

PART ONE:

SECTION B

**BENCHMARK – WISE
INPUTS FOR INSTITUTIONAL
SSR**

**SECTION B : BENCHMARK-WISE INPUTS FOR INSTITUTIONAL
SSR**

CRITERION 1: POLICY & PROCEDURES

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

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

Response

Yes, Koteswor Multiple Campus (KMC) has clearly defined vision, mission, goals and objectives to promote the overall development of the institution which are mentioned in campus's prospectus and the 5- year strategic plan of the institution. The major vision of the campus is to establish a model educational institution for the production of qualitative, skilled and responsible human resources. To achieve its vision, KMC adopts the policies of managing well-equipped physical infrastructures, effective management with the assurance of good governance, proper mobilization of local means and resources, access and the proper management of the participation of concerned stakeholders in planning, formulation and implementation of plan and policies, imparting qualitative, time tested and practical education through research based teaching pedagogy. The then vision, Mission, goal and objectives are mentioned below:

For further details, please see Volume 1, Annex 1, The then committee formulation decision, pp.208; Volume 1, Annex 2, Vision Mission (in Prospectus- 2022), pp. 209; Volume-1, Annex 3, Vision Mission (in Old Strategic plan- 2017-2022), pp. 210, Volume 1, Annex 21, Five Year Strategic Plan (Old) , pp. 385- 412, Volume 1, Annex 4, CMC Minute to reform IQAC, pp. 213- 215; Volume 1, Annex 5, Decision of IQAC to form committee of preparing strategic plan, pp. 216- 217, Volume 1, Annex 6, IQAC Decision for approval of 5 year Strategic Plan, pp. 218 - 219; Volume 1, Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding VMGO, 1534-1535; Volume 1, Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. pp. 1532- 1534; Volume 1, Annex 30, Campus Statute, pp. 453-454

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

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

Response

Yes, the campus has clearly defined plans, programs and strategies in order to achieve its desired goals. For instance, the 5- year strategic plan of the institution has mentioned that the major goal of the institution will be to achieve the aim of establishing a model educational institution for the production of qualitative, skilled and responsible human resources. The campus also has its own written documents such as Directives for Comprehensive Work Plan and Internal Working Management of KMC that has elaborated Campus Rules and Regulations. Similarly, Campus has prepared and implemented Human Resource Development Plan, EMIS Guidelines, IQAC Guidelines. The first step towards this goal would be to working on the QAA processing and getting accredited from the University Grants Commission, Nepal. Thus, the campus believes that the ultimate goal of maintaining the quality higher education in the institution would be attained through the QAA processing and plans, programs and strategies would be set as per the guidelines of the QAA Division of the University Grants Commission, Nepal.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. pp. 1532-1534; Volume 1 Annex 30, Campus Statute, Clause 4, pp. 453-454; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, pp. 236-271; Volume 8, Annex 250, IQAC Guidelines, pp. 1471- 1478; Volume 1, Annex 9. HRD Plan; pp, 231-235; Volume 1, Annex 8. EMIS Guidelines, pp. 224-230;

- 3. Are there duly formed organizational structures where the policies of the Institution are formulated, reflected, reviewed and updated?**
Yes ☒ No ☐ If yes, mention the organizational chart and member compositions.

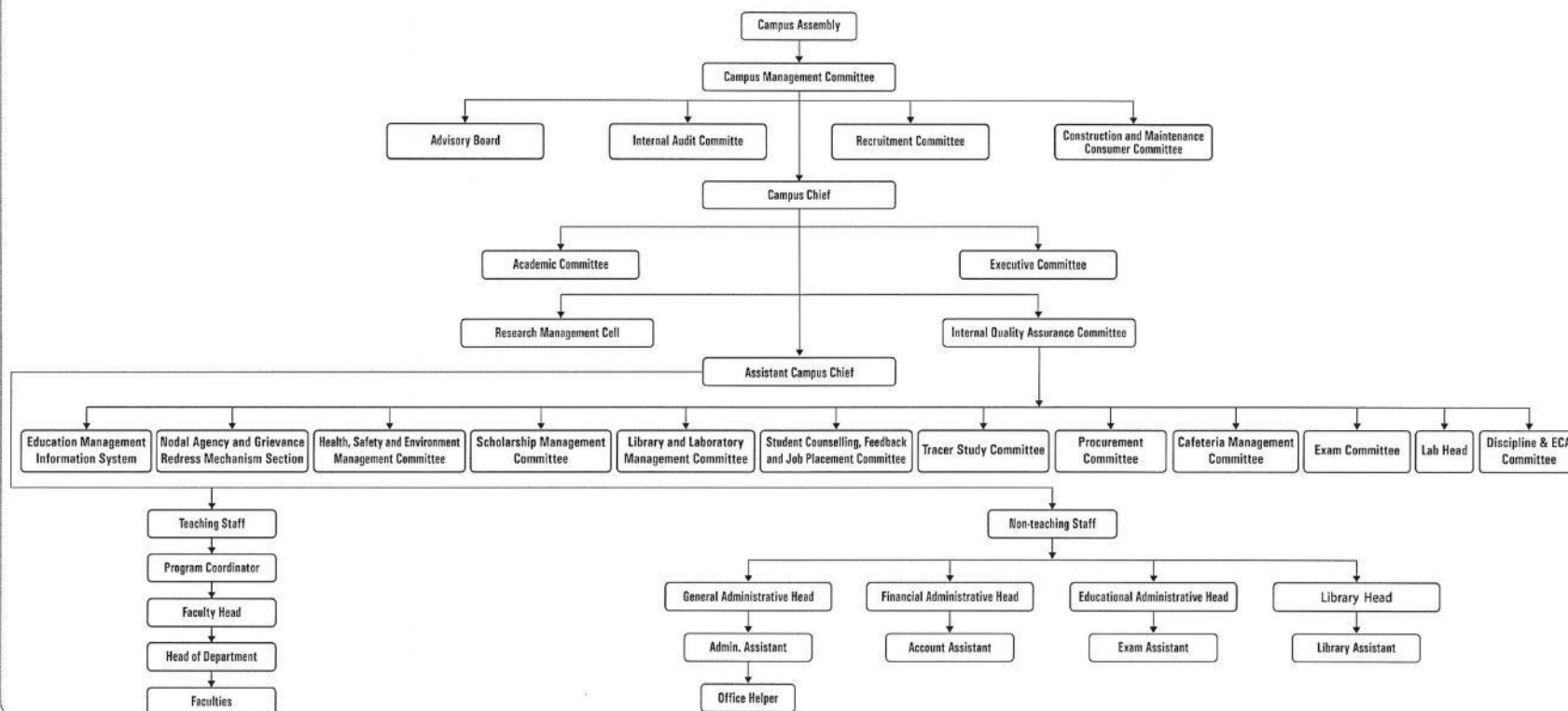
Response

Yes, the campus has duly formed organizational structures where the policies of the institution are formulated, reflected, reviewed and updated so that the institution can function well through the chain of commands.



Koteshwor
MULTIPLE CAMPUS

ORGANIZATIONAL STRUCTURE



According to organizational Structure, Campus Assembly is the apex body which elects Campus Management Committee. It has the final authority either for approval or rejection of all plans, policies, statute, budget and other documents as presented by the Campus Management Committee.

Campus Management Committee has the right to take decisions concerning academic, financial and administrative activities. In some cases, it forwards the plans and policies to campus assembly for approval and some of them are for decision.

For further details, please see Volume-1, Annex 10, Revised Five Year Strategic Plan – 2020, pp. 236- 271; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. pp. 1536, 1544- 1546; Volume 1, Annex 30, Campus Statute, Clause 5, pp. 454; Volume 5, Annex 175. Minute of CMC regarding the approval of the Organogram and Library Advisory Committee, pp. 1170- 1170;

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

Yes ☒ No ☐ No Justify with supporting documents.

Response

KMC Management Committee has recently formed an Internal Quality Assurance Committee (IQAC) for internal quality monitoring and checks. The committee comprises 15 members headed by the Campus Chief that include all Assistant Campus Chiefs as members, representing each department, sections. KMC has also prepared *Directives for Internal Quality Assurance of KMC -2020* and approved by Campus Management Committee. IQAC, under the provisions of Directives, follows the following mechanism for internal quality monitoring and checks:

- a.** It monitors educational, administrative and financial administration on the basis of criteria, benchmarks and indicators assuming them as the fundamental basis as determined by University Grants Commission and Higher Education Quality Assurance and Accreditation Council.
- b.** It can determine further quality measures considering the specific and fundamental aspects of campus.
- c.** It monitors and evaluates all the activities conducted by all committees, departments, sections through internal quality audit.

- d.** Evaluation and monitoring of academic audit is the key factor of mechanism to assess the internal quality and provides necessary feedback for further improvement.
- e.** It conducts seminars, workshops, training and meetings for extending awareness regarding quality culture and quality assurance and accreditation of the organization. Moreover, it monitors the activities of concerned departments as per the knowledge provided in training or seminars.
- f.** IQAC monitors the internal quality of all departments and sections through an integrated EMIS System.
- g.** It consistently carries on the quality gap analysis and provides feedback for further improvements.
- h.** It evaluates the monthly, annual report of all committees under it and provides feedback for further improvement.
- i.** To assure the essence of rule of law, corporate culture and good governance of KMC, IQAC closely monitors Organizational rules, regulations, statute, directives and if they are not properly followed, suggest them to implement strictly.

For further details, please see Volume 1, Annex 4, CMC Minute to reform IQAC, pp. 213- 215; Volume 1, Annex 13, Directives of IQAC, Clause 3 , pp. 289-291, and volume-1, Annex 14, Decision of IQAC to develop Academic Audit Guidelines, pp. 296- 297;

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

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

Response

KMC is quite aware of the job responsibilities of departments, units, all committees and individuals to make them liable in their duties and responsibilities. It is also necessary to assign the right person in the right place to accomplish the assigned tasks on stipulated time. Duplication of duty is the major hindrance to evaluate the task. To avoid it, job description is essential. To evaluate the performance appraisal, a specific job description is inevitable.

The provisions of job descriptions are stated clearly in

1. Campus Statute
2. Directives for Comprehensive Work Plan and Internal Working Management of KMC-2020
3. Directives for Internal Quality Assurance of KMC-2020
4. And Separate individual job description of faculties has provided by Campus administration.

For further details, Volume 1, Annex 30, Campus Statute, job responsibilities pp. 463-467, 469-470; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding committee formation, pp. 1536- 1546; Volume 1, Annex 13, Directives of IQAC, regarding job responsibilities, pp. 289-291; Volume 1, Annex 17, Individual job description provided by Campus administration. pp. 308-313, Volume 1, Annex 29, Job Description of faculties (Full Time + Part Time), pp. 447- 448;

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

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

Response

The specific job responsibilities that are assigned to the departments, units, or individuals should be monitored, evaluated so as to achieve organizational goals. Defining and assigning the tasks is not only the sole objective of organization. Organization aims at fulfilling its predefined objectives through the proper accomplishment of the task assigned to its

concerned individuals. Thus, KMC has the following written scheme to evaluate the pre-defined job responsibilities:

- a. Duty and responsibilities of the officials and members of Campus Management Committee that are clearly mentioned in Campus Statute.
- b. The duty and responsibility of Campus Chief that are apparently stated in Campus Statute.
- c. The role and responsibilities of IQAC to evaluate the performance appraisal of subordinating committees.
- d. For financial Check and balance mechanism, *KMC Aarthik Prashasan Samnbandhi Niyam-2077* clearly guidelines the working procedures.
- e. Roles and responsibilities of all the committees and heads of concerned committees are clearly mentioned in Internal Work Plan Directives, 2020.
- f. The reward and punishment systems are clearly mentioned in the above mentioned rules and regulations. It proves that the employees are under the surveillance of certain authorities.
- g. KMC has its own system for evaluating performance appraisal, Peer appraisal, Self- appraisal, and Student appraisal for individuals.

For further details, Volume 1, Annex 30, Campus Statute, Job responsibility pp. 463-467, 469-470; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding evaluation of the performance formation, pp. 1536- 1546; Volume 1, Annex 13, Directives of IQAC, regarding evaluation of performance, pp. 289-291, volume 1, Annex 20, KMC Aarthik Prashasan Samnbandhi Niyam-2077, pp. 326; Volume 1, Annex 19, Performance appraisal, peer appraisal and student survey form, pp. 318-325;

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

Yes ☒ No ☐ If yes, give details.

Response

Koteshwor Multiple Campus has a clear-cut strategic plan to select appropriate strategic options developed through SWOT analysis. Basically, KMC strategic plan incorporates portfolio management, allocation of resources, organizational design, and strategic tradeoffs. Similarly, KMC is enabled to focus strategic alternatives. Campus has prepared a five years action plan consisting of short term, mid-term and long-term plans. Similarly, Campus has developed and implemented Action Plan to fulfill the objectives of Strategic Plan. Campus has practiced participatory

decision making system. The Campus has maintained the following provisions for the same:

- a. Five year strategic plan (2017-2022)
- b. Revised Five year strategic plan (2020-2025)
- c. Campus Action Plan
- d. Regular Staff meeting decision and Committee meeting

For further details, please see Volume-1, Annex 21, Five Year Strategic Plan (Old) , pp.385-412; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, pp. 236- 271; Volume 1, Annex 22, IQAC Meeting Minute to form committee for Old Five Year Strategic plan, pp. 413- 414; Volume 1, Annex 24, CMC Decision Minute to approve Five Year Strategic Plan (New) , pp. 419-420; Volume 2, Annex 52, Annual Action Plan, pp. 591-602; Volume 1, Annex 11. Minute of CMC to approve Action plan, pp. 272-273.

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

Yes ☒ No ☐ If yes, give details.

Response

KMC is an affiliated campus from Tribhuvan University. It has been offering regular programs from Bachelor Level to Master's Degree Program. KMC is running the programs like BA, BBS, B.Ed., BASW and MBS with optimum achievement. Besides regular programs, KMC has designed the programs for soft skill-based and non-credit courses. KMC feels its corporate social responsibility to make the students enable and competent to grab the opportunities in the job market. Besides theoretical knowledge, they need basic practical courses to sharpen their knowledge with practical knowledge and wisdom. The following are the list of non-credit courses being effective in Campus:

- a. English Language Skill development Curriculum for the students of Bachelor Level
- b. SPSS Program for the students of Management and BASW to develop the technique of report writing and thesis writing.
- c. Accounting Package for the students of Management faculty for giving practical exposure.
- d. Courses of Library Science to impart the knowledge of Library and information technology.
- e. TU regular courses affiliation documents

For further details, please see Volume 1, Annex 25, Non Credit Course, pp.421-429; Volume 1, Annex 26, TU affiliation documents for regular courses, pp. 430-436.

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

Yes ☒ No ☐ If yes, give details.

Response

The identity of the Campus itself is the community based non-profit based public campus. It runs as per the instruction of the community to serve for the community. KMC has the formal and legal provisions under which the institution brings stakeholders or community feedbacks and orientation in its activities. For this following provisions are made which are mentioned below:

- a. Student Counselling, Feedback and Job Placement Committee has been formed as a subordinate to IQAC. This committee collects feedback from students and concerned stakeholders and the collected feedbacks become the backbone to organizational activities.
- b. Campus assembly is formed consisting of a majority of members of the community representing different strata of society. This is the apex body for formulating and approving all the plans and policies of the Campus. Even the Campus Managing Committee has been elected from Campus Assembly.
- c. Chairperson or representative of parents/teachers’ association , Alumni Association, Public Campus Teachers’ Association Unit Committee KMC, Teachers Representatives, Staff representatives, representative of Student Quality Circle (SQC) are the invitee member of Campus Management Committee and the by-post representative of Campus Assembly that guarantee the immediate feedback from the concerned stakeholders.
- d. All the Chairpersons or representatives of all the Organizations including governmental, private or corporation are the members of Campus Assembly. It is the indication of the direct channel to pass feedback for the institutional activities of KMC.
- e. Ward Chairperson of Kathmandu Metropolitan City ward No.32 is a by-post member in Campus Management Committee. This shows that people’s representative is the representative voice of the community.

- f. All the members of Federal Parliament or the members of Provincial Parliament are the representatives of Campus Assembly.
- g. Frequent meetings with parents and locals are scheduled in the Campus Operational Calendar.
- h. Representation of locals and stakeholders in Construction and Maintenance Consumer Committee.
- i. Collaboration with local clubs
- j. The campus has a complaint box on campus. This mechanism is kept under the supervision of the general administration that collects the complaints from the complaint box every Friday and presents them in the meetings of the campus executive committee for discussion and analysis.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding students counselling, feedback & job placement, pp. 1567-1568; Volume 1, Annex 28, Campus Assembly minute, pp. 441-446; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Alumni Association & Student Council, pp. 1576-1578;& 1579-1580; Volume 1, Annex 30, Campus Statute, regarding formation of campus Assembly, pp. 455; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding construction and maintenance consumer committee of KMC, pp. 1571-1573; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding guideline addressing the TOR and working process of Committee, pp. 1536-1548; Volume 7, Annex 237, The Photo of suggestion box, pp. 1399; Volume 1, Annex 15, Minute of IQAC regarding analysis of the matter from complaint box., pp. 298-301;

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

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

Response

To improve the organization and management of KMC, different efforts have been made for three years. Management Committee had decided an O & M committee to provide the suggestions to the Management Committee, regarding the creation of vacant post, appropriate number of teachers and staff organizational structure, daily executive mechanism, corporate culture. Even IQAC has also conducted survey.

The Management Committee wanted to ensure whether the activities of the Organization support its vision, purpose and aims or not. The Management Committee wanted to establish the fundamental values, the ethical principles and strategic direction in which the organization operates. The O&M committee was established for the following purposes:

- a. To find out whether organizational members freely exchange ideas.
- b. With the exchange of these ideas, some suggestions and recommendations can be generated that may prove useful for the organization.
- c. The existing problems in the organization can be discussed within the committee forum and some new ideas for solving these problems can be introduced.
- d. To assist in development and establishment of organizational policies.
- e. As per the report of O&M survey, Management Committee had set the required number of posts of teachers and staff, organizational flow chart of direction and feedback, corporate culture etc. Even the recruitment committee announced the advertisement of vacant post for teachers and staff on the basis of O&M survey. Even job descriptions are allocated on the basis of the same report.

For further details, please see Volume 1, Annex 32, IQAC decision to form O&M Committee, pp. 478; Volume 1, Annex 33, Decision of IQAC for approval of O&M, pp. 479-480.

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

Yes ☒ No ☐ If yes, give details.

Response

Campus has created a mechanism for student's involvement in the institutional quality assurance process. The importance of involving students in quality assurance procedures has been frequently discussed and guaranteed. Some of the provisions are mentioned below:

- a. The Chairperson of Student Quality Council (SQC) is the member of IQAC
- b. IQAC has decided to form a benchmark wise committee to write an SSR report where there is the assurance of the participation of SQC in benchmark wise SSR writing eight committee.

- c. The IQAC/FSU chairperson is the member in each and every committee of Campus.
- d. Working process of SQC is guaranteed in the Comprehensive Work plan and internal Working Management, 2020.

For further details, please see Volume 1, Annex 34, Reformation IQAC Team, pp. 481-425 Volume 1, Annex 35, The decision of IQAC for the participation of Students in benchmark wise representation to form the committee, pp. 484; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC.; regarding SQC pp. 1579-1580; Volume 1, Annex 26, TU affiliation documents for regular courses, pp. 430-436; Volume 1, Annex 27, Minute of IQAC for the formation of SQC, pp. 437-440; Volume 1, Annex 18, Minute of IQAC showing the composition of IQAC & Management Body., pp. 314-317;

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

a. by the university

b. by the Institution

Yes ☒ No ☐ If yes, give details Please attach the copies

Response

The purpose of an academic audit is to encourage departments or programs to evaluate their “education quality processes” – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. In KMC there is the provision of preparing academic audits by concerned departments and sections. KMC has prepared a specific format for academic audit and on the basis of which departments have submitted the academic audit to IQAC. Similarly, academic, financial and administrative activities have been audited by universities too with certain formats which have also supported KMC for the preparation of academic audit. The campus has realized that the institution needs to remodel its academic, administrative and physical facilities that are provided for its students. The following things have been completed for the same:

- a. Submission of academic audit report by concerned departments to IQAC.
- b. KMC has been submitting its own academic, financial and administrative audit to Tribhuvan University for many years.
- c. IQAC Directives addressing the formal provision of Academic Audit.
- d. Minute of respective departments regarding Academic Audit.

For further details, please see Volume 1, Annex 36, Formation of Maintenance committee, maintenance plan & Academic, financial and administrative Audit report documents which were submitted to UGC, pp. 485-498; Volume 1, Annex 13, Directives of IQAC, pp. 287-295; Volume 1, Annex 37, Academic Audit Report, pp. 499-516;

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

Yes ☒ No ☐ If yes, give details

Response

KMC has set its objectives as conducting research-based teaching pedagogy. To fulfill its objectives and monitoring research activities of teachers, KMC has formed Research Management Cell (RMC). The role and responsibilities of RMC have been clearly stated in Campus Statute and Directives for Comprehensive Work plan and Internal Working Management -2020. On behalf of Campus, RMC conducts seminar, research workshops to impart knowledge related to research activities. KMC faculties are combining teaching and research by the following ways:

Yes, it has. First the campus has the research committee working for various research activities within and outside the campus. The Campus, through this committee, has offered its faculty and students to engage in research activities such as providing research grants to both faculty members and students. The Research Management Cell has also created platforms for the faculty members of the campus to publish their research papers in KMC peer- reviewed journals. Without doubt, the involvement of faculty and students in these research activities has helped combine teaching and research in the campus.

Apart from the engagement of faculty and students in research activities, the Bachelor and Master's students have to involve in project report and thesis writing as part of curricular requirements of the university. The concerned departments of the campus are responsible to conduct the proposal call, proposal defense, and viva defense for the students who opt for project work and thesis writing.

Furthermore, KMC faculties are combining teaching and research by the following ways:

- a. By strictly budgeting their time for teaching and for doing Research.

- b. By setting specific teaching and research goals.
- c. By providing enough time for students to present their documents, explaining case study and research involvement rather than explaining too much to the teacher.
- d. RMC publishes a Research Journal where faculties should write research papers concerning the subject compulsorily.
- e. Faculties include up-to-date research data and debates in the curriculum while teaching.
- f. By engaging students with the progress of research projects and outcomes.
- g. Explore the process of departmental research in practice.
- h. They are initiating a student club.
- i. Faculties take the students to field visit as a co-curricular activities and assist them to prepare research report on the basis of collected data.

For further details, please see Volume 1, Annex 38, Formation of RMC by Management Committee, pp. 517-519; Volume 1, Annex 39, Minute of research seminar, pp. 520-524 ;Volume 1, Annex 40, Field visit of different subjects; pp. 525- 529; Volume 1, Annex 41, KMC Nepali Journal, pp. 530-533; Volume 1, Annex 42, Students Research Report, pp. 534-536. Volume 1, Annex 38, Formation of RMC by Management Committee, pp. 517- 519; Volume 1, Annex 12. RMC Guidelines, pp. 274-286; Volume 3, Annex 112, RMC Minute & notice announcement for submitting for research writing and scholarly writing, pp. 868- 874; Volume 5, Annex 165, Annual Plan of RMC, pp. 1136-1137;

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

Yes ☒ No ☐ If yes, give details.

Response

Definitely, the research activities through the combination of teaching and research within the campus have positively impacted the overall quality education provided by this campus. The positive impact can be seen in the overall performance of our graduates. The following positive impacts can be highlighted:

- a. The Tracer Study Report of 2021 shows that 45.5% of students graduated from this campus which is 10.6 % more than previous year.
- b. The Tracer Study Report of 2021 also shows that 54.35% of the graduates of this campus were employed within a year of graduation.

- c. The positive impact of this combination can also be seen in the involvement of the faculty members in the research activities organized by RMC.
- d. The grants received by the faculty development grants from KMC shows that the faculty members of the institution have built their academic strengths to share their research experience with their students that helped to increase pass percentage.
- e. Similarly, our faculty have engaged in publishing their research papers in national and internal journals which can be taken as positive outcomes of combination of teaching and research.
- f. Students prepare project works, presentations, Thesis etc .

For further details, please see Volume 1, Annex 43, Report of RMC& Report concerning to impact analysis, pp. 537-549; Volume 1, Annex 42, Students Research Report, pp. 534-536; Volume 6, Annex 211, No. of regular students appearing in exam and passed students record, pp. 1242 - 1248; Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272; Volume 5, Annex 165, Annual Plan of RMC, pp. 1136-1137; Volume 3, Annex 122, presentation, seminar and writing, pp. 902- 910

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

Response

The following are some of other specific innovations within the campus that have contributed to the growth and development of the campus:

- a. The campus has appointed IT Expert EMIS head Mr. Nhuchhe Lal Maharjan to manage the database management system of the Campus.
- b. The Campus has recruited IT Literate EMIS assistant to support the head of EMIS.
- c. Audio Library for Visually Impaired students considered a specific innovation in the campus.
- d. Publication of Annual Magazine by Students.

For further details, please see Volume 1, Annex 44, Decision of administration for conducting Online Class, pp. 550-556; Volume 1, Annex 17, Individual job description provided by Campus administration. pp. 308-313.

CRITERION 2: CURRICULAR ASPECTS

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

Yes ☒ No ☐ If yes, give details.

Response

The vision, mission, goal and objectives of the campus as stated above in response 1 and 2 of the campus ensure consistency of teaching and learning with desired goals. Yes, the campus has clearly stated the job responsibilities of the Academic Committee that enforces and monitors the teaching and learning process in line with the overall goals and objectives of campus. Similarly, the academic audit unit frequently conducts studies on this process and recommends to the IQAC for further improvement and maintain consistency of the process.

Furthermore,

- a. Academic goals and objectives have been clearly defined in the Strategic Plan,
- b. Academic programs run as per the clear academic calendar of the respective classes,
- c. Daily, weekly and term wise lesson plans have been prepared and approved by IQAC,
- d. Planning and following regular routines is the big part of consistency in teaching is in faculty's daily routines,
- e. Schedules of admission, exam and other practical submission dates as published by the concerned university.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding goals and objectives, pp. 236-271; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 1, Annex 46, Daily/ weekly and Term wise lesson plan, pp. 559-569; Volume 2, Annex 47, Schedule of admission, exam and syllabus through advertisement, pp. 570- 579; Volume 1, Annex 37, Academic Audit Report, pp.499- 516; Volume 1, Annex 30, Campus Statute, regarding the job description of academic committee, pp. 455-467;

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

- a. Time frame matching student convenience ☒
- b. Horizontal mobility ☐
- c. Elective options ☒

Yes,

Response

Yes, the campus is flexible enough to offer its students all three facilities: time frame matching with student convenience, horizontal mobility and elective options. The provisions are implemented according to the following systems:

- a. Campus runs classes in the morning, day, and evening shifts as per the convenience of the students.
- b. Students are facilitated to select enough elective options in every faculty.
- c. The students can choose shifts and even can transfer from one subject to another.
- d. Similarly, students are facilitated with horizontal mobility. For instance, if the student is enrolled in one faculty and chooses to shift to the next faculty, the option is open before filling the registration form.
- e. Administration becomes flexible for those who have a job letter for prior departure from the campus before last period or late entry than the first period considering only for job holders.
- f. KMC is completely flexible in intra and inter campus horizontal mobility. College provides admission forms to the students where elective options as per the rules of TU are mentioned.
- g. Class Time table daily routine is published in the college notice board to notify the students.
- h. College is planning to manage credit transfer facilities to other universities in the nation and beyond.

For further details, please see Volume 2, Annex 48, Daily Class Routine 079 (Morning & Day shift), pp. 583-584; Volume 2, Annex 49, Job letters of the students who are benefited to get time flexibility, pp. 585-587; Volume 6, Annex 217, Prospectus 2022, regarding course composition pp. 1303- 1326;

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

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

Please give evidence

Response

The campus has made a number of efforts to promote the overall

Koteshwor Multiple Campus has engaged itself in various efforts to promote the overall personality of its students such as capacity to learn, communication skills, numerical skills, use of information technology and work as a part of a team and independently. The following are the ways to indicate the above mentioned provisions of skill transfer system:

- a. The teachers provide students with assignments so that the students can improve their learning ability.
- b. The teachers also regularly organize seminar, presentations for students, using technologies so that the students can improve their communication and numerical skills as well as they would be familiar with the use of technology in the teaching learning process.
- c. Students are assigned to prepare project works to work independently and in a group so that they can be able to adjust to real life after graduating from the institution.
- d. Strategic Plan of the Campus which includes the provision of curricular, co-curricular and extracurricular activities.
- e. Academic calendar with curricular, co-curricular and extracurricular activities
- f. Annual action plan regarding the provision of skill transfer provisions.
- g. Similarly, the campus has a provision of conducting extra skillful non-credit courses such as English Language Course, Library course, SPSS etc. These courses are offered to the students for skills transfer among them.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding curricular, co-curricular and extracurricular activities, pp. 236-271, Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 2, Annex 52, Annual Action Plan, pp. 591-602; Volume 2, Annex 53, Curricular & ECA, pp. 603-604; Volume 1,

Annex 16, Conducting seminar for students, its minutes and photos, pp. 302-307; Volume 1, Annex 25, Non Credit Course, pp. 421-429; Volume 9, Annex 262. Use of ICT for students, pp. 1591

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

Yes ☒ No ☐ If yes, give details.

Yes,

Response

Yes, the campus has offered some additional focused programs and electives to its students depending on the nature of the academic programs. For instance, the University courses are designed as per the need of the international market. So each course of the academic programs lists a number of electives in order to meet the challenges of the 21st Century.

Concerning the additional focused programs, the campus has considered to launch the new programs, such as:

- a. BBA, MBA, BPA, MPA , ICT Edu, and Some Master's Degree Programs because they promote the mission of the institution by fulfilling the high demands of job markets.
- b. Technical and Vocational Education and Training (TVET) programs, that are based on knowledge, skill and attitude, will be launched to provide the demand for vocational courses.
- c. English Language Skill Development Curriculum for the students for Bachelor Level
- d. SPSS Program for the students of Management and BASW to develop the technique of report writing.
- e. Accounting Package for the students of Management Faculty for giving practical exposure.
- f. Courses of Library Science to impart the knowledge of Library and Information Technology
- g. Practical knowledge for daily life activities as Nepali non-credit course.
- h. Even the electives or choices facilities of non-credit additional classes are available for students according to their choice.

For further details, please see Volume 1, Annex 25, Non Credit Course, pp. 421-429;

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,

Response

Our faculties have been representing the institution in different forums, organized by University Curriculum Development Centre (CDC) to provide their feedback in different syllabus revision workshops. There are some mechanisms of the Campus to be taken initiative/feedback to the curriculum development centre. They are as follow:

- a. IQAC is the formal mechanism which discusses and endorses academic audits prepared and submitted by concerned departments. As per the decision of IQAC, it provides feedback to the curriculum development centre as per the necessity.
- b. There is the provision of an annual review of curriculum in Strategic Plan to provide feedback to the CDC.
- c. There is the provision of the Academic Committee in campus statute. The roles, responsibilities are clearly stated regarding Academic Committee in Directives for the Comprehensive Work Plan and Internal Working Management of KMC.
- d. Decision of IQAC regarding this work.

For further details, please see Volume 1, Annex 13, Directives of IQAC, regarding feedback to the university through academic audit, pp. 287-295; Volume 1, Annex 30, Campus Statute, regarding feedback to the curriculum, pp. 463-467, 469-470; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding feed back to the university, pp. 1536- 1546; Volume 2, Annex 54, Decision of IQAC to provide feedback about curriculum to TU, pp. 605;

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

Yes ☒ **No** ☐ **If yes, give details.**

Response

Yes, KMC has the clear mechanism to obtain feedback from academic peers and employers. They are mentioned below:

- a. IQAC is the major mechanism to monitor and control academic activities within the institution.

- b. Similarly, departments under each Faculty hold meetings to critically discuss the feedback of its faculty, students and experts.
- c. Student Counseling, Feedback and Job Placement Committee are working on it with terms of reference regarding feedback collecting systems.
- d. Different tools of collecting feedback such as Complaint box, Visitors' Book, Facebook Page, Website, and Instagram etc.
- e. Campus Assembly, Campus Management Meeting, IQAC meeting, Staff meeting, staff and student joint meeting etc.

For further details, please see Volume 2, Annex 55, Minute of Keeping Suggestion box. pp. 607-609; Volume 2, Annex 56, Visitor Log Book, pp. 610-613 ; Volume 1, Annex 28, Campus Assembly minute, pp. 441-446; Volume 7, Annex 237, The Photo of suggestion box, pp. 1399;

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

Response

The campus has maintained its good networks with industries, financial institutions, local government agencies, private agencies etc. It is the strength of KMC that it has established cordial triangular networks among campus, different organizations and communities. It is also the social responsibility of the Community Campus.

Institution and Industries

Institution and Industries

- a. KMC has maintained mutual relationships with different Organizations including government, private, and corporation with the principle of reciprocity.
- b. Memorandum of Understanding have been signed with different Banks, Financial Institutions, Cooperatives, Private Schools and other industries with the mutual understanding that Campus will prepare skilled human resources and the concerned industries will recruit our students as per their necessity.
- c. KMC students will get the opportunities of internship training and job opportunities with MoU signed Industries.
- d. Industries assist the Campus providing different facilities to the students and in philanthropic sectors according to their policy of Corporate Social Responsibility (CSR).

