

# **SELF-STUDY REPORT (SSR)**

by

**Pathibhara Campus  
Affiliated to Tribhuvan University  
Taplejung, Nepal**



Submitted to:

**Quality Assurance and Accreditation Council  
University Grants Commission  
Sanothimi, Bhaktapur, Nepal**

March, 2025

## **DECLARATION FROM HEAD OF THE INSTITUTION**

To.

The Head of Quality Assurance and Accreditation Division (QAAD)  
University Grant Commission  
Sanothimi, Bhaktapur, Nepal

Subject: Self-Declaration of Pathibhara Campus

Dear Sir/Madam,

I, hereby, declare that the information and document provided in the Self-Study Report (SSR) including Annexes are done with high-level honesty and integrity. The report truly reflects and is indicative of the current situation of Pathibhara Campus. I understand that this document will go through a series of reviews and analysis by the University Grant Commission. I am submitting this report respecting rules and regulations for data privacy, copyright and plagiarism.

.....

Mr. Sajan Paudel  
Campus Chief  
Pathibhara Multiple Campus  
Phungling-4, Taplejung Nepal

## ACKNOWLEDGMENTS

Pathibhara Campus, since its inception, has been serving the rural community through education. Over the years, the Campus has been focusing on improving the educational quality standard and on preparing well-qualified human resources for this region and the nation as a whole. The Campus has implemented several policy revisions and guidelines, initiated community involvement and participation in campus activities, and prioritized faculty training programs.

Pathibhara Multiple Campus made the decision to participate in the Quality Assurance and Accreditation (QAA) process with the initiative of the Campus Management Committee members, dedicated faculty members, and staff. While writing this Self-Study Report (SSR) and collecting evidence, we encountered various challenges in areas such as teaching and learning, staff management, inclusiveness and equity, student support systems, and enhancing research activities. This process helped us identify opportunities and pinpoint areas where the Campus needs to allocate resources for quality improvement.

While drafting and finalizing this SSR Report, I would like to express my heartfelt gratitude to the SSR Development Committee members for their dedication in completing this significant task. Collecting and documenting evidence, conducting a series of workshops, and organizing meetings with students, faculty members, staff, and other stakeholders posed considerable challenges, particularly in managing time and coordinating all participants.

I extend my sincere thanks to all Campus Management Committee (CMC) members for their continuous support and invaluable guidance in shaping various policies, plans, and guidelines that have enhanced the overall management of this Institution. I also appreciate the active participation and contribution of all faculty members in the completion of this Report. Our students, parents, and community stakeholders have been unwavering in their support throughout this journey.

I would also like to thank the University Grants Commission (UGC) Nepal, QAA Division, for their regular support, guidance, and revisions that greatly assisted us in drafting this report. My sincere gratitude goes to all the staff members of UGC for their cooperation and encouragement.

Thank you all.

.....

Mr. Sajan Paudel

Campus Chief

Pathibhara Multiple Campus

Phungling-4, Taplejung Nepal

## EXECUTIVE SUMMARY

The Self-Study Report (SSR) of the campus provides an in-depth overview of the institution, meticulously structured according to the guidelines set by the University Grants Commission (UGC), Office of Quality Assurance and Accreditation (QAA). This comprehensive report begins with the institution's slogan, vision, mission, goals, and objectives, establishing a strong foundation for its strategic direction.

The SSR includes a detailed quality policy, institutional highlights, a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), and an in-depth overview of the educational facilities, physical infrastructure, and financial standing of the campus. It outlines the latest updates on human resources, development initiatives, and the alignment of strategic priorities with the campus budget. Additionally, the report addresses financial planning, implementation, evaluation, and review processes.

The institutional profile is thoroughly analyzed criterion-wise, offering a comprehensive narrative of the institution's progress and achievements. The vision, mission, goals, and objectives articulated in this report are closely aligned with the campus's legislation and its five-year strategic plan. A wealth of evidence and supporting testimonials are provided in the appendix, with all documents carefully filed and organized.

Throughout the SSR preparation period, the campus engaged in multiple meetings and interactive sessions with stakeholders, students, and faculty. The outcomes of these interactions were meticulously recorded in minutes, ensuring full documentation of the process.

The SWOT analysis highlights the institution's strengths, weaknesses, opportunities, and potential threats. The campus currently offers Bachelor's (Management, Humanities, and Education) and Master's (Management) level classes, available in both morning and evening shifts. In addition to the university-prescribed curriculum, the campus offers a variety of extracurricular activities designed to enhance students' overall career prospects. The expanding networking system has also streamlined administrative and library operations.

Academically, the campus excels through activities such as internal exams, extra classes, literacy programs, sports week celebrations, and social initiatives like sanitation drives, blood donation campaigns, and environmental awareness programs. These efforts contribute significantly to fostering positive community relations.

A dedicated Research Management Cell encourages faculty and students to engage in research activities, particularly in collaboration with local governments, NGOs/INGOs, and financial institutions within Phungling Municipality. The campus's physical infrastructure is well-equipped to support its teaching and learning activities, with four RCC buildings and one additional structure. The

campus also boasts a dedicated library room, complete with software installations for both library management and administrative tasks.

Despite these strengths, the campus faces several challenges, particularly due to limited funding as a non-profit community institution. The primary source of income is student fees, which, unfortunately, is not enough to provide hostel and accommodation facilities for students and faculty. Additionally, the campus lacks a subsidizing policy for students who are financially disadvantaged. However, PMC has developed a policy proposal to address these issues, though external support is necessary to implement solutions effectively.

With a clear vision and mission, the campus remains optimistic in overcoming these challenges. It is progressing steadily with the University Grants Commission's support, striving towards excellence. The institution anticipates securing significant financial support from the Higher Education Project to meet its goals and continue serving the growing needs of the community. As part of this process, the campus is committed to achieving the Quality Assurance and Accreditation Certificate as outlined by the UGC.

## TABLE OF CONTENT

### Contents

DECLARATION FROM HEAD OF THE INSTITUTION .....	i
ACKNOWLEDGMENTS .....	ii
EXECUTIVE SUMMARY .....	iii
TABLE OF CONTENT .....	v
ABBREVIATIONS/ACRONYMS .....	xiii
<b>PRAMBLE .....</b>	<b>1</b>
Self- Study Report Preparation .....	3
Formation of SSR Team .....	3
Different Committees under Organizational Structure of the Campus .....	4
APPROACHES .....	5
Orientation .....	6
Conferences.....	6
Discussion and Participation.....	7
Validation.....	7
INSTITUTION'S MOTTO .....	8
Quality Assurance Policy .....	9
SWOT Analysis of Campus: .....	9
Basic and Core Priorities for the Institutional Development .....	11
Educational Facilities Available at Present .....	11
PHYSICAL INFRASTRUCTURES AND FINANCIAL POSITION OF THE CAMPUS .....	13
NAME LIST OF HUMAN RESOURCES.....	14
DEVELOPMENT INITIATIVES .....	16
Strategic Planning .....	16
Annual Planning .....	16
Quality Enhancement Planning .....	17
Linkage between Strategic Priorities and Campus Budget.....	17
Financial Planning .....	17
Implementation, Evaluation and Review.....	18
<b>SECTION A.....</b>	<b>19</b>

INFORMATION FOR INSTITUTIONAL PROFILE.....	19
1. Institutional Information.....	19
2. Information for Communication .....	19
3. Type of Institution: .....	19
4. Institutional Management:.....	19
5. Financial category of the institution:.....	20
6. a) Date of establishment of the Institution: (dd/mm/yyyy) .....	20
7. Date of Government /UGC approval (only for Institution affiliated to foreign universities): Not Applicable .....	21
8. Is the institution autonomous in terms of .....	21
9. Institution's Land area in Ropanees/Bighas (Katthas)/Square Meters: ....	21
10. Location of the Institution: .....	21
11. Current number of academic programs offered in the Institution under the following categories: (Enclose the list of academic programs offered)..	22
12. List the Departments in the Institution (faculty-wise).....	22
13. Give details of the self-financing/self-initiated courses, if any offered by the institution (for public institutions only).....	22
14. State the norms and procedures for recruitment of teaching and non- teaching staff of the Institution. (Enclose the details) .....	23
15. Number of Full timer and Part timer teaching staff at present: .....	23
16. Give the details of average number of hours/week (class load).....	24
17. Number of members of the non-teaching staff of the Institution at present: .....	25
18. Regional profile of the students enrolled in the institution for the current academic year: .....	25
19. Give a copy of the last annual budget of the Institution with details of income and expenditure. (Attach separately) .....	27
20. What is the institution's 'unit cost' of education? [unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give unit cost calculated excluding salary component.....	27
21. What is the temporal plan of academic work in the Institution? Semester System <input checked="" type="checkbox"/> Annual System <input type="checkbox"/> Any other (specify).....	27
22. Tick the support services available in the Institution from the following: 27	
23. Whether a duly formed Institution Management Committee in place? Yes <input type="checkbox"/> No <input type="checkbox"/> if yes provide the composition of the committee in separate sheet: .....	28
24. Furnish the following details (in figures) for the last three years: .....	28
25. Give the number of ongoing research projects and their total outlay. ....	29

26.	Does the Institution have collaborations/ linkages with international institutions?.....	29
27.	Does the management run other educational institutions besides the institution? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, give details. ....	29
28.	Give details of the resources generated by the institution last year through the following means:.....	29
<b>SECTION- B .....</b>		<b>30</b>
<b>BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR .....</b>		<b>30</b>
1.	Are there clearly defined vision, mission, goals, and objectives of the Institution in written?.....	30
2.	Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, mention and attach the document.....	31
3.	Are there duly formed organizational structures where policies of the Institution are formulated, reflected, revised and updated? .....	33
4.	Has the Institution adopted any mechanism/process for internal quality monitoring and checks? .....	33
5.	Is there any document of the institution to specify the job responsibilities of departments, units and individuals? .....	34
6.	Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff? .....	34
7.	Does the institution have strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing? .....	34
8.	Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others? ..	35
9.	Are there any formal provisions under which the institution brings “stakeholders or community feedbacks and orientation” in its activities? .....	35
10.	Were any committees/external agencies appointed during the last three years to improve the organization and management? .....	36
11.	Are the students involved in institution management system and quality assurance? .....	36
12.	Has there been an academic audit? Justify it.....	37
13.	Is there any specific mechanism to combine teaching and research? .....	37
14.	Have you observed any positive outcomes of combination of teaching and research?.....	38
15.	Provide institution specific other innovations which have contributed to its growth and development.....	38



16.	Is there any provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution? (0.5).....	38
17.	Are programs flexible enough to offer students the following benefits? (0.5 x 3 = 1.5) .....	39
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).....	40
19.	Are there any additional focused programs and electives offered by the institution? (1).....	41
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) .....	42
21.	Is there any mechanism to obtain feedback from academic peers and employers? (1) .....	42
22.	Give details of institution-industry-neighborhood networks if any? (1)....	42
23.	Does the institution inculcate civic responsibilities among the students? Give brief explanation in terms of activities (0.5).....	43
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).....	43
25.	What are the practices of the institution to impart moral and ethical value-based education? Give examples of some practices (0.5) .....	43
26.	Which of the following methods do you apply in admitting the new graduates? Select as many as apply. (1) .....	44
27.	Is there any provision for assessing students' needs and aptitudes for a course? (0.5).....	44
28.	Does the institution provide bridge/remedial courses to the academically weak and Disadvantaged students? (0.5).....	45
29.	Does the institution encourage the teachers to make a teaching-plan? (0.5).....	45
30.	Are syllabi in harmony with the academic/teaching calendar? (0.5) .....	45
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) .....	46
32.	Is there a facility to prepare audio visuals and other teaching aids? (0.5) ..	47
33.	Furnish the following for the last two years (1.5) .....	47
34.	a. Are the students oriented to the program, evaluation system, codes of conducting other relevant institutional provisions and requirements? If yes give evidence. (0.5) .....	48

35.	Does the institution monitor the overall performance of students periodically? (0.5).....	48
36.	In the case of new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evidential in your institution. (1.5) .....	49
37.	Provide the following information (in number) about the teaching staff recruited during the last two years. (0.5) .....	49
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?.....	50
39.	Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years: (1.5) .....	50
40.	Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program? (0.5).....	51
41.	Does the institution follow any other teacher performance appraisal method? (0.5) .....	51
42.	Does the institution collect student evaluation on institution experience? (0.5).....	51
43.	Does the institution conduct refresher courses/ seminars/ conferences/ symposia/ workshops/programs for faculty development? (0.5) .....	52
44.	Give details faculty development programs and the number of teachers who benefited out of them, during the last two years. (0.5).....	52
45.	Furnish information about notable innovations in teaching. (0.5) .....	53
46.	What are the national and international linkages established for teaching and/or research? (0.5) .....	53
47.	Research budget of the institution in % of total operating budget. (1) ...	53
48.	How does the institution promote research? (1).....	54
49.	Is the institution engaged in PhD level programs? (1) .....	54
50.	What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details. (0.5) .....	54
51.	Mention the admission status of the MPhil/PhD graduates in your institution. (0.5).....	55
52.	How many PhDs have been awarded during the last five years? (1) .....	55
53.	Does the institution provide financial support to research students? (0.5) .	55
54.	Provide details of the ongoing research projects: (0.5) .....	55

55.	Give details of ongoing research projects funded by external agencies. (0.5).....	56
56.	Does the institution have research/academic publication? If yes, give details of publications in the last two years. (0.5) .....	56
57.	Does the institution offer consultancy services? (0.5).....	56
58.	Does the institution have a designated person for extension activities? (0.5).....	57
59.	Indicate the extension activities of the institution and its details: (0.5) ..	57
60.	Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)? (0.5) .....	58
61.	How are students and teachers encouraged to participate in extension activities? Any defined approaches? (0.5).....	58
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) .....	58
63.	Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future? (0.5).....	59
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).....	59
65.	Does the institution have provision for regular maintenance of its infrastructure? Provide scheme. (0.5).....	60
66.	How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan. (0.5) .....	60
67.	Does the institution encourage use of the academic facilities by external agencies? (0.5) .....	61
68.	What efforts are made to keep the institution clean, green and pollution free? Give details (0.5) .....	61
69.	Are there computer facilities in the institution that is easily accessible to students and faculty? (0.5).....	61
70.	Give the working hours of the computer centre and its access on holidays and off hours. (0.5) .....	62
71.	a. How many departments have computers of their own? Give details. (0.5).....	62
72.	Explain the output of the center in developing computer aided learning packages in various subjects during the last three years? (0.5).....	62
73.	Is there any provision for maintaining/updating the computer facilities? Provide the details of the system. (0.5) .....	62
74.	Does the institution make use of the services of inter-university facilities? (0.5).....	63

75.	What are the various health services available to the students, teacher and other staff? Give details. (0.5) .....	63
76.	What are the physical and infrastructural facilities available in the sports and physical education centre? Give details. (0.5) .....	63
77.	What are the incentives given to outstanding sports persons? (0.5) .....	63
78.	Give details of the student participation during the last year at the university, regional, national and international meets. (0.5) .....	64
79.	Give details of the hostel facilities available in the institution? (0.5) .....	64
80.	Give details of the facilities for drinking water and toilets. (0.5) .....	64
81.	a. What are the working hours of the library? (0.25) .....	64
82.	Mention the total collection of documents. (3.5) .....	65
83.	Give the number of books/journals/periodicals that have been added to institution library during the last two years and their cost. (1).....	65
84.	Mention: (1) .....	66
85.	Give the organizational structure of the library. (0.5) .....	66
86.	Staff development programs for library (0.5).....	67
87.	Are the library functions automated? (0.5) Yes <input checked="" type="checkbox"/> .....	67
88.	What is the percentage of library budget in relation to the total budget of the Institution? (0.5).....	68
89.	Does the library provide the following services/facilities? (10 x 0.1 = 1). .....	68
90.	Details on the following (1; <i>to be equally distributed</i> ).....	68
91.	Furnish the following details: (0.25 x 4 = 1) .....	69
92.	How many students have passed the following examinations in the last five years? (0.25 x 4 = 1) .....	69
93.	Does the institution publish its updated prospectus annually? (1) .....	69
94.	What kind of financial aids are available to students from the government, the institution and others? Give details. (0.5).....	70
95.	Mention the number of students who have received financial aid during the last two years. (0.5).....	70
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) .....	71
97.	Do teachers participate in academic and personal counseling? (0.5).....	71
98.	How many students were employed through placement service during the last year? (1).....	72
99.	Does the employment cell motivate the students to seek self-employment? (1).....	72

100. Does the institution have an Alumni Association? (0.5) .....	72
101. How the policies and criteria of admission are made clear to prospective students? (0.5) .....	73
102. State the admission policy of the institution with regard to international students. (0.5) .....	73
103. What are the support services given to international students? (0.5) .....	73
104. What are the recreational / leisure time facilities available to students? (1) .....	73
105. Is there any cell in the institution to analyze and record various academic data? (2) .....	74
106. What are the areas on which such analysis is carried out? (1.5) .....	74
107. How these analyzed data are kept in the institution records? (1) .....	74
108. Are this information open to the stakeholders? (1) .....	75
109. Are the methods of study and analysis also open to the stakeholders? (1) .	75
110. Is there any mechanism to receive comments or feedbacks on the published data? (1) .....	75
111. What are the impacts of such information system on decision making process? (1.5) .....	76
112. Give examples of quality improvements initiated due to the use of information system. (1) .....	76
113. Is there public information cell within the institution? (2) .....	76
114. What are the areas of information published by the cell? (1) .....	77
115. Where are this information published? (1.5) .....	77
116. How often is this information published? (1) .....	77
117. Mention all such publications of last two years (1) .....	78
118. Does the cell also collect responses, if any, on the published information? (1) .....	78
119. Is there any system to evaluate the impact of public information on quality improvements? (1) .....	78
120. Mention some positive impacts made by the public information practice. (1.5) .....	79
<b>CRITERIA-WISE ANALYSIS .....</b>	<b>80</b>

## **ABBREVIATIONS/ACRONYMS**

AD	: Anno Domini/Academic Audit
AFPC	: Alumni Forum of Pathibhara Multiple Campus
B.Ed.	: Bachelors in Education
BA	: Bachelors in Arts
BBS	: Bachelors in Business Studies
BL	: Business Law
BS	: Bikram Sambat
BS	: Business Studies
CA	: Campus Assembly/Campus Administration
CBS	: Central Bureau of Statistics
CC	: Campus Chief
CCTV	: Close Circuit Television
CGPA	: Cumulative Grade Point Average
CMC	: Campus Management Committee
CP	: Construction and Purchase
CPC	: Construction and Purchase Committee
DDC	: District Coordination Committee
EC	: Extracurricular Committee
ECDF	: Environment Conservation Development Forum
EDCU	: Education Development Coordination Unit
EGRP	: Early Grade Reading Programme
EIAC	: Examination and Internal Assessment Committee
EMIS	: Educational Information Management System
FM	: Finance Management
FV	: Field Visit
GD	: Group Discussion
GOs	: Government Organizations
GPA	: Grade Point Average
HERP	: Higher Education Reform Project
HRM	: Human Resource Management
HSEB	: Higher School Education Board
IAC	: Internal Audit Committee
INGO	: International Non-Governmental Organization
IQAC	: Internal Quality Assurance Committee
IT	: Information Technology
M.Ed.	: Masters in Education
MD	: Management Departments
MoU	: Memorandum of Understanding
MP	: Master Plan/Multimedia Projector
MPhil	: Master of Philosophy
NC	: Nature Club
NEB	: Nepal Education Board

NGO	: Non-Governmental Organization
OB	: Organizational Behaviour
PC	: Pathibhara Campus
PCC	: Purchase and Construction Committee/
PCC	: Placement and Counseling Committee
PCL	: Proficiency Certificate Level
PFC	: Post Fulfillment Committee
PhD	: Doctor of Philosophy
PMC	: Pathibhara Multiple Campus
PPA	: Public Procurement Act
PSC	: Public Service Commission
PTC	: Practice Teaching Committee
QAA	: Quality Assurance Accreditation
QAP	: Quality Assurance Program
QCG	: Quality Circle Group
QEP	: Quality Enhancement Planning
RCC	: Reinforced Cement Concrete
RD	: Rural Development
RMC	: Research Management Committee
RPC	: Research and Publication Committee
RPPB	: Report, Policy, Program and Budget
RR	: Reading Room
SAT	: Self – Assessment Team
SEE	: School Education Examination
SHEP	: Second Higher Education Project
SLC	: School Leaving Certificate
SM	: Social Media
SP	: Seminar Presentation/Strategic Plan
SSR	: Self-Study Report
SWOT	: Strengths Weakness Opportunities Threats
TSC	: Teaching Service Commission
TT	: Team Teaching
TU	: Tribhuvan University
UGC	: University Grants Commission
VMGO	: Vision, Mission, Goal, Objectives
YRCC	: Youth Red Cross Circl

# **PRAMBLE**

## **Introduction**

Taplejung district is the easternmost district of the Mechi Zone and Koshi Province. It is renowned for being home to the world's third-highest peak, Mt. Kanchenjunga, and shares international borders with both India and China, similar to Darchula district. Covering an area of approximately 3,646 square kilometers, Taplejung is bordered by Panchthar and Terhathum to the south, Tibet (China) to the north, Sikkim (India) to the east, and Sankhuwasabha to the west. Geographically, it lies between 27°15' and 27°57' northern latitude and between 87°27' and 88°12' eastern longitude. The district's elevation ranges from 777 meters above sea level to the towering height of 8,586 meters.

