholders (students' representatives, political parties, business communities, social workers, guardians and local government authorities) that help to strengthen the capacity of the campus.

Objectives

We aim to obtain the following objectives as a leading educational institution of this area:

- To launch new programs on law and science
- To extend enrolment of female, dalits, marginalized, janajati, disabled, deprived and disadvantaged students.
- To promote public participation and make strong bond between the campus and the community.
- To create student-centered and research led teaching and learning environment.
- To implant a good moral and responsible attitudes to the students through outreach and extension programs.
- To increase graduation rate in all the programs of the campus.
- To ensure professional development of all the teaching and non-teaching staffs ensuring the facility of study, research and career promoting trainings and workshops.
- To develop effective and efficient administration.

Core, Values and Norms

We believe on the following core values and norms of the education and try to impart the following values and norms upon the individuals through our institutional endeavours:

- Education both as an end and means of development
- Holistic and integrated approach

- Quality, equality and advancement
- Justice, inclusion and active participation
- Independence, impartiality and transparency
- Team spirit and teamwork
- Increase in investment for the development of the Campus
- Participatory and accountable system of educational governance and management.
- Development and mobilization of human resource
- Identification and utilization of non-human resources
- Professional development of teachers and all-round development of students
- Planned and sustainable development

Institutional Highlights

The following points include the institutional highlights of SMC:

- Surkhet Multiple Campus (SMC) was established in 2029 B.S.
- SMC is located in the prime location of Surkhet area; headquarter of Karnali Province spreading in 10 Bighas 19 Kattha 13 Dhur area of land in five different locations including the instructional buildings, administrative buildings, and hostels for the students, quarter for the teaching and non-teaching staff and a small area of drinking water tank.
- SMC is a constituent campus of TU, gaining nationwide popularity as the institute offering higher education with excellent academic result.
- SMC offers Bachelor programs on Business Science, ICT Education, Science Education including other subjects, one year B. Ed. Program in different subjects and Master Level programs on Education in seven different subjects.
- SMC practices the team work and collaboration with the concerned stakeholders.
- SMC has been the selection of the majority of the students of Karnali Province and the neighbouring area since its establishment.

- SMC is equipped with sufficient infrastructures including spacious and well-equipped classrooms, Library, Science lab, Computer Lab, Spacious playground, Sufficient Sports Materials, Hostel, Teacher-Staff Quarter etc.
- SMC offers the services of highly experienced and renowned faculties.
- SMC practices latest teaching methods including the use of multimedia, continuous assessment system through internal exams and academic audit and the focus on the link of research and teaching.

Quality Policy

SMC follows prescribed quality policy based on its vision, mission and goals. Quality enhancement planning reflects the commitment of the campus to pursue excellence throughout the planning cycle. So, quality enhancement planning is an integral part of the campus planning model. The following policies of continuous assessment and review system, linking research and teaching learning, and SWOT analysis have been adopted for enhancing quality in the Campus:

Continuous assessment and review of the plan

Continuous assessment and review of the academic and strategic plan is made to identify and solve the problems faced by the campus regarding academic and strategic plan implementation. Campus administration has planned to prepare annual progress reports for and submit it to the concerned stakeholders. Similarly, Internal Quality Assessment Committee (IQAC) has been formed which evaluates the efforts taken for enhancing administrative and academic quality including the pass rate of internal exams, final exams, drop-out rates and the pedagogic methods practiced by the faculties.

Linking research and teaching/learning

Workshop, seminars, and trainings are organized for the faculties to update their skills on research and pedagogic techniques. Faculties are assigned to guide thesis research of the Master level students and special guidelines are provided to the students to select socially useful topics for the thesis research as far as possible. Faculties are encouraged to do research on various fields and use teaching technique that incorporate research activities along with lecture

methods. Likewise, faculties are encouraged to publish their research works on the national and internal journals as well as the journals published by (Tribhuvan University Teachers' Association) TUTA, the publication cell and departmental publications of this campus.

SWOT analysis

SMC has realized that any institute aspiring for fulfilling public interest should act as the dynamic agent. As SMC is the higher educational institutes, it has its strength, weakness, opportunities and threats/challenges (SWOT). SWOT analysis has also been taken as a quality policy of the campus. Based on this assumption, SWOTs of SMC are analysed as follows:

Strengths: The main strengths of SMC that has encouraged us include:

- Gradual extension of new programs
- Increasing trend in students' enrolment rate
- Quality education in reasonable, affordable and nominal fee structure (for locally funded programs too)
- Competent and experienced faculty members
- Peaceful and academic environment
- Enough land for developing various infrastructures
- Scholarship scheme for academically excellent students and free-ship for deprived, disadvantaged and needy students
- Prime location and easily accessible
- Well-managed library
- Regularity in curricular and extra-curricular activities
- Good relationship among students, teachers and staff and community
- Regular discussion and participatory decision process
- Availability of free Wi-Fi around campus premises and multi-media facility in face-to-face classes
- Spacious playground and outdoor game facilities

- Provision of exam preparation classes, extra classes, and term examination

Weaknesses: Despite our effort we still have the following weaknesses that we have to improve:

- Lack of well managed classrooms to use new equipment of teaching aids
- Lack of sufficient teaching materials including multimedia in all the classrooms
- No sufficient books for the new programs in the library
- Lack of sustainable sources of income
- Lack of sufficient training, workshop and research for the teachers
- Lack of sufficient hostel facility for needy students
- Lack of sufficient research works for the overall development of the institution
- Lack of sufficient full time teaching staffs

Opportunities: Though SMC is facing a couple of constraints and difficulties, we dream the dawn of prosperous educational institution to impart quality education in this area. We have visualized the following opportunities that we can grasp for its overall development:

- Prospects of getting benefit from coordination and cooperation with local and provincial level authorities
- Prospects of extending programs and services
- Prospect of becoming a leading campus of the region
- Prospects of launching various academic disciplines in technical education and other subjects.
- Selection in HERP program of University Grant Commission

Threats/Challenges: SMC has realized the following threats to overcome for the betterment of the institution:

- Challenge of maintaining balance between low cost and high quality of education
- Challenge of addressing the needs and interests of diverse students/community

- Challenge of educating students to make them competent enough in ever-changing, advanced and complex world
- Challenge of maintaining quality of education
- Impact of political instability and changes
- Challenge of Managing sufficient income sources
- Challenge of providing technical and skill-based education
- Lack of sufficient fund to provide sufficient scholarship to the needy students
- Challenge of promoting staffs on research works

SECTION A

Data collection format for self-study report (SSR) institutional

Information for Institutional Profile

1. Institutional Information

Name of the Institution: Surkhet Multiple Campus Birendranagar-8, Surkhet; Karnali Province Nepal

Place : Campus Road Birendranagar-8

P O Box : xxx

District : Surkhet

Website : www.surkhetcampus.edu.np

2. Information for Communication

a. Office

Position and Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution: Madhav Prasad Khanal	083520307	083520307	chief@sc.tu.edu.np madhav.khanal@sc.tu.edu.np
Executive Assistants: Ms. Radha Dhakal Mr. Kiran Bhattarai	083520307 083520307	083520307 083520307	radha.dhakal@tu.edu.np kiran.bhattarai@tu.edu.np
Management Committee Chairperson: Madhav Prasad Khanal	083520307	083520307	chief@sc.tu.edu.np madhav.khanal@sc.tu.edu.np
Student Welfare Chief: Dambar Bahadur Khatri	083520307	083520307	dambar.khatri@sc.tu.edu.np
Information Officer: Mina Giri	083520307	083520307	mina.giri@sc.tu.edu.np

b. Residence

Name	Post	Mobile	E-mail
Madhav Prasad Khanal	Campus Chief	9848030215	chief@sc.tu.edu.np madhav.khanal@sc.tu.edu.np
Ms. Radha Dhakal Mr. Kiran Bhattarai	Assistant Campus Chiefs	9848038167 9848051778	radha.dhakal@tu.edu.np kiran.bhattarai@tu.edu.np
Madhav Prasad Khanal	Management plus Executive Committee Chairperson	9848030215	chief@sc.tu.edu.np madhav.khanal@sc.tu.edu.np
Dambar Bahadur Khatri	Student Welfare Chief	9848063592	dambar.khatri@sc.tu.edu.np
Mina Giri	Information Officer	9848039975	mina.giri@sc.tu.edu.np

3. Type of Institution

Constituent ☒ **Affiliated** ☐ **Degree Awarding Autonomous Institution** ☐

Institutional Management

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

4. Financial category of the institution:

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

SMC as the decentralized constituent campus is mainly dependent on Government fund, and partially dependent on students' fees. Beside the government funds SMC generates income from student fees and other income generating sources such as renting the halls and rooms. The major expenses are made for the salary, utility, scholarship, student support services–ECA, Library, ICT, and repair and maintenance of the Campus. The surplus in come is channelized to improve the quality of learning of the Campus.

Further details, please see Volume – 1 Annex SMC A-3 SMC Establishment and program letter from Faculty Institute**)**

a) Date of establishment of the Institution: 01-04-2029 BS (16-07-1972 AD)

*(For further details, please see **Volume – 1** Annex SMC A-3 SMC Establishment and program letter from Faculty Institute, p. 131)*

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

SMC was originally established as Surkhet Campus Nepalganj on 01-04-2029 BS (16-07-1972 AD) and transferred to its location Surkhet Campus (Education). Now it has been expanded as a Multiple campus. Specifically, the following table presents the glimpse of the commencement of different programs in the campus:

SN	Name of Program(s)	Commencement Date (BS)	Commencement Date (AD)
1.	M. Ed. Through Open and Distance Learning Mode in Nepali, Curriculum, and Health.Edu.	2070/071	2013
2.	M. Ed. in Educational Planning and Management	25/10/2057	07/02/2001
3.	M. Ed. in Nepali Language Education	11/08/2059	27/11/2002
4.	M. Ed. in Curriculum and Evaluation	03/09/2060	18/12/2003
5.	M. Ed. in Health Education	26/09/2062	10/01/2006
6.	M. Ed. in English Language Education	26/09/2062	10/01/2006
7.	M. Ed. in Mathematics Education	11/12/2065	24/03/2009
8.	M. Ed. in Population Education	28/02/2066	11/06/2009
9.	One Year B. Ed. in Nepali, English, Economics, Math, History, Political Science, Health, Educational Planning and Management, Geography and Population	2056/057	1999/2000
10.	B. Ed. in English, Nepali, Economics, Political Science, Math, Geography, Educational Planning and Management, Health, History, and Population Education	2049/050	1993/1994
11.	Bachelor in Science Education	11/12/2065	24/03/2009
12.	Bachelor in ICT Education	23/03/2074	07/07/2017
13.	Bachelor in Business Studies	04/11/2077	17/03/2021

*(For further details, please see **Volume – 1** Annex SMC A-3 SMC Establishment and program letter from Faculty Institute, p. 131)*

c) University to which the Institution is affiliated: (attach the certificate of affiliation)

Constituent Campus of TU

After the advent of New Education System Plan in 2028 B.S., all the campuses established up to that time as the community campus were included as the constituent campus of TU by the government. Surkhet Campus (Education) Nepalgunj, by then was recognized as the constituent campus of Tribhuvan University according to the government's policy in 2030 B.S.

*(For further details, please see **Volume – 1** Annex SMC A-3 SMC Establishment and program letter from Faculty Institute, p. 131)*

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

This question is not applicable to SMC.

8. **Is the institution autonomous in terms of?**

Financing ☐

Administrative Management ☐

Academic Management ☐

None ☒

Though the University rule has the provision for autonomy in academic policy and administration, the campus does not have any plan for autonomous academic policy and administration.

*(For further details, please see **Volume – 1** Annex SMC A-3 SMC Establishment and program letter from Faculty Institute, p. 131)*

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

10 Bighas 19 Kattha 13 Dhur

*(For further details, please see **Volume-1**, Annex SMC A-5 Letter of Property Ownership of SMC, p. 143-151)*

10. Location of the Institution

Urban ☒ Semi-urban ☐ Rural ☐

(For further details, please see Annex SMC A-13 SMC Location Map, p. 369)

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

SN	Name of Program(s)	Commencement Date (BS)	Commencement Date (AD)	Present Status
1.	B Level training program for girl students	2030 up to 2049/050		Phase Out
2.	Proficiency Certificate Level (I. Ed.)	2032 up to 2063		Phase Out
3.	M. Ed. Through Open and Distance Learning Mode in Nepali, Curriculum, and Health.Edu.	2070/071	2013	Phase Out
4.	M. Ed. in Educational Planning and Management	25/10/2057	07/02/2001	Running
5.	M. Ed. in Nepali Language Education	11/08/2059	27/11/2002	Running
6.	M. Ed. in Curriculum and Evaluation	03/09/2060	18/12/2003	Running
7.	M. Ed. in Health Education	26/09/2062	10/01/2006	Running
8.	M. Ed. in English Language Education	26/09/2062	10/01/2006	Running
9.	M. Ed. in Mathematics Education	11/12/2065	24/03/2009	Running
10.	M. Ed. in Population Education	28/02/2066	11/06/2009	Running
11.	One Year B. Ed. in Nepali, English, Economics, Math, History, Political Science, Health, Educational Planning and Management, Geography and Population	2056/057	1999/2000	Running
12.	B.Ed. in English, Nepali, Economics, Political Science, Math, Geography, Educational Planning and Management,	2049/050	1993/1994	Running

SN	Name of Program(s)	Commencement Date (BS)	Commencement Date (AD)	Present Status
	Health, History, and Population Education			
13.	Bachelor in Science Education	11/12/2065	24/03/2009	Running
14.	Bachelor in ICT Education	23/03/2074	07/07/2017	Running
15.	Bachelor in Business Studies	04/11/2077	17/03/2021	Running

*(For further details, please see **Volume – 1** Annex SMC A-3 SMC Establishment and program letter from Faculty Institute, p. 131)*

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

SN	Name of the HoD	Department	Tenure		Nature of Appointment (FT/PT)
			From (AD)	To (AD)	
1	Ratna Prasad Pandey	Department of Math and Population Education	17 /09/2021	16/09/2024	**FT**
2	Rajan Kumar Kandel	Department of English Language Education.	17/07/2021	16/07/2024	**FT**
3	Thaneshwar Lamichhane	Department of Nepali Language Education.	17/07/2021	16/07/2024	**FT**
4	Hari Bahadur Thapa	Department of Ed, PM. M.Ed.	22/09/2019	21/09/2022	**FT**
5	Bhatta Mahesh Datta Tara Datta	Department of Health and Physical Education.	17/07/2021	16/07/2024	**FT**
6	Prem Bahadur Thapa	Department of Social Studies Education	17/11/2018	16/11/2024	**FT**
7	Sharad Poudel	Department of Education and Curriculum	21/09/2020	20/09/2023	**FT**
8	Om Prakash Naupane	Department of Science and ICT Education	17/08/2021	16/08/2024	**FT**

*(For further details, please see **Volume-1, Annex** SMC A-1A JD ToR of Campus Chief (pp. 2-7), ACC (pp. 9-10), HOD (pp.17-17), Section Head , Individual Employee (pp. 1-24)),*

Volume-2, *Annex SMC B1-5 JD of CC (pp. 85-93), ACCs (pp. 91-92), HOD (p. 93) and Section Head)*

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

SMC is a constituent campus of the Tribhuvan University. Beside its regular four years B. Ed. Program SMC has launched and the following programs as the self-sustaining programs from the internal resources on permission of Tribhuvan University:

Programs	Level of Study	Eligibility requirement for admission	Enrolment Capacity
Bachelor of Information and Communication Education (BICTE)	Bachelor	Grade C or 45%	30 students per Semester
Bachelor of Education in Science (B. Ed. Science)	Bachelor	Grade C or 45%	50 students per year
Bachelor of Business Science (BBS)	Bachelor	Grade D+ or Pass Division	200 students per year
One Year Bachelor of Education (B.Ed.)	Bachelor	Grade D+ or Pass Division	Open
Master of Education (M. Ed.) in Nepali, English, Ed.PM, Population, Health, Mathematics, and Curriculum	Master	Pass Division	At least ten students in the First semester in each subject

*(For further details, please see **Volume-1**, Annex-6, Annex SMC A-6 SMC Bachelor and Master Degree Program Chart (p. 154), **Volume- 2**, Annex SMC B1-11 Academic Audit Report & SMC Decision (pp.143-62))*

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

According to Decentralization act (2055) of TU, for recruiting the new faculties and the employees needed for the institution, SMC publicly announces the vacancy. A candidate eligible for the position as stated in the vacancy announcement can apply for the position. Campus administration determines the required number of vacant posts and fulfills on part time/wage/contract basis by a selection committee as per the rules of TU. The committee will be supported by the administrative department for the logistics works. The selected candidate will go through an interview, written test, and demo class during the selection process. A chosen

candidate based on the merit will be recommended to the campus chief.

The details of the norms and procedures for recruitment of teaching and non-teaching staff in accordance with the Tribhuvan University acts and rules are mentioned as follows:

Permanent Recruitment: For the recruitment in any permanent post, the TU service commission conducts exams and recommends the successful candidates to the TU executive body then the executive body appoints the successful candidates in the vacant posts of different constituent campuses.

Contract Recruitment: The campus administration shall recruit the campus staffs on the contract basis after it has been permitted / authorized for the recruitment as per the rules and regulations of TU.

Part Time Recruitment Period Basis/ Daily Wage basis Recruitment: The Campus Chief shall recruit the teaching staff in the Period Basis and Daily Wage basis to those candidates who are selected through the oral tests/class observation out of all the candidates who have applied for the post advertised on the local media after the campus chief has been duly authorized by the TU.

*(See details, please see **Volume-1**, Annex SMC A-7A University Rule for Faculty /Staff Recruitment (pp. 188-211), **Volume-2**, Annex SMC B1-16D TU Biniyam 2078.pdf (pp. 219-49), Annex SMC B1-17A Sikshak niyukti sifaris sambandi biniyam 2077 samsodhan sahit.pdf, Annex SMC B1-17B Staff Recruitment and Promotion plolicy.pdf)*

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

Academic degrees do matter in education as well in business science. The Campus has retained certain faculty with decades of teaching experience. At the same time, they remain very renowned and a claimed professionals in their respective specific fields. The table below displays the number of the faculties of SMC:

Particulars	Disadvantaged/ Janajatis		Others		Grand Total
	F	T	F	T	
Full Time Teachers (Total)	**0**	**4**	**1**	**33**	**37**
No. of teachers with PhD	0	1	0	3	4

Particulars	Disadvantaged/ Janajatis		Others		Grand Total
	F	T	F	T	
No. of teachers with MPhil	0	0	0	0	0
No. of teachers with Masters	0	3	1	30	3
No. of teachers with Bachelors	0	0	0	0	0
Part Time Teachers (Total)	**0**	**1**	**3**	**18**	**19**
Part-time teachers with PhD	0	0	0	0	0
Part-time teachers with MPhil	0	0	0	1	1
Part-time teachers with Masters	0	1	3	17	18
No. of teachers with Bachelors	0	0	0	0	0

*(For further details, please see **Volume-1**, Annex SMC A-8 Details of Teaching Staff (pp. 220-21))*

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

The core subjects and majority of the subjects are taken by the Full-Time faculties. However, few other courses are handled by the part time faculties as well. Program wise details of the class load of full time and part time teachers is presented in the following table:

Courses	Full Time Teachers (Total)	Part Time Teachers (Total)	Total
B. Ed. Science			
Number of periods per week (class load)	102 periods per week	65 periods per week	167 periods per week
BICTE			
Number of Credit Hour of the courses (class load)	33 Credit	108 Credit	141 Credit
BBS			
Number of periods per week (class load)	18 periods per week	12 periods per week	30 periods per week
B. Ed. in Other Subjects			
Number of periods per week (class load)	592 periods per week	192 periods per week	784 periods per week
M. Ed.			
Number of Credit Hour of the courses (class load)	294 Credit	0 Credit	294 Credit

Full time teachers have been encouraged to take additional (overtime) classes as 15

period per week in bachelor level and 9 credit hours per year in master level semester system and 12 credit hours in bachelor level semester system is included as the minimum class load for full time teachers. There are 38 teachers and 981 periods of classes per week. Out of 57 teachers, the number of full-time teachers is 38 and the number of part timer teacher 19. Out of 981 periods of class load per week and 435 Credit hour courses in semester system, 712 periods of class load per week and 327 credit hour courses are assigned to full time teachers and 269 periods of class load per week and 108 credit hour courses are assigned to part time teachers. Full time teachers, appointed to one department, take the same subject class of other departments. To sum up 72.58% of class load per week and 75.17% of the semester (Credit hour) courses are assigned to full time teachers and remaining 27.42% of class load per week and 24.83% of the semester (Credit hour) courses are assigned to the part time teachers.

(For further details, please see Volume- 2, Annex SMC B1-11 Academic Audit Report & SMC Decision (pp. 143-162))

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	3	18	11	27	45
Technical Staff	1	4	-	1	5

*(For further details, please see **Volume** 1, Annex SMCA-10 Details of Non-Teaching Staff (pp. 302-3) and their Appointments (pp. 304-45))*

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

No of Students Enrolment From …	**UG**		**PG**		**MPhil**		**PhD**	
	F	**T**	**F**	**T**	**F**	**T**	**F**	**T**
Same district where the institution is located	393	597	31	36				
Other districts	541	922	20	29				

No of Students Enrolment From …	UG		PG		MPhil		PhD	
	F	T	F	T	F	T	F	T
SAARC countries								
Other countries								
Disadvantaged/Janajatis								

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

*(For further details, please see **Volume 2**, Annex SMC B1-11 Academic Audit Report & SMC Decision (pp. 143-62))*

19. **Details of the last two batches of students**:

Particulars	Batch 1: Year: 2076			Batch 2: Year: 2077		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	878	121	999	1476	89	1565
Drop-outs: 162+39 = 201						
Within four months of joining						
Afterwards						
Appeared for the final year examinations	589	91	680	467	73	540
Passed in the final examinations	146	13	159	83	8	91
Pass % of number appeared (Total)	24.78	14.28	23.38	17.77	0.95	16.85
Pass % with distinctions						
Pass %, (First class)						
Pass %, (Second class)						
Pass %, (Third class)						
Number of students expelled from examination hall if any						

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

*(For further details, please see **Volume 2**, Annex SMC B1-11 Academic Audit Report & SMC Decision (pp. 143-62))*

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

A copy of the annual budget of the institution with details of income and expenditure is presented as follows:

A: Income Details

The institution has already made the income of Rs. 50985593.22 by the end of Aashad 2077 out of the total estimated income Rs. 50985593.22 made in the fiscal year 2076/077. The real income of the current fiscal year is Rs.55099620.17 more than the estimated income made in the fiscal year 2077/078. The reason of the addition in the real income is the increasing number of students.

The total budget of the current fiscal year 2075/076 has been estimated Rs. 45174000 from regular sources & Rs. 18339683 from internal sources which total Rs. 550996217. The income details of the current fiscal year 2077/078 have been mentioned as follows:

a) Entrance Fee: Rs. 236200/- (Entrance Fee of all faculty)

b) Education Fee: Rs. 6155600/-

c) Library Fee: Rs. 654500/-

d) Campus Development Fund Rs. 2392563/-

f) Exam Fee: Rs. 148300/-

g) Shopping Shutters Rent: Rs. 600000/-

h) Laboratory Fee: Rs. 314365/-

i) Practical Fee: Rs. /- 6,81,100/-

j) Bank Interest: Rs. 949100/

k) Sports fee: 681100/

l) Library ate fine: 53000/

m) Registration fee: 29450/

B: Expenditure Details

Out of the estimated expenditures was Rs. 55099620.17/- of last fiscal year 2077/078. The capital expenditure has not been fully implemented as estimated in headings. The total expenditure of the current fiscal year 2078/079 has been divided into two categories as Administrative Expenditure and Capital Expenditure. The main headings under Administrative Expenditure include the salary of the teaching (except permanent and contract basis teacher/staffs) and non-teaching staff, allowance, other facilities, exam management, stationery, maintenance and service charge expenses, for which, the following expenditure plan has been estimated: 2078/079

a) Salary (Part time teachers, Extra Class/Over time): Rs. 24,47,490/-

b) Maintenance: Rs. 230767/

c) Exam Management (Paid to TU): Rs. 781481/-

d) Stationery and Printing: Rs. 571369/

e) Service Charge Expense (Electricity, Telephone, Internet, Water): Rs. 488011

f) Miscellaneous: Rs. 1277401/

The following headings of Capital expenditure have been estimated to make the educational/academic environment more conducive and fruitful:

a) Library Reformation and Book Purchase: Rs. 344461.08/

b) Contingent Fund: 1277401/

c) Building Construction: Rs. 7500000/

d) Computer Purchase: Rs. 2,31,189/-

e) Maintenance: Rs. 230767/

*(For further details, please see **Volume-1**, Annex SMC A-12 SMC Annual Budget of 2078/79 pp. 347-67), **Volume-6**, Annex SMC B5-2 TU Approval and SMC construction decisions (pp. 5-9), Annex SMC B5-3 SMC Building Construction Plan (pp. 10-36)*

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

Financial Year 2077/078BS

(i) Total Amount of Budget: 5509962.17/

(ii) Total Amount of Annual Expenditure: 55099620.37/

a. Amount of Current Expenditure: 54567798.37/

b. Amount of Capital Expenditure: 531822/

Unit Cost= total $\frac{\text{annual expenditure budget}}{\textbf{Number of students}}$ = 55099620.37/3178 = 17337.83/

c. Unit cost calculated excluding salary component

d. = $\frac{\text{total annual expenditure budget-salary}}{\textbf{Number of students}}$ = 55099620.37-40195253.79/3178 = 4689.86

*(For further details, please see **Volume-1**, Annex SMC A-2 SMC Audit Report (pp. 109-30))*

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

Semester System ☒ Annual System ☒ Any other (specify**)**

*(For further details, please see **Volume-2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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

Central library	☒	Computer centre	☒	Health centre	☒
Sports facilities	☒	Press	☐	Workshop	☒
Hostels	☒	Guest house	☐	Housing	☒

Canteen ☒ Grievance redresser cell ☒ Common room for students ☒

Any other (specify) Saraswati Temple, Ladies Room, Botanical Garden

*(For further details, please see **Volume-2**, 38. Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300), **Volume-6**, Annex SMC B5-7 Computer Facilities in SMC (p. 109), Annex SMC B5-8 SMC Health centre, Sick Room and first Tools (pp. 110-12), Annex SMC B5-10 Library and Laboratory Provisions (pp. 109-110), **Volume 8**, Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10)*

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

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

The campus management committee (CMC) is duly formed according to TU decentralization act 2055 under the chairmanship of Campus Chief. The CMC constituted with 18 members including HOD, guardians, representative of local government, TUTA Unit, EA TU, FSU etc.

