

दमक बहुमुखी क्याम्पस

दमक, झापा, नेपाल
स्थापित: २०३८



Damak Multiple Campus

Damak, Jhapa, Nepal

Estd: 1981 A.D.

Affiliated to Tribhuvan University

Ref. No. 1687/2082/083

Date : 2083/02/31

To,
The Member Secretary
University Grants Commission (UGC), Nepal
Sanothimi, Bhaktapur, Nepal

Subject: Submission of Response Report on the Recommendations of the Pre-PRT Visit

Dear Sir/Madam,

On behalf of Damak Multiple Campus, we are pleased to submit the Response Report on the Recommendations of the Pre-Peer Review Team (Pre-PRT) Visit conducted from 30 April to 2 May 2025 under the Quality Assurance and Accreditation (QAA) framework of the University Grants Commission (UGC), Nepal.

The campus highly appreciates the constructive observations and recommendations provided by the Pre-PRT. Following the visit, Damak Multiple Campus initiated the implementation of the recommendations through the active involvement of the Campus Management Committee, Internal Quality Assurance Cell (IQAC), academic departments, administrative units, faculty members, staff, students, and other stakeholders. Significant progress has been achieved in addressing the recommendations.

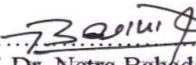
The response report provides progress achieved, supporting evidence, and the current implementation status of each recommendation.

We respectfully submit this report to UGC, Nepal. We remain committed to implementing the remaining recommendations and continuously strengthening the quality of higher education services offered by the campus.

We sincerely thank the University Grants Commission and the Pre-Peer Review Team for their valuable guidance, encouragement, and continued support throughout the Quality Assurance and Accreditation process.

Thank you for your kind consideration.

Yours faithfully,


Prof. Dr. Netra Bahadur Bhudhathoki
Acting Campus Chief
Damak Multiple Campus
Damak Jhapa, Nepal
Acting Campus Chief

टेलिफोन नं. ०२३-५८०५२८, ५९०२३२, ५९०६३२,

email: info@damakcampus.edu.np

Section 1: policy and procedure

Recommendation 1

Recommendation	Response	Annexes
Revise the existing or develop new strategic plan in a way which truly reflects institutional Zeal towards transformation.	<p>Damak Multiple Campus has newly revised and implemented a Comprehensive Strategic Plan (2025–2030). The plan was prepared through a participatory process involving faculty members, administrative staff, student representatives, and key stakeholders. It was officially endorsed by the Campus Management Committee (CMC) and approved for implementation from