Pathibhara Multiple Campus (PMC) derives its name from the revered goddess Pathibhara Mata. The campus was officially established on Shree Panchami, 7 Magh 2047 B.S., with the affiliation of Tribhuvan University (TU) to offer a Proficiency Certificate Level (PCL) program in Humanities and Social Sciences. With an increasing student demand, the campus secured TU affiliation to introduce a Bachelor's Degree in the same faculty on 11 Asadh 2059 B.S. Recognizing a growing interest in education, it expanded to offer a Bachelor's Degree in Education on 32 Shrawan 2062 B.S. Similarly, in response to urban and semi-urban students' inclination toward Management studies, the campus initiated a Bachelor's Degree in Management on 15 Bhadra 2066 B.S. Further acknowledging local feedback and aspirations, the campus obtained approval to conduct a Master's Degree in Education, specializing in Educational Planning and Management (EPM) and Nepali, on 29 Paush 2075 B.S.

The supreme governing body of Pathibhara Multiple Campus is the Campus Assembly, which is responsible for formulating the Campus Management Committee (CMC). The CMC holds the authority to make key decisions and oversee all operational responsibilities. It has the jurisdiction to establish essential committees, formulate policies, and implement guidelines and procedures. Furthermore, the CMC is vested with the power to amend campus legislation, approve recruitment, appoint teaching and non-teaching staff, and manage employment matters, including hiring, promotions, and terminations. In accordance with campus legislation, the assembly also approves academic, financial, and administrative bylaws, ensuring that all policies, strategic plans, and guidelines are periodically reviewed and updated.

The campus follows a governance model based on decentralization and active participation. Administrative, teaching, and non-teaching staff members are assigned well-defined roles and responsibilities as per campus legislation and operational guidelines. To ensure efficiency, the CMC has established various task committees, including the Self-Assessment Team, Academic and Administrative Committee, Research and Publication Committee, Education Management



Information System (EMIS) Committee, Lab and Library Management Committee, Purchase and Procurement Committee, and Extracurricular Activities Committee, each entrusted with distinct responsibilities. Additionally, for institutional development and collaborative support, the campus has formed associations such as the Teachers' Union, Students' Union, Administrative Staff Union, Alumni Association, and Youth Red Cross Circle (YRCC). These entities play a crucial role in the growth and progress of the campus.

The campus operates under its own constitution to fulfill its vision, mission, goals, and objectives. These guiding principles align with the Strategic Plan (2022–2026) and the campus's Master Plan. Since its establishment, Pathibhara Multiple Campus has been dedicated to delivering quality education to students in the region. In pursuit of academic excellence, the campus has committed to participating in the Quality Assurance and Accreditation (QAA) program initiated by the University Grants Commission. This initiative aims to uphold educational standards, enhance institutional recognition at national and international levels, and identify areas for continuous improvement in achieving academic excellence.

### **Highlights of the Institution**

- Pathibhara Multiple Campus was established to provide higher education to students across Taplejung, as well as the southern regions of Panchthar and Terhathum.
- It is recognized as one of the leading community-based campuses in the Eastern region of Nepal, located in Koshi Province. Established in 2047 B.S., the campus spans 14-8-3-0 Ropanis of land and features six academic blocks with 32 classrooms, offering a well-equipped learning environment.
- The campus offers Bachelor's Degree programs in Humanities, Education, and Management, along with a Master's Degree in Education. Currently, 964 students are enrolled in bachelor's and master's programs.
- Over the years, the campus has produced numerous skilled and competent graduates, many of whom are employed in various sectors, including Public Service Commission (PSC), Teacher Service Commission (TSC), semi-government organizations, NGOs/INGOs, and private institutions.
- The campus is supported by a dedicated faculty team of 23 teaching staff and seven non-teaching staff, totaling 30 personnel.
- It has received strong support from Phungling Municipality, eight Rural Municipalities, District Coordination Committee (DCC), local communities, private sectors, etc.
- The campus provides instruction in both English and Nepali mediums, maintaining equal fee structures across all faculties.

- Local communities and stakeholders actively contribute to the campus's development, including providing scholarships to a number of students to support their education.

## **Self- Study Report Preparation**

### **How it is understood?**

Before proceeding Quality Assurance and Accreditation (QAA), the institution had already involved in HERP under Scheme D, and SHEP projects organized by the University Grants Commission (UGC). The completion of these projects prepared the ground for participating in the QAA process. The campus recognized the importance of obtaining QAA certification to enhance and ensure quality education. Following this realization, the campus has been actively engaged in documentation and the preparation of a Self-Study Report (SSR).

This SSR provides a comprehensive overview of Pathibhara Multiple Campus (PMC), covering its journey from establishment to the present. It encompasses all essential information, including legal, provisional, academic, physical, and technical documents, along with details of the campus's overall activities. Since its inception, the campus has been committed to producing competent and ethically grounded graduates, contributing significantly to students' career growth in various fields through quality education. Recognizing the value of well-maintained documentation, the campus understands that such records play a crucial role in ensuring academic excellence and guiding future improvements.

The Self-Study Report (SSR) serves as a strategic guideline, not only for formulating academic plans, policies, and procedures but also for ensuring their effective implementation and documentation to meet the evolving demands of quality education. It helps the campus conduct academic programs in a structured, scientific, and systematic manner. Furthermore, maintaining reliable institutional records allows for the evaluation of past shortcomings and the development of strategies for continuous improvement. The campus is confident that this report will strengthen its regional and national reputation while reinforcing its commitment to academic excellence.

### **Formation of SSR Team**

As part of the Quality Assurance and Accreditation (QAA) process, the campus established a three-membered Self-Assessment Team (SAT) for preparing Self-Study Report (SSR), under the coordination of Assistant Campus Chief Mr. Man Singh Rai. The team includes Lecturer Shanti Ram Nepal and Assistant Lecturer Mahendra Angchhanbo Limbu. Additionally, all teaching and non-teaching staff, along with students' union and alumni association have been actively engaged both directly and indirectly in this process.

Following the parameters set by the Higher Education Reforms Project (HERP), the Self-Study Team (SST) is committed to overseeing and documenting all campus

activities. The team systematically gathers data from administration, relevant departments, faculty members, and technical committees to ensure a comprehensive evaluation. Furthermore, the team maintains regular communication with UGC officials either directly or through online platforms, social media, and telephone to obtain necessary documentation, guidance, and expert recommendations.

Following the parameter set by QAA Cell, the SSR task team is committed to overseeing and documenting all campus activities. The team systematically gathers data from administration, relevant departments, faculty members, and technical committees to ensure a comprehensive evaluation. Furthermore, the team coordinates with the IQAC if any technical assistance is needed from the QAA Cell/UGC.

## **Different Committees under Organizational Structure of the Campus**

### **Internal Quality Assurance Committee (IQAC)**

Coordinator	: Sajan Paudel, Campus Chief
Member	: Man Singh Rai, Lecturer
Member	: Shanti Ram Nepal, Assistant Lecturer
Member	: Mahendra Kumar Angchhangbo, Assistant Lecturer
Member	: Radhika Lingden, Accountant
Member	: Roshan Shrestha, Computer Operator
Member	: Arjun Khimding, Chairperson, FSU

### **Self-Assessment Team (SAT)**

Coordinator	: Man Singh Rai, Lecturer
Member	: Shanti Ram Nepal, Assistant Lecturer
Member	: Mahendra Angchhangbo, Assistant Lecturer

### **Educational Management Information System (EMIS) Committee**

Coordinator	: Bhesh Raj Gautam, Assistant Campus Chief
Member	: Man Singh Rai, Assistant Campus Chief
Member	: Nawa Raj Acharya, Assistant Lecturer
Member	: Roshan Shrestha, Computer Operator
Member	: Arjun Khimding, Chairperson, FSU

### **Administrative and Academic Reform Committee**

Coordinator	: Yub Raj Basnet, Professor
Member	: Bed Nidhi Paudel, Associate Professor
Member	: Bhim Bahadur Pandhak, Assistant Lecturer
Member	: Rupa Limbu, Assistant Lecturer

### **Research and Publication Committee**

Coordinator	: Mahendra Angchhangbo, Assistant Lecturer
Member	: Bhim Bahadur Karki, Assistant Lecturer
Member	: Laxmi Prasad Dhakal, Assistant Lecturer
Member	: Ghanashyam Bhattarai, Assistant Lecturer

### **Extracurricular Committee**

Coordinator	: Nawaraj Acharya, Assistant Lecturer
Member	: Umesh Adhikari, Lecturer
Member	: Tika Ram Dahal, Assistant Lecturer

### **Examination and Internal Evaluation Committee**

Coordinator	: Raj Kumar Baniya, Assistant Lecturer
Member	: Prem Kumar Gurung, Assistant Lecturer
Member	: Bhagawan Singh Aveng, Assistant Lecturer
Member	: Roshan Shrestha, Computer Operator

### **Construction and Purchase Committee**

Coordinator	: Bhim Bahadur Karki, Assistant Lecturer
Member	: Rakesh Dahal, Associate Professor
Member	: Indra Bahadur Gurung, Lecturer
Member	: Prakash Palungwa, Assistant Lecturer

### **Library Management Committee**

Coordinator	: Dhanya Prasad Paudel, Associate Professor
Member	: Susma Rai, Head Librarian
Member	: Kumar Rai, Assistant Accountant
Member	: Babita Pomu, Assistant Librarian

### **Placement and Counselling Committee**

Coordinator	: Shanti Ram Nepal, Lecturer
Member	: Bhesh Raj Gautam, Assistant Campus Chief
Member	: Man Singh Rai, Lecturer
Member	: Ramesh Paudel

## **APPROACHES**

The Self-Study Report (SSR) task team of the campus has adopted various approaches to collect data, complete the SSR process, and document the necessary annexes. It coordinated with IQAC and CMC for organizing orientations for the different committee members. It mediated with other thematic committees for discussing on the criteria and benchmarks. It also discussed with teaching and non-teaching staff regarding the required data and information for preparing this

SSR draft. While conducting self-study report (SSR), SAT visited different accredited campuses and accreditation proceeding campuses about the process, insights and suggestions. The team visited the accredited campus' websites for getting idea about preparing the draft and documenting the annexes.

The primary approaches through which the SSR task team of Pathibhara Multiple Campus (PMC) aims to prepare and document the SSR are as follows:

### **Orientation**

Before the formal formation of the Self-Study Report (SSR) task team, the SAT coordinator Man Singh Rai participated the two-day Orientation of Dissemination and Workshop on Quality Assurance and Accreditation on January 11-12, 2016. Most significantly, QAA expert Prof. Dr. Jai Raj Awasthi and his team's visit at PMC regarding the conduction an orientation session for the PMC Self-Assessment Team (SAT) and other Committees on May 22, 2019, impacted in massive to tract on the QAA process. Unfortunately, COVID pandemic in December 2019 disrupted all the due processes.

Following this, the SSR task team organized multiple orientation programs for various Committees to enhance their understanding of academic activities and foster an improved academic environment. These efforts were aimed at strengthening overall academic quality in alignment with the parameters set by the Quality Assurance and Accreditation (QAA) process.

Additionally, teaching and non-teaching staff were guided on ways to enhance the institution's academic environment, ensuring adherence to QAA standards. Similarly, students attended orientation sessions to help them understand the meaning and importance of QAA in improving the campus's academic standards. These sessions facilitated better coordination between students and the Self-Assessment Team (SAT), ensuring their active participation in the quality enhancement process.

Alike, the institution provided different orientation classes to make them aware of the meaning of QAA and its importance for quality enhancement of the campus. It has made them form Youth Red Cross Circle, Quality Circle Group, etc. to contribute in preparing the Self-Study Report draft and documenting the annexes.

### **Conferences**

In course of SSR preparation, the campus organized conferences with the institutional stakeholders to facilitate them in generating ideas and to encourage their active participation in the Quality Assurance and Accreditation (QAA) process. These conferences aimed to engage stakeholders meaningfully, ensuring their direct involvement in the campus's quality enhancement efforts.

The Self-Study Report (SSR) team received significant support from thematic Committees and individuals, student union, alumni association, CMC, community members, business leaders, scholars, organizations, donors, and other stakeholders.

Their contributions played a crucial role in facilitating the preparation and documentation of the SSR, greatly aiding the overall accreditation process.

### **Discussion and Participation**

The most crucial approach adopted by the SAT to prepare the draft on Self-Study Report (SSR) was active discussion and participation of teaching and non-teaching staff to enhance the academic quality of the campus. The team conducted extensive discussions on various campus-related topics, which significantly streamlined the SSR preparation and documentation process for Quality Assurance and Accreditation (QAA).

To address key issues related to the QAA, the SSR task team organized multiple meetings. These discussions and the concerned stakeholders' active participation proved their indispensability in ensuring a comprehensive and well-documented SSR report.

Additionally, coordinators of various committees played a vital role in supporting the SAT team. Their facilitation in the comprehensive analysis of different criteria and benchmarks proceeded SSR preparation and documentation process.

### **Validation**

After the Campus Management Committee (CMC) decided to establish a Quality Assurance and Accreditation (QAA) Section and appoint a focal person, the formal process of writing the Self-Study Report (SSR) instigated. To streamline this process, the CMC formed various Committees, assigning them specific responsibilities. The effectual intra-and-inter Committees' discussion and cooperation, SSR task team energized to complete the draft.

Once the SSR was drafted, it was presented to the IQAC for review. The committee thoroughly scanned and analyzed the draft. IQAC consulted on it with the thematic Committees, departments, teaching and non-teaching staff and the CMC separately. The SAT also attended the review discussions. During these discussions, valuable suggestions and recommendations were provided to refine the SSR further.

Before submitting the final report for approval, the Campus Chief verified the document. The CMC then conducted a thorough review, engaging in comprehensive discussions to ensure the SSR aligned with the campus's overall situation and met the necessary quality standards.

## **INSTITUTION'S MOTTO**

***"Quality Education for Quality Life"***

### **Vision:**

The campus envisions becoming a leading educational hub in Eastern Nepal, equipped with advanced infrastructure and offering high-quality general, technical, and vocational education.

### **Mission:**

To transform PMC into a well-equipped center for scientific, technical, and vocational education and research by offering academic programs and need-based training, while promoting the development and expansion of technical education.

### **Goals:**

- Improve physical infrastructure.
- Offer technology-based academic programs.
- Strengthen the local economy.
- Enhance the professional skill levels of teachers.
- Promote research and publication activities.
- Expand access to information technology.
- Provide career development opportunities for teaching and non-teaching staff.
- Ensure educational quality by setting clear educational plans and programs.
- Strengthen community relations with the campus.
- Organize student-friendly programs.
- Implement environment-friendly initiatives.

### **Objectives:**

- Build convenient physical infrastructure on campus.
- Implement information and technology-friendly teaching methods.
- Offer economic empowerment programs.
- Introduce graduate programs in technical fields.
- Add graduate and postgraduate programs based on demand.
- Focus on research, writing, and publication.
- Operate and promote the use of a digital library.
- Organize career development programs for students, teachers, and non-teaching staff.
- Provide opportunities for lecturers to pursue higher academic qualifications.
- Improve academic achievement through planned, diagnostic, and remedial teaching.
- Reduce student dropout rates by providing quality education and attracting students.
- Develop competitive human resources at both national and international levels.
- Strengthen relationships with stakeholders and the local community.

- Promote all-round development by increasing student enrollment rates.
- Foster human and moral values in students.
- Instill a sense of dedication, duty, responsibility, and accountability among lecturers and staff.
- Implement environment-friendly programs to protect and promote the environment.
- Establish an effective complaint management system to address concerns.
- Publicize academic, financial, and managerial activities.

### **Quality Assurance Policy**

With clearly defined vision, mission, goals, objectives, strategies and policies, and procedures of the campus are explicitly outlined in the campus legislation. The administrative and academic Committee prepares the academic plans and programs, which are then submitted to the Internal Quality Assurance Committee (IQAC) for verification. After discussing the alignment with the campus's vision, mission, goals, objectives, and standards; the committee forwards it to the CMC for the final verification and the approval.

After the approval, campus administration carries them into the effective implementation. Necessary infrastructure and mechanisms are created to ensure the successful execution of these plans and programs, aimed at enhancing the campus's targeted outcomes. The research committee guides and encourages students to engage in research, fieldwork, and various disciplinary projects at both the graduate and postgraduate levels. To ensure the sound implementation of these strategies and policies; the related guidelines and procedures are developed based on learning achievement and educational improvement. Faculty departments and cells will be activated to ensure the effective implementation of the Quality Assurance Program (QAP).

### **SWOT Analysis of Campus:**

#### **Strengths:**

- Significant progress in academic, technical, and infrastructural development.
- Commitment to quality education with the lowest fee structure.
- Automated library system ensuring easy access to resources.
- Robust managerial information system for efficient operations.
- Peaceful academic environment conducive to learning.
- Scholarship scheme for academically excellent and economically needy students.
- Availability of both indoor and outdoor sports facilities with necessary equipment.
- Well-regulated and well-equipped security system ensuring safety.
- Wi-Fi/internet accessibility throughout the campus.
- Availability of alternative power sources for uninterrupted operations.
- Integration of multimedia teaching methods to enhance learning experiences.



- Well-functioning placement and counseling services for students' career guidance.
- Availability of departmental provisions for effective academic management.
- Prime location of the campus, easily accessible by students and staff.
- Strong focus on good governance, transparency, and public hearings.
- Consistency in teaching, learning, and extra-curricular activities.
- Positive relationships among students, faculty, and staff.
- Strong coordination between staff members and the Campus Management Committee (CMC).
- Regular discussions and participatory decision-making processes.
- Good relations with stakeholders, political parties, line agencies, and academic institutes.