(For further details, please see throughout this report about the management committee, executive committee, and other committees of the campus duly formed)

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

Particulars	**Year I (2075/076 BS)**	**Year II (2076/077 BS)**	**Year III (2077/077 BS)**
Working days of the institution	282	190+115	233
Working days of the library	282	190+115	233
Teaching days of the institution	180	108	62+Online
Teaching days set by the university	150 for annual and 48 hours for 3 Cr/hr	150 for annual and 48 hours for 3 Cr/hr	150 for annual and 48 hours for 3 Cr/hr
Books in the library	600	600	1400

Particulars	Year I (2075/076 BS)	Year II (2076/077 BS)	Year III (2077/077 BS)
Journals/Periodicals subscribed by the library National: International:	13	14	15
Computers in the institution			
Research projects completed and their total outlay			
Teachers who have received national recognition for teaching/research/consultancy			
Teachers who have received international recognition for teaching/research/consultancy			
Teachers who have attended international seminars			
Teachers who were resource persons at national seminars/workshops			
No. of hours of instruction against the plan (per year or per semester)			

Note: Please attach the annual calendar of operations of the institution

*(For further detail, please see **Volume-2**, Annex SMC B1-11 Academic Audit Report SMC Decision (pp. 143-62), **Volume – 3**, Annex SMC B2-1B Academic Calendar of SMC (p. 4))*

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

SMC does not have any ongoing research projects. The research culture in SMC is in the formative stage. The Campus has lately realized the importance of research engagement in the teaching-learning process; this is after being oriented by the UGC.

Accordingly, thus, now the Campus has a promising plan to instil the research culture amongst the faculties and the students. Some research training has already been made and a few are more in the pipeline. The needed budget for research works is allocated with the priority in the annual budget of the Campus

*(For further details, please see **Volume- 2**, Annex SMC B1-12A SMC Research Policy and Guidelines (pp. 163-167), Annex SMC B1-12B SMC Research Committee Decisions (pp. 168-83), Annex SMC B1-14 Seminars, Workshops, Training and Orientations (pp. 236-72))*

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.

This campus has initiated collaborating with international institutes. As per the legal provision of Nepal government, collaborations as well as grant assistance of the international institutes should be maintained through local bodies. The campus has already received a financial aid for the construction of classroom building and library from the Embassy of India. Surkhet district development committee initiated the proposal on behalf of this campus requesting for financial aid regarding the construction of classroom building and library in this campus. MoU has been signed on behalf of this Campus between Midwestern University Surkhet. Similarly, in the presence of South Korean ambassador, the interaction program was conducted in this campus to share the historical, cultural and educational experience between Nepal, particularly of this campus catchment area, and South Korean Government. Moreover, the campus launched ODL Masters' Degree program in collaboration with the Jamk and Hamk Universities of Finland in the coordination of the Dean's Office, Faculty of Education, Tribhuvan University for a couple of years.

Though SMC has not established the direct memorandum of understanding (MoU) with different international organizations and institutions. However, being the part of Tribhuvan University, our campus is directly and indirectly facilitated by international institutions. For example: Few faculties of the campus visited the university of Finland for Training about the Open and distance Learning.

*(For further details, please see **Volume -1,** Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-37))*

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**:

The sources generated include the followings:

Source of Funding	Amount (NRs.)
UGC/Government grants	39554687/-
Donations	10000000/-
Alumni Association	
Fund Raising drives	
Research and Consultancy	5000/-
Fee from Self-financed/initiated courses	
Fees from regular programs	
Any others, specify	
Rent of the compound for Surkhet Mahotsav conducted by Surkhet Chamber of Commerce and Industry, Surkhet	
Certificate/Recommendation Letters	
Hall Rent from the Exam of Public Service Commission	400000/-
Hall Rent from the Exam of TU	
Shopping Shutters rent	200000/-
Bank Interest	
Any other, please specify	

*(For further details, please see **Volume-1**, Annex SMC A-2 SMC Audit Report (pp. 109-30))*

SECTION B

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

Yes, with justification and with evidence =1(full marks); justification without full evidence=0 .75; apparent justification without record = 0.5 apparent initiatives =0.25; No= 0)

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

Benchmark-Wise Inputs for Institutional SSR

Criterion 1: Policy and Procedures (15 Marks)

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

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

SMC has a defined vision, mission, goals, and objectives – and it guides the Campus in the path to becoming the leading institution of higher education. SMC contributes to provide quality education to produce quality professionals and scholars to meet the requirement of Karnili province and rest of the country. The vision, mission, goals, and objectives (VMGOs) were developed after several consultative processes with the stakeholders and approved by the campus executive committee. The VMGOs are mentioned in the Campus Five Years Strategic Plan, Publications (journal, prospectus, booklet, and catalogue), Campus Charter, etc. The VMGOs of the Campus are also mentioned in the preliminary part of this report.

*(For further details, please see **Volume-2**, Annex SMC B1-18, Five Year Strategic Plan of SMC, (pp. 306-13))*

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

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

The **Five-Year Strategic Plan (2021-2025)** of SMC has defined plans, programs, and initiatives to achieve the goals and objectives of the Campus. To do it, the Campus conducted workshops with CMC, staff, students, and parents in different separate events to develop the plan, program, and initiative based on vision, mission, goals, and objectives. The strategic goals of the Campus are:

- Physical Infrastructure Development
- Faculty Development
- Academic Excellency
- Program extension
- Institutional Capacity Development

- ❖ Research and Publications
- ❖ Student Welfare and Extra-curricular Activities
- ❖ Partnership Strategy
- ❖ Financial Resource Development and Management

All these plans and programs are being divided under the roles and responsibilities of the different units, departments, and individuals. While developing the strategic plan, financial capacity of the Campus, and the human resources; the time frame, etc. are taken into consideration so that it could appear more realistic and achievable. These plans, programs, and initiatives are monitored through the result-based indicator framework at regular intervals. Based on the monitoring findings, the Campus will revise the plans and programs.

SMC also develops the operational and academic calendar every year based on TU schedules to ensure the program and plan are clearly defined and aligned with the goals and objectives of the Campus.

*(For further details, please see **Volume 1,** Annex SMC A-12 SMC Annual Budget of 2078-79 (PP. 347-367); **Volume - 2**, Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (p, 1-16); Annex SMC B1- 9 IQAC Meeting Minutes (pp. 117-37); **Volume -3,** Annex SMC B2-1B Academic Calendar of SMC (p. 4); Annex SMC B2-5B Bhim-Kamala Scholarship Guidelines (pp. 11-16); **Volume – 6** Annex SMC B5-1 SMC Master Plan (p. 2))*

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

Yes ☒ No ☐

If yes, mention the organizational chart and member compositions.

Yes, SMC is the constituent campus of TU. Major academic and administrative policies are formulated by the TU. The Campus has duly formed organizational structures where the policies of the institution are formulated, reflected, reviewed, and updated. The institutional structure has been designed at three different levels to attain its mission. The three-tier structure is composed of Campus management Committee,

Campus Executive Committee, and Campus Administration along with departments, sections and different functional committees.

According to TU act, the Campus management Committee resides on the top of the institutional structure. The executive committee works as the functional body to operate the administrative and academic decision making. The following Campus Management Committee headed by Campus Chief which was formed in 2076/06/21 BS by TU executive council.

SMC Management Committee

SN	Name	Designation	Tenure		Contact No.	Email	Remarks
			From	To			
1	Madhav Prasad Khanal	Chairperson	2077/06/21	2080/06/20	9480302 15	madhav.khanal@sc.tu.edu.np	Campus Chief
2	Thaneshwar Lamichhane	Member	2077/06/21	2080/06/20	98480386 56	thaneshwor.lamichhane@sc.tu.edu.np	HoD
3	Surendra Kumar Pokhrel	Member	2077/06/21	2080/06/20	98580576 00	surendra.pokhrel@sc.tu.edu.np	Teacher Representative
4	Bhim Bahadur Bhandari	Member	2077/06/21	2080/06/20	98580526 76	bhim.bhandari@sc.tu.edu.np	HoD
5	Kiran Bhattarai	Member Secretary	2077/06/21	2080/06/20	98480517 78	kiran.bhattarai@sc.tu.edu.np	Assistant Campus Chief
6	Radha Dhakal	Member	2077/06/21	2080/06/20	98480381 67	radha.dhakal@sc.tu.edu.np	Assistant Campus Chief
7	Ratna Prasad Pandey	Member	2077/06/21	2080/06/20	98580506 32	ratna.pandey@sc.tu.edu.np	Teacher Representative
8	Tham Prasad Gautam	Member	2077/06/21	2080/06/20	98481966 84		President, Ward No. 8
9	Narayan Sapkota	Member	2077/06/21	2080/06/20			Donor
10	Surya Bikram Thapa	Member	2077/06/21	2080/06/20	98580501 70		Donor
11	Kuldip Bhatta	Member	2077/06/21	2080/06/20	98480893 30		Donor
12	Dhan Bahadur Rawat	Member	2077/06/21	2080/06/20			Donor

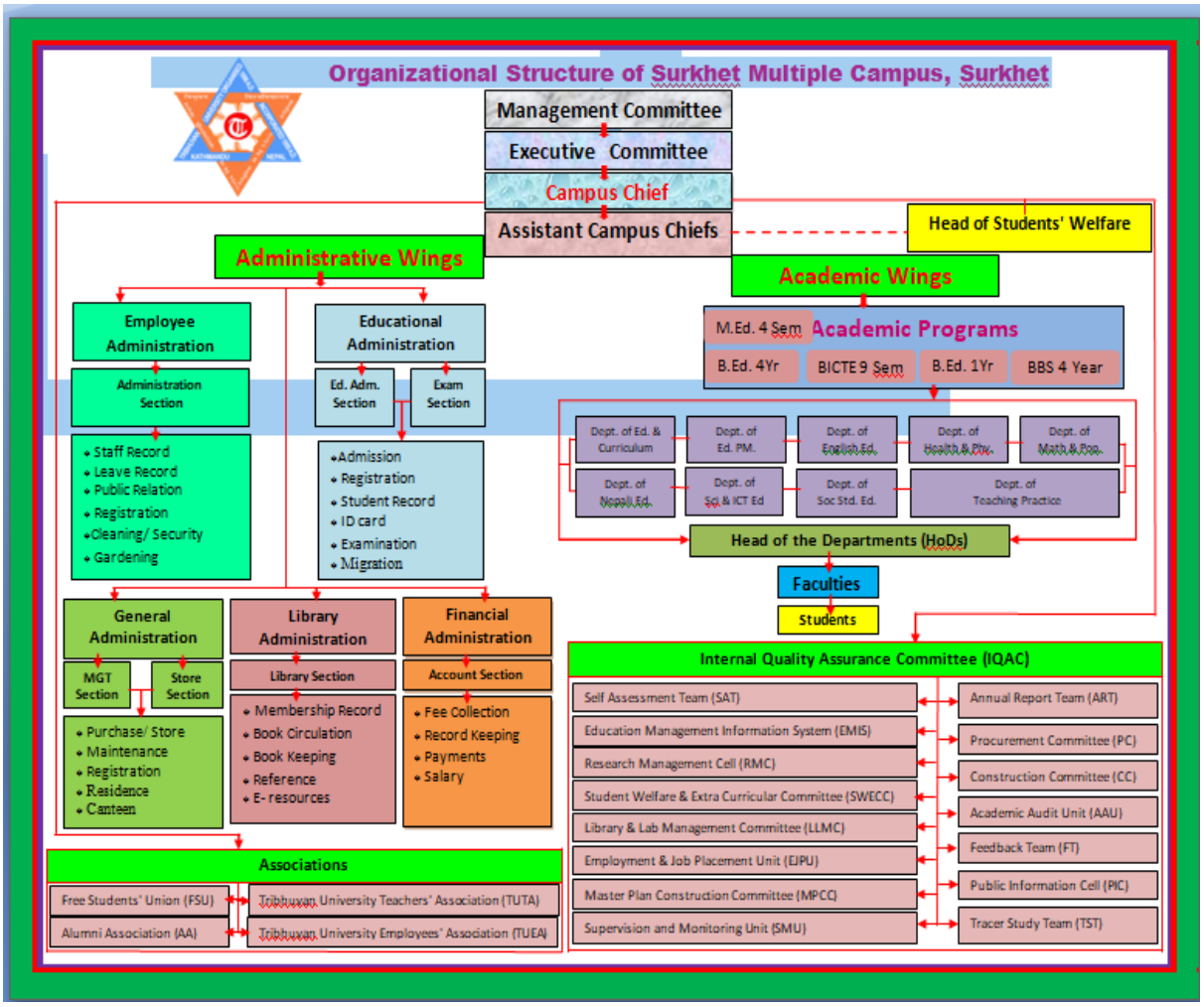
SN	Name	Designation	Tenure		Contact No.	Email	Remarks
			From	To			
13	Balbhadra Bharati	TUTA Member	2077/06/21	2080/06/20	9858053706	balbhadra.bharati@sc.tu.edu.np	Chair, TUTA Campus Unit
14	Chairperson, TUEA	Member	2077/06/21	2080/06/20			Chairperson, TUEA
15	President, FSU	Member	2077/06/21	2080/06/20			President, FSU
16	Mina Giri	Member	2077/06/21	2080/06/20	9848039975	mina.giri@sc.tu.edu.np	Chief, Admin. Section
17	Dharma Raj Shahi	Member	2077/06/21	2080/06/20	9858051407	dharmaraj.shahi@sc.tu.edu.np	Chief, Account Section
18	Puskar Kumar Khadka	Member	2074/12/28	2077/12/27	9848028485	puskar.khadka@sc.tu.edu.np	HoD

In addition to this, the campus has formed its Executive Committee headed by the Campus Chief as per the decentralization act 2055(including amendment of 2073-3-26) which was also formed in 2075/12/18 BS by TU executive council. This committee is entitled to implement the TU policies and the policies made by campus management committee as per the decentralization act 2055(including amendment of 2073-3-26).

SMC Executive Committee

SN	Name	Designation	Tenure		Contact No.	Email	Remarks
			From	To			
1	Madhav Prasad Khanal	Chairperson	2077/06/21	2080/06/20	948030215	madhav.khanal@sc.tu.edu.np	Campus Chief
2	Thaneshwar Lamichhane	Member	2077/06/21	2080/06/20	9848038656	thaneshwor.lamichhane@sc.tu.edu.np	HoD
3	Ratna Prasad Pandey	Member	2077/06/21	2080/06/20	9858050632	ratna.pandey@sc.tu.edu.np	Teacher Representative
4	Puskar Kumar Khadka	Member	2074/12/28	2077/12/27	9848028485	puskar.khadka@sc.tu.edu.np	HoD
5	Radha Dhakal	Member Secretary	2077/09/21	2080/06/20	9848038167	radha.dhakal@sc.tu.edu.np	Assistant Campus Chief

The organogram of the campus is presented as follows:



*(For further details, please see **Volume-**2, Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (pp. 1-16); Annex SMC B1-20 त्रिभुवन विश्वविद्यालय विकेन्द्रीकरण नियम-२०५५)*

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

Yes ☒ No ☐ Justify with supporting documents.

Yes, the campus has adopted different mechanisms for internal quality monitoring and checks. For the internal quality monitoring and checks, the CEC had formulated the Internal Quality Assurance Committee (IQAC) under the leadership of Madhav Prashad Khanal, chief of the campus with six other members including student representative and other faculties and expert from outside the institution.

The newly formed IQAC in coordination with the Research Management Cell (RMC) and other committees and units conducts Institutional Quality Management, Academic Audit, Teachers Performance Evaluation, and Tracer Study. They also assess and supplement quality standards. IQAC functions based on the ToR specified in Campus Operational Guideline, 2076 BS.

In addition to that, the Campus has a Student Quality Circle (SQC) to support and advise the campus to excel in the teaching-learning process and student's academic experience. The formation and role of the SQC are stated in the TOR of the SQC. Apart from the IQAC and SQC, several committees and units are formed for quality improvement and assurance in different aspects of the Campus.

SMC administers the internal examinations and the mid-term examinations in negotiation with the departments, faculties, and the students at the decided dates as per the academic calendar of the campus.

*(For further details, please see **Volume-2**, Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (pp. 1-16); Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-9 IQAC Meeting Minutes (pp. 117-37); Annex SMC B1-12A SMC Research Policy and Guidelines (pp. 163-167); Annex SMC B1-12B SMC Research Committee Decisions (pp. 1168-84); Annex SMC B1-14Seminars, Workshops, Training and Orientations (pp. 236-272); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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

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

Yes, the Campus as a constituent campus of TU, the job responsibilities of the campus chief, assistant campus chiefs, different units, sections, departments, faculties and teaching and non-teaching staff are governed by the TU rules and act 2049. The responsibilities of other functional committees and units formed by CEC for overall development of the campus are provided with TOR approved by CEC. Head of

Department and the individual within the department/section are provided to supplement the role and responsibilities of the respective department and section. All the teaching and non-teaching individuals are given their Job Responsibilities along with an appointment letter while joining the Campus. Job responsibilities are revised whenever new changes are desired or required.

*(For further details, please see **Volume-2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-4 JD of Non-Teaching staff (pp. 60-85); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp.86-93); Annex SMC B1-9 IQAC Meeting Minutes (pp. 117-37))*

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.

Yes, the Campus, as the constituent campus of TU, follows the rules and regulation of TU which also directs the roles and responsibilities of Department Head and coordinators. The Campus Chief regularly monitors responsibilities of departments, Sections and individuals. Different department heads, program coordinators and section head submit their respective reports in evaluation meeting headed by Campus Chief. In the meeting, massive discussions are held on the reports and the reports are further submitted to campus administration which takes actions, gives instructions accordingly.

SMC has recently realized the importance of the pre-defined job responsibilities of the committees, departments, units, sections, and the individual employees of the campus. The campus has been working to manage it formally and made it an obligatory.

*(For further details, please see **Volume-2,** Annex SMC B1-4 JD of Non-Teaching staff (pp. 60-85); Annex SMC B1-6A Performance Evaluation form of Teachers (pp. 94-98); Annex SMC B1-17A Sikshak niyukti sifaris sambandi biniyam 2077 samsodhan sahit (p. 304); Annex SMC B1-17B Staff Recruitment and Promotion policy (p. 305))*

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.

Yes, the latest managerial concepts such as strategic planning, team-work, decision-making, computerization and others have been built up in joint efforts of the campus chief, assistant campus chiefs, department heads, program coordinators and administration officials. The campus administration has conceptualized the basic framework of strategic planning and decision-making procedures that includes the assigned responsibilities to different committees, departments and sections. The CMC has the mandate to develop an inclusive and participatory mechanism in planning, formation, implementing, and decision-making process. At the implementation level, the action plan of the units / committees has emphasized the need for inclusive and participatory decision-making so as to strengthen team work.

The IQAC is responsible to ensure inclusive, equitable, and participatory in the formation of the group, work division, activity conduction. There is also a defined framework for information sharing within and outside the Campus to ensure the right to information of the stakeholders. The policies stated in the Operational Guideline emphasize teamwork, participatory decision-making, and proper information sharing.

*(For further details, please see **Volume-2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees their ToR (pp. 39-45); Annex SMC B1-9 IQAC Meeting Minutes (pp. 117-37); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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.

Yes, SMC has some self-sustaining academic programs like BICTE, B. Ed. Science, BBS and Masters' Degree in Education. This would help to strengthen regular academic program. Although some other programs supplement the regular academic programs, the Campus is not able to collect the sufficient fund from those programs.

Every year, the Campus conducts regular pre-course programs regularly. Before the admission process, potential students are enrolled in the course, and given the basic

idea regarding the course; they are to study in the future. It has proved in familiarizing itself with the course before they join it.

The list of the self-sustaining programs are as follows:

S.N.	Program	Level	Remarks
1.	Bachelor of Information and Communication Technology Education (BICTE)	Bachelor	Semester System
2.	Bachelor of Business Studies (BBS)	Bachelor	Annual System
3.	Bachelor of Science Education (B. Ed. Science)	Bachelor	Annual System
4.	One Year Bachelor of Education (B.Ed.)	Bachelor	Annual System
5.	M.Ed. in Curriculum, Ed. PM. Nepali, English, Health, Population, Mathematics	Masters	Semester System

*(For further details, please see **Volume-1**, Annex SMC A-3 SMC Establishment and program letter from Faculty Institute (p. 131))*

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.

Yes, Campus Management committee and campus administration make necessary management for bringing stakeholders and community feedbacks. The Campus has defined units to share information and take feedback formally from the stakeholder and community. It has formed different committees to collect feedback for the academic, physical, and administrative development and planning of the campus. Specially, SMC has formed IQAC, SAT, RMC, PIC, FBT, SQC, and other committees. Moreover, SMC has organized different programs to collect feedback from the catchment schools and educational institutions, political leaders, and community representatives.

*(For further details, please see **Volume-2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees their ToR (pp. 39-45); Annex SMC B1-*

*18 Five Year Strategic Plan of SMC (pp. 306-313; Annex SMC B1-20 त्रिभुवन विश्वविद्यालय विकेन्द्रीकरण नियम २०५५ (p. 317; **Volume – 8**, Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10) (Grievance mechanism pp. 7-12); Annex SMC B7-3 SMC PIC System (Website) (p. 34))*

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

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

Yes, SMC has organized different internal committees to improve the organization and management for quality improvement. For, example, teachers' load determination committee, Class Supervision and management Committee, Property Audit and recording Committee, Building Construction Committee, Cost recovery analysis committee etc. the main objective of all these internal committee formed by the SMC is to improve the organization and management. Beside these committees the campus has formed hostel management committee, quarter management committee, property evaluation and audit committee among many other committees.

*(For further details, please see **Volume-2,** Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); **Volume -6**, Annex SMC B5-3 SMC Building Construction Plan (10-36); Annex SMC B5-4 SMC Procurement Committee _ its Decisions (pp.37-56); Annex SMC B5-5 SMC list of Properties (pp. 57-81))*

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

Yes ☒ ☐ No If yes, give details.

Yes, the elections for Free Student Union are held on the regular basis and at present Free student Union, which is highly inclusive, consisting of representatives of the students' organizations affiliated to different political parties and the students from diverse ethnic, social, cultural and economic background, is at place. Representative of Free Student Union is included as the member of the Campus Management Committee. Various Committees, formed for improving campus management and quality enhancement, include the representatives of students such as: Library Advisory Committee, Internal Quality Assessment Committee (IQAC), Health Unit, Extra

Curricular Activities and Extension Committee, Consultancy Unit, Maintenance Committee etc.

Moreover, SMC involves students in different activities for quality assurance as well as institutional management from difference functional committees such as campus management committee, IQAC, SWECC, following the TU act and regulations.

CMC, the top most body of the campus, is formed including one representative from the Free Students' Union (FSU). It is responsible for overall planning, organizing, staffing, directing, coordinating, budgeting and reporting for the institutional management and quality assurance. Similarly, for the day-to-day functioning of the campus activities IQAC is formed including the representative of the students of the campus. The committee is fully responsible for the quality assurance of the campus.

The participation is not only limited to the apex bodies, there is also a mandatory provision to include the students in the units /committees–as members in different units: such as SWECC; Library Management Unit. These units are responsible for planning, implementing, monitoring, and reporting of every activity in the Campus.

There is an umbrella group of all the students who are in the different units – namely Student Quality Circle (SQC). The SQC does periodic meetings among the members to exchange ideas on activities and programs on-going in each different unit. The SQC also does a consultation with other students so that they can effectively represent the need and priorities of all the students of the Campus.

*(For further details, please see **Volume-2**, Annex SMC B1-10 FSU Formation and Responsibility (pp. 138-42); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); Annex SMC B6-5 SMC SWECC Meeting Minutes (pp. 20-24); Annex SMC B6-6 SMC SQC Activities (pp. 26-28))*

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

(a) By the university ☒

(b) By the Institution ☒

Please attach the copies.

Yes, the campus has practiced academic audit for promoting academic quality. Specifically, the audit system has been updated in a considerable extent internally and externally.

By the University

The Monitoring Directorate of Tribhuvan University conduct a periodic monitoring of the Campus. The Campus has also maintained a visitor book, where visitors can provide feedback and suggestion to the Campus. This visitor book is maintained by the administration, which is periodically reviewed by the IQAC. TU and UGC have visited the Campus several times for generic monitoring. The Campus is in the process to request TU for Academic Audit.

By the Institution

The newly formed Internal Quality Assurance Committee (IQAC) of the Campus also ensures quality assurance. For this IQAC, has formed a unit Called Academic Audit (AAU) which carries out the academic audit of the campus. There is a provision to conduct annual Academic Audit in the Five-Year Strategic Plan too. For this purpose, IQAC is planning to develop an academic audit. However, from this year initiation for academic audit is started with few indicators. AAU has produced an academic audit report representing all the academic aspects of the Campus

*(For further details, please see **Volume-2**, Annex SMC B1-3 Different Committees _ their ToR, (pp. 39-45); Annex SMC B1-11 Academic Audit Report _ SMC Decision (pp. 143-62); Annex SMC B1-12B SMC Research Committee Decisions (pp. 168-83))*

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

Yes ☒ No ☐ If yes, give details.

SMC has a specific mechanism to combine teaching with research. It is named– Research Management Cell (RMC). It works to combine teaching and research activities and is responsible for activities such as research studies, research publications, research collaborations with external agencies, research-based training, etc. It also conducts research-oriented activities according to the requirements as mentioned in TU

curriculum in order to transform theoretical concepts into practical knowledge. To combine teaching and research activities, students are asked to carry out research and write the report as part of the evaluation scheme. The students of master level must write thesis as partial fulfillment of Master level. Similarly, Bachelor level students are also involved in writing report.

RMC has developed an action plan to nurture and develop research culture in the Campus. In addition, the Campus encourages the teaching faculties to implement the findings of the researches they have carried out themselves and supervised in teaching through the coordination of the concerned departments. SMC has encouraged the teaching faculties to develop themselves as the creator of knowledge rather than the mere user of the knowledge produced by other researchers.

*(For further details, please see **Volume-1**, Annex SMC A-14 Students Support Services (pp. 370-410); **Volume-4**, Annex SMC B3-11 Seminar Organised by Students (pp. 111-120))*

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

Yes ☒ No ☐ If yes, give details.

Yes, we have observed it being practiced implicitly and explicitly. As research is recently introduced institutionally in SMC, a visible result is yet to be seen. But its commitment to developing research culture is well evident. Accordingly, the RMC has developed a plan to nurture and cultivate students' interest in research projects, this is to enhance the research capacity and encourage them to publish original works in leading journals and presentations at conferences. The Campus seeks to encourage faculty and students to take up research projects on the past and contemporary trends in education. The Campus will motivate them to undertake the UGC sponsored research projects.

The CMC has started to allocate budget for the research activities from this fiscal year. The IQAC, in coordination with the RMC, is planning to conduct different research activities along with Mini research in future.