Institution and Neighbors

There is also the mutual understanding between Campus and neighbouring Organizations and society.

- a. Campus students assist in social development works.
- b. Campus participates in social service with the coordination of Community. Near to the campus we have a prestigious holy Hindu temple, and whenever the temple is crowded, our students in coordination with the community including crowd management and other different issues usually during *Teej*, *Shivaratri*, and on Mondays of the month of *Shrawan*. Also during the Teej festival etc.
- c. Campus distributed 170 cycles to girls students a few years back to ease their arrival in Campus.
Regarding the provisions of Institution- Industry-Neighborhood networks, campus has the following mechanisms:
 - a. The objectives, role and responsibilities of Tracer Study has been clearly Stated in Directives for Comprehensive Work Plan and Internal Working Management of KMC 2020.
 - b. Minutes of Conducting different social activities,
 - c. The roles and responsibilities of Campus Chiefs as reflected in Campus Statute.

For further details, please see Volume 2, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding tracer study, pp. 1569-1570; Volume 2, Annex 58, Minutes of conducting different social activities, pp. 626- 628; Volume 2, Annex 59, MoU with different Banks, pp. 629- 636; Volume 1, Annex 30, Campus Statute, pp. 463-467, 469-470; Volume 4, Annex 152, Sanitation Program, pp. 1030-1033,

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

Response

Yes, Campus frequently encourages its students to engage in civic responsibilities so that they understand their duties towards the society they live in.

1. Campus frequently organizes awareness programs and orientation to make them realize about the countries and patriotic values. And teaches them to take care of cleanliness in Campus, houses and neighborhoods and those students who do a good jobs are rewarded in Campus's anniversary Programs.

2. Students occasionally organize blood donation camps in order to perform voluntary service to the society.
3. Social work students provide voluntary services to the poor, needy and victims. They distributed stationary materials to such students.
4. By embracing a mission of educating students for the role of citizens and citizenship taking on greater responsibility to serve the community.
5. Students are taught for addressing society's problems in an informed manner, showing respect as well as dissent for laws, recognizing the difference between legally defined and culturally defined citizenship, engaging in an active process that goes beyond passive citizenship, establishing a balance between rights and responsibilities, understanding the concept of the common good and who defines it, recognizing the value and human dignity of each person etc.
6. Even some of the matters are included in the curriculum.
7. Scholarship schemes are available for deserving students.

For further details, please see Volume 2, Annex 60, Minutes of orientation programs, pp. 637-646; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding scholarship, pp. 1559-1562; Volume 2, Annex 62, Campus decision related social activities, pp. 650-656; Volume 2, Annex 63, Scholarship for students, pp. 657-664; Volume 2, Annex 64, CMC Decision for scholarship of Bidhya Nath Nepal, pp. 665-687; Volume 2, Annex 65, Prospectus 2021, pp. 668-687; Volume 4, Annex 150, Blood Donation Camps, pp. 1025-1026; Volume 4, Annex 153, Field visit programs and internships, pp. 1034-1042

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

Response

Campus has established a Discipline and ECA Committee in order to organize various disciplinary and extra- curricular activities for its students. The extra-curricular activities include sports, cultural programs, debates, quiz contests, etc. that help in all round development of the students. The following efforts made by Campus towards all-round personality development of the learners are as follows:

- a. Sports week is organized every year with the participation of students from different levels
- b. Debates, Quizzes, Essay writing, Speech Competition are organized in different period of time.
- c. Students have been writing their articles in the magazines, like "Aina" published by the students themselves
- d. ECA/CCA is frequently conducted for the students.

For further details, please see Volume 1, Annex 30, Campus Statute regarding responsibilities of ECA committee, pp. 470; Volume 2, Annex 67, Minute of Sports Committee, pp. 689-690; Volume 2, Annex 53, Curricular & ECA, pp. 603-604; Volume 2, Annex 68, The articles of students in the magazines "Aina", pp. 692-695; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 4, Annex 154, Sports Activities, pp. 1043- 1048

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

Response

First and foremost, every member in the campus whether it is a faculty or staff, or a student is abide by the code of conducts adopted by the rules and regulations of the campus. Similarly, the campus believes that the students should be given the moral and value based education. The campus itself and each department organize an orientation program for its new intake students and orient the students about discipline, punctuality, examination rules and regulations, and the method of learning. Similarly, each faculty of the campus encourages its students to apply moral and ethical values in life.

Campus has adopted the following practices to impart moral and ethical value based education

Campus has adopted the following practices to impart moral and ethical value based education

- a. Implementation of Code of Conduct of the Students,
- b. Placing moral quotations in libraries and other departments.
- c. Placing students' Charter for streamlining the students in right tract
- d. Provision of ethical clean-cheat before defending thesis and other academic reports. That is mentioned in code of conduct for the students.
- e. Launching short term moral and ethical courses in regular basis by concerned departments,

- f.** Conducting guest classes by experts and practitioners on the related theme.
- g.** Practice of reward and punishment system for ethical and unethical students.
- h.** Golden Rules for the students have been pasted on the wall of the college to give ethical values.
- i.** Provision related to Preparing Code of Conduct and Professional Ethics are mentioned in IQAC Directives

For further details, please see Volume 2, Annex 69, Code of Conduct of the Students, pp. 696- 702; Volume 2, Annex 70, Student Charter, pp. 703; Volume 1, Annex 13, Directives of IQAC, pp. 287-295; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 105, List and attendance of guest lectures, pp. 846- 847; ; Volume 1, Annex 30, Campus Statute, regarding the job description of academic committee, pp. 455-467; Volume 2, Annex 60, Minutes of orientation programs, pp. 637-646;

CRITERION 3: TEACHING LEARNING AND EVALUATION

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**

Response

While admitting the new graduates, KMC follows the combined methods of all aforementioned options.

While admitting the new graduates KMC follows the following procedures:

- a. As soon as University announces admission notice of each level, Campus publishes admission notice through notice in notice board, on website and other social networks, as well as through media(print and electronic) and banner.
- b. Student Counselling Centre assesses the academic records of the students.
- c. Student Counselling Centre briefly informs Campus's rules, regulations and disciplinary activities that the KMC graduates should follow in Campus.
- d. Those who get through the entrance test are permitted to face the interview in administration.
- e. For MBS students, they should appear in CMAT (Central Management Admission Test) examination conducted by Tribhuvan University, Faculty of Management, and office of the Dean. Those who pass CMAT, they can apply for admission within a limited time frame unless the quota is left. Programs in the semester system are evaluated on the basis of academic records, written entrance tests and personal interviews.
- f. Campus has well-defined Guidelines for Admission in Bachelor and Master Level.

For further details, please see Volume 1, Annex 47, Schedule of admission, exam and syllabus through advertisement , pp. 570-581; Volume 3, Annex 71, Campus notices for admission, pp. 707-708; Volume 3, Annex 72,

Minute of Students' Counselling, pp. 709-711; Volume 3, Annex 73, Notice of CMAT by TU, pp. 712- 717; Volume 3, Annex 74, Guidelines for Admission and Aptitude Test in Bachelor and Master Level and Question Format, pp. 718-728;;Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 75, Decision of taking aptitude test of the students & Library opening hours by IQAC, pp. 732-739;

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

Yes ☒

No ☐

If yes, cite examples.

Response

Yes, there are. At the time of admission, the Counseling committee provides counseling individually regarding the scope of the course as per the academic record and background. When new intake students get admitted into the desired academic programs, the campus organizes orientation programs to impart necessary information regarding the nature, objectives and contents of courses as well as academic programs. Usually, the elective courses are offered in second, third and fourth as well as semester onwards, so the students are given advice during their classes. Overall, the student counseling and extension committee looks after the case of assessing students' needs and aptitudes for selection of courses.

For further details, please see Volume 3, Annex 74, Guidelines for Admission and Aptitude Test in Bachelor and Master Level and Question Format, pp. 718-728; Volume 3, Annex 75, Decision of taking aptitude test of the students & Library opening hours by IQAC; pp. 732-739; Volume 2, Annex 60, Minutes of orientation programs, pp. 637-646;

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

Yes ☒

No ☐

If yes, cite examples (UGC or other supports received in this regard may be indicated).

Response

Yes, it does. Usually, remedial classes are conducted by the respective departments if students are weak. Such classes are conducted after the completion of regular classes and pre- board examination. In addition, when the regular classes are not completed during the session, the students, who are diagnosed to provide remedial classes, are called for such classes and for seminars even on Saturday and on holidays.

The students are also provided with extra courses for communication skills so that they can easily achieve the objectives of the courses. For that purpose, the campus has prepared a Basic English Language Course and other courses as non- credit courses.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Exam Committee, pp. 1550-1551; Volume 3, Annex 77, Minute of Internal Exam, Routine and Questions, pp. 744-759, Volume 3, Annex 76: Guidelines for Remedial Class, pp. 740-743; Volume 3, Annex 78, Minute of remedial classes, pp. 760-761; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 1, Annex 16, Conducting seminar for students, its minutes and photos, pp. 302-307; Volume 7, Annex 230, Minutes of Departments regarding the analysis of result, pp. 1368-1369; Volume 1, Annex 25, Non Credit Course, pp. 421-429;

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

Yes ☒ No ☐ If yes, gives details.

Response

Yes, the campus encourages its teachers to prepare lesson plans before entering into their classes. In principle, in Education Stream, lesson plans are taken as a part of their courses, so the lesson plans are mandatory because teachers have to teach their students about the lesson plans. In other academic programs, the teachers go to the classrooms with their teaching plans.

To encourage the teachers to prepare annual / semester plan, Campus has the following policy, plan and procedures:

- a. At first, the department prepares lesson plans for each subject and recommends IQAC for approval.

- b. When it is approved, then it goes for implementation. Then all teachers have an annual teaching plan.
- c. The Campus Academic Committee also facilitates for the preparation of the teaching plan and also monitors its execution.
- d. It is the mandatory work, and the duties and responsibilities are mentioned in Campus rules and regulations.
- e. It is the fundamental criteria of performance appraisal of the teachers.

For further details, please see Volume 3, Annex 79 Department's decision to submit the subject wise lesson plan to IQAC., pp. 762-763; Volume 3, Annex 78, Minute of remedial classes, pp. 760-761; ; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., Clause 10, pp. 1536- 1546; Volume 1, Annex 13, Directives of IQAC, pp.287 -295 Volume 9, Annex 253, Staff regulation , regarding performance appraisal, pp. 1500-1508; Volume 1, Annex 19, Performance appraisal, peer appraisal and student survey form, pp. 318-325; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 80, Format of Lesson Plan & annual Teaching Plan, pp. 764-766;

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

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

Response

Yes, the syllabus is mostly in harmony with the academic/ teaching calendar. But, sometimes, due to the frequent changes with the University calendar, the campus should adjust its academic calendar. For the harmonization of syllabus, Campus has been practicing the following procedures:

- a. Formulation of Academic Calendar matching with the Calendar of University,
- b. Annual Operation Calendar of Campus is separated as per the term wise exam date mentioned in Annual Operation Calendar,
- c. Annual Lesson Plan is prepared and divided to meet the course coverage during particular term,
- d. Daily/Weekly/Monthly lesson plan is prepared on the basis of term wise course coverage pattern.
- e. Campus has been conducting internal exams on the stipulated date and time.
- f. Certain time is allocated for consultation classes for revision of the curriculum.

- g. Finally, students participate in TU Board Exam.
- h. Specifically, the semester system courses need to keep up with the academic calendar otherwise the teachers would not complete the courses.

For further details, please see Volume 1, Annex 47, Schedule of admission, exam and syllabus through advertisement , pp. 570-579; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 1, Annex 46, Daily/ weekly and Term wise lesson plan, pp. 559-569; Volume 3, Annex 77, Minute of Internal Exam, Routine and Questions, pp. 744-759; Volume 3, Annex 78, Minute of remedial classes, pp. 760-761;

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

Response

Campus has been practicing a blended approach in teaching learning activities. It is defined as applying more than one method, strategy, technique or media in education. Today, due to the development of infrastructure of Internet networks and the access of most of the students, the Internet can be utilized along with traditional or conventional methods of teaching. To supplement the lecture methods, campus is applying the following procedures:

- a. Teaching activities have been conducted through Power Point Presentation,
- b. Classrooms are managed in an interactive setting.
- c. Provision of Multimedia projector in classrooms.
- d. Practicing case study analysis, Power Point presentation by students.
- e. By giving students an active task to complete in the classroom.
- f. Using a flipped learning approach, with pre-session, in-class and post-session tasks.
- g. Providing a watching or listening list to complement existing reading lists.
- h. Hiding part of the information to stimulate curiosity and discussion.
- i. Group discussion, problem-solving, discovery, peer learning approach. project work etc.

For further details, please see Volume 3, Annex 81, Teaching Activities with multimedia, pp. 767, Volume 1, Annex 42, Students Research Report, pp. 534-536; Volume 1, Annex 44, Decision of administration for conducting Online Class, pp. 550-556; Volume 9, Annex 258, Directives

for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding VMGO, 1534-1535; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, pp. 236- 271; Volume 3, Annex 83, Group discussion and peer learning, pp. 771;.Volume 8, Annex 252, Photos of Classroom, pp. 1481- 1482;

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

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

Response

Yes, KMC has provided facilities for audio-visual and other teaching aids by making projector and computers available to the respective faculties.

Campus has managed the following provisions for preparing audio-visuals and other teaching aids:

- a. Classrooms with multimedia facilities,
- b. Department room with multimedia facilities,
- c. Utilization of EMIS Software,
- d. Decisions of Campus Administration regarding the multimedia classroom setup.
- e. In the Faculty of Education, the teachers can use the computers that are available in each department or library or computer laboratories and produce audio visuals for teaching purposes.
- f. Similarly, the teachers can also produce other teaching aids such as posters, playcards, charts, etc. out of locally available materials.

For further details, please see Volume 3, Annex 69, Code of Conduct of the Students, pp.696-702; Volume 3, Annex 81, Teaching Activities with multimedia, pp. 767, Volume 3, Annex 84, Photo of Departments, pp. 772-773; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 9, Annex 262. Use of ICT for students, pp. 1591

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

Response

KMC has been following the same pattern for teaching and administrative duties and responsibilities for two years:

Teaching days per semester or per year against the requirement: - 48 days per semester or 160 days per year in an average for annual program

Working days per week against the requirement: -6 days

Workload per week (for full time teachers): -24 periods for Bachelor and 12 periods for Master's Degree

Workload per week (for part time teachers): 18 periods on an average.

Ratio of full-time teachers to part-time teachers: -53:47

Ratio of teaching staff to non-teaching staff: -87:13

Percentage of classes taught by full-time faculty: - approx. 54 Percentage

Number of visiting professors/practitioners: 7-10 per year.

For further details, please see Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 85, Minute of Campus Administration regarding Workload allocation, pp. 774-775; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, pp. 236- 271; Volume 3, Annex 86, Department minutes for conducting Guest Lecture class, pp. 776-777; Volume 3, Annex 87, Academic and ECA annual report of Deepshikha, pp. 778-781;

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

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

Yes ☒ No. If yes gives evidence.

Response

Orientation is often a mandatory part for the newly enrolled students, a rite of passage required to enter the hallowed halls of academia. It is their first official act. Through the Orientation Program, Students are oriented regarding: evaluation system, codes of conduct and other relevant institutional provisions and requirements. Orientation is a great chance to get to know other students, bond over awkward icebreakers, and learn about their new home together. Through orientation, students will learn about all the activities available in the campus. For this case, Campus is managing it by the following procedures:

(a)

- a. At first Campus Administration disseminates the information through the website, Facebook page, Instagram, SMS, and telephone about date, place, venue, and program menu.
- b. Organizes a detailed orientation program after admission and before class and provides necessary information incorporating these aforementioned items to the students.

- c. Each department organizes orientation programs for its new intake students to introduce them to the academic program, evaluation system, code of conducts, facilities available and other rules and regulations of the campus. Students take oath about discipline and code of conduct by the chief guest of the ceremony.
 - d. Thematic orientation by respective personnel's.
 - e. Students take oath about discipline and code of conduct by the chief guest of the ceremony.
- (b)** Yes, the evaluation method is also communicated to the students at the beginning academic session.

For further details, please see Volume 2, Annex 60, Minutes of orientation programs, pp. 637-646; Volume 3, Annex 88, Notice of Campus administration regarding Orientation, pp. 782-783; Volume 3, Annex 89, Program menu of Orientation Program, Slides & Website, pp. 784-786; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 2, Annex 69, Code of Conduct of the Students, pp. 696- 702;

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

Yes ☒ No ☐ If yes, give details

Response

Yes it does. The campus monitors the overall performance of its students periodically. The monitoring is done institutionally by the heads of each department, Academic Committee, Executive Committee and IQAC, concerned assistant campus chiefs and it is also done individually by the course teacher of each course. The individual teachers also keep their students' portfolio. Similarly, the department and the campus organize ECA, CCA such as Sports, quiz contests, debates, cultural programs, etc in order to improve the overall performance of the students.

Campus has made the provisions to measure the student's academic progress regularly. Periodic performance planning helps organizations to achieve its goals, as well as how it encourages employees to perform to their full potential. Like any other planning activity, the periodic performance plan of the students would have to be followed up by periodical monitoring and tracking activities. Campus has managed the following procedures for periodic performance evaluation of students:

- a. Evaluation through assignments,
- b. Conducting regular exams,
- c. By using classroom assessment techniques,
- d. Using concept maps.
- e. Using concept tests.
- f. Assessing group work.
- g. Conducting curricular quizzes.
- h. Using Informal Observation.
- i. Allowing for Self-Assessment.
- j. Providing Multiple Test Formats.

For further details, please see 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Exam Committee, pp. 1550-1551; Annex 77, Minute of Internal Exam, Routine and Questions, pp. 744-759; Volume 3, Annex 90, Photos of concept maps, quizzes , question of multiple choice, pp. 787; Volume 3, Annex 74, Guidelines for Admission and Aptitude Test in Bachelor and Master Level and Question Format, pp. 718-728; Volume 3, Annex 91, Student individual profile, pp. 788-790 ; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 104. Minute of quiz contest, speech contest, pp. 842-845; Volume 4, Annex 154, Sports Activities, pp. 1043- 1048;

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

Response

For the appointment of teaching faculty, Campus has made the well-managed system of recruitment policy and process. Recruitment process of Campus identifies the jobs vacancy, analyzes the job requirements, reviews the applications, screening, short listing and selecting the right candidate. At first, Campus Management Committee decides the vacancy by approving the recommendation report by the Executive Committee. Then, Campus Management Committee gives instruction to the Recruitment Committee for the recruitment process. And, finally Recruitment Committee recommends to the Management Committee for the appointment as per the rules of Campus. For this case, Campus follows the following procedures:

- a. First, Campus Executive Committee analyzes the need of faculty and recommends to the Campus Management Committee = This is self funded task
- b. Management Committee, if a report of the Executive Committee is approved, gives direction for the Recruitment Committee for the recruitment process = Self funded task.
- c. Teacher/Staff Recruitment Committee carries on the process as per the provision of Teacher/Staff Selection Directives.
- d. Then, the Recruitment Committee recommends it to the Campus Management Committee.
- e. After the decision of the Campus Management Committee, Campus Chief provides an appointment letter with a job contract, TOR and other necessary documents if required.

Vacancy Category	Operational Mechanism					
	Job advertise ment	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	√	√	√	√	√	√
Government Funded						
Any Other Category : a. b. c.						

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., Clause 11 (Ka to Gha), pp. 1545-1546; Volume 9, Annex 258, Directives for

Comprehensive Work Plan & Internal Working Mgmt of KMC., Clause 8 & 9, pp. 1539-1544; Volume 3, Annex 92, Minute of Administration for the recommendation of fulfilling required vacancy, pp. 791-794; Volume 3, Annex 93, Campus Management Committee's Decisions for required vacancy, pp. 795-797; Volume 3, Annex 94, Process, decision and recommendation of Recruitment Committee, pp. 798- 803; Volume 3, Annex 95, Minute of Recruitment Committee for short listing of candidate, pp. 804- 805, Volume 3, Annex 96, Selection process of candidates, pp. 806- 820; Volume 3, Annex 97, Decision of Campus Chief selection Committee, pp. 821- 822; Volume 3, Annex 98, CMC decision for the appointment of candidates recommended by recruitment committee, pp. 823-824; Volume 3; Annex 99, Appointment Letter, pp. 825-826; Volume 1, Annex 29, Job Description of faculties (Full Time + Part Time), pp. 447-448;

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

Response

In the past two years, the following staff has been recruited by the campus through the decision by the management committee.

Teaching staff recruited from the Year 2075 B.S. Baishakh To 2076 B.S. Falgun		
the same district it operates		from other districts
same institution	other institutions	
Year I: 0	Year I: 0	Year I: 0
Year II: 3	Year II: 0	Year II: 13

For further details, please see Volume 3, Annex 94, Process, decision and recommendation of Recruitment Committee, pp. 798- 803; Volume 3, Annex 95, Minute of Recruitment Committee for short listing of candidate, pp. 804- 805, Volume 3, Annex 96, Selection process of candidates, pp. 806- 820; Volume 3, Annex 97, Decision of Campus Chief selection Committee, pp. 821- 822; Volume 3, Annex 98, CMC decision for the

appointment of candidates recommended by recruitment committee, pp. 823-824; Volume 3; Annex 99, Appointment Letter, pp. 825-826; Volume 3, Annex 100, Academic Certificate of candidate passed from same institution, pp. 827- 831;

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)

Response

Campus has the legal provisions to manage the ad hoc teaching staff as per the need. This is done only for a particular reason or for a specific situation. The clause of that faculty will be of temporary appointment, which may be for a term or specific lectures. Hence, ad hoc appointment of Campus is an appointment for a short period. The appointment is made for an existing post for a short period of time – a month or more in lieu of the person rightfully eligible for manning the post. On return/ appointment of the eligible person, or with the lapse of time in the contract, the ad hoc faculty is automatically terminated. According to the Campus’s guidelines, an ad hoc appointment may be made “in case there is a sudden, unexpected and short vacancy, arising out of sudden sickness or death, on medical grounds (including maternity leave), abrupt leave or any other situation that may disrupt the normal process of teaching learning.” Similarly, other academic programs also invite visiting or guest faculty for lectures. For Instance, the Research Management Cell of the campus also invited Prof. Dr. Bal Chandra Mishra, Dr. Binod Nepal (Research Expert) , as a guest lectures. They lectured on the topic “Orientation on Research Proposal Writing and Pre- requisites fro Ph.D. Enrollment on 21 December 2021(2078/09/06 BS). to manage ad hoc faculties, Campus has the following provision:

- a. Budget has been allocated as per the existing periods/classes.
- b. If new classes will be added, the amount will be increased accordingly in the budget.
- c. There is the legal system of inviting guest / visiting lectures.

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832 -836; Volume 3, Annex 102, Class Routine of Ad.hoc teachers, pp. 837- 838; Volume 3, Annex 103,

Appointment Letter of Ad.hoc Teachers, pp. 839-841; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., Clause 8 (Tha), pp. 1543; Volume 9, Annex 253, Staff regulation Clause 8, pp. 1487-1488; Volume 3, Annex 105, List and attendance of guest lectures, pp. 846- 847; Volume 3, Annex 106, Attendance of students in the classroom, pp. 848; Volume 1, Annex 45, Academic calendar, pp. 557-558;

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

Yes / No if yes give details (0.5)

Response

Yes, the institution has provision and practice for inviting visiting/guest faculty on a regular basis. Usually KMC invites 7-10 visiting professors in a year.

For further details, please see Volume 3, Annex 107, Visiting Professors, pp. 849; Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , regarding RMC Budget pp. 834; Volume 9, Annex 261. Minute of RMC to invite guest lecturer & details of programs, pp. 1589-1590;

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

Response

Faculties of Campus frequently attend the seminars / Conference / Workshops as a participants or resource person or organizer. The following is the list for the same:

	Participants	Resource persons	Organizer
Institutional level	73	• Prof. Dr. Peshal Dahal • Prof. Dr. Ramesh Adhikari, • Dr. Mahendra Sapkota, • Prof. Dr. Jiban Kumar Bhattarai • Prof. Dr. Dilli Raj Sharma	Koteshwor Multiple Campus organized in 2079/02/13-14
National level		• Gaurav Bhattarai, Sedunath Dhakal	Kathmandu School of Law, Center of Advance Studies in South Asia (CASSA)
International level		• Sedunath Dhakal	Department of English Language & Literature, Premier University, Chhatogram, Bangladesh

For further details, please see Volume 3, Annex 108, Seminars / conferences / workshops, pp. 850-861; Volume 7, Annex 240, Approval of leave letter to attend the seminar; pp. 1412-1415;

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 Response

Yes, the campus has a provision to self- evaluate the overall performance of the faculty members. This self- evaluation is conducted by the respective faculties of respective departments. Likewise, the respective department manages the system of peer-evaluation of the faculties and supervision and evaluation will be done by head of department and campus chief respectively. The Performance Appraisal of faculties is to be conducted and supervised by the respective head of department and evaluated by the campus chief. Likewise, performance evaluation of head of departments, assistant campus chiefs is to be conducted by campus chief and evaluated by the CMC Chairperson. The performance appraisal of the Campus chief is conducted by a member of CMC and evaluated by the CMC Chairperson. Campus Management Committee has formed “ The Teachers’ Evaluation Unit” to evaluate the teachers’ performance in teaching, research and extension programs. The Teachers’ Evaluation Unit keeps the record of the results of each course for the academic programs to analyze the teachers’ performance. Similarly, the unit also distributes a faculty survey form to analyze the teachers’ involvement in research and extension programs such as national and international seminars, conferences or workshops and their expertise given to the outside society.

For further details, please see Volume 1, Annex 19, Performance appraisal, peer appraisal and student survey form, pp. 318-325; Volume 9, Annex 260. CMC decision for the appointment supervisor for performance evaluation of teachers, pp. 1586-1588;

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.

Besides Performance Appraisal System, Campus has been following other methods for performance appraisal of faculties. They are mentioned below:

- a. Research contributions are the most important measure with respect to faculty promotion and tenure decisions in Campus.
- b. Teaching effectiveness is another measuring rod to evaluate results. For this students’ satisfaction and result will be evaluated. Annually, Students’ Perception Survey forms have been collected from the students.
- c. Scholarly articles are also an important evaluation factor of faculties.
- d. Ratings by supervisors are the most common in practice and have been the subject of educational and behavioural competence.

- e. Rating by administration in terms of cooperative nature, dedication, accountable and responsible, effectiveness in work accomplishment etc.
- f. The Classroom Behavior Record through the Students' Perception Survey form in another important Criterion.
Campus is doing these things as per the following basis:
 - a. The basic reason for evaluation should be for the improvement of the instructional program.
 - b. Development of the program should start at the policy-making level, and the Concerned authority of Campus must establish the policy on a realistic basis with an understanding of both the strengths and the limitations of such a program.
 - c. Teachers should be consulted at an early stage of the planning and should have a voice in the development of the criteria and rationale.
 - d. The criteria for evaluation should be based upon the wide range of research that is currently available in the field of evaluation of teacher behavior.
 - e. Conferences between the evaluators and teachers are an essential part of the program.
 - f. Evaluations should be based on the findings of multiple raters.

For further details, please see Volume 3, Annex 110, Students' Perception Survey forms, pp. 864-865; Volume 1, Annex 19, Performance appraisal, peer appraisal and student survey form, pp. 318-325, Volume 3, Annex 111, Evaluation System of Research and Scholarly articles and contribution of this evaluation in performance appraisal, pp. 866- 867; Volume 3, Annex 112, RMC Minute & notice announcement for submitting for research writing and scholarly writing, pp. 868- 874; Volume 3, Annex 113, KMC English Journal, pp. 875-879;

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

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

Response

Yes, the campus has a mechanism to evaluate the students' institutional experience while in the campus. The feedback obtained from the students can be used in the future plan of the campus. Recently, the campus has conducted a tracer study of its graduates from 2020 to 2021. The study revealed that the campus needs to increase its facilities for its students. Similarly, campus needs to supply additional non-credit professional

courses to grab the job opportunities in the market. For this purpose, Campus has the following provisions:

- a. Campus has developed the forms for student evaluation on institutional experience.
- b. Campus has managed a system of annual student appraisal on the student.

For further details, please see Volume 3, Annex 110, Students' Perception Survey forms, pp. 864- 865; Volume 3, Annex 114, Notice to the student for the call for evaluation, pp 880- 882; Volume 3, Annex 115, Sample forms of Student evaluation on institution experience & Comprehensive analytical report of student evaluation on institution's experience, pp. 881 - 884; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272;

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

Yes ☒ No ☐ If yes, give details.

Response

Yes, the institution conducts refresher courses/ seminars / conferences/ symposia/ workshop programs for the faculty development. The following things have been doing by Campus:

- a. KMC organizes the interdisciplinary workshops on every last Friday of the month.
- b. KMC organizes seminar on Research and other Faculty Development Issues.
- c. These activities are also included in the five-year strategic plan.
- d. To conduct such seminars KMC has allocated the budget in annual budget.

For further details, please see Volume 3, Annex 108, Seminars / conferences / workshops, pp. 850-861; Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 Volume 3, Annex 117, Minute of interdisciplinary workshops, pp. 889- 890; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020 pp. 236- 271; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 1, Annex 9. HRD Plan; pp, 231- 235.

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

Response

Details of faculty development programs and the number of teachers who benefited out of them, during the last two years are as follows:

Faculty Development Programs

No. of Beneficiaries

- | | |
|---|----|
| a. Two-Day Research Methodology Seminar | 73 |
| b. Monthly Interdisciplinary Workshop | 30 |
| c. QAA workshop | 51 |
| d. One day Workshop on Research Methodology | 64 |
| e. One-Day Mini Research Seminar on Process and Procedures for Formatting Proposal and Report | 47 |
| f. One- Day Training for Ms Team Operation for conducting Virtual Classes and benefitted | 35 |
| g. One-Day Seminar on Research Methodology and Report Writing | 64 |
| h. One- Day Seminar on Mini Research Writing | |

Faculty Development Programs	No. of Beneficiaries
Mini Research Grants in 2021	4
Mini Research Grants in 2022	10
Study Leave for M.Phil.	2
Study Leave for Ph. D.	2

For further details, please see Volume 3, Annex 108, Seminars / conferences / workshops, pp. 850- 861; Volume 3, Annex 117, Minute of interdisciplinary workshops, pp. 889- 890; Volume 3, Annex 118, QAA Workshop, pp. 891- 892; Volume 1, Annex 44, Workshop cum training for MS teams operation, pp. 553- 554; Volume 3, Annex 119, VIVA presentation of Mini Research and collaborative research., pp. 893-896; Volume 3, Annex 120, One- Day Orientation on Project Work and Seminar, pp. 897.

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

Response

The following notable innovations are being practiced in Campus.

- a. Conducting Virtual Classes
- b. Slides for Presentation in teaching
- c. Students Presentation
- d. Reading Seminar
- e. Term Paper writing
- f. Guest Lectures
- g. Preparation of Academic reports

For further details, please see Volume 3, Annex 121, Sample of Slides prepared by teachers for teaching, pp. 898- 901; Volume 1, Annex 44, Decision of administration for conducting Online Class, pp. 550-556 , Volume 3, Annex 122, presentation, seminar and writing, pp. 902- 910; Volume 3, Annex 108, Seminars / conferences / workshops, pp. 850- 861; Volume 9, Annex 261. Minute of RMC to invite guest lecturer & details of programs, pp. 1589-1590;

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

Response

The national and international linkages established for teaching and research are:

- a. The institution's academic relationship with Tribhuvan University, University Grants Commission (UGC), Public Campus Association, among others at the national level.
- b. The relationship with Esperanto, an international language movement, at the international level.
- c. Faculties attending international conferences have helped to build the international linkages.

For further details, please see Volume 3, Annex 123, Academic relationship with Tribhuvan University, pp. 911- 915; Volume 3, Annex 124, Academic relationship with University Grants Commission (UGC), pp. 916- 917; Volume 3, Annex 125, Academic relationship with Public Campus Association, pp. 918- 919; Volume 3, Annex 126, The relationship

with Esperanto, an international language movement, pp. 920- 923;
Volume 3,
Annex 127, Faculties attending international conferences , pp. 924-925.

CRITERION 4: RESEARCH, CONSULTANCY AND EXTENSION

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

Response

Campus allocates its budget annually in its annual budget for research and research related works. The data of budget allocation for research and research related works for three Fiscal Years are as follow:

- a. For the fiscal year 2076/077 total budget is Rs. 4,37,92,300/- (four crore thirty seven lakh ninety two thousands and three hundreds only) and the allocated budget for research is Rs. 8,00,00 /- which is 1.83% of allocated budget.
- b. For the fiscal year 2077/078 total budget is Rs. 4,10,35,250/- (four crore ten lakhs thirty five thousands and two hundred fifty only) and allocated budget for research is Rs. Rs. 13,61,808/- which is 3.31% of total allocated budget.
- c. For the fiscal year 2078/079 total budget is Rs. 39,113,736.00/- (Three crore ninety one lakhs thirteen thousands and seven hundred thirty six only) and allocated budget for research is Rs. 1,800,000/- which is 4.60% of total allocated budget.