### **Weakness/Gap:**

- Inadequate sustainable income sources to support long-term development.
- Lack of highly qualified staff to effectively run upper-level academic programs.
- Need for more knowledgeable teachers in specialized subjects.
- Insufficient well-equipped buildings to meet growing academic and infrastructural needs.
- Lack of computer literacy among some teaching and non-teaching staff.
- Unavailability of laptop computers for teaching staff to stay updated with modern technologies.
- Insufficient programs for upgrading the skills and knowledge of subject teachers.
- Weakness in regular research and publication activities to contribute to academic growth.
- Insufficient well-equipped teaching tools.

### **Opportunities:**

- Increased accessibility for receiving Bachelor's and Master's level education within the district.
- Strong enrollment of students in the Master's degree program in Education.
- Incentives for teachers and students to create an effective teaching and learning environment.
- Easy access for motivated applicants to connect with job providers.
- Support for private and public institutes, enabling them to operate successfully due to the presence of the PMC.
- Opportunities to enhance academic collaborations with other constituent, public-affiliated, and private-affiliated academic institutes.
- Potential to become a leading educational institution in Taplejung district.
- Opportunities to develop skills and finding jobs.

**Threats/Challenges:**

- Inability to increase teachers' salaries in alignment with the market value.
- Difficulty in raising the monthly fees to match the academic level.
- Lack of sustainable income sources for the campus.
- Inability of the CMC and administration to address students' needs and interests (such as subject preferences and technical assistance).
- The constant challenge of maintaining quality education at community campuses.
- Inability to offer technical and vocational education effectively.
- Limited efforts in providing skill-based education and knowledge.
- The ongoing threat of controlling dropout rates.
- The challenge of increasing the pass rate.
- The threat of decreasing student regularity in attendance.
- Insufficient engagement of some subject teachers in delivering up-to-date knowledge and skills.

**Basic and Core Priorities for the Institutional Development**

- Producing eligible graduates with strong academic and practical skills.
- Promoting exposure to new ideas and systems that support institutional growth and improvement.
- Ensuring regularity in both academic programs and extracurricular activities.
- Encouraging individual and collective contributions to support and maintain quality education.
- Fostering an active and effective teaching and learning environment.
- Promoting mutual understanding and cooperation between stakeholders and the campus community.
- Building harmonious relationships within the campus and with external partners.
- Providing comprehensive counseling services through the Employment and Placement Cell.
- Prioritizing research work, publications, and scholarly activities to strengthen the academic foundation.

**Educational Facilities Available at Present**

Pathibhara Multiple Campus (PMC) began its academic programs at the Bachelor's level in Humanities and Social Science, Education, and Management faculties in 2059, 2062, and 2066 BS, respectively, under the affiliation of Tribhuvan University (TU). The Master's in Education (M.Ed.) program was introduced in 2075 BS to meet the educational needs and demands of the local community.

Since its affiliation, PMC has been offering Postgraduate education in Nepali and Educational Planning and Management (EPM). Both PMC and local governments provide scholarships to a number of students, ensuring that financial support is

accessible to those in need. Additionally, PMC offers employment and placement consultancy services to assist students with career opportunities.

To enhance the learning experience, the campus is equipped with multimedia tools and internet facilities. PMC also conducts non-credit classes outside regular campus hours to support continuous learning.

### **Bachelor's Degree in Humanities and Social Science (B.A.) 3-Year Program:**

After 11 years of its establishment, Pathibhara Multiple Campus (PMC) decided to expand its offerings by introducing a Bachelor's Degree in Humanities and Social Science. As a result, the campus obtained affiliation from Tribhuvan University (TU) in 2059 BS. This allowed PMC to provide undergraduate education in various subjects, including English, Nepali, Political Science, Sociology, Economics, and Rural Development (RD).

This expansion marked a significant milestone in PMC's journey, catering to the academic needs of the local community while enhancing the educational opportunities available in the region.

### **Bachelor of Education (B.Ed.) 4-Year Program:**

As student interest shifted towards the Education faculty, Pathibhara Multiple Campus (PMC) obtained affiliation from Tribhuvan University (TU) on 32 Shrawan 2062 BS to offer a Bachelor's Degree in Education. Since its affiliation, PMC has been providing undergraduate education in various subjects such as English, Nepali, and Population Studies.

The campus began offering a 4-year-Bachelor of Education (B.Ed.) program in 2072 BS, which has become one of the most sought-after programs in the local area due to the increasing demand for qualified educators and teachers. This expansion reflects the campus's commitment to meeting the educational needs of the region and contributing to the development of skilled professionals in the education sector.

### **Bachelor of Business Studies (BBS) 4-year program:**

Recognizing the increasing interest among urban and semi-urban students in management, Pathibhara Multiple Campus (PMC) received affiliation from Tribhuvan University (TU) to offer a Bachelor's Degree in Management stream on 15 Bhadra 2066 BS, initially in the morning shift. Due to the rapid growth of financial institutions, the demand for the Bachelor of Business Studies (BBS) program has been steadily rising. To address this demand, the campus began offering the 3-year academic program immediately after obtaining affiliation.

In 2070 BS, TU introduced the 4-year Bachelor of Business Studies (BBS) program, and since then, PMC has been running this updated curriculum. The program has been highly beneficial for students, providing them with specialized courses in accountancy, finance, marketing, and organizational behavior. This expansion has not only catered to the growing demand for qualified professionals in business and

management but also significantly contributed to the local community's economic development.

### **Master of Education (M.Ed.) (Semester System)**

After a long wait from both graduates and the local community, Pathibhara Multiple Campus (PMC) received affiliation from Tribhuvan University (TU) in 2075 BS to offer a Master's Degree in Education (M.Ed.) with specializations in Nepali and Educational Planning and Management (EPM). The program currently enrolls 53 students who attend classes in the morning shift.

Despite the success of the M.Ed. program, the demand from graduates who wish to pursue a postgraduate degree in English has not yet been addressed. Both the campus administration and the Campus Management Committee (CMC) are receptive to this demand and are exploring ways to fulfill it in the future. This expansion marks an important milestone in PMC's mission to provide comprehensive higher education options to the local population.

### **PHYSICAL INFRASTRUCTURES AND FINANCIAL POSITION OF THE CAMPUS**

<b>S.N.</b>	<b>Infrastructure's Name</b>	<b>Details/Quantity</b>
1	Buildings and Rooms	4 RCC Buildings, 1 other building
		23 Class Rooms & 14 Other Rooms
2	Furniture and Accessories	400 sets of desk/bench
		30 plastic chairs
		18 arm chairs
		35 Table
		5 revolving chairs
		5 Sofa set
		10 drawers set
		Box rack 1
		35 Cabinet Chairs
3	Drinking water	Tap 2
	Toilet facilities	6 separate toilets for girls and boys
		2 toilets for teachers/staff
4	Sports facility	Playground for volleyball
5	Roads and transportation facility	Outside campus premise
6	Library	Library (text and reference room separately)

7	IT Lab	25 desktop computers
		1 Interactive board
8	Electronic goods	5 printers
		14 cc cameras and 2 monitors
		4 laptop computers
		3 projectors
		6-piece solar panels (1400 watt)

For the physical infrastructure uplifting, financial planning and budgeting is prerequisite. The strength of PMC's physical infrastructure is its well-structured financial and strategic planning. CMC, campus administration involves a collaborative effort in all integral processes of it. This strategic approach ensures that resources are allocated effectively, considering the limited financial resources available. The campus focuses on the one-year action plan, and various sources of revenue are taken into account to balance the income and expenditure.

- Internal source
- Community source
- Grants received from UGC
- Grants received from the local government
- Grants received from the donor organizations

As PMC is a community campus, students' fees is the major source of income. Besides it, the campus receives regular grants from UGC, which is also the campus's income source.

## NAME LIST OF HUMAN RESOURCES

### 1. Name List of Teaching Staff:

S.N	Name	Designation	Type of Service	Email
1	Sajan Paudel	Campus Chief	Full Timer	paudelsajan@gmail.com
2	Man Singh Rai	Asst. Campus Chief	Full Timer	nachhiringmansingh@gmail.com
3	Bhesh Raj Gautam	Asst. Lecturer	Full Timer	bheshraj.2036@gmail.com
4	Yub Raj Basnet	Professor	Full Timer	ybasnet333@gmail.com
5	Rakesh Dahal	Associate Professor	Full Timer	rakeshdahal73@gmail.com
6	Bedhnidhi Paudel	Associate Professor	Full Timer	bednidhipaudal@yahoo.com

7	Dhanya Prasad Paudel	Associate Professor	Part Timer	dhanyapdpaudel@gmail.com
8	Shanti Ram Nepal	Lecturer	Part Timer	Snepal402@gmail.com
9	Indra Bahadur Gurung	Lecturer	Full Timer	grgindra@gmail.com
10	Umesh Adhikari	Lecturer	Full Timer	umeshbrt4.np@gmail.com
11	Nawaraj Acharya	Lecturer	Full Timer	acharyanawarajt@gmail.com
12	Rupa Limbu	Asst. Lecturer	Full Timer	limboorupa44@gmail.com
13	Prem Kumar Gurung	Asst. Lecturer	Part Timer	<a href="mailto:grgpren410@gmail.com">grgpren410@gmail.com</a>
14	Tika Ram Dahal	Asst. Lecturer	Full Timer	dahaltikaram200@gamil.com
15	Bhagawan Singh Aveng Limbu	Asst. Lecturer	Part Timer	bhagawan.limbu@gmail
16	Prakash Palungwa	Asst. Lecturer	Full Timer	palungwaprakash4@gmail.com
17	Bhim Bahadur Karki	Asst. Lecturer	Part Timer	<a href="mailto:bhimk5908@gmail.com">bhimk5908@gmail.com</a>
18	Bhim Bahadur Pandak	Asst. Lecturer	Part Timer	pandakbhim@gmail.com
19	Mahendra Angchhangbo	Asst. Lecturer	Full Timer	2000.mk91@gmail.com
20	Laxmi Prasad Dhakal	Asst. Lecturer	Part Timer	<a href="mailto:laxmidhakal591@gmail.com">laxmidhakal591@gmail.com</a>
21	Ramesh Paudel	Asst. Lecturer	Part Timer	<a href="mailto:rameshpaudel947@gamil.com">rameshpaudel947@gamil.com</a>
22	Raj Kumar Baniya	Asst. Lecturer	Full Timer	rkbtpj12@gmail.com
23	Ghanashyam Bhattarai	Asst. Lecturer	Part Timer	ghanashyambhattarai014@gmail

**2. Name List of Teaching Staff:**

S.N	Name	Designation	Type of Service	Email
1	Radhika Lingden	Accountant	Full Timer	lingdenradkhika@gmail.com

2	Susma Rai	Librarian	Full Timer	
3	Roshan Shrestha	Computer Operator	Full Timer	<a href="mailto:roshanstha@gmail.com">roshanstha@gmail.com</a>
4	Kumar Rai	Asst. Accountant	Part Timer	<a href="mailto:raikumar138@gmail.com">raikumar138@gmail.com</a>
5	Babita Pomu	Asst. Librarian	Full Timer	<a href="mailto:babitapolulimbu@gmail.com">babitapolulimbu@gmail.com</a>
6	Poorna Prasad Acharya	Office Assistant	Part Timer	
7	Bidur Limbu	Office Assistant		

## **DEVELOPMENT INITIATIVES**

The approach adopted by PMC emphasizes a cyclical, interconnected process for achieving effective educational outcomes. By linking strategic planning with financial constraints, the campus ensures that resources are utilized efficiently while maintaining focus on quality enhancement. The integration of strategic planning, financial planning, annual planning, and quality improvement ensures a holistic approach where each element supports and complements the others.

Incorporating evaluation and review at each stage is crucial for continuous improvement. This allows PMC to assess the progress, make necessary adjustments, and ensure that the goals and objectives are being met.

### **Strategic Planning**

Strategic planning serves as the blueprint for achieving the campus's defined Vision, Mission, Goals, and Objectives (VMGO). PMC has developed a comprehensive 5-year strategic plan (2022-2026). This plan incorporates the campus's VMGOs, SWOT analysis, alignment between strategic priorities and the campus budget, financial planning, implementation strategies, and a framework for evaluation and review, ensuring continuous improvement and alignment with institutional goals.

### **Annual Planning**

Annual planning is an essential component of strategic planning which directly conduces in the achievement of the campus's predefined VMGOs. It involves reviewing the strengths, weaknesses, threats, and overall performance of the previous year while establishing goals and strategies for the current year. The Internal Audit Committee, in coordination with the campus chief and accountant, prepares the annual budget. Afterwards, it is forwarded to the CMC for approval. The approved annual plan is proceeded for the public.

## **Quality Enhancement Planning**

Quality in education is a fundamental requirement for success. Since its establishment, the campus has been dedicated to providing quality education. To achieve its predetermined VMGOs, the Campus Management Committee (CMC), campus administration, and both teaching and non-teaching staff work together in a collaborative effort. It is a team-driven responsibility to ensure quality education through Quality Enhancement Planning (QEP). In overall, QEP plays a vital role in the effective execution of plans and in producing skilled, eligible manpower for the country.

### **Linkage between Strategic Priorities and Campus Budget**

PMC has constituted Internal Audit Committee (IAC) as per the Pathibhara Multiple Campus Regulation 2078 to serve as a bridge between strategic planning (SP) and administrative execution. This committee plays a pivotal role in preparing the annual budget in coordination with the campus chief and accountant. The budgeting process begins two months before the end of each fiscal year. The budget is closely linked to the overall planning processes of the campus.

The IAC proposes a detailed statement of regular income and areas of expenditure related to priority sectors, based on the campus's goals and objectives. After gathering feedback and suggestions from department heads, Committee heads, teaching and non-teaching staff, and student's representative, the IAC conducts discussions that focus on the strategic goals, objectives, and the campus's overall financial situation.

Following these discussions, the IAC prepares a draft of the budget and submits it to the CMC for the verification and approval. The CMC, after a thorough review and discussion, may propose revisions or modifications to the budget in needed. Once the necessary adjustments are made, the final draft is presented to the CMC for the approval.

Thus, the campus annual budget is developed through collaboration between the IAC, CMC, and campus administration, ensuring a well-structured financial plan aligned with the campus's strategic goals and objectives.

### **Financial Planning**

Financial planning and budgeting are integral components of the strategic planning process. They are prepared on the basis of defined goals, objectives, and action plans of the campus, providing direction for its activities. The budget outlines various sources of revenue and expenditure, serving as a practical framework that supports and brings other plans to life.

To ensure effective financial planning, the campus must identify its priority areas and allocate the necessary resources accordingly. Resources will be distributed to support these key priorities, with a focus on achieving the campus's long-term goals.



Given the limited resources available, the Internal Audit Committee works in collaboration with the campus chief and accountant to prepare the budget annually.

The budget is designed to focus on a two-year action plan and is derived from the following sources:

*A. Internal sources*

*B. Community sources*

*C. Grants received from UGC*

This strategic approach ensures that the campus remains focused on its most critical priorities while maintaining financial sustainability and growth.

### **Implementation, Evaluation and Review**

A plan only becomes effective when it is actively implemented, evaluated, and critically reviewed. The campus believes that the successful execution of strategies is essential for incorporating guidelines and changes into educational practices. The responsibility for the implementation, evaluation, and review of the 5-year strategic plan lies with the Campus Assembly, CMC, Administrators, Faculty Heads, Committees, Teaching and Non-Teaching staff, and other concerned stakeholders.

The evaluation and review process serves as a decision-making tool to assess the progress of objectives and determine whether they have been met or need adjustments.

The campus follows a structured approach in implementing the 5-year strategic plan to align with its VMGO (Vision, Mission, Goals, and Objectives). The CMC plays a central role in setting and developing comprehensive goals, while ongoing evaluations provide crucial insights. The information gathered from regular assessments helps in shaping new programs and making informed decisions to continuously improve the campus's effectiveness in achieving its strategic vision.

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

## SECTION A

### INFORMATION FOR INSTITUTIONAL PROFILE

#### 1. Institutional Information

Name of the Institution: Pathibhara Multiple Campus, affiliated to Tribhuvan University

Place: Phungling Municipality-4

P O Box:

District: Taplejung

#### 2. Information for Communication

##### a. Office

Name	Position	Telephone Number	Fax	E-mail
Sajan Paudel	Executive Head of the institution	024460228		paudelsajan@gmail.com
Man Singh Rai	Assistant Campus Chiefs:	9844634787		nachhiringmansingh@gmail.com
Bhesh Raj Gautam	Assistant Campus Chiefs:	9842660495		bheshraj.2036@gmail.com
Shila Ijam Rai	Management Committee Chairperson:	9852660230		Shilalimbu79@gmail.com

#### 3. Type of Institution:

Constituent ☐ Affiliated ☒ Degree Awarding Autonomous Institution ☐

Pathibhara Multiple Campus (MMC) is a TU affiliated community campus established in 2047 BS.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 1: Affiliation Certificates, Page 1-8)*

#### 4. Institutional Management:

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

**Response:** PMC is the only community campus in Taplejung district. In its early years, it was affiliated to offer PCL (Humanities and Social Sciences). Over time, the campus expanded its offerings and got affiliated to conduct Bachelor's Degrees

in Humanities and Social Sciences. Following this, it received affiliation to run Bachelor's programs in Education and Management. Currently, the campus also offers a Master's Degree in Education, continuing its commitment to meeting the educational needs of the local community.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex: Affiliation Certificates, Page 1-8)*

## 5. Financial category of the institution:

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

**Response:** PMC is a purely community-based campus, with its core income generated from students' fees. In addition to this, grants from local and provincial governments also contribute to its financial resources. However, the grants provided by the University Grants Commission (UGC) are equally crucial for the campus's sustainability, ensuring its continued operation and development.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report of Policy, Program and Budget 2081/082, Page 32-34)*

## 6. a) Date of establishment of the Institution: (dd/mm/yyyy)

B.S	07	10	2047
A.D	24	11	1990

## b) Date of commencement of the Bachelor or higher-level Program(s) (dd/mm/yyyy)

### Bachelor of Arts.

B.S	11	03	2059
A.D	25	06	2002

### Bachelor of Education:

B.S	32	04	2062
A.D	16	08	2005

### Bachelor of Business Studies:

B.S	15	05	2066
A.D	31	08	2009

## c) Date of commencement of Master of Education:

B.S	29	09	2075
A.D	14	01	2019

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

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 1: Affiliation Certificates, Page 1-8)*

**7. Date of Government /UGC approval (only for Institution affiliated to foreign universities): Not Applicable**

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

Financing ☒ Administrative Management ☒ Academic Management ☒ None ☐

**Response:** Though PMC is a purely community-based, self-financing, and self-administering institution, it also receives regular subsidies from the UGC in the form of grants. To facilitate effective administration and academic management, the Campus Management Committee (CMC) functions as the governing body. Within the defined framework and structure of the CMC, the campus administration oversees and manages various academic, administrative, and financial activities. The CMC establishes different thematic committees tasked with developing guidelines, procedures, and policies, which are then brought into action after approval. PMC ensures the implementation of these guidelines in day-to-day service delivery.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 3: Campus' Legislation, Page 53-86; Section A\_IP: Volume 1: Annex 4: Campus Operational Guideline 2081, Page No. 87-112)*

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

Total Area (In Ropani)	Building & floor cover area (In Ropani)
14-8-3-1	3 (Approximate)

**Response:** Out of the total land area of 14-8-3-0 ropanis, the institution has utilized approximately 3 ropanis for constructing teaching, technical, and administrative buildings, along with jents' and ladies' restrooms.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 5: Certificate of Land, Page 113-116)*

**10. Location of the Institution:**

Urban ☐ Semi-urban ☐ Rural ☐

**Response:** PMC is located at Phungling Municipality - 4, Taplejung, which is the district headquarters and a semi-urban area. The campus is situated approximately 5-10 minutes walk from the main bazaar area.