*(For further details, please see **Volume – 4**, Annex SMC B3-2 Remedial class notice for low scoring Students in Internal Assessment (pp. 19-24); Annex SMC B3-10 Workshops Report Faculty Development (pp. 99-100))*

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

SMC is the constituent Campus of TU imparting education in Nepal. SMC is trying to make continual efforts to make community linkage and work on several issues in education. For this, SMC provided a concept letter to the Karnali Province Government for Karnali development Service Program, now this is the program of Province government in Fiscal year 2078/79. Similarly, SMC is trying to make bridge with Community based Schools by providing our students as volunteer teacher.

The campus has been adopting new approaches, methods, and techniques of teaching-learning activities for the last three years. Audio-visual method of teaching has immensely contributed to the progress of quality education in the institution. Likewise, teaching-learning activities through e-learning technology have also profoundly facilitated both the students as well as teachers in accelerating the institution ahead. Some of the innovative activities are mentioned as follows:

Campus Management Committee as a strategic policy formation body: The Campus Management Committee of Surkhet Multiple Campus is the policy formation body that formulates the strategic plans and programs to meet the goals and objectives of the campus. CMC has been proved to be an effective driving agent due to the creative participations of all the members and the collective effort it has been making as per the rules of TU acts.

Use of Modern Technology in Teaching Learning Activities: The campus has been running teaching learning activities using multimedia, overhead projector, computer software facilities such as Microsoft Teams and such other platforms.

Facility of e-library for the students: The campus is planning to manage e-library in near future for students of this campus.

Facility of Educational Tour and Observational Visits for Developing Practical Knowledge: The students are encouraged to participate in educational tour and observational visits conducted by the campus to enhance practical knowledge in them, especially in the subjects such as health education, political science education, and science education.

Facility of sports and ECAs: Students are also involved in different sports and extracurricular activities for their all-round development throughout the year in different occasions.

*(For further details, please see **Volume-1**, Annex SMC A-14 Students Support Services (pp. 370-410); **Volume-2**, Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300))*

Criterion 2: Curricular Aspects (10 Marks)

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

Yes ☒ No ☐ If yes, give details.

Yes, teaching and learning are going smoothly to meet the goals and objectives of the Campus. The teaching-learning has remained consistent with the academic goals and objectives of the institution. It is well evidenced by the following facts:

Each department of the SMC develops an annual academic calendar of its own. The Head of the Department does consultations with faculty members, students, and other concerned personnel while developing the academic calendar. The purpose is to develop the academic calendar so as to ensure consistency in teaching and learning with the set academic goals and objectives of the Campus. The IQAC ensures that the academic calendar is in-line with the learning achievement target of the course, academic goals, and objectives of the Campus–mentioned in the strategic plan before approving it.

The head of the department and IQAC monitor the consistency and implementation of the academic calendar. Moreover, the Campus started to conduct an annual academic audit to ensure consistency and to provide the necessary feedback for improvement. This is in tune with the five-year strategic plan, which has mentioned the initiatives to be taken to achieve academic goals and objectives of the Campus through the teaching-learning process.

*(For further details, please see **Volume-2**, Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (pp. 1-16); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp. 85-93); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 3-6-13); **Volume-3**, Annex SMC B2-1A SMC Sample Teaching Plan (p. 3); Annex SMC B2-1B Academic Calendar of SMC (p. 4); Annex SMC B2-1C B.ED. Approved Course of study from Academic Council (p. 5); Annex SMC B2-1D BBS Approved Course of study from Academic council (p. 6); Annex SMC B2-1E M.ED. Approved Course of*

study from Academic Council (p. 7); Annex SMC B2-7B Welcome and Farewell Program (pp. 147-154); Annex SMC B2-9 Class Time Tables (pp. 157-168); ***Volume-4,*** *Annex SMC B3-2 Remedial class notice for low scoring Students in Internal Assessment (pp. 19-24); Annex SMC B3-3Teaching Learning Methods (p. 25); Annex SMC B3-11 Seminar Organised by Students (pp. 111-120))*

17. Are the programs flexible enough to offer the students the following benefits? (0.5x3= 1.5)

(i) Timeframe matching student convenience ☒

(ii) Horizontal mobility ☒

(iii) Elective options ☒

Yes, the programs of SMC are flexible enough in terms of students' convenience, their horizontal mobility and elective options. SMC has conducted several formal and informal discussions with the students to understand a convenient timing or suitable time for the Campus. As most of the students were found employed or either a part-time or full-time job during the day-time. They preferred the morning hours. So, considering it, the Campus started to conduct a morning shift in the campus from this academic year (2077/78). Although the Campus is run in morning shifts, the students are allowed to use the facilities of the Campus at other convenient times also. However, it is done so in consultation with the concerned teacher.

After QAA certification with high marks, the Campus has the vision to run different credit and non-credit programs in many other elective options and with a more flexible teaching system–provided the Campus is granted.

(For further details, please see ***Volume-1****, Annex SMC A-6 SMC Bachelor and Master Degree Program Chart (pp. 152-185); Annex SMC A-9B Course and Credit Hours Distribution (pp. 314-16); Annex SMC A-16 Academic Calendar of SMC (pp. 431);* ***Volume – 2****, Annex SMC B1-19 Decision on Shift Merge (pp. 314-16)*

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as: (0.5x5= 2.5)

(i) Capacity to learn ☒

(ii) Communication skills ☒

(iii) Numerical skills ☒

(iv) Use of information technology ☒

(v) Work as a part of a team and independently ☒

Please give evidence.

There are provisions for skill transfer among the students in the ToR of the Student Welfare and Executive Committee. This is mentioned in the Campus Operational Guideline to promote quality education. *"For the physical, intellectual, character and moral development of the students, the Campus can /may organize exhibition workshop, literature writing, singing, playing, dancing, interaction, group project, sports, educational excursion etc.) and other creative programs.* Some of the activities conducted to promote each skill are below:

Capacity to learn: The lesson plans of the teachers include different pedagogies such as lecture, audio-visual, demonstration, individual practice, groupwork, presentation, critique, evaluation, and feed forwarding to support the student with different learning capacities. The teachers use different pedagogies that enable the students to transfer skills on the capacity. The Head of Department ensures the use of different pedagogies while approving the lesson plan.

Communication skills: The Campus organizes different events such as debate, speech programs; and teaches the students to communicate through their spoken and written performances. For the graduate, it is very important to have enough skills to communicate with people and the community. The Campus through regular practice sessions during the course provides a platform that students can learn among each other to communicate well.

Use of information technology: The Campus has been using MS Teams software for teaching and learning virtually. It has features useful for learning

management. The teachers can share the course plan, lesson plan, unit details and materials, assignment with the students in the form of text, video, picture, PDF, etc. The students can review the documents through their computer, tablet, and mobile using their login details. Basic computer literacy is needed to be able to use these systems. So, the Campus has provided basic training for both the faculty and the students to use the technology. The Campus is also conducting virtual classes through this system. During the COVID-19, this software enabled the classes –ensuring the right to education.

Work as a part of a team and independently: Individual project work is assigned to each student to develop their skills to work independently and fieldwork, and group projects to work as part of team work. They display their actions through the online posting of in the face-to-face classes among their friends.

*(For further details, please see **Volume-2**, Annex SMC B1-16A TU Nirdeshika 2078 (p. 301); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume-4**, Annex SMC B3-2 Remedial class notice for low scoring Students in Internal Assessment (pp. 19-24); Annex SMC B3-11 Seminar Organised by Students (pp. 111-20); **Volume-6**, Annex SMC B5-7 Computer Facilities in SMC (p. 109); Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32)*

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

Yes ☒ No ☐ If yes, give details.

Yes, English, Nepali, Economics, Social Studies, History, Political Science, Geography, and Mathematics subjects are offered as the elective (Minor) subjects in Bachelor level of Education faculty. Similarly, students can opt different elective subjects in Bachelor and Master Level under different subjects.

*(For further details, please see **Volume-1,** Annex SMC A-6 SMC Bachelor and Master Degree Program Chart (pp. 152-85)*

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

Yes ☒ No ☐ If yes, give details.

Yes, the campus has taken the initiatives to contribute the feedback to the curriculum of the university. Some of the faculties are the subject committee members of their respective subjective committees. Some others have already completed their tenure of subject committee. Moreover, the faculties of the campus have contributed as a member of the Faculty Board of the Faculty of Education. These are the evidences to prove the contribution of the campus in curriculum design.

*(For further details, please see **Volume-3**, Annex SMC B2-4 Selection and Decision on faculty participation in course development and dissemination Programs (pp.95-103)*

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

Yes ☒ No ☐ If yes, give details.

Yes, SMC has adopted the performance evaluation system. The system has provisions to get feedback from peers, employees, section head, students, and subordinates. For each faculty member, campus has provision to provide feedback based on his/her JD, ToR and performance at the department and section level. The IQAC has assigned the public information cell become responsible to take record of the feedback collected from the peers and develop the report. It is also responsible to conduct and encourage the Campus for meetings amongst academic peers, employers, and the CMC. Recently, the IQAC has made a provision for schedule mechanism to obtain feedback from academic peers and employers.

*(For further details, please see **Volume -2**, Annex SMC B1-3 Different Committees _ their ToR (pp.39-45); Annex SMC B1-4 JD of Non-Teaching staff (pp. 60-85); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp. 85-93); Annex SMC B1-8 Feedback Mechanism of SMC(pp.113-16); **Volume -4**, Annex SMC B3-10 Workshops Report Faculty Development,(pp. 104-110); **Volume -8**, Annex SMC B7-2B SMC*

Visitors Book and Their Feedback (pp.22-23); ***Volume – 9****, Annex SMC B8-1 SMC Decision on Public Information Cell & its ToR (pp. 4-5); Annex SMC B8-2A SMC PIC Activities(p. 7); Annex SMC B8-2B SMC Information Publication (pp. 17-30)).*

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

In the 21st-century, no educational institution can achieve higher and effective results and close collaboration and cooperation with other sectors of human resources. SMC, bearing this in mind, has prioritized initiatives to establish networks with different organizations – taking into account of mutual interests and support to each other. The campus has been providing the courses that meet the necessities of the local industry, commercial sectors, schools and other job-oriented sectors. The courses prescribed in the Bachelor level and the Master level have immensely satisfied the needs of the commercial sectors, schools and other job-oriented sectors. Many staffs of the campus have been invited as the experts in the selection of teachers and staffs in different schools and institutes. Similarly, the staffs have been nominated as the advisors/counsellors and resource persons in different firm, institutes, organizations and institutes, which have helped to maintain neighbourhood relation of the campus with them. Because of college's network with industry and other commercial/educational sectors, the graduates of this campus have been prioritized for providing job opportunities and students are getting opportunities to work in internship for their skill development in different firm/institutes.

Accordingly, the Campus has established formal relationships with NGOs, local industries, hospitals. The relations have helped the Campus for its growth and further development. In this regard, the department of Teaching Practice assigns the students to different schools and institutions for the practice teaching for the students on the one hand and assistance to the institutions on the other. Moreover, the students are involved in different workshops and seminars as per the requirement of the courses in the community level.

SMC has started to establish a network with industry through the extension and

outreach programs too. The campus has signed a contract with the regional hospital for the health issues of the students. Moreover, the faculties are also involved in different training and seminars and manpower selection as experts and resource persons in government and non-government organizations.

*(For further details, please see **Volume-2,** Annex SMC B1-16C TU Karyawyawastha 2078, Student code of conduct (p.303); Annex SMC B1-20 त्रिभुवन विश्वविद्यालय विकेन्दीकरण नियम २०५५ (pp. 17-20); Management committee; **Volume – 3,** Annex SMC B2-2B TU Teaching Practice Guidelines (pp.15-63); Annex SMC B2-7A ECA Activities and Meeting Minutes (pp.125-146); **Volume -5**, Annex SMC B4-3 SMC contract with GOs/NGOs (40-63); **Volume- 6,** Annex SMC B5-6 SMC Cleaning and Plantation Campaign) MOU/ contract with the Provincial hospital Surkhet (p.98).*

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

Yes, developing the culture of civic responsibility has been focused by SMC. According to the Action Plan, the SWECC, Extension and Out Reach team has plans to conduct activities, seeking to improve the sense of civic responsibilities among the students. The Campus encourages its students to engage in civic responsibilities so that they understand their duties better towards their society, culture, and nature. Accordingly, civic engagement activities include awareness program on mensuration hygiene, plantation, blood donation, COVID-19 and awareness program, mask distribution etc. have been conducted. It has helped growth of students as responsible citizens of the country.

*(For further details, please see **Volume-2**, Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp.273-300); **Volume – 3**, Annex SMC B2-6 List Student Code of Conduct (pp.117-124); Annex SMC B2-7A ECA Activities and Meeting Minutes (pp.125-146); **Volume -6,** Annex SMC B5-6 SMC Cleaning and Plantation Campaign (p.98).*

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)

SMC believes that co-curricular and extra-curricular activities undertaken along with academic studies help for the all-round personality development of the learners. Co-curricular, intra-muller and extra-muller activities are often carried outside the normal classrooms, but they supplement the academic curriculum and help in learning by doing. These activities help students to develop problem-solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities. In the21st-century, the world is changing fast and has demanded more qualified human resources in the market. With the growing market needs, classroom-focused teaching-learning alone is no enough.

Besides the regular classes, students are encouraged to use different facilities such as libraries and technology to learn a diverse area to improve their skills. The Campus provides enough support and mechanism to conduct various activities such as exhibitions, workshops, discourses, literature writing, education tour, field visit, training, etc. for the holistic development of the students. The SWECC planned these activities in coordination with different units, external organizations, and the Alumni. The plan and program regarding the ECA and CCA are reflected in the operational calendar of the Campus, which is available at the Website and EMIS system of the Campus.

*(For further details, please see **Volume-2**, Annex SMC B1-13 Students Research Thesis (pp.211-35); **Volume – 3,** Annex SMC B2-7A ECA Activities and Meeting Minutes (pp.125-146); Annex SMC B2-7B Welcome and Farewell Program (pp.147-154); **Volume- 4,** Annex SMC B3-11 Seminar Organized by Students;(pp.111-20) Volume – 7, Annex SMC B6-5 SMC SWECC Meeting Minutes (pp. 18-19).*

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

SMC believes that a conducive learning environment is achieved through the positive attitudes made by its staff, faculty members, and the students. To improve

further, the SWECC has planned events to impart moral and ethical value-based education. The unit has blended moral and ethical value-based education in curricular activities.

Apart from that, students are taught to be ethical in their works and publications. They are educated to acknowledge other academic works and cite them if they are to use or incorporate other publications. Occasionally, the Campus also hosts various lectures and workshops by inviting in renowned academic leaders to impart moral and ethical value-based education.

In 2021, the Campus organized the awareness program on mensuration hygiene for student. The students are also encouraged to organize socially programs to support the needy people. In this academic year, SMC organized the awareness program about Suicide Prevention for students of the campus.

*(For further details, **p**lease see **Volume-2**, Annex SMC B1-3 Different Committees _ their ToR (pp.39-45) **Volume -3**, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp.125-46)).*

Criterion 3: Teaching Learning and Evaluation (15 Marks)

26. Which of the following methods do you apply in admitting the new graduates? Select as many as apply. (1)

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

☒ Through academic records
☒ Through written entrance tests
☒ Through group discussions
☒ Through interviews
☒ Through combination of above all

The admission process of the new graduates is to follow the Student Enrolment Policy and accordingly the admission guideline of the Dean's office TU. The Campus admits required number of students in each subject and classes. The Campus follows the systematic process to ensure that only the interested and potential students are enrolled in the program.

As per the date of admission and entrance test mentioned in the academic calendar of the departments, the Campus publishes notice about admission through local / national media, Campus notice board, website, and social media. Based on the notice, students fill the entrance format at the Admission Desk. Along with the filled admission, they have to provide the supporting documents. The Campus calls for the written entrance test to that student who qualifies based on the filled application form and supporting documents in case of BICT and M. Ed. pursuing students.

The selected learners have to fill the Need Assessment form so that the Campus is aware of the needs and requirements of the student. Sometimes, although learners might be qualified in their academic records and entrance examinations, they may not be qualified in terms of their interests and need for the course. It may be because they have come for the course due to peer pressure or have been influenced by their family members or relatives. The Need Assessment form will help in screening such learners.

The students who have applied in the course despite their needs, interests, and requirements, are counselled by the Students Counselling and Employment and Job Placement Unit (EJPU) to guide them for the right course. The EJPU also holds an interview and counselling session with students and their parents who qualify in written and practical entrance exams before admission.

*(For further details, please see **Volume- 4**, Annex SMC B3-1 Admission Policy and Process (p. 3); Annex SMC B3-11 Seminar Organised by Students (pp.111-20); **Volume – 7,** Annex SMC B6-5 SMC SWECC Meeting Minutes (pp.18-19).*

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

Yes ☒ No ☐ If yes, cite examples.

Yes, there are provisions to assess the students' needs and aptitudes for a course.

Need and Aptitude Assessment: The Need Assessment of the potential learners is done through a Need Assessment Form during the admission period; it has different topics that enable the Campus to provide the right advice to the students based on their needs and interests. The form covers the learner's hobby, aims, likes and dislikes, prior experience, desired mode of class, and reasons to apply for the course, etc. In addition, the interview session also assesses the need of the student for the course – he or she has applied for. It also includes aptitude test process is intended to help understand and gauge the traits like High Aptitude, High Drive, and High Preparedness. This is so that when the applicants enrolled, the Campus remains confident that the students make a proper effort and dedication to the programs of the Campus – and they can meet expectations and standards to excel. And finally, they will be able to contribute to the art of Nepal to reach in the global scenario. Precisely for this reason, the Campus has designed a demanding aptitude test.

In the process, the Campus also analyses the result of the previous academic records, score written tests. Moreover, internal examinations are also conducted and the students are provided feedback for their improvement.

*(For further details, please see **Volume-3,** Annex SMC B2-7B Welcome and Farewell Program (pp.147-54); **Volume- 4,** Annex SMC B3-1 Admission Policy and Process (p.3); Annex SMC B3-11 Seminar Organised by Students;(pp.111-20) **Volume – 7**, Annex SMC B6-5 SMC SWECC Meeting Minutes (pp.18-19)).*

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).

Yes, the campus conducts remedial classes for the poor performing students in the internal tests. On the basis of the analysis of the results and performance of the students, remedial classes are held on the initiation of the subject teachers and the students and often on the initiation of Free Students Union.

SMC is planning to provide remedial courses to the interested and academically weak as well as disadvantaged students. Its detail plan is mentioned in operational guidelines of the campus. However, formally and informally such types of activities are frequently introduced throughout the years.

*(For further details, please see **Volume -2**, Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp.273-300); **Volume-3**, Annex SMC B2-7B Welcome and Farewell Program (pp.147-54); **Volume- 4**, Annex SMC B3-1 Admission Policy and Process (p.3); Annex SMC B3-11 Seminar Organised by Students (pp.111-120); Annex SMC B3-2 Remedial class notice for low scoring Students in Internal Assessment (pp,19-24); **Volume – 7**, Annex SMC B6-5 SMC SWECC Meeting Minutes (pp.18-19).*

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

Yes ☒ No ☐ If yes, give details.

Yes, it is made mandatory to develop teaching/ lesson plans by the faculty members. One indicator of the teaching staff performance will be the ability to make "Development and Implementation of Lesson Plan Effectively". The teaching staff needs to develop the lesson plan and must get approved by the Head of the Department

and the campus chief. The approved lesson plan is made available to the students in the classroom's notice board. The campus has developed the lesson plan note diary for the teachers which is distributed to them one for each subject.

The lesson plan should be prepared in the prescribed template developed by the Campus or in any other templates but must include all the areas mentioned in the Campus's template. The IQAC and the Department Heads monitor the follow-ups of the teaching plans (whether being followed) by the teachers. This provision is guided within the Operational Guideline of the campus too.

*(For further details, please see **Volume -2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-313); **Volume-3,** Annex SMC B2-1A SMC Sample Teaching Plan (p.2) Annex SMC B2-1B Academic Calendar of SMC (p.4).*

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.

Yes, there is proper harmony between the syllabi of the University and the academic/teaching calendar developed by the Campus. The Head of the Department develops the academic calendar jointly along with the faculty within his/her department. He/she takes reference from the academic calendar and syllabi published by the University. The syllabi are locally adjusted with the academic calendar developed by the Campus, considering the new needs of teaching-learning.

Despite Campus's best efforts, however, to duly apply the academic calendar published by the university, due to frequent changes in the dates given in the university's academic calendar, often practical difficulties arise to the Campus to fully adopt the university's academic calendar, and work as per the academic calendar as published by the Campus. But the IQAC monitors the execution of the academic plan periodically and provides feedback to the departments if necessary. The IQAC also reviews the harmony between the syllabi and academic/ teaching calendar.

*(For further details, please see **Volume -2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp,306-313); **Volume-3,** Annex SMC B2-1A SMC Sample Teaching Plan (p. 2) Annex SMC B2-1B Academic Calendar of SMC (p. 4).*

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.

At the earliest, every department develops an individual academic calendar based on the learning objectives and the expected outcomes of the curriculum. To implement the academic calendar, recently, the SMC has started to develop a Lesson Plan for each lesson s/he teaches by each faculty. Here, they mention different teaching pedagogies.

Based on the defined weightage, the head of the department reviews and approves the lesson plan before implementation. It should be noted that the Teacher Performance Evaluation covers the development and implementation of the lesson plan. The weightage as described in the template includes pedagogies such as lecture, critique, case studies, feed forwarding, presentation, field visit, group-work, thematic research, audio-visual, demonstration, role-play, individual practice, other, etc. Moreover, the students are taken to the excursion and educational tours to meet the requirements of the course.

*(For further details, please see **Volume -2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-13); **Volume-3**, Annex SMC B2-1A SMC Sample Teaching Plan;(p.2} Annex SMC B2-1B Academic Calendar of SMC (p.4).*

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

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

SMC is in a constant process of improving the audio-visual learning system, gradually. The Campus has installed an interactive online learning platform; where a teacher can provide lesson plans, lectures, assignments, reference notes/ documents through Microsoft Teams, and the students can use it from their cell phones and also from a computer from any chosen place. The campus has also ICT lab with 30 desktop

computers and six multi-media projectors for classroom teaching learning activities.

The student can also ask questions, provide feedback, make group discussions, access to lecture and learning materials; and also, can submit assignments through that system. However, there is no separate computer lab for the teachers, other students except BICTE, and staff.

The teachers may gain access through a common computer to develop the content for the virtual classes. Because of this or considering the limited number of computers in the Campus, the Campus has installed the own software and website, which has both web and mobile versions. It enables the teachers and students to access audio-visual aid in their personal computer, tablet, and mobile.

*(For further details, please see **Volume -2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-13); **Volume-3**, Annex SMC B2-1A SMC Sample Teaching Plan (p. 2); Annex SMC B2-1B Academic Calendar of SMC (p. 4).*

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

Particulars	**Year2076/077**	**Year2077/078**
Teaching days per semester or year against the requirement	150/150	150/150
Working days per week against the requirement	6/6	6/6
Work load per week (for full-time teachers)	15/6	15/6
Work load per week (for part-time teachers)	257	269
The ratio of full-time teachers to part-time teachers	2:1	2:1
The ratio of teaching staff to non-teaching staff	8:9	38:45
Percentage of classes taught by full-time faculty	70.82%	72.06%
Number of visiting professors/practitioners	1	2

*(For further details, please see **Volume -2,** Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp.273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-13); **Volume-4**, Annex SMC B3-4 List of Laptops Projectors; (pp.26-28); Volume – 6; Annex SMC B5-6 SMC Cleaning and Plantation Campaign (p. 98).*

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

Yes, the students are oriented to the program, evaluation, code of conduct, and other relevant institutional provisions and requirements. The orientation/induction program to newly enroll and year promoted students made before the beginning of the formal classes. Besides the orientation program for the students, the Campus publishes the introductory book of the campus administration and academic programs and the courses. Extensive orientation sessions are made or conducted for new comers to provide an overview of the Campus rules and regulations, code of conduct, the teaching-learning system, evaluation system, faculty details, facilities, and service, etc. from the department levels and the individual teachers during the first few classes. While a shorter version of orientation is also executed on an annual basis when students are promoted to senior grade after the final examinations. The short orientation also includes an overview of the program, evaluation system, and other activities.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-13); **Volume-3**, Annex SMC B2-1A SMC Sample Teaching Plan (p. 2); Annex SMC B2-1B Academic Calendar of SMC (p. 4); Annex SMC B2-1C B.ED. Approved Course of study from Academic Council (p. 5); Annex SMC B2-1D BBS Approved Course of study from Academic council (p. 6); Annex SMC B2-6 List Student Code of Conduct (pp.117-24); Annex SMC B2-7A ECA Activities and Meeting Minutes (pp.125-46); Annex SMC B2-7B Welcome and Farewell Program (pp.147-54); Annex SMC B2-9 Class Time Tables (pp.157-68); **Volume – 7**; Annex SMC B6-5 SMC SWECC Meeting Minutes (pp.18-19) Annex SMC B6-6 SMC SQC Activities (pp.26-28); **Volume -8**, Annex SMC B7-3 SMC PIC System (p.34); **Volume -9**, Annex SMC B8-2B SMC Information Publication (pp.17-30).*

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

Yes ☒ No ☐ If yes, give evidence.

The evaluation methods and processes are communicated to the students at the

beginning of the academic session and well emphasized on other different occasions as well. Currently, the Campus has two major methods of evaluation, which is communicated clearly to the students. One is the internal examination of the Campus that happens in three phases of the academic year. It includes class assessments, assignments, and presentations given by individual teachers or departments. SMC notifies the students about the internal and external exams through public notices. The syllabus of all the programs and the evaluation system is shared, and the students are made aware at the beginning of the course.

*(For further details, please see **Volume -2**, Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp. 85-93); **Volume-3,** Annex SMC B2-1B Academic Calendar of SMC (p.4); Annex SMC B2-1C B.ED. Approved Course of study from Academic Council (p. 5); Annex SMC B2-1D BBS Approved Course of study from Academic council (p. 6) Annex SMC B2-1E M.ED. Approved Course of study from Academic Council (p. 7) Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72); Annex SMC B2-7B Welcome and Farewell Program (pp.147-52); Annex SMC B2-9 Class Time Tables (pp.157-68) **Volume – 4**; Annex SMC B3-5 Evaluation Method Guideline and forms (pp.31-33) **Volume -9**, Annex SMC B8-3 SMC Occasional Information and Notices, (pp.31-48))*

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

Yes ☒ No ☐ If yes, give details.

There are two different ways – to monitor and support the overall performance of the students. One is the class / quick test, the faculty does a periodic assessment to understand the overall quality of teaching-learning, also including the performance of the student. It is also conducted to know specific lessons or tasks of learning. Next is the regular internal examinations that the departments conduct to measure the learning competencies of the students (apart from the University examination). These are also clearly written and specified in the academic calendar of the Campus. Such records are well maintained in the individual files of each student.