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832- 836; Volume 4, Annex 128, Budget Sheet for the fiscal year 2075/076, 76/77, pp. 927- 929; Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832- 836;

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

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

Response

Campus is promoting the research by the following ways:

Encouraging PG students

The PG students are encouraged to do project work such as thesis writing. Orientations on proposal and thesis writing are given to them. RMC has decided to provide Thesis Writing Grants for the best proposals of two

students (including one girl) from Campus's research budget each year that encourage the students to opt for thesis writing and project works.

Study Leave for Teacher

Campus has the legal provision for faculties about study Leave. Staff Regulation, 2020 Part 4 "Section 22. Study leave, states that in addition to the leave privileges now enjoyed by teachers in the Campus, they shall be entitled to study leave not exceeding one year paid leave and three years unpaid leave after five years of service. Such leave shall be granted as per the provision of Staff Regulation, 2020. According to this clause, many teachers are given study leave for their higher education such as M. Phil. and Ph. D. study. Similarly, teachers are provided per head Rs, 40,000/- as a seed money for mini- research works.

Teachers Provided with Seed Money

- a. Teachers are also provided seed money, for instance, remuneration is provided to the authors of the respective articles published in the Journal.
- b. There is the provision of a Research Committee. The detailed legal provisions are mentioned in Directives of the Comprehensive Work Plan, 2020.
- c. Adjustment in teaching load/schedule is done in coordination as per the lesson plans and as per the availability of teachers.

For further details, please see Volume 1, Annex 38, Formation of RMC by Management Committee, pp. 517- 519; Volume 3, Annex 122, presentation, seminar and writing, pp. 902- 910; Volume 4, Annex 129, study leave for teachers, pp. 930- 931; Volume 4, Annex 130, The appointment letter of Research Department head, pp. 932; Volume 4, Annex 131, Voucher for the faculties who wrote research article in Journal, pp. 933- 935; Volume 9, Annex 253, Staff regulation , regarding leave provision, clause 22 pp. 1492-1494; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. clause 12, pp. 1546-1548; Volume 4, Annex 132. KMC Rules for Managing Academic and ECA, 2022 pp. 936- 948; Volume 4, Annex 133, Minute of Administration and Five year Strategic Plan for teaching load adjustment, pp. 950-951; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, Regarding Human Resources, pp. 236-271; Volume 1, Annex 31, Minute of CMC regarding faculties' member receiving study leave for M. Phil. or Ph.D, pp. 475-477; Volume 2, Annex 57, Grants for Mini research and collaborative research., pp. 614-625;

Volume 2, Annex 61, RMC minute for providing Thesis Grants for two students, pp. 647-649; Volume 4, Annex 132. KMC Rules for Managing Academic and ECA, 2022, pp. 936-948;

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

Yes ☐ No ☒ If yes, give details

Response

No, The university does not allow these academic programs to run outside of respective Dean's offices.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding running PhD program, pp. 236-271;

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

Response

Campus has been conducting research works in Master Degree Program and Bachelor Programs too. For this purpose the following are the teachers who are active in research- guiding scholars, operating projects, publishing regularly.

Research -guiding faculties:

- **Management Faculty**
 - a. Total Faculties = 20
 - b. Research - guiding faculties =9
 - c. Percentage of teachers in active research-guiding scholar= 45 %
- **Education Faculty**
 - a. Total Faculties = 15
 - b. Research - guiding faculties =6
 - c. Percentage of teachers in active research-guiding scholar= 40 %
- **Humanities Faculty**
 - a. Total Faculties = 20
 - b. Research - guiding faculties =7
 - c. Percentage of teachers in active research-guiding scholar= 35%
- **Publishing Regularly = 15**

For further details, please see Volume 4, Volume 4, Annex 134, List of Teachers guiding thesis, pp. 952 - 953; Volume 4, Annex 135, List of

research papers of the teachers that were published in KMC Journal, pp. 954- 955; Volume 4, Annex 136, List of research scholars including research details, pp. 957-958, Volume 4, Annex 137, Department minute for assigning thesis guide, pp. 960.

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

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

Response

KMC hasn't been running the MPhil/ PhD programs so far but intends to run them in the near future if the university allows it to run outside of the respective Dean's Office.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding running PhD program, pp. 236-271;

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

Response

Not Applicable.

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

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

Response

Yes, the institution provides financial support to research students. The financial support is provided with the heading of "Thesis/ Project Report Writing Grants" given to 5 students each year. In addition to this, students

are provided grants in collaborative mini research that they should carry on this work along with the teachers.

For further details, please see Volume 1, Annex 20, KMC Aarthik Prashasan Samnbandhi Niyam-2077, regarding seed money for research, Clause 70, (4), pp. 376; Volume 1, Annex 12. RMC Guidelines, pp. 274-286; Volume 2, Annex 52, Annual Action Plan, pp. 591-602; Volume 4, Annex 132. KMC Rules for Managing Academic and ECA, 2022

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

Response

Yes, the campus has a provision to self- evaluate the overall performance of the faculty members. The self- evaluation of the faculty is conducted by the concerned department of the campus. The committee often forms a teachers' evaluation unit to evaluate the teachers' performance in teaching, research and extension programs. The teachers' evaluation unit keeps the record of the results of each course for the academic programs to analyze the teachers' performance. Similarly, the unit also distributes a faculty survey form to analyze the teachers' involvement in research and extension programs such as national and international seminars, conferences or workshops and their expertise given to the outside society.

For further details, please see Volume 3, Annex 112, RMC Minute & notice announcement for submitting for research writing and scholarly writing, pp. 868- 874; Volume 3, Annex 119, VIVA presentation of Mini Research and collaborative research., pp. 893-896; Volume 4, Volume 4, Annex 132. KMC Rules for Managing Academic and ECA, 2022 pp. 936-948; Volume 4, Annex 133, Minute of Administration and Five year Strategic Plan for teaching load adjustment, pp. 950-951; Volume 3, Annex 116. Mini Research, pp. 885-888;

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

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

Response

At present, there are no ongoing research projects funded by external agencies. We kindly anticipate the research projects from UGC to further improve the institutional capabilities.

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

Response

Yes, the campus has research and academic publications. Research Management Cell publishes peer- reviewed KMC journals (one in English version and next one is in Nepali version) every year.

For further details, please see Volume 1, Annex 41, KMC Nepali Journal, pp. 530- 533; Volume 3, Annex 113, KMC English Journal, pp. 875-879; Volume 7, Annex 233, House Journal Deepshikha, pp. 1375- 1381; Volume 1, Annex 43, Report of RMC& Report concerning to impact analysis, pp. 537- 549;

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

Yes ☒ No ☐ If yes, give details.

Response

- Campus has been offering a consultancy services as per the following :
- Provides regular feedback on the market trends, changes that may be beneficial to the institution especially for those who are entrepreneurs and yet they are our students.
- Campus has a Nodal Agency and Grievance Redress Mechanism Section which handles and responds to enquiries.

- d. Campus has Student Counselling, Feedback and Job Placement Committee which provides Consultancy Services in a regular basis for the students.
- e. Campus verifies students' academic, social and financial background and provides consultancy appropriately considering their need. Even, Campus plays crucial role for placing them in the suitable job available in the job market.
- f. Campus is working closely with different organizations. There is the MOU between Campus and Job providing Organizations. What sort of human resources are being opted by them? This will be the main concern for Campus and provides consultancy service accordingly for our students who meet such criteria.
- g. Campus has been arranging seminars frequently, especially for our stakeholders, for Consultancy services.
- h. Campus is planning to form a group of consultancy service including the persons of diverse competence for providing consultancy to the society in diverse sectors what they need.
- i. Campus has the provision for the same which has been included in Strategic Plan and annual plan.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding consultancy service, pp. 236-271, Volume 4, Annex 139, Seminar's Photo to provide feedback to the entrepreneurs, pp. 964- 965, Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Nodal Agency and Grievance Redress Mechanism Section, pp. 1555-1556; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding students counselling, feedback & job placement, pp. 1567-1568, Volume 4, Annex 141, Minutes of IQAC regarding the committee formation of Consultancy Group, pp. 991-993; Volume 4, Annex 142, Notice of consultancy group providing consultancy, pp. 994, Volume 4, Annex 138, Minute and photos of consultancy service related to tax system to community. pp. 961-963.

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

(0.5) Full-time ☒ **Part-time** ☐ **Additional charge** ☐

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

Response

- a. Yes, the campus has a designated person for extension activities. Mr. Nandi Keshar Nepal who is working as an assistant campus chief is appointed as Coordinator of the Extension Program Unit.

- b. Campus has a group of designated persons for extension activities. For this Campus has recently established KMC Extension Department including full timer faculties. Campus has been considering to carry on the following activities by the designated persons.
- c. Campus aims at the involvement mainly of graduate students on a voluntary basis in various activities of social service and national development which while making a contribution to socio-economic progress would also provide opportunities to the students to understand and appreciate the problems of the communities.
- d. Campus realizes that an extension task is further activity around the aims of a class but after it, often as homework. Extension tasks can provide more, or different, forms of practice. They can also make classroom learning more meaningful, as they give learners a chance to personalize language and content.
- e. An extension program is a department within a college that offers classes to local residents interested in learning new skills or information. Extension programs were designed to educate entire communities. Individuals who enroll in this kind of program take classes purely to advance their knowledge in a subject.
- f. BASW Students have been carrying out social works in different non-profit, humanitarian and social organizations. There is the MOU between Campus and such many organizations. The Extension Department of Campus is planning to involve other students too.

For further details, please see Volume 4, Annex 143, Decision of IQAC regarding the formation of the Extension Department and its function, pp. 995- 997; Volume 4, Annex 144, Curriculum designed to suit the demand of Society, pp. 998; Volume 2, Annex 59, MoU with different Banks, pp. 629- 636; Volume 4, Annex 145, MOU letters with different Social and Humanitarian Organizations, pp. 999- 1001; Volume 4, Annex 146, MoU with Boys and Girls Hostels, pp. 1002- 1009; Volume 4, Annex 147, MoU for First Aid Service, pp. 1010- 1015; Volume 4, Annex 148, Provisions regarding the Extension Department and its working procedures, pp. 1016- 1018, Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding extension activities, pp. 236- 271.

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 ☒

Response

Campus has recently established an Extension Department and through this department all the extension activities will be managed and continued properly.

For further details, please see Volume 4, Annex 149, Community Development Activities, pp. 1019-1024, Volume 4, Annex 150, Blood Donation Camps, pp. 1025- 1026; Volume 2, Annex 62, Campus decision related social activities, pp. 650-653; Volume 4, Annex 151, Awareness Program Conducted by KMC, pp. 1027- 1029; Volume 4, Annex 152, Sanitation Program, pp. 1030- 1033, Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832- 836; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding action plan, pp. 236- 271; Volume 1, Annex 45, Academic calendar, pp. 557-558;

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.

Response

Outreach programs of Campus are wonderful programs to help promote continuing education. By working with local high schools they can find young people who would not only benefit from the opportunity of higher education, but also appreciate it. By the help of Outreach Programs Campus not only increases its exposure to community kids, they will help the Campus to know where and what the needs are in the society. For this purpose, the following things are carried on by the Campus:

- a. Campus's extension Department joins with different activities with the community.
- b. Under the Extension Department, numerous clubs will run as per their objectives.
- c. The Extension Department is planning to start Mentoring Programs for kids in local schools so that they can interact with Campus's teachers who are directly involved in education classes. These students can benefit from counselling by the teachers of the Campus. As part of the project, the Extension Department assigns the project as their responsibility to identify

weaknesses in the school system as well as identify students who show the potential that would benefit from your outreach.

- d. Campus is planning to build strong relationships with high school guidance counselors. In most cases, it is the guidance counselor who is recommending kids for Campus's outreach program. They, in turn, are getting most of their information from the teachers. Get to know these counselors and talk with them monthly about ways in which their program can be improved.
- e. The Extension department is planning to hold some co-curricular and extra-curricular activities targeting some high schools.
- f. Campus is planning to conduct others Local Community related activities.

For further details, please see Volume 4, Annex 153, Field visit programs and internships, pp. 1034-1042 ; Volume 4, Annex 151, Awareness Program Conducted by KMC, pp. 1027- 1029; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832- 836;

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

Response

Yes, the campus encourages its teachers and students to participate in extension activities. These activities are conducted through Extension Programs Unit headed by Mr. Nandi Kesher Nepal, assistant Campus Chief.

The following are the strategies and approaches to manage for the same:

- a. By inculcating the spirit of voluntary work among students and teachers,
- b. Allowing for student collaboration work such as jigsaw strategy to involve them in extension activities.
- c. By giving students a task during your lessons.
- d. Giving students a choice in how they learn.

For further details, please see Volume 4, Annex 154, Sports Activities, pp. 1043- 1048; Volume 4, Annex 153, Field visit programs and internships, pp. 1034-1042. Volume 4, Annex 151, Awareness Program Conducted by KMC, pp. 1027- 1029; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding extension activities, pp. 236- 271;

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

Response

Yes, Campus has the planning to collaborate with NGO's and GO's and to work with them as per the similarity in mission between Campus and these Organizations. Campus's Extension Department will carry on the task.

For further details, please see Volume 4, Annex 153, Field visit programs and internships, pp. 1034- 1042, Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding extension activities, pp. 236- 271; Volume 4, Annex 145, MOU letters with different Social and Humanitarian Organizations, pp. 999- 1001,; Volume 4, Annex 146, MoU with Boys and Girls Hostels, pp. 1002- 1009; Volume 4, Annex 155, MoU with GO'S for using Open Space, pp. 1049- 1051; Volume 4, Annex 156, Contract MoU with NGOs /Go, pp. 1052- 1053.

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES

A. General Physical Infrastructure

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

Response

Yes, Campus has a Master Plan for the management of required physical infrastructures. And for further development and for upcoming days too, Campus has decided to prepare a Comprehensive Master Plan. Campus has been practicing the following concept as master plan till now, and has planned to formulate Comprehensive Master Plan for the future:

- a. Campus has recently prepared a masterplan to construct a new building inside the premises of campus. It is funded by the University Grants Commission.
- b. Campus New building, in Kathmandu Metropolitan City -32 Jadibuti, has been constructed by the financial support from Indian Embassy, and Technical and administrative support by District Coordination Committee, Kathmandu. Thus, Campus has a master plan for this Construction.
- c. Campus Compound Wall was constructed by financial support from the Provincial Government of Bagmati Province. The fund was allocated by the Government of Bagmati Province in the initiation of a Member of Provincial Assembly representing the Constituency where Campus has been located. And, this construction work was completed by Koteswori Multiple Campus, Compound Wall Construction Consumers' Committee. The overall monitoring task was accomplished by the Government of Bagmati Province, Ministry of Physical Infrastructure, and Office of the Urban Development and Building Construction. All the documents related to the master plan of construction have been attached herewith.
- d. Canteen ground floor was constructed by financial support from the Provincial Government of Bagmati Province. The fund was allocated by the Government of Bagmati Province in the initiation of a Member of Provincial Assembly representing the Constituency where Campus has been located. And, this construction work was completed by the Government of Bagmati Province, Ministry of Physical Infrastructure, Office of the Urban Development and Building Construction. All the documents related to the master plan of construction have been attached herewith.
- e. Pure Drinking Water Project is under construction by the financial support of Japanese Embassy in the initiation of Nepal- Japan Friendship Society

where the Chairperson of this Society is Mr. Lekhanath Ghimire, Member of Campus Management Committee (CMC). For this Construction the detailed master plan and decision of CMC has been attached.

- f. Canteen first floor, second floor and third floor has been constructed by Koteshwor Multiple Campus Canteen Building Construction Committee by the financial support from the members of Federal Assembly represented from this Election Constituency. The detail plan has been attached herewith.
- g. Furniture: desk benches, white boards were constructed by Campus Construction Committee. For this work, the financial support was contributed by the Government of Bagmati Province. The detailed plans have been attached herewith.
- h. The Construction Works of fifth floor has been decided by CMC and detail planning of engineering has been attached herewith.
- i. Administrative blocks for department rooms have been constructed by the charity of Mr. Nirmal and Kalyan Nepal, the Sons of Mr. Ram Babu Nepal, the chairperson of CMC. For this work the decision of CMC is attached herewith.

For further details, please see Volume 4, Annex 140 CMC Minute, Master plan of new building, pp 966-990, Volume 5, Annex 157, Campus Management Decisions regarding master plan and construction of New building , pp. 1055- 1079; Volume 5, Annex 158, Land demarcation letter of Manohara Land Pooling Project, pp. 1080-1084; Volume 5, Annex 159, Engineering Details of A-not Architectures n architects, pp. 1085-1088; Volume 5, Annex 160, Agreement between Office of the District Development Committee, Kathmandu and Shivako-Amar-Uchchakoti, pp. 1089-1091; Volume 5, Annex 161, Campus Building Ownership Letter Provided by District Coordination Committee (the then District Development Committee), pp. 1091; Volume 5, Annex 162, Minutes and engineer design of the Compound wall& Canteen Hall, pp. 1092- 1116; Volume 5, Annex 163, CMC decisions of making furniture & agreement letters with province and supplier for construction furniture and fixtures, pp. 1117- 1130; Volume 5, Annex 164, Decisions of CMC regarding construction of administrative block, pp. 1131- 1135.

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

Response

The existing as well as projected land use plans have clearly been explained in the strategic plan of the campus. Similarly, the campus has formed a committee named “ Construction and Maintenance Committee” that makes plans for the construction and maintenance of infrastructure. Recently, the campus has prepared a maintenance plan and is in implementation. Furthermore, Campus has set the following plan to meet the need of augmenting the infrastructure to keep pace with the academic growth:

- a. There will be Comprehensive Strategic plan which includes :
 - Priorities of the program,
 - Program expenditure and Funding Mechanism,
 - Sectoral programs,
 - Development of Information and Communication Technology,
 - Strengthening the institutional and regulatory environment,
 - Technical support for the programs
 - Investment Climate,
 - Funding Sources: Three-Tier Governments,
 - Increment in fund from internal regular sources,
 - Mobilization of Charity and donation ,
 - Individual and institutional donations,
 - Loans from a bank or other financial institution,
 - Government grants and grants from University Grants Commission etc.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, pp 236- 271; Volume 1, Annex 36, Formation of Maintenance committee, maintenance plan & Academic, financial and administrative Audit report documents which were submitted to UGC, pp. 485- 498; Volume 5, Annex 162, Minutes and engineer design of the Compound wall& Canteen Hall, pp. 1092- 1116, Volume 5, Annex 160, Agreement between Office of the District Development Committee, Kathmandu and Shivako-Amar-Uchchakoti, pp. 1089- 1090, Volume 1, Annex 30, Campus Statute, regarding legal provision of taking loans for financial institutions, pp. 453-454;

- b. What support facilities are available for conducting the education programmers in the institution?(0.5)**

Laboratory

Library√

Others√

Give details

Response

The support facilities are available in the campus in order to smoothly run its academic programs. Apart from library, the campus has managed hostels for boys and girls, audio library for blind students, indoor and outdoor space for sports, health center, cafeteria and meeting hall for conference etc. Furthermore:

- a. Library that opens eight hours a day , Audio-visual room, Computer Lab, Students' magazine, proper management EMIS, Library IT lab for common study for teachers and students.
- a. Proper grievances redress mechanism.
- b. Proper Provision of health, safety and environment management for the students,
- c. Merit and need- based scholarship facilities,
- d. Continuous counselling, Feedback and Job Placements.
- e. Hygienic Cafeteria etc.

For further details, please see Volume 5, Annex 166, Facilities available for conducting education Programs, pp. 1138- 1147; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding principles & policies, pp. 1532

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

Response

Yes, Campus has the clear provision for regular maintenance of its infrastructures. The schemes are as follows:

- a. There is the Construction and Development Fund for the regular maintenance of infrastructures.
- b. Campus has the Construction and Maintenance Consumers' Committee for the regular maintenance of infrastructures.
- c. Budget has been allocated for this purpose.

- d. For dismantling and selling as scrap, there is the clear-cut provision in Financial Administration Regulation, 2020.
- e. Maintenance plan

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding construction and maintenance consumer committee, pp 1571-1573; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding principles & policies, pp. 1532; Volume 1, Annex 20, KMC Aarthik Prashasan Samnbandhi Niyam-2077, construction & Development fund pp. 332-338, Volume 5, Annex 170, CMC decision for opening Maintenance Fund in Kumari Bank Ltd. , Branch office Koteswor, pp. 1159-1160; Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832- 836;

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

Response

Well, the institution has a plan to ensure optimum utilization of its infrastructure facilities. First, the campus runs its classes in three shifts: in the morning, day and evening so that the maximum number of students can benefit from its infrastructure facilities. Similarly promotion of education, skill development and extensions activities through the Extension Department. As far as possible, there should be a separate set of teaching and non- teaching staff. Teaching hours should be followed as per the scheme of studies of classes conducted in each shift and there should be a minimum gap of half an hour between both shifts. Prior permission will be obtained from Concerned University before commencement of classes in different shifts. Organizing Trainings and seminars frequently in holidays and during off sessions.

For further details, please see Volume 4, Annex 143, Decision of IQAC regarding the formation of the Extension Department and its function, pp. 995- 997; Volume 5, Annex 171, Decision of Academic Committee for conducting programs in different shifts, pp. 1161, Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding infrastructure facilities, pp. 236- 271;

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

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

Response

Yes, Campus is planning to encourage use of the academic facilities by external agencies by the following ways:

- a. Providing Chances to publish research articles of scholars of diverse discipline in Campus Journal,
- b. Giving chance to work in Campus by the educational psychologist,
- c. Providing chance to interact with the students by the speech and language therapist,
- d. Providing first aid service by medical personnel,
- e. Calligraphy training for the students by external agencies, and many more.

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding use of academic facilities by external agencies , pp. 236- 271; Volume 1, Annex 41, KMC Nepali Journal, pp. 530- 533; Volume 3, Annex 113, KMC English Journal, pp. 875-879; Volume 4, Annex 147, MoU for First Aid Service, pp. 1010- 1015; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Health, Safety and management committee, pp. 1557-1558; Volume 5, Annex 181, MoU Letter with calligraphist, pp. 1180- 1181;

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

Response

Various efforts have been made so far to keep the institution clear, green and pollution free.

- a. Dustbins have been kept to keep the institution clean.
- b. Plantation campaigns have been organized frequently.
- c. The institution has been conducting environmental campaigns and sanitation programs in different period of time with the participation of students and teachers
- d. The safe drinking water is made available to the students and teachers 5. The new project is under construction for the safe drinking water.

- e. The institution has established canteen to serve healthy and hygienic food to students and teachers.

For further details, please see Volume 5, Annex 173, Photos of dustbins in the campus premises as well as in classrooms & canteen , pp. 1164; Volume 4, Annex 151, Awareness Program Conducted by KMC, pp. 1027- 1029; Volume 4, Annex 152, Sanitation Program, pp. 1030- 1033; Volume 5, Annex 174, Photos of Safe Drinking water & details of safe drinking water project under construction, pp. 1165- 1169; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding monitoring mechanism, pp. 1538-1538;

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

Number of computer accessible to the students ☒

Computer accessible to the faculty ☒

Internet accessible to the faculty ☒

Response

There are computer facilities in the institution that are easily accessible to students and faculty. The number of computers accessible to students is 25. Similarly, 20 computers are installed in the Library IT Lab for the students which are easily accessible to the students. Computers accessible to faculty are 15. The Internet is always accessible to faculty but to the students only during their computer classes.

For further details, please see Volume 5, Annex 166, Facilities available for conducting education Programs, pp. 1142; Volume 5, Annex 176, Photos of computer in department rooms for faculties, pp. 1172; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding computer facilities , pp. 236- 271;

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

Response

The working hours of the computer centre is limited to the computer practical classes conducted in different academic sessions and during computer practical examinations and its access on holiday and off hours depends on the activities of Research Department and while peer-

reviewing and compiling the journal articles by checking plagiarism, fact-checking through computer applications. The working hour for the computers used by staff is 8 hours per day, while the computer used by students is 6 hours per week. Also, we are planning to develop standard Operating procedure incorporating code of ethics, security system and way of using the computers and its peripherals in the lab.

For further details, please see Volume 5, Annex 166, Facilities available for conducting education Programs, pp. 1142; Volume 5, Annex 176, Photos of computer in department rooms for faculties, pp. 1172

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

Response

The following Departments and sections have their own computers:

- a. 6 academic departments have their own computer with internet facilities.
- b. Research Department has its own Computer with internet facilities.
- c. Campus Chief Room has Computer with internet facility and printer.
- d. Assistant Campus Chiefs room has Computers with internet facilities.
- e. General Administration Department, Educational Administration Department, Financial Administration Department, Library and Laboratory Management Department have their computers of their own with internet facilities.
- f. EMIS Department manages the requirement of computers and printers.

For further details, please see Volume 5, Annex 166, Facilities available for conducting education Programs, pp. 1142; Volume 5, Annex 176, Photos of computer in department rooms for faculties, pp. 1172

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

Response

Yes, the institution has the provisions of the internet and other facilities including the E-attendance system. Similarly, the Campus has the facilities of CCTV as Surveillance Equipment.

For further details, please see Volume 5, Annex 177, Documents of internet facilities, pp. 1173- 1175; Volume 5, Annex 178, E- attendance

Machine, pp. 1176- 1177; Volume 5, Annex 179, Conducting online classes from Zoom and MS teams, pp. 1178; Volume 5, Annex 180, CCTV Surveillance, pp. 1179;

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

Response

Computer Aided Learning is an integrative technology, which describes an educational environment where a computer program is used to assist the user in learning a particular subject. It refers to an overall integrated approach of instructional methods. From this computer aided learning the following output has been assessed:

1. Students may have the option to select learning materials that meets their level of knowledge and interest. Students can study anywhere they have access to a computer and Internet connection. Self-paced learning modules allow students to work at their own pace.
2. Using images, video and animations alongside a text stimulates the brain. Student attention and retention increase. Under these circumstances, in a multimedia learning environment, students can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

For further details, please see Volume 1, Annex 44, Decision of administration for conducting Online Class, pp. 550-556; Volume 3, Annex 121, Sample of Slides prepared by teachers for teaching, pp. 898-901;

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

Response

Yes, there are provisions for maintaining and updating the computer facilities by taking help of computer technicians at the need of hour. The contract with the computer technician has been attached. MoU with Mitra ERP Solution for regular maintenance. For this reason, the annual maintenance fee has been paid.

For further details, please see Volume 5, Annex 182, MoU agreements with the Suppliers/service providers, pp. 1183-1186; Volume 5, Annex 183, Photos of maintenance work by technician, pp. 1187; Volume 5, Annex 184, Minutes of IQAC for doing agreement with service providers, pp. 1188- 1189; Volume 5, Annex 167, Annual Maintenance Bill of Mitra ERP Solution, pp. 1148-1150;

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

Response

Upto now Campus has not been using the services of inter-university facilities. But, IQAC has decided to implement it very soon. Thus, it is in our short term plan which is included in Five year strategic planning.

For further details, please see Volume 5, Annex 185, Minute of IQAC regarding the use of the services of inter-university facilities, pp. 1190-1191; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding Inter-university facilities , pp.236- 271;

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

Response

Yes, there are different health services available to the students, teachers and other staff by providing first aid services; through the Red Cross office inside the campus premises itself. And, medical personnel are managed under the health, safety and environment management Committee. Beds for sick rooms are available.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC. regarding Health, Safety and management committee, pp. 1557-1558; Volume 4, Annex 147, MoU for First Aid Service, 1010- 1015; Volume 5, Annex 164, Decisions of CMC regarding construction of administrative block, pp. 1135; Volume 5, Annex 186, Photo of First Aid Service and Health Department, pp. 1192;

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

Response

Campus has managed the following physical and infrastructural facilities for the sports and physical education:

- a. For Volleyball, Basketball, TT space is available in Campus Premises,
- b. For Football there is the Open Space nearby Campus and to use this open space, permission is obtained by Local Government. Even to conduct a football match, there is the MoU with Futsal nearby College Premises.
- c. Other spaces and sports related works will be incorporated in the Comprehensive Master Plan.

For further details, please see Volume 4, Annex 154, Sports Activities, pp. 1043- 1048; Volume 4, Annex 155, MoU with GO'S for using Open Space, pp. 1049- 1051; Volume 4, Annex 145, MOU letters with different Social and Humanitarian Organizations, pp. 999- 1001;

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

Response

The campus gives certain amounts as incentives to outstanding sports persons. This incentive is given to the teams who participate in the local or national sports tournaments and represent the institutions. Similarly, many student players have taken part in local and national sport competitions.

The incentives given to outstanding sports persons are as follows:

Medal

Certificates

Prizes

Felicitations

The written decision has been mentioned in the minute of the Annual Sports Program Organizing Committee

For further details, please see Volume 5, Annex 187, Photos of providing medal, certificates, prizes & felicitations, pp. 1193- 1194; Volume 5, Annex 188, Minutes of Sports Committee, 1195- 1197;

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

	Participation of Students	Outcomes
District	2	
National	1	
International	1	Guinness Book Record

Response

The Details of the student participation during last year at different levels are as follow

- a. Students Participated in International competition i.e. one leg in handle and another leg in shoulder and one hand in handle and another hand carrying National Flag ,by doing this ,students achieved Guinness World Record.
- b. Students participated in Kathmandu District wise Inter-Campus Football Tournament organized by Bridgewater Internal College from Dec.15, 2019 to Dec.28, 2019 AD.
- c. Students participated in Nationwide Inter- College Football Tournament from B.S. 2076/05/26 and onward jointly organized by Manohara Integrated Youth Club and Planning Boys' United.
- d. Students Participation in District wise Football Tournament Organized by FSU Sanothimi Campus, Bhaktapur.

For further details, please see Volume 5, Annex 187, Photos of providing medal, certificates, prizes & felicitation, pp. 1193- 1194; Volume 5, Annex 189, The documents related to Guinness World Record, pp. 1198;Volume 5, Annex 190, Documents regarding football tournament, pp. 1199-1201;

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

Response

Hostels provide the best atmosphere for study. If students enjoy the hostel life in different ways, they also work very hard when the time comes for it. Hostel life tends to develop a healthy competition and mutual cooperation among hostellers. It is also beneficial for the students from remote areas. Campus hostel assures the safety, hygiene and favourable environment for reading. For providing hostel facilities, Campus has managed the following provisions:

- a. For boys, Campus has managed hostel facilities in Himalaya Boy's Hostel, quite nearer from Campus Premises. The MoU between campus

and the proprietor of Himalaya Boy's Hostel has been signed and the hostel facility is being utilized by the students.

- b. For girls, Campus has managed hostel facilities in Blue Paradise Girls' Hostel, quite nearer from Campus Premises. The MoU between campus and the proprietor of Blue Paradise Girls' Hostel has been signed and the hostel facility is being utilized by the students.

For further details, please see Volume 5, Annex 184, Minutes of IQAC for doing agreement with service providers, pp. 1188- 1189; Volume 4, Annex 146, MoU with Boys and Girls Hostels, pp. 1002- 1009; Volume 5, Annex 191, The Photo of Boy's and Girls' Hostel, pp. 1203- 1204;

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

Response

The campus provides the facilities of drinking water and toilets for its teachers, students, non-teaching staff and visitors. The toilets are available in different locations easily accessible to males and females separately. The campus has two types of water supply: one type is the main water supply provided by the municipality and another type is the deep boring water supply managed by the campus itself. The students, teachers and non-teaching staff are provided with clean drinking water while they are in the campus. Furthermore

- a. Provision of hot and cold drinking facilities.
- b. Grand project is under construction.
- c. Kathmandu Upatyaka Khanepani Ltd. is going to provide Melamchi Drinking Water.
- d. Local Government prioritizes supplying pure drinking water facilities.
- e. Main building 8 toilets for girls and 8 toilets for boys with spacious areas to support many numbers at a time.
- f. 2 toilets for boys and 2 toilets for girls in the canteen building.
- g. Separate toilets for boys and girls are being constructed in under construction building.

For further details, please see Volume 5, Annex 174, Photos of Safe Drinking water & details of safe drinking water project under construction, pp. 1165- 1169; Volume 5, Annex 192, Boys and Girls Toilet, pp. 1205- 1207; Volume 5, Annex 193, Drawing and design of girls' and boys' toilets in Canteen building, pp. 1206- 1207;

B. Library as a Learning Resource

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

On working days 9 On holidays 3

Prior to examinations 9

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

Yes ☒ No

Response

The working hours of the library are 9 hours per day. The library is open during the holidays and prior to examinations as well.

Yes, the library provides open-access to students as per the recent decision of the IQAC. In the open access, students can read journals, newspapers, magazines, among others.

For further details, please see Volume 5, Annex 195, Photo of IT Lab, pp. 1210- 1211; Annex 194, Decision of CMC for operating Library, pp. 1208- 1209; Volume 3, Annex 75, Decision of taking aptitude test of the students & Library opening hours by IQAC, pp. 732- 737; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding Library & Laboratory Management committee, pp. 1563-1566

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

Response

Books: 9522 (NOTE: Although the number of books is small in relation to the total number of students, the campus is planning to increase the number of books with the help of Asia Foundation, to which the campus has already submitted its application for providing books) .