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

Academic Programs	Number of Program
Bachelor's Degree	3 (Humanities, Education & Management)
Master's	1 (Master of Education)
Total	4

**Response:** PMC offers three different programs under its Bachelor's Degree: Humanities and Social Sciences, Education, and Management. Additionally, it runs Master's Degree in Education with specializations in Nepali and EPM (Educational Planning and Management).

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 1: Affiliation Certificates, Page 1-8)*

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

Faculty
Humanities & Social Sciences,
Education
Management

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 6: Minute of Staff Meeting of Department Formation, Page 85-0)*

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

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)
Non-credit class (Computer, PSC, TSC, Coaching)	Basic	Students of campus	20 students each shift

**Response:** The Campus Assembly of PMC, held on 20 Paush 2081, approved the Policy, Program, and Budget for 2081/082. This approval authorized the campus administration to conduct the non-credit classes.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report of Policy, Program and Budget 2081/082, Page No. 13)*

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

**Response:** PMC has established norms and procedures for the recruitment of teaching and non-teaching staff. These recruitment processes are guided by the PMC guidelines and regulations developed, which align with the legislation of PMC 2076. When there are vacant positions or when new posts are created, the Campus Management Committee (CMC) forms a Post Fulfillment Committee (PFC), which handles the recruitment process accordingly. However, in certain situations, the Campus Chief has the authority to directly hire teaching and non-teaching staff for course contracts or work contracts.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 3: Campus' Legislation, Page No. 68-73)*

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
<b>Full Time Teachers (Total)</b>	1	5		8	14
No. of teachers with PhD					
No. of teachers with MPhil					
No. of teachers with Masters	1	5		8	14
No. of teachers with Bachelors					
<b>Part Time Teachers (Total)</b>					
Part-time teachers with PhD					
Part-time teachers with MPhil					
Part-time teachers with Masters		3		6	9
No. of teachers with Bachelors					

**Response:** 23 lecturers have been teaching in PMC. Out of it, 14 lecturers have been serving as the full timers.

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 7: Appointment Letters of Staff, Page No. 21-68)*

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

<b>Courses</b>	<b>Full Time Teachers (Total)</b>	<b>Course Contract Teachers (Total)</b>	<b>Total</b>
Science			
<b>Management (Bachelor's Degree)</b>			
Accountancy	2 (12 period/week)		1
Finance	3 (18 period /Week)		1
Economics	2 (12 period/week)		1
Marketing	2 (12 period/week)		1
Business law	1(6 period /week)		1
Management & Bank	1 (6 period/week)		1
HRM		1(6 period /Week)	1
FM		1(6 period /Week)	1
BS		1(6 period /Week)	1
OB		1(6 period /Week)	1
BL		1(6 period /Week)	1
TAX	1(6 period /Week)		1
<b>Humanities and Social Science (Bachelor's Degree)</b>			
English	2 (24 period/week)		2
Nepali		2 (12 period/week)	1
Sociology	1 (6/week)	3(36 period /Week)	4
RD	2 (36 period/week)	1(6 period/week)	3
Economics	2 (24 period/week)	1(12 period/week)	3
Electives		2 (12 period/week)	2
<b>Education (Bachelor's Degree)</b>			

English	2 (48 period/week)	2 (24 period /week )	4
Nepali	2 (48 period/week)	3 (54 period /week )	5
Population Education	2 ( 48 period/week)	1 (6 period /Week)	3
<b>Education (Master's Degree)</b>	14 hrs./week Ranges from min 18 to 24 hrs.)		

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 8: Daily Routine, Page No. 69-73)*

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Administrative Staff	2				<b>2</b>
Technical Staff	1	2			<b>3</b>
Non-graded staff		1		1	<b>2</b>

**Response:** There have been 7 non-teaching staff working in PMC at present. Among them, 2 accountants (1 accountant head and 1 assistant accountant). There are 2 librarians (1 library head and 1 library assistant). There is 1 computer operator working as computer and lab technician. There are 2 non-graded staff (1 Janajati and 1 Other).

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 9: Appointment Letter Non-Teaching Staff, Page No. 74-85)*

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

No of Students Enrolment From 2081/082	UG		PG		MPhil		PhD	
	F	T	F	T	F	T	F	T
Same district where the institution is located	670	889	33	50				
Other districts	3	3						
SAARC countries		6						



Other countries								
Disadvantaged/Janajatis	416	598	21	25				

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

**Response:** Since its establishment, there has been recorded that almost students enrolled are from this district only. Very nominal students from out of Taplejung district use to come to study at PMC.

*(For further details, Please See Section A\_IP: Volume 2: Annex 10: Enrolled Students 2079-081; Page No 86-100)*

Details of the last two batches of students:

Particulars	Batch 1:			Batch 2:		
	Year: 2079/080			Year: 2080/081		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	851	33	884	730	31	761
<b>Drop-outs</b>	264			211		
Appeared for the final year examinations	226	31	257	212	28	240
Passed in the final examinations	18	-	18	20	6	26
Pass % of number appeared (Total)	7.96%	-	7.96%	9.4%	21%	
Pass % with distinctions	-					-
Pass number (First class)	1		1	1		1
Pass number, (Second class)	6	-	6	13	6	19
Pass number, (Third class)	9		9	6		6
Number of students expelled from examination hall if any	-	-	-	-	-	-

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 39-40)*

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

**Response:** PMC publishes an annual budget report in accordance with campus rules and regulations, detailing income and expenditure. For the fiscal year 2080/081, the total estimated budget was **NPR: 4,55,63,418.43** and the estimated budget of the current year is **33596137.44**. The campus has also completed the audit for the fiscal year 2080/081, conducted by a registered auditor.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 11: Budget of 2080/081, Page No. 1-2 and Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 32-34/36-51)*

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

- The total annual expenditure budget = NPR 1,76,35,910.20
- Total Number of students = 964
- The unit cost of education (including salary) is 18,294.51
- The unit cost of education excluding salary is 9,156.87

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 44-45)*

**21. What is the temporal plan of academic work in the Institution?**  
**Semester System** ☒ **Annual System** ☒ **Any other**  
**(specify)**

**Response:** After the approval of the Report of Policy, Program, and Budget 2081/082 by the Campus Assembly (CA), the Campus Administration has decided to conduct the non-credit classes. These classes will be carried out in accordance with the Non-Credit Course Operational Procedure 2081.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 12: Non - Credit Course Operational Procedure 2081, Page No. 3-7)*

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

- Central library ☐ Computer center ☒ Health centre ☒  
Sports facilities ☒ Press ☒ Workshop ☒ Hostels ☐ Guest house ☒ ☐ Housing ☐  
Canteen ☒ (Kitchen) ☐ Grievance redressed cell ☐  
Common room for student ☐ ☐ ☐

**Response:** PMC maintains a very good and friendly relationship with various local institutions and service providers, including the district-based computer centers,

health centers, schools, local media, and guest houses. This collaborative approach helps foster a positive environment and enhances the campus's connection with the community.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 13: Campus' VMGO, Strategy and Policy 2081, Page No. 8-20)*

**23. Whether a duly formed Institution Management Committee in place? Yes ☐ No ☐ if yes provide the composition of the committee in separate sheet:**

**Response:** It sounds like the Campus Management Committee (CMC) plays a crucial role in the governance of PMC. With a 17-membered committee elected from the Campus Assembly (CA), they must have a significant impact on decision-making and overseeing the campus's operations.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 14: Details of CA Composition Process, Page No. 21-47)*

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

Particulars	Year I (2078)	Year II (2079)	Year III (2080)
Working days of the institution	265	275	270
Working days of the library	225	220	218
Teaching days of the institution	225	220	218
Teaching days set by the university	217	233	187
Books in the library			117
Journals/Periodicals subscribed by the library			
National:			
International:			
Computers in the institution	4(desktops)	4(laptops)	21(desktops)

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

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 15: Daily Attendance, Page No. 47-77)*

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

S.N.	Name of ongoing projects	Total Outlay (NPR)
1.	Mini Research	500,000.00
2.	Faculty Research	550,000.00
3.	Collaborative Research	650,000.00
	Total	17,00,000.00

**Response:** PMC has proposed the above-mentioned estimated budget for conducting researches in various titles. The institution did not use to allocate such budget for research in the past fiscal years. From this fiscal year, certain budget has been proposed for conducting the research.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report of Policy, Program and Budget 2081/082, Page 32-34)*

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

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

**Response:** Yes it does. PMC has partnered with the Human Practice Foundation (HPF). In their recent collaboration, a ten-room building was constructed to accommodate the campus's growing infrastructure. Additionally, HPF has generously provided a computer lab to enhance the campus's educational resources.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 116: MoU with HPF, Page No. 78-90)*

**27. Does the management run other educational institutions besides the institution? Yes ☐ No ☐ If yes, give details.**

**Response:** No

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

Source of Funding	Amount (NRs.)
UGC/Government grants	22,14,000.00
Donations (HPF)	51,02,000.00
Fund Raising drives (Trust Fund)	3,05,000.00
Alumni Association	0

Research and Consultancy	0
Fee from Self-financed/initiated courses	0
Fees from regular programs	58,03,000.00
Any others, specify (HEP)/Maintenance cost	63,26,609.61

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 44-45)*

## **SECTION- B**

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

Yes with justification and with evidence =1(full marks); justification without full evidence=0.75; apparent justification without record = 0.5 apparent initiatives = 0.25; No = 0) (The marking division applies proportionately to the allocated marks where necessary.)

### **BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR**

#### **CRITERION 1: POLICY & PROCEDURES (15 MARKS)**

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

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

Response: Yes, PMC has clearly defined its vision, mission, goals, and objectives (VMGO), which are also incorporated into the strategic plan.

*(For Further Details, Please See Section B\_C1: Volume 1: Annex 17: Strategic Plan, Page No. 43-44 and Section A\_ Volume 3, Annex 13, VMGO, Page No. 8-10)*

##### **Vision:**

The campus envisions becoming a leading educational hub in Eastern Nepal, equipped with advanced infrastructure and offering high-quality general, technical, and vocational education.

##### **Mission:**

To transform PMC into a well-equipped center for scientific, technical, and vocational education and research by offering academic programs and need-based training, while promoting the development and expansion of technical education.

##### **Goals:**

- Improve physical infrastructure.
- Offer technology-based academic programs.
- Strengthen the local economy.

- Enhance the professional skill levels of teachers.
- Promote research and publication activities.
- Expand access to information technology.
- Provide career development opportunities for teaching and non-teaching staff.
- Ensure educational quality by setting clear educational plans and programs.
- Strengthen community relations with the campus.
- Organize student-friendly programs.
- Implement environment-friendly initiatives.

### **Objectives:**

- Build convenient physical infrastructure on campus.
- Implement information and technology-friendly teaching methods.
- Offer economic empowerment programs.
- Introduce graduate programs in technical fields.
- Add graduate and postgraduate programs based on demand.
- Focus on research, writing, and publication.
- Operate and promote the use of a digital library.
- Organize career development programs for students, teachers, and non-teaching staff.
- Provide opportunities for lecturers to pursue higher academic qualifications.
- Improve academic achievement through planned, diagnostic, and remedial teaching.
- Reduce student dropout rates by providing quality education and attracting students.
- Develop competitive human resources at both national and international levels.
- Strengthen relationships with stakeholders and the local community.
- Promote all-round development by increasing student enrollment rates.
- Foster human and moral values in students.
- Instill a sense of dedication, duty, responsibility, and accountability among lecturers and staff.
- Implement environment-friendly programs to protect and promote the environment.
- Establish an effective complaint management system to address concerns.
- Publicize academic, financial, and managerial activities.

**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 outlined plans, programs, and strategies to achieve its specific goals and objectives. To reach these goals, the campus has developed various policies and programs aimed at reforming academic activities. The well-defined policies, plans, and programs designed to achieve these goals are guided by the Strategic Plan 2022-2026 and the Report of Policy, Program, and

Budget 2081/082. The major priorities of the campus as outlined in the strategic plan, are as follows:

**Major Priorities:**

The campus has established the following priorities for the upcoming five years:

- Improvement, development, and management of physical infrastructure
- Instructional development programs.
- Human resource development and quality enhancement.
- Research, documentation, and publication.
- Provision of teachers' training and opportunities for M. Phil.
- Expansion and accessibility of information technology

**The strategic plans of the campus are:**

- Here's the refined version of your list:
- Enhance physical infrastructure.
- Equip classrooms with modern technology.
- Provide scholarships to teachers for professional development
- Expand public relations and awareness programs.
- Regularly publish bulletins and research works.
- Organize regular extracurricular activities in the district.
- Facilitate academic seminars and workshops for faculty members of constituent, autonomous, and affiliated campuses

**Program of the campus are:**

Here's a refined version of list of campus programs:

**a) Short-term:**

- Strategies to identify and mobilize stakeholders.
- Strategies for enhancing financial sustainability.
- Strategies for improving physical infrastructure.
- Strategies for adopting technology-friendly approaches

**b) Mid-term:**

- Strategies for expanding academic programs.
- Strategies for further developing physical infrastructure.
- Strategies for upgrading academic levels.

**c) Mid-term:**

- Strategies for advanced infrastructure development.
- Strategies for providing scientific and technological education.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 17: Strategic Plan 2022-2026, Page 44-45)*

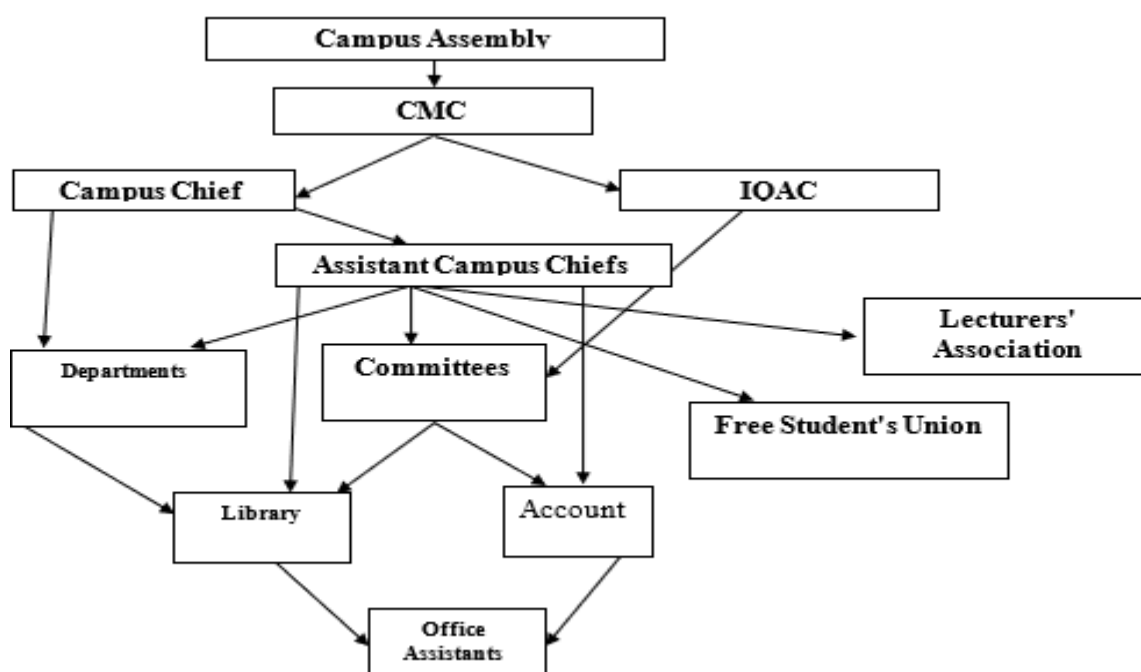
3. Are there duly formed organizational structures where policies of the Institution are formulated, reflected, revised and updated?

Yes ☒

No ☐

If yes, mention the organizational chart and member compositions.

**Response:** Yes, the campus has established an organizational structure that serves as the foundation for the formulation, reflection, updating, and execution of various policies in accordance with campus legislation. The organizational structure (Organogram) of the campus is provided below.



*(For Further Details, Please See Section B\_C1: Volume 4: Annex 18: Administrative and Academic Reform Guideline 2081, Page 58-59)*

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

Yes ☒

No ☐

Justify with supporting documents.

**Response:** Yes, the campus has established an Internal Quality Assurance Committee (IQAC) for internal quality monitoring and assurance, which is composed of seven members.

Coordinator	: Sajan Paudel, (Campus Chief)
Member	: Man Singh Rai, (Assistant Campus Chief)
Member	: Shanti Ram Nepal, (Lecturer)



Member : Raj Kumar Baniya, (Assistant Lecturer)  
Member : Radhika Lingden, (Accountant)  
Member : Roshan Shrestha, (Computer Operator)  
Member : Arjun Khimding, (Chairperson, FSU)

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 19: Minute of CMC; Page No. 92)*

**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:** Yes, the campus legislation clearly defines the job responsibilities of the campus chief, assistant campus chiefs, departments, cells, and other units. These responsibilities are further elaborated in the PMC Regulation. Both the legislation and regulation guide departments, units, and individuals in fulfilling their roles and responsibilities effectively.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 3: PMC Legislation 2076, Page 68-71)*

**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:** IQAC has developed a performance evaluation sheet for faculty and staff to assess their academic, administrative, and research performance. The evaluation process is conducted in the end of each academic year and includes feedback from student course evaluations regarding teaching and learning. Additionally, the performance of various campus cells will also be appraised as part of this process.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 21: Performance Appraisal Form, Page No. 36-38)*

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Yes, the campus has a well-defined five-year strategic plan and action plan that emphasize teamwork and a participatory decision-making approach for information sharing. In addition to having quality and experienced faculty members, the institute is known for its innovative and participatory approach in teaching and research. The CMC and campus administration foster a participatory culture where decisions are made collaboratively through departments, various committees and units. Also, they involve staff, students, and ex-students in making good decisions if needed.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 18: Strategic Plan 2022-2026, Page 49-52 and Section B\_C1: Volume 5: Annex 22: Annual Action Plan 2024/2025, Page 43-45)*

**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:** To enhance the regular academic programs, the campus has developed the Remedial Teaching Guideline 2081 and the Students Performance Evaluation Procedure 2081. The Campus Assembly (CA) takes appropriate actions to support the needs of underperforming or weak students based on the recommendations of the Placement and Counseling Committee and the Examination and Internal Assessment Committee. Additionally, as part of its self-sustaining programs, the Campus Administration organizes coaching classes for weak and needy students to help them improve their academic performance.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 23: Remedial Teaching Guideline 2081, Page No. 46-49, Section B\_C1: Volume 5: Annex 24: Students Performance Evaluation Procedure 2081, Page No. 50-53 and Section B\_C1: Volume 5: Annex 26: Analysis Report of Examination and Internal Evaluation Committee, Page No 71-74)*

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Indeed, the institution has a formal provision in place to incorporate "Stakeholders or community feedback and orientation" into its activities. The Campus Assembly (CA) is responsible for developing and implementing the

feedback mechanism. The Campus Management Committee (CMC) has recognized the Educational Information Management System Procedure 2080, which assigns the task of collecting feedback from stakeholders or the community. This feedback will be submitted to the Internal Quality Assurance Committee (IQAC), which will maintain a record file for the feedback or grievances received. The cell gathers the adequate feedbacks or grievances through official channels such as complaint box, website, Facebook, social media groups.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 19: Minute of CMC, Page No. 91-92; and Section B\_C1: Volume 5: Annex 27: Educational Information Management System (EMIS) Procedure 2081, Page No. 75-79)*

**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:** Yes, the campus has implemented "GETWAY" software to enhance its organizational and management systems. To further support this, it has partnered with World-link internet service provider to improve the overall infrastructure. Additionally, PMC has appointed New PATHIBHARA Computer Trade, located in Phungling, to address and resolve any computer-related issues and needs efficiently.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 28: Doc. of Software, Page No. 80-87)*

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Yes, the campus legislation ensures student representation in the Campus Management Committee (CMC) through the Free Student Union (FSU). A student representative is included in the CMC to contribute their expertise and opinions. The FSU Chairperson is also an active member of the Internal Quality Assurance Committee (IQAC), where they submit various letters and suggestions aimed at improving the overall quality of the campus. Additionally, students communicate their concerns and ideas to the departments and campus administration through the Quality Circle Group (QCG).