*(For further details, please see **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp.25-38); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head, Annex (pp. 85-*

93); SMC B1-9 IQAC Meeting Minutes (pp.117-37); Annex SMC B1-11 Academic Audit Report _ SMC Decision (pp.143-47); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-13); ***Volume-3****, Annex SMC B2-1B Academic Calendar of SMC (p. 4).*

36. In case of a need to appoint teaching faculty to be made by the institution itself, select from the following funding criteria that suit the institution. (1.5)

Vacancy	**Operational Mechanism**					
Category	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	Yes	Yes	Yes	Yes	Yes	Yes
Government Funded						
Any other category: (i) (ii) (iii)						

SMC follows two important procedures documents for the recruitment of teaching and non-teaching staff. Recruitment of the Campus Chief is made –as guided by the procedures defined in the TU rules and regulations act. And according to it, the Campus Chief can be appointed as full-time staff for four years. The process of recruitment begins with a written request from the head of the department when there is a gap in the existing human resources.

The campus chief is appointed by the executive committee of the university as per the rules, and the assistance campus chiefs and the campus student welfare chief are appointed by the Rector's office on the recommendation of the campus. Similarly, the Heads of Department, and Section Heads, Coordinator, and other committee members are appointed by the campus chief.

According to Decentralization act (2055) of TU, for recruiting the new faculties

and the employees needed for the institution, SMC publicly announces the vacancy. A candidate eligible for the position as stated in the vacancy announcement can apply for the position. The committee will be supported by the administrative department for the logistics works. The selected candidate will go through an interview, written test, and demo class during the selection process. A chosen candidate based on the merit will be recommended to the campus chief. The Campus publishes the final results of the selected candidates, and then provides the appointment-letter along with a ToR. In case of need for a specified qualification and for immediate needs, the recruitment committee can select a candidate by direct interview or through head-hunting. Furthermore, the selection and requirement of the guest lecturer is done and will be based on the recommendation made by the department/section head: and to be approved by the campus chief. The guest lecturer can be invited only for a specified subject that cannot be addressed and performed by or within existing human resources of the Campus.

*(For further details, please see **Volume -1**, Annex SMC A-7B Contract Agreement Teaching and Non-teaching Staff (pp. 212-19); Annex SMC A-8 Details of Teaching Staff (222-59); **Volume -2**, Annex SMC B1-20 त्रिभुवन विश्वविद्यालय विकेन्दीकरण नियम२०५५ (p. 317)).*

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

Teaching Staff recruited from…		
The Same district it operates		**From other districts**
Same institution	**Other institutions**	
Year I: 5	Year I: 6	Year I: 4
Year II: 5	Year II: 6	Year II: 4

Not recruited for last two years in case of full -time teaching staff as the fresh candidates. However, part-time faculties in the required subjects are often recruited as per the need of the institution including the renewal of the contract teachers.

*(For further details, please see; **Volume -2**, Annex SMC B1-11 Academic Audit Report _ SMC Decision (pp. 143-62); Annex SMC B1-17B Staff Recruitment and Promotion policy (p. 305); **Volume -3,** Annex SMC B2-9 Class Time Tables (pp. 157-68))*

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)

SMC being the financial decentralized constituent institution of TU has relative freedom and resources to appoint and pay temporary/ad-hoc teaching staff after getting approval from the Registrar's office which has been mentioned in TU Act and regulations along with TU decentralized act 2055. However, mainly, TU service commission, Executive council and Office of the TU Registrar are responsible for the permanent appointment and of teaching and non-teaching staff needed for the campus. The salary for the permanent staffs and contract basis teaching staffs of the program included in TU program (Bachelor level Education) is borne by the TU. The campus manages the salary for the staffs of the programs from the internal resources (BICTE, B.Ed. Science, BBS, and M. Ed. program) of the campus.

(For further details, please see; ***Volume -****2, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-20 त्रिभुवन/विश्वविद्यालय/विकेन्दीकरण/नियम/२०५५ (p. 317))*

(b) Do the institution has provision and practice for inviting visiting/guest faculty on a regular basis?

Yes ☒ No ☐ If yes, give details. (0.5)

There are provisions and has been in the practice of inviting visiting/guest faculty regularly. The provision is mentioned in the Campus QAA Operational Guideline. The number of visiting/guest lecture classes for each year is planned in the academic calendar. For this, the department head has to submit a written request to the Campus Chief. The Campus Chief holds the right to approve and deny the request. The visiting staff can only be hired for specific topics/areas, which cannot be performed by the human resources within the Campus. The guest classes are also launched in individual subjects in coordination of the subject teachers and the departments in virtual classes. They often record the classes and upload on YouTube and provide the link to the

students for further visit and preparation. For instance, YouTube link to the guest classes include: https://www.youtube.com/watch?v=lsVW2pLPu3g&t=2806s and https://www.youtube.com/watch?v=kxst8z_J6bc.

*(For further details, please see; **Volume -1**, Annex SMC A-16 Academic Calendar of SMC (p.430); Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-36); **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-14Seminars, Workshops, Training and Orientations (pp. 236-72); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -3**, Annex SMC B2-8 Guest Lecture Invitation and Appreciation (pp. 155-56); **Volume -8**, Annex SMC B7-2B SMC Visitors Book and Their Feedback (pp. 22-33))*

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

	Participants	**Resource persons**	**Organizer**
Institutional level	30	15	Campus
National level	15	5	Campus
International level	10	2	Campus

Experts of SMC are often visiting to other institutions for delivering their expertise. Many of the teachers are appointed as the experts by public service commissions and teacher service commissions and other such employee selection agencies. They also visit many campuses in the intra-university and inter university sharing and test administrations.

*(For further details, please see; **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -4**, Annex SMC B3-8 List of participation Conference Workshops (pp. 55-73)).*

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.

SMC has adopted the performance appraisal system prescribed by the Tribhuvan

University in different areas of competency. It has also prepared the result analysis form for further improvement and feedback. The departments are assigned to prepare the result analysis report including the number of passed students and failed students in all subjects and the name of the teacher teaching the subject. The departments and the campus administration, take decisions and implement them to improve the result rate and of the professional development of the faculties.

Performance appraisal?

*(For further details, please see; **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-6A Performance Evaluation form of Teachers (pp. 94-98); Annex SMC B1-16C TU Karyawyawastha 2078, (301-3); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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.

Yes, SMC follows teacher appraisal method. Based on the 360 evaluations, the concerned individual will also get feedback annually from different individuals (peer, student, management, line manager). The feedback is essentially based on the objectives defined by the faculty and staff.

To be specific, the appraisal form is exhibited according the TU Service commission rules and regulations. The SMC has formed the Internal Quality Assurance Committee (IQAC) to carry out these tasks. Moreover, IQAC holds a discussion about the teachers 'performances based on the criteria; the number of publications, paper presented at Conference/workshop/Seminar, Research work, level of engagement, and result achieved in Extension activities and out-reach program.

The Operational Guideline has provisioned best performing faculties that are awarded on special occasions. Apart from this, as stipulated in Administrative Policy, SMC also has provisions for the promotion of faculties and staff through different honours and prizes.

*(For further details, please see; **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-6A Performance Evaluation form of Teachers (pp. 94-98))*

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?

Yes, SMC has a mechanism to evaluate students' institutional experience they have gained in three phases. While they are in the Campus, during graduation, and after they have graduated. The feedbacks are obtained from the students by the IQAC in coordination with the other units. For the enrolled students, the IQAC evaluates the students' expectation and for the graduated students Student Satisfaction.

After the students are graduated, the Campus holds Exit Interviews before they leave the Campus – in areas such as Student Satisfaction in a given form. After the students are graduated and are in the market, being in the Alumni Status, they are reached through the Tracer Study. These are the three major ways to take feedback from the students about their Campus experiences. Apart from it, there are other ways such as feedback meetings, complaint response mechanism, SQC meetings, and Alumni Meet. Recently the Department of Teaching Practice collected the feedback from the B. Ed. fourth year students who have recently undergone the teaching practice. This is also done through the grievance addressing mechanism of the campus to some extent.

*(For further details, please see; **Volume -2**, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); **Volume -8**, Annex SMC B7-2A Feedback Mechanism and data collection (pp. 16-19); **Volume -9**, Annex SMC B8-2A SMC PIC Activities (pp. 13-14))*

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

Yes ☒ No ☐ If yes, give details.

Yes, SMC conducts periodic workshop/seminar/symposium and training to keep faculties updated with the new curriculum, syllabus, and teaching-learning pedagogy to

enhance their performance. IQAC in coordination with the head of departments assesses the need and prepares faculty development programs like refresher courses /conferences / workshops /seminars /symposiums and training.

The Campus also encourages and supports the faculties to attend programs as presenters/trainers or participants. The Campus provides training costs, paid leave, and class adjustment to participate in such a program. Likewise, IQAC also has plans to organize capacity building training on curriculum, research writing, and other important are as for the faculty development in coordination with other units.

*(For further details, please see; **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp. 85-93); Annex SMC B1-12A SMC Research Policy and Guidelines (pp. 163-67); Annex SMC B1-12B SMC Research Committee Decisions (pp. 168-83); Annex SMC B1-12C Combination of Teaching and Research (pp. 185-203); Annex SMC B1-13 Students Research Thesis (pp. 211-35); Annex SMC B1-14Seminars, Workshops, Training and Orientations (pp. 236-72); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13)).*

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	**Year**	**Faculty Benefited**
A Workshop on Structuring of a Research Paper	2078/03/26	32
A Workshop on Thesis Writing	2078/03/01-2	35
Any other		

*(For further details, please see; **Volume -2,** Annex SMC B1-3 Different Committees _ their ToR (39-45); Annex SMC B1-14Seminars, Workshops, Training and Orientations (pp. 236-72); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13)).*

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

Technology-based education has proven to be more effective for the University level students as their learning is not and should not be confined within the books and

the classroom lectures. This has been proved vividly and has thus added more importance during the COVID-19, as the Campus remained closed due to the need for social distancing. SMC is and was well prepared with secure, interactive, and user-friendly technology.

The Campus started the process to ensure the right to education is well observed during the pandemic period. But it should be noted that technology-based teaching is not limited to the crisis but it has and is part of the regular academic calendar activity.

The Campus enables each faculty to design their virtual classes, allocate educational resources, consultation facility to assigned students, design lesson plans, circulate assignments and work instruction, track individual performance, monitor attendance and design class routine, schedule examination, access to online libraries, etc. Moreover, engaging students through different pedagogical approaches such as Power Point presentation, case study, critiquing, demonstration, feed forwarding, field visit, group work, individual practice, role play, thematic research / term paper writing are some other strategies that the Campus has been implementing.

Another important innovative feature of the Campus is that all the courses have to be dealt with through practical sessions. The students have to develop art works in their practical classes.

(For further details, please see; ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-16C TU Karyawyawastha 2078, (pp. 301-03)).*

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

SMC has been organizing different seminars and works in coordination with the national and international experts although it has yet to establish specific international linkage with international educational institution. The campus faculties have been working as teaching faculties even in the universities abroad. Former faculties of the

campus now have been leading the university departments abroad. SMC has developed an Action Plan to establish relationships with different institutions and organizations for the mutual benefits and interests of the Campus in all major aspects except for the employment area. To look after employment opportunities, the SMC is to take necessary steps to maintain a proper relationship with potential employer to support the students for internship and job placements.

(For further details, please see; ***Volume -1****, Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-36);* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-14Seminars, Workshops, Training and Orientations (pp. 236-72); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13);* ***Volume -5****, Annex SMC B4-3 SMC contract with GOs/NGOs (pp. 40-61); Annex SMC B4-9 List of Published Paper (2019-2021), (pp. 132-36)).*

Criterion 4: Research, Consultancy and Extension (10 Marks)

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

Yes, SMC has allocated Rs. 5,00000/- for the research activities for the fiscal year 2076/77, that is about 5 % of the total recurring budget Rs. 40617000/- of the campus. Similarly, the Research Management Cell (RMC) has also allotted Rs. 20,000 from its internal sources to promote research activities. The allocation is based on the provision mentioned in the Campus Operational Guideline and also in the Action Plan of the RMC.

*(For further details, please see **Volume 1**, Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-67); **Volume – 2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-12A SMC Research Policy and Guidelines (pp. 163-670); Annex SMC B1-12B SMC Research Committee Decisions (pp. 168-183)).*

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

- Encourage PG students doing project work -√
- Teachers are given study leave-√
- Teachers provided with seed money-√
- Research Committee for submitting project proposals-√
- Adjustment in teachings schedule-√

Yes, SMC promotes research works in any of the above-ticked four-ways. The Campus provides project work to the student to an individual and at a group level. The students are then asked to visit different places to develop their project works, sometimes the Campus also takes them to different places to support their project works.

The lesson plan template adopted by the Campus has a theme research pedagogy to promote research-based teaching. The Campus also has a provision to provide seed money and paid/unpaid leave for the teachers to conduct research. Those teachers willing to participate in research works have the leverage to get an adjustment in their class plan. Teachers are also given study leave for M. Phil. and Ph.D. Some of them have even completed their studies within the tenure of leave.

The policy, program, and budget of the Campus have a high priority to promote research activity. But the Campus is also aware that there is a lot more to do to inculcate research culture in the Campus. Thus, the Campus is waiting to see visible impacts of the research in the coming three years.

*(For further details, please see **Volume – 2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume – 5**, Annex SMC B4-4 SMC Research policy committee role and responsibility (pp. 61-74); Annex SMC B4-5 SMC Decision on RMC (pp. 75-76); Annex SMC B4-6 Research Project Budget (p. 90); Annex SMC B4-7 TU Provision of Study Leave (pp. 91-101); Annex SMC B4-10 List of Enrolled PHD Scholars (pp. 137-40); Annex SMC B4-11 List of PhD Graduates (p.141).*

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

Yes ☒ No ☐ If yes, give details.

Yes, the campus encourages and engages its faculties in Ph.D. level programs from different universities home and abroad.

*(For further details, please see **Volume-5,** Annex SMC B4-7 TU Provision of Study Leave (91-101)**;** Annex SMC B4-10 List of Enrolled PHD Scholars (pp. 137-40)**;** Annex SMC B4-11 List of PhD Graduates (p. 141))**.***

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

Presently, 60% of faculty members are engaged in active research works or projects. Teachers have been guiding the students to write thesis in Nepali Education, English Language Education, Mathematics education, Health Education, Curriculum and Evaluation, and Educational Planning and Management. Here a faculty would guide students to go through detailed research or study of these subject before actually doing it.

In total, 35% of the faculty members are regular contributors to the publication of magazine articles, journal articles, research papers, and books. As part of the plan to

improve the research culture in the Campus, the collective department meeting has decided to assign the role of research guide to other faculties, beginning from this academic year.

*(For further details, please see **Volume-2**, Annex SMC B1-7 Research Collaboration of SMC (pp. 99-112); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume – 5**, Annex SMC B4-1 Research Journal (2019-2021) (pp. 2-11); Annex SMC B4-4 SMC Research policy committee role and responsibility (pp. 62-74); Annex SMC B4-5 SMC Decision on RMC (pp. 75-76); Annex SMC B4-6 Research Project Budget (p. 90); Annex SMC B4-7 TU Provision of Study Leave (pp. 91-101); Annex SMC B4-8 SMC Thesis Guide List (pp. 102-31); Annex SMC B4-9 List of Published Paper (2019-2021) (pp. 132-36)).*

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

Level	Enrolment Status		Total
	Full-time	Part-time	
MPhil	8	6	14
PhD	4	1	5

As stated in earlier times, it is not applicable for SMC, presently the Campus offers courses only up to graduate and master's level.

*(For further details, please see **Volume-5,** Annex SMC B4-10 List of Enrolled PhD Scholars (pp. 137-40); Annex SMC B4-11 List of PhD Graduates (p. 141))*

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

English teacher Dr. Shyamlal Magarati has been awarded Ph. D, recently. Other two teachers (Mr. Lal Bahadur Rana, Mr. Bishnu Prasad Kandel, and Mr. Belpatera Nath Yogi) are at the final stage of completing their Ph. D. studies.

*(For further details, please see **Volume-5,** Annex SMC B4-10 List of Enrolled PHD Scholars (pp. 137-40); Annex SMC B4-11 List of PhD Graduates (p. 141)).*

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

Yes ☒ No ☐

If yes, give % of financial support from recurring costs.

Yes, there is a provision but no students have claimed yet. SMC has allocated budget 2077/078 for the research. From this year onwards, the Campus has the plan to invite applications for research grants from the student and faculties. The provision is included in the Campus the Strategic Plan.

The Campus has developed the budget for encouragement of the student and faculty who provides journal articles in the Campus peer-reviewed journal.

*(For further details, please see **Volume- 1**, Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-67); **Volume – 2**, Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -5**, Annex SMC B4-4 SMC Research policy committee role and responsibility (pp. 62-74); Annex SMC B4-5 SMC Decision on RMC (pp. 75-76); Annex SMC B4-6 Research Project Budget (p. 90)).*

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

Presently, there are no faculty members engaged in active research works or projects. This year, SMC proposes and has plans to conduct in-house research activities; and research works would be done through the UGC faculty research grant. Accordingly, as the initial works, the faculty-training program in research would be continued. Moreover, master level programs in seven different subjects in Education faculty of TU has ☐ been conducted in campus, so, the number of students involved in research activities through ongoing thesis writing. RMC recently has opened the scholarship for mini research to ten Faculties of the amount of 10,000/- each.

The details of the project for the

Total number of projects	Project Revenues (in NRs)	Remarks
Tracer study	10,000/-	
Mini Research (10)	100,000/-	
Academic Audit	10,000/-	
Annual Plan Report	10,000/-	

Total number of projects	Project Revenues (in NRs)	Remarks
Academic Writing related Online workshop	20,000/-	
New Paradigm in Educational Research	15,000/-	

*(For further details, please see **Volume -5**, Annex SMC B4-4 SMC Research policy committee role and responsibility (pp. 62-74); Annex SMC B4-5 SMC Decision on RMC (pp. 75-76); Annex SMC B4-6 Research Project Budget (p. 90)).*

55. Give details of on- going research projects funded by external agencies. (0.5)

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any	Project
UGC	100,000/-	3 Days	Technical support by NREN	Online University Teacher Training for Semester based Teaching

Some of the faculties are involved in the research projects funded by external agencies. In the future, RMC plans to collaborate with external agencies to conduct research projects in the future.

*(For further details, please see **Volume- 2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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

Yes, The Campus has been publishing journals and textbooks. Tribhuvan University Teachers' Association (TUTA) campus unit has been functioning as the publication division that has published research journals in close coordination with Campus Administration. The overall research/academic publications of the Campus done in the last two years are as listed below in the table:

S.N.	Publisher	Author/Editor	Year of	Title of	Remarks
1	TUTA Campus Unit	Balabhadra Bharati	2076/2077	Prayas	
2	TUTA Campus Unit	Balabhadra Bharati	2077/2078	Prayas	

SMC has now planned to publish an interdisciplinary research Journal called SMC Journal of Interdisciplinary Research. The Campus has already instituted an Editorial Board for the publication of the Journal. The editorial board already has developed the guidelines for accepting the articles. Moreover, the students studying in the campus are also involved in publication of their academic articles and journals.

*(For further details, please see **Volume- 5**, Annex SMC B4-1 Research Journal (2019-2021) (pp. 2-11))*

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

Yes ☒ No ☐ If yes, give details.

The policy of SMC is to encourage and provide consultancy services – based on the skills and in the best interests of the Campus. For example, Mr. Dammar Bahadur Khatri has been appointed as an expert in Karnali museum. Mr. Bhatta Mahesh Datta Tara Datta was appointed as subject expert as well as the subject committee member of Mid. Western University Surkhet. The faculties of the campus are involved as the resource persons in different related fields like the trainers and the trainers of the trainers.

*(For further details, please see **Volume- 1,** Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-36); **Volume – 2**, Annex SMC B1-7 Research Collaboration of SMC (pp. 99-112); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -3**, Annex SMC B2-4 Selection and Decision on faculty participation in course development and dissemination Programmers (pp. 95-103); **Volume -4**, Annex SMC B3-8 List of participation Conference Workshops (pp. 55-79); **Volume -5**, Annex SMC B4-3 SMC contract with GOs/NGOs (pp. 40-61))*

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 ☐

IQAC formed Extension and Outreach Committee (EOC) being coordinated by Sarad Poudel on 15th Manshir 2077 and was approved by SMC executive committee on 21st Manshir 2077. This is a unit responsible for conducting extension activities. The list of the committee is as follows:

S.N.	Name	Designation
1	Mr. Sharad Poudel	Coordinator
2	Mr. Puskar Kumar Khadka	Member
3	Mr. Vasu Dev Karki	Member
4	Mr. Thaneshwar Lamichhane	Member
5	Mr. Tek Bahadur Woli	Member

Through extension and outreach programs, the Campus sensitizes the students to develop social values, wide spread their responsibilities and knowledge in societal issues and problems by making them involved with the community people. Through this, the Campus can establish good relationships with NGOs, with government agencies, and join hands with local communities and organizations to serve the community.

*(For further details, please see **Volume- 2**, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-8 Feedback Mechanism of SMC (113-116); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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 ☒

SMC has strong beliefs and perceives community transformation as one of the core responsibilities of the Campus. Such events have a large impact on the students

being more attached to the community and help them to understand their role in society. Since the beginning of the Campus, it has conducted dozens of extra-curricular and extension activities on several occasions such as mask distribution and COVID-19 awareness camp, survey of the disaster victims, interaction with the head teachers of the cooperating schools for the purpose of teaching practice of the students.

The Campus has made various links and to perform extension activities. So, the majority of the extension activities were through the community services such as adult literacy awareness, anti- suicide awareness, and menstruation hygiene awareness and such others. Apart from that, as part of social responsibility towards society, students and teachers also conduct community-led initiatives in collaboration with different social organizations and alumni.

*(For further details, please see **Volume - 2,** Annex SMC B1-8 Feedback Mechanism of SMC (pp. 113-16); **Volume-3**, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-46); **Volume -5**, Annex SMC B4-2 Extension Activities (pp. 12-13); SMC B4-3 SMC contract with GOs/NGOs (pp. 4061); Annex SMC B2-7A ECA Activities and Meeting Minutes (1125-146); **Volume -6**, Annex SMC B5-6 SMC Cleaning and Plantation Campaign (pp. 99-102), **Volume 7**, Annex SMC B6-5 SMC SWECC Meeting Minutes (pp. 18-19))*

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

Yes ☒ No☐ If yes, justify.

The Campus has a belief that community engagement should complement the Campus's services to business activities by focusing on all the areas of daily lives that are of material and civic importance; but which are usually seen as “non-economically productive activity”. Examples include awareness, sustainable development, health and well-being, voluntary activity, and the development of under privileged ones.

Out of many out-reach programs conducted by the Campus, the regular and consistent is collaboration with the feeder schools, banks, and other social institutions and

community. The students of the Campus often visit different under privileged schools and transfer their art skills with the students there.

*(For further details, please see **Volume - 2,** Annex SMC B1-8 Feedback Mechanism of SMC (pp. 113-116); **Volume-3**, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-46); **Volume -5**, Annex SMC B4-2 Extension Activities (pp. 12-13); SMC B4-3 SMC contract with GOs/NGOs (pp. 40-61); Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-46); **Volume -6**, Annex SMC B5-6 SMC Cleaning and Plantation Campaign (pp. 99-102), **Volume 7**, Annex SMC B6-5 SMC SWECC Meeting Minutes (pp. 18-19))*

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

During the COVID-19 students conducted the awareness program and masks distributing campaign under the coordination of EOC. The extension activities were meant to link with the curricular aspects and teaching-learning process. It encouraged teachers and the students to participate actively in the extension activities.

At the same time, the extension activities are also part of teachers' performance evaluation. Thus, the teacher evaluation is linked to the promotion and as part of financial incentives.

*(For further details, please see **Volume - 1,** Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); **Volume-3**, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 145-46); **Volume -5**, Annex SMC B4-2 Extension Activities (pp. 12-13))*

62. Does the institution work and plan extension activities along with NGOs and GOs? Give details of the last three years. (0.5)

Yes, on various occasions, SMC has worked and made extension activities with NGOs and GOs. In this regard, the Campus has exchanged several formal notes with NGOs and GOs, to conduct extension activities. Some of the extension activities conducted in the last three year since collaboration with NGOs and GOs are given below:

S.N.	Activity	Year	GOs/NGOs/INGOs partner
1.	Blood Donation	2020	Red Cross, Surkhet
2.	Plantation	2021	Ministry of Forest, Environment and Industry, Karnali Province
3.	Mask distribution and awareness campaign	2021	Subhin Hygeine and Chemicals, Surkhet and Birendranagar Municipality Surkhet

*(For further details, please see **Volume - 1,** Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume-3**, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-46); **Volume -5**, Annex SMC B4-2 Extension Activities (pp. 12-13)).*

Criterion 5: Infrastructure and Learning Resources (20 Marks)

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan–for and with a clear vision of a projected expansion in the future? (0.5)

In 2021, SMC organized a Master Plan Construction Committee in chairmanship of campus chief Madhav Prasad Khanal – taking into account all the needs and available data of the Campus and planning to develop master plan considering the student enrollment trend, program expansion plan, and infrastructural expansion plan. While developing the Master Plan, the Campus analyzed the proposed site (main building, department office, classrooms, library / studio), academic programs, student enrollment trends, human resources, and facilities (canteen, drinking water, toilet, parking, sports, library, ICT).

*(For further details, please see **Volume -2**, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-1 SMC Master Plan (p. 2); Annex SMC B5-2 TU Approval and SMC construction decisions (pp. 5-9); Annex SMC B5-3 SMC Building Construction Plan (pp. 10-36))*

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

Since the very beginning and to this date, SMC has own premises at Birendranagar having different complexes for administration, classrooms and library as well as hostels for boys and girls. Also, it owns a teachers/staff quarter. Now SMC is planning to make its own institutional plan to meet the need and augment the infrastructure to keep pace with academic growth.

*(For further details, please see **Volume -2**, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-1 SMC Master Plan (p. 2); Annex SMC B5-2 TU*

Approval and SMC construction decisions (pp. 5-9); Annex SMC B5-3 SMC Building Construction Plan (pp. 10-36))

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

Laboratory √
Library √
Others √
Give details

Laboratory: The campus owns a separate computer laboratory and a science laboratory with the required infrastructure in the premises of the instructional buildings.

Library: The Campus owns its own separate library building including e-Library. It essentially functions as a library for bachelor and master level students. It is an automated functional library with enough reference materials and books.

Others: Land: The campus covers 7 Bigha 4 Kattha 10 Dhur in administrative buildings and boy's hostel area, 2 Bigha 15 Dhur in tutorial and library area, 13 Kattha 2 Dhur in girl's hostel area, 18 Kathta 6 Dhur in teacher staff quarter area and 3 Kattha area of water reservoir tank. At present, the campus has sufficient space for expansion of needy classroom buildings and other infrastructure and facilities.

Others: **Infrastructure:** There are five classroom buildings and blocks with 42 Classrooms. In these classrooms, there are 577 desk and benches. There are four administrative blocks and buildings for administrative purpose.