Current Journal: 20

1. Nepalese : 20
- Foreign: 0
- Magazines: 2
- Rference Books: 1700
- Refereed Journals: 7
- Back Volumes of Journals 9
- E-Information Resources: *KMC Peer-reviewed Research Journal* available online

- CD of KMC Peer-reviewed Research Journal, we are planning to manage online subscription of at least five international journals.
- Online Journals: KMC Peer-reviewed Research Journal available online, NEPJOL, Proquest
- AV Resources
- Special Collection: Old Book Collection.

For further details, please see Volume 5, Annex 195, Photo of IT Lab, pp. 1210- 1211; Volume 5, Annex 196, Systematic record of all the collections in Accession Register, pp. 1212- 1213; Volume 5, Annex 197, Online record keeping system through the Library Management software, Erasoft Solution, ERP, pp. 1214; Volume 5, Annex 202, Bills of Book library books purchase, pp. 1224 - 1225; Volume 5, Annex 169 MoU with TU Central Library for using online library, pp. 1154-1157;

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

Response

	The year before last		The year before	
	Number 2077	Total cost	Number 2078	Total cost
i. Text books	582	Rs. 49008.00	532	Rs. 306725.00/-
ii. Other books	52		55	
iii. Journals/periodicals	0		0	
Any others	-	-	-	-

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832 -836; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding Library & Laboratory Management committee, pp. 1563-1566; Volume 5, Annex 198, Minutes of Library Management Committee, pp. 1215- 1217; Volume 5, Annex 195, Photo of IT Lab, pp. 1210- 1211; Volume 5, Annex 196, Systematic record of all the collections in Accession Register, pp. 1212- 1213;

84. Mention (1)

- a. Total carpet area of the institution library (in sq.mts.) (0.25)
[737 square feet]
- b. Total number of departmental libraries (0.25)
[1]
- c. Seating capacity of the Library (0.25)
[50]
- d. Open student access to library (0.25)
[20]

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832 -836; Volume 5, Annex 199, Photo of Library, pp. 1218; Volume 5, Annex 200, Decision of IQAC Committee for purchasing Carpets, furniture and fixtures, pp. 1219- 1222;

85. Give the organizational structure of the library. (0.5)**(i) Total number of staff (0.3)****Responses**

- a. Right now there are two staff members in the Library.
- b. Professionals (List with qualifications) = One staff academically trained in library science
- c. Semi-professionals: who have attended the special training program on library management

(ii) Library advisory committee (0.2), Give details

- a. There is the Library and Laboratory Management Committee.
- b. The detailed organizational Chart of the Library is mentioned in Campus's Organizational Chart.
- c. The head of the Library Section is the member in the Library and Laboratory Management Committee.

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832 -836; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding Library & Laboratory Management committee, pp. 1563-1566; Volume 5, Annex 198, Minutes of Library Management Committee, pp. 1215-1217; Volume 5, Annex 201, Organograms of Library, pp. 1223, Volume 5, Annex 175. Minute of CMC regarding the approval of the Organogram and Library Advisory Committee, pp. 1170-1170;

86. Staff development programs for library (0.5)

Response

- a. Refresher/orientation courses attended✓
 - b. Workshops/Seminars/Conferences attended✓
 - c. Other special training programs attended✓
- Along with orientation courses and special training programs, the two librarians have attended workshops on library science.

For further details, please see Volume 5, Annex 202, Bills of Book library books purchase, pp. 1224 - 1225; Volume 5, Annex 203, Details of workshop on Library Science., pp. 1226; Volume 1, Annex 45, Academic calendar, pp. 557-558; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding training to library staff, pp. 236- 271;

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 -----

Response

Yes, Library Functions are fully automated. The name of the software is Mitra ERP (EMIS), Erasoft Solution Pvt. Ltd.

For further details, please see Volume 5, Annex 204, MoU Letter with Erasoft Solution Pvt. Ltd. for Mitra ERP EMIS, pp. 1227- 1231; Volume 5, Annex 205, Photo of inaugural of library automated system by the then Chairperson of CMC, pp. 1232- 1234; Annex 206, List of automatically generated list of library resources, pp. 1235; Volume 5, Annex 198, Minutes of Library Management Committee, pp. 1215- 1217;

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

Response

The total budget for the fiscal year 2079/080 is Rs. 54,063,664.00 and the allocated budget for library is 11,00,000.00. The percentage of library

budget in relation to the total budget of the institution is 2.03 percent annually that includes software expenses related to the library.

For further details, please see Volume 3, Annex 101, Annual Budget of Campus for the F.Y 2079/080 , pp. 832 -836; Volume 5, Annex 198, Minutes of Library Management Committee, pp. 1215- 1217;

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

- a. Circulation Services ☒
- b. Maintenance services ☒
- c. Reference/referral service ☒
- d. Information display and notification services
- e. Photocopying and printing services ☒
- f. User Orientation/Information Literacy ☒
- g. Internet/ Computer Access ☒
- h. Inter-Library Loan services
- i. Networking services ☒
- a. Power Backup facility ☒

For further details, please see Volume 5, Annex 207, Online catalogue, pp. 1236; Volume 5, Annex 208, Photo of Photocopy machine pp. 1237; Volume 5, Annex 209, Photo of generator for power backup, pp. 1238; Volume 5, Annex 198, Minutes of Library Management Committee, pp. 1215- 1217; Volume 5, Annex 201, Organograms of Library, pp. 1223; Volume 5, Annex 199, Photo of Library, pp. 1218; Volume 5, Annex 172, Photo of Central Networking System, pp. 1162;

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

Response

- a. Average number of books issued/returned per day. [11.2/4.93]
- b. Average no. of users visited / Documents consulted per month [450/50]
- c. Please furnish the information on no. of Log- ins in to the
- d. E-Library Services/E- Documents delivered per month.
- e. Ratio of Library books to number of students enrolled [11224/2578]

For further details, please see Volume 5, Annex 210, Online record of issue and return, pp. 1239-1240; Volume 2, Annex 56, Visitor Log Books, pp. 610- 613; Volume 9, Annex 259, Admitted student list for academic year 2077, 207, pp. 1584 - 1585

CRITERION 6: STUDENT SUPPORT AND GUIDANCE

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

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

Response

Level	Admitted Students	No. of students appearing for exam in 2077	Passed Students	% of students appearing for the exam	Drop Out rate
Bachelors (Including BBS, B.Ed. BA of four years) in 2077	2475	1843	842	37.36	34.26%
Masters	76	72	43	94.73%	5.2%
Progression to further study from Bachelors to Masters	26 students in academic year 2079				

Progression to further study from Bachelor to Master Level: 5 Students.

Upto now Campus is running MBS Program Only. So, the details of BBS passed from KMC progression to further study to MBS is given above

Prominent Positions held by alumni:

Alumni association is effective for the development of the Campus. Most of the prominent positions are held by the teachers of this campus since they completed their bachelor or (the then PCL) levels from this campus. The chairperson of Alumni Association has completed his Proficiency and Bachelor Level form this Campus. The vice-chairperson has completed

his proficiency level from this campus and now he is the lecturer in the same Campus. As a stakeholder of the Campus, there is the representation of Alumni in all committees of the Campus such as Campus Assembly, IQAC, Extension Department, Tracer Study and so on to ensure participation in policy formulation and execution.

For further details, please see Volume 6, Annex 211, No. of regular students appearing in exam and passed students record, pp. 1242 - 1248; Volume 6, Annex 212, Result analysis report of department, pp. 1253 - 1267; Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding formation of Alumni, pp. 1576-1578; Volume 6, Annex 215, Alumni Statute, pp. 1275- 1279; Volume 1, Annex 37, Academic Audit Report, pp. 499- 516;

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

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

Response

The number of students who have passed the following examinations in last five years has been listed below:

Nepal Civil Services Commission: 20

- a. Other employment related examinations: 30
- b. International Level Entrance Examination: 12
- c. Others: 57

For further details, please see Volume 6, Annex 216, Employment Information of Graduates, pp. 1294- 1302; Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272;

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)

Response

Yes Koteswor Multiple Campus has been publishing its updated prospectus annually. The Contents of the prospectus are as follow:

1. Cover Page showing Buildings, Programmes, Location, Year, Phone no.
2. First Page: Message from Chairman and Campus Chiefs.
3. Second page: Introduction of Campus, Vision, Mission along with photos
4. Third and fourth page: information related to library, computer lab, hotel management lab, examination, human resources as well as photos to respective topics,
5. Fifth and sixth page : messages from assistant campus chiefs and photos of different programs
6. Other pages: glimpse of sports week, course offered, scholarship criteria, fee structures, Photos of Campus Management Committee, list of Faculties etc.

For further details, please see Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 2, Annex 65, Prospectus 2021, pp. 668- 687;

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

Response

- a. Students of this campus get financial aid as per the following :
- b. Merit and need-based scholarship from Campus for more than ten percentage students.
- c. Bishwombhar Bhattarai Scholarship for Bachelor first year student who scored highest marks in Economics in NEB Board Exam.
- d. Bidhyanath Nepal Scholarship Award for students of Bachelor Humanities and Social Sciences who scored highest marks in TU exam among the students of KMC.
- e. Diwakar Rimal Scholarship Award for campus Topper among all Bachelor students in T.U exam.
- f. Scholarship is granted for needy students as per the recommendation of Local Government, Kathmandu-32 Ward Office and Concerned Local Government of the respective students.
- g. Students also get scholarships from the students' financial fund of governmental agencies.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding scholarship, pp. 1559-1562; Volume 2, Annex 63, Scholarship for students, pp. 657- 664; Volume 2, Annex 64, CMC Decision for scholarship of Bidhya Nath Nepal, pp. 665- 667; Volume 6, Annex 217,

Prospectus 2022, pp. 1303- 1326; Volume 6, Annex 218, List of Students receiving Scholarship Award, pp. 1327- 1334; Volume 6, Annex 219, List of students receiving scholarship due to the recommendation letters of their respective local government, pp. 1335- 1340;

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

The numbers of students who have received financial aid during last two years are as follows.

Financial Aid	Year Before Last Year (2077 B.S.)	Year Before Year (2078 B.S.)
Merit scholarship	91	104
Merit cum means	37	45
Any others	-	-
• Bishwombhar Bhattarai Scholarship	1	1
• Bidhyanath Nepal Scholarship	1	1
• Diwakar Rimal Scholarship Award		
• Scholarship due to the recommendation letters of their respective local government,	1	1
• Scholarship from student scholarship fund, a governmental agency,	0	1

For further details, please see Volume 2, Annex 63, Scholarship for students, pp. 657- 664; Volume 2, Annex 64, CMC Decision for scholarship of Bidhya Nath Nepal, pp. 665- 667 Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 6, Annex 218, List of Students

receiving Scholarship Award, pp. 1327- 1334; Volume 6, Annex 219, List of students receiving scholarship due to the recommendation letters of their respective local government, pp. 1335- 1340;

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

- i. Employment cell: ☒ Role:**
- ii. Placement officer: ☒ Role:**

Response

Campus has an employment cell and a placement officer who offers career counselling to students. For this the following provisions have been managed:

- a. There is the provision of Student Counselling, Feedback and Job Placement Committee in Campus.
- b. MoU with different Organizations for Job Placement,
- c. Regular Counselling and Feedback.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding students counselling, feedback and job placement committee, pp. 1567- 1568; Volume 2, Annex 59, MoU with different Banks, pp. 629- 636; Volume 3, Annex 72, Minute of Students' Counselling, pp. 709- 711;

97. Do teachers participate in academic and personal counseling? (0.5)
Yes ☒ No ☐ If yes, give details as to how they are involved.

Response

- a. Yes, the teachers have been participating in academic and personal counseling.
- b. Campus has the formal Counselling Mechanism Under IQAC,
- c. IQAC forms a committee, if necessary, academic and personal counselling to the students,
- d. The guidelines have been prepared for this.

For further details, please see Volume 6, Annex 220, Decision of IQAC for assigning the teachers a duty of academic and personal counselling, pp. 1341- 1342, Volume 6, Annex 221, Guidelines for teachers for academic and career counselling, pp. 1343- 1344; Volume 9, Annex 258,

Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding students counselling, feedback and job placement committee, pp. 1567-1568;

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

Response

The list of employed through placement service during the last year is as follow:

	UG students	PG students	Research scholars
i. Local firms/companies	5	3	
ii. International firms/companies			
iii. Government	0		
iv. Public (semi-government) sector	2	1	
v. Private sector	3	2	

For further details, please see Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272; Volume 6, Annex 216, Employment Information of Graduates, pp. 1294- 1302; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding students counselling, feedback and job placement committee, pp. 1567-1568;

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

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

Response

The Employment Cell has been motivating the students for self-employment through entrepreneurship. Some of the students have started their own business as self-employment, for example, setting up a photo studio.

For further details, please see Volume 6, Annex 213, Report of Tracer Study, pp. 1268- 1272; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding students counselling, feedback and job placement committee, pp. 1567-1568;;Volume 6, Annex 222, Details of Self - Motivated Students, pp. 1346;

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

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

Response

Yes, Koteswor multiple campus has an Alumni Association. This association is working as per the rules and regulation of Statute of KMC Alumni.

For further details, please see Volume 6, Annex 223, Notice Published in Kantipur Daily for formation of KMC Alumni Association, pp. 1347. Volume 6, Annex 224, Minutes of KMC Alumni, pp. 1348- 1353; Volume 6, Annex 215, Alumni Statute, pp. 1275- 1279;

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

Response

- a. The policies and criteria of admission are made clear to prospective students by the following ways :
- b. Campus updates student prospectus annually.

- c. Admission notice is circulated through the website, notice board, social media, bannering and other means of mass media for advertisements.

For further details, please see Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 2, Annex 65, Prospectus 2021, pp. 668- 687; Volume 1, Annex 47, Schedule of admission, exam and syllabus through advertisement , pp. 570-571; Volume 3, Annex 71, Campus notices for admission through different medias, pp. 707 - 708; Volume 6, Annex 225, Admission Policy of Campus, pp. 1354- 1355;

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

Response

KMC has certain policy with regard to international students, they are as follow:

- KMC requires equivalent letters of all testimonials from Curriculum Development Centre,
- Passport with student visa is necessary,
- Accommodation address and contact number,
- Foreign students have to pay double the fee for registration in TU than the native students.

For further details, please see Volume 6, Annex 226, Guidelines for the Admission Procedure for Foreign Students, pp. 1356- 1361;

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

International student service office ☐	Special accommodation ☒
Induction courses ☐	Socio-cultural activities ☒
Welfare program ☒	Policy clearance ☒
Visa Support ☒	

Response

KMC has its defined guidelines. If any student will enroll in KMC, they will be granted by the following support:

- Special Accommodation Service,
- Some welfare Programs,
- Socio-Cultural Activities etc.

For further details, please see Volume 6, Annex 227, Decision of IQAC regarding support facilities for International Students., pp. 1362- 1363; Volume 6, Annex 226, Guidelines for the Admission Procedure for Foreign Students, pp. 1356- 1361; Volume 4, Annex 146, MoU with Boys and Girls Hostels, pp. 1002- 1009;

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

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

Response

The recreational/ leisure time facilities available to students are:

Indoor games, Outdoor games, Student Magazines, Cultural Program, Audio-video facilities

For further details, please see Volume 4, Annex 154, Sports Activities, pp. 1043- 1048; Volume 2, Annex 68, The articles of students in the magazines “Aina”, pp. 692- 695, Volume 6, Annex 228, Cultural Programs, pp. 1364, Volume 5, Annex 187, Photos of providing medal, certificates, prizes & felicitation, pp. 1193 - 1194, Volume 1, Annex 45, Academic calendar, pp. 557- 558

CRITERION 7: INFORMATION SYSTEM

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

Yes ☒ (2) No (0) If yes, mention how the cell works along with its compositions?

Response

Yes, Koteswor Multiple has the provision of analyzing and recording data. The Provision is as follows:

1. Campus has duly formed EMIS Cell which keeps the record,
2. Campus has IQAC Committee which analyzes the data and takes necessary steps for further improvement,
3. Concerned Department analyzes the various academic data.
4. There is an Examination Committee to collect the data.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding EMIS, pp. 1552-1554; Volume 7, Annex 229, CMC Minute for the formation of Academic Audit Unit, pp. 1366- 1367; Volume 1, Annex 13, Directives of IQAC, pp. 287- 295; Volume 7, Annex 230, Minutes of Departments regarding the analysis of result, pp. 1368-1369; Volume 1, Annex 37, Academic Audit Report, pp. 499- 516; Volume 7, Annex 231, Minute of Examination Committee, pp. 1370- 1372;

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

Response

The areas, where such analyses are carried out are:

- a. Internal examination result assessment
- b. Terminal examination result assessment
- c. Board examination result assessment
- d. Monthly activity report of all the faculties analyzed

For further details, please see Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding area of analyzing academic data, pp. 236- 271; Volume 1, Annex 37, Academic Audit Report, pp. 499- 516; Volume 6, Annex 214, Result assessment through EMIS, pp. 1273-1274; Volume 6, Annex 212, Result analysis report of department, pp. 1253 - 1267;

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

Response

All data are stored as per the systems prepared by EMIS Cell and they are kept in software. The campus has maintained a database using computers. So the analyzed data are kept in the centralized database system of the campus for academic purposes.

For further details, please see Volume 7, Annex 232, Record Keeping System through Software, 1373- 1374; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding formation process & function of EMIS, pp. 1552-1554;

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

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

Response

Yes, the information obtained from various sources of the campus and maintained by the EMIS unit are open to its stakeholders. For instance, the EMIS unit publishes its annual report in the campus website which can be accessed by anybody, especially the stakeholders of the campus. In addition, the campus organizes interaction programs, meetings and gatherings to share the analyzed data with its stakeholders. Furthermore, the campus has managed to keep the information open to all stakeholders by the following ways :

- a. Through Campus Prospectus.
- b. Through Campus's house Journal Deepshikha.
- c. Through Orientation Program.
- d. Through organizing grand Anniversary Program annually participating all the parents, students and other stakeholders.
- e. There is a social audit that reflects in Campus Assembly.
- f. Through Counselling Cell.
- g. Through website, Facebook, Instagram and other social network.
- h. Through notice board service.
- i. Through Joint meeting etc.
- j. Through KMC Mobile App.

For further details, please see Volume 2, Annex 65, Prospectus 2021, pp. 668- 674; Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326;

Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 2, Annex 60, Minutes of orientation programs, pp. 637- 646; Volume 3, Annex 88, Notice of Campus administration regarding Orientation, pp. 782- 783; Volume 7, Annex 234, Anniversary Program, pp. 1382- 1383; Volume 3, Annex 72, Minute of Students' Counselling, pp. 709- 711; Volume 1, Annex 28, Campus Assembly minute, pp. 441 - 446; Volume 7, Annex 235, The minute of joint meeting and staff meeting, pp. 1384- 1389; Volume 2, Annex 66, KMC Mobile App., pp. 688

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

(1)

Yes ☒ (1) No ☐ (0)

Response

Yes, the methods of study and analysis are also open to the stakeholders of the institution. For instance, the enrollment of students, dropouts, examination appeared students, pass out students, students' ethnicity, or students' gender are available to all its stakeholders of the institution.

There are some methods of study and analysis that is open to the stakeholders:

- a. Through Student's Perception Survey Form.
- b. Alumni Association prepares SWOT Analysis of the Campus.
- c. Functions of extension activities and Campus's outreach programs support for this.
- d. Frequent meetings of PTA.
- e. Frequent meetings of Public Campus Teachers' Association Unit Committee, Koteswor Multiple Campus.

For further details, please see Volume 3, Annex 110, Students' Perception Survey forms, pp. 864-865; Volume 7, Annex 236, Decision and SWOT analysis of different stakeholders, pp. 1390- 1398; Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 7, Annex 239, Guideline for reduction of dropout, pp.. 1402-1411;

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?

Response

Yes, the campus has formed the public information cell to receive comments or feedbacks on the published data. This is especially done in order to correct the shortcomings of the campus. First, these feedbacks are received through the meetings of departments, classrooms from students, and other interaction programs. Secondly, the campus has also kept complaint boxes at different places which are accessible to all its stakeholders. In this way also, the campus receives feedback on the published data. Thirdly, the campus has a provision to receive comments or feedback on the published data through its website. For instance, the website has a facility for the stakeholders of the campus to send their comments or feedback.

There is the mechanism to receive comments or feedback on the published data, the mechanism is as follows:

- a. Student Counselling, Feedback and Job Placement Committee manages it properly.
- b. The Complaint Box is managed to provide Feedback.
- c. A social site related to campus is accessible to stakeholders.
- d. Campus has a managed reception desk to collect feedback.
- e. EMIS Cell is functioning properly.
- f. There is the representation of stakeholders in all committees which are in policy levels.
- g. IQAC manages different seminars, workshops, and training by inviting experts in related fields. After conducting these activities, a report will be prepared and used as feedback to amend the rules and regulations of campus as and when necessary.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding student counselling, feedback & job placement, pp. 1579-1580; Volume 3, Annex 72, Minute of Students' Counselling, pp. 709 - 711; Volume 7, Annex 237, The Photo of suggestion box, pp. 1399; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding formation process & function of EMIS, pp. 1552-1554; Volume 1, Annex 13, Directives of IQAC, Section 2. Clause 3, pp. 287-

295; Volume 1, Annex 30, Campus Statute, clause 47, pp. 472, Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC.; regarding SQC pp. 1579-1580; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding public campus teachers association, 1549; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., pp. 1576-1578; Volume 6, Annex 224, Minutes of KMC Alumni, pp. 1348- 1353; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding Construction and maintenance, pp. 1571-1573; Volume 3, Annex 108, Seminars / conferences / workshops, pp. 850- 861; Volume 1, Annex 44, Decision of administration for conducting Online Class, pp. 553.

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

Produce in brief the impact analysis.

Response

Truly speaking, the information system creates a positive impact on the decision making process of the campus. For instance, if the dropout students increase, the campus may decide to improve its evaluation system so that the students would be satisfied to continue their study. So the information system plays a vital role in the decision making process of the institution.

Similarly, listening to and understanding the views and feedback from stakeholders can help shape and improve the overall operations of educational, financial, administrative and other activities of Campus. In KMC Stakeholder consultation is as per time-based and on-going. Specific time-based consultation is generally used for the development of new programs and services.

For further details, please see Volume 7, Annex 241, Impact Analysis Report Prepared by Student Counselling, Feedback and Job Placement committee & Information Cell, pp. 1416- 1441; Volume 7, Annex 242, Minute of IQAC as per the decision of Impact Analysis Report, pp. 1442 - 1443; Volume 7, Annex 239, Guideline for reduction of dropout, pp.. 1402-1411;

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

Response

The use of information system can be effective to improve the quality education. For instance, if the stakeholders have the information about the importance of e-library facilities, regular research activities, infrastructure and other facilities that are provided by the institution, then they may pressurize the campus to improve its facilities so that the students can be benefitted from these facilities and have the quality education from the institution.

The examples of quality improvements initiated to the use of information system are:

- a. Use of Computerized information system has been established.
- b. System of Collaborative working with colleagues has been established that the quality improvements rely on.
- c. Campus is revived with enthusiasm, perseverance and good management skills and willingness to explain about the Campus.
- d. Have opportunities to enhance their core competence by graduates and postgraduates students.
- e. Good planning and reporting system have been functioning.
- f. System of social audit is functioning smoothly.
- g. Easy to identify the problems and trying to solve it being proactive.
- h. There is the clear mechanism that what step should be taken to ensure and improvements made are sustained.

For further details, please see Volume 7, Annex 243, Sample of data recording through computerized system:, library, administration, financial and educational data, pp. 1444- 1447; Volume 7, Annex 244, Sample minute of all concerned Departments, CMC, Staff minute & Campus Assembly, pp. 1448- 1458; Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding clause 10, 11 & 12, pp. 1544-1548;

CRITERION 8: PUBLIC INFORMATION

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

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

Response

KMC has established a public information cell. The Public Information Cell publishes the information relating to the academic, administrative and financial information with the following contents:

1. Academic progress (enrolment trend analysis, pass rate trend analysis, graduate trend analysis, academic programmes, educational pedagogy).
2. Physical progress (infrastructural development, educational aids and equipment, books/journals/reference materials, furniture etc.).
3. Financial progress (analysis of financial resources / income: self-generated income/resources, grants from government sources, analysis of expenditures: recurrent expenses and capital expenditures).
4. Audit observations / issues and steps taken to mitigate the issues raised by audit observations.
5. Social progress (campus's involvement in social activities, society's contributions for campus, plan for campus's contribution to society and increased involvement of society in the campus).
6. Issues, challenges, mitigation measures taken to address the issues and meet the challenges with the annual work plan.

For further details, please see Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463; Volume 8, Annex 246, Minutes of Public Information Cell, pp. 1464- 1465; Volume 6, Annex 220, Decision of IQAC for assigning the teachers a duty of academic and personal counselling, pp. 1341- 1342; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding formation of Public Information Cell, pp. 236- 271;

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

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

Response

Public Information Cell published the information in the areas like: academic, administration, financial and physical. They are as follows:

- a. For academic information there are : prospectus, academic audit, campus house journal,
- b. For administration - campus house journal,
- c. For physical and financial information - campus house journal.

For further details, please see Volume 2, Annex 65, Prospectus 2021, pp. 668- 687; Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 1, Annex 37, Academic Audit Report, pp. 499- 516; Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding TOR/JD to the Public Information Cell members, pp. 236- 271;

115. Where are these information published? (1.5)

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

Response

These information are published in

- a. Newspapers usually the vacancy announcement and admission related issues
- b. Magazines.
- c. Institutional Special Magazine/ Journal dedicated for this.

For further details, please see Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 1, Annex 41, KMC Nepali Journal, pp. 530- 533; Volume 3, Annex 113, KMC English Journal, pp. 875- 879; Volume 1, Annex 47, Schedule of admission, exam and syllabus through advertisement , pp. 571; Volume 3, Annex 73, Notice of CMAT by TU, pp. 712- 717; Volume 3, Annex 94, Process, decision and recommendation of Recruitment Committee, pp. 803; Volume 5, Annex 163, CMC decisions of making furniture & agreement letters with province and supplier for construction furniture and fixtures, pp. 1120; Volume 4, Annex 140 CMC Minute, Master plan of new building, pp 966-990, Volume 6, Annex 223, Notice Published in Kantipur Daily for formation of KMC Alumni Association, pp. 1347; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463;

116. How often are these information published? (1)Yearly ☒ (1) in 4 years ☐ (0)**Response**

These information are published yearly.

1. Campus Prospectus is being published yearly.
2. Campus House Journal Deepshikha is being published yearly.
3. KMC Research Journal is being published yearly.

For further details, please see Volume 2, Annex 65, Prospectus 2021, pp. 668- 687; Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 1, Annex 41, KMC Nepali Journal, pp. 530- 533; Volume 3, Annex 113, KMC English Journal, pp. 875- 879; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463;

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

The Details of all such publication

Areas	Year 1, place of publication	Year 2, place of publication
Campus Prospectus	2021, Kathmandu	2022, Kathmandu
Campus Information Charter	2021, Kathmandu	2022, Kathmandu
Deepsikha	2021, Kathmandu	2022, Kathmandu
KMC Research Journal	2021, Kathmandu	2021, Kathmandu

For further details, please see Volume 2, Annex 65, Prospectus 2021, pp. 668- 687; Volume 6, Annex 217, Prospectus 2022, pp. 1303- 1326; Volume 7, Annex 233, House Journal Deepshikha, pp. 1375 - 1381; Volume 1, Annex 41, KMC Nepali Journal, pp. 530- 533; Volume 3, Annex 113, KMC English Journal, pp. 875- 879; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463;

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

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

Response

Yes, it does. The cell collects responses through social networking such as emails, Facebooks, etc. and through complaints boxes placed at different locations of the campus. In addition, the responses are also collected through the questionnaires which are often distributed among the faculty and students.

Similarly, the cell also collects responses on the published information from the following bodies and the collected responses are analyzed by IQAC.

- a. Parents and students.
- b. Stakeholders.
- c. Koteswor Multiple Campus Management Committee

For further details, please see Volume 2, Annex 68, The articles of students in the magazines “Aina”, pp. 692- 695; Volume 8, Annex 247, Minute Parents' Teachers' Association, pp. 1466- 1467; Volume 8, Annex 248, Minute of CMC for response to KMC, pp. 1468; Volume 8, Annex 249, Minute of Administration & students Union for response, pp. 1469 - 1470; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding response collection by Public Information Cell, pp. 236- 271;

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

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

Response

Yes, the campus regularly evaluates the impact of public information on quality improvement. These impacts are measured through the analysis of responses derived from the stakeholders and the general public. The campus, through its various units and committees, frequently conducts surveys of its students, faculty members, non-teaching staff and stakeholders. Data obtained from these surveys are analyzed and reports are prepared to be submitted to the governing body of the campus. For instance, tracer studies, academic audit reports, stakeholder satisfaction

reports, and other reports related to the quality improvements efforts are submitted to the executive committee of the campus and are discussed one by one and decisions are made for implementation of the suggestions made by the respondents.

Public information includes information sources and strategies to disseminate comparative information on Campus's performance that allows target stakeholders to make informed decisions and to drive improvements in quality in all sectors of campus. There have been several mechanisms proposed in the KMC guidelines to assess quality improvement after the disclosure of performance data. Evaluation system evaluates on the following grounds:

- a. Operational Effectiveness,
- b. Technical Effectiveness,
- c. Economic Effectiveness,
- d. Quality of Working Life,

IQAC evaluates the impact as per the recommendation by the Student Counselling, Feedback and Job Placement Committee. For Further decision IQAC recommends to CMC Meeting.

For further details, please see Volume 9, Annex 258, Directives for Comprehensive Work Plan & Internal Working Mgmt of KMC., regarding students counselling, feedback & job placement, pp. 1567-1568; Volume 1, Annex 13, Directives of IQAC, pp. 287 - 295; Volume 8, Annex 250, IQAC Guidelines, pp. 1471- 1478; Volume 7, Annex 241, Impact Analysis Report Prepared by Student Counselling, Feedback and Job Placement committee & Information Cell, pp. 1416- 1441; Volume 8, Annex 245, Guidelines of Public Information Cell, pp. 1460- 1463; Volume 1, Annex 10, Revised Five Year Strategic Plan – 2020, regarding evaluation system by Public Information Cell, pp. 236- 271;

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

Response

The following positive impacts are assessed by the public information practice:

Public relations is more effective than paid advertising.

Public relations complements Campus's marketing activities.

It becomes the best way for crisis mitigation.

- a. It has increased Campus's brand visibility.
- b. It helps to beat advertising.
- c. It helps to build trust and credibility.
- d. It helps to have collective ownership and collective strength because there is the sense of ownership.

For further details, please see Volume 7, Annex 241, Impact Analysis Report Prepared by Student Counselling, Feedback and Job Placement committee & Information Cell, pp. 1416- 1441; Volume 8, Annex 251, Decision of IQAC related to the impact analysis report that increased positive impact from public information, pp. 1479- 1480; Volume 8, Annex 246, Minutes of Public Information Cell, pp. 1464- 1465

PART TWO:

**ANALYSIS OF THE
DATA**

PART II : ANALYSIS OF DATA

2.1 PREAMBLE

Introduction:

Established in 2047, Koteswor Multiple Campus (KMC) stands synonymous to the academic institution itself-largely because it was the first step in the mammoth growth of the institution and also because the corporate identity of the stake holders is reflected in the name of public campus.

As located earlier in Koteswor, Mahadevsthan, Kathmandu, and now at own building in Jadibuti, Kathmandu, KMC works on the institutional aim at becoming the Centre of Academic Excellence in the country. KMC not only believes in imparting quality education but also focuses on preparing competent citizens ready to face challenges of the future. Hence, KMC has been an ideal abode for hundreds of education enthusiasts from all over the country. It would be fact not be hyperbolic to state that KMC is one of the very few leading Public Colleges in the nation imparting quality education through time-tested, student-oriented and globally-required strategies, including case studies, presentations, group discussions, seminars, workshops, field visits, guest lectures, surveys and other to enable the students to face the national and global challenges in the seas of opportunities.

KMC has been the prime choice of cream students from all over Nepal. KMC program will provide opportunities for students on an individual and group basis to develop social, intellectual and practical skills in the discipline of the choice and to develop a love of lifelong learning.

Students will be encouraged to develop their personal leadership styles, and will be provided with ample opportunity to interact with faculty and practitioners alike. The focus of the teaching pedagogy as a whole is to stimulate the students in a way that promotes the internalization of learning rather than examination and challenging traditional approaches to problem solving. The assignments, project work and case analysis are designed to support this approach, also to aim students with skills to effectively manage themselves in the competitive world. The overall orientation of the program is towards preparing participants for high and employability. Because of these approaches, KMC students have gone ahead not just to maintain their scores but also to create history in competitive examinations in colleges of repute inside the country and abroad.

Besides academic achievements, KMC also carries numerous co-curricular and extra-curricular activities for the overall development of the students.

Library

Library facility is available where students can have access to adequate collection of text books, references literature and a wide range of course materials. The library has also leading national newspapers and magazines. The College is planning to set up an electronic library for the students where students will have free access to a wide range of electronic reference materials related to their courses.