Furthermore, CMC decided to form the alumni on 8 November 2023. After the official receipt on 9 November 2023, the Ad hoc alumni committee was formed on 9 December 2023 under the chairmanship of Raj Kumar Gurung. This Ad hoc

committee organized an extensive session on 14 May 2024, and formed the "Alumni Forum of Pathibhara Multiple Campus (AFPC)" chaired by former student Raj Kumar Gurung. Since its formation, the alumni forum has been actively involved in a range of constructive activities to enhance the campus management system and quality assurance.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 29: Minute of Quality Circle Group, Page No. 88, Section A\_IP: Volume 1: Annex 4: Campus Operational Guideline 2080, Page No. 104, Section A \_Volume 1, Annex 3, Campus Legislation, Page No. 83-84)*

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

- a. by the university ☐
- b. by the Institution ☒

**Response:** Yes, the campus has developed the Academic Audit Baseline in Campus Regulation 2078. It has been provisioned in Article 20, Clause 10. The Administrative and Academic Reform Committee (AARC) is responsible for establishing the baseline for the Academic Audit (AD). AARC then recommends a prioritized list to the Campus Management Committee (CMC) for hiring an Academic Auditor to conduct the audit.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 32: Academic Audit Guideline 2081, Page No. 110-113 and Section B\_C1: Volume 5: Annex 33: Academic Audit Baseline, Page No. 114-116)*

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

- Yes ☒
- No ☐

**If yes, give details**

**Response:** Yes, the Campus Management Committee (CMC) has established the Administrative and Academic Committee as a dedicated mechanism to integrate teaching and research. This Committee works in collaboration with the Teaching Practice and Examination and Internal Assessment Committees. Additionally, it coordinates with the Research and Publication Committee. The committee aims to encourage faculty members and students to actively participate in research activities, promoting a research-oriented environment within the campus.

The committee also considers suggestions and feedback provided by the EMIS Cell to improve its operations. Furthermore, the concerned departments are responsible for organizing the proposal call, proposal defense, and viva defense for students engaged in project work and thesis writing.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 33: Academic Audit Baseline, Page No. 114-116, Section B\_C7: Volume 13: Annex 102: Doc. of Administrative and Academic Reform Committee, Page No. 100-105)*

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Absolutely, the integration of teaching and research within the campus is closely monitored by the Administrative and Academic Reform Committee (AARC). It coordinates with the thematic departments and research management committee in applying the outcomes of research. This synergy has significantly contributed to the overall quality of education at the institution.

By combining teaching and research, students have had the opportunity to showcase their skills and potential, both academically and in their societal interactions. The exposure gained through this integrated approach has enabled students to develop valuable experience, which has, in turn, helped them to seize various opportunities in the job market.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 102: Doc. of Administrative and Academic Reform Committee, Page No. 100-105)*

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

**Response:** To foster the growth and development of the institution, PMC organizes various interactive and partnership programs. To facilitate this, the Campus Management Committee (CMC) has developed the Extracurricular Operational Procedure 2081. Both the CMC and Internal Quality Assurance Committee (IQAC), in collaboration with the Extracurricular Committee, are responsible for conducting innovative programs aimed at contributing to the overall growth and development of the campus. These initiatives play a key role in enhancing the campus experience and ensuring that the institution thrives both academically and socially.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 34: Extracurricular Operational Procedure 2081, Page No. 1-6 and Section B\_C2: Volume 5: Annex 25: Minute of Cells, Page No. 65-70)*

**CRITERION 2: CURRICULAR ASPECTS (10 MARKS)**

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Certainly, there is a provision in place to ensure the consistency of teaching and learning with the academic goals and objectives of the institution. The Campus Management Committee (CMC) takes full responsibility for overall monitoring and supervision. For day-to-day administration and supervision, the Campus Chief, Assistant Campus Chiefs, and Department Heads jointly handle the responsibilities. Subject teachers are fully accountable for ensuring impactful teaching and learning. All concerned authorities are obligated to maintain consistency between teaching practices and the academic goals and objectives of the institution, ensuring that the institution's mission is effectively achieved.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 3: Campus Legislation, Page No. 68-71 and Section B\_C1: Volume 6: Annex 20: Campus Regulation, Page No. 23)*

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

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

**Response:** The time frame for the programs offered by the institute is designed to be flexible. As most students at PMC are employed in various jobs, the Campus Management Committee (CMC) has decided to conduct regular classes only during the morning shift. The campus offers a variety of elective options across different faculties:

**a. Education Faculty:**

- *Bachelor's Degree:* English, Nepali, Population.
- *Master's Degree:* Nepali & Education Planning and Management.

**b. Humanities and Social Sciences Faculty:**

- English, Nepali, Rural Development, Economics, Sociology, Political Science, Culture, Tourism.

**c. Management Faculty:**

- In Fourth Year: Finance, Accounting, Organizational Behavior, Marketing (in addition to compulsory subjects).

This flexibility ensures that students can pursue their studies while managing work and other responsibilities.

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 8: Annex 8, Daily Routine Page No. 69-73 and Section B\_C2: Volume 6: Annex 35: Triplicate, Page No. 7-73)*

**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 ☒
- e. Work as a part of a team and independently ☒

**Please give evidence**

**a) Capacity to learn:**

Needless to say, capacity building is a fundamental priority at PMC. It is regularly emphasized during staff meetings, as well as by the Administrative and Academic Reform Committee (AARC) and Educational Management Information System (EMIS). It is also actively discussed by the Students Union and Placement and Counseling Committee regarding the integrated teaching approach. Subject teachers play a key role in fostering a learning-friendly environment.

To support student development, PMC conducts additional classes, provides individual counseling, and organizes internal examinations to enhance students' learning capacity. During class assignments, students share their skills and collaborate to improve their writing. Group discussions further promote peer-to-peer learning, with each group's conclusions sparking new ideas in other groups, making the discussions more effective and enriching for all involved. This approach helps students develop critical thinking and collaborative skills while enhancing their overall academic performance.

**b) Communication skills:**

Communication skills development is a key priority at PMC. The Campus Administration works closely with the Campus Management Committee (CMC), all faculty departments, thematic committees, FSU and the Alumni Forum of Pathibhara Multiple Campus (AFPC) to promote this skills. To enhance communication abilities, the campus organizes a range of extracurricular activities, including debate competitions, speech contests, poetry reciting competition, essay writing competition, and other indoor and outdoor events.

Language subject teachers place particular emphasis on developing communication skill. In addition to it, the campus administration provides coaching and language classes particularly the weak performers. These classes are designed to strengthen students' communication abilities. Students are also given practical opportunities to improve these skills through fieldwork, educational tours, sociological research, and academic or industrial tours, during which they work in groups to prepare reports. These diverse activities foster a well-rounded communication skill set that benefits student both academically and professionally

**c) Numerical skills:**

Students at PMC prepare field reports and academic research reports that involve tabulation, interpretation, and data analysis. These reports are a vital part of their learning process, enabling them to apply theoretical knowledge to practical scenarios. The students gather data during their fieldwork or research activities, organize it through tabulation, and analyze it to draw meaningful conclusions. This process helps them develop critical thinking, analytical skills, and the ability to present information clearly and effectively, which are essential for their academic and professional growth.

**d) Use of information technology:**

Students at PMC have the flexibility to use both digital and manual technologies for gathering information. They can access computer-mediated technologies, such as websites, emails, the internet, and e-libraries, to find relevant resources and academic materials. Additionally, students can utilize manual technologies like position papers, business papers, books, and journals for more traditional forms of research and learning. This combination allows students to explore a wide range of resources, enhancing their ability to collect, analyze, and synthesize information from diverse sources.

**e) Work as a part of a team and independently:**

Students at PMC actively engage in a variety of hands-on activities to enhance their learning. They participate in field visits, which provide real-world experiences that help them connect theoretical knowledge to practical applications. Moreover, students undertake academic research projects, engage in publication activities, and prepare case studies that foster critical thinking and problem-solving skills. Class presentations further allow students to demonstrate their understanding of subjects, develop communication skills, and learn how to effectively present their findings to an audience. These activities contribute to the overall academic development of students at PMC.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 19: Minute of CMC, Page No. 80-90, Section A\_IP: Volume 2, Annex 6, Minute of Staff Meeting, Page No. -0, Section B\_C7: Volume 13, Annex 102, Doc. of Administrative and Academic Reform Committee, Page No. 100-105, Section B\_C1: Volume 5, Annex 31, Minute of AFPC, Page No. Page No. 100-109 and Section B\_C4: Volume 9: Annex 68, Sample Copy of Thesis, Page No. 60-63)*

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

Yes ☒

No ☐

**If yes, give details.**



**Response:** Yes, CMC has introduced additional non-credit elective courses such as computer classes, PSC (Public Service Commission) coaching, and TSC (Teacher Service Commission) coaching. These courses are designed to support students in enhancing their skills and preparing for competitive exams. To ensure the smooth execution of these non-credit courses, the Campus Administration (CA) has recently approved the Annual Policy and the Non-Credit Course Operational Procedure 2081. These guidelines aim to facilitate the effective delivery and management of these additional elective programs.

*(For Further Details, Please See Section A\_IP: Volume 3: Annex 12: Non-Credit Course Operational Procedure 2081, Page No. 3-7, Section A\_IP: Volume 1: Annex 2, Report, Policy Program and Budget 2081/082, Page No. 32-34 and Section B\_C1: Volume 4, Annex 19, Minute of CMC, Page No. 16-18)*

**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)**

**Response:** NA

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

Yes ☒

No ☐

**If yes, give details.**

**Response:** Yes, PMC has a system for incorporating feedback from academic peers and employers. The CA approved the Administrative and Academic Reform Guideline 2081 for effective execution. The AARC prepares an annual report with this feedback and submits it to the IQAC for further action. This process helps enhance academic quality and align programs with employers' needs.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 18, Administrative and Academic Reform Guideline 2081, Page No. 54-61 and Section A\_IP: Volume 3, Annex 14, Doc. of Minute of CA, Page No. 44-47)*

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

**Response:** PMC collaborates with various industries, financial institutions, private and public academic institutes, firms, and local government agencies in the district. These partnerships offer students hands-on training and future job placement opportunities. The campus has agreements with these organizations to help secure potential jobs and support students' placement after graduation.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 37: Placement and Counseling Procedure 2081, Page No. 77-80, Section B\_C6: Volume 11: Annex 95, Doc. of Placement and Counseling, Page No. 99-115)*

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

**Response:** Yes, in addition to regular classes, the institution fosters civic responsibility among students by collaborating with both academic and non-academic organizations. Government and non-government agencies are involved in these initiatives. Students participate in social activities such as blood donations, campus sanitation, and providing support during natural disasters like floods, landslides, earthquakes, and fires. They also volunteer for various national events, social functions, and cultural celebrations.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 34: Extracurricular Operational Procedure 2081, Page No. 1-6, Section B\_C2: Volume 6: Annex 39: Student Activity's Attendance for Civic Responsibilities, Page No. 92-95, Section B\_C2: Volume 6: Annex 40, Doc. of Outreach/Extension Program, Page No. 96-101 and Section B\_C1: Volume 5: Annex 25, Minute of Cells, Page No. 65-70)*

**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:** PMC is committed to the overall development of its students, recognizing that theoretical knowledge alone is not enough. It emphasizes all-round personality development. To facilitate this, the campus has established an Extracurricular Committee (EC). The administration, in collaboration with the EC and FSU, organizes a variety of extracurricular activities, both competitive and non-competitive, as outlined in the Campus Regulation 2077. These activities include dancing, singing, debate, oratory, essay writing, poetry competitions, quiz contests, volleyball, 7-a-side football, chess, and more. Additionally, the Youth Red Cross Circle organizes social welfare activities in which students actively participate. The campus also encourages students to attend programs hosted by other institutions.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 34: Extracurricular Operational Procedure 2081, Page No. 1-6, Section B\_C2: Volume 5: Annex 20, Campus Regulation, Page No. 19, Section B\_C2: Volume 6, Annex 41: Minutes and Other Documents of FSU, Page No. 104-107/110/124-125 and Section B\_C1: Volume 4: Annex 25: Minute of Cells, Page No. 66-69)*

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

**Response:** PMC has a system in place to impart moral and ethical value-based education, as outlined in Campus Legislation 2076. The Campus Administration is responsible for implementing this provision. The campus collaborates with institutes focused on moral and ethical values. PMC conducted Shreemadbhagavad Gyana Mahayagya for making the campus family learn ethical values and education.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex: Volume 1, Annex 110: Campus Darpan, Page No. 24-83, Section B\_C2: Volume 6, Annex 40, Doc. of Outreach/Extension Program, Page No. 96-101)*

### **CRITERION 3: TEACHING LEARNING AND EVALUATION (15 MARKS)**

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

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

- ☒ through academic records
- ☒ through written entrance tests
- ☐ through group discussions
- ☐ through interviews
- ☐ through combination of above all

**Response:** New graduates are admitted based on their academic records. However, forgetting admission in Master's Degree program, a written entrance exam is compulsory. The admission process strictly adheres to the criteria set by Tribhuvan University (TU).

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 42: Student Admission Policy, Page No. 1-2, Section B\_C3: Volume 7: Annex 43: TU Notice for Admission, Page No. 3-5 and Section B\_C3: Volume 7: Annex 43: Volume 3: Annex 44: Campus Notice for Admission, Page No. 6-15)*

#### **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 is a provision for assessing students' needs and aptitudes for a course. The CMC has established a counseling cell to provide individual guidance regarding course selection. Once students are admitted, they receive orientation programs on the nature, objectives, and contents of the courses and academic programs. Additionally, during the admission process, students are individually counseled about the scope of their chosen courses based on their academic record and background.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 37: Placement and Counseling Procedure 2081, Page No. 77-80 and Section B\_C6: Volume 11, Annex 95, Minute of Placement and Counseling Committee, Page No. 99-115)*

**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, the institute provides bridge/remedial courses for academically weak and disadvantaged students. Two cells, AARC and Examination and Internal Assessment Committee (EIAC), collaborate to identify these students. Once the EIAC publishes its report, the Placement and Counseling Committee provides both individual and group counseling to those in need.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 23: Remedial Teaching Guideline 2081, Page No. 46-49, Section B\_C1: Volume 5, Annex 26: Exam Analysis Report, Page No. 71-74 and Section B\_C2: Volume 6: Annex 37: Placement and Counseling Procedure 2081, Page No. 77-80)*

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

Yes ☒

No ☐

**If yes, gives details.**

**Response:** As we know, teaching plans and teaching are closely linked. The campus administration encourages teachers to make their teaching plans at the beginning of each new session. To support this, the administration has established an annual calendar and daily routine to ensure smooth scheduling and planning.

*(For Further Details, Please See Section A\_IP: Volume 2: Annex 8: Daily Routine, Page No. 69-73, Section B\_C3: Volume 7, Annex 45: Academic Calendar, Page No. 16-21, Section B\_C2: Volume 5, Annex 22: Annual Action Plan, Page No. 43-45)*

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

Yes ☒

No ☐

**If yes, give details of implementation in terms of monitoring, coverage, correction, etc.**

**Response:** The academic calendar has been integrated into the operational calendar, aligning activities such as conducting internal exams, publishing results, entrance exams, orientations, and report writing training for BA, B.Ed., and BBS students. These activities are organized according to the annual work plan, and the campus administration ensures strict supervision for their effective implementation.

### A Table of Syllabi in Harmony with the Academic/Teaching Calendar

Date of Program	Programs	Date of Conduction
2081 Asoj 2-11	Internal Exam of First Year	2081 Asoj 2-11
2081 Masnsir 14	Inter Faculty Quiz Competition	2081 Mansir 14
2081 Mansir 23-29	Internal Exam Bachelor II Year	2081 Mansir 23-29
2081 Magh 10	Inter Faculty Speech Competition	2081 Magh 10
2081 Magh 21	Saraswati Pooja	2081 Magh 21
2081 Fagun 18	Inter Faculty Sports Competition	2081 Fagun 18
2081 Chaitra 10-17	Internal Examination Bachelor Fourth Year	2081 Chaitra 10-17
2082 Jestha First Week	Internal Examination Bachelor Third Year	2082 Jestha First Week
2082 Jestha 2nd Week	Internal Examination Bachelor First Year	2082 Jestha 2nd Week
2082 Shrawan 1st Week	Tree Plantation	2082 Shrawan 1st Week
2082 Bhadra 3rd Week	New Admission for First Year Completion	2082 Bhadra 3rd Week
2082 Bhadra 3rd Week	Orientation for First Year	2082 Bhadra 3rd Week

*(For Further Details, Please See Section B\_C2: Volume 5, Annex 22: Annual Action Plan, Page No. 43-45 and Section B\_C4: Volume 9: Annex 69: Minute of Faculty Departments, Page No. 66/90/100/)*

### **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:** The campus enhances the lecture method by incorporating additional teaching methods such as demonstrations, group discussions, group work, and project work, fostering student interaction. For Bachelor's level students (BA, BBS, B.Ed.), these methods are supplemented with research-oriented field visits, paper presentations, and other practical activities to further engage students in learning.

*(For Further Details, Please See Section B\_C2: Volume 6, Annex 36: Photo of Students' Research Report, Page No. 74-76 and Section B\_C3: Volume 7, Annex 50: Photos of Demonstration, Discussion, Presentation, Page No. 41-44)*

**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, the campus has equipped its facilities with computers and an audio-visual system to support the curriculum's goals. PMC has a separate room for interactive board teaching, and other classrooms are modern technology friendly to enhance lessons using audio-visual aids. Although the campus has not equipped all classrooms with audio-visual systems yet, other teaching aids such as printed materials, low-cost resources, and teacher- or student-created materials are used effectively. Furthermore, CA has approved a policy to incorporate technology-friendly teaching tools like laptops, computers, and projectors into the learning process.

*(For Further Details, Please See Section A\_IP: Volume 1, Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 13-17, Section B\_C3: Volume 7, Annex 50: Photos of Demonstration, Discussion, Presentation, Page No. 41-44 and Section B\_C3: Volume 7, Annex 51, Teaching Materials, Page No. 45-52)*

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

Particulars	Academic Year	
	2080/2081	2081/2082
Teaching days per semester or per year against the requirement	150/80	150/80
Working days per week against the requirement	6-Jun	6-Jun
Work load per week (for full time teachers)	24 Periods	24 Periods
Work load per week (for part time teachers)	18 Periods	18 Periods
Ratio of full-time teachers to part-time teachers	6:04	6:04
Ratio of teaching staff to non-teaching staff	3:01	3:01
Percentage of classes taught by full-time faculty	60.87	60.87
Number of visiting professors/practitioners		

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 45: Academic Calendar, Page No. 16-21, Section A\_IP: Volume 2, Annex 8: Daily Routine, Page No. 69-73 and Section A\_IP: Volume 3, Annex 15: Teachers' Attendance, Page No. 48-77)*

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

**Response:** Yes, students are provided orientation at the beginning of each session to familiarize them with the program, evaluation system, code of conduct, and other important institutional provisions and requirements. New students are introduced to these aspects through induction programs organized by each department. During these sessions, students are also given brochures to help them better understand the campus offerings and expectations. This ensures that they are well-informed about the academic program and institutional policies from the start.