Others: Information Technology: In total, the Campus has needy computers (desktop and laptop) with required multimedia support to promote computer literacy and computer-aided teaching. The Campus has a separate computer lab for now but has installed a compressive EMIS system. The Campus has made provision for free Wi-Fi facility to all the students and the staff.

*(For further details, please see **Volume -1**, Annex SMC A-5 Letter of Property Ownership of SMC (pp. 143-51); **Volume -2,** Annex SMC B1-15 SMC, Buildings,*

Library, Departments, Sections, Lab photo (pp. 273-300); ***Volume -4,*** *Annex SMC B3-4 List of Laptops Projectors (pp. 26-28); Annex SMC B3-7 Annual Budget of SMC (pp. 39-54); Annex SMC B3-10 Workshops Report Faculty Development (pp. 99-100))*

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

There is a construction committee, Procurement committee, and Maintenance and Management Section in the campus – formed to do the regular and ad-hoc repair and maintenance works to ensure un-interrupted teaching-learning in the Campus. It is directed by the TU rules and regulations. List of the Construction Committee (CC) and Procurement Committee (PC) is as follows:

Construction Committee (CC)

S.N.	Name	Position	Role in the unit
1.	Madhav Prasad Khanal	Campus Chief	Coordinator
2.	Kiran Bhattarai	Assistant Campus Chief	Member
3.	Padam Bahadur Bista	Section head of general Administration	Member
4.	Dhrma Raj Shahi	Section head of general Account	Member
5.	Mahesh Sharma	Consultant Engineer	Member

Procurement Committee (PC)

S.N.	Name	Position	Role in the unit
1.	Ratna Prasad Pandey	Faculty Member	Coordinator
2.	Padam Bahadur Bista	Section head of general Administration	Member
3.	Saagar Jung Shahi	Store Keeper	Member

The units have the mandate to conduct repair and maintenance works timely without disturbing the classes and learning. It also develops the Annual Repair and Maintenance Plan – including both structural and non-structural materials, IT equipment, lab, and garden.

(For further details, please see ***Volume -2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC*

B1-8 Feedback Mechanism of SMC (pp. 113-16); ***Volume -6,*** *Annex SMC B5-4 SMC Procurement Committee _ its Decisions (pp. 37-56)).*

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

Infrastructure performance is a system to evaluate up to which level the infrastructure can provide services that the Campus expects out of the infrastructure. The Campus has adopted it in three broad categories, measuring the effectiveness of the performance–as a function, reliability, and cost. The IQAC does the measurement.

Effectiveness: SMC has understood and connected the effectiveness in relation to the standard operating capacity and the area used by the students. An average running period of normal Campus is generally taken as 8 hours. The duration of 6 hours is given to six teaching subjects – making 1 hour for each subject, and 8 hours as for the administrative hour with 30-minute tiffin break. Presently, the Campus is running from morning 6 AM to 12 PM.

Reliability: The reliability is measured through the investment done in the regular repairs and maintenance, and the risk mitigation capacity of the Campus infrastructure. Last year the Campus spent certain budget on the repair and maintenance works. The figure shows the existing system has been used optimum and with the minimal investment made for the repair and maintenance. The risk mitigation capacity also remains an important area the Campus has taken to measure reliability.

The location of the Campus does not seem to be challenging from other natural disasters like floods, landslides, or wild animals. Still, there are some chances for fire breaks, so the Campus has taken necessary precautions.

Apart from the three measurements made above, the Campus has mentioned it all in the Operational Guideline, and in other policies to use it for multi-purpose. The Campus also provides its infrastructure and resources for other external uses without hampering the learning of the students.

*(For further details, please see **Volume – 1,** Annex SMC A-5 Letter of Property Ownership of SMC (pp. 143-151); Annex SMC A-15 A SMC Management Committee Objectives scope and Activities (pp. 411-15); Annex SMC A-15B List of Other Committees of SMC and their JD ToR (pp. 416-29) ; **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-1 SMC Master Plan (p. 2); Annex SMC B5-3 SMC Building Construction Plan (pp. 10-36); Annex SMC B5-5 SMC list of Properties (pp. 57-81))*

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

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

SMC strongly encourages allowing external agencies to use its academic facilities, through a provision in its Operational Guideline. The Campus provides its hall and equipment for different academic, social, cultural, and other activities. The Campus provides space for various awareness programs, and other social issues. The teachers of this campus have been mobilized as the resource persons/trainers/experts in such programs. Public Service Commission frequently organizes trainings and exams in the campus. Different GOs and NGOs frequently conduct and carry out public awareness and interactions programs in the campus. It has also hosted many programs /events free of cost for the external agencies.

The faculty members and students are also allowed to conduct their activities in the Campus premise. Many other artists also use the Campus's premises to exhibit their activities to the public.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-14Seminars, Workshops, Training and Orientations, (pp. 236-72); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -5** Annex SMC B4-3 SMC contract with GOs/NGOs (pp. 40-61))*

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

To SMC, cleanliness, greenery, and the pollution-free environment is and has remained a great priority. SMC works to maintain an environment with clean air, green and pollution-free in the Campus premises, and; also, in the nearby community. It has developed Plan to promote a clean, green, and pollution-free environment – focusing on the wellbeing of the students and the staff.

The Campus has assigned staff to clean classrooms, toilets, labs, office room, passage and campus premises. There are two gardeners to maintain a clean and beautiful greenery in the Campus. Karnali Province government has allocated budget for the construction of botanical garden in administrative building premises

The students are also assigned to make campus clean and environment friendly. The Campus also has placed enough dustbins for waste management donated by Ministry of Forestry, environment and Tourism where the bio-degradable and non - degradable waste materials can be managed separately. In near future, the Campus is in the process to make campus fully plastic-free.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-313); **Volume -6,** Annex SMC B5-6 SMC Cleaning and Plantation (pp. 99-102)*

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

Number of computers accessible to the students ☒
The computer-accessible to the faculty ☒
Internet access to the faculty ☒
Internet access to the faculty ☒

Presently, there are 20 computers desktop at the ICT hall of the Campus. Both the students and the faculty members can access it. There is a proper Internet facility with 35 Mbps internet service. The Campus has plans to develop a further sophisticated computer lab.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp.25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-7 Computer Facilities in SMC (p. 109))*

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

The computer center, located in the library is open to all during teaching hours (6:00 am to 04:00 pm) of the Campus. According to the Campus Operational Guideline, it can be used during holidays and off-hours as well but it depends on the request from the student or the teacher. This provision is well included in the Campus Operational Guideline.

Further, SMC is planning to prepare ICT Policy to guides a system for the operation of a computer lab. It is included in the five-year Strategic Plan of the campus.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-7 Computer Facilities in SMC (p. 109); Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

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

There are 18 computers in the Campus, which are accessible for all the faculty members. The Campus has separate department rooms, some departments which need separate computers such as the Department of Science Education, ICTE, English Education, Mathematics Education, are being provided own computer.

*(For further details, please see **Volume -2,** Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (pp. 1-24); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-7 Computer Facilities in SMC (p. 109); Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

(b) Does the institution have provisions of internet /intercom/ CCTV /other facilities Give details? (0.5)

SMC has provided an internet facility of 30 Mbps at administration premises, 30 Mbps for account section and other administrative sections, similarly 30 Mbps for each

Boy's and girl's Hostel. The tutorial building premises have a strong connection of 30 Mbps internet service. Likewise, in Professor Quarter, there is two separate 30 Mbps internet service. There are 6 CCTVs and two display screens; through which activities are being monitored by the authorities. There is telephone facility at the Campus. Teachers, staff, and students can use the telephone for official and other urgent personal communication purposes.

*(For further details, please see **Volume -2,** Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -4,** Annex SMC B3-4 List of Laptops Projectors (pp. 26-28); **Volume -6,** Annex SMC B5-4 SMC Procurement Committee _ its Decisions, (pp. 37-56); Annex SMC B5-5 SMC list of Properties (pp. 57-81); **Volume -8,** Annex SMC B7-1 Decision on EMIS Committee Formation, (p. 2)).*

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

Bearing in mind, the growing demands from the students and faculty members and also, in view of the fast-changing evolution of technology, the Campus has laid great priority to the advancement of the technology. in fiscal year 2077/78, our central organization namely TU has provided eight hundred thousand Nepalese rupees for computer aided teaching learning activities and its infrastructure development.

SMC expects that the faculties and the students learn a lot form the use of the computer connected with the internet facility in the premises of the campus. Positive feedbacks have also been received regarding this in the campus.

*(For further details, please see **Volume -2,** Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -4,** Annex SMC B3-4 List of Laptops Projectors (pp. 26-28); **Volume -6,** Annex SMC B5-4 SMC Procurement Committee _ its Decisions (pp. 37-56); Annex SMC B5-5 SMC list of Properties (pp. 57-81); **Volume -8,** Annex SMC B7-1 Decision on EMIS Committee Formation, (p. 2)).*

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

For maintaining and updating computers, PowerPoint, printer, photocopy machines, and other related facilities the Procurement Committee (PC) has signed MoU with Dream Computer solution Centre, Surkhet. This centre is informed to make the required maintenance and updating the of the computer facilities.

*(For further details, please see **Volume -4,** Annex SMC B3-4 List of Laptops Projectors (pp. 26-28); **Volume -6,** Annex SMC B5-4 SMC Procurement Committee _ it's Decisions (pp. 37-56); Annex SMC B5-5 SMC list of Properties (pp. 57-81))*

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

SMC is well aware that to provide quality education, the Campus itself cannot meet all the requirements of the students. The Campus needs to collaborate with other learning centers to avail and provide wider resources to the students. This truth is reflected in the Campus strategic plan 2021-25, in the section of partnership under action plan; and thus, made provision to establish new collaboration, and is seeking to exchange of faculties for research, trainings, seminar, project and teaching learning activities.

In this regard, the Campus is trying to make an agreement to exchange teaching-learning practices with different universities of Nepal and abroad. Recently an MOU has been done with Mid-Western University, Surkhet.

Apart from that, the Campus has a learning management system, where the students and the teachers can make access to all the open sources of library and resources in Nepal and from any part of the world.

*(For further details, please see **Volume -1,** Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-36)**; Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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

The Student Welfare and Extra Curricular Committee (SWECC) is formed to look after the health concerns of the Campus. The committee ensures round the clock first-aid health services such as first aid box, sanitary pads, and a sick room to provide immediate health needs of the students, teachers, and other staff.

The Campus has established a MoU with Providence Hospital, Karnali Province for the instant and effective tertiary health services in case of a need according to the agreement. Also, the faculties and students of the campus are benefited from the teaching hospital Maharajganj (IOM, TU) according to TU rule and regulation.

At the policy level, the University has made a provision for providing leave for the students and the staff to look after their health and wellbeing. The provision for leave is – 15 days annual sick leave; 90 days of maternity leave. Moreover, the Campus based on the university rules and regulations provides maternity allowance to the faculties and staff.

*(For further details, please see **Volume -1,** Annex SMC A-17 MOU SMC Home and Abroad (pp. 431-36)**; Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-16C TU Karyawyawastha 2078, (pp. 301-03); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

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

Campus has a spacious ground and a space of the stadium hall as well. It has a volleyball court, basketball court, and tables for table tennis including other required tools for the sports. The Campus has proper physical and infrastructural facilities for sport and physical education. The Campus is well aware and committed to providing the due opportunity for the students so as to enable and enjoy sports and let them participate in sports as a means to achieve a healthier lifestyle. And also, is necessary to develop new skills and maintain or improve their sporting talents. Recently the

campus has made MOU with District Sport Association, Surkhet.

The Campus plans to organize an annual sports week under the coordination of the SWECC. The SWECC acts as the sports and physical education center to promote sports activities in the Campus. The Campus is also seeking to promote sports by providing scholarships for the students who have displayed exemplary contributions in sports.

*(For further details, please see **Volume -2,** Annex SMC B1-1 VMGO, Strategic Plan and Organogram of the Campus (pp. 1-24); Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13)).*

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

The campus has insight for providing the encouragement and scholarship for the outstanding sports-person. Campus is seeking for making the plan in upcoming years and dispatching budget in next fiscal year. The students are granted leave and support to participate in sports events at local, national, and international levels.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13)*

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

Students have attended in few such activities. Unfortunately, the record it yet to maintain.

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

The campus has its own hostel facilities including separate boy's hostel and girl's hostel. Boy's hostel is present inside the premises of administration building having capacities of 60 students whereas girl's hostel is nearby the campus with capacity of 40 students. Altogether our hostel can accommodate 100 needy students studying different

subjects.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-7 Computer Facilities in SMC (p. 109)).*

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

Initially, for drinking water, water supply from the government pipeline used to be enough for the Campus including 3 pipelines in administration building, 2 pipe lines in tutorial building, 2 pipelines in professor quarter and 2 pipelines in ladies' hostel. But with the increment in the number of students, the Campus made alternate sources by making use of well for underground water in administrative block and tutorial block. The drinking water is well filtered by aqua guard. The storage capacity of the water tank for the toilet purpose as well as drinking purpose is 8,000 litres in administration building as well as 5000 litres in tutorial building.

Regarding sanitary services, currently, the Campus has one commode toilets and two separate toilet blocks for boys and girls in administrative block. Similarly, there is facility of toilet at each floor of Maitri (tutorial) building. Likewise, there are two separate toilet blocks in academic premises of the campus. The library block is equipped with toilet in each floor. There is a hand-washing station for both the boys and the girls supplied with soap facilities. For the girl students and the female staff, there are dustbins for the sanitary pad disposals inside the toilet.

At the entrance of the instructional building there is a handwash, and at the administrative buildings there are two stations managed in coordination with different organizations. The details of the toilets is as follows:

S.N.	Block	No. of Toilets	Remarks
1.	Administration building area	20 + 1	Including urinary toilet
2.	Boy's Hostel	8 + 2	
3.	Girl's Hostel	4 + 1	
4.	Instructional Building area	10	
5.	Library building	4	Including …. Urinals
6.	Maitri Building Area	24	
7.	Bhim-Kamala Memorial building		
8.	Teacher/Staff Quarter	18	

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline;(pp,25-38) Annex SMC B1-3 Different Committees _their ToR (pp. 39-45) Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300).*

B. Library as a Learning Resource

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

On working days: 06:00 AM-01:00 PM (7 hours). The library working hours are more than Campus teaching working hours. However, the library is open for faculties and students up to 5 PM for the extra facility.

On holidays: Students and teachers can gain access to the library during the holidays as well but only after due approval from the Campus Chief. According to Five years strategic plan, SMC is trying to convert the library of the campus in to open access mode and extended in terms of facilities and working hour.

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*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp,25-38); Annex SMC B1-3 Different Committees _ their ToR (pp.39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp.273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp, 306-313;) **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-132).*

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

Yes ☒ No ☐

Yes, the Campus has adopted the following major three principles to provide open-access to students.

Free to read: The library has managed to provide open access tit e students and even the guest in the reference section where they can study the magazines and the reference books and make notes of them. There is a very minimal charge for a student to access the library. The cost is just based on the cost recovery model, that is just to cover the admit card printing and the management cost. There is no cost for books and materials.

Unrestricted: Students can gain access to the library any time during the Campus hours; and also, can use it in other hours up on request with the Campus Chief. The library guideline (attached in the annexes) directs unrestricted access to all the willing readers including students, teachers, staff, and the general public. Photos and library rules and regulations, log books, minutes, and the visitors' books exhibit the details of it.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp, 25-38); Annex SMC B1-3 Different Committees their ToR (PP,39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp.306-313); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-132).*

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

Description		Number	Remarks
Books	Text	40189	
	Reference	3060	(Including text and other books)
	Others	3501	
Institutional Publication	Journals	-	
	Prospectus	-	
	Brochure	-	
	Occasional Papers	-	
Journals[6]	National	13	
	International	-	
E-resources		35	
Research Reports		1887	
Government Documents		5	
Others		9	
Total		**46750**	

*(For further details, please see **Volume -1,** Annex SMC A-2 SMC Audit Report (pp, 109-130); Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-368); **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32).*

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 2076/077		**The year before 2077/078**	
	Number	**Total cost**	**Number**	**Total cost**
i. Textbooks	1116	446400	163	65200
ii. Other books				
i. Journals/ periodicals				
Any others				

*(For further details, please see **Volume -1,** Annex SMC A-2 SMC Audit Report;(pp. 109-30) Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-368); **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-28); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

84. Mention (1)

(i) The total carpet area of the institution library (in sq. m.) [104] (0.25)
(ii) Total number of departmental libraries [1] (0.25)
(iii) Seating capacity of the library [20] (0.25)
(iv) Open student access to the library [5 hrs.] (0.25)

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC A-10 Details of Non-Teaching Staff and their appointments (pp. 301-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-313); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

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

(i) Total number of staff (0.3)
   (a) Professionals (List with qualifications) – *[1 Person – The Library officer is trained in the library with Master*'s *degree in library science.]*
   (b) Semi-professionals *[2–Intermediate level library trained library assistant and 1- Book binder]*
   (c) Office Assistant [2- Literate, Office Assistant]
(ii) Library advisory committee (0.2), Give details.

The Library and Lab Management Committee (LLMC) is formed under Radha Dhakal, Assistant Campus Chief of the Campus. The committee is comprising seven members with three years of tenure. The list of the committee which works as the library advisory committee is mentioned in the table below:

S.N.	Name	Position	Role in the unit
1.	Radha Dhakal	Assistant Campus Chief	Coordinator
2.	Om Prakash Neupane	Faculty Member	Member
3.	Gobinda Prasad Acharya	Faculty Member	Member
4.	Dambar Kumar Dhakal	Section Head Library	Member Secretary
5.	Balabhadra Bhatri	Representative of TUTA Unit	Member
6.	Padam Bahadur Bista	TUEA Unit Representative	Member
7.	Chakra Bahadur Shahi	Student Representative	Member

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC A-10 Details of Non-Teaching Staff and their appointments (301-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

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 ☒

SMC has organized library training and the staff have received the trainings of library and the library staff have participated in different workshops, seminars, and virtual conferences for their professional development and library management and execution of the smooth delivery of the library service.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp.25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC A-10 Details of Non-Teaching Staff and their appointments (pp. 301-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-10 Library and Laboratory Provisions (pp. 114-32))*

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:

No, library is not automated till now but SMC is planning to make it automated

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

For the library, the Campus has the policy to allocate a minimum of 1.5% of the total annual budget. The budget is primarily for the procurement of books and learning materials. There are other additional costs as well such as the overtime salary of the staff, binding of the books and other contingency which is not included within 1.5% of the budget.

*(For further details, please see **Volume -1,** Annex SMC A-2 SMC Audit Report (pp. 109-130); Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-67))*

89. Does the library provide the following services / facilities? (10x0.1=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 back up facility ☒

SMC provides all the services stated above except inter-library loan service. Shortly, the Campus is planning to establish MoU with libraries that have diverse

resources on education management and other concerned subjects to be able to provide the faculties and the students with richer learning resources. Moreover, faculties and students of the campus can take facility of library from central library of TU via online media.

*(For further details, please see **Volume -2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-5 JD of CC, ACCs, HOD and Section Head (pp. 85-93); Annex SMC A-10 Details of Non-Teaching Staff and their appointments (pp. 301-45); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); **Volume -6,** Annex SMC B5-9 List of books in SMC Library (p. 113); Annex SMC B5-10 Library and Laboratory Provisions(pp. 114-32))*

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

i. The average number of books issued / returned per day [40]

ii. The average number of users visited / documents consulted per month [120]

iii. Please furnish the information on the number of Logins in to the E-Library Services /E-Documents delivered per month.[0]

iv. The ratio of Library books to the number of students enrolled [10:1]

v. (For further details, please see Library Book Circulations Log Book Record, Page1to2)

Criterion 6: Student Support and Guidance (10 Marks)

91. Furnish the following details: (0.25x4=1)

- Percentage of regular students appearing for the exam. 69.78% (2077)
- Drop-out rate (dropout from the course) 30.2% (2077)
- Progression to further study (Bachelors to Master, Master to M.Phil. /Ph.D.)
- Prominent positions held by alumni

The drop-out rate remained 30.2% because all the students who did not attend the exam are not part of the drop-out students. These students are to participate in the next year's exams.

The enrolment has increased this year. The number of current enrolments is considerably higher. As the admission process is ongoing, it is expected that the enrolment rate will further increase. Of late, SMC has created many incentives including a provision for scholarships, remedial classes, and other exposure opportunities for the students. Also, the Campus has addressed the issue in the strategic plan being aware of the trend of the drop-out rate.

Also, because some students who are usually weak in theoretical papers are found to study in their courses. It was also noted that those students who could not succeed in the theoretical exams well are found good grades in the practical exams. SMC is planning t improve this issue. To reduce this drop-out trend, the Campus will follow a strict screening procedure in the future while taking a decision. The Campus is in the process to make improved arrangements of remedial / extra practical classes for the students who are found, as slow learners.

However, a half century long experience in the field of education, the Campus believes that there has been a positive change in the attitude of learners towards the education, At the same time, academically excellent earners are also found pursuing Education programs these days.

- Progression to further study (Bachelor to Master):

Above 18% of our graduates did a Master's study.

The prominent positions held by alumni are given below:

S.N.	Name of the Alumni	Position of the Alumni at Present	Remarks
1.	Mr. Bindaman Bista	Minister of Finance, Karnali Province	
2.	Mr. Bishnu Kumar Khadka	Assistant Dean, Midwestern University, Surkhet	
3.	Dr. Harka Bahadur Shahi	Associate Professor, TU	
4.	Mr. Kanak Bahadur Shahi	Inspector, Nepal Police	
5.	Mr. Yogendra Bahadur Shahi	Member, Planning Commission, Karnali Province	
6.	Ms. Sita Nepali	Legislature, Karnali Province	
7.	Mr. Dev Kumar Subedi	Mayor, Birendranagar Municipality	
8.	Ms. Mohan Maya Dhakal	Deputy Mayor, Birendranagar Municipality	
9.	Mr. Dhirendra Sharma	Under Secretary (Education), Nepal Government	
10.	Mr. Tej Bikram Basnet	Campus Chief, Central Campus of Humanities and Social Sciences, MU.	
11.	Mr. Ghanshyam Upadhyaya	Joint Secretary, Nepal Government	
12.	Ramesh Kumar Khatri	Lecturer, Mid-Western University	
13.	Hit Prasad Poudel	Gadget Officer, Nepal government	
14.	Lalit Bikram Singh	Under Secretary (Education), Nepal Government	
15.	Laxmi Prasad Banskota	CDO, Rukum East	
16.	Sabraj Bam	Second Class Secondary Teacher Kalikot	
17.	Bhakta Bahadur Khadka	Member, Public Service Commission, Karnali Province	
18.	Jahar Singh Budha	SP, Nepal Armed Police	
19.	Prem Prasad Upadhyaya	Counselor, Nepal Government, Saudi Arabia	
20.	Dhir Bahadur Shahi	Chairperson, Chaukune Rural Municipality	

(*For further details, please see* ***Volume -2****, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-11 Academic Audit Report _ SMC Decision (pp. 143-62); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13))*

92. How many students have passed the following examinations in the last five years? (0.25x4= 1)

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

Many of the students are passed the civil service examinations. They have been appeared and succeed the other employment-related examinations. Some of them are also appeared in the international level entrance examinations. Unfortunately, we have not accurate data for the record. However, we have been able to collect the following information regarding the successful graduates of our campus since last few years. The following table shows representative achievements of the campus graduates:

Examination	**Number of students passed**
Nepal Civil Service examinations Officers Senior clerks and Clerks	 15 20
Other employment-related examinations	1
International level entrance examination	5
Others (please specify) Teachers Secondary Level Teachers Lower Secondary Level Nepal/Armed Police Nepal Army Foreign Army NGOs/ INGOs Foreign Employment	 5 16 10 10 3 10 5

(*For further details, please see* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38);* ***Volume -7****, Annex SMC B6-2 SMC Graduate Tracer Study Summary Report (pp. 3-10))*

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

Yes ☒ (1) No (0) ☐

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

SMC has been publishing its prospectus of the campus from this academic year, but campus annually published KYAMPAS PARICHAYA PUSTIKA. The contents and other components of the KYAMPAS PARICHAYA PUSTIKA are: Vision-mission of the Campus, Campus background, Course details, Name of the course, Comprehensive descriptions of the courses, Teaching methodology – practical/ theory, Duration of the course, Fee structure, Works are done by the faculty and the students, Library Facilities, Human Resources details, administrative staff, Faculties, Career opportunities, Eligibility for admission and Award and scholarship offered. Moreover, SMC also publishes campus bulletin every four months representing the major events related to the campus.

*(For further details, please see **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); **Volume -9**, Annex SMC B8-2B SMC Information Publication (pp. 17-30))*

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

SMC aims to provide equitable opportunity for every learner to continue their studies in different disciplines of education. The Campus also encourages the students to achieve excellence in academics, sports, and research works. In this regard, the Campus has provisions for financial assistance and scholarship.

The Campus also has scholarship policies in-line with the TU rules and regulation act. Some of scholarship and financial aid are as follows:

Merit Scholarship: The free-ship is provided to the student with highest score in final examination.

Bhim- Kamala Malla Scholarship Fund: This scholarship and financial aid is provided to 25 students annually according to contract with the sponsor.

Staff/faculty Scholarship: To encourage staff and faculty members to enroll their children in SMC, the Campus has a provision of financial support in tuition fee of the campus.

*(For further details, please see **Volume -3**, Annex SMC B2-5A SMC Scholarship Decision Minutes (pp. 104-110); Annex SMC B2-5B Bhim-Kamala Scholarship Guidelines (pp. 111-16))*

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

Financial aid	**Year before last (FY2076/077)**	**Year before (FY2077/078)**
i. Merit scholarship	1	1
ii. Merit-cum-Means	20	17
Any others		

*(For further details, please see **Volume -3**, Annex SMC B2-5A SMC Scholarship Decision Minutes (pp. 104-110); Annex SMC B2-5B Bhim-Kamala Scholarship Guidelines (pp. 111-16))*

96. Does the institution have an employment cell and a placement officer who offers career counselling to the students? If yes, give details of the cell and its office. (0.25 x 2 =0.5)

(i) Employment cell ☒ Role: TO inform the students about job opportunities and help them in placement

SMC has formed an Employment and Job Placement Unit (EJPU) coordinated by Mr. Surendra Kumar Pokhrel including Saroj Kumar KC, Bhim Bahadur Bhandari, Bhumi Prasad Sapkota, and Tek Bahadur Oli as members.

(ii) Placement officer: Role: ☒

The SMC has formed committee called Employment and Job Placement Unit (EJPU) for the purpose of helping the graduates of the campus to provide guidance and search for the employment. The unit is formed of five members under the leadership of Surendra Kumar Pokhrel. The Unit establishes and makes contacts with the potential job providers in the market for job placement to its graduates. It also prepares students

by providing them career counselling and employment support. This includes supporting them to develop the minimum skills needed for job tests, documentation, mentoring, job search, etc. The unit is planning to organize annual employment meet in coordination with Alumni.