Computer Lab

The college has set up a modern computer lab where students can enjoy free internet and email facilities. Some of the internet assignment will be based on internet so that students will be able to develop and sharpen their computer skills.

Hotel Management Lab

In order to hold the practical classes of Hotel Management course, the college takes the students to different star hotels and training centers to fulfill the objectives of the course.

Examination

KMC conducts two terminal examinations and a pre-board examination in an academic year. Pre-board examination is conducted right after the completion of the course. Students who are unable to pass the examination, need to appear and pass in re-examination otherwise they will not be allowed for Board examination.

Vision

KMC aims at establishing a modal educational institution for the production of qualitative, skilled and responsible human resources.

Mission

To achieve its Vision, KMC adopts the policies of managing well- equipped physical infrastructures, effective management with the assurance of good governance, proper mobilization of local means and resources, access and the proper management of the participation of concerned stakeholders in planning, formulation and implementation of plan and policies, imparting qualitative, time tested and practical education through research based teaching pedagogy.

Goal

- a. Enriching access in qualitative education, fulfilling well-equipped physical infrastructures and the assurance of good governance in all sectors for achieving sustainable development.
- b. Promoting access in the participation of concerned stakeholders for the mobilization of local means and resources.
- c. Extending and amending the statute, regulation, bylaws, and directives, code of conduct and teaching-learning activities as per the necessity for the institutional development of Campus.
- d. Conducting different activities of human resource development for the career enhancement and employee motivation of teachers and staff.

Objectives

- a. Developing physical infrastructures as per the need of campus.
- b. Maintaining the administrative activities effective, clear and smart.
- c. Creating a time-tested educational environment.
- d. Maintaining hygienic, greenery, cleanliness and peaceful environment in Campus premises.
- e. Expanding interpersonal relationships among concerned stakeholders.
- f. Inspiring the donors and well -wishers for further contribution of institutional development.
- g. Mobilizing internal as well as external resources for the institutional development.
- h. Preparing time- tested and need-based plan and introduce it into effect.
- i. Adopting the measures to control the activities that cause the negative impacts on Campus.
- j. Managing advanced education management information system.
- k. Emphasis is given to manage additional educational programs vertically and horizontally.
- l. Managing properly the teaching-learning pedagogy, research-based education and record management system.
- m. Conducting seminar, training, workshop and other programs for the career development of teachers and staff.
- n. Creating Organizational values and norms for the overall quality management.

Human Resources

At KMC, we take great pride in our brilliant teaching faculty that has excellent track record of academic success and experience. The team

comprises of academicians, researchers, managers and entrepreneurs. Apart from being proficient academicians, the faculty members are successful leaders in their field with commitment to the highest standards of education. The faculty members, due to their academic training, management expertise and advance research expertise, enjoy high reputation at national and international level.

Present Work load Analysis

The total existing workload under the three faculties- Humanities and Social Sciences, Management and Education in both Bachelor and Master's level in KMC is 1290 periods per week in which Humanities and Social Sciences cover 330 periods per week, Management covers 576 periods per weeks and Education covers 384 periods per week. Considering the total number of full time teaching faculties of KMC, the existing work load per full time faculty is 24 period per week. In addition, KMC has employed 27 part time and contract teachers in the programs. These facts indicate the full time teachers are over load. But teachers teaching in Master's level bear the responsibility of supervising dissertations of Master degree students. So their workload is to be justified by 12 periods per week including the dissertation supervision. In the case of other faculties the usual workload is justified by 24 periods per week. Keeping these criteria of workload into consideration, it can be said that existing workload justifies the total 29 full time faculties. The rest of other 27 part time and contract faculties are needed to cover up the extra load equivalent to 24.75 fulltime faculties and to fulfill the gap of fulltime absentees in teaching.

Campus Management Committee

- | | | |
|-----|--|--------------------|
| 1. | Mr. Ram Babu Nepal | -Chairperson |
| 2. | Dr. Sabitri Shrestha | -Vice-chairperson |
| 3. | Mr. Pradhyumna Pokharel | -Treasurer |
| 4. | Mr. Nawaraj Parajuli -Chairman - KTM 32 | -Member |
| 5. | Mr. Bishwombhar K. Parajuli | -Member |
| 6. | Mr. Janardan Adhikari | - Member |
| 7. | Mr. Suresh Pokharel | -Member |
| 8. | Mr. Ratna Kumar Shrestha | -Member |
| 9. | Mr. Subarna Karmacharya | -Member |
| 10. | Mr. Jiban Bhattarai Member TU Representative | - Member |
| 11. | Mr. Govinda Bahadur Karki | - Member Secretary |

Full Timer faculties

- 1 Mr. Govind Bahadur Karki, M.Phil (Campus Chief)
- 2 Mr. Nandi Keshar Nepal, M.Ed. (Asst. Campus Chief)
- 3 Mr. Suman Pokharel, M.A. (Asst. Campus Chief)
- 4 Mr. Dhiraj Budhathoki (Asst. Campus Chief)
- 5 Mr. Madan Gautam, M.A. HOD (Nepali)
- 7 Mr. Krishna Pd. Bhattarai, HOD (Economics)
- 8 Mr. Sedunath Dhakal, M.Phil. HOD (English)
- 9 Mr., Prakash Pokharel, M.Phil
- 10 Mr. Manoj Adhikari, HOD (RD, Mass Comm. & Sociology)
- 11 Mr. Lekhanath Ghimire (Mass Communication)
- 12 Mr. Khimananda Koirala (Hotel Management)
- 14 Mr. Suresh Pokharel (Finance)
- 15 Mr. Shailesh Chandra Baral(Accountancy)
- 16 Mr. Gaurav Bhattarai, M.Phil. (English)
- 17 Ms. Sabitri Dhakal (English)
- 18 Mr. Shyam Bhattarai, M.Phil. (Economics)
- 19 Mr. Hari Kumar Karki (Management)
- 21 Mr. Bijaya Kumar Pandit (Business Environment)
- 22 Ms. Debikawati Neupane (Economics)
- 23 Mr. Achyut Raj Budhathoki (Business Law)
- 24 Mr. Bharat Kumar Ghimire, M.Phil. (English)
- 25 Mrs. Mamata Pandey (Finance)
- 26 Mr. Tej Prasad Dahal (Accountancy)
- 27 Mr. Min Raj Lamichhane (Maths)
- 28 Mr. Devraj Upadhaya (OB)
- 29 Mrs. Maya Khatiwada (OB)

Part Timer Faculties

1. Mr. Dhir Kumar Shrestha (Nepali)
2. Mr. Govinda Bahadur Katuwal, M.Phil., (English)
3. Mr. Agni Adhikari, M. Phil. (English)
4. Mr. Bharat Rai, M.Phil. (Marketing)
5. Mr. Dhurba Nepal, M.Phil. (Management)
6. Mr. Govinda Bahadur Adhikari (English)
7. Mr. Sukadev Dhakal (Management)
8. Mr. Resham Poudel (Math)
9. Dr. Bala Krishna Adhikari, M.A.(Gold Medalist, Nepali)
10. Mr. Purna Thapa, M.Phil. (Population)

11. Mr. Ramesh K.C. (Business Studies)
12. Mr. Ram Kumar Rai (Population)
13. Mr. Bhim Pd. Ghimire (Nepali)
14. Mr. Chetanath Ghimire, M. Phil. (Mass Communication)
15. Mr. Narendra Mishra, M.Phil. (Sociology)
16. Ms. Gyanu Adhikari (Nepali)
17. Mr. Binod Adhikari, M.Phil. (English)
18. Mr. Niraj Shahi (B. Maths)
19. Mr. Raju Thapa (FIM)
20. Mr. Rudra Prasad Paudel (English)
21. Mr. Binod Karki (Health)
22. Mr. Kalpana Marahattha (Sociology)
23. Ms. Parwati Thapa Parajuli (Sociology)
24. Mr. Sailendra Adhikari, M.Phil. (Nepali)
25. Mr. Rudra Prasad Bhattarai (R.D.)
26. Dr. Krishna Prasad Pathak (Health Edu.)
27. Mrs. Usha Shah (Physical Education)

Administrative Staff

- 1 Mr. Hari Keshav Adhikari (Finance Administrative Head)
- 2 Mr. Ganga Prasad Shiwakoti (Educational Administrative Head)
- 3 Mr. Nhuchhe Lal Maharjan (General Administrative Head)
- 4 Mrs. Sarala Paneru (Administrative Assistant)
- 5 Mrs. Shova Raya (Accountant)
- 6 Mr. Rabindra Joshi (Library Assistant)
- 7 Mrs. Sabitra Basnet (Accountant)
- 8 Mrs. Samjhana Shrestha (Office helper)

Visiting Professors

1. Prof. Dr. Ananta Lal Karna (Accountancy)
2. Prof. Dr. Govinda Ram Agrawal (Marketing)
3. Prof. Bisheshwor Man Shrestha (Organizational Behaviour)
4. Prof. Dr. Shyam Krishna Shrestha (Management)
5. Prof. Dr. Geeta Pradhan (Former Dean Mgmt. Faculty, Pokhara University) (HRM)
6. Prof. Shyam Joshi (Economics)
7. Prof. Mahendra Gopal Shrestha (Statistics)

Physical Infrastructures and Property

Campus New building, in Kathmandu Metropolitan City -32 Jadibuti, has been constructed on land provided by the government having area of 3-7-0-0 by the financial support from Indian Embassy, and Technical and administrative support by District Coordination Committee, Kathmandu. Campus Compound Wall was constructed by financial support from the Provincial Government of Bagmati Province. The fund was allocated by the Government of Bagmati Province in the initiation of a Member of Provincial Assembly representing the Constituency where Campus has been located. And, this construction work was completed by Koteswor Multiple Campus, Compound Wall Construction Consumers' Committee. Likewise prefab building was constructed having 16 rooms at Koteswor Mahadevsthan by college's internal sources.

Canteen ground floor was constructed by financial support from the Provincial Government of Bagmati Province. The fund was allocated by the Government of Bagmati Province in the initiation of a Member of Provincial Assembly representing the Constituency where Campus has been located. And, this construction work was completed by the Government of Bagmati Province, Ministry of Physical Infrastructure, Office of the Urban Development and Building Construction. Canteen first floor, second floor and third floor has been constructed by Koteswor Multiple Campus Canteen Building Construction Committee by the financial support from the members of Federal Assembly represented from this Election Constituency.

Pure Drinking Water Project is under construction by the financial support of Japanese Embassy in the initiation of Nepal- Japan Friendship Society where the Chairperson of this Society is Mr. Lekhanath Ghimire, Member of Campus Management Committee (CMC).

Furnitures: desk benches, white boards were constructed by Campus Construction Committee. For this work, the financial support was contributed by the Government of Bagmati Province.

Administrative blocks for department rooms have been constructed by the charity of Mr. Nirmal and Kalyan Nepal, the Sons of Mr. Ram Babu Nepal, the chairperson of CMC.

In main building, there are 8 toilets for girls and 8 toilets for boys with spacious areas to support many numbers at a time. Construction for 2

toilets for boys and 2 toilets for girls is going on and it is about to complete in canteen building.

Academic Programs

Bachelor of Business Studies (BBS)

Program Objective

The objective of the BBS program is to develop students into competent managers for any sector of organized activity as well as to demonstrate knowledge of a specific field of study. This includes components such as independent research and analysis, critical evaluation and application, the ability to solve complex problems as well as working independently.

Upon graduation, students should be equipped to function as a manager in business, industry and government. The graduate should also have a variety of career opportunities in different sectors of business including entrepreneurship and create much needed jobs for others.

The BBS program specially attempts to:

1. Equip the students with the required conceptual knowledge of business and administration to develop a general management perspective in them.
2. Develop required attitudes, abilities and practical skill in students, which constitute a foundation for their growth into competent and responsible business managers.
3. Encourage entrepreneurial capabilities in students to make them effective change agents in the Nepalese society.
4. Develop necessary foundation for higher studies in management and thereafter take up careers in teaching, research and consultancy.

Curricular Structure

The First Year Program

The purpose of the first year program is to build a strong foundation in students to prepare them to comprehend the business concepts, theories and practices. The first year program is organized into the following compulsory and core courses:

First Year (500)

MGT 201: Business English 100

MGT 202: Business Statistics 100

MGT 207: Microeconomics for Business 100

MGT 211: Financial Accounting and Analysis 100

MGT 213: Principles of Management 100

The Second Year Program

The purpose of the second year program is to provide basic concepts, tools and understanding of the foundation and core courses. The foundations courses are required to develop understand business practices. The core courses provide essentials of learning which are basic in the broad area of business studies. The second-year program is therefore organized into the following core and compulsory courses:

Second Year (500)

MGT 205: Business Communication 100

MGT 209: Macroeconomics for Business 100

MGT 212: Cost and Management Accounting 100

MGT 223: Organizational Behavior & Human Resource Management 100

MGT 215: Fundamentals of Financial Management 100

Third Year program

The purpose of the third year program is to provide basic concepts, tools and understanding of the fundamentals of business studies. The core courses provide essentials of learning which are basic to understand broader area of business studies. The third program is therefore organized into the following core and compulsory courses:

Third Year (500)

MGT 204: Business Law 100

MGT 226: Foundation of Financial Systems 100

MGT 217: Business Environment and Strategy 100

MGT 224: Taxation in Nepal 100

MGT 214: Fundamentals of Marketing 100

The Fourth Year Program

In fourth year, the students are encouraged to focus on a particular functional and concentration area of business studies. Building on the foundation laid in the first, second and third years, the principal mission of the fourth year twofold:

- 1) To enable the students to concentrate in one functional areas of business. FOM offers four streams of concentration courses:
 - a) Accounting
 - b) Finance
 - c) Management
 - d) Marketing

- 2) To provide opportunity to students to engage in research and final project presentation.

Fourth Year (500)

MGT 225: Entrepreneurship 100

Concentration I 100

Concentration II 100

Concentration III 100

MGT 221: Business Research Methods 50

MGT 401: Final Project 50

Accounting

ACC 250: Accounting for Banking

ACC 251: Accounting for Business

ACC 252: Advanced Financial Accounting

ACC 255: Auditing

ACC 256: Advance Cost and Management Accounting

Finance

FIN 250: Fundamentals of Corporate Finance

FIN 251: Commercial Bank Management

FIN 255: Management of Financial Institutions

FIN 253: Fundamentals of Investment

FIN 254: Insurance and Risk Management

Marketing

MKT 250: Fundamentals of Selling

MKT 251: Customer Relationship Management

MKT 252: Foreign Trade and Export Management in Nepal

MKT 253: Fundamentals of Advertising

MKT 254: Fundamentals of Services Marketing

Management

MGT 251: International Business

MGT 256: Small and Medium Enterprises

MGT 257: Event Management

MGT 258: Project Management

MGT 259: Technology & Information Management

Eligibility Conditions for Admission

The candidate applying for admission to the BBS program:

1. Must have successfully completed the 10+2 in business/ commerce or an equivalent course from a Higher Secondary School Board or from Tribhuvan University or from other University/ Board recognized by T.U

2. Must satisfy any other entry requirements or criteria as prescribed by the Faculty Board or the campus.

Final Project Work

Final project work is made an essential academic requirement for the fourth year students in all concentration courses. To write a project work students will undergo a field work and spend four weeks studying and learning from the organization during the time fixed by the campus. After the field work, the student will write a project report on the format prescribed by the FOM and submit it to the campus for evaluation. The evaluation of the report will be made by a team of external and internal examiners appointed by the Research Management Cell of the campus. The final viva-voce examination will be conducted by Management Cell of the campus. After the completion, the project report will be submitted to the Office of Controller of examinations (Balkhu) for final scrutiny.

A student will have to pass the theoretical, practical and project work examinations separately in all the courses having theoretical, project work and or practical components.

Attendance, Evaluation and Grading System

The final evaluation of students is done through the annual examination conducted by the office of the Controller of Examinations, Tribhuvan University. However for qualifying to appear in the annual examinations, students must meet the following requirements:

- a) The student must have a minimum of 70 percent attendance of the classes actually held.
- b) No student will be allowed to appear in the second year final examinations without first appearing in the first year final examinations.

The grading system in the annual examinations is as follows:

Third Division 35 percent

Second Division 45 percent

First Division 60 percent

Distinction Division 75 percent

BA: Bachelor's Degree in Humanities & Social Sciences

Tribhuvan University has launched four-year bachelor's course in BA from the academic year 2076/077 under the Faculty of Humanities and Social Sciences.

It is the inter-disciplinary subjects where students can study Compulsory English, Compulsory Nepali, Nepal Studies, Sociology, Economics, Culture, Rural Development, Social Work, Mass Communication and Population Studies within the same stream.

The four-year course is of 2,000 marks (500 marks each year) and students can choose two subjects of 700 marks each as their majors and two subjects of 100 marks each as elective subjects.

There will be three compulsory subjects — English, Nepali and Nepal Studies. English will be of 200 marks, Nepali 100 marks and Nepal Studies 100 marks. English has been made compulsory in the first and third years, while Nepali will be compulsory in the second year and Nepal studies will be compulsory in the third year.

Students will be evaluated on the basis of written examinations of 70 marks, while 30 marks will be for internal assessment, including mini project, classroom presentation and teamwork for each subject.

Admission Eligibility

1. Students should secured at least D+ in all subjects in Grade 11 and Grade 12.

OR

1. Must have completed the intermediate, Proficiency Certificate or 10+2 level, in Humanities or Science or Management Stream from Tribhuvan University or from any other University or Board recognized by Tribhuvan University.
2. Students desirous of studying Major English/Economics in the BA Program may do so, but are required to pass the Major English Subject within three years at +2 or PCL recognized by TU if they have not already studied this course at +2 or PCL Level
3. Students who have studied any other subject at +2 or PCL level can apply for admission to Major subjects like Rural Development, Social Work and Sociology in the BA Program.
4. Students desirous of studying Journalism and Mass Communication as a Major subject in BA program must have studied Journalism/Mass Communication at +2 or PCL can apply for Journalism subject.

Further Studies

If the applicant wants to study any subject other than the one s/he has majored in BA, s/he may opt for Nepalese History, Culture and Archaeology, Rural Development, Political Science, Library Science, Sociology, Anthropology, Maithali, History, Nepal Bhasa, Strategies Studies, Geography, Conflict, Peace and Development Studies, Population Studies and Buddhist Studies.

Available Subjects in KMC

First Year

Compulsory English

Second Year

Compulsory Nepali

Third Year

Compulsory English

Fourth Year

Compulsory Nepal Studies

Specialization (Anyone from each group carry 200 marks- two paper in each year)

Group A

Rural Development

Mass Communication

Economics

Group B

English

Nepali

Sociology

Social Work

BED: Bachelor's Degree in Education

Students of four-year B.Ed. program will have to study one subject area as specialization major and the next as specialization minor area selecting from among Nepali Education, English Education, Mathematics Education, Science Education (physical science), Health and Physical Education, Population Education. Students may also study one of the courses from among Science Education (Biological Science), Health Education, Physical Education, vocational education, Primary Education, Early Childhood Development Education, Non-formal Education and Education Management as specialization minor.

Four-year B.Ed. with annual examination system is a professional as well as academic program designed for preparing competent teachers who can teach two subjects at secondary level.

Eligibility

Students who have completed 10+2 or equivalent examinations securing minimum 'D+' grade in all subjects of Grade 11 and 12 are eligible to enroll in B.Ed. program of Tribhuvan University.

OR,

Students with Higher Secondary Education Examination Pass Certificate (HSEPC, hereafter only HSE) or Proficiency Certificate Level of Tribhuvan University (PCL) or equivalent to HSE/grade 12 pass are eligible for the admission in B.Ed programme. In addition, they need other requirements for the admission in different major subject specialization areas which are as follows:

Nepali Education

- HSE / Grade 12 pass or PCL with Nepali major with at least 200 marks

2. English Education

- HSE / Grade 12 pass or PCL with English or Linguistics major
- HSE / Grade 12 pass or PCL with 50% marks in General English Or
- Candidates with HSE / Grade 12 pass or PCL must secure 50% marks in the Entrance Examination conducted by the respective department of the campuses

3. Mathematics Education

- HSE / Grade 12 pass or PCL with Mathematics Major containing at least 200 marks

4. Health and Physical Education

- HSE / Grade 12 pass or PCL with Health & Physical Education or
- HSE / Grade 12 pass or PCL with Science or Population or Home Science or Nursing and any other subjects.
- HSE / Grade 12 pass or PCL without health and physical education background must pass the physical fitness related entrance test conducted by the respective department of the campuses.
- The candidate without physical disability will be eligible to study health and physical education.

5. Population Education

- HSE / Grade 12 pass or PCL with Population Studies or Geography or Economics or Health and Physical Education or Community Health or Science or Mathematics or Home Science or Civics or Social Service or Nursing or Commerce.

Eligibility for selecting minor subject

Except science education minor (Biology), minor subjects areas are opened for all students irrespective of their previous study areas in Grade 11 and 12 or PCL. Only those students who are majoring physical science can select biology minor. Students are required to select minor subject areas that should be different from their major subject areas.

Curricular structure

Each student must pass 22 courses to earn Four-Year B.Ed. These courses are divided into four major groups - group 'A' with Communication Skills; group 'B' with Professional Cores Areas; group 'C' with Specialization Major Courses and group 'D' with Specialization Minor Courses. Group 'E' includes Teaching Practice/Practicum.

Group of Courses	No. of courses	Full Marks	First Year	Second Year	Third Year	Fourth Year
Group A: Communication skills	2	200	200			
Group B: Professional Core Areas	4	400	100	100	100	100 (Elective)

Group C: Specialization Major	10	1000	200	300	300	200
Group D: Specialization Minor	5	500	100	200	100	100
Group E: Teaching Internship/Practicum	1	100				100
Total	22	2200	600	600	500	500

Course Titles

Course titles under each group are given below:

Group A: Communication Skills

- General Nepali
- General English

Group B: Professional Core Courses

- Philosophical and Sociological Foundations of Education
- Educational Psychology
- Curriculum and Evaluation

Group C: Specialization Major

Students are required to select one of the following specialization areas with 10 courses in each area considering entry requirement.

- Nepali Language Education
- English Language Education
- Math Education
- Health & Physical Education
- Population Education

Group D: Specialization Minor

Students are required to select one of the following specialization areas with 5 courses. But it should be different from specialization major. For example, a student majoring Nepali cannot select Nepali as minor. Specially, student majoring Science Education (Physical Science) must select biology as minor subject.

- Nepali Language Education
- English Language Education
- Math Education
- Health Education
- Health & Physical Education
- Population Education
- Physical Education

MBS: Master's Degree in Business Studies

Objectives of MBS Program

The objective of the MBS program is to enable the students to work as competent managers and to meet the demand of higher level managers in organizations, particularly in the functional areas of management as well as to demonstrate knowledge of a specific field of study. This includes components such as independent research and analysis, critical evaluation and application, the ability to solve complex problems as well as working independently. FOM program lays special emphasis on developing graduates managerial and entrepreneurial skills over a solid foundation of theories and techniques. Upon graduation, a student should be able to function as a manager in business, industry, government and non-government sectors, within and outside the country, in areas like accounting, marketing, finance and general management. The MBS program specifically aims to:

1. Equip the students with required conceptual knowledge of business and management.
2. Prepare managers in the functional areas of management.
3. Develop knowledge and skill of business environment in national and global perspective.
4. Encourage entrepreneurial capabilities in students to make them effective change agents in the Nepalese society.
5. Develop research capability in the students.

Teaching Pedagogy

The MBS program is based on the student-centered learning approach. The general teaching methodology of the program includes interactive lectures, students' presentations, case studies, and projects. The teaching faculty shall determine the appropriate teaching-learning methods suitable for each course.

Attendance

This program demands a very high level of commitment from students. Students are required to attend regularly all classes and presentations as required by the course. Students failing to attend 80 % of classes shall not be allowed to appear in the semester-end examinations.

Normal and Maximum Duration of Study

The normal duration and the maximum duration for the completion of the requirements for the various programs are as follows:

Normal duration 24 months (4 semesters)

Maximum duration 60 months (10 semesters)

Eligibility

1. Eligibility Condition for Admission for MBS program

The student applying for admission to MBS course must have successfully completed the BBS program or a bachelor degree on any discipline from Tribhuvan University or from any other university recognized by Tribhuvan University

2. Admission Test

The Faculty of Management (FOM) shall conduct a Central Management Admission Test (CMAT) for the MBS level. Students eligible for MBS program must sit in the CMT in order to qualify to apply for admission to the campuses offering the MBS program. The FOM shall issue a score-sheet to each student appearing in the CMAT.

- It is a compulsory requirement for every students willing to study MBS.
- Total of 100 questions are asked in CMAT taken by T.U.
- There are altogether four section having 25 questions from each sections.
- Minimum pass marks to get admission is 40.
- Each question has 1 mark.
- You have given 120 minutes to solve all those questions.
- Each and every question has multiple choice options for answer.
- You have given four options for each question and you have to choose correct one among them.

Test Section	Number of Questions
Verbal Ability	25
Quantitative Ability	25
General Awareness	25
Business and Economics	25

Students must submit a CMAT Request Form to the FOM. Students must submit their application for admission to the campuses along with the score-sheet. Campuses shall prepare their admission merit list based on the CMAT score. The admission shall be strictly on a competitive basis. The applicants must enclose along with application form attested copies of: certificates/testimonials of all examinations passed; equivalence, transfer and character certificates, wherever applicable and Two passport size photographs.

Candidates selected for admission will have to produce at the time of admission original certificates/testimonials of all examination passed.

Curricular Structure

The FOM recognizes the need for both breadth and depth in the total academic pattern. The MBS program is a four semester (two-year) program with three key components: (1) core courses, (2) specialization courses, and (3) a dissertation.

1. Core Courses

Core business courses integrate all analytical and functional areas and provide students with an appreciation of the diversity and inter-relationship of business and management issues. It includes subjects such as Research Methodology, Statistical Methods, Managerial Economics, Organizational Behavior, Human Resources Management, Financial Management, Management Accountancy, Accounting for Financial and Managerial Decision and Control, Marketing Management, Production and Operations Management, International Business, Managerial Communication, Entrepreneurship, Strategic Management and Business Environment.

2. Specialization Courses

There are four areas of specialization offer for the students. Specialization in any one of the areas, such as, accounting, finance, marketing, and management enables the student to develop expertise in his/her concentration area. Altogether 3 courses are offered in one area of specialization. Students have to choose one specialization area and study one course from group 'A' in the thirds semester and 2 courses from group 'B' in the fourth semester.

3. Dissertation

The MBS program requires students to conduct original research work during the four semesters of the two-year study period. Students are required to write a dissertation based on their original research work. Students writing dissertation are encouraged to write their dissertation within the selected specialization area.

Course Cycle

FIRST SEMESTER

15 Credit Hours

MKT 511 Marketing Management	3 Cr.
ECO 512 Managerial Economics	3 Cr.
MSC 514 Statistical Methods	3 Cr.
MGT 515 Organizational Behavior	3 Cr.
MGT 519 Managerial Communication	3 Cr.

SECOND SEMESTER

15 Credit Hours

FIN 510 Financial Management	3 Cr.
MGT 513 Human Resource Management	3 Cr.
MSC 517 Production and Operations Management	3 Cr.
ACC 517 Management Accountancy	3 Cr.
MGT 518 Business Environment	3 Cr.

THIRD SEMESTER

15 Credit Hours

ACC 519 Accounting for Financial and Managerial Decision and Control	3 Cr.
MSC 521 Research Methodology	3 Cr.
MGT 522 International Business	3 Cr.
MGT 524 Entrepreneurship	3 Cr.

Specialization Course (Any One from Group A)**Finance**

FIN 687 Financial Derivatives and Market 3 Cr.

FIN 688 Corporate Finance 3 Cr.

Accountancy

ACC 685 Corporate Taxation 3 Cr.

ACC 686 Cost Management 3 Cr.

Management

MGT 687 Recent Trends in Management 3 Cr.

MGT 688 Organizational Theory 3 Cr.

Marketing

MKT 691 Advertising and Promotion Management 3 Cr.

MKT 692 Rural Marketing 3 Cr.

FOURTH SEMESTER**15 Credit Hours**

MGT 523 Strategic Management 3 Cr.

Specialization Courses (Any Two from Group B)

FIN 685 Financial Markets and Institutions 3 Cr.

FIN 686 International Financial Management 3 Cr.

FIN 689 Investment Management 3 Cr.

FIN 690 Insurance: Theory and Practice 3 Cr.

FIN 691 Commercial Bank Management:
Theory and Practice 3 Cr.

Marketing

MKT 685 Consumer Behavior 3 Cr.

MKT 686 International Marketing 3 Cr.

MKT 687 Brand Management 3 Cr.

MKT 688 Sales Management 3 Cr.

MKT 689 Retail Management 3 Cr.

MKT 690 Services Marketing 3 Cr.

Accountancy

ACC 687 Contemporary Auditing 3 Cr.

ACC 688 Accounting Theory and Financial Reporting 3 Cr.

ACC 689 Management Control Systems 3 Cr.

ACC 690 Balance Scorecard:
A Tool for Performance Measurement 3 Cr.

Management

MGT 685 Organizational Development and Change 3 Cr.

MGT 686 Quality Management 3 Cr.

MGT 689 Performance Management 3 Cr.

MGT 690 Leadership and Communication
MGT 525 Dissertation

3 Cr.
6 Cr

Examination and Evaluation

The performance of students will be evaluated through ongoing in-semester evaluations and semester end examinations. The FOM shall have the final authority in conducting, evaluating and awarding grades in semester-end examinations. The course facilitator (instructor) shall decide the grades in the in-semester evaluations. A student is required to pass the internal and external examinations independently.

In-semester Evaluations

The in-semester (internal) evaluation shall generally have a total weight of 40 percent in each course. Students have to secure at least 50 percent marks in each subject to pass the in-semester exam. A student must secure a minimum Grade Point Average (GPA) of 2.7 or Grade B minus (B-) in a course in order to be eligible to appear in the semester-end examination of that course. The in-semester evaluations will be based on the following components:

In-semester Evaluation:	40 Marks
Evaluation Activities	Weight in %
In-semester pre-board examination	40
Class-room activities (Class presentations, case analysis, group works etc)	20
Project Assignments	30
Class Attendance	10
Total	100 %

In case a student remains absent in internal examination due to serious illness will be given one-time opportunity to appear in the exam if he/she is able to produce an authorized medical certificate. The internal exam notice will be published by the campus.

Semester-end Examinations

The semester-end examinations on course work related subjects shall have a total weight of 60 percent. The semester-end examination shall be based on problem solving questions, analytical questions, and case studies or any other formats as demanded by a course. The duration of the examination shall be 4 hours for each course.

Grading System

The grading system followed in the MBS program will be based on the absolute performance of a student in the in-semester evaluations and semester-end examinations. The performance of a student in the MBS program shall be made on a four point scale ranging from 0 to 4. The passing grade in the semester-end examination for an individual paper shall be grade “B minus” or GPA of 2.7. In order to pass the semester examination the student must secure a minimum of Grade “B” or Cumulative Grade Point Average (CGPA) of 3.0 (60 percent). The overall grade of a student will be determined by the student’s performance in the in-semester and semester-end examinations. The following table presents the Letter Grade, GPA, percentage equivalent and Performance Remarks for the MBS program:

Grade	GPA	Percentage	Performance Equivalent	Remarks
A	4.0	90-100	Distinction	
A-	3.70-3.99	80 -89.99	Very good	
B+	3.30-3.69	70 -79.99	First Division	
B	3.00-3.29	60 – 69.99	Second Division	
B-	2.70-2.99	50 – 59.99	Pass in individual subject	
F	Below 2.70	Below 50	Fail	

Academic Facilities and Resources

The facilities that are available for conducting the education programmers in the institution are:

1. Library that opens eight hours a day , Audio-visual room, Computer Lab, Students' magazine, proper management EMIS
2. Proper grievances redress mechanism.
3. Proper Provision of health, safety and environment management for the students,
4. Merit and need- based scholarship facilities,
5. Continuous Counselling, Feedback and Job Placements.
6. Promotion of education, skill development and extensions activities through Extension Department.
7. Running Classes in three shifts.
8. As far as possible, there should be separate set of teaching and non-teaching staff.
9. Teaching hours should be followed as per the scheme of studies of classes conducted in each shift and there should be a minimum gap of half an hour between both shifts.
10. Organizing Trainings and seminars frequently in holidays and during off sessions.
11. Providing Chances to publish research articles of scholars of diverse discipline in Campus Journal,
12. Giving chance to work in Campus by the educational psychologist,
13. Providing chance to interact with the students by the speech and language therapist,
14. Providing first aid service by medical personnel,
15. Calligraphy training for the students by external agencies, and many more.
16. Dustbins have been kept to keep the institution clean.
17. Plantation campaigns have been organized frequently.
18. The institution has been conducting environmental campaigns and sanitation programs in different period of time with the participation of students and teachers
19. The institution has established canteen to serve healthy and hygienic food to students and teachers.
20. There are computer facilities in the institution that is easily accessible to students and faculty. The number of computer accessible to students is 25. Computers accessible to faculty are 15. Internet is every time accessible to faculty but to the students only during their computer classes.