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

Yes ☒

No ☐

**If yes give evidence.**

**Response:** Yes, evaluation methods are clearly communicated to students at the start of the academic session. Information about both testing and non-testing evaluation methods is provided through slides and other materials. Additionally, students are made aware of the grading, scoring, and marking systems used for assessment, ensuring transparency and helping them understand how their performance will be evaluated throughout the course.

*(For Further Details, Please See Section B\_C3: Volume 7, Annex 52: Campus Brochure, Page No. 53-54, Section B\_C3: Volume 7, Annex 53: Orientation Slides, Page No. 55-63 and Section B\_C3: Volume 7, Annex 54: Attendance of Orientation Program, Page No. 64)*

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

Yes ☒

No ☐

**If yes, give details**

**Response:** Yes, the Campus Administration regularly monitors the overall performance of its students. Key aspects of evaluation include class attendance, participation in class interactions, completion of home assignments, and internal written exams. Departments and subject teachers also play an active role in the evaluation process. Additionally, the campus organizes both indoor and outdoor

extracurricular activities to further enhance students' overall performance and development.

*(For Further Details, Please See Section B\_C3: Volume 7, Annex 55: Students' Profile, Page No. 65-90, Section B\_C3: Volume 7, Annex 47: Doc. of Internal Exam, Page No. 22-28, Section A\_IP: Volume 2, Annex 6: Minute of Staff Meeting, Page No. 1-20)*

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

Vacancy Category	Operational Mechanism					
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	√	√	√	√	√	√
Government Funded	-	-	-	-	-	-
Any other category: a.	After the post of a particular job is created by the CMC, the vacancy notice is published on the notice board, local newspapers, local FM radios	The campus has the provision of forming selection committee for three years immediately after the new CMC is elected	Written examination, class observation, interview mechanism are applied	Part time teachers are selected via demo classes	The selection committee conducts interview session on the basis of pre-determined criteria	The selection committee submits the final selection information to authority to appoint the selected candidate with formal appointment letter including job description

*(For Further Details, Please See Section A\_IP: Volume 2, Annex 7: Doc. of Teaching Staff Appointments, Page No. 21-68, Section A\_IP: Volume 2, Annex 9, Appointment Doc. of Non-Teaching Staff, Page No. 74-85 and Section B\_C3: Volume 8, Annex 58: Job Descriptions of Staff, Page No. 20-77)*

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

No. of teaching staff recruited during the last 2 years are 4
the same district it operates
Year I: (2079/80) : 2
Year II: (2080/81): 2

*(For Further Details, Please See Section A\_IP: Volume 2, Annex 7: Appointment Letter, Page No. 62-67)*



**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:** Yes, PMC has the authority to appoint and compensate temporary or ad hoc teaching staff. This provision is clearly outlined in the institution's act and campus legislation. The campus statute specifically grants the Campus Chief (CC) the right to directly hire such staff members.

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

Yes ☒

**No if yes gives details (0.5)**

**Response:** Yes, the institution has a provision for inviting visiting or guest faculty on a regular basis. PMC follows the practice of inviting guest lecturers to orient and motivate students, enhancing their understanding and improving the overall teaching and learning experience.

*(For Further Details, Please See Section B\_C3: Volume 8: Annex 59: Guest Book, Page No. 78-90 and Section B\_C3: Volume 8, Annex 60: Doc. of Guest Lecturers, Page No. 91)*

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

<i>S. N.</i>	<i>Name of teaching Staff</i>	<i>Program</i>	<i>Organizer</i>	<i>Duration</i>
<i>1</i>	<i>Man Singh Rai</i>	<i>Orientation on Practical Examination, External</i>	<i>TU/Regional Examination Controlling Office, Biratnagar</i>	<i>1 Day</i>
<i>2</i>	<i>Prem Kumar Gurung</i>	<i>Academic Writing and Research Methodology</i>	<i>Terhathum Multiple Campus, Chuhandanda</i>	<i>2 days</i>
<i>3</i>	<i>Mahendra Angchhangbo</i>	<i>Academic Writing and Research Methodology</i>	<i>Terhathum Multiple Campus, Chuhandanda</i>	<i>2 days</i>

*(For Further Details, Please See Section B\_C3: Volume 8: Annex 61: Doc. of Participation for Training/Seminar/Workshop, Page No. 92-94)*

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

Yes ☒

No ☐

**If yes, how are teachers encouraged to use the feedback? Provide justifications.**

**Response:** Yes, the institution follows a self-appraisal method to evaluate faculty performance in teaching, research, and extension programs. Teachers are required to fill out a Performance Appraisal Form within 15 days of the fiscal year's completion. The form is first reviewed by the department head, then verified by the campus administration, and forwarded to the CMC chairperson for approval. This self-appraisal form is also used for the faculty's internal promotion process.

*(For Further Details, Please See Section B\_C1: Volume 5, Annex 21: Appraisal Form, Page No. 36-38 and Section B\_C1: Volume 5, Annex 20: Campus Regulation, Page No. 25)*

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

Yes ☒

No ☐

**If yes, give details of the same and state how the results of the appraisal are used.**

**Response:** Yes, in addition to the self-appraisal method, the campus also follows another appraisal method for evaluating teachers' performance. The campus legislation has established a Recommendation Committee responsible for the overall appraisal of both teaching and non-teaching staff. This committee plays a crucial role in ensuring a comprehensive evaluation of staff performance beyond just the self-appraisal process.

*(For Further Details, Please See Section B\_C1: Volume 5, Annex 20: Campus Regulation, Page No. 25, Section B\_C2: Volume 5: Annex 21: Performance Appraisal Form, Page No. 39-42)*

**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 institution actively collects student evaluations on their overall experience in collaboration with the Free Student Union (FSU). The union gathers students' voices, selects key feedback, and submits it to the administration for improving institutional performance. Additionally, students can submit their feedback or complaints via a complaint box. The FSU chairperson works as an ex-officio member of the CMC and has the opportunity to directly contribute their feedback and opinions regarding the evaluation of the institution's overall experience.

*(For Further Details, Please See Section B\_C3: Volume 8: Annex 62: FSU's Petition Letter, Page No. 95-96 and Section A\_IP: Volume 1: Annex 3: Campus Legislation, Page No. 59-60)*

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

Yes ☒

No ☐

**If yes, gives details.**

**Response:** Yes, the campus is dedicated to supporting the improvement of teaching and learning processes for its faculty members. This objective is clearly outlined in the Policy of PMC. To achieve this, the campus, through its various departments, organizes refresher courses, seminars, conferences, symposia, workshops, and other programs aimed at faculty development. These initiatives are designed to enhance the teaching skills and academic knowledge of faculty members, contributing to a better learning environment for students.

*(For Further Details, Please See Section B\_C3: Volume 8, Annex 63: Doc. of training/workshop for PMC Faculty Development, Page No. 97-98 and Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 32-34)*

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

Faculty Development Programs	No. of Beneficiaries
Refresher orientation workshop on M.Ed. Semester System (EPM, Nepali)	5
Workshop on Teaching Practice Course Development of 4years B. Ed.	8

Orientation Program on Research Methodology for B.Ed., BA 4th years, BBS 4th years and M.Ed.	12
Practicum Orientation Program (BA)	5

*(For Further Details, Please See Section B\_C3: Volume 8, Annex 63 Doc. of training/workshop for PMC Faculty Development, Page No. 97-98)*

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

**Response:** The campus embraces innovative teaching and learning methods to ensure effective and student-centered classrooms. For Master's programs, interactive smart-boards are used to enhance engagement and facilitate dynamic learning experiences. Additionally, group discussions and peer observation methods are actively implemented, allowing students to collaborate and learn from one another, while also enabling faculty to observe and improve their teaching practices. These strategies are designed to create a more interactive, engaging, and effective learning environment for students.

*(For Further Details, Please See Section B\_C3: Volume 7, Annex 50: Photos of Demonstration, Discussion and Presentation, Page No. 41-44)*

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

**Response:** PMC has established both national and international linkages for teaching and research, notably with HPF, Denmark. This partnership resulted in the co-funding of a ten-roomed building and a computer lab, enhancing the campus's teaching and research capabilities. Additionally, CMC has decided to formalize collaboration through an MoU with neighboring campuses for visiting lectures and joint research initiatives.

*(For Further Details, Please See Section A\_IP: Volume 3, Annex 16: Doc. of HPF, Page No. 78-90 and Section B\_C1: Volume 4: Annex 19: Minute of CMC, Page No. 75-79/99-100/106-107)*

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

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

**Response:** Approximately 5.12% of the total operating budget is allocated for research. For the fiscal year 2081/2082, the total budget is Rs. 33,596,137.44, with an expenditure budget of Rs. 17,635,910.20. The amount specifically allocated for research is Rs. 1,720,000.

17,20,000

----- × 100 = 9.75 %

*(For Further Details, Please See Section A\_IP: Volume 1, Annex 2: Report, Policy, Program and Budget, Page No. 44)*

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

- *Encouragement for PG students to engage in project work.*
- *Provision of study leave for teachers.*
- *Seed money allocated for teachers' research initiatives.*
- *Formation of a Research Committee.*
- *Adjustment of teaching load/schedule to facilitate research activities.*

**Response:** The campus has been actively promoting research across various fields. Both post-graduate and graduate students are encouraged to undertake project work and field-based research, including mini-research activities. The campus administration conducts orientation programs on research writing for both teachers and students. While there is no specific provision for seed money for teachers' research, an incentive is provided to researchers. To oversee and facilitate research activities, the Campus Management Committee (CMC) has established a Research and Publication Committee which is also called Research Management Committee (RMC).

*(For Further Details, Please See Section B\_C3: Volume 8, Annex 63 Doc. of training/workshop for PMC Faculty Development, Page No. 97-98, Section A\_IP: Volume 4: Annex 19: Minute of CMC, Page No. 91-92/99-103, Section B\_C7: Volume 13: Annex 110: Minute of Research and Publication Cell, Page No. 98-105, Section B\_C4: Volume 9: Annex 64: Doc. of Research Orientation Participants, Page No. 1 and Section B\_C4: Volume 9, Annex 65: Thesis Guideline, Page No. 2-47)*

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

Yes ☐

No ☒

**If yes, give details**

NA (Not Available)

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

**Response:** Over 60% of the teachers are currently involved in active research. Three teachers are dedicated to guiding students in their academic pursuits, particularly in the Faculty of Humanities, Education, and Management. These faculty members play key roles in supervising students' researches and project works.

*(For Further Details, Please See Section B\_C4: Volume 9, Annex 67: Letter of Research Supervision, Page No. 55-59, Section B\_C4: Volume: Annex 68: Copy of Thesis Paper, Page No. 60-63 and Section B\_C4: Volume 9: Annex 69: Minute of Faculty Departments, Page No. 6-100)*

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

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil			
PhD			

NA

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

*Response:*

NA

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

Yes ☐

No ☒

**If yes, give % of financial support from recurring cost.**

**Response:** Yes, the institution provides financial support to research students, as outlined under Education Improvement Plan. It has clearly been provisioned in Report, Policy, Program and Budget 2081, Article 6, Subsection 'B' – Clause Vi.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 13)*

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

Total number of projects	Project Revenues (in NRs.)
5	

*(For Further Details, Please See Section B\_C4: Volume 9, Annex 70: Approval Letter for Research, Page No. 101-107 and Section B\_C7: Volume 13, Annex 110: Minute of Research and Publication Cell, Page No. 98-105)*

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

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

N/A

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

Response: NA

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

Yes ☒

No ☐

If yes, gives details.

*Response: Yes, the institution offers consultancy services to the public by providing staff as external experts, resource persons, or facilitators to offer technical expertise when needed*

S. N.	Name of Lecturer	Consultancy Services	Beneficiaries	Date of Service
1	Shanti Ram Nepal & Raj Kumar Baniya	Annual Report Preparation	Environmental Conservation Development Forum	
2	Raj Kumar Baniya	Census of Sherpa community in Taplejung	Nepal Sherpa Sangh, Taplejung	
3	Roshan Shrestha	Annual Report Preparation	Environmental Conservation Development Forum	

*(For Further Details, Please See Section B\_C4: Volume 9, Annex 71: Doc. of Consultancy Service, Page No. 108-112)*

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

Yes ☒

No ☐

**If yes, indicate the nature of the post as –**

Full-time ☐

Part-time ☒

Additional charge ☒

**Response:** Yes, the CMC has appointed Shanti Ram Nepal as the Placement and Counseling Coordinator to manage external relations and oversee various activities. In case he is unable to fully work, Placement and Counseling Member Man Singh Rai is also assigned to carry on the extensive activities.

*(For Further Details, Please See Section B\_C6: Volume 11: Annex 95: Doc. of Placement and Counseling Cell, Page No. 99-115 and Section B\_C2: Volume 6, Annex 40: Doc. of Outreach/Extension Program, Page No. 96-101)*

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

Community development ☐

Training in Disaster Management ☒

Health and hygiene awareness ☒

Medical camps ☐

Adult education and literacy ☐

Blood donation camps ☐

AIDS awareness ☐

Environment awareness ☒

Any other ☒

**Response:** PMC has initiated several extension activities in partnership with local organizations. These include earthquake rescue training, fire safety, blood donation, and first aid training in collaboration with the Nepal Red Cross Society Taplejung. The Environment Conservation Development Forum (ECDF) organized health and hygiene awareness programs, and the campus hosted an environmental sanitation event on World Environment Day with the FSU. Eye camps were conducted with Nepal Netrajyoti Sangh and Dichengdongla Eye Hospital, Taplejung. Financial awareness programs were also held in collaboration with local banks, including Nepal Bank Limited, Nepal Rastra Bank, and Nepal Investment Megha Bank



Limited. Additionally, Durgadal Gulm, Taplejung, conducted an awareness program on military service.

*(For Further Details, Please See Section B\_C2: Volume 6, Annex 40: Doc. of Outreach/Extension Program, Page No. 96-101)*

**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:** Yes, the institution has carried out several outreach programs. These include a Population Literacy program in local schools and an environmental sanitation and tree plantation initiative in collaboration with the Pathibhara Area Development Committee.

*(For Further Details, Please See Section B\_C1: Volume 5, Annex 25: Minute of Cells, Page No. 68 and Section B\_C2: Volume 6, Annex 40: Doc. of Outreach/Extension Program, Page No. 96-101)*

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

**Response:** Students and teachers are encouraged to participate in extension activities through the provision of extension activity leave, incentives, and letters of appreciation from the campus.

*(For Further Details, Please See Section B\_C4: Volume 9, Annex 71: Doc. of Consultancy Service, Page No. 108-112 and Section B\_C4: Volume 9: Annex 72: Letter of Official Duty and Leave, Page No. 113)*

**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, the campus collaborates with NGOs and GOs to plan and execute extension activities. This year, the campus has organized the following programs in partnership with these organizations.

S. N.	Name of the Program	Coordination	Remarks
1.	Pathibhara Foot-trail Sanitation program	Social Youth Guys	
2	Phungling Municipal Sanitation Program	ECDF	
3	Traffic Awareness Program	District Traffic Police Office, Taplejung	
4	Financial Literary Program	Banks	
5	Awareness of Military Service	Durgadal Gulm, Taplejung	
6	Eye Camp	Nepal Netraajyoti Sangh Dichengongla Eye hospital, Taplejung	
7	Disaster, First Aid, Blood Donation Awareness Program	Nepal Red Cross Society Taplejung	

*(For Further Details, Please See Section B\_C2: Volume 6, Annex 40: Doc. of Outreach/Extension Program, Page No. 96-101)*

## **CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES (20 MARKS)**

### **A. General Physical Infrastructure**

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

**Response:** Yes, the campus has a comprehensive master plan that outlines the existing buildings and includes projections for future expansion. Additionally, a strategic plan for 2022 to 2026 has been developed to guide the institution's growth and development.

*(For Further Details, Please See Section B\_C5: Volume 10, Annex 73: Master Plan, Page No. 1-22 and Section B\_C1: Volume 4: Annex 17: Strategic Plan, Page No. 1-53)*

#### **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 institution plans its development based on reports submitted to the CMC. The EMIS team prepares reports by gathering individual and collective

feedback and addressing complaints. The CMC has the authority to enhance infrastructure to align with academic growth, and its planning is guided by both the EMIS report and the master plan.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 74: Screen Shot of Campus Software, Page No. 23 and Section B\_C5: Volume 10, Annex 73: Master Plan, Page No. 1-22)*

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

Laboratory  
Library  
Others  
Give details.

Response: PMC has its own library and reading room (RR). While the library operates manually, its record-keeping is digital. The institution also boasts a well-furnished computer lab to support student learning and research.

*(For Further Details, Please See Section B\_C3: Volume 7, Annex 50: Photos of Demonstration, Discussion and Presentation, Page No. 50-53 and Section B\_C5: Volume10: Annex 75: Doc. of Internet Service Provider, Page No. 24-25)*

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

**Response:** Yes, PMC has a Construction and Purchase Committee (CPC) responsible for the regular maintenance of infrastructure and procurement of necessary goods. The Committee prepares a report on purchases and maintenance, which is submitted to the CMC for review and decision-making. These processes are guided by the CP Procedure 2081.