(*For further details, please see* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13);* ***Volume -7,*** *Annex SMC B6-4 SMC Employment and job Placement Cell Meeting Minutes (pp. 16-17)****)***

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

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

Yes, teachers do participate in academic and personal counselling. Students of different levels and their parents frequently consult their teachers to obtain academic and other required counselling. Teachers suggest students as well as parents about job opportunities and prospects of further studies, self-employment, study aboard, research areas and methods, and opportunities in the related fields. Understanding the importance of teachers' role in providing counselling to the student, the Campus has formed Student Guidance and Counselling Committees (SGCC) under the chairmanship of Dambar Bahadur Khatri. The unit has a total five members including two faculty members and two female non- faculty members. The list of the Committee is as follows:

Student Guidance and Counselling Committee (SGCC)

S.N.	Name	Position	Role in the unit
1.	Dambar Bahadur Khatri	Head Student Welfare	Chairperson
2.	Bhatt Mahesh Datt Tara Datta	Faculty Member	Member
3.	Ishori Regmi	Non-Teaching Staff	Member
4.	Binita Sapkota	Non-Teaching Staff	Member
5.	Dal bahadur Gurung	Non-Teaching Staff	Member

The academic and personal counselling is part of the mandatory job of the entire

faculty members, as stated in their ToR. While the faculty members who are part of this unit, has an additional role to conduct counselling session on:

i. During the admission period, to be able to understand the students' needs, interests, and the capacity needed for the applied program

ii. To address the complaint and grievances from the students

iii. To support academically weak students and to support them

iv. Referral for Student in-need of specific counselling requirement with concerned experts

Counselling provision is mentioned in the Campus Operational Guideline too.

(*For further details, please see* ***Volume – 1****, Annex SMC A-4 TU Financial Management and Regulation Rules (p. 142);* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-28); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-313);* ***Volume-3****, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-46);* ***Volume -4****, Annex SMC B3-1 Admission Policy and Process (p. 3); Annex SMC B3-2 Remedial class notice for low scoring Students in Internal Assessment (pp. 19-24);* ***Volume -8,*** *Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10)****)***

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

The major employments/placements were done through the events organized by the Campus where the skills and the talents of the students were disseminated to employer. The employer does direct contact with the student. And added to it, the Campus faculty members personally often recommended particular graduates too many potential employers. Recently 25 students were employed through the placement unit in the Schools, hotels, and local banks.

(*For further details, please see* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13);* ***Volume-7****, Annex SMC B6-2 SMC*

Graduate Tracer Study Summary Report (pp. 3-10); Annex SMC B6-4 SMC Employment and job Placement Cell Meeting Minutes (pp. 16-17))

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)?

Yes, the employment cell has motivated the students for seeking self-employment. At the end of the Campus year, the students will have acquired enough skills to be self-confident and self-employed. Moreover, the Campus also organizes various events, Annual Show, Faculty Show, etc.

These events inspire and enable students to share and connect people / clients through their artworks. In these events, students get a chance to understand the view of the people/client who might be important for future business. It helps them to develop confidence and network to be self-employed. During such events, the students also sell their artworks to the visitors. They start to earn during the Campus days as well.

The Campus has also made a practice to promote self-employment amongst the students through the provision stated in the EJPU.

***(**For further details, please see **Volume -2**, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 34-45); **Volume-7**, Annex SMC B6-2 SMC Graduate Tracer Study Summary Report (pp. 3-10); Annex SMC B6-4 SMC Employment and job Placement Cell Meeting Minutes (pp. 16-17))*

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

Yes ☒ No ☐

If yes, indicate the activities of the Alumni Association.

Yes, SMC has an Alumni Association named – Surkhet Campus Alumni Association. The alumni have an influential role to play in maintaining an important and positive relationship of the Campus with the community. The Alumni Association has been supportive of expanding alumni professional network. This is to establish a

needed connection with the recent graduates as well as passed graduates.

These connections lead to internships, jobs, clients, partnerships, and other valuable career opportunities, for the students of the Campus. In this regard, the Campus Alumni Association conducts regular meetings and programs to bring all the alumni together in a common platform.

The Alumni Association has a legal provision that guides the formation, renewal, membership, and activities. The major activities of the Alumni Association are:

- ❖ Create events to connect the Campus with the community and public
- ❖ Create fund raising events to support the Campus
- ❖ To support enrolled students through the EJPU for placement and jobs
- ❖ Encourage the members to participate in different committees and units of the Campus and provide valuable feedback

The list of the Alumni association is as follows:

S.N.	Name	Position	Role in the unit
1.	Hon.Yogendra Bahadur Shahi	Member, Karnali Province, Planning Commission	Chairperson
2.	Dev Kumar Subedi	Mayor, Birendranagar Municipality, Surkhet	Member
3.	Tej Bikram Basnet	Campus Chief M.U.	Member
4.	Chaturbhuj Shahi	Former president FSU	Member
5.	Kamal Bahadur Sijapati	Former president FSU	Member
6.	Ghanamshyam Updhayaya	Joint Secretary, Nepal Government	Member
7.	Rajan Kumar Kandel	Lecturer	Member-Secretary

(*For further details, please see* ***Volume -2****, Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45)****)***

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

The admission policies of the Campus have defined provisions and criteria for

admission. The provisions and the criteria are mentioned in the Campus prospectus, website, social media, and the admission notices. A prospective student can access needed information by visiting the Campus. Furthermore, they can also get the information in the enrolment campaign in hoarding boards, radio, newspaper, TV and promotional websites, and the Campus charter.

The provisions are mentioned in the KYAMPAS PARICHAYA PUSTIKA. During the time of submission of the application form for admission, the Campus also provides preliminary orientations as well in this regard.

(*For further details, please see* ***Volume -3****, Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72); Annex SMC B2-7B Welcome and Farewell Program (147-54);* ***Volume-4****, Annex SMC B3-1 Admission Policy and Process (p. 3);* ***Volume – 9****, Annex SMC B8-2B SMC Information Publication (17-30)****)***

102. State the admission policy of the institution to internationals students. (0.5)

Out of the many objectives of the Campus, one of the objectives has spelled out to support and encourage for enrolling international students. As the constituent campus of TU, policies made by the TU are in practice in this campus and timely instructions are followed regarding the overseas students. Presently, there are no international students enrolled in the Campus – but if any international student wishes to enrol, the Campus will admit after the due procedure of the Univversity.

(*For further details, please see* ***Volume -3****, Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72); Annex SMC B2-7B Welcome and Farewell Program (147-54);* ***Volume-4****, Annex SMC B3-1 Admission Policy and Process (p. 3);* ***Volume – 9****, Annex SMC B8-2B SMC Information Publication (17-30)****)***

103. What are the support and services that would be given to international students? (0.5)

International student service office ☒ Special accommodation ☒

Induction courses ☒ Socio-cultural activities ☒

Welfare program ☒ Policy clearance ☒ Visa Support ☒

In case of a request for admission from any international student, the Campus will ensure and will provide all possible support and services to them. However, services like accommodation, course induction, social-cultural activities, visa process, and policy clearance other services can easily be done according to the Tribhuvan University guideline. The Campus, therefore, is committed to honouring the right to choose the kind of education, regardless of the nationality of a learner. We are open to admit the international students and welcome them to our campus following the rules and regulations of Tribhuvan University.

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

Indoor games ☒ Outdoor games ☒ Nature clubs ☐

Debate clubs ☒ Student magazines ☐ Cultural programs ☒ Audio-video facilities ☒ Any others……

Campus allows space for limited outdoor sports activities. As the Campus holds cultural programs regularly and has audio-visual facilities, the students can engage in such activities in leisure time.

(*For further details, please see* ***Volume -1****, Annex SMC A-5 Letter of Property Ownership of SMC (pp. 143-151);* ***Volume -2****, Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300);* ***Volume-3****, Annex SMC B2-7A ECA Activities and Meeting Minutes (pp. 125-146)****)***

Criterion 7: Information System (10 Marks)

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

Yes ☒ (2) No (0) ☐

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

Yes, there is the Academic Audit Unit and Education Information Management system (EMIS) unit; are responsible for recording and organizational data. The Campus has installed software that has features such as administration, finance, library, learning management, and examination system recently. The unit is formed based on the Campus Operational Guideline. The details of the EMIS have the following members:

S.N.	Name	Designation	Role in the unit
1.	Gobinda Prasad Acharya	IT Expert	Coordinator
2.	Yamlal Gautam	Head Assistant	Member
3.	Rajan Kumar Sharma	Head Assistant	Member

Some of the records this unit refer and analyze are student profile, teachers and the staff profile, library records, exam-form filling record, pass-out/graduate students' record, drop-out students' record, academic and operation calendar, lesson plans, attendance of students, and the teachers, exam results. For this purpose, SMC has made provision of Academic Audit Unit (AAU). The details of the unit have the following members:

S.N.	Name	Designation	Role in the unit
1.	Ratna Prasad Pandey	Lecturer Mathematics Education	Coordinator
2.	Krishna Bahadur Khadka	Head of the Educational Administration	Member
3.	Bishnu Prasad Adhikari	Administrative Representative of Ministry of Education	Member
4.	Ramesh Khatri	Faculty Member of M.U.	Member
5.	Chandra Bahadur Bista	Head of the Exam Section	Member

(*For further details, please see* ***Volume – 2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (306-313);* ***Volume -8****, Annex SMC B7-3 SMC PIC System (pp. 35-39))*

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

The areas on which the Unit makes analysis are diverse. The unit analysis information that is needed for the annual statistical report of the Campus, every year. Besides that, it also analysis information for tracer study, students' demographic study, academic audits students' satisfaction survey. The list of analysis made is given below:

Academic: Student/teacher/staff profile, student record – enrolment, pass-out, dropout, library record, academic calendar, teaching-learning materials, and assignment.

Admin and Human Resources: Hiring notice, vacancy announcement, inventory, the record of teachers and administrative staff, appointment letters, personal information of teacher and staff, reward and punishment records, physical property records, teachers 'performance, and staffs 'performance records, etc.

Financial: Budget and Expenses, Audit – internal and External, Scholarship record, Pay roll record, Grants–UGC and other government/non-governmental

(*For further details, please see* ***Volume – 1,*** *Annex SMC A-2 SMC Audit Report (pp. 109-30);* ***Volume – 2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38))*

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

There are two ways of recording these analysed data in the institution records.

Online: The Campus has installed an EMIS system where all these analysed reports are stored online. The online information is backed in the cloud system and hard-drive. The Campus also shares this information on the website and social media, which is also stored there.

Offline: The Academic Audit Unit manages all the publications of the Campus and catalogues in the individual file categorized with the year and department. Each department, section, and unit is also responsible to manage the information and document related to them. The documents that each department has to maintain are clearly stated in the Campus Operational Guideline. These analyzed data are archived systemically to navigate easily for future use.

(*For further details, please see* ***Volume – 1****, Annex SMC A-2 SMC Audit Report (pp.109-30);* ***Volume – 2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38);* ***Volume – 6****, Annex SMC B5-4 SMC Procurement Committee _ it's Decisions (pp. 37-56)****)***

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

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

The open- access to the information and details core for building trust among the stakeholder of the Campus. All major information and documents are open to its stakeholders. The Public Information Cell (PIC) is responsible for sharing information with the stakeholders and collecting the stakeholder feedback on it. The Campus information is accessible to the stakeholders on the Campus Website (www.surkhetcampus.edu.np). The individual personal data of students and teachers are not open to the stakeholder to maintain the right to privacy. Below is the platform where stakeholders can get the following information:

S.N.	Information	Website	Social Network	Campus Charter	Public Information Desk
1.	The academic calendar for each year				✔
2.	Academic section -Learning Management Information System				✔
3.	Alumni information	✔		✔	✔
4.	Assignment submission status				
5.	Attendance record of each year				✔

S.N.	Information	Website	Social Network	Campus Charter	Public Information Desk
6.	Audit report	✔			✔
7.	Board exam details	✔	✔		
8.	Budget details	✔			✔
9.	Campus operation calendar	✔			✔
10.	Class routine				✔
11.	CMC members	✔			✔
12.	Complaint feedback suggestion and Inquiry records/system	✔	✔	✔	✔
13.	Course information	✔		✔	✔
14.	Department formation	✔			✔
15.	Exam and Admission	✔	✔		✔
16.	Fee statement				✔
17.	Internal Exam detai	✔	✔	✔	✔
18.	Exam and admission form	✔	✔	✔	✔
19.	Felicitation records				✔
20.	Graduate analysis report	✔	✔		
21.	Individual profile of student, faculty and staff	✔			✔
22.	Institutional information (Mission, Vision, Goal)	✔		✔	✔
23.	Internal exam details				✔
24.	Inventory/logistic records				✔
25.	Leave records			✔	✔
26.	Lesson plan	✔			✔
27.	Library information	✔		✔	✔
28.	Library management	✔		✔	✔
29.	Organizational structure	✔		✔	✔
30.	Pass rate	✔			✔
31.	Payroll records				✔

S.N.	Information	Website	Social Network	Campus Charter	Public Information Desk
32.	Program wise course details				✔
33.	Publication records				✔
34.	Scholarship records	✔			✔
35.	Staff information	✔		✔	✔
36.	Statute	✔		✔	✔
37.	Student enrolment reports				✔
38.	Student groups	✔			✔
39.	Student performance tracking records	✔			✔
40.	Survey reports				✔
41.	Tracer Study				✔
42.	Transportation records				✔
43.	UGC reports	✔			✔
44.	Vacancy	✔			✔
45.	Virtual classroom contents	✔	✔	✔	✔

(*For further details, please see* ***Volume – 2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13);* ***Volume – 3****, Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72);* ***Volume – 8****, Annex SMC B7-3 SMC PIC System (pp. 35-39);* ***Volume – 9****, Annex SMC B8-2A SMC PIC Activities (p. 7); Annex SMC B8-2B SMC Information Publication (pp. 17-30), Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48)****)***

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

Yes ☒ (1) No ☐ (0)

Yes, there is a practice of sharing methods of study and analysis to the stakeholders. The report developed by the Campus includes methodology and analysis of the study that is open to the stakeholder. The Campus ensures a high level of transparency in all of its publications including all of its components.

After working with the UGC on the QAA process, the Campus understood and learned its importance and need of sharing this information with the stakeholders and started sharing methods of study and analysis to the stakeholders by uploading on the website and social media. Some of such reports where a method of study and analysis are included are Student Satisfaction Survey Report, Organizational Quality Management Survey Report, Tracer Study Report, Academic Audit Report, etc.

(*For further details, please see* ***Volume – 8****, Annex SMC B7-3 SMC PIC System (pp. 35-39);* ***Volume – 9****, Annex SMC B8-1 SMC Decision on Public Information Cell _ its ToR (pp. 4-5); Annex SMC B8-2A SMC PIC Activities (p. 7); Annex SMC B8-2B SMC Information Publication (p. 17-30); Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48)****)***

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

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

SMC acknowledges the fact that feedbacks and comments on its published data are important to improve the quality of its publications and imparting correct information to the stakeholders. There are two formal mechanisms to receive comments or feedbacks on published data. PIC receives the comments or feedbacks and on the published data through interactions and meetings with the stakeholders. The campus has also kept the complaint box to receive comments and feedbacks from the stakeholders. The collected feedbacks and the comments are discussed in the meetings and suggestions are recommended to the concerned committees for necessary initiatives.

(*For further details, please see* ***Volume – 8****, Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10);* ***Volume – 9****, Annex SMC B8-1 SMC Decision on Public Information Cell _ its ToR (pp. 4-5); Annex SMC B8-2A SMC PIC Activities (p. 7); Annex SMC B8-2B SMC Information Publication (pp. 17-30); Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48)****)***

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

The information and data play a key role in developing immediate, short term, and long-term plans of the Campus. The Campus plans are based on the available data and information. The impact is, therefore, essentially having to do with the analysis of the information about student enrollment, attendance, account figures more especially income and expenses, staff details, etc. These feedbacks are received through a formal and informal mechanism. The CMC, CEC and IQAC take them seriously and try to improve the situations through the framing of the policies if needed and implementation of the policies and directives strictly for the development of the Campus. With the recent development of dedicated units and the committees, to collect, manage, and analyze the data, information, and feedback, the Campus has planned to use this system as the major component of the decision-making process.

(*For further details, please see* ***Volume – 8****, Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10)****)***

112. Give examples of quality improvement initiatives, making use of the information system. (1)

The information system encourages and helps the Campus to develop trust and ownership of stakeholders. The feedback and suggestion made from the stakeholder are heard and taken into action. However, most of them are constructive and suggestive for the improvement of the institution. The Campus has made efforts to improve the quality of infrastructure, academic, co-curricular, research, and extra activities.

Some examples of the recent quality initiatives are made possible essentially because of the information system. They are listed as below:

S.N.	Complaints received	Taken initiatives by the campus
1.	Toilet facility for Instructional block should be improved	It was improved instantly.
2.	Lack of sufficient books in the	Addition of necessary books in the library according to the demand of departments.

S.N.	Complaints received	Taken initiatives by the campus
	library	
3.	Lack of clean drinking water facility.	Euro-guards have been installed sufficiently.
4.	Lack of photocopy machine and catalogue in library.	Plan to buy photocopy machine is underway that is to be installed and software of catalogue to be set in the library to make it more student friendly.
5.	Lack of sufficient Multimedia Class in semester classes.	Multimedia projectors have been installed sufficiently.
6.	Lack of sufficient sports material.	Some more sports materials have been made available.
7.	No scholarship provision for BBS students.	Complaints forwarded to campus management committee and positive reaction are found.
8.	Inadequate motorbike stand.	A motorbike stand has been built and the plan is underway to expand it.
9.	Low quality food in canteen	Necessary directions have been given to the canteen owner and cross monitoring are being made.
10.	Problems due to dim lamp in the early morning classes	The complaint was resolved soon.
11.	Lack of sufficient practical activities for B.Ed. students.	Regularly monitoring by HoD and Internal supervisor.

(**For further details, please see **Volume -2**, Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13); Annex SMC B1-19 Decision on Shift Merge (pp. 314-16); **Volume – 8**, Annex SMC B7-1 Decision on EMIS Committee Formation (p.2); Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10)**)

Criterion 8: Public Information (10 Marks)

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

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

Yes, to manage the public information, SMC has the Public Information Cell (PIC). The Campus Operational Guideline has outlined the formation, objectives, and roles of the Cell. The major objectives of the cell are: To exchange information accessible to the students, teachers, staff, CMC, parents, community including the general public, conduct consultation and incorporating feedback from the stakeholders on the published materials to improve the future publications and to address the right to information. PIC is concerned with communicating information related to the campus. The detailed list of the Public Information Cell (PIC) is as follows:

S.N.	Name	Position	Role in the unit
1.	Ms. Radha Dhakal	Assistant Campus Chief	Coordinator
2.	Mina Giri	Information Officer	Member
3.	Tika Giri	Non-teaching Staff	Member
4.	Rajan Sharma	Non-teaching Staff	Member
5.	Putala Khadka	Non-teaching Staff	Member

*(For further details, please see **Volume – 2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); **Volume -9**, Annex SMC B8-1 SMC Decision on Public Information Cell _ its ToR (pp. 4-5))*

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

Academic ☐ Administration ☐ Financial ☐ All ☒

The PIC covers all major areas of information for publication through a one-door system. Information inclusive of the areas that the SMC is planning to publish are:

Academic: Result tracker, student achievement and award received, program and events, tracer study report, academic audit report, examination notices and result, scholarship notices, admission criteria, class notices, published from different

committees are disseminated and communicated through PIC etc.

General Publications: Books, journals, magazines, prospectus, catalogues, posters, leaflets, brochures, flyers, etc. published through the campus and different committees are communicated to the concerned stakeholders through PIC.

Admin and Human Resources: Vacancy announcements, founding member details, board members' details, faculty and staff member details, Annual progress report, and the Website of the campus is coordinated through PIC.

Financial: Annual budget and expenses, financial audit – internal and external, scholarship records, tender notice, grants–the UGC, and other government/non-governmental notices related to the campus is communicated to everyone through PIC.

*(For further details, please see **Volume – 2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees _ their ToR (pp. 39-45); **Volume -3**, Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72); **Volume -9**, Annex SMC B8-1 SMC Decision on Public Information Cell _ its ToR (pp. 4-5); Annex SMC B8-2B SMC Information Publication (pp. 17-30); Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48))*

115. Where are these information published? (1.5)

Newspapers ☒ (0.5)Magazines ☒ (0.5)

An institutional special magazine dedicated for this ☒ (0.5)

The PIC is guided by a principle of leaving no one behind the public information, it understands the importance of the right medium for effective information dissemination. In full understanding of this fact, the unit has selected different mediums to publish the information based on the contents and target audience of the publications. Some of the mediums are briefed as below:

Website: SMC has been operating an active website under the domain name (http://www.surkhetcampus.edu.np), with an easy navigation system to reach a larger community. The website contents are Campus Introduction, Details of Academic

Program, Organizational Chart, Admission Form, Student Enrolment Form, CMC members, faculty and staff, Latest news, Activities Report and Photos, Vacancy Announcement, Tracer Study Report, Annual Progress Report, Graduate Analysis, Pass Rate, Audit Report, Journal, Magazine, Prospectus, Catalogue, bulletin, important website links–UGC, TU, Examination office, contact details, etc. The SMC has planning to publish a magazine, bulletin, catalogue, etc. it has published a quarterly magazine representing the main vents of the campus.

Newspaper: Some information in need for wider circulation, published in the newspapers. Information such as vacancy announcements, tender notice, admission notice, promotional activity, and annual progress reports are published in the newspaper. The PIC also encourages faculty members to publish their writings or works in the newspapers and to archive it in the Campus publication database. The practice of publishing in the newspaper is relatively recent. This is done essentially to enhance the proper governance system of the Campus.

Annual Audit Report: SMC has published Academic Audit Report, and public the annual progress report, which provides academic, and administrative, details of the campus.

The PIC decides on all the tasks like choosing the right medium to analyse the contents and set a target of the publication. There are also other mediums such as Campus notice boards.

(*For further details, please see* ***Volume – 3,*** *Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72);* ***Volume-8,*** *Annex SMC B7-2A Feedback Mechanism and data collection (pp. 9-10); Annex SMC B7-3 SMC PIC System (pp. 35-39);* ***Volume-9,*** *Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48))*

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

Yearly ☒ (1) in 4 years ☐ (0)

The frequency of publication of the information is based on the contents and the

category of the publication as decision of SMC and other respected authorities. The Campus is well committed to publish and to provide the information timely and regularly to its stakeholders. The publication frequency and the category are given below:

Annually: Journal titled PRAYAS (Published by TUTA unit of the SMC), Campus Prospectus, Annual Progress Report, Financial Audit Report, Academic Audit, Student Satisfaction Survey Report, KYAMPAS PARICHAYA PUSTIKA, Pocket Diary containing phone numbers of the staff and other stakeholders as well as Calendar.

Quarterly: SMC has recently started to publish Campus Bulletin from last academic year 2077/78.

The website of the campus is updated timely.

(*For further details, please see* ***Volume-8,*** *Annex SMC B7-3 SMC PIC System (pp. 35-39);* ***Volume-9,*** *Annex SMC B8-2B SMC Information Publication (pp. 17-30); Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48))*

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

The publications done in the last two years are tabulated below with the year and place of publication:

Areas	Year 1, place of publication	Year 2, place of publication
Academic	Prayas (Yearly)	Prayas (Yearly)
Newsletter	SMC Bulletin (Half Yearly)	SMC Bulletin (Half Yearly)
Administrative	Academic Calendar (Yearly), Brochure (Yearly), Campus Introductory Book (Yearly), Advertisement (Regularly), Pocket Calendar (Yearly)	Academic Calendar (Yearly), Brochure (Yearly), Campus Introductory Book (Yearly), Advertisement (Regularly), Pocket Calendar (Yearly)
Financial	Annual Report	Annual Report

(*For further details, please see* ***Volume-1,*** *Annex SMC A-2 SMC Audit Report (pp. 109-30); Annex SMC A-12 SMC Annual Budget of 2078-79 (pp. 347-67); Annex SMC B7-3 SMC PIC System (pp. 35-39); Annex SMC A-16 Academic Calendar of SMC (pp. 416-30);* ***Volume -3,*** *Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72)* ***Volume -5,*** *Annex SMC B4-1 Research Journal (2019-2021****)*** *(pp. 2-11);* ***Volume-9,*** *Annex SMC*

B8-2B SMC Information Publication (pp. 17-30); Annex SMC B8-3 SMC Occasional Information and Notices (pp. 31-48))

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

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

Yes, SMC has an established-mechanism to collect and respond to the published information. One of the major objectives of the Editing, Publishing, and Public Information Cell (PIC) is to reach the stakeholders to understand their perspectives on the published information. The cell collects feedback, suggestion, and grievance through Review Meeting, Feedback Forms, Complain Box, Visitor Book, Face-to-Face Interaction, Website, Social Network, etc.

The provision is outlined in the Campus Operational Guideline under Section 4 Editing, Publishing and Public Information Dissemination Unit on Section. The PIC has also decided to develop the tools to collect feedback on publication.

(*For further details, please see* ***Volume-2,*** *Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-18 Five Year Strategic Plan of SMC (pp. 306-13);* ***Volume -3,*** *Annex SMC B2-3A SMC Introductory Booklet (pp. 64-72);* ***Volume -8,*** *Annex SMC B7-2A Feedback Mechanism and data collection (pp. 16-19); Annex SMC B7-2B SMC Visitors Book and Their Feedback (pp. 22-33); Annex SMC B7-3 SMC PIC System (pp. 35-39))*

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

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

Yes, there is an institutionalized system to evaluate the impact of public information on quality improvements of the Campus. The Campus Operational Guideline have clearly outlined the roles of the Research Management Cell (RMC) and the Internal Quality Assurance Committee (IQAC) to conduct an impact evaluation study in different aspects of the Campus. It includes impact evaluation studies of the Campus.

These units also evaluate the impact of public information on the quality improvement of the Campus. It also analyzes the quality of information, medium of information sharing, and its impact on the stakeholders. The impact evaluation helps in developing more strong relationship between the Campus and the stakeholders.

It also contributes to enhancing accountability and governance mechanism in the Campus. In the IQAC Action Plan, the impact study on public information is planned. From this year IQAC is planning to conduct the impact study. The study will be conducted on the feedback received in the visitor book, complaint box, social media, website, and review meetings. The IQAC will provide the evaluation findings to the PIC, and accordingly, the cell will develop an action plan to improve the public information strategy.

*(For further details, please see **Volume-2,** Annex SMC B1-2 SMC QAA guideline (pp. 25-38); Annex SMC B1-3 Different Committees their ToR (pp. 39-45); Annex SMC B1-12A SMC Research Policy and Guidelines (pp. 163-67); Annex SMC B1-18 Five Year Strategic Plan of SMC PP. 306-13))*

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

There have been several positive impacts as a result of public information practice. As has been stated, the Campus has had been actively disseminating the information of the Campus through the website, social networks, and other publications, as a result, the rate of student enrolment has increased gradually.