21. Six academic departments have their own computer with internet facilities.
22. Research Department has its own Computer with internet facilities.
23. Campus Chief Room has Computer with internet facility and printer.
24. Assistant Campus Chiefs room has Computers with internet facilities.
25. General Administration Department, Educational Administration Department, Financial Administration Department, Library and Laboratory Management Department have their computers of their own with internet facilities.
26. EMIS Department manages the requirement of computers and printers.
27. Computer Aided Learning is an integrative technology, which describes an educational environment where a computer program is used to assist the user in learning a particular subject. It refers to an overall integrated approach of instructional methods. From this computer aided learning the following output has been assessed:
 - a. Students may have the option to select learning materials that meets their level of knowledge and interest. Students can study anywhere they have access to a computer and Internet connection. Self-paced learning modules allow students to work at their own pace.
 - b. Using images, video and animations alongside a text stimulates the brain. Student attention and retention increase. Under these circumstances, in a multimedia learning environment, students can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

Scholarship Scheme

Criteria	Waiver
Merit Base Scholarship for Bachelor	
Students with an outstanding score of GPA 4.0 (A+) in NEB Board Examination	Annual + Tuition + Admission
Students with an outstanding score of GPA 3.65 - 3.95 (A+) in NEB Board Exam	100% Tuition
Students with an excellent score of GPA 3.25 -3.6 (A) in SEE Examination	50% Tuition
Students with an very good score of GPA 2.85 - 3.2 (B+) in SEE Examination	100% Admission
Students with highest Grade Point Average (GPA) from Koteswori Pathshala	100% Tuition

Bishwombhar Bhattarai Scholarship	Bachelor 1st year Student who scored highest from KMC in NEB Board Exam marks in Economics
Bidhyanath Nepal Scholarship Award	Students of Bachelor Humanities and Social Sciences who scored highest marks in T.U. Board Exam.
Diwakar Rimal Scholarship Award • Internal Exam Toppers & Final Exam Toppers in each level (Bachelor 1st, 2nd, 3rd and 4th years) 100% Tuition Fee off. • Need-Based Scholarship for Bachelor 1st, 2nd, 3rd and 4th years will be granted as per the Rules and Regulations of Campus	Campus Topper among all of Bachelor students in T.U. Board Exam.
Merit Base Scholarship for Bachelor	
Students with an aggregate score of 70% or above in BBS or 3.8 CGPA in BBA	100% Tuition Fee
Students with an aggregate score of 60% or above in BBS or 3.7 CGPA in BBA	50% Tuition Fee
Koteshwor Multiple Campus (KMC) Topper in BBS	100% Tuition Fee
Koteshwor Multiple Campus (KMC) 2nd and 3rd Topper in BBS	50% Tuition Fee
The student who completed +2 and BBS from Koteshwor Multiple Campus (KMC)	50% Tuition Fee
The student who completed +2 or BBS from Koteshwor Multiple Campus (KMC) • Internal Exam Toppers & Final Exam Toppers in each semester 100% Tuition Fee off. • Need-Based Scholarship for each semester will be granted as per the Rules and Regulations of Campus	25% Tuition Fee

Fee Structure for Bachelor Program (TU)										
Faculties	Form	Admission	Annual	Library	Internal Exam	FSU	TU Regd.	Orientation	Total	Monthly
BBS	300/-	1,000/-	1,800/-	1,200/-	1,200/-	100/-	750/-	300/-	6,650/-	850/-
BA	300/-	1,000/-	1,800/-	1,200/-	1,200/-	100/-	750/-	300/-	6,650/-	850/-
B.Ed.	300/-	1,000/-	1,800/-	1,200/-	1,200/-	100/-	750/-	300/-	6,650/-	850/-

Exam/Practical Fee Structure for Diploma

Particulars	BBS 1st	BBS 2nd	BBS 3rd	BBS 4th	B.A. 1st	B.A. 2nd	B.A. 3rd	B.Ed. 1st	B.Ed. 2nd	B.Ed. 3rd	B.Ed. 4th
Major Journalism	-	-	-	-	1,000	2,000	2,000	-	-	-	-
Population Studies	-	-	-	-	-	-	-	-	-	600	600
Major English	-	-	-	-	-	-	-	-	-	600	600
Teaching Practice	-	-	-	-	-	-	-	-	-	-	1,500
Rural Development	-	-	-	-	1,000	2,000	2,000	-	-	-	-
Nepali Journalism (Functional Paper)	-	-	-	-	-	-	1,000	-	-	-	-
Project Work/Report Writing	-	-	-	2,500	-	-	-	-	-	-	-
Sociology	-	-	-	-	1,000	2,000	2,000	-	-	-	-
TU Board Exam Fee (with TU Service Charge)	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,900

- Students have to pay transportation fee themselves in all practical field visits.

Fee Structure for MBS Program (TU) Semester

Form	Admission	Semester Fee	Monthly Fee	Library	Term Exam Fee
500.00	5,000.00	6,000.00	1,500.00	2,000.00	1,200.00

TU Registration Fee : Rs. 800.00

TU Board Examination Fee : Rs. 1,500.00

Students have to pay Rs. 35.00 as TU Service Charge every year

MBS Thesis Fee : Rs. 7,000.00

Committees of Koteswor Multiple Campus

Internal Quality Assurance Cell

1. Mr. Govinda Bahadur Karki	Co-coordinator
2. Mr. Nandikeshar Nepal	Member
3. Mr. Suman Pokharel	Member
4. Mr. Prakash Pokharel	Member
5. Mr. Lekhnath Ghimire	Member
6. Mr. Madan Gautam	Member
7. Mr. Sedunath Dhakal	Member
8. Mr. Dhiraj Budhathoki	Member
9. Ms. Urmila Sunuwar	Member
10. Mr. Nhuchhe Lal Maharjan	Member
11. Mr. Ganga Prasad Shibakoti	Member
12. Mr. Harikeshav Adhikari	Member
13. Mr. Bhim Patangwa	Member
14. Mr. Madhav Adhikari	Member
15. Mr. Narayan Parajuli	Member

Research Management Cell (RMC)

1. Coordinator	:	Prakash Pokharel, M.Phil. , Ph.D. Scholar
2. Member	:	Nandi Keshar Nepal, M.Ed.
3. Member	:	Gaurav Bhattarai, M.Phil., Ph.D. Scholar
4. Member	:	Shyam Bhattarai, M.Phil.
5. Member	:	Sabitri Dhakal, M.A.

KMC Unit Committee Nepal Public Campus Teachers' Association

1. Lekhanath Ghimire	-	President
2. Suresh Pokharel	-	Vice-president
3. Manoj Adhikari	-	Secretary
4. Dhiraj Budhathoki	-	Joint-secretary
5. Maya Khatiwada	-	Treasurer
6. Achyut Raj Budhathoki	-	Member
7. Binod Kumar Karki	-	Member
8. Chandrabadana Rai	-	Member
9. Madan Gautam	-	Member
10. Shailesh Chandra Baral	-	Member

Public Information Cell

- | | |
|---------------------------|----------------|
| 1. Mr. Suman Pokharel | Co-coordinator |
| 2. Mr. Bharat Ghimire | Member |
| 3. Ms. Maya Khatiwoda | Member |
| 4. Ms. Parbati Thapa | Member |
| 5. Ms. Samjahana Shrestha | Member |

Self-Assessment Team

- | | |
|-----------------------------|----------------|
| 1. Mr. Nandikeshar Nepal | Co-coordinator |
| 2. Mr. Suman Pokharel | Member |
| 3. Mr. Prakash Pokharel | Member |
| 4. Mr. Madan Gautam | Member |
| 5. Mr. Sedunath Dhakal | Member |
| 6. Mr. Dhiraj Budhathoki | Member |
| 7. Mr. Nhuchhe Lal Maharjan | Member |

Academic and Personal Counselling Cell

- | | |
|-------------------------------|----------------|
| 1. Mr. Suman Pokharel | Co-coordinator |
| 2. Ms. Urmila Sunuwar | Member |
| 3. Mr. Ganga Prasad Shivakoti | Member |
| 4. Ms. Parbati Thapa | Member |
| 5. Ms. Samjahana Shrestha | Member |

Parents Teachers Association

- | | |
|--------------------------------|----------------|
| 1. Mr. Bhim Bahadur Patangwa | Chairman |
| 2. Mr. Bhakta Bahadur Bhandari | Voice-Chairman |
| 3. Mr. Achyutraj Budhathoki | Secretary |
| 4. Ms. Kendra Rana | Treasurer |
| 5. Mr. Kishor Sinhg | Member |
| 6. Manoj Adhikari | Member |
| 7. Tanka Prasad Ghimire | Member |

Extension Department

- | | |
|------------------------------|----------------|
| 1. Mr. Nandikeshar Nepal | Co-coordinator |
| 2. Ms. Chandrabadana Rai | Member |
| 3. Mr. Manoj Adhikari | Member |
| 4. Mr. Khimananda Koirala | Member |
| 5. Mr. Sailesh Chandra Baral | Member |

Result Analysis Committee

1. Mr. Prakash Pokharel	Coordinator
2. Mr. Madan Gautam	Member
3. Ms. Chandrabadana Rai	Member
4. Mr. Sedunath Dhakal	Member
5. Mr. Dhiraj Budhathoki	Member
6. Mr. Krishna Prasad Bhattarai	Member
7. Mr. Manoj Adhikari	Member

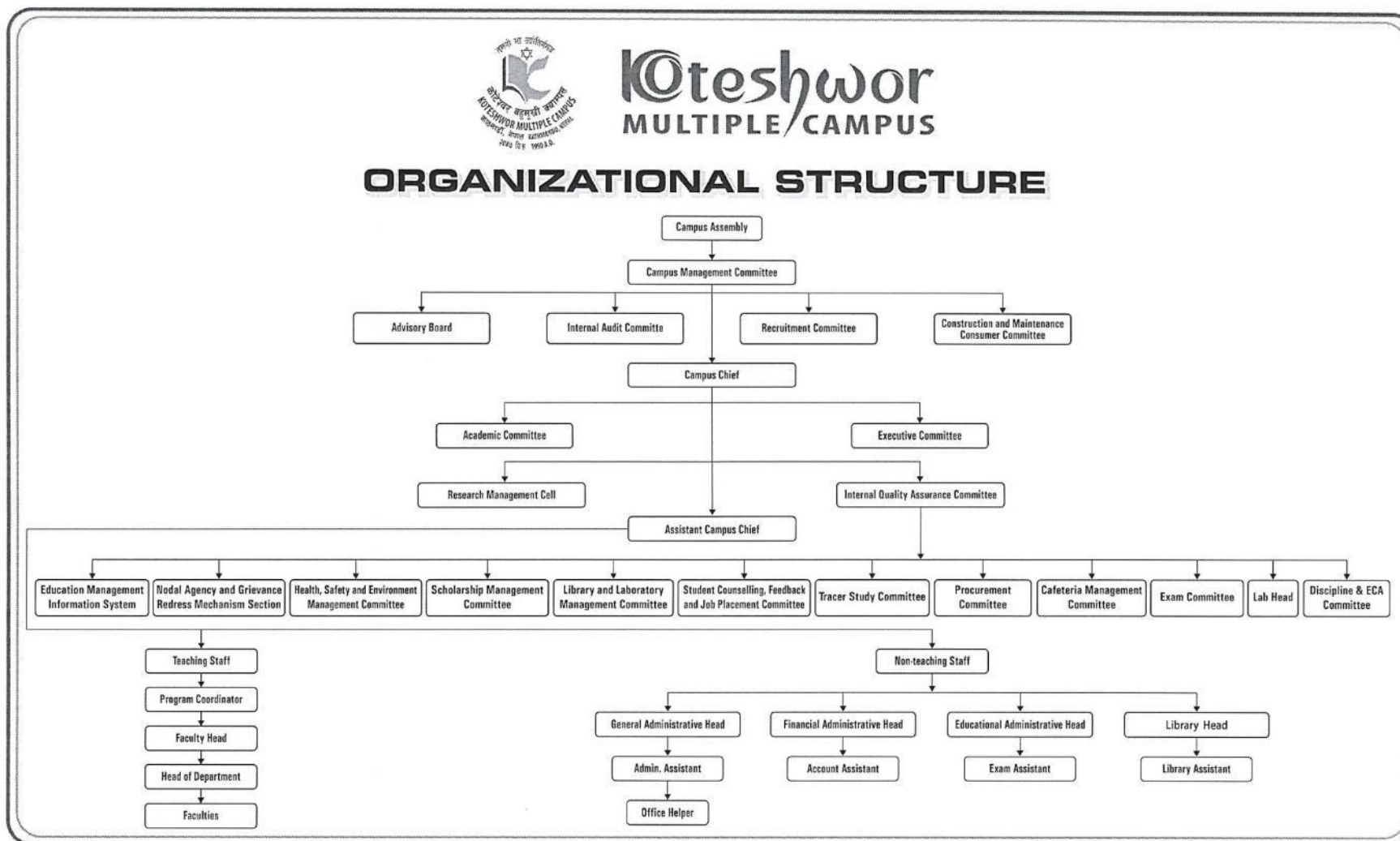
Tracer Study Committee

1. Mr. Suman Pokharel	Co-coordinator
2. Mr. Dhiraj Budhathoki	Member
3. Mr. Manoj Adhikari	Member
4. Mr. Kishor Dhakal	Member
5. Mr. Nhuchhe Lal Maharjan	Member

Employment Cell

1. Mr. Nandikeshar Nepal	Co-coordinator
2. Mr. Lekhnath Ghimire	Member
3. Mr. Binod Adhikari	Member
4. Mr. Niraj Shahi	Member
5. Ms. Maya Khatiwoda	Member

Organogram of Koteswor Multiple campus (Administrative system and organization)



Financial Status

Financial status of the campus will be determined through the final audit report of the fiscal year. As far as concern about the Koteshwor Multiple Campus forming strategic plan largely depends on financial status of the organization. The campus allocates the funds by considering the available fund in the campus through internal as well as external sources. Internal sources is the revenue collected from the students in the form of fees and admission while external sources is the revenue generated from donation like UGC and three trier government.

For Further details, see Volume 9, Annex 254, Audit report 2077/07 pp. 1509 - 1524;

SWOT Analysis

Strength

1. Skilled, Experienced and Dedicated faculties is the need of every institution. Thus, KMC takes pride in having equipped with learned academicians and scholars.
2. Affordable fee is the success story of KMC. It has been the major force for driving students from the rural background to KMC.
3. Institutional good governance is being practiced in KMC since its inception with the rules and regulations enforced by the Campus Administration in partnership with stakeholders available in the campus.
4. Being a Public Campus, KMC believes that implementation of Corporate culture is a must as it enhances the probability of employability for the students. At, present, KMC has signed MoUs with Kumari Bank and NIC Asia.
5. KMC has always believed in the combination of procedure and technology in teaching pedagogy through the effective classroom management, library and labs.
6. Well managed internal examination has been the beauty of KMC since the day of its inception. Examination Committee has been responsible for conducting the internal and board exams.
7. Emphasis on result oriented output rather than exam oriented system has been the motto of KMC which is also indicated by the ratio of pass-out students and by assessing the employability of the students passed out of KMC.
8. Attachment with the community and accommodating the diversity of community based stakeholders is always prioritized by KMC.
9. Use of software along with appropriate non-teaching account section staff for accounting purpose has facilitated the accountancy of the institution.
10. Entire academic activity of KMC is operated as per the provision of annual academic calendar which has eased students to be aware about exams, holidays, sport weeks, vacation, debates, and quizzes among others.
11. EMIS has helped to keep the data of students, teaching and non-teaching staff, libraries, accountant section in a systematic manner.
12. Well managed computer lab has been helpful in conducting computer practices.
13. Good relationship and co- operation with locality is an unrivaled strength of KMC.
14. Since the institution is located in an urban area, it is seen as the first choice of students hailing from the remote areas of Province number 3.

15. Although KMC is in the transition in terms of its infrastructure, as the campus is all set to shift to the new building, the present infrastructure is still sufficient to accommodate the growing number of the students
16. The most laudable part of KMC is the efficient Campus Management Committee which includes the personalities ranging from former ministers to bureaucrats, diplomats to academicians, and local politicians to scholars.
17. KMC has always believed in bringing changes through research and enquiry. Owing to the same, Research and Management Cell has been constituted along with the allocation of the separate budget to the Research and Management Cell.
18. KMC also follows appropriate mechanism, as mentioned in the Campus Statute for the recruitment to retirement of human resources.
19. Continuous increment in the number of students has glorified the image of the institution. It has also been a driving factor in attracting more number of students to the Campus.
20. Supportive and constructive students union has been the positive side of KMC. Student Union has been cooperative, committed and dedicated in their attempt to uplift the campus academically.
21. Full-fledged satisfaction of the enrolled students is the result of the dedication and commitment exhibited by the faculties and students in teaching-learning process.
22. Channelization of information through its own website. KMC has uploaded all the rudimentary institutional information, publications, prospectuses among others in the website
23. KMC is now all set to conduct classes in the new building. Infrastructure deficit won't be a hurdle thereafter.
24. Field visit, practical exams, mandatory internal exams, scholarship benefits have been benefitting students academically.
25. Well managed Extra Curricular Activities and Co-Curricular Activities in KMC have always been attracting the students from diverse walk of lives.

Weakness

1. Lack of sufficient physical structure in comparison to the growing numbers of students.
2. Lack of sufficient permanent faculty as the ratio of permanent faculty and part time faculty is 32:29.
3. Lack of means of transportation.
4. Lack of sufficient capital.
5. Traditional lecture based teaching system.
6. Undue influence.

Opportunity

1. Prime location
2. Possibility to manage it as one of the leading institution in Nepal.
3. Good relation with locality as well as social organization.
4. Considering its overall scenario, it can be developed into a university.
5. Research based teaching and learning.
6. It can provide education as per the need of time and hopes and aspiration of the students.
7. Good relation with other national and international universities.
8. Possibility of running technical subject after the completion of its own building with affordable fee.
9. Development of globally competitive human resources at affordable cost.

Threats

1. Commercialization in education
2. Politicization of education
3. Unhealthy competition by private institution.
4. Job generating education.
5. Vocational practical education.
6. Attraction of students in foreign employment and education.

2.2 CRITERION WISE ANALYSIS

Background:

The self-study report (SSR) task team of Koteswor Multiple campus followed various approaches to collect data, to complete SSR and to document of related annexes. It organized orientations for the different committee members; participated in discussion with teaching and non-teaching personnel, visited different accredited campuses about the process and suggestion, conducted conference too. The main approaches through which the SSR task team of KMC aims at accomplishing the SSR preparation and documentation are as follows.

The SSR task team has given various orientations for the different sub committees to perform the different academic activities and environment for the overall academic quality enhancement. The teaching and non-teaching staffs are facilitated to improve academic environment of the intuition, so it has led to the parameter provided by Quality Assurance and Accreditation (QAA) process.

Similarly, the students were provided different orientation classes to make aware the meaning of QAA and its importance for quality enhancement of the campus.

The campus also organized conferences with stakeholders of the institution to participate them actively in the process of Quality Assurance and Accreditation so that they could actively involved in this process.

The SSR team gained support from community members, scholars, organizations and stakeholders which helped the SSR task team in preparation and documentation of SSR.

The most important approach that the SSR task team followed was the discussion and participation of teaching and non-teaching personnel for the quality enhancement of this campus.

The task team carried out massive discussions on different topics of the campus so the SSR preparation and documentation for Quality Assurance and Accreditation became easier.

Several meetings were organized by SSR task team for the different issues related to parameters of SSR questionnaire and situation of the campus.

These approaches became very much helpful for the preparation of SSR report and documentation. Similarly, the co-coordinators of different committees facilitated the SSR task team to accomplish the different criterion in the process of SSR preparation and documentation.

Visit to different accredited campuses:

In the process of SSR preparation the SSR task team realized the visiting of different accredited campuses and the visited the campuses. The SSR team was also facilitated with different suggestions and advices by these campuses. Similarly, SSR team frequently visited the QAA office and collected the valuable suggestions and instructions for the preparation of SSR and documentation.

Validation

After organizing the virtual meeting with Peer Review Team & Quality Assurance and Accreditation (QAA) division in the presence of QAA Head, the institution reforms an Internal Quality Assurance and Accreditation (IQAA) and formed 5-members Self Assessment Team (SAT). In a staff meeting, different working sub-committees were formed and carried out their respective works area and provided details to the SAT. After preparing the SSR, it presented to the administration, the campus administration studied and analyzed the reports of different committees minutely. The reports were carried out in massive discussion with department heads, faculty members as well as teaching and non-teaching staff. Necessary suggestions and advices were given for further improvement of SSR. Before sending it to the Campus Management Committee for approval, the reports were verified by campus chief as a final report. The Campus Management Committee (CMC) thoroughly studied and analyzed all the documents. It carried out a massive discussion on the verified SSR preparation and documentation. It also analyzed the compatibility of reports with campus situation.

Criterion 1: Policy & Procedures

Koteshwor Multiple Campus is a community-based multiple campus aiming to impart quality education to the aspiring national and international students at an affordable fee structure. It has specific vision, mission, goals and objectives. It has its own organizational structure comprising Campus Assembly, Campus Management Committee, Recruitment Committee, Advisory Board and Internal Audit Committee etc. with their diverse wings to implement those goals and objectives effectively.

Its aim is to produce broad minded self-reliant and skilled globally competitive citizens of the 21st century who have nationalistic vision to serve the nation and the whole humanity. And to obtain that aim it tries to advance the transference of knowledge, wisdom, and skill through qualitative teaching, researches and other means of teaching- learning. It has a long experience of teaching learning history and along with the span of almost three decades of time it has formulated its necessary strategic plans, comprehensive work plans, research policies complying national and international policies and guidelines.

For obtaining the expected aim, it has formulated and timely amended its statute, regulations, bylaws, and directives, code of conducts for legal and administrative provisions and tried to provide well-equipped physical infrastructures and the assurance of good governance in all sectors of teaching- learning. Equally, it has tried to create excess of concerned stakeholders in participation and has been conducting different activities of human resource development for career enhancement of the faculties and staff. The campus is well aware of maintaining effective administrative activities, maintaining hygienic, peaceful institutional environment in campus premises, maintaining optimum internal and external resources, preparing time-proven plans, adopting the measures to control activities that causes negative impacts on campus. Thus, the campus is firmly determined in excelling its objectives for achieving its aim.

For the implementation of the plans and policies it has a campus management committee that has every right to take any decision concerning academic, financial and administrative activities. As being the member secretary of the management committee, campus chief is the chief executive person for implementing all plans and policies approved

by the campus management committee sanctioned by the campus assembly. Further, campus chief is the head of the academic committee, executive committee and internal quality assurance committee (IQAC). This IQAC has prepared Directives for Internal Quality Assurance of KMC-2020 that is concerned with monitoring educational, administrative, and financial administration based on the benchmarks and indicators determined by University Grant Commission and Higher Education Quality Assurance and Accreditation Council. It monitors and evaluates all the activities conducted by all committees, departments sections etc. It also conducts seminars, workshops, meetings for extending awareness regarding quality culture and quality accreditation of the organization. Similarly, it evaluates the monthly annual report of all committees under it and it provides feedback for further improvement.

KMC is also very much concerned with the policy of “right person in right position” so it is quite aware of the job responsibilities of the departments, units, all committees and individuals to make them liable in their duties and responsibilities. For that, it has the provisions of jobs in its statute, directives for comprehensive work plans, directives for internal quality assurance of KMC and separate individual job descriptions. These assigned responsibilities are timely monitored and evaluated for obtaining sole objectives of the organization. Every individual working in the organization has to fulfill the pre-defined responsibilities accordingly. There is check and balance mechanism in aforementioned rules and regulations. So, the faculties and staff are always under the tight surveillance of the controlling authorities. The campus has clear cut strategic plan, action plan, and other regular staff meeting decisions and committee meeting decisions to monitor the staff and emphasize on team work and participate on decision making and sharing information.

Besides offering the regular Bachelors and Masters level programs, the campus has designed soft skill-based and non-credit courses. It feels corporate social responsibility to make the students enable and competent enough to grab the opportunities in the job markets. Such students need basic practical courses to sharpen their practical knowledge. For, imparting such skills, the campus runs English Language Skill Development for the students of Bachelor level, SPSS programs for the students of Management and BSAW, Accounting Packages for the students of Management, Courses of Library Sciences etc. to impart the knowledge of information technology.

As the campus is the community based non-profit making public campus, it runs as per the instruction of the community. It has formal and legal provisions under which the institution brings stakeholders or community feedbacks and orientations in its activities. For this, the apex body of the campus, the campus assembly is formed comprising majority of the members of the community representing different strata of the society where the campus is situated. The campus has other student counselling, feedback and job placement committee. Likewise, the parents/ teachers' associations, alumni association, public campus teachers' association, teacher representatives, staff representatives, representatives of student quality circle are the invitee members of campus management committee and the by-post representative of campus assembly. In the same way the ward chairperson of Kathmandu Metropolitan City ward No.32 is a by post member in campus management committee, all the Federal and Provincial parliament members are the representatives of the campus assembly. There is inclusion of locals and stakeholders in constructions and maintenance consumer committee. This shows that the campus gives high priority of the local voices in implementing its plans and policies.

The Management Committee has decided to form an Organization and Management Committee regarding the creation of vacancy, provision of appropriate numbers of teachers and staff, organizational structure, implementing daily executive mechanism, creating corporate culture etc. This committee generates a bridge with the staff with exchange of ideas and suggestions useful for the organizations. It also evaluates the existing problems in the organizations and seeks measures to sort out the pertaining problems. The forwarded suggestions are regarded highly by the Management Committee and acted upon accordingly.

The campus gives a high value to the involvement of students in the institution management system and quality assurance. Therefore, the chairperson of student quality council (SQC) is included as a member of IQAC. The same IQAC includes a student member that decides to write SSR report, the IQAC/ FSU chairperson is the member of each and every committee of the campus. This shows that the campus values students' participations in its decision making and implementation. Similarly the campus provides a great platform for the concerned academic departments and sections for preparing academic audit to improve and assure quality of

teaching and learning. The campus also submits its academic financial and administrative audit to Tribhuvan University each year.

Research is an inseparable part of teaching- learning activities and the campus has been giving much priority of research activities in its academic endeavors. Thus, the campus has set KMC Research Management Cell (RMC). RMC conducts seminars, research workshops to explore and impart knowledge related activities. It publishes a research journal in which the in-house students and teachers research based articles get enough space. The faculties provide enough field visits and institutional visits to the students for enhancing practical knowledge. The involvement of research activities has created lubricating environment in teaching the subjects fluently. The teachers are more resourceful, confident and excellent at teaching their subjects and the teachers as well as students have been publishing their research based articles in the journal. As the teachers are more resourceful about their subjects, its positive impact is felt on the classroom conduction. The students enjoy their classes that have resulted positively.

Academic innovations are essential for an alive institution. KMC is also expected to innovate theory and practice of teaching and learning. KMC discusses the current status of innovations in KMC educational practice. Yet such innovative ventures have not been so influential because of administrative and financial constraints.

As a renowned community campus, KMC has its well defined vision, mission goals objectives and organizational structures to achieve its objectives. The campus places its priority of right person in right position with providing pre-defined job responsibilities and the system of check and balance mechanism. It gives priority of the voices of locals, stakeholders and implements its action plans incorporating all the voices. The provision of Q&M Committee, students' participation in internal quality mechanism, preparation of academic audit, the formation of Research Management Cell (RMC) for creating conducive environment for teaching and learning, the provision of well-managed virtual classes as an innovative teaching pedagogy are the glaring examples of its strength.

The campus has some weaknesses too. As there are many committees functioning at the operational level, there is possibility of duplication of role and responsibilities. Similarly, due to diverse geographical location

and as most of the students are living on their own, parents and guardians may not visit the campus as expected which hinders in collecting feedback from the same. In the same way, as most of the courses offered at the campus are general courses, there are low attractions of students. So, the campus has to think about sorting out the pertaining weaknesses of the campus.

As being a community campus it entertains the recently reformed higher educational policies suitable for its growth and development. The statute, plans, policies, regulations, directives are compatible with national plans and policies. Equally, there is constant and constructive support of local communities, federal and provincial parliaments' members to implement and enforce the plans and policies. Virtual advancement in transferring information concerning plans, policies and procedures is also its opportunity as the campus is focusing its class activities through virtual means of communication. Educational organizations like KMC are affiliated with Tribhuvan University so, its plans and policies will be ineffective if national and international policies are unfavorable. There are frequent changes of the national educational plans, policies and priorities. Therefore, the campus has an uphill challenge to meet the demand.

Despite having aforementioned strengths, weaknesses, opportunities and challenges the campus is striving ahead with its firm resolution in imparting quality education with nationalistic vision to create better citizens appropriate to meet the demands of the market of the 21st century who can have profound philosophical and humanistic insights. The financial aspect might hinder its path of success but the determination of continuity for fostering education cannot be halted at any cost and the campus assembly, executive committee, teaching faculties and staff are resolute to continue the endeavors further.

SWOT Analysis of Criterion 1 [Policy & Procedure]

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential. Strategic planning or long-range planning is concerned with Organization's Vision, Mission, Goals and Objectives. A SWOT Analysis summarizes the key issues from the organizational environment and the strategic capability of an organization that are most likely to impact the strategic development. Hence, it is also called the situation analysis. SWOT analysis is one of the fundamental parts in formulating strategies. Under this, the information about the external and internal environment is presented in a structured way. The environmental opportunities and threats are identified and evaluated. Similarly, strengths and weaknesses are located through the internal or resource analysis. On the basis of these theoretical perspectives: the following are the SWOT Analysis of Criterion 1:

Strength

It is the positive internal characteristics that the organization can exploit to achieve its goal. This is the capability of Organization to perform better than the competitors. KMC's Strengths are reflected by the internal components such as: resources, structures, Vision, Mission, Goals and Objectives. By considering the aforementioned criteria the following are the strengths of KMC:

- a. It has well defined Vision, Mission, Goals and Objectives,
- b. It has clearly defined plans, programs, and strategies to achieve its specific goals and objectives,
- c. Well defined organizational structure is another hall mark of KMC,
- d. Functioning of mechanisms for internal quality monitoring and checks. IQAC is formed with all legal provisions for the same,
- e. Well-defined and written scheme to evaluate the pre-defined job responsibilities of departments ,units and individual staff assure the smooth functioning of Organization and also guarantees the check and balance mechanism,
- f. Campus runs with clear strategic plan an action plan,
- g. Provisions of regular and self-sustaining non-credit courses,
- h. Provision of feedbacks collection and formulation of policies as per the feedbacks,

- i. Organizational activities are managed as per the suggestions of O&M survey,
- j. Provisions of students' participation in internal quality mechanism,
- k. Regular practice of preparing academic audit,
- l. Provision of specific mechanism to combine teaching and research,
- m. Assessment conducted by RMC for mapping outcome of the blend of research and teaching
- n. Well- managed virtual classes as a innovative teaching pedagogy.

Weakness

It is the internal characteristics that might restrict the organization's performance. It stops an organization for performing at its optimum level. It reduces the competitiveness of an organization. So far as weaknesses are concerned, KMC assesses the following weakness:

- a. As there are many committees functioning at an operational level, sometimes there is the duplication of roles and responsibilities that create problems.
- b. Due to the diverse geographical location, Parents/guardians may not visit the Campus frequently. Sometimes it creates problems to collect feedbacks related to ongoing campus activities.
- c. Low attraction of students in self-sustaining non-credit courses.

Opportunities

It is the favorable external factors that could give an Organization a competitive advantage. The following are the Opportunities for KMC:

- a. Recently reformed higher educational policies are suitable for the growth and development of the plan and policies of Campus.
- b. Plan, Policies, Statute, Regulations, Directives are compatible with national plans and policies.
- c. Constant and constructive support of local communities to implement the plan and policies of the Campus.
- d. Dissemination of information concerning plans, policies and procedures become easier due to the advancement of technology, and it also supports conducting virtual classes.

Threats

It is the unfavorable external factors that could have the potentiality to harm an Organization. Threats hinder the Organization in goal achievement. All activities of Campus are directed towards mitigating the

threats. By this token, the following might be the threats that KMC is compelled to face:

- a. Policies and Plans will be ineffective if national and internal policies are unfavorable.
- b. It might be the challenge if plans and policies of KMC don't meet the demand caused by the frequent change of the national educational plan, policies and priorities.

Criterion 2: Curricular Aspect

Koteshwor Multiple Campus gives top priority to the quality of education and it is well aware of the need of the students of grass roots from diverse society and the qualifications which learners are required to achieve at different stages of their educational life.

That's why; the campus has taken the initiatives to change the curriculum keeping in view the need of the society. In the complete curricular aspects of the Koteshwor Multiple Campus, it has been viewed as the name of such a preplan that encompasses all the activities in the domain of education at the Bachelor's level. While preparing the curricular aspects of KMC the experts of curricular aspects must have kept in mind about the consistency of teaching and learning has to be seen as consisting of four elements and four dimensions: objectives, content or subject matter, method or procedures and evaluation. This is why, we can see that the newly introduced curricular aspects clearly have an aim namely making the students skilled human resources capable of coping with all challenges of modern world, entertaining the morality and ethical values, keeping in mind patriotism and working with curiosity with creating knowledge, innovation and positivists' mindedness. The newly introduced curricular aspects define the strategies to be followed and the way to evaluate the skills achieved.