*(For Further Details, Please See Section B\_C1: Volume 4, Annex 19: Minute of CMC, Page No. 75-79 and Section B\_C5: Volume 10: Annex 76: Construction and Purchase Procedure 2081, Page No. 26-31)*

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

**Response:** In addition to regular classes, the institute allows various external agencies to use its infrastructure. The Campus Administration (CA) has approved the Report, Policy, Program, and Budget 2081/082, as well as the Non-Credit Course Procedure 2081, for conducting non-credit courses outside regular class hours. Local clubs utilize the sports ground for tournaments, and the Free Student Union (FSU) also makes use of the infrastructure for extracurricular activities.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 11-18 and Section A\_IP: Volume 3, Annex 12: Non-Credit Course Operational Procedure 2081, Page No. 3-7)*

**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, the campus encourages the use of its academic facilities by external agencies. In the past, the campus allowed the District Education Office (now Education Development Coordination Unit, EDCU) to use its classrooms for conducting SLC and HSEB/NEB final exams. Similarly, the Public Service Commission (PSC) and Teaching Service Commission (TSC) also used the campus classrooms for exams. Initially, the campus provided its physical facilities free of cost, but now PMC has developed the Physical Facilities Utilization Chart to regulate this.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 77: Physical Facilities Utilization Chart, Page No. 32)*

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

**Response:** The institution employs one staff to maintain a clean, green, and pollution-free campus. There is a well-maintained garden with a variety of plant and flower species. The Free Student Union (FSU) regularly organizes activities focused on cleanliness, environmental sustainability, and pollution prevention within the campus. These activities include sanitation programs, gardening, plantation, and trimming.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 108: Doc. of Nature Club, Page No. 94)*

**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: 20

Computer accessible to the faculty ☒

Internet accessible to the students ☒

Internet accessible to the faculty ☒

The institution has a computer lab that can accommodate up to 20 students at a time, providing access to computers. Internet facilities are available for both students and faculty members. To ensure reliable connectivity, the institution has partnered with three different internet service providers.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 50: Photos of Demonstration, Discussion and Presentation, Page No. 41-44 and Section B\_C5: Volume 10, Annex 75: Doc. of Internet Service Providers, Page No. 24-25)*

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

**Response:** The computer center operates during the daytime, from 11 AM to 5 PM daily, excluding holidays. Separate utilization charts have been set up for the computer lab and the library to manage their usage efficiently.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 79: Computer Lab and Library Utilization Chart, Page No. 40-41 and Section B\_C5: Volume 10: Annex 77: Physical Facilities Utilization Chart, Page No. 32)*

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

**Response:** All three departments have one, one computer set:

1. Department of Humanities & Social Sciences.
2. Department of Management
3. Department of Education

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

**Response:** Yes, the institution is equipped with internet (3 connections), intercom (4 telephones), and CCTV (10 cameras). For efficient data management, the institution uses Getway Software and has its own website: pathivaracampus.edu.np

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 80: Photo of CCTV and Other Facilities, Page No. 42 and Section B\_C5: Volume 10: Annex 81: Bills of Purchase and Renew, Page No. 43-58)*

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

**Response:** Almost all faculty members utilize modern tools and technology to enhance teaching and learning. They employ multimedia tools, including interactive boards and projectors, as part of their aided learning packages.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 50: Photos of Demonstration, Discussion and Presentation, Page No. 41-44)*

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

**Response:** Yes, there is a provision for maintaining and updating the computer facilities. The institution uses GETWAY software to manage all digital systems. In addition to it, the institution has an official contract with Pathibhara Computer Trade, Taplejung, for the maintenance and updating of the computer systems.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 81: Bills of Purchase and Renew, Page No. 43-57)*

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

N/A

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

**Response:** The PMC has arranged a first aid room with basic health equipment and medicines. Local clinics and hospitals can conduct health awareness programs for the PMC students.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 82: Photos of Health Equipment, First Aid Box, Page No. 58 and Section B\_C5: Volume 10: Annex 83: Health Service Utilization Procedure 2081, Page No. 59-61)*

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

**Response:** The institution recognizes the importance of youth and sports. Therefore, it has formed a separate extracurricular department that organizes various sports activities in collaboration with FSU. FSU can also independently conduct extracurricular activities. For outdoor sports, PMC has two volleyball courts, a football ground (7-sized).

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 41: Minutes and Other Documents of FSU, Page No. 127-128/104-107 and Section B\_C5: Volume 10: Annex 84: Photos of Sports Grounds, Page No. 63-65)*

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

**Response:** PMC values the principles of reward and recognition, believing that they play a vital role in encouraging and inspiring outstanding sportspeople to represent the campus at the local and national levels. The campus administration collaborates with the Scholarship Management Committee to award incentives to exceptional athletes from local and provincial levels. The final decision regarding incentives is made by the CMC.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 85: Scholarship Management Guideline 2081, Page No. 66-70)*

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

Level	Participation of Students	Outcomes
Regional	17 students of Bachelor participated in FSU Football Cup organized by FSU/MRM Campus, Ilam	<ul style="list-style-type: none"> <li>• <i>The participants got an opportunity to be more socialized and found their shortcomings for further improvement.</i></li> <li>• <i>The participants got opportunity to swap their feeling and experience with other students of other campuses.</i></li> </ul>
National	N/A	

*(For Further Details, Please See Section A\_IP: Volume 4: Annex 19: Minute of CMC, Page No. 111-112)*

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

N/A

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

**Response:** The campus has two main sources of drinking water. The first is a permanent source from a spring located approximately 500 meters uphill from the campus, which was handed over to the campus by Krishna Gurung, an inhabitant of Phungling Municipality 4, Taplejung, since its establishment. The second source is a meterable water supply. The campus has a reservoir with a capacity of 2,500 liters, primarily used for toilets and garden irrigation. The campus provides separate toilets for girls and boys, as well as two additional toilets for lectures and staff. These facilities are cleaned regularly by the maintenance staff.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 86: Doc. of Drinking Water, Page No. 71-73)*

**B. Library as a Learning Resource**

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

On working days \_\_\_\_04 hours\_\_\_\_ On holidays \_\_\_\_N/A\_\_\_\_ Prior to examinations \_\_\_\_04 hours\_\_\_\_

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



Yes



No

**Response:** Yes, the library offers ample space for students to read both textual and non-textual books. It also provides a comfortable area for reading newspapers, magazines, and periodical journals, along with free internet access.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 4: Campus Operational Guideline 2081, Page No. 96 and 106)*

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

➤ Books (in software record)	(2793)
➤ Current Journals	
▪ Nepalese	( )
▪ Foreign (English)	(4)
➤ Magazines (Varieties)	( )
➤ Reference Books	(46)
➤ Text Books(in manual record)	(8223)
➤ Refereed journals	- ( )
➤ Back Volumes of Journals	( )
➤ E- Information Resources	( )
▪ CD's/DVD's	-
▪ Databases	-
▪ Online Journals	-
▪ AV Resources	-
➤ Special collection	( )

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

**Response:** This data is recorded in GETWAY software too.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 87: Library Report, Page No. 73-81)*

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

Details	The year before last 2079		The year before 2080	
	Number	Total cost	Number	Total cost
i. Text books			117	67,795.00
ii. Other books				



iii. journals/ periodicals				
Any others				

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 87: Library Report, Page No. 73-81 and Section B\_C5: Volume 10: Annex 88: Bills of Books, Page No. 82-83)*

**84. Mention: (1)**

**i) Total carpet area of the institution library (in sq.mts.)**

[ 10.5 m ] (0.25)

**(ii) Total number of departmental libraries**

[ 0 ] (0.25)

**(iii) Seating capacity of the Library**

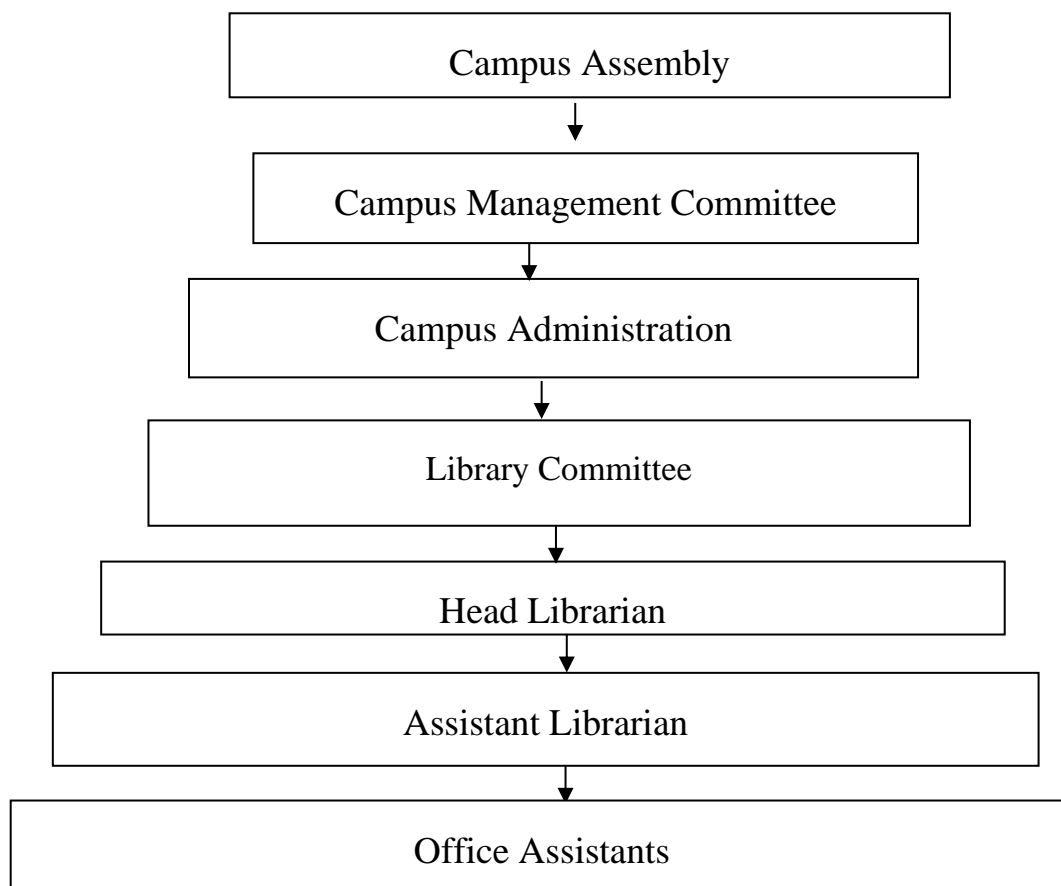
[ 30 ] (0.25)

**(iv) Open student access to library**

[ 05 ] (0.25)

**(For Further Details, Please See Section B\_C5: Volume 10: Annex 89: Photos of Library, Page No. 84-85)**

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



**(i) Total number of staff (2)**

**a. Head of Library (1)**

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

**Response:** Yes, CMC has formed a 4-member Library Operation Committee to ensure the efficient management of the library. This committee also serves as an advisory body to ensure the smooth functioning of the library. Additionally, the campus has developed a library management procedure to operate the library effectively.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 90: Library Management Procedure 2081, Page No. 86-92 and Section A\_IP: Volume 1: Annex 4: Campus Operational Procedure 2081, Page No. 106)*

**86. Staff development programs for library (0.5)**

**(i) Refresher/orientation courses attended**

**(ii) Workshops/Seminars/Conferences attended**

**(iii) Other special training programs attended**

**Response:** Yes, the campus has provided necessary training and development programs for the library staff to upgrade the library management system. These trainings primarily focus on digitizing the manual system to enhance the efficiency and accessibility of library services.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 91: Doc. of Library Training, Page No. 93-94)*

**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:** PMC stores all its data on GETWAY Software. While the library system is in the process of being fully automated, it is still operating on a manual system as well.

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 92: Photos of Library System, Page No. 95)*

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

S.N	F/Y	Total Budget	Expenditure Budget	Library budget	Percentage
01	2081/082	33596137.44	1,76,35,910.20	5,50,000.00	3.12
02	2079/080	41607826.70	2,89,23,514.00	1,71,754.00	0.59

**Response:** PMC has been increasing the library budget each year. The allocated library budget for the year 2079/080 was NPR 171,754.00, which made up 0.59% of the total budget. In the year 2080/081, the budget for the library increased to NPR 550,000.00, representing 3.12% of the total budget.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 32)*

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

- Circulation Services ☒
- Maintenance services ☒
- Reference/referral service ☒
- Information display and notification services ☒
- Photocopying and printing services ☐
- User Orientation/Information Literacy ☒
- Internet/ Computer Access ☒
- Inter-Library Loan services ☐
- Furnish Networking services ☒
- Power Backup facility ☒

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 90: Library Management Procedure, Page No. 86-92)*

**90. Details on the following (1; to be equally distributed)**

- (i) Average number of books issued/returned per day [ 19 ]
- (ii) Average no. of users visited / Documents consulted per month [ 473 ]
- (iii) Please furnish the information on no. of Log- ins in to the [ N/A ]

**E-Library Services/E- Documents delivered per month.**

- (iv) Ratio of Library books to number of students enrolled [ 10 ]

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 87: Library Report, Page No. 73-80)*

## **CRITERION 6: STUDENT SUPPORT AND GUIDANCE (10 MARKS)**

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

- Percentage of regular students appearing for the exam: 74.58% (First attempt)
- Dropout rate: 25.41%. According to the enrollment record of 2080/081, the total number of students was 964, out of which only 719 students appeared for the final year of the bachelor level, resulting in a dropout rate of 25.41%.
- Progression to further study: Students often progress from Bachelor's to Master's level studies.
- Prominent positions held by alumni: Although the campus does not have extensive authentic records, some alumni have held prominent positions across various sectors.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 35: Triplicate, Page No. 7-73, Section B\_C6: Volume 11: Annex 93: TU Result, Page No. 1-86 and Section B\_C6: Volume 11: Annex 94: Copy of Character Certificate, Page No. 87-98)*

### **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:** About 43 students have passed Teaching Service Commission Examinations whereas 3 students have passed the Public Service Commission Examinations in the last five years. The institution has not completed the tracer study yet, but it is in ongoing process. The available data collected so far have been incorporated into the SSR.

*(For Further Details, Please See Section B\_C6: Volume 12: Annex 95: Sample Doc. of Tracer Study, Page No. 1-67)*

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

Yes ☒

No ☐

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

**Response:** Yes, the institution publishes its updated prospectus annually, which includes information on the campus objectives, programs, facilities, scholarship schemes, and other relevant details.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 52: Campus Brochure, Page No. 53-54)*

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

**Response:** The students of PMC have received financial aid from local governments, including Phaktanglung Rural Municipality. It provided full scholarship to 90 students. The institution provides scholarships through a trusted fund, offering full scholarships to faculty toppers.

S.N.	Name of Trust	Endowment Fund Rs.	No. of Awarded Students
1	Laxmi Prasad Paudel	200,000	2
2	Late Bhagiman Gurung	305,000	3
3	Ganga Maya Dahal	111,111	1
<b>Total</b>		611,111	6

*(For Further Details, Please See Section B\_C5: Volume 10: Annex 85: Scholarship Management Guideline 2081, Page No. 66-70 and Section B\_C6: Volume 12: Annex 96: Doc. of Trust Fund, Page No. 115-120)*

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

Financial aid	Year Before Last (2079/2080)	Year before (2080/2081)
i. Full Scholarship	4	90
ii. Economically deprived		
iii. Janajati		
iv. Woman		
v. Dalit		
vi. Persons with disability		
<b>Total</b>		

*(For Further Details, Please See Section B\_C6: Volume 12: Annex 97: Doc. of Scholarship, Page No. 68-72)*

**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)**

**Response:** Yes, the institution has an Employment and Placement Officer. The Placement and Counseling Committee oversees this role, with Mr. Shanti Ram Nepal appointed as the coordinator. His responsibilities are outlined in the Placement and Counseling Procedure.

**i. Employment cell: ☒**

**Response:** The institution does not have a separate employment cell. The Placement and Counseling Committee functions as the Employment Cell. This cell explores job market opportunities, collects CVs from potential candidates, and refers students in need to various job openings.

**ii. Placement officer: ☒**

**Role:** The Placement Officer listens to students' concerns, identifies their areas of interest and need, and works with local job providers to secure job, internship, and other opportunities for them. He helps match students with suitable positions based on their skills and interests.

*(For Further Details, Please See Section B\_C6: Volume 12: Annex 98: Appointment Letter of Cells, Page No. 73-114, Section B\_C2: Volume: Annex 37: Placement and Counseling Procedure 2081, Page No. 77-80, Section B\_C6: Volume 11: Annex 95, Doc. of Placement and Counseling Committee, Page No. 99-115)*

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

Yes ☒

No ☐

**If yes, give details as to how they are involved.**

**Response:** Yes, the teachers are actively involved in both academic and personal counseling. After each internal exam result is published, all subject teachers, along with department heads, engage in personal counseling sessions. Teachers provide guidance when regular students stop attending classes and also assist students in preparing research reports and project works.

*(For Further Details, Please See Section B\_C2: Volume: Annex 37: Placement and Counseling Procedure 2081, Page No. 77-80 and Section B\_C6: Volume 11: Annex 95, Doc. of Placement and Counseling Committee, Page No. 99-115)*

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

Category	UG Students	PG Students	Research Scholars
i. Local firms/companies			
ii. International firms/companies			
iii. Government	25	3	
iv. Public (semi-government) sector			
v. Private sector	13		

**Response:** The institution has not completed the tracer study yet. It is still in ongoing process. However, the available data up to this point have been incorporated into the SSR (Self-Study Report) in general survey.

**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:** Yes, the Placement and Counseling Cell motivates students to explore self-employment opportunities. The cell conducts group sessions to help students gain a better understanding of their job options. As a result, some students have successfully engaged in self-employment.

*(For Further Details, Please See Section B\_C6: Volume 12: Annex 95: Sample Doc. of Tracer Study, Page No. 1-67)*

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

Yes ☒

No ☐

**If yes, indicate the activities of the Alumni Association.**

**Response:** Yes, the campus has an alumni association named the Alumni Forum of Pathibhara Multiple Campus (AFPC), which was founded on Jetha 3, 2081. The association has developed its own legislation and has conducted several activities to support the institution.

*(For Further Detail, Please See Section B\_C1: Volume 5: Annex 30: AFPC's Legislation, Page No. 89-99 and Section B\_C1: Volume 5: Annex 31: AFPC's Minute, Page No. 100-109)*

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

**Response:** The institution has developed an admission and campus brochure to guide new entrants through the admission process at PMC. The admission criteria are outlined in the admission policy and are also included in the academic calendar. Additionally, the admission criteria are published on the campus website ([www.pathibharacampus.edu.np](http://www.pathibharacampus.edu.np)) and the official Facebook page (Pathibhara Campus).

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 42: Student Admission Policy, Page No. 1-2 and Section B\_C6: Volume 12: Annex 101: Screenshot of Facebook/Website Notice, Page No. 123-124)*

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

**Response:** PMC has developed an admission policy for international students, which outlines the conditions and facilities available for them. However, to date, no international students have been admitted.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 42: Student Admission Policy, Page No. 1-2)*

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

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

**Response:** The institution plans to provide various support services for international students mainly socio-cultural activities, welfare programs, and policy clearance. These services are outlined in the student admission policy.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 42: Student Admission Policy, Page No. 1-2)*

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

Indoor games	<input checked="" type="checkbox"/>
Outdoor games	<input checked="" type="checkbox"/>
Nature Clubs	<input checked="" type="checkbox"/>
Debate Clubs	<input type="checkbox"/>



- Student Magazines ☒
- Cultural Programs ☒
- Audio Video facilities ☒

Any others -----

**Response:** The institution provides the mentioned facilities to the students, who actively participate in both indoor and outdoor games, as well as cultural programs. However, audio-visual facilities are made available only as needed.

*(For Further Details, Please See Section B\_C2: Volume 6: Annex 34: Extracurricular Activities Operational Procedure 2081, Page No. 1-6, Section B\_C2: Volume 5: Annex 22: Annual Action Plan, Page No. 43-45, Section B\_C6: Volume 13: Annex 108: Minute of Nature Club, Page No. 92-94)*

## **CRITERION 7: INFORMATION SYSTEM (10 MARKS)**

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

Yes ☒ (2)

No ☐ (0)

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

**Response:** Yes, the institution has a dedicated committee named 'Examination and Internal Assessment' to analyze and record various academic data. Additionally, the Administrative and Academic Reform Committee also plays a role in assessing and documenting academic performance. Both committees work collaboratively to identify institutional shortcomings and evaluate student achievements.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 25:110: Minute of Research and Publication, Page No. 0-0; Section B\_C1: Volume 4, Annex 19: Minute of CMC, Page No. 99-103)*

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

**Response:** The Examination and Internal Evaluation Committee analyzes and maintains records related to internal examinations, annual examinations, and students' achievements in previous academic levels. Similarly, the Placement and Counseling Committee conducts individual and group counseling for improving their achievement.