Due to the different outreach and extension program conducted by the campus, and their dissemination to the public from different medium and other interaction program with different stakeholders like Head teachers, Political Leaders, Bankers, Chamber of Commerce, Alumni and other authorities, the positive message of the institution is transmitted to the society. Hence campus can make a Scholarship fund of 250 thousand and an Academic building is constructed from the fund of 750 thousand from donated by Kamala Malla.

*(For further details, please see **Volume-2**, Annex SMC B1-7 Research Collaboration of SMC (pp. 99-112); Annex SMC B1-14 Seminars, Workshops, Training and Orientations (pp. 236-72); Annex SMC B1-15 SMC, Buildings, Library, Departments, Sections, Lab photo (pp. 273-300); **Volume- 5**, Annex SMC B4-2 Extension Activities (pp. 12-13), **Volume -6**, Annex SMC B5-1 SMC Master Plan (p. 2); Annex SMC B5-2 TU Approval and SMC construction decisions (pp. 5-9); Annex SMC B5-6 SMC Cleaning and Plantation Campaign (pp. 98-102)).*

SECTION C

Analysis of the Data

Historical Background

Surkhet Campus (Education) was established in July 16, 1972 with the objective of producing trained manpower in education sector for the Government of Nepal in Far and Mid-West region. In the beginning, in addition to the Certificate Level Program (I. Ed.), the campus was running B Level training program for girl's students to meet the primary school teacher requirement of the government with the support of NORAD and Ministry of Education. The campus focused its attention towards the higher level of education programs i.e., Bachelor and Master level programs. Consequently in 1991, Bachelor level program was started. Keeping in mind the demand of students and stakeholders the campus started Master level program (M.Ed.) in 2001, first time out of Kathmandu valley. From the academic year 2013/014, Master degree in Open and Distance Learning (ODL) program was introduced in the campus.

This is one of the decentralized campuses of Tribhuvan University. At present, campus has been running four semester M.Ed. program in 7 subjects. Similarly, the campus has been launching four-year B.Ed. programs (11 subjects), nine semester BICTE program, and one year B.Ed. program. The campus has constantly contributed to the quality higher education. It has extended its physical infrastructure and academic programs in different subjects of education. At present it has 3,360 students, 37 teachers and 45 administrative staff.

From last academic year (2077/78), the campus has started BBS program and thus the campus shifted from unitary campus to multiple campus and named as "**Surkhet Multiple Campus".** Our effort goes to increase the participation of stakeholders (students' representatives, political parties, business communities, social workers, guardians and local government authorities) that help to strengthen the capacity of the campus.

Academic Programs offered by the Campus

Bachelor Level Programs

S.N.	Faculty	Subjects	Duration	Remarks
1	Education	Nepali Education, English Education, Health and Physical Education, Social Studies Education, Population Education, Science Education, Education Planning and Management, Economics Education, Mathematics education	4 Year	Annual
		BICTE	9 Semester	Semester
		One Year B.Ed.	1 year	Annua
2.	Management	BBS	4 Year	Annual

Master Level Programs

S.N.	Education	Duration	Remarks
1.	Nepali Education, English Education, Health Education, Population Education, Education Planning and Management, Mathematics Education, Curriculum	4 Semester	Semester

The course of studies is made and followed as prescribed in the curriculum–set by TU. It aims to impart steps of knowledge and skills systematically from the preliminary to an advanced level of art of painting. It begins by familiarizing with the basic tenets like the notion of form, shape, light, and shade, and the concepts of colours. Further, a student is expected to express visually own ideas pictorially – through the means learned earlier. A general idea of the growth and evolution of the genre in Nepal and elsewhere is provided as part of the course.

Campus Management Committee (CMC)

The Campus Management Committee is composed of 18 members as the TU Decentralization act (2055). (See Section - 4)

The details of the present CMC are given below:

S.N.	Name/Designation	Role in the Committee	Remarks
1.	Madhav Prashad Khanal	Chairperson	Campus Chief
2.	Surendra Kumar Pokhrel	Member	As HoD
3.	Bhim Bahadur Bhandari	Member	As HoD
4.	Thaneshwor Lamichhane	Member	As HoD
5.	Radha Dhakal	Member	Assistant Campus Chief
6.	Rajan Kandel	Member Secretary	Assistant Campus Chief
7.	Puskar Khadka	Member	Teacher
8.	Ratna Prashad Pandey	Member	Teacher
9.	Thamma Prashad Gautam	Member	Representative from local government
10.	Kuldip Bhatta	Member	Representative from Gurdians
11.	Narayan Prashad Sapkota	Member	Representative from Gurdians
12.	Dhana Bahadur Rawat	Member	Representative from Doner
13.	Surya Bikram Thapa	Member	Representative from Doner
14.	Dharma Raj Shahi	Member	Account Section Head
15.	Mina Giri	Member	Administration Section Head
16.	Balabhadra Bharati	Member	Representative from TUTA Unit
17.		Member	Representative from TU EA Unit
18.		Member	Representaive from FSU

Campus Executive Committee (CEC)

The Campus Executive Committee is composed of 5 members as the TU Decentralization act (2055). (See Section - 5)

The details of the present CEC are given below:

S.N	Name	Role in the Committee	Remarks
1.	Madhav Prashad Khanal	Chairperson	Campus Chief
2.	Thaneshwor Lamichhane	Member	From HOD
3.	Ratna Prashad Pandey	Member	From Teacher
4.	Puskar Kumar Khadka	Member	From HoD
5.	Radha Dhakal	Member Secretary	Assistant Campus Chief

Human Resource Team

The Campus has diverse and dynamic human resources to execute efficient Campus operation and also, for the teaching-learning process. The Campus has highly qualified and renowned personnel. The non-teaching staff comprises of both experienced and young team members. The staffing details areas tabulated below:

Teaching Staff

S.N.	Name	Position	Nature of Job	Level
1.	Dr. Harka Bahadur Shahi	Faculty Member	Permanent	Associate Professor
2.	Madhav Prasad Khanal	Faculty Member	Permanent	Lecturer
3.	Janak Bahadur Rawal	Faculty Member	Permanent	Lecturer
4.	Dr. Mahendra Kumar Mallla	Faculty Member	Permanent	Lecturer
5.	Tanka Prasad Acharya	Faculty Member	Permanent	Lecturer
6.	Bhatta Mahesh Datta Tara Datta	HoD	Permanent	Lecturer
7.	Lal Bahadur Rana	Faculty Member	Permanent	Lecturer
8.	Kiran Bharrarai	Faculty	Permanent	Lecturer

S.N.	Name	Position	Nature of Job	Level
		Member		
9.	Prem Bahadur Thapa	HoD	Permanent	Lecturer
10.	Rajan Kumar Kandel	HoD	Permanent	Lecturer
11.	Agni KC	Faculty Member	Permanent	Lecturer
12.	Dipendra Kumar Khatri	Faculty Member	Permanent	Lecturer
13.	Dr. Shyamlal Magarati	Faculty Member	Permanent	Lecturer
14.	Sharad Poudel	HoD	Permanent	Lecturer
15.	Ratna Prasad Pandey	HoD	Permanent	Lecturer
16.	Dr. Dipak Gautam	Faculty Member	Permanent	Lecturer
17.	Surendra Kumar Pokhrel	Faculty Member	Permanent	Lecturer
18.	Bishnu Prasad Kandel	Faculty Member	Permanent	Lecturer
19.	Belpatra Nath yogi	Faculty Member	Permanent	Lecturer
20.	Radha Dhhakal	Faculty Member	Permanent	Lecturer
21.	Dambar Bahadur Khatri	Faculty Member	Permanent	Lecturer
22.	Bhupendra Bahadur Shahi	Faculty Member	Permanent	Lecturer
23.	Hari Bahadur Thapa	HoD	Permanent	Lecturer
24.	Balabhadra Bharati	Faculty Member	Permanent	Lecturer
25.	Prem Bahadur Budha	Faculty Member	Permanent	Lecturer
26.	Om Prakash Neupane	HoD	Permanent	Lecturer
27.	Prakash Kumar Khhadka	Faculty Member	Full-time Contract	Teaching Assistant
28.	Saroj Kumar KC	Faculty Member	Full-time Contract	Teaching Assistant
29.	Vasu Dev Karki	Faculty Member	Full-time Contract	Teaching Assistant

S.N.	Name	Position	Nature of Job	Level
30.	Bhawani Prasad Acharya	HoD	Full-time Contract	Teaching Assistant
31.	Bhim Bahadur Bhandari	Faculty Member	Full-time Contract	Teaching Assistant
32.	Thaneshwar Lamichhane	HoD	Full-time Contract	Teaching Assistant
33.	Bhumi Prasad Sapkota	Faculty Member	Full-time Contract	Teaching Assistant
34.	Dipak Sapkota	Faculty Member	Full-time Contract	Teaching Assistant
35.	Yubat Kumar Oli	Faculty Member	Full-time Contract	Teaching Assistant
36.	Tek Bhahadur Woli	Faculty Member	Full-time Contract	Teaching Assistant
37.	Gobinda Prasad Acharya	Faculty Member	Full-time Contract	Teaching Assistant

Non-Teaching Staff

S.N.	Name	Position	Nature of Job	Level
1.	Krishna Bahadur Khadka	Deputy Administrator	Permanent	Officer
2.	Mina Giri	Deputy Administrator	Permanent	Officer
3.	Padam Bahadur Bista	Section Officer	Permanent	Officer
4.	Dharma Raj Shahi	For Account Officer	Permanent	Non-Officer
5.	Dambar Kumar Dhakal	For Library Officer	Permanent	Non-Officer
6.	Chandra Bahadur Bista	For Exam Section Officer	Permanent	Non-Officer
7.	Tika Giri	Head Office Assistant	Permanent	Non-Officer
8.	Yam Lal Gautam	Head Office Assistant	Permanent	Non-Officer
9.	Rajan Sharma	Head Office	Permanent	Non- officer

S.N.	Name	Position	Nature of Job	Level
		Assistant		
10.	Putala Khadka	Head Office Assistant	Permanent	Non- officer
11.	Shagar Jang Shahi	Head Office Assistant	Permanent	Non-officer
12.	Dan Bahadur Raskoti	Technical Assistant	Permanent	Technician
13.	Dal Bahadur Gurung	Technical Assistant	Permanent	Technician
14.	Purna Bahadur Sunar	Technical Assistant	Permanent	Technician
15.	Chandra Dhakal	Library Assistant	Permanent	Non-officer
16.	Bishnu Sunar	Office Assistant	Contract	Non-officer
17.	Ishwari Regmi	Account Assistant	Contract	Non-officer
18.	Dinesh Dangi	Library Assistant	Contract	Non-officer
19.	Binita Sapkota	Library Assistant	Contract	Non-officer
20.	Purna PrasadLamichhane	Driver	Contract	Supportive Staff
21.	Sita Khatri	Office Helper	Permanent	Supportive Staff
22.	NarahariPokhrel	Office Helper	Permanent	Supportive Staff
23.	Bhagan Lal Tharu	Office Helper	Permanent	Supportive Staff
24.	SujhaunaTharu	Office Helper	Permanent	Supportive Staff
25.	Bishwa Raj Tharu	Office Helper	Permanent	Supportive Staff
26.	ManiramTharu	Office Helper	Permanent	Supportive Staff
27.	Singha Bahadur Khatri	Office Helper	Permanent	Supportive Staff
28.	Jalu Ram Tharu	Office Helper	Permanent	Supportive Staff
29.	Janak Bahadur Thapa	Office Helper	Permanent	Supportive

S.N.	Name	Position	Nature of Job	Level
				Staff
30.	Ram Kishor Bhujuwa	Office Helper	Permanent	Supportive Staff
31.	Raj Kumari Bhujuwa	Office Helper	Permanent	Supportive Staff
32.	Kalawati Dangi	Office Helper	Permanent	Supportive Staff
33.	Lila Devi Khatri	Office Helper	Permanent	Supportive Staff
34.	Pattu Lal Tharu	Office Helper	Permanent	Supportive Staff
35.	Resham Bahadur Chand	Office Helper	Permanent	Supportive Staff
36.	Dal Bahadur Majhi	Office Helper	Contract	Supportive Staff
37.	Chandra Bahadur Regami	Office Helper	Contract	Supportive Staff
38.	Bal Bahadur Thapa	Office Helper	Contract	Supportive Staff
39.	Basanti Sunar	Office Helper	Contract	Supportive Staff
40.	Tej Bahadur Thapa	Office Helper	Contract	Supportive Staff
41.	Min Bahadur BC	Office Helper	Contract	Supportive Staff
42.	Birkha Rawat	Office Helper	Contract	Supportive Staff
43.	Sangita Poudel	Office Helper	Contract	Supportive Staff
44.	Tika Kandel	Office Helper	Contract	Supportive Staff
45.	Sagar Shahi	Office Helper	Contract	Supportive Staff

Surkhet Multiple Campus, Surkhet

Over All SWOT Analysis

Strengths

- 'A' class constituent campus of Tribhuvan University
- Situated in the headquarter of the Karnali province
- Positive attitude towards institution
- High reputation and recognition
- Supportive and dedicated faculty and staffs
- Sufficient land of the institution
- Strong and supportive management and Campus executive committee
- Large catchment area

Weakness

- Fiscal problems (i.e. poor internal economic resource, depend only on TU budget and student fee, students fee is very low due to students presser)
- Human resource Problem (Only 38 faculties and 45 non-teaching staffs)
- Limited resource allocation for faculties and staff skill development and research
- Problem of sustainability of internally lunched programme (M.Ed, BBS, BICTE, B.Ed Science)
- High dropout and absenteeism of students
- Poor pass rate
- System and rule regulation do not work
- Improper facility of digital devices (computer, multimedia, laptop cc camera, thumb attendance)
- Most of the HR are not trained in IT skill.

Threats

- Political intervention specially from students' union for lowering fees and increasing facilities, employee association, teacher association)
- Unsupportive province and local government towards the development of higher education
- Lack of positive attitude and thinking
- The central government policy does not support the institution

Opportunity

- Expansion of more demand driven education programs such as BBA, BSC, LLB etc.
- Construction of low-cost rental shopping complexes in road sides of the campus premises.
- Collaborative learning environment.
- Plenty of alumni and well-wishers of the campus to open door for external support.
- Many interested agencies to provide external funding.
- Student and faculty exchange with other universities.

Attempts to minimize weaknesses:

- Fund worth NRs. 1 Crore from local donor Mrs. Kamala Malla for construction of management building and scholarship fund.
- Fund of NRs. 2 Crore from the Government of Nepal for construction of administrative buildings.
- Fund NRs 50 Lakhs for construction of first floor over mega hall.
- Fund 30 Lakhs from forest, environment and tourism ministry of Karnali province.

- ❖ Online trainings for students, staff and faculty in related areas.
- ❖ Enhanced student and faculties access to virtual learning environment.
- ❖ Significant amount of budget allocated for research and trainings.
- ❖ Arrangement of guest lecture to enhance motivation towards learning.
- ❖ Management of remedial classes for needy students.
- ❖ Free ship for students with poor economic conditions and students with disability.
- ❖ Separate Hostel facilities for boys and girls' students from remote areas of the countries.
- ❖ Installment of software and own website for information.

Units / Committees formed in the Campus

To strengthen the educational and administrative management of the Campus, the following units were formed. All these units have their terms of reference stated in the Campus Operational Guideline. As stated in the guidelines, the tenure of these units is for three years and will be revised with new members. The formation of the units is as tabulated below:

1. Internal Quality Assurance Committee (IQAC)

S.N.	Name	Position	Role in the unit
1.	Madhav Prashad Khanal	Campus Chief	Chairperson
2.	Bhatt Mahesh Datt Taradatt	HoD	Member
3.	Sharad Paudel	HoD	Member
4.	Prof. Dr. Chandra Praksh Rijal	Expert	Member
5.	Dharma Raj Shahi	Head Account Section	Member
6.	Chakra Bahadur Shahi	Student Representative	Member
7.	Rajan Kumar Kandel	Faculty Member	Member Secretary

2. Educational Management and Information System (EMIS)

S.N.	Name	Position	Role in the unit
1.	Gobinda Prashad Acharya	IT Expert	Coordinator
2.	Yamlal Gautam	Head Asistant	Member
3.	Rajan Kumar Sharma	Head Asistant	Member

3. Research Management Cell (RMC)

S. N.	Name	Position	Role in the unit
1.	Dr..Harka Bahadur Shahi	Associate Professor	Coordinator
2.	Dr. Mahendra Kumar Malla	Lecture	Member
3.	Dr. Deepak Gautam	Lecture	Member
4.	Bhatt MaheshdattTaradatt	Lecture	Member
5.	Ratna Prasad Pandey	Lecture	Member
6.	Dipendra Kumar Khatri	Lecture	Member
7.	Sarad Poudel	Lecture	Member

4. Student Welfare and Extra Curricular Committee (SWECC)

S.N.	Name	Role in the unit	Remarks
1.	Madhav Prasad Khanal	Campu Chief	Chairperson
2.	Bhatt Mahesh Datta Taara Datta	Member	Selected From Campus Chief
3.	Shanta Adhikaari	Member	Selected from Campus Chief
4.	Yubat Kumar Oli	Member	Selected from Campus Chief
5.	Balbhadra Bharati	Member	Represented from TUTA Campus Unit
6.	Padam Bahadur Bista	Member	Represented from TUEA Campus Unit
7.	Chakra Bahadur Shahi	Member	Represented from FSU
8	Bhawani Dhakal	Member	Represented from Student
9	Damber Bahadur Khatri	Member Secretary	Student Welfare Head

5. Employment and Job Placement Unit (EJPU)

S.N.	Name	Position	Role in the unit
1.	Surendra Kumar Pokheral	Lecturer	Coordinator
2.	Saroj Kumar K.C.	Faculty Member	Member
3.	Bhim Bahadur Bhandari	Faculty Member	Member
4.	Bhumi Prasad Papkota	Faculty Member	Member
5.	Tek Bahadur Oli	Faculty Member	Member

6. Academic Audit Unit (AAU)

S.N.	Name	Position	Role in the unit
1.	Ratna Prasad pandey	Faculty Meber	Coordinator
2.	Krishna Bahadur Khadka	Head of the Educational Administration	Member
3.	Bishnu Prasad Adhikari	Adminstrative Representative of Ministry of Education	Member
4.	Ramesh Khatri	Faculty Member of M.U.	Member
5.	Chandra Bahadur Bista	Head of the Exam Section	Member

7. Master Plan Construction Committee (MPCC)

S.N.	Name	Position	Role in the unit
1.	Madhav Prasad Khanal	Campus Chief	Coordinator
2.	Dr. Mahendra Kumar Malla	Faculty Member	Member
3.	Prem Bahadur Thapa	Faculty Member	Member
4	Kiran Raj Regmi	Faculty Member	Member
5	Dharma Raj Shahi	Account Section Head	Member

8. Annual Report Preparation Team (ARPT)

S.N.	Name	Position	Role in the unitt
1.	Bhatt Mahesh datt Taradatt	Faculty Member	Coordinator
2.	Basu Dev Karki	Faculty Member	Member
3.	Dinesh Dangi	Administrative Staff	Member

9. Procurement Committee (PC)

S.N.	Name	Position	Role in the unit
1.	Ratna Prasad Pandey	Faculty Member	Coordinator
2.	Padam Bahadur Bista	Section head of general Administration	Member
3.	Saagar Jung Shahi	Store Keeper	Member

10. Construction Committee (CC)

S.N.	Name	Position	Role in the unit
1.	Madhav Prasad Khanal	Campus Chief	Coordinator
2.	Kiran Bhattarai	Assistant Campus Chief	Member
3.	Padam Bahadur Bista	Section head of general Administration	Member
4.	Dhrma Raj Shahi	Section head of general Account	Member
5.	Mahesh Sharma	Consultant Engineer	Member

11. Library and Lab Management Committee (LLMC)

S.N.	Name	Position	Role in the unit
1.	Radha Dhakal	Assistant Campus Chief	Coordinator
2.	Om Prakash Neupane	Faculty Member	Member
3.	Gobinda Prasad Acharya	Faculty Member	Member
4.	Dambar Kumar Dhakal	Section Head Library	Member Secretary
5.	Balabhadra Bhatri	Representative of TUTA Unit	Member
6.	Padam Bahadur Bista	TUEA Unit Representative	Member
7.	Chakra Bahadur Shahi	Student Representative	Member

12. Advisory Team (AT)

S.N.	Name	Position	Role in the unit
1.	Tank Prasad Acharya	Former campus Chief	Chairperson
2.	Bhupendra Bahadur Shahi	Former campus Chief	Member
3.	Hari Bahadur Tthapa	Faculty Member	Member
4.	Puskar Kumar Khadka	Faculty Member	Member
5.	Thaneswor Lamichhane	Faculty Member	Member

13. Public Information Cell (PIC)

S.N.	Name	Position	Role in the unit
1.	Radha Dhakal	Assistant Campus Chief	Chairperson
2.	Mina Giri	Information Officer	Member
3.	Tika Giri	Non-Teaching Staff	Member
4.	Rajan Sharma	Non-Teaching Staff	Member
5.	Putala Khadka	Non-Teaching Staff	Member

14. Tracer Study Team (TST)

S.N.	Name	Position	Role in the unit
1.	Prem Bahadur Budha	Faculty Member	Chairperson
2.	Ratna Prasad pandeya	Faculty Member	Member
3.	Krishana Bahadur Khadka	Head, Ed. Admin. Section	Member
4.	Dipak Sapkota	Faculty Member	Member

15. Supervision and Monitoring Unit (SMU)

S.N.	Name	Position	Role in the unit
1.	Janak Bahadur Rawol	Faculty Member	Chairperson
2.	Balabhadra Bhatri	Faculty Member	Member
3.	Prem BahadurThapa	Faculty Member	Member
4.	Agni K.C.	Faculty Member	Member
5.	Prakash Kumar Khadka	Faculty Member	Member

16. Alumni Association (AA)

S.N.	Name	Position	Role in the unit
1.	Hon.Yogendra Bahadur Shahi	Member, Karnali Province, Planning Commission	Chairperson
2.	Dev Kumar Subedi	Mayor, Birendranagar Municipality	Member
3.	Tej Bikram Basnet	Campus Chief M.U.	Member
4.	Chaturbhuj Shahi	Former president FSU	Member
5.	Kamal Bahadur Sijapati	Former president FSU	Member
6.	Ghanamshyam updhayaya	Joint Secretary, Nepal Government	Member
7.	Rajan Kumar Kandel	Lecturer, SMC Surkhet	Member- Secretary

17. Water Electricity and Hygiene Management Committee (WEHMC)

S.N.	Name	Position	Role in the unit
1.	Mina Giri	Head, Administration Section	Chairperson
2.	Dan Bahadur Raskoti	Electrician	Member
3.	Purna Bahadur Sunar	Plumber	Member
4.	Chandra Dhakal	Non-Teaching Staff	Member
5.	Bishnu Sunar	Non-Teaching Staff	Member

18. Student Guidance and Counselling Committee (SGCC)

S.N.	Name	Position	Role in the unit
1.	Dambar Bahadur Khatri	Head Student Welfare	Chairperson
2.	Bhatt Mahesh Datt Tara Datta	Faculty Member	Member
3.	Ishori Regmi	Non-Teaching Staff	Member
4.	Binita Sapkota	Non-Teaching Staff	Member
5.	Dal bahadur Gurung	Non-Teaching Staff	Member

19. Extension and Outreach Committee (EOC)

S.N.	Name	Position	Role in the unit
1.	Sarad Paudel	Member, IQAC	Chairperson
2.	Puskar Kumar Khadka	Faculty Member	Member
3.	Basu Dev Karki	Faculty Member	Member
4.	Thaneswor Lamichaane	Faculty Member	Member
5.	Tek Bahadur Oli	Faculty Member	Member

20. Quality Survey Circle (QSC)

S.N.	Name	Position	Role in the unit
1.	Dr. Mahendra Kumar Malla	Former Campus Chief	Chairperson
2.	Dipa Hamal	Director, Social Development Division, Karnali Province	Member
3.	Narayan Sapakota	Member, CMC	Member
4.	Yam Bahadur Shrsestha	Head Teacher, Jana Ma Bi. Surkhet	Member
5.	Laxman Kandel	General Secretary, Chamber of Commerce	Member
6.	Tika Ram Achraya	SMC Chair, Amarjyoti Ma. Bi., Surkhet	Member
7.	Yubat Kumar Oli	Faculty Member	Member

21. Self-Assessment Team (SAT)

S.N.	Name	Position	Role in the unit
1.	Rajan Kumar Kandel	IQAC Member Secretary	Coordinator
2.	Dambar Bahadur Khatri	Research Expert	Member
3.	Yubat Kumat Oli	Research cum IT expert	Member Secretary

22. Student Quality Circle (SQC)

S.N.	Name	Position	Role in the unit
1.	Yashoda Khatri	Student	Chairperson
2.	Pushpa Oli	Student	Vice-Chairperson
3.	Kiran Pokhrel	Student	Secretary
4.	Tark Raj B.K.	Student	Joint-Secretary
5.	Pashupati Shahi	Student	Member
6.	Ramesh Lamichhane	Student	Member
7.	Krishna Basnet	Student	Member

Summary of SSR

The Surkhet Multiple Campus (SMC) is one of the oldest and leading constituent campus of Tribhuvan University. It was formally established in 1972. It comprises four-degree programs (4 years B.Ed., 1 year B.Ed. BBS and 4 Semester Masters in education) with 38 faculty members and 45 administrative/support staff. All programs are designed to integrate teaching and learning into research and practice to meet the need of quality education by making it more competitive and research oriented in accordance with national and international practices. The competence and skill of SMC faculties with the academic degree, knowledge and experience, and efficient administrative management, it is continuously devoting to strengthen its academic, research and administrative status. With the constantly evolving global scenario, there is a constant need to reinvent and acquire the requisite competencies to graduates of SMC. In this regard, the students are given every opportunity to gain optimal advantage in terms of conceptual knowledge, skills and research by motivation through creative approach to the learning process through different tools and technology. SMC is committed to provide a student centric atmosphere and our endeavour is to ensure required knowledge and outstanding manpower. During the course of self-study and assessment, SMC has realized and aware of its strengths, weaknesses, opportunities and challenges and has identified the Gap and area of improvement. It realizes that the goals and objectives for research, teaching and learning process, administrative management, student support and public information practice should support the strategic plan and contribute to the realization of mission and vision of SMC. It is committed to regular Quality Enhancement process in all aspects. Quality improvement devising periodic strategic planning tool is a continuous process with annual planning reports as yearly outputs. It will reflect the learning through discussion and analysis which in turn will support on required strategic adjustments. For this, SMC will utilize its resources at optimum and seek for financial resources and develop as the sound academic institute. Throughout the self-study process, it is realized that operational scale is sufficient to fulfil its mission and achieve goals, both in the present and in the foreseeable future.