The campus has been consistently running its curricular aspects according to the courses prescribed by the Tribhuvan University in terms of its goals, objectives and standards. There are different areas of studies open for the aspiring students. Various optional and elective subjects are offered for their choices. The campus has conducted three programs (B.Ed., BBS, and BA) in Bachelor's level. The Students can choose different elective subjects according to their interests in any discipline of Bachelor's level. The campus runs classes both in morning and day shift for the convenience of students because many students are the teachers and other job holders in different schools, government offices, banks and other institutions.

The teaching course is completed on time. Extra coaching classes of difficult subjects are provided for the betterment in students' performance. Computer, multimedia projector are used to facilitate teaching learning activities. Group field work and individual field work are assigned to enhance the practical knowledge in students. Internal examinations are

held to assess the students' progress. Practice teaching program are conducted for the students of education faculty.

Moreover, the students of Management faculty frequently go to different banks for intensive work where they get many practical ideas related to banking. KMC has engaged itself in various efforts to hoist the quality of education with the management of transferring skills among the learners including the potentiality to learn through the art of teaching, through the communication skills by conducting debates, quizzes and make the students aware of the modern technology. For this, the provision of curricular, co-curricular activities, academic calendar with curricular, co-curricular and extracurricular activities, annual action plan and so on.

We have been projecting a plan to introduce the demand oriented subjects to match with the provincial and national requirements. We have imparted the importance to the involvement of teachers, communities, students and stakeholders 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 their curricular aspects.

Workshop and orientation classes are conducted to enhance the students' learning capacity. Report writing and presentation, debate competition are conducted to develop communication skills. The college organizes programs and competitions like Lok-Dohori, sports, etc. Besides, Free Students Union of KMC and Youth Red Cross Circle take initiatives in organizing programs that helps in the all-round personality development of the students. They have been working in coordination with the extra-curricular head Mr. Nandi Keshar Nepal.

In this way, the campus has been running its curricular activities in harmony with its goals, objectives and standards. The campus obtains its feedback on teaching programs from campus council.

There is campus-guardian-stakeholders rapport in course-works at present. We frequently consult with the stakeholders of possible fields of employment for their needs and demands and we extend our programs accordingly. However, the campus has been facing some challenges in curricular activities too. In addition to the committed and well-trained teaching faculty with high level of exposure in the respective fields.

At KMC, there are several mechanisms to get motivation, feedback from academic peers and the employers through regular student guidance and counseling through the regular encouraging systems. Different means of collecting for the improvement of campus such as Complaint box, visitors' Book, Facebook page, Website, blog, Instagram and other tools/means of social network. To uplift the academic height of the KMC, different academic gatherings such as meeting of campus assembly, CMC, Staff meeting, student joint meeting etc. are held in the regular time interval.

The teaching faculties are continuously upgraded themselves by attending regular workshops, training, research oriented seminar and conferences as well. There is increasing pressure from the students of the higher education system to equip students with soft skills and job-oriented curricula with innovation. This analysis comprising a set of best practices in Curricular Aspects, help the Koteswor Multiple Campus in working towards excellence.

Similarly, the KMC implants civic responsibilities among the students by organizing the awareness programs and orientation to make them to feel and realize about the nation, nationality, identity and the patriotic values. The students of KMC are taught and convinced to take care of the cleanliness in Campus, houses and the peripheries with regular scaffolding and encouraging with rewards and feedbacks. For the extra talented and deserving students, the scholarship schemes and other perks are provided through the initiation of Campus.

To impart value based education, the campus has been running different curricular activities to create socio-cultural, harmonious relationship with different culture and ethnic group and national political awareness in students. It has also been running extracurricular activities such as quiz, sports, and oratory programs and so on for the sake of all round personality development of the students of KMC.

Koteswor Multiple campus has been practicing the value and the code of conduct of the students, moral quotations while staying in the library and other departments. There is the provision for the students of ethical clean-cheat before defending thesis and other academic reports in the campus premises. Guest lectures by the subject experts, mentors, researchers and other practitioners on the related courses/themes/subjects are conducted

time and again. The students of KMC are exclusively convenient through the golden rules and regulations of Campus through pasting or installing on the wall to impart ethical and moral values.

SWOT Analysis of Criterion 2 [Curricular Aspect]

Strength:

- a. Proper provision for ensuring consistency of teaching and learning with academic goals and objectives,
- b. Provision of necessary flexibility for the students' time frame matching according to students' convenience, horizontal mobility and elective options.
- c. Additional focus programs are being run.
- d. Campus has taken initiative to contribute to the Curriculum development Centre by providing feedback.
- e. Campus has the legal and institutional provisions to obtain feedbacks from the stakeholders. And those feedbacks play crucial roles to revise its policy and procedures
- f. Cordial bilateral and multilateral relationship among Campus, Industries and Neighborhood.
- g. Frequent conduction of different activities to inculcate civic responsibilities among the students.
- h. Well-managed provisions of ECA/CCA/CA for the all round personality development of the students.
- i. Practices taken by the Campus to impart moral and ethical value based education.

Weakness:

- a. Still there is no provision of Credit transfer system in horizontal mobility.
- b. No complete time frame matching facilities for the students.
- c. Even Campus's rules and regulations remain silent regarding to Credit Transfer Facility.
- d. Not being able to make participation of all students in ECA and CCA actively.
- e. Not being able to make participation of all students in additional non-credit courses.
- f. No adequate open space for conducting ECA/CCA.

Opportunities:

- a. Students are attracted towards the Campus due to the strength of curricular aspects.
- b. Students get job opportunities due to the warm co-ordination of Campus with other job providing organizations.
- c. Good relationship with a community or society is the backbone to the institution.

- d.** Different facilities and Scholarship programs and even provided such facilities by Stakeholders create a brand image of the institution.

Threats:

- a.** If our products fail to satisfy the employers in the job market, immediately it causes adverse impact to the institution and the reputation might be degraded because of cordial relationships among many organizations.
- b.** Lack of capital, land to adequately fulfill its physical infrastructures and playgrounds.
- c.** The feedback duly collected by campus faculties related to Curriculum aspects might not have been heard and addressed by the concerned authority.
- d.** University has not managed proper rules and systems about credit transfer facilities in all streams.

Criterion 3 : Teaching, Learning & Evaluation

Koteshwor Multiple Campus has been dedicated to impart quality education since its inception. The campus promises to produce skilled human resources to compete in the global market. Therefore, to bring such skilled human resources, the campus has been admitting students and giving them quality education- both theoretical and practical knowledge.

The institution aims to develop physical infrastructures, maintain smart administrative activities and create time-tested educational environment. With an aim to manage advance education management information system the campus has managed EMIS system through advanced software and through this system, there is the clear, smart and effective mechanisms in its teaching, learning and evaluation process.

There are highly skilful teaching faculties, academicians and administrative staff in the college to provide best knowledge to the students and bring the best from them while enhancing their academic career. The college has set its targets to give quality education to the students. It has well understood that the results of the students in their examinations are important along with their extra-curricular activities. The campus, therefore, is working towards to hone both skills and academic knowledge of the students that it enrolls.

It has been targeting to help students pass the board examinations, shape themselves for the global market and make a prosperous career ahead.

To impart knowledge to the students the college admits students each year in several of its programs. While admitting them various methods and procedures are applied during the admission process.

The admission procedure begins immediately after the university announces admission notice of each level. Campus publishes notice on its notice board and on other social networks, as well as through media (print such as via banners and brochures and electronic forms).

The college has clearly defined its guidelines for admission in both the Bachelor's and Master's level. So far as the admission begins in the campus the Students Counseling Centre of the campus assesses academic records of the students. The centre also briefly informs campus's rules,

regulations and disciplinary activities the students should abide by in the campus until they complete their academic years so that they don't have any kinds of confusions in the matter.

Later after the counseling the students then fill up forms and attach their certificates for the admission procedure. They then sit for a written test, which is the first phase to get an enrolment in the respective classes.

The Master's in Business Studies (MBS) students sit to take their Central Management Admission Test (CMAT) conducted by Tribhuvan University, Faculty of Management and the Office of the Dean. Those who pass the examination then apply for the admission with the stipulated timeframe.

After the students get an enrolment in the campus they are oriented to the program, evaluation systems, and codes of conducts, relevant institutional provisions and requirements. As the orientation helps students to learn about all the activities available in the campus, it disseminates the information through its website, social media pages, sms and telephone calls about the date, place and time and about the program. The orientation is organized after the admission concludes and the classes begin.

The campus usually opts for aptitude tests which can evaluate problem solving ability of the individuals. It also conducts domain specific tests such as English Language, written/oral communication skill assessment et cetera. So as to ensure whether the students can understand the course materials of their level or not the campus takes necessary tests both in the written exams with aptitude tests paper and interviews.

After the students get enrolled in the campus the academic classes are conducted regularly. In the very beginning of the starting of the academic classes, the institution encourages teachers to make a teaching plan for the academic year.

Respective departments first prepare lesson plans for each subject and then recommend IQAC for approval. Annual lesson plans are prepared and are divided to meet the course coverage. Similarly, daily, weekly, monthly lesson plans are prepared in the basis of term wise course coverage pattern in the process. The Campus Academic Committee

facilitates for the preparation of the teaching plan and also monitors its execution.

The college has been teaching the course content without skipping anything of the content. The courses are taught step by step taking care of the students' pace. Exercises are given to practice both in the classrooms and to practice in homes. Group discussions and classrooms presentations are also conducted to help students learn in diverse classrooms.

It is not only the textbooks but the students; their knowledge and experience are a great source of knowledge. Sharing of the knowledge and experience of the students to understand in varieties of topics are used in the teaching and learning process. The classrooms are lively and vivid, making the students learn with enthusiasm.

Various methods are being applied in teaching and helping the students learn. The campus has been using both the audio and video methods in helping the students learn. Power point presentations, use of multimedia projectors, case study analysis, pre-session, in-class and post-session tasks are given to the students.

Film screenings, providing the students a reading list, listening texts and watching lists also have been one of the methods used in the teaching learning process in the campus. Similarly, group discussion, problem solving, peer learning approach and project works have also been provided along with the lecture methods to teach students. Also academic tours are conducted annually to help students learn practically.

Along with the regular academic classes, there are also various activities and programs aimed at helping students with learning difficulties. The college has been providing remedial courses, in coordination with the respective departments, to academically weak and disadvantaged students. Such courses are usually provided in the form of revision and sometimes also by giving additional classes on the subjects in which the students are weak at. Such additional classes are given both in the regular college days and also in public holidays. Such remedial classes offer more individualized instruction than the full class instruction.

The students are given ample questions to practice and also written tests are conducted repeatedly to ensure that they have been making improvements after the additional classes.

The campus has made a provision to measure students' academic progress regularly. Periodic performance evaluation of the students is done by evaluation through assignments. It has also been conducting internal exams on the stipulated date and time. Before conducting the exams certain time is allocated for revisions of the curriculum. The students then participate in the TU Board Exams.

Other evaluation techniques such as assessment techniques, use of concept maps, concept tasks, group work, curricular quizzes, informal observation, self assessment and providing multiple test formats are used.

The campus has also established its national and international linkages for teaching and research. The institution has established its academic relationship with Tribhuvan University, University Grants Commission, and Public Campus Association among others at the national level. It has also established relationship with Esperanto, an international language movement at the international level. Also the faculties attending international conferences have helped to build the international linkages.

For delivering quality education the campus needs skilled and qualified faculties. For the teaching, learning and evaluation of the students the campus has its well-managed system of recruit policy and process. It identifies the jobs vacancy, analyses the job requirement, reviews the application, screens, and shortlists and selects the right candidate.

The Campus Management Committee decides the vacancy by approving the recommendation report by the Executive Committee. The Campus Management Committee gives instructions to the Recruitment Committee for the recruiting process. Then the Recruitment Committee recommends to the Management Committee for the appointment as per the rules and regulations of the campus.

After the selection of the candidate decided by the Campus Management Committee, Campus Chief gives an appointment letter with a job contract, TOR and other necessary documents if required. The campus has recruited 23 teaching staffers from the year 2075 Baisakh to 2076 Falgun.

Also the campus has legal provisions to manage the ad hoc teaching staff as per the need. The campus has also allocated budget for the same.

The campus has been using performance appraisal for a variety of activities through which campus is seeking to assess employees and develop their competence, improve performance and allocate rewards.

To help students learn the campus has also has the provision and practice of inviting visiting/guest faculties on a regular basis. The campus has been providing 7-10 visiting professors in a year.

The campus conducts refresher courses/seminars/conferences/symposia/workshop programs for faculty development.

The campus has been fulfilling its target to enroll higher number of students each year and deliver quality education. It has also been using the latest trend and techniques in teaching, learning and evaluation of the students. The campus has also been committed in faculty development programs organizing interdisciplinary workshops, seminar and similar other programs.

With the commitments for the assurance of imparting quality education in students the campus has started seeing a surge in the number of students seeking admission in the campus. There are times that the college has been forced to stop taking further admissions because of its limited infrastructures –both physical and human resources.

The campus has been able to well manage provisions for assessing students' need and aptitudes for their respective courses. The provisions for bridge/remedial courses to academically weak and disadvantaged students have been successful as the students were highly benefitted with it. They were able to improve themselves and secure good marks in the final board examinations. Also the students who were not able to get the pass marks got the opportunity to get chance to make an improvement of themselves. As a result the students secured pass marks.

Also the teaching and learning activities with the preparation of the lesson plans both the annual and monthly has helped both the students and teachers for teaching and learning. Courses have been taught as per the lesson plans and are carried accordingly in each class as the college has

divided students in different sections to meet the student teacher ratio in each classroom.

With the help of the teaching plan and the efforts of the faculties the campus is able to harmonize its academic calendar with teaching and with the Tribhuvan University's calendar.

Proper supplements of innovative teaching aids in traditional teaching method have helped both the teachers and students in the use of technology, learn with new techniques and help learn skills. The use of technology in teaching has been a boon in the current corona virus pandemic as the campus has been conducting online classes. The students have not been away from their campus in this crisis.

Film screenings and audio texts have helped the students to think the same text with a different dimension. Sharing of experiences in a diverse classroom has helped students to understand the topics easily and practically.

The students were able to properly socialize in campus rules, regulations, system etcetera through its orientation programs. Also the students monitoring of their overall performance periodically through different means has helped students not only to get good grades, but also to become a good citizen.

Proper system of recruiting faculties and legal provision of appointing and paying temporary/ad hoc teaching staffers has helped the campus to get quality teachers. The evaluation of faculties through Performance Appraisal System, policy formulation by including students' feedback, conducting faculty development programs have helped the campus to give best to the students. The campus has applied various innovative teaching pedagogy in the teaching, learning and evaluation process. Also there are various linkages with the national and international level in considerable pace. Despite the strengths of the campus in teaching, learning and evaluation process the campus still needs to increase students' evaluation system. The campus needs to increase MoU with foreign universities to increase in credit transfer and other facilities.

The campus also needs to add some legal provisions in the Campus' Statute, bylaws, regulations and directives regarding rating systems and

rating forms for evaluation of faculties and evaluation system of Research and Scholarly articles and contribution of the evaluation in performance appraisals. Also there is a need to increase seminars/workshops and other various programs. The campus has also felt a need to train the faculties on the latest change in the teaching learning methods and in the use of technologies.

Along with the growing cases of corona virus in the country the campus has been conducting online classes but the teachers should be trained to use the digital platforms to take classes. The teachers have experienced various disturbances while teaching from online platforms and those issued must be solved. For that the campus has felt an immediate need to train them in the use of technology. Also the teachers do not have proper devices to teach online. The college too needs to work on it. The number of projectors and availability of internet in the classrooms are very limited. As a result, the subject teachers have not been able to use the internet and projectors when necessary. If these items are made available then the teachers do not have to compromise.

There are various opportunities in the campus for both the students and teachers. For students it can be a good learning environment with diversity. There are opportunities for career growth of the students as they could be recommended for various job opportunities after their job completion as the faculties have links with the job providers.

The institution has also been an attraction for professors and experts to be the visiting faculty here. Three tier governments consistent contribution in making the campus as technology friendly campus. The campus has experienced positive response of candidates regarding recruiting process of the campus. This has been a good opportunity for the campus to appoint skilled and talented faculties.

Despite all the efforts and dedication of the faculties and staffers sometimes the campus' academic calendar is not harmonizing with teaching lessons due to abrupt decisions of the university. Also the campus has been experiencing high sounding faculties resigning at times because they get opportunity in global markets for their career enhancement.

Despite all these short comings the campus has been trying its best to maintain its academic calendar. The faculties have been conducting classes even on the public holidays. The campus has been providing extra classes for students to improve their academics. The campus has also been conducting various meetings, seminars, workshops to enhance the knowledge of the faculties. Also it has been trying to convince its high sounding faculties to not resign from their post. It has been providing study leaves for the faculties if they want to study further. The campus has been doing its best in students' enrolment; provide quality education and evaluation of the students.

SWOT Analysis of Criterion 3 [Teaching Learning & Evaluation]

Strength

- a. Good provisions of admitting the new graduates in Campus.
- b. Well managed provisions for assessing Students' needs and aptitudes for a course.
- c. Proper provisions for providing bridge/remedial courses to the academically weak and disadvantaged students.
- d. Teaching learning activities by preparing effective teaching plan.
- e. Campus is able to harmonize its academic calendar with teaching and with University calendar.
- f. Proper supplement of innovative teaching aids in traditional teaching method.
- g. Properly socialize in campus rules, regulations, systems etc through Orientation Programmes.
- h. Students' monitoring their overall performance periodically through different means.
- i. Proper system of faculties forms their recruitment to retirement.
- j. Legal provision of appointing and paying temporary/ad-hoc teaching staff,
- k. Conducting seminars/workshops/trainings and also sending faculties in such programmes.
- l. Evaluation through Performance Appraisal system.
- m. Policy formulation by including students' feedback.
- n. Conducting frequently the faculty development programmes,
- o. Applying innovative teaching pedagogy.
- p. Linkages with national and international level in considerable pace.

Weaknesses

- a. Needs to increase students' evaluation system on institution experience.
- b. Needs to increase MOU with foreign universities so as to increase in credit transfer and other facilities.
- c. Some legal provisions should be added in Campus's Statute, bylaws, regulations and Directives regarding rating systems and rating forms for evaluation of faculties, and evaluation system of Research and Scholarly articles and contribution of the evaluation in performance appraisals.
- d. Needs to increase seminars/workshops/and other programmes.

Opportunities

- a. Attraction of Professors and experts to be the visiting faculty of KMC.
- b. Three-tiered governments' consistent contribution for making Campus as technology friendly Campus.

- c. Positive response of Candidates regarding Recruitment Process of Campus so that the chance of appointing skilled and talented faculties.

Threats

- a. Sometimes, Campus's academic calendar is not harmonizing with teaching lessons due to abrupt decisions of University.
- b. High sounding faculties, sometimes, may leave the Campus because they get opportunity in the global market for further career enhancement.

Criterion 4 : Research, Consultancy & Extension

Research is a backbone of educational institutions. Without research teaching–learning activities are almost impossible. Higher education in Nepal and abroad requires research and publication after conducting the research in the regular basis. It helps in promoting the academic activities of the campus. The faculties of campus should be resourceful and dynamic to ensure the quality education. To fulfill the requirements of research, consultancy services, and extension activities there is a provision of Research Management Cell, Extension and Consultancy Department.

The objectives of Research, Consultancy and Extension are as follows:

- To carry out research activities in the regular basis.
- To conduct monthly interdisciplinary workshops on assorted issues;
- To seek assistance from University Grants Commission (UGC) for conducting research on different issues including policy and procedures, curriculum, infrastructure, campus-community relations, among others
- To contribute in strengthening the linkage between teaching-learning and research innovation and development thereby improving overall quality and relevance of higher education at KMC;
- To support paradigm shift from conventional theory-based teaching to emerging research and application-based teaching-learning process;
- To conduct orientation, workshops, seminars, etc. to promote research activities of KMC faculties
- To conduct training, and capacity building programs for the career development of the faculties and staffs.
- To conduct different action research to enhance the teaching-learning pedagogy, research based education and evaluation systems.
- To provide consultancy services to the students and other stakeholders according to their needs.
- To extend campus activities to other areas of its relation for the betterment of academic and administrative activities.

KMC has a separate Research Management Cell (RMC) to carry out research and conduct seminars, workshops, and orientation about how to explore the research possibilities and complete the research projects. It has been established in order to support the faculties of KMC to carry out research in the concerned subjects they are teaching at KMC. It aims at supporting the faculties to involve in different research related works in campus that enables their teaching-learning activities of campus. KMC has been regularly organizing research seminars, workshops, field visits, consultancy services and publishing different journals.

RMC of KMC frequently conducts research activities to strengthen the potentiality of the faculties and students in teaching learning activities. Students are involved in different research activities such as paper writing, thesis, and term papers to widen the knowledge in the field of research. Further, the students link their research activities on studies through field visits with the aim to fulfill their partial requirement of their studies. Students are encouraged in research oriented activities with the support of RMC and the campus also provides incentives to the faculties to conduct mini-research.

KMC publishes two scholarly journals: one in English language, KMC English journal, and another in Nepali language, KMC Nepali journal, and an annual campus house journal, Deepshikha, to disseminate its official information and academic activities to the stakeholders and other concerned people. The campus has been engaging its faculties to conduct different mini research projects by providing seed money from the budget of RMC and their reports have been included in the Campus journals. It helps both the faculties and students to identify the problems and solve them accordingly.

KMC regularly allocates budgets to carry out research activities. It has allocated the budget of NRs. 8,00,000 budget for research in the fiscal year 075/76, which was 2.17 % of the total budget of the campus. In the same way in the fiscal year 2076/77 the amount was same as in the previous year. But the amount of budget increase to NRs 13, 61, 808 in the year 2077/78, which was 3.31 % of the total budget of the campus. In this way the campus has been giving priority for the research work these days.

Campus has been promoting research by encouraging both the faculties and students to do research works. It has been encouraging postgraduate students doing project works. There are different subjects like Mass Communication, Sociology and Anthropology, Health and Physical Education, Finance, Marketing, English and Nepali Language and Literature, Teaching and Pedagogy, etc. taught in different faculties at KMC in which the students need to submit research report after they conduct research in teachers' guidance. They go to field visit in the guidance of their teachers and prepare their report as required. Such empirical visit and documentation really help both faculties and students to be more competent in research activities.

There is a provision of leave for the faculties to pursue M Phil., and Ph.D. According to the provision of study leave, the faculties shall be entitled to study leave not exceeding one year paid leave and three years unpaid leave after five years of service.

The faculties are also provided with seed money to conduct research and to prepare articles for the journals to be published from the campus. Faculties also have been engaged to guide the students to do research work in both Bachelor's and Master's level. Nine faculties in the Faculty of Management, six faculties in the Faculty of Education and seven faculties in the Faculty of Humanities and Social Sciences have been guiding the students in the research work. Fifteen faculty members of the campus have contributed for the journal writing in the last issues of KMC Research Journals.

KMC has two peer reviewed research journals published regularly. They are KMC Research Journal, and KMC Nepali Journal. They have been published annually. Most of the articles of journals are developed from the mini-researches completed by the faculties in their respective fields. KMC Research Management Cell (RMC) has taken the responsibility to publish the journals. The campus has another publication named 'Deepsikha' than has been published annually. It includes campus official information along with critical essays and creative works of faculties and students. Besides, the students also publish other magazines as per their requirements of curriculum. For example there is 'Aina' published by the students of Humanities and Sciences who read the Mass Communication and Journalism as major subject.

KMC has been offering consultancy services to the students and other people in different issues regularly. Campus has Student Counseling, Feedback and Job Placement Committee which provides consultancy services in a regular basis for the students. Campus verifies students' academic, social and financial background and provides consultancy appropriately considering their need. Even campus plays crucial role for placing them in the suitable job available in the job market. It has been arranging seminars frequently, especially for its stakeholders to provide consultancy services.

KMC has a group of designated persons for extension activities. For this it has recently established KMC Extension Department including full time faculties. Under the Extension Department, numerous clubs are run as per their objectives. The extension committee has a planning to hold co-curricular and extracurricular activities targeting some high schools in its neighbors. It has also the plantings to conduct other local community related activities.

KMC has the planning to collaborate with NGO's and GO's and to work with them as per the similarity in mission between Campus and these organizations. The KMC Extension Department will carry on this task. It has planned to work with other national and international organizations with similar interests and activities like KMC.

As mentioned above, there are provisions of research, consultancy and extension activities in the regular basis at KMC. The faculties have been involved in conducting different research projects and have engaged in many workshops, and seminars. Yet, they need sufficient funds and time to spend for carrying out quality research. Due to the lack of research friendly infrastructures the faculties are not motivated in doing research as expected to do. Research is a rigorous and time consuming task. It requires patience and motivation more than other works. But due to lack of sufficient facilities as required, research activities have not yet been conducted as expected in the policy of the campus. Still the campus has not been able to provide financial support for the students in research activities.

The campus needs to make effective extension programs as defined in its policy. Accordingly it needs to manage outreach program properly and should be continued regularly.

The campus has to make its effort to run M. Phil and PhD level programs to promote its research activities. There is only Management Faculty run in Master's Level. Campus is planning to run master programs in other streams too. Furthermore, KMC is planning to extend its activities horizontally and vertically. For this purpose, Campus has set up the proper multimedia classrooms for master levels and very soon, all classrooms will be fully equipped with multimedia setup.

As there are many prospects and possibilities for the development and prosperity of campus, there are weakness and threats too. It has to lessen its weakness and put efforts to remove the external threats for its growth. It has to build a healthy and harmonious relationship with the local community and organizations who can work together. It has to extend its research and consultancy services with industries and business organizations by managing the experts and resource persons it has been producing regularly. It can achieve its goals of making KMC a really resourceful and internationally competent center for higher education in the near future.

SWOT Analysis of Criterion 4 [Research, Consultancy & Extension]

Strength

- a. Adequate budget has been allocated for research activities,
- b. Institutional provisions for promoting research.
- c. Regular publication of research journals.
- d. Provision of Consultation Services by Campus.
- e. Provision of extension activities.
- f. Defined approaches to encourage students and teachers for extension activities.
- g. Working in a planned way with NGO'S,GO's and Other Private Organization.
- h. Initiation for Outreach Programs.

Weakness

- a. Needs to encourage more for research activities for PG students.
- b. Needs to increase seed money for the faculties to encourage in research.
- c. Still, Campus has not started to run M.Phil. Ph.D Programs.
- d. Needs to make effective for extension programs, though policy has been clearly defined.
- e. Still, Campus has not provided financial support for students in research activities, but Campus will provide this because policy and budget is defined and allocated.
- f. Needs to manage outreach program properly and should be continued.

Opportunities

- a. Expert faculties and creative students to run extension and outreach activities as being called by the local schools and organizations,
- b. Flow of local residents to support the campus and to be benefitted for the institution,
- c. Regular visit of parents/guardians,
- d. Well managed resources for conducting research level Programs such as : M.Phil, Ph.D

Threats

- a. University has not provided affiliation to run M.Phil and Ph.D programs,
- b. In Spite of being expert faculties, society and organizations has not demanded for the same,
- c. For conducting outreach programs, local schools and other organizations are not so much interested.

Criterion 5: Infrastructure & Learning Resources

Koteshwor Multiple Campus is a community-based public educational institution, located in Kathmandu Metropolitan city- 32 Jadibuti. The institution, with three decade long history in education, is working under broader objectives to be established as a renowned university of Nepal. To fulfill the underlined objectives of the campus, it has been working with multifaceted perspectives and dimensions. This campus has owned a modern and well facilitated building which is foundation and existence of this campus and it has eased to deliver advanced, upgraded and technology based education. Mostly, the campus has worked and planned to work with representative of community, government and concerned agencies and even the objectives are community oriented. With long-term strategies and outlines of the campus, it has made plans and policies. The existing condition of campus can solve basic and fundamental needs and students necessity. To develop more infrastructures and learning resources, the campus has clearly drafted roadmap which can ensure funding aspects. The campus has primarily focused on research based education and on the basis of purpose, work plans and strategies is prepared after discussing with community, scholars, and policy makers. To initiate the research based education, the campus is frequently doing seminars, trainings and presentations including students. For this reason, techno- friendly classes, project works, writings and research oriented tasks are prioritized to the students and encouraged to do so. All of the infrastructures and learning resources have been prepared to support research based education and the campus has planned accordingly.

The campus has physically been independent to conduct academic programs since Indian embassy handed over the main building. The campus has completed a main building, wall around campus, canteen, etc. and the construction has been aided by governmental and non-governmental organizations. The campus wall was aided by provincial government of Bagmati Province. Similarly, a well-managed canteen's foundation was built by the help of provincial government of Bagmati Province and second and third floors have been constructed by the Campus Canteen building Construction Committee with the help of Federal Assembly. Likewise, internal infrastructures have been constructed with the help of Government of Bagmati Province. Administrative blocks and departmental rooms have been completed by the charity fund of campus's chairman's sons. Moreover, the campus is

going to construct fifth floor and detail planning has been completed and it will be completed in near future.

The building and its premises can hold running programs and student numbers. The available physical infrastructures, equipment and technologies can conduct ongoing programs. Most of the necessary infrastructures have been completed and few of them are being constructed and completed shortly. The institution is conducting major streams; Management, Humanities and Education in which several departments have been separately formed to clear vision of the campus. The campus has spacious library with EMIS system and students can have access textbooks, references and related materials to do research as well purposive writings. It has seminar halls, presentation halls and reading rooms to promote and enhance quality education. Most of the class rooms are well facilitated and spacious enough to do teaching learning activities. The campus management team frequently supervises to maintain and keep intact of the available facilities.

Though, having necessary infrastructures and resources, the institution aims to have sufficient and timely resources. To face against timely teaching learning activities, changing trends and technological advancement, the institution is doing collaborative work with community, key persons, donor agencies and concerned bodies of three tier government. Campus has to retain and increase physical infrastructure in order to serve modern education through technological advancement. Campus needs enough space to develop extra-curricular activities as well as hold additional number of students in days to come, so that campus management committee has coordinated and is doing effort to dealing with three level government, donor agencies and individuals to manage land. Many interested bodies, agencies and donors are positive to do agreement for doing construction and resource aid. The priority of the institution is to invite interested donors to maintain and advance academic activities. Even, the campus has insufficient and limited computers and library materials, however the instituted has been ensured by few of the publishers and organizations. Banking loans, government grants, university grants and formal and informal process are ongoing and being prepared. All of the upcoming aids and loans will be spent to construct physical infrastructure and resources. The incomplete projects will be completed and many other donor agencies have provided financial support to complete other physical construction.

The campus has practiced three shift classes to maintain inflow of student's numbers. To maintain quality teaching and learning activities, it is necessary to manage number of students in classroom but only morning and day shift classes can be impracticable to conduct classes therefore, the campus is managing three shift classes to optimize available resources as, desks, benches, computers, library materials and resources. It is the best alternative till the campus builds another building in future. The campus is practicing off session's trainings, seminars, cultural programs and sports not to hamper teaching learning activities and complete academic time period required. To address the problems of weak students, the campus has managed English language classes at minimum and affordable cost. The campus is dedicated to the best performance in terms of academic and extra-curricular activities by providing facilities which are not available in institution. The campus provides facilities like football, footstall, crickets and other activities with associated with local clubs and organization. The students admitted in the campus do not feel lack of physical facilities because it has fulfilled all facilities associated with different concerned and related organizations and institutions. It has practiced the strategy of optimum utilization of available infrastructures and resources.

The campus is working along with defined and clear vision which can envision a brighter future of the campus and it will be one of the leading academic institutions of the country. The campus has got foundational and basic infrastructures however; the institution is seeking advanced facilities to deliver updated education. On the basis of substantive objectives, it has drawn upgraded format of future plan. It has been conducting programs with extra-curricular activities. According to the demand of recent educational practices, it has managed infrastructural facilities and pollution free environment which is effective to advance teaching learning programs. The campus has provided the best platforms to the students to advance and upgrade own academic and non-academic career which can be found into international level.

Even though, the campus has got basic needs, it has to address timely created necessities. The campus does not have spacious premises which can have adverse effect to do academic activities. Even, students have not got enough materials, primary and secondary textbooks in library which can discourage students' interest of doing research and reading habits. Some of the insufficient resources and management have created confusion among students. Paying attention over students' needs, modern

education system and technological advancement, the campus has projected a separate computer lab, reading rooms and presentation hall. Only providing textbook learning is not enough for the students therefore, the campus always looks around alternative methods of teaching and learning activities.

The campus has clear plans, objectives and visions which ease to move forward to meet final goals and developments. The campus has put forward trace study to own the students and many students are interested to provide voluntary in college. Some of the students working in health sectors have committed to provide voluntary services in college and it can be alternative way out to establish health service in the premises of the college. Many more governmental and non-governmental institutions are eager to contribute, donate and aid the public campus in the development of it. The campus management committee can cash the benefits from the different institutions which are in touch in campus.