*(For Further Details, Please See Section B\_C6: Volume 11: Annex 95: Minute of Placement and Counseling Committee, Page No. 111-115 and Section B\_C1: Volume 5: Annex 26: Exam Analysis Report, Page No. 71-74)*

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

**Response:** The analyzed data are maintained in both manual and digital formats. Some of these records are also available on the campus website. Additionally, the

concerned cells and departments securely store these analyzed data. Soft copies of the data are systematically archived at the IQAC desk for future reference and institutional assessment.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 103: Annual Report, Page No. 6-73 and Section B\_C1: Volume 5: Annex 26: Exam Analysis Report, Page No. 71-74)*

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

Yes ☒ (1)

No ☐ (0)

**If yes, explain how they are disclosed?**

**Response:** Yes, the information collected from various sources related to the campus is recorded by the EMIS, cells, and departments and is accessible to stakeholders. Key activities, programs, policies, and budgets are documented in reports, which are published annually during stakeholders' meetings. These meetings provide a platform for stakeholders to voice their grievances, suggestions, and opinions, fostering transparency and participatory decision-making.

*(For Further Details, Please See Section B\_C1: Volume 5: Annex 27: Educational Information Management System (EMIS) Procedure 2081, Page No. 76-79 and Section B\_C7: Volume 13: Annex 104: Doc. of Stakeholders' Meeting, Page No. 74-76)*

**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 open to stakeholders. They are welcome to visit the campus during official hours to access relevant information regarding study methods and analytical processes. This transparency ensures that stakeholders remain informed and engaged in the institution's academic and administrative activities.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 105: Register of Stakeholders, Page No. 78-81)*

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

Yes ☒ (1)

No ☐ (0)

**If yes, explain how does it happen?**

**Response:** Yes, the campus has a structured mechanism to receive comments and feedback on published data. The EMIS serves as the formal desk for collecting input

from stakeholders. Additionally, the campus has placed a complaint box accessible to all stakeholders. Feedback can also be provided through the campus website, Facebook, and other social media platforms. Furthermore, the tracer report is utilized as an important tool for gathering comments and feedback from alumni and other stakeholders.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 106: Photo of Complaint Box, Page No. 82, Section B\_C7: Volume 13: Annex 107: Minute of EMIS, Page No. 87 and Section B\_C6: Volume 12: Annex 95: Sample Doc. of Tracer Study, Page No. 58-59)*

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

**Produce in brief the impact analysis.**

**Response:** The campus positively receives and considers the comments and feedback provided by stakeholders. If the institution finds constructive and beneficial for the institution's growth, they are implemented effectively. These inputs play a crucial role in identifying previously unnoticed weaknesses, helping the campus formulate policies to address them. The feedback mechanism has significantly contributed to fulfilling students' needs and demands, ensuring continuous improvement in academic and institutional services.

*(For Further Details, Please See Section B\_C1: Volume 4: Annex 19: Minute of CMC, Page No. 120-121)*

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

**Response:** The use of the information system has enhanced administrative efficiency and enabled subject teachers to monitor students' regularity and academic performance. This system has helped the institution become more accountable and time-sensitive. Additionally, it has made it easier for students to access institutional decisions, fostering transparency and better communication within the campus.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 107: Minute of EMIS, Page No. 84-86)*

**CRITERION 8: PUBLIC INFORMATION (10 MARKS)**

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

Yes ☒ (2)

No ☐ (0)

**If yes, give details.**

**Response:** Yes, there is a public information cell within the institution. The CMC has formed Information Cell (Education Management Information System) under

the chairmanship of assistant campus chief Mr. Bhesh Raj Gautam. The role of the cell is to provide campus related information to the stakeholders and to receive the stakeholders' concerns and forward to the related authority.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 107: Minute of EMIS, Page No. 87 and Section B\_C1: Volume 4: Annex 19: Minute of CMC, Page No. 91-92)*

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

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

**Response:** The cell covers all sort of areas related to information as that are mentioned above in the question. The cell works as a coordinative cell for information and publication.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 9-52 and Section B\_C7: Volume 13: Annex 103: Annual Report, Page No. 6-74)*

**115.Where are this information published? (1.5)**

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

**Response:** This information is usually published in campus's annual report. They are casually published in campus' special memorandum/Darpan.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 9-52, Section B\_C7: Volume 13: Annex 103: Annual Report, Page No. 6-74 and Section B\_C8: Volume 14: Annex 111: Campus Memorandum/Darpan, Page No. 1-165)*

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

Yearly ☒ (1)

In 4 years ☐ (0)

**Response:** Report, Policy, Program and Budget, and Annual Report of the campus are published yearly but institution's special magazine or memorandum is casually published.

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 9-52, Section B\_C7: Volume 13: Annex 103: Annual Report, Page No. 6-74 and Section B\_C8: Volume 14: Annex 111: Campus Memorandum/Darpan, Page No. 1-165)*

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

Areas	Year 1, place of publication	Year 2, place of publication
Annual Report	2080/081, Taplejung	2079/080, Taplejung
Report, Policy, Program and Budget	2081/082, Taplejung	-

*(For Further Details, Please See Section A\_IP: Volume 1: Annex 2: Report, Policy, Program and Budget 2081/082, Page No. 9-52 and Section B\_C7: Volume 13: Annex 103: Annual Report, Page No. 6-74)*

**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 also collects responses on published information from stakeholders. It collects responses via social networking such as Email, Facebook beside complaint box of the campus. The responses are noted down and incorporated on the basis of their importance. EMIS collects the responses and forward to the research and publication cell.

*(For Further Details, Please See Section B\_C7: Volume 13: Annex 110: Doc. of Research and Publication Cell, Page No. 100-102)*

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

Yes ☒ (1)

No ☐ (0)

**If yes, how these impacts are measured?**

**Response:** Yes, there is. The campus has its own internal mechanism to evaluate the impact of public information on quality improvement. The campus publishes brochure, bulletins and operational calendars on regular basis for evaluating the impact of public information on quality improvements. The academic audit report of the campus is also a system for evaluating the impact of public information on quality improvement. The institution publishes public information through official website and facebook too.

*(For Further Details, Please See Section B\_C3: Volume 7: Annex 20: Campus Brochure, Page No. 53-54; Section B\_C3: Volume 7: Annex 45: Academic Calendar, Page No. 16-21)*

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

**Some of major impacts of public information are as follows:**

- The institution has been made more responsible, accountable and transparent.
- Outreach relation has been spread.
- Access of information has been improved
- Consultancy services have been provided to the neighbouring campuses and the local NGOs.
- Students have been backed in finding employment and self-employment through placement and counseling cell.
- Local and national media-camps relation has been cordial.
- Stakeholders' backing and trust have been augmented.
- Alumni Association's activities have been amplified.
- Local and Provincial linkage have been utilized in the uplift of the campus.
- NGO's funding for the physical and academic improvement of the campus has been received.

***(For Further Details, Please See Section B\_C4: Volume 9: Annex 66: Doc. of Governments' Support, Page No. 49-54)***

## **CRITERIA-WISE ANALYSIS**

### **Criterion 1: Policy and Procedures**

In alignment with the Master Plan, PMC has meticulously crafted a five-year Strategic Plan (2022-2026) that encapsulates its well-defined Vision, Mission, Goals, and Objectives (VMGOs). This strategic blueprint serves as the guiding light, directing the campus's endeavors towards the fulfillment of its specific goals and objectives.

To reinforce the institutional framework, the campus has devised a comprehensive organizational structure (Organogram), which underpins the formulation, reflection, and periodic update of diverse policies within the provisions of campus legislation. The PMC legislation articulates the job responsibilities of the Campus Chief, Assistant Campus Chiefs, faculty departments, committees, and task committees, ensuring clarity and accountability in administrative and academic operations.

To facilitate the smooth operation of daily activities, the campus has implemented the Administrative and Academic Reform Procedure 2081, delineating the job descriptions of various posts. The Campus Management Committee (CMC) consistently evaluates the regularity, punctuality, and performance of both teaching and non-teaching staff, reinforcing a culture of discipline and dedication.

Recognizing the significance of performance appraisal, the campus has introduced the Staff Facility Procedure 2081, a written scheme to evaluate the annual performance of staff. Based on this assessment, the CMC takes decisions to reward exemplary performance or address inefficiencies, fostering a transparent and merit-based system.

To bolster academic excellence, PMC has established various units and cells that play pivotal roles in enhancing regular academic programs. Field visits, orientation programs, extracurricular activities, guest lectures, and other academic enhancement initiatives are routinely organized, enriching the learning experience of students.

A hallmark of PMC's policy framework is its commitment to stakeholder engagement. The campus actively solicits invaluable feedback from stakeholders through the EMIS and Placement and Counseling Committees, ensuring that academic activities align with the needs and expectations of the community. This participatory approach enables policy and decision-makers to internalize stakeholders' insights, resulting in more informed and advantageous academic interventions.

Embracing technological advancements, the campus has installed GETWAY software, revolutionizing its organization and management systems. PMC has forged collaborations with various government and non-government agencies, driving physical and technical advancements. Additionally, the campus partners with individuals and organizations to provide financial support to economically disadvantaged, diligent, and high-achieving students. The campus has successfully

established three trust funds, benefitting six students annually, with plans for future expansion.

The institution prioritizes research and academic auditing through the formation of the Internal Academic Auditing Committee and Research Management Committee. These committees encourage both faculty and students to pursue research, enhancing their academic careers and contributing to the broader knowledge ecosystem. PMC maintains cordial relations with district-based financial institutions, offering students opportunities for fieldwork, project work, and internships, which immerse them in real working environments. The respective departments oversee proposal calls, proposal defenses, and viva defenses, empowering students to translate theoretical knowledge into practical solutions.

Through interactive programs, PMC consistently seeks innovative solutions to emerging issues, cementing its commitment to academic excellence, community engagement, and holistic development.

## **Criterion 2: Curricular Aspects**

To achieve the predestined Vision, Mission, Goals, and Objectives (VMGO) of the campus, the campus has been running its curricular activities according to the courses prescribed by Tribhuvan University (TU). Though the programs launched on this campus are not flexible enough, students are found much interested in getting jobs by adopting the fixed subjects. At present, the campus has been running four programs: B.A., B.Ed., BBS, and M.Ed. The campus encourages and inspires all the graduates to participate in fieldwork, project work, and research work, becoming familiar with modern technology and developing their potential so that they can secure jobs. The newly revised curricular activities incorporated by TU are highly supportive to the students for acquiring more technical knowledge.

The campus organizes various extracurricular activities such as debate, singing, dancing, literary activities, and other indoor and outdoor competitions to enable the students to spread their ingrained knowledge and logical capability. Students are abundantly facilitated to participate in academic and non-academic activities. Besides regular classes, weak students are counseled to improve their performance. The Placement and Counseling Committee initiates motivating them.

To make the new entrants more engrossed in curricular as well as extracurricular activities, they are oriented as per the academic calendar schedule. Students are appraised and awarded with various titles as incentives. Internal exams and remedial classes are managed as mentioned in the academic calendar schedule. Peer discussion, group discussion, and individual presentation methods are applied for securing better student performance. The Quality Circle Group (QCG) contributes by coordinating to diagnose teaching-learning-related shortcomings.

The Campus Management Committee (CMC) is the major mechanism to monitor and control academic activities within the institution and holds meetings to discuss



the feedback received from academic peers and employers. The campus invites academicians to share their knowledge with the teachers of the campus. The campus collaborates closely with different industries available in the district, financial institutions, private academic institutes, law firms, and local government agencies nearby to provide the students of the campus with hands-on training for future placements. The PMC has been conducting moral and ethical value-based training to keep students internally fit, healthy, and peaceful.

### **Criterion 3: Teaching, Learning and Evaluation**

The campus has developed its own admission policy to enroll new graduates. To implement this, the campus conducts a written test immediately after the admission process is closed. Based on their performance, students are advised to be regular in their classes and attend extra classes if they are found to be weak, ensuring further improvement in their academic performance.

The campus administration utilizes its supporting committees to orient newly enrolled students on the nature, objectives, and contents of the courses, as well as academic programs and the campus' code of conduct. To achieve better academic results, remedial classes are conducted. If regular classes are not completed during the session, students are called for additional classes and seminars even on Saturdays and holidays. Teachers are encouraged to prepare lesson plans before entering the classroom for both regular and extra classes, adhering to the academic calendar.

The campus administration motivates teachers to apply both theoretical and technology-based (digital or virtual) teaching methods. During the COVID-19 pandemic, online classes were conducted. Currently, these methods are applied via WhatsApp or Messenger groups. Additionally, students are involved in research-oriented field visits and industrial tours (IT) as part of the curriculum. At the Master's Degree level, students engage in class presentations, submit regular home assignments, and conduct research-based case studies as prescribed in their syllabus. A multimedia room is available for visual presentations in M.Ed., B.Ed., and BBS classrooms.

The campus periodically monitors the overall performance of students through department heads and subject heads. Annual student profiles are maintained, containing personal information, educational achievements, attendance records, and subject-wise teacher remarks, which are evaluated after each internal examination, excluding personal information.

The Internal Quality Assurance Committee (IQAC) has developed an Internal Quality Assurance Indicator (IQAI) form for internal self-appraisal. The IQAC fills out this form to facilitate internal assessment and upgrading at each level.

The campus administration has the autonomy to appoint and pay temporary or ad hoc teaching staff. Visiting professors are invited as guest lecturers under different departments. Teachers are required to fill out a self-appraisal form within 15 days of the fiscal year's completion. The Best Teacher Award is presented annually on

Campus Day, considering overall teacher performance, which encourages hard work and institutional betterment.

The campus has recently started using ICT in the classrooms of M.Ed. and plans to install interactive boards and other digital teaching materials at other levels. Teachers receive training to effectively use modern digital teaching materials, enhancing the teaching-learning process.

#### **Criteria 4: Research Consultancy and Extension**

Research forms the core of any academic institution, and PMC is no exception. However, certain barriers have previously hindered the execution of professional or journal-based research projects. Despite budgetary constraints, the institution consistently conducts course-related research. Several lecturers are actively engaged in providing research consultancy and extension services.

The institution encourages students to undertake research activities based on their coursework across various sectors and topics. Graduation and post-graduation students are invigorated to carry out project work and field-based research. Faculty members are motivated to participate in and organize workshops, seminars, symposia, and conferences both within and outside the campus premises. Teachers are granted study leave and some financial support for research work, along with technical guidance. Additionally, the institution is conducting a tracer study, which serves as a valuable research initiative.

To enhance research competency among students, PMC frequently organizes research refresher training programs in collaboration with university professors, local financial institutions, educational institutes, and other organizations. The acceptance of the Letter of Intent (LOI) has prompted the campus to prioritize research consultancy and extension services. Consequently, a Research and Publication Committee has been established, functioning as the Research Management Cell (RMC). The campus administration has allocated a dedicated budget to initiate research projects, offering subsidies to both teachers and students.

The campus also provides consultancy services to the public in need. Faculty members offer expertise in various fields, including teacher selection processes in schools, language translation services, and proposal writing. The Extracurricular Department actively manages extension activities across the district. The Practice Teaching Committee dispatches students to different government schools for teaching practice, while the Management Department (MD) arranges internships for students in banks and financial institutions. Students are required to submit reports to the MD upon completion of their internships.

PMC extends its social engagement beyond academic functions by collaborating with the District Red Cross Society to conduct rescue training programs on earthquake preparedness, immediate rescue, and fire safety. The institution also mobilizes students in disaster management efforts following proper orientation sessions. Committed to environmental sustainability, PMC maintains a pollution-

free campus environment and encourages students to participate in academic and non-academic programs such as social and cultural rallies, tree plantation drives, and environmental sanitation campaigns.

### **Criterion- 5: Infrastructures and Learning Recourses**

The PMC has developed its comprehensive master plan. The extensive physical infrastructure improvement and learning-related resources are stated in the Strategic Plan (2022-2026) and in the Report, Policy, Program, and Budget 2081. Additionally, quality improvement, modern technology use and its expansion, educational upgrading (academic program), facility access (lab and e-library), and fund-raising programs are destined in MP, SP, and RPPB. For functioning them, concerned committees have been formed. For the physical infrastructure elevation, PMC has received financial aid from UGC under different programs like SHEF, Scheme D, HERP, Phungling Municipality, and from HPF. Currently, PMC has its own solar plant of 2 kilowatts for operating any credit and non-credit programs at all hours. It has 14 sets of CCTVs for securing its physical assets.

In the Master Plan, PMC has proposed an automated library, hostel, staff quarters, canteen, outdoor courts, temple, parking spot, etc. It has also planned to make the campus premises learning-friendly. Many types of resources and journals will be made available to the students in the days to come. New technology-based education is prioritized for making the graduates and postgraduates sellable in the market. The campus' available resources will also be used for income-generating programs like halls for rent and guest students using the library, etc.

The campus has provided laptop computers to the department heads, FSU, library department, projectors, and internet access (Wi-Fi) to make learning more compatible and result-oriented. The students will have access to read newspapers, magazines, and periodicals via free internet service. They can access books and materials by themselves through the e-library system in the future.

### **Criterion 6: Student Support and Guidance**

The institution is predestined to support the students to carry out their academic performances. As stated in VMGO, PMC is determined to produce skilled and sellable graduates. The campus, through the thematic departments and committees, provides curricular as well as professional-based support and guidance. The campus administration conducts non-credit classes to support the students. The placement and counseling committee and extracurricular committee take full responsibility for student support and guidance. Particularly, PCC carries the responsibility of guiding them in improving their academic performance and motivating them to find jobs or create jobs.

Moreover, the institution has extended its linkage with almost all district-based agencies and firms. This linkage also provides them support and guidance. Some bureaucrats and permanent teachers, along with district-based financial and other officials, also visit the institution to provide support and guidance. The campus

also has an alumni association particularly to support the students. The teachers actively participate in academic and personal counseling.

The institute has developed the policy of supporting the students in various sectors such as scholarships, faculty stamina, and research incentives. Besides financial aid, the institution provides professional and psychological assistance to the needy.

### **Criterion 7: Information System**

The CMC has developed a robust Educational Management Information System (EMIS), serving as the institution's official hub for the collection, dissemination, storage, and analysis of vital information. This system is powered by multiple channels, including the official page, complaint box, and complaint registers, ensuring a comprehensive flow of data. Additionally, it collaborates closely with AARC, EC, EIAC, and RPC to ensure seamless information sharing across various departments.

Operating as the secretariat, the EMIS cell meticulously documents all incoming information, forwarding it to the campus administration and CMC for necessary action. The coordinator of this cell is entrusted with overseeing the effective operation of the institution's information system, ensuring smooth and timely data management.

The institution prides itself on maintaining a fully digital data management system, which allows stakeholders easy and direct access to relevant information through online platforms. Through EMIS and RPC, the institution publishes a variety of informative materials, including policies, programs, brochures, bulletins, journals, official pages, and annual reports, ensuring stakeholders stay well-informed and engaged with the institution's operations.

This seamless flow of information ensures that all stakeholders have access to the necessary data whenever required, fostering transparency and efficiency in institutional processes

### **Criterion 8: Public Information**

Public Information emphasizes the importance of transparent communication and dissemination of information within the institution. In the case of CMC, the establishment of the EMIS (Education Management Information System) as an official Information Cell ensures regular preparation and publication of reports such as the Annual Report. This cell also facilitates the collection of feedback, complaints, grievances, and comments from stakeholders, which are then disseminated to the relevant authorities and returned to the stakeholders.

Additionally, CMC has set up the RPC (Research Publication Committee) to oversee the research journal publishing process, contributing to academic transparency and sharing research findings.

The institution uses various channels to publish its information, including its official Facebook page, website, annual report, prospectus, bulletin, and memorandum.

These channels provide multiple avenues for stakeholders to access up-to-date institutional information. Similarly, PMC also organizes public hearings to share information and engage with the community directly.

This approach ensures the institution maintains transparency, encourages stakeholder participation, and enhances public access to essential information.