SECTION FOUR

Criterion-Wise Analysis

We have hereby self-analysed the data we have we collected ourselves, obtained from the campus administration, and different committees formed by the campus for carrying out different tasks in the campus. In doing so, we have tried to maintain the criteria wise analysis of the campus in the process of maintaining the quality administration for the delivery of quality education.

Criterion 1: Policy and Procedures

Surkhet Multiple Campus (SMC) is a constituent campus of TU. For Constituent campuses, Policies and procedures are framed by TU and the constituent campuses are instructed and encouraged to meet them. To promote the educational objectives of TU and substantiate the academic expectations of the founders of this campus, SMC has prepared its vision, mission, goals, objectives and standards. Its strategic planning is shaped accordingly and integrated efforts have been made to enhance the educational quality in the campus.

SMC has run some self-financing programmes in addition to the programmes and courses included under TU constituent programmes. Annually, the strategies are reviewed and modified as per the changing context. The five-year strategic plan for the years 2020-2025 has been prepared and SMC has started adopting Decentralization policy in 2075 B.S. Campus Management Committee (CMC), headed by campus chief, has been formed as per the Decentralization Act which evaluates the overall policies and programs of the campus and seeks to obtain feedback from the stakeholders to accelerate the reform activities.

Under the policy and procedures defined by TU., campus administration prepares the academic plans and programs and submits the documents to the meeting of CMC for discussion and necessary modification, recommendation and revision. Recommended issues are further synthesized and formulated in the meeting of Campus Executive Committee, formed after adopting decentralization policy, so as to ensure effective implementation. Activities are concentrated on the goals, objectives and standards of the campus. Necessary infrastructures

and mechanisms have been maintained required for the effective implementation of the plans and programs. For the regular assessment of the efforts made for enhancing educational quality, Internal Quality Assessment Committee (IQAC) has been formed and the curricular activities are further systematized and monitored. The academic gain of the students is evaluated through internal exams. The departments as well as faculties are assigned to make thorough analysis of the internal exam result. All the departments as well as faculties are made more accountable to their assigned job and necessary monitoring is made by campus administration and IQAC to ensure that the specific job responsibilities, as per the TU act and duty specification assigned by the campus, are duly followed, including all administrative staffs, program coordinators and department heads.

The effectiveness of the job performance of the campus chief, assistant campus chiefs, other administrative post bearers are evaluated in the CMC and CEC meetings and recommendations as well as corrective measures are forwarded. The Campus administration reviews the strategies and evaluates the overall outcomes. Different committees formed to maintain and promote different aspect of the campus have practised the teamwork concept.

Alumni association has also been formed and activated. It is planning to organize a mass meeting to form the full-fledged committee to bridge the graduates from the campus and the campus in the days to come. The campus has also tried to maintain the financial support from the stakeholders for better administrative and academic management of the campus. There is also a provision of collecting feedbacks from different stakeholders regarding the different sections, departments, faculties, and committees to improve academic as well as infrastructural quality and update the policies of the campus.

The campus has recently started to encourage the teachers to do research works by providing various incentives. The teaching and the non-teaching staff are encouraged to participate in different workshops and seminars to develop their skills. The campus provides study leave to the teachers and staffs for their Masters, M.Phil. and Ph.D. degrees that helps for the development of their professional efficiency. Research Management Cell (RMC) has been formed to integrate teaching and research activities. Students have been encouraged to do researches on various issues through their thesis writing and field reports/practice teaching report. Involving students in research has better their employment opportunities and academic

gains. It has also contributed a lot to the policy reformation of various institutional organizations of various NGOs/CBOs and other private sector such as industries, banks, schools, colleges, and firms.

In addition to the academic assessment or audit made by IQAC, Campus management committee and campus administration also analyses the dropout rates, pass rates enrollment status of the students including female, Dalit, Janajati students and other backward community students including the students from Surkhet district and from outside. The campus has been adopting new approaches, methods, and techniques of teaching-learning activities for the last three years. Updating teaching staffs through workshop and seminar, using multimedia, overhead projector, computer software facilities, e-learning technology etc. have also profoundly facilitated both the students as well as teachers.

The Campus has policy to introduce new graduate and postgraduate programs as per the academic necessity of this region. To attract outstanding students, the campus has formed a policy to provide more merit-based scholarships and introduce modern technology with teaching, learning, research and other activities. The campus gives especial attention and provides scholarships to educationally disadvantaged groups (Dalits, Janajaties, females, etc.) to ensure quality education in affordable price for all. The campus has been working to develop it as a regional research institution. For this, the campus has been running teaching learning activities to promote all round development of the students. The students are encouraged to participate in industrial tour and observational visits conducted by the campus to enhance practical knowledge in them. Free Students' Union also plays positive and responsible role for substantiating campus policies. The representatives of free student union have been included in different committees and assigned with different responsibilities to accommodate the expectation of the students and enhance academic excellence.

Criterion 2: Curricular Aspects

The campus has been consistently running its curricular activities according to the courses prescribed by the Tribhuvan University (TU) in terms of its goals, objectives and standards. There are altogether 9 departments in Education faculty plus a BBS program in management assigned to carry out curricular activities as per the campus operational calendar.

Various optional and elective subjects are offered for their choices. Updated courses of education and management are offered to the students. The time framework of the campus has been systematized for the convenience of the students. The campus has conducted programs in the morning shift only to facilitate the students.

The campus has conducted four programs (4 years B.Ed., 1 Year B. Ed., Nine Semester BICTE, and 4 years BBS) in Bachelor's Level and Seven subjects (M. Ed. in Nepali, English, Mathematics, Health, Educational Planning and Management, Population, and Curriculum & Evaluation) in Master's level. The students can choose different elective subjects according to their interests. Counseling classes, revisions, workshop and seminar are conducted for enhancing teaching efficiency and learning capacity of the students. Thesis writing, report writing and presentation, debate competition is conducted. We have a plan to introduce demand-oriented subjects to match the regional and national requirements. Involvement of teachers, communities, students and stakeholders has been prioritized to achieve goals and objectives of the campus.

Besides the academic courses, the students are also encouraged to participate in extra-curricular activities compatible with the goals, objectives and standard of the campus. Some of the teachers of this campus have also been nominated as the member of subject committee of TU and Mid-Western University, Surkhet. They have contributed to curriculum design and reformation of the concerned universities. The campus has formed an employment cell for exploring possible placements for the students as well as for collecting feedbacks. The campus makes further policies on the basis of such feedbacks. Similarly, public information cell is assigned to publish and collect feedbacks, comments and suggestions from employers, stake holders and academic peers.

Many staffs of the campus have been invited as the experts and resource persons by different institutes, organizations and institutes, which have helped to maintain neighbourhood relation of the campus with them. To impart value-based education, the campus has been running different curricular activities to raise socio-cultural and national political awareness in students. Students are highly encouraged to work as volunteers in fairs, festivals and public celebration. They are motivated to help the needy people in the societies and communities. The campus has been conducting various extra-curricular activities such as literary contests, sports,

discussion/debate/elocution programs, seminars, workshops, paper presentation on contemporary issues and so on for all round personality development of the learners. The campus has set up code of conducts for the students and student's uniform is a must. Students are encouraged for taking part in the awareness raising program, collecting fund, clothes and other necessary things for the victims of flood and landslides and other natural disasters.

Criterion 3: Teaching, Learning and Evaluation

The campus manages wide publicity to the admission process through prospectus, brochure, newspapers, F.M. radios, pamphlets, banners, etc. The students are admitted in the campus through their academic records. They are given orientation classes to introduce them to the course, evaluation methods including internal examinations, final examinations, Thesis/Report Writing and the mark weightage of these evaluation methods and teaching learning environment of the campus. Two internal exams are conducted in a semester program in master level. Likewise, the campus is planning to administer an internal examination during one academic year in annual programs. The results of all the internal exams and home assignment are evaluated for assessing students' knowledge and skills. Revision classes and feedback are provided to the students after unit tests and internal exams. At the end f the session, remedial classes are also administered to the needy students to meet the requirements of the final examinations.

For the permanent appointment of staffs needed for the campus, TU is responsible but for the appointment of part time and contract basis staffs and teachers for self-financing courses, the campus administration appoints as per the TU rules and manages the salary from the internal sources of the campus. All the departments are now assigned to prepare the result analysis report that includes the number of passed students and failed students of all the subjects and the name of the concerning teacher. Questionnaires have been developed and students, guardians and other stakeholders are asked to respond the questions that implicate the appraisal of all the aspects including the teaching/non-teaching staffs. Teachers' performance in teaching is evaluated on the basis of their presentation in the classroom, students' response, the result in the internal as well as the final examinations.

The campus has also started to prepare tracer study report that including the suggestions

of graduated students for improving the quality of teaching learning activities in terms of campus rules and regulation and teaching learning practices of the campus. The campus has formed Research Management Cell which frequently conducts workshops, seminars, refresher courses, etc. for faculty development of the campus. The campus also sends its faculty members to different seminars, conference and workshops. The teachers are to prepare annual lesson plan and it will be strictly followed throughout the academic year which will be evaluated periodically in review meetings. The teachers are encouraged to apply innovative teaching methods and use audio-visuals aids. The campus has planned to supplement the traditional lecture method with assignments, directed studies, audio-visual presentation, internet facility, and so on. The students are taken to educational excursion and industrial tour to broaden their practical knowledge. Revision classes and counselling on difficult subjects are conducted for the students who cannot perform well in internal examinations. Necessary hand-outs are provided in the classroom.

Though the campus has been using multi-media and audio-visual equipment in teaching learning activities, it is not sufficient in proportion to the large number of students. It is in need of more multi- media and audio-visual aids equipped classrooms. Therefore, the campus is planning to collect fund for making separate halls for audio-visual and multi-media presentation, recording of the classes the future use. The campus has also planned to record, upload, and share the uploaded classes to the students through the secured and authentic media very soon after managing the required infrastructure and preparing the teachers for the tasks.

Criterion 4: Research, Consultancy and Extension

The campus has started to promote research in different ways. The campus has now on started to allocate some budget for the process of carrying out the research from this fiscal year onwards. The campus is planning to increase the budget for research. The post-graduate students are encouraged to do project work. Teachers are given study leave for M.Phil. and Ph.D. Research Management Cell has been formed to manage and promote research activities. Some of the teachers are also engaged in research and the campus is planning to encourage more and more teachers in research activities supporting them with financial aids achieved through matching grants. Recently, about 70 percent teachers are engaged in guiding the Master

level students in their thesis research. Recently, English Teacher Dr. Shyamlal Magarati has been awarded with Ph.D.

RMC has also recently announced for the proposal of mini research for the teachers and staff of this campus and also provides certain amount as seed money to the selected proposal. Teachers involved in research activities are given facilities by making necessary adjustment in teaching schedules. RMC has been coordinating with different NGOs and governmental bodies for the internship and research activities of the students. Surkhet Municipality, Surkhet Chamber of Commerce and Industry, Various Banks, Finance companies and Industries, different schools and firms have given words to support for the internship and research activities of the students.

Tribhuvan University Teachers' Association (TUTA) campus unit has also been functioning as the publication division that has published journals and pocket calendar in close coordination with Campus Administration. Being involved in different research and publications, Campus Chief Mr. Madhav Prasad Khanal has been promoted as the Associate Professor/ Reader of Tribhuvan University recently. In addition, the campus has formed a committee to offer consultancy services. As part of extension services, the campus has been supporting students to carry out their programs such as blood donation and socio-political awareness raising campaign. Though the campus has planned to actively participate and organize different social activities, it is felt that the campus should increase such social activities to enhance public relation. Therefore, it is set to introduce new extension activities and outreach programs on its own and in the collaboration with NGOs and GOs.

Criterion 5: Infrastructure and Learning Resources

The campus has its own master plan and current physical infrastructures have been constructed as per the master plan. The projected expansion in the future is also included in the master plan. On the basis of the programs introduced newly and the number of students admitted in different programs, Campus Management Committee makes necessary decisions for augmenting the infrastructure and the campus executive committee carries out necessary actions to keep pace with academic growth. In line with this process, management building, examination hall, workshop, etc. have recently been constructed. The campus has started

constructing the cafeteria and administrative building in the near future.

The campus has well equipped computer lab, science laboratories, separate building for library with texts and reference books though they are not sufficient. The campus is also planning to install library software to make the library more advanced. Construction and procurement committees look after the construction and maintenance works. The committees discharge their assigned job of maintaining the infrastructure. The campus allots separate budget from its annual budget for the maintenance of its infrastructure. The campus has been utilizing its infrastructure to the fullest for assuring facilities for the students and optimum utilization of the available infrastructures.

Basket Ball court, Volleyball courts, TT table, and badminton court have been managed in the campus premise. The campus has been providing seminar hall for conducting seminars, workshops and training programs for GOs/NGOs/INGOs and most of which have benefitted the students and teacher/staffs. The teachers of this campus have been mobilized as the resource persons/ trainers/ experts by different organizations.

To keep the institution beautiful and pollution free, various provisions have been maintained including toilets, canteen, and proposed beautiful botanical garden. Recently the trees have also been panted for growing greenery in the campus premises. The campus has well equipped computer lab with internet facility which is easily accessible to the students and faculty members. Some departments have separate offices with computers of their own and the plans are underway to equip other departments with computer facilities. From the last 5 years onwards, the campus has been free Wi-Fi zone and all the teachers as well as students have been benefitted by the internet services. Similarly, CC TV has been installed to maintain punctuality and security throughout the campus premises. To maintain accessories including computer, store section is entitled to carry out necessary maintenance under the instruction of the campus administration. The campus has spacious playground where students can enjoy sports activities such as volleyball, basketball, table tennis, football, and so on. Students are encouraged to participate in sports activities and outstanding sports persons are felicitated on special occasions.

Criterion 6: Student Support and Guidance

The campus has been supporting the students to carry out their academic performance. It is the serious concern of the campus that the dropout rate is slightly higher due to the growing trend of searching job. For governmental jobs, many students of this campus have passed Nepal Civil Service Examinations and other various examinations. They have secured prominent positions in different fields of society and various sectors of employment including the teachers. The campus has admission policy with regard to TU policy. It offers scholarship to the diligent students who obtain good results in examinations. Similarly, freeship is distributed to the deprived and disadvantaged students. The campus, as per the rule of TU, distributes freeship to twenty percent of the total students admitted in the campus, excluding the students admitted in self-financing courses. They are motivated with internal as well as external feedbacks to participate in internal examinations. The campus has its own employment cell and it studies the areas of employment opportunities for the students. The cell has placed many students in different fields of employment. Teachers suggest students as well as parents about job opportunities and prospects of further studies, self-employment, study aboard, research areas and methods, and opportunities in the related fields.

The campus has also formed Alumni Association. As the constituent campus of TU, policies made by the TU are in practice and timely instructions are followed regarding the overseas students. Various recreational and leisure time facilities have been offered to the students including indoor games, outdoor games, various magazines and journals, books and internet facilities. Because of large number of students, it is felt that the number of computers is not adequate for all the students. Similarly, a large number of students have been appearing in the competitive examinations every year. Though it is very difficult for the campus to collect all the data, the campus has been able to maintain almost all the data regarding out-going students through tracer study report.

Criterion 7: Information System

The campus administration manages to conduct periodic analysis and record keeping of various academic data. After the formation of Internal Quality Assessment Committee (IQAC), the data analysis is maintained by this Committee. The Committee prepares and submits the

analyzed data to the campus administration for implementation. The areas on which such analysis is carried out are students' pass rate (overall and subject wise), students' enrollment position, positions secured by the students in university examinations and so on. The results of such analysis are maintained in the campus. The information of those students who have achieved academic excellence is communicated to the stakeholders through the campus bulletin, social site (Facebook Account) and website. Even the methods of analysis are made public through prospectus and brochure.

The campus has formed Public Information Committee which receives comments or feedbacks on the published data through email, messenger, interaction and meetings with the stake holders. The campus has kept a complain box to receive feedbacks from stakeholders. The feedbacks are taken internally from students on the academic data. It is through such feedbacks and comments that the public expectation and the areas on which the campus has to improve its delivery are identified and the areas on which the community is to be mobilized is also known. Such feedbacks have enabled the campus to improve the quality of education. Campus is planning to further update its website in which all the information about the campus activities is elaborated for the viewers. From this system, it will be easier for the campus to reach its stakeholders and to get feedbacks from them. It will also help the college to widen its horizon in public sector.

Criterion 8: Public Information

The campus has formed public information cell to communicate information of the campus to the stakeholders. It communicates the details of vision, mission, goals, objectives, academic information regarding the programs offered by the campus and learning opportunities available to the students and subjects, information concerning the administration including number of students, academic achievements of the campus and students, financial and academic progress reports of the campus, budgets, future plans including the date of admission, internal exams and results, facilities for the students and all the activities held in the campus. Communication is maintained through prospectus, brochure, academic calendar, bulletin, website and annual report. Campus prospectus, brochure, calendar, campus report and campus magazine are published annually and campus bulletin is published twice a year.

The public information cell collects responses through various channels. In the different functions of campus such as anniversary day and different meetings, issues and responses regarding various information of the campus are the agendas for the discussion and also the source of feedbacks on academic, financial and administrative programs. The Public Information cell reviews the complaints and feedbacks obtained from stakeholders and forward these reports to Campus Administration which in turn evaluates them and takes necessary steps towards the implementation of recommendations regarding the academic and administrative efficiency. This practice has made positive impacts on the overall development including the improvement of discipline and community participation of the campus.

Critical Appraisal

Over the past a half century since its establishment, the campus has achieved several educational milestones in both the Bachelor's and the Master's programs. It has succeeded in widening its physical infrastructure along with its widening vision, mission, goals and objectives. In course of achieving this success, SMC has also undergone several ups and downs with unflinching support from the people of this region. The most powerful factor to establish it as a leading educational institution for higher education in this region is nothing other than the qualitative education that has been catering in students for years. At present, about 3500 students have been studying in different programs under Faculty of Education and Faculty of Management of this campus. Being a constituent campus of TU, it is always committed to educating the aspiring students in peaceful academic environment.

The campus management committee, the executive committee, the administration, the teaching and non-teaching staffs, Free Student Union and the students, all are cooperative in the matter of campus development through quality enhancement. Several internal and external agencies have contributed a lot to develop physical infrastructures of the campus. Without the commendable contribution of the qualified, skilled and efficient manpower, it would be impossible to enhance the status and quality of this campus to this level. However, the campus has yet to exercise a lot to meet the criteria for keeping pace with the changing goals and objectives of the academic world. It has got to compete with private colleges mushrooming every year around the catchment area of the campus. Keeping pace with the national scenario, SMC is therefore moving ahead. Instead of close and forced teaching learning activities, SMC has established a trend of open system in which students feel free to expose themselves. This way, Surkhet Multiple Campus (SMC) has been spreading the light of higher education for many years. It has been producing skilled manpower each year required for the nation. Almost all the students who have completed their courses from this campus have been well settled in governmental and non-governmental organizations.

SSR Summary

This Self-Study Report (SSR) of Surkhet Multiple Campus consists of overall information of the institution in detail. It is written in the format as prescribed by the office of Quality Assurance and Accreditation (QAA). It begins with the institution's motto, vision, mission, goals, and objectives; along with the institutional profile, preamble of the institution, institutional narratives; and concludes with the critical appraisal of the institution. The vision, mission, goals and objectives described in this report are clearly mentioned in the strategic plan of the campus, and other documents. The supporting documents of all the information given in this report are mentioned in the annexes. All the documents mentioned in the annexes have been systematically filed and preserved through documentation. During the preparation of this SSR, the campus has gone through several meetings, discussions and interactions and record of these are secured in the minutes through documentation. Thus, this report is the product of the collective effort of all the teaching staffs, non-teaching staffs, students, campus administration, local community and its stakeholders.

Discussion and Interaction with Stakeholders

As explained in detail throughout this SSR, it is quite obvious that the campus has got its own strengths and weaknesses, too. SMC has given due respect to the suggestions of its stakeholders and extended several academic programmes recommended by them. Interactions with the stakeholders have most often been held and necessary policies have been formulated. The campus has gone through several upheavals since its inception in 2029. At present, it has been running Bachelor (in Education and Management) and Master level (in Education in seven different subjects) in morning shift. Along with the conduction of the updated courses of the University with the necessary technological improvements of audio-visual aids, the campus has been carrying out several extracurricular activities that have helped to boost up the overall career enhancement of the students and bolster the community relation of the college. The academic activities like internal examination, sports, literary symposiums, paper presentations; and programs like blood donation, environmental awareness, health awareness, interactions with the institutions, the community, etc. are the solid steps in this regard. In addition, research activities are encouraged among students and teachers. The college has been carrying out seminars, workshops, interactions and meetings so as to further research-oriented activities

establishing link with Municipality, Government offices, Surkhet Chamber of Commerce & Industry, Banks, Finance companies and INGOs. Regarding physical infrastructure, the campus has a library, science lab, administration, canteen, parking, hostel, teachers' cum staff's quarter, free student union building, stage, and shopping shutters, a large hall for meeting, examination hall and separate buildings for ladies and boys hostel. The campus is planning to build a well-equipped administrative building in the premises of the new building area very soon. The well-equipped science lab has been managed for the practical purposes of the B. Ed. Science students. The library is in the process of being modernized through the installment of the computer software. However, the campus is facing some challenges in terms of the growing needs of the community. Due to the limited source of its income, it has not been able to introduce new programs in time. BBS programs are fully dependent on part time teacher including the teachers from Education faculty.

As campus has its meeting hall to conduct workshop, seminar, conference and meetings in the campus. Nonetheless, the campus is optimistic that we will be able to collect the sources and equip the hall with advanced instruments. Therefore, the campus at present is oriented to managing all the things to achieve UGC grants as set by the UGC parameters.

SSR Preparation

General Background

The campus has also taken strong initiatives as the parameters designed by Second Higher Education Project (SHEP) under the Quality Assurance and Accreditation (QAA) process to enhance quality in higher education through this institution. As required in the QAA process, the campus has been engaged in documentation and SSR preparation. This self-study report (SSR) contains overall information of Surkhet Multiple Campus, Surkhet, from the date of its inception to the present-day situation. It mirrors the campus reflecting its overall academic performance since its establishment that has not only contributed to developing the educational status of the people of this region, but also has tremendously contributed to the career enhancement of Nepali citizens in different sectors through quality education. Though it is also one of the reliable documents of the institution sought by UGC for QAA certification in one sense, the campus has understood it as the most important institutional document consisting of the information of overall academic performance of the institution in the past and on the basis of which the campus is able to make both retrospective as well as introspective analysis through documentation for better academic performance in future in another sense.

This self-study report has also paved the way for this institution to formulate new and improved academic plans, policies and procedures and has guided a lot to implement them effectively in order to meet the qualitative educational needs of new generations emerging today. It has also immensely facilitated the institution in conducting various academic programs in systematic and scientific way through documentation. Similarly, it has also boosted the campus image in national arena by particularly highlighting its historic educational milestones and setting forth its further strengths, challenges and weaknesses.

Formation of IQAC and SAT

The campus has formed Internal Quality Assurance Committee (IQAC) lead by the campus chief Mr. Madha Prasad Khanal and Self-Assessment Team (SAT) under

the coordination of Mr. Rajan Kumar Kandel, Lecturer of English Education. The detailed list of the committees is presented in the earlier section. SAT was assigned to prepare SSR and complete documentation. Since its formation, the SAT has been working with dedication to conduct and carry out overall institutional improvements and enhance quality education as guided and instructed by the parameters set up by HERP. Moreover, SAT initiated some highly commendable measures in quality improvement. It has also involved teaching and non-teaching staffs in nineteen different committees including the committee of the students SQC formed by the campus to help conduct and carry out overall academic activities for quality enhancement in education provided by the campus. The detailed list of the committees formed by the campus has been incorporated earlier in this report.

These committees are actively engaged in their respective areas. SAT has followed different approaches to complete the task of documentation and SSR preparation. The following approaches are the major approaches through which this team is aiming to accomplish the task of documentation and SSR preparation.

Orientation

SAT has conducted several orientation programs involving the teaching and non-teaching staff of the campus in order to improve academic environment of the campus and thereby lead it to the direction of maintaining quality. SAT has guided and instructed its different sub-committees (as mentioned above) through orientation to conduct and carry out overall academic activities in a systematic way. Likewise, the team has also conducted several orientation classes to the students in order to acquaint them with the major task of SAT and to maintain coordination.

Seminar

The campus has conducted different seminar programs locally to acquaint the campus family and the stakeholders with the QAA process of the institution. Through this activity, the SSR team has been able to collect different opinions from different organizations of the locality which have immensely facilitated SAT to accomplish the task of SSR preparation and documentation. This team has also conducted various

seminar activities with the guardians of the students and collected their valuable opinions which have played very crucial role in the growth of the institution through quality enhancement.

Conference

The campus has organized various virtual conferences with the stakeholders of the institution even in the midst of the COVID-19 pandemic in order to involve them actively in the process of qualifying the institution to the standard of the QAA. Through the conferences organized by the campus, SAT has been able to gain support from different organizations, stakeholders, and community members, which has immensely facilitated the team in carrying out the task of SSR preparation and documentation.

Participation and Discussion

SAT has followed the approach of wider participation of all the teaching and the non-teaching staff of the institution and carried out massive discussion on various issues concerned with the institution in order to accomplish the task of SSR preparation and documentation for Quality Assurance and Accreditation. It has conducted several meetings with the teaching and the non-teaching staffs for the discussion on the several issues on the Quality Assurance and Accreditation (QAA) parameters and the campus situation. This approach has enabled the team to collect different views of the staff which have immensely facilitated SAT to accomplish the task of SSR preparation and documentation on time.

Visits

In the initiation of SAT, a team of representative members from IQAC, campus administration, and SAT has also visited the companion colleges awarded with QAA in Kailali District. The visit has immensely facilitated the process of preparing SSR from the collection of the documents and the process of documentation in the campus. SAT is in the process of visiting the QAA officials and the QAA Accredited constituent

campuses of Tribhuvan University and other Universities to further improve the SSR report and the proper completion of the QAA process lead by the campus.

Validation

The working committees mentioned above formed by the campus were assigned to conduct and carry out their works on their respective areas and submit their reports to the SSR task force. The final documents have been prepared through an extended process. Based on the suggestions the committees have made necessary corrections and modifications to meet the requirements as per the recommendation of the meetings. SAT as well as campus administration has gone through their minutes, reports and activities and suggested them for further improvement. Massive discussions and debates were held for the completion of the tasks by the individual committees in the meetings of the coordinators including the overall tasks to be completed for the completion of the final SSR report.

We would like to thank all who directly or indirectly helped in the process of the preparation of SSR report.

We are really grateful to you all!

- Rajan Kumar Kandel (Coordinator-SAT)
- Dambar Bahadur Khatri (Member-SAT)
- Yubat Kumar Oli (Member-Secretary-SAT)