The campus is facing minor and tiny problems which can influence in campus administrative and teaching aspects. The campus has to address maximum problems with the limited budget. With the help of limited resources, it has to maintain and recover all the problems which are directly and indirectly related problems. There are challenges and threats to move forward and meet the goals. The campus has to manage enough learning resources equal to students. To develop research based education, it must need enough funds to promote research and field visits. First of all, students are encouraged to do research by providing fund and security. It is being prepared but it can be challenge for the campus. Similarly, library and materials should have easy access to the students and room for library reading. The existing library space cannot hold the numbers of students.

To materialize its objectives and visions, the campus has drawn agreement with three tier governments, donor agencies, individuals and institutions. The campus has attempted to have funding and external aids which can promote its internal and external developments. The references of past can ensure to have projects completed.

The campus has focused academic activity and all the attempts and practices are based on effective education at the minimum cost. To provide the quality education, the campus has increased budget in library, computers and materials. It is based on the research based education, it

has enhanced student centered learning and activities which can ensure proactive and effective education. The focus teaching is research based and preliminary infrastructures are being made. The campus has made separate departments to focus and develop study and interest of the students and it also helps to develop competitive teaching and learning activities. Moreover, the campus is exercising to be affiliated in order to conduct new programs for addressing timely education. In order to develop it an organized institution, it has maintained responsible, transparent and community oriented institution, it has started students' tracing study, job placement mechanism, scholarship provision, counseling policy, grievances redress mechanism and need based short program. The campus is community owned educational institution and the community members have contributed a lot in terms of assistance. The campus initiated and associated the members of the community. The strong and warm relation with community always encourages dreaming to the institution. It is firm determination and foundation for the campus to plan and develop it towards ultimate goals.

SWOT Analysis of Criterion 5 [Infrastructure & Learning resources]

Strength

- a. Campus has the master plan indicating the existing buildings and the projected expansion in the future.
- b. Good planning to meet the need for augmenting the infrastructure to keep pace with academic growth and provisions of support facilities.
- c. Provision of regular maintenance of the infrastructures,
- d. Provision in Strategic plan to ensure optimum utilization of infrastructures.
- e. Efforts made to keep the institution clean, green and pollution free,
- f. Managing Computers for each department.
- g. Provision of Computer aided learning packages.
- h. Provision for maintaining and upgrading the computer facilities.
- i. Availability of basic health facilities.
- j. Physical and infrastructural facilities available in the sports and physical education.
- k. Incentives with medal and trophy for outstanding sports persons.
- l. Students' participation in national and international sports activities.
- m. Well- managed hostel facilities.
- n. Facilities for drinking water and toilets.
- o. Open-access library facilities.
- p. Provision of staff development program.
- q. Automated library facilities.

Weakness

- a. Campus needs Comprehensive Master Plan.
- b. Space of the library should be broadened.
- c. Campus should focus on the programs to provide academic facilities for external agencies.
- d. Numbers of Computers are insufficient and Campus must increase Computers.
- e. Library Operation Calendar has not been prepared yet. From this year, this Calendar will be prepared and effective.
- f. Campus has not prepared yet the Comprehensive Lab Manual.

Opportunities

- a. After preparing a Comprehensive Master Plan, Federal, Provincial and Local Governments will assist in its infrastructure development.

- b. Some students of this Campus are Staff Nurse, H.A. and Lab Technicians. They are agreed to manage the time to serve in Campus' First Aid section. Even there is the agreement with them.
- c. Most of the local schools, organizations and local communities are keeping in touch with Campus for so many purposes: like conduction programs, taking academic support etc.
- d. People's representatives are eager to support financially for infrastructure development of the campus because it is only the prominent public campus in Kathmandu Election Constituency No.2.

Threats

- a. Outreach, extension programs of Campus and local needs and resources of targeting groups may not be matched always.
- b. There might be undue influence in overall managerial activities of the Campus

Criterion 6: Student Support and Guidance

KMC aims establishing sound relationship between its students and the administration. The campus has established alumni association for the development of the campus. Employment cell has been motivating the students for self-employment through entrepreneurship. Some of them have commenced their own business as self-employment. For example: setting up a photo studio. On the other hand, the teachers of KMC have been participating in academic and personal counselling having a mechanism with guidelines under IQAC which forms a committee to provide academic and personal counselling to the students in need.

The number of students appeared in exam was less then they admitted in 2075/76. In the Bachelors in, total 2167 students were admitted in that year and among them, 283 appeared in the annual examination. Percentage wise, 59.20% students appeared for exam in 2075/76. The number of drop out students is 884 which is 40.8%.

In the Masters level, 68 students were admitted in 2075/76 and 54 of them attended their examination which is 79.41%. Among them, 20.58% students dropped out that year.

In the year 2075/76, 326 students were passed in Bachelors Level which is 25.41% of students appearing for the exam. Likewise 33 students were passed in Masters Level which is 61.11% of students appearing for the exam in that year.

In academic year 3 students passed from Bachelors Level progression to further study to Masters Level.

In the first five years, 14 students have passed Nepal Civil Services Commission. The number of students who passed other employment related examinations is more than those of NCS commission. There are 12 students who passed the International Level Entrance Examination. Altogether, there are 82 students who passed the different national and international level examinations. KMC has been publishing its updated prospectus annually with proper contents. The contents include cover page showing campus buildings, programs, location, years and phone number. The first page has a message from the chairperson and the campus chief. The second page includes introduction of campus, vision, mission along with proper pictures. There is information with photos

about library, computer lab, hotel management lab, examination and human resources. The fifth and sixth pages have messages from the assistant campus chiefs and it follows with the photos of different programs. In the other pages of prospectus, there are glimpse of sports week, course offered, scholarship criteria, fee structures, photos of Campus Management Committees, list of faculties, etc.

More than 10% students of KMC get financial aid as merit and need-based scholarships. Those students who score the highest marks in different faculties or faculty toppers and campus toppers are provided different scholarships such as Bishwombhar Bhattarai Scholarship, Bidhya Nath Nepal Scholarship Award and Diwakar Rimal Scholarship Award. Some students also can get scholarships from the students' financial fund of the government agencies. Scholarship is granted for needy students as per the recommendation of the local government of Kathmandu-32 ward office and concerned local government of the respective students. It provides support and opportunities to them for further studies in their disturbed economic conditions too. According to campus record, 91 students have got merit scholarship in the year before last year (2074). The number increased and reached to 104 next year. Similarly, 37 students have got merit cum means scholarship in the year before last year (2074) and 45 for next year (2075). The campus has an employment cell and a placement officer to offer career counselling to the students, feedback and Job Placement Committee in campus. It also provides MoU with different organizations for Job placement too. During the last year 3 undergraduate and 2 post graduate students are employed in local firms/ companies. One undergraduate student has got government job and one postgraduate student has joined the semi-government sector. The more number of employed students is seen in the private sector. The number of students in such sector is 5. It is not easy to get job these days due to tough competition, so KMC tries its best with encouragement to employ its students in the better sectors. We don't want to increase the number of educated unemployment from our attempt, but most of the students are dependent to their parents during their study period and fully they focus on studies instead of seeking jobs.

The teachers of KMC are co-operative to the students. They have been participating in academic and personal counselling. The campus believes that the teachers are the parents and care takers also during campus hours.

Many students have changed their status after the counselling and they have got the turning point in their studies and career.

We have some policy and criteria for admitting new students. KMC updates student perspectives annually and admission notice is circulated through the website, notice board, social media, bannerings and other means of mass media such as FM radio, local television, etc. for advertisements. Sometimes our previous students also inform their possible friends and encourage them to join KMC. In the case of international students, KMC requires equivalent letters of all testimonials from Curriculum Development Centre. The students who are from India and the other third countries are known as International or foreign students. The students should be legal, so that they need to show their passport with student visa. They should mention their accommodation address and contact number so that we can contact them easily in need. About the campus fee, there is slightly different rule for them. These foreign students have to pay double the fee than the students of Nepal for registration in Tribhuvan University. KMC has its defined guidelines for student enrolment. If a student enrolls in KMC, s/he will be granted special accommodation service, some welfare programs and socio-cultural activities, etc.

As recreation, students can perform different activities such as sports, audio/visual and get together programs. They can take part in indoor games as well as outdoor games as parts of sports after the permission of teachers. We believe that these games not only help for their physical development but also they can be socialized and expose themselves among their friends. There is a wide ground in the compound for the students. They can play outdoor games there in the ground and get together. Sometimes the teachers also assist and play together with them for entertainment. Some of them can go through different newspapers, journals and extra books in the library. Sometimes the students are confusing to use the books in the library and play the games due to lack of proper management. KMC has realized it and it is going to manage it soon. They can watch / listen some audio/ visual aids there in the library too. If a teacher is absent due to some reasons, other teachers can replace him/her for the class so that the students don't misuse the period. Otherwise, they can spend their time in the creative works such as writing something or reading books in the library.

As KMC evaluates itself, there are some strength and weakness in it. While presenting the strength in short, KMC is a good institution for progression to further studies such as bachelor's or master's degree. It provides different financial aids to support the students' studies. Teachers of KMC participate in academic as well as personal counselling. There is proper functioning of Employment Cell that motivates the students for self-employment. International students are supported and guided properly and some support services are also available for them. There are some of its weaknesses too. KMC lacks adopting right strategy to stop drop-outs, but it will take an effective strategy for the same in the days ahead. There is no information display and notification services in the library, but KMC is going to manage it within 3 months. The Tracer Study Committee is also properly unmanaged. It will be a focal function of KMC to manage it properly. KMC has got many opportunities. There are good provisions for food, accommodation and other supporting facilities that may attract the international students. There also should be well provision of ECA and CCA to attract the students who are interested in sports. KMC has some threats too. The students, who are passed out, are still unwilling to provide their related information. On the other hand, there is no attraction of international students so that they are not admitted in KMC.

Though there are some challenges, KMC is trying its best to improve its qualities. The Management Committee, administration, teacher and staff have given their efforts for its improvement. The students are also supporting the institution thinking themselves one of the parts of it. Its team comprises of academicians, researchers, managers and entrepreneurs. If everybody performs his/her duty carefully, the institution will achieve top success in the future to serve the world.

SWOT Analysis of Criterion 6 [Student Support & Guidance]

Strength

- a. Good position for progression to further study such as Bachelor to Master's Degree.
- b. Campus publishes Students' Prospectus regularly.
- c. Different financial aids are granted to the students to support their study.
- d. Proper functioning of Employment Cell.
- e. Teachers' participation in academic and personal counselling.
- f. Employment Cell motivates the students to seek self-employment.
- g. Campus has alumni association.
- h. Proper system to clarify the prospective students about policies and criteria of admission.
- i. Defined guidelines for International Students.
- j. Some support services are available for International Students.
- k. Availability of recreational /leisure time facilities to students.

Weakness

1. Lack of adopting right strategy to stop drop-outs, but Campus will take an effective strategy for the same in the days ahead.
2. Still there is no information display and notification services in library, but Campus will manage it within 3 months.
3. Though there is the functioning of Tracer Study Committee, but still properly unmanaged. It will be a focal function of the institution to manage it properly.

Opportunities

1. Good provisions for food, accommodation and other support facilities that may attract International Students.
2. Well Provision of ECA.CCA may attract for those students who are interested in Sports

Threats

1. Passed out students are still reluctant to provide their related information,
2. There is no attraction of International Students,

Criterion 7: Information System

Koteshwor Multiple Campus, a multidisciplinary campus has clearly addressed the provision of Information system in its vision, Mission, Goals and Objectives and has managed the campus with technology friendly environment with systematic system from the different forms like Website, Group Messenger, Email, EMIS, and other different means like regular Feedback collection and analysis. The Campus formed the Public Information Cell making the clear guidelines to deliver the clear, authentic, reliable information to students, teachers and even to the public about its functions, activities, important notices and so on.

KMC has the provision of analyzing and recording data through EMIS and the Internal Quality Assurance Cell (IQAC) analyzes the data and takes necessary steps for further improvement. There is also the provision of analyzing the information and other necessary data by the concerned department for the effectiveness of information communicated to the students, teachers, stakeholders and general public. The Campus has made the Examination Committee as the responsible body for the collection of necessary data and information.

KMC has made the clear provision of the analysis of the information indicating the areas in the different sectors. One of the areas on which the analysis is carried out is to the Internal Examination Result Assessment for assessing the quality of education delivered to the students and apply the system for the further improvement of education and to assess the skill of students taking it as a guideline for the distributing the scholarship scheme of KMC. The different established information systems managed in campus is also applied in assessing the Terminal Examination Result with the help of information system. The assessment of Board Examination Result is also one of the areas of the implementation and analysis of the information system. Similarly, all faculties analyze the information through the presentation of monthly report to IQAC. Not only that the analyzed data are kept in the institution records as per the systems provided by EMIS Cell and kept in software as the record which is used by the campus as an evidence in the future. The Systematic record of the data has made easy and comfortable for campus to take any decisive action by the campus management committee and other responsible bodies formed in campus. These records are kept and managed as the institutional memory to decide properly and to reflect the strengths, weakness, threats and opportunities as well.

Koteshwor Multiple Campus has made the clear-cut provision of the delivery of information system to the concerned stakeholders through the different means. The information is made accessible and open to the concerned stakeholders through the campus prospectus which displays the its vision ,mission, goals, objectives, its status, educational programs and the different information necessary to be delivered to the stakeholders. The Journal of KMC named “Deepshikha ” has functioned the great role for the deliverance of information to the concerned persons. Similarly, the orientation program held by the campus before the presentation of students in campus has also functioned as the great role for the deliverance of information of different sectors associated with the campus. The organization of anniversary program of the campus participating all the parents, teachers, students and stakeholders in each year has also played the role of the deliverance of the important information which has also established a good rapport among them and to promote positive attitudes of concerned stakeholders towards the campus. The provision of social audit presented in the campus assembly each year also reflects the important information to the stakeholders which displays the economic as well as the educational status of the campus. Likewise, the Students Counseling Cell established in the campus also conveys the information about the students and their status, position, activities of them at Campus to the parents and to the concerned stakeholders. The Campus has made the information open to the concerned stakeholders through website, Instagram, Facebook, messenger and others innovated programs innovated by the modern technology. The Campus notices the information about its different activities to the students and other stakeholders through the Notice Board. The different Joint Meetings among the Management Committee, Teachers’ Association, Free Students Union, Parents, Donors and other Stakeholders also contributes to deliver information of the campus.

Regarding the methods and analysis of information, the campus has utilized the different methods and analysis techniques for making open access even to the concerned stakeholders. The Student’s Survey Form managed by the campus has played the great contribution for making open access to the concerned stakeholders. The preparation of SWOT Analysis by the Alumni Association also makes open access for the clear delivery of information of the campus. The Campus organizes the different extension activities for the deliverance of the information and the

campus's outreach programs also support for the effective communication of the information. Not only that, the campus frequently manages the meetings of Parents' Teachers Association which has contributed the deliverance of information. The Public Teachers' Association Unit established in the campus has been taken as the responsible body to convey the information for promoting effective and the reputation of the campus.

Koteshwor Multiple Campus has established the strong mechanism to receive the comments and feedback on the published data through the establishment of different mechanisms. One of the mechanisms responsible for receiving comments and feedbacks is Students' Counseling, Feedback and Job Placement Committee which is managing to receive comments and feedbacks on a regular basis conducting the different activities related to its criteria. The Campus has managed The Complaint Box has been utilized as one of the tools for the collection of Feedback and Comments from Students, Parents, Stakeholders and other related persons. The different social sites established under the campus are made to be open to the stakeholders from where the campus collects the comments and feedbacks appeared in the site and work accordingly. Similarly, the Reception Desk managed by the campus is also a mechanism for the collection of feedbacks and comments which has been made responsible in the field of information of the campus. The EMIS Cell is functioning properly playing and leading as the responsible mechanism for the collection and reception of feedbacks and comments and informing and recommending it to the campus administration. Likewise, the equitable participation of concerned stakeholders in the different meetings managed by the campus has also been taken as the mechanism of the collection and reception of feedbacks and comments which has been taken as the great source for the overall development of the campus. Apart from these, the IQAC manages different seminars, workshops and trainings by inviting experts of related knowledge which has also contributed for the collection of feedbacks and comments. The IQAC prepares the report and is used as feedback to amend the rules and regulations of campus as per and when necessary.

KMC has made the clear provision of the impact analysis of the information system on the decision making process for the improvement of educational, financial, administrative and other activities of campus. In

KMC, Stakeholder consultation is as per time tested and ongoing which contributes for the impact analysis of the information system.

KMC has made a lot of improvements as a result of effective implementation of the information system in terms of its quality. The Campus has established Computerized Information System and the establishment of Collaborative working with colleagues has improved the overall educational quality of the campus. The Campus has provided the different opportunities for graduates and postgraduates to enhance their core competence in the different sectors. Similarly, Good planning and Reporting System functioning in the campus has been contributing for the improvement of its quality. The Social Audit System of the Campus has been considered as the tool for enhancing the overall quality. As there is clear mechanism that what step should be taken to ensure and improvements are sustained. To identity and improve the quality, the Campus has utilized other means of information as its basis mechanism.

In spite of having the maximum progressive lights in educational, administrative, financial ,social and other sectors, the campus still needs to manage the methods of study and analysis to the stakeholders especially parents and local community. Similarly, the provision of preparing impact analysis report is seen to be a bit weak.

There seems to be a lot of opportunities from the side of external environment. The campus has made possible for all the stakeholders through the proper management of proper and effective information system to be connected in the different campus's activities which have contributed for making the stakeholders responsible and accountable towards the achievement of the campus.

The Campus has been bearing some difficulties in the field of information system. Due to the open access of the information to all the concerned stakeholders which might have the chances for information to misuse them by the hackers. The theft of intellectual property, identity, sabotage and information extortion have been considered as the greatest threats and is making great effort for the proper management of all information systems used by the campus. The misuse of the data or the information by the stakeholders has been considered seriously and making efforts for making its more systematic and secure.

SWOT Analysis of Criterion 7 [Information System]

Strength

- a. Provision of EMIS Cell to analyze and record various academic data.
- b. Analysis of data is carried out in different areas of academic activities.
- c. Concerned information are open the stakeholders.
- d. Even the methods of study and analysis also open to the stakeholders.
- e. Clear mechanisms to receive comments or feedbacks on the published data.
- f. Provision of preparing impact analysis report on the basis of feedbacks from stakeholders.
- g. Improvements in quality due to the use of information system.

Weakness

- a. Needs to manage the methods of study and analysis to the stakeholders especially parents and local community.
- b. Needs to manage well about preparing impact analysis report.

Opportunity

- a. Easy access to connect with college information system because all the stakeholders are in connection with modern information tools.
- b. Easy for fee collection from stakeholders.
- c. Stakeholders become responsible and accountable because everything is visible and clear for all.

Threat

1. Campus computer systems have often been targets of hackers and therefore used to attack other systems on the Internet.
2. Open access and the high capability of computing available at Campus are the reasons that hackers may choose for exploitation targets.
3. In Information Security, threats can be many like Software attacks, theft of intellectual property, identity theft, theft of equipment or information, sabotage, and information extortion.
4. There might be intentional threats such as viruses, theft of data, sabotage, and destruction of computer resources.
5. The data or information may be misused by the stakeholders.

Criterion 8: Public Information

Public information has remained a crucial aspect for the development and growth of Koteswor Multiple Campus since its inception. The Campus has always prioritized dissemination of information among students, faculty, guardians, interest groups and the wider public. The circulation of credible, factual and authentic information regarding the Campus and its activities has always helped build a positive image and increase exposure of the institution.

The major objectives of campus-related public information revolve around conveying the progresses and challenges faced by the institution in various areas among all concerned stakeholders. Specifically concerning the academic aspect, the campus regularly reports its academic audit that includes academic programs, enrolment and graduating trends, and students passing rate, among other information, so that prospective students get a clear picture of KMC's academic performances. Communicating the academic progress or downfall is one of the major tasks of the public information cell. It emphasizes on presenting the actual picture of the academic performance for evaluative purpose.

Likewise, updates on infrastructure development, up gradation of old physical infrastructure such as library or computer labs, construction of playground or gardens fall under the heading of physical infrastructure. The public information cell's work in relation to physical development efforts has benefited the campus and its students. The outreach initiatives appeal donors and add to Campus resources such as books to library, organizational and governmental help for upgrading the existing systems that the campus had been struggling to upgrade on its own.

Besides physical infrastructure, the campus encourages its stakeholders to contribute to the society in viable ways such as by cleaning the vicinity beyond campus premises, organizing blood donation programmes, helping the public follow traffic rules by assisting traffic police, creating awareness on child labour, environment etc. This involvement with society has helped to foster a positive image of the institution among the public and develop the KMC brand. The focus of such undertaking is also to attract prospective collaboration with other institutions for co-development. It also helps create scholarship funds for needy and deserving students.

Lastly, transparency is at the core of KMC and to this end, the public information cell publishes the financial records of the Campus on an annual basis. Information relating to analysis of financial resources, self-generated income, donor or government grant etc. is clearly laid out in public view. This helps build trust among the college management and stakeholders.

Thus, the campus had put in place various public information systems since long and the establishment of the Public Information Cell in recent years has provided the opportunity to organize previously segregated public information initiatives into one and their concerted mobilization.

Since 2019, the Public Information Cell has undergone restructuring and following that, the KMC PIC has expanded and channeled its workings into a robust mechanism.

Of late, the PIC has coordinated with an external team to make the Campus website more interactive and user-friendly, besides carrying out its regular duties and responsibilities. It also has been making information regarding academic operations more accessible through the website, which has emerged as the safest way of providing information during the COVID-19 crisis.

The PIC has also been involved in various student-targeted programmes to create awareness about the corona virus and online teaching learning initiatives. The PIC has played a crucial role in organizing and disseminating information about online tools for teachers and students to facilitate study during this uncertain period.

Besides that, PIC has been working towards timely publication of KMC's annual publications such as Deepsikha and KMC Research Journal. It has been actively collaborating with faculty to collect and edit articles for journal. In addition, it is also seeking article contribution from prominent alumni and social actors.

Moreover, because of the generational utilization of social media, PIC has been regularly posting updates on annual examinations and administrative development through KMC's Facebook page.

Recently, the PIC coordinated with one of the national newspapers to publish a tender notice calling registered organizations to supply the campus with advertised list of services. About a year ago, the Campus had also advertised its vacancy in national newspapers, besides KMC's official website, and the PIC had undertaken that task.

Notably, in the spirit of community help, PIC coordinates with various news outlets for coverage of noble initiatives taken by the Campus. In the same vein, after the government imposed a nationwide lockdown in March, the Campus administration in coordination with PIC had issued a public notice calling on the government to make use of the Campus building for isolation purpose. At the time, the PIC had taken into account the influx of migrant workers entering the country and the government's struggle-of-that-moment to manage isolation sites.

To shed light on the fulfillment of set targets and objectives, PIC has been able to meet its targets to a wider extent. This can be evident from the timely annual publication of Deepsikha, KMC Research Journal and student-led publication *Ayaina* (Mirror), and KMC prospectus. Subsequently, the PIC holds other tasks of timely website update, updating Campus Information Charter, coordinating with external media outlets and publication of public notices based on need.

However, much more remains to be done. The PIC can still streamline its existing processes and expand its reach to unknown target and interest groups especially donors to expand on the capacity of the institution.

One of the ambitious projects for PIC's future initiatives could be the establishment of KMC-run FM radio station that caters to the growing mass of students in the Campus. A community campus-run radio could also provide opportunities to students to gain new skills, practice public radio and mass communication skills. In addition, such an initiative will surely benefit residents of the locality where the Campus is located.

In spite of all initiatives of PIC, it still lags behind in terms of development of an impersonal response collection system. PIC receives a considerable number of responses from students, stakeholders and management committee who have easy access to it and those responses get analyzed. The system for exchange of responses is based on personal or interpersonal level. This has halted the flow of responses from those

who lack access to PIC and its members. If an automatized system for collecting responses would develop then the Campus and its stakeholders would benefit more from the wealth of responses it could receive from such a system. To put it plainly, valuable suggestions from stakeholders who are not in direct touch with PIC officials are not reaching the PIC. Therefore, developing an impersonal system for collecting suggestion is the way forward to PIC.

Nevertheless, the received suggestions have greatly helped the institution adjust and improve its operational, technical and economic effectiveness. Such vibrant exchange of suggestions or information among stakeholders and PIC officials also helps to improve the quality of working life for management committee, administration, teaching faculties and students.

PIC has largely expanded and sensitized the institutions public relation. Improved public relations have expanded the width and breadth of goodwill to the Campus. Moreover, circulation of public information also aligned perfectly with the institution's marketing activities. Activities such as setting up admission stalls, pamphlets distributions etc have also gained prominence in the course of strengthening public relation. Public relation has proved effective than paid advertising and the costs spent for such advertising. It has also popularized Campus' brand and built trust and credibility among Campus officials and public. Importantly, involvement of a cross-section of officials in and outside the PIC has helped develop a feeling of collective ownership among the extended Campus family.

The provision of Public Information Cell has served as a cornerstone development for the Campus. It has organized formerly scattered individual feeling of duty and responsibility into one umbrella. The process involved in public information dissemination has more or less streamlined and its fruits are to be cherished in the future. The newly restructured PIC has included the concept of division of work among team members while encouraging teamwork and appreciating team spirit. It also started a mechanism (though on a personal level or based on reach) for collecting suggestions from stakeholders, which in turn evaluate and improve public information practices.

To talk about weakness, PIC is yet to gain a broader working shape and neatly stated guidelines. Afterwards, more work has to be done on

processes that analyze and pass on the received suggestions to the departments addressed. In this way, PIC could also serve as the mediator between parents and respective departments that receive grievances. Doing so would largely expand and underpin the role of PIC in the Campus.

The Campus has benefited in several areas of its every day operations and procedures from the inputs received from the participation of the public and their valid concerns for the growth and development of the institution. This has helped remove technical hurdles that might have existed in the institution for long. As a whole, Campus faculties and management have grown to understand that quality mattered in each aspect of the institution. The same has created opportunity to improve the quality of the work being done in the Campus. Likewise, it has also given the public and alumni to contribute to enhance a public entity such as this Campus. Public information has also exposed students enrolled in the Campus to this new concept and field in the modern world, perhaps might influence many to pursue a career in public information systems. The work of the PIC certainly appeals to the intelligent base of students who see and understand the importance of public information communication.

Lastly, there could be scenarios where challenges are to be faced. The ever-widening multifaceted environment of stakeholders might not see information they think are of public importance and might pose question regarding the workings of the PIC.

Likewise, chances of conflict of interest among individuals and institutions with particular beliefs cannot be avoided. In addition, to add to the complexity qualitative responses at times might be in contravention to the objectives of the institution.

SWOT Analysis of Criterion 8 [Public Information]

Strength

1. Provision of Public Information Cell.
2. Regular Publication of Magazines, Prospectus, House Journal and KMC Research Journal.
3. Mechanism of collecting responses from stakeholders.
4. Provision to evaluate the impacts made by the public information practice.

Weakness

1. It is necessary to amend and make well updated the guidelines of public information cell.
2. Needs to develop system to evaluate the impact of public information on quality improvements.

Opportunity

1. Campus is benefited in Operational, Technical, Economic and in overall Quality from the participation of public through their information.

Threats

1. The threats arise from a complex and multifaceted environment of stakeholders.
2. There might be interest of conflict,
3. Qualitative responsive, sometimes, may be contradictory to the objectives of institution and that creates conflict.

2.3 Summary of SSR

Koteshwor Multiple Campus (KMC) has paved its way to access to the target by defining clearly its vision, mission, goal and objectives. Apex of the target will be achieved by its plans, policies, and procedures and so on. Thus, institutional good governance is maintained and there is the supremacy of law and corporate culture. Participation of stakeholders from planning phase to implementation phase is the beauty of KMC which guarantees collective ownership and the essence of community based service-oriented campus. There is no duplication of jobs in operational level and right person is appointed in right place to accelerate the pace of organizational activities. All departments, sections, units are accountable to the higher ups and they should prepare and submit their report to the higher -ups as mentioned in Statute, by-laws, regulations, code of conducts etc.

Teaching- learning activities are being carried away consistently following lesson plan, annual plan, unit plan etc. KMC is able to maintain the outline of academic calendar proposed by Tribhuvan University and the academic calendar prepared by KMC on the basis of the calendar forwarded by TU. Even Campus has launched non- credit courses for the students and other stakeholders. KMC has the concrete belief that course/curriculum should incorporate the need of the time and demand of the society. Traditional based curriculum does not address the present need of the society. Thus, KMC frequently provides feedbacks to the concerned authorities to set the curriculum accordingly. KMC has left no stone unturned to impart ethical and value based education by organizing different seminars and orientation.

KMC makes admission process very fruitful by providing counselling to the students about Do's and Don'ts Do's in Campus. Overall socialization process and process of inculcating the institutional culture is implemented Counselling Department. Campus takes written test and aptitude test to diagnose the capacity, interest of the students and suggests appropriately to select the stream and major subjects. Furthermore, extra supplementary classes are provided to the needy students at the end of the Semester and Year. The best quality in education that counts is the group of sound faculties that the institution manages. In this case, KMC has the best practice of appointing teachers and staff and such brilliant faculties are imparting qualitative education in an affordable cost. Performance

appraisal system of the teachers and staff has maintained poetic justice to them and ultimately Organization has achieved its target respectively. KMC has organized different programs related to proper human resource management and human resource development. Institution is quite aware that all the employees should not be demotivated and they should have high morale, motivation and good attitude. KMC has maintained tireless effort to maintain the same.

Replicated mind is the outdated and obsolete thinking for the teaching field. Teachers should be updated and research- oriented. Teachers should conduct research activities in respective subjects. Only then they can be the resourceful person for the modern and 21st century students. Considering this fact, Research Management Cell of KMC is functioning to engage the staff in research writing and publishing in journal. This is the primary focus of Campus. Even the research activities are the fundamental bases for promotion and reward. More than that, KMC provides different facilities for the staff for their career enhancement and further education like M. Phil., Ph. D. etc. Even students are compelled to engage in research along with teachers in different action research and other micro level research which are invaluable to adjust in Campus's annual programs.

Another major factor for quality in academic institution is its favorable infrastructures. All required infrastructures are going to be fulfilled by the report of technicians included in Master Plan. Even completed and running infrastructures are also managed by completing detailed project report of the engineers. Campus has managed EMIS set up and multimedia rooms as teaching aids and they are not enough. Campus will manage properly in its regular basis annual programs. As said by J.K. Rowling "When there is doubt, go to the Library", Library is the backbone to the academic institution. So, Campus has managed its library with the purpose of making community of the readers through online automation system. Even there are enough rooms for further improvement. That Campus is planning to complete all the remaining works that are mentioned in its Strategic Plan.

So far as student support and guidance is concerned, Campus conducts different formative and summative examinations and prepares result analysis for their further improvements. Similarly, Campus has started to maintained tracer study report to find out how many students have passed

in different career related examinations and how they are doing for the products which have completed from this campus since its inception. But, Campus duly admits the fact that all the record has not been collected yet. This is the ongoing and ever going task of the Campus. Campus not only traces the graduates who completed their level but also equally pays attention for the job placement of would be completed students by its Job Placement Cell. Campus's career counselling becomes the pathfinder to the students who are in the intrigue of the complex competitive world.

Campus has practiced good information and communication model to the concerned persons and stakeholders. Form message senders to receivers and feedback from receiver to sender is proper via modern means of communication. The overall activities are carried on by EMIS Cell. KMC has made the clear provision of the analysis of the information indicating the areas in the different sectors. Internal Quality Assurance Committee analyzes the data and takes necessary steps for further improvement. Even the information is made accessible and open to the concerned stakeholders through Campus Prospectus, Campus house Journal 'Deepshikha' and other publications. The campus has made the information open to the concerned stakeholders through Website, Instagram, Facebook, Messangers and other innovated programs innovated by the modern technology. The Students' Survey Form, managed by the Campus, has played the great contribution for making open access the immediate and very important stakeholders. Similarly, SWOC analysis of the all existing committees is the milestone to pace its speed ahead. Campus has made the clear provision of the impact analysis of the information system on the decision making process for the improvement of educational, financial, administrative and other activities of the Campus. Even KMC has made a lot of improvements as a result of effective implementation of the information system in terms of its quality.

It is quite obvious for KMC that public information is the crucial aspect for the development and growth of the Campus. The campus has always prioritized dissemination of information among students, faculty, guardians, interest groups and the wider public. The circulation of credible, factual and authentic information regarding the Campus and its activities has always helped build a positive image and increase exposure of the institution. To assure the norms of good governance, transparency is the prominent factor. The Public Information Cell of Campus publishes the financial records of the Campus on an annual basis. Information

relating to the analysis of financial resources, self-generated income, donor or government grants. Campus publishes annual audit report to its stakeholders. Similarly, academic, administrative and other social audits are made public to provide information as well as to fulfill its social responsibility. Public Information Cell receives responses from students, stakeholders, and society who have easy access to it and those responses get analyzed. Even developing an impersonal system for collecting suggestions and feedbacks are also the practice of KMC. The received suggestions have greatly helped the institution adjust and improve its operational, technical and economic effectiveness.

SSR report exhibits that Campus is in the right track of quality and should continue its path accordingly. But in each criterion, there are so many tasks that are not completed. And CMC is planning to decide and implement appropriate strategies to fulfill those tasks. KMC makes the quality culture not only its act but also its habit and attitude. Campus is seeking quality holistically rather than partial or fragmented fulfillment of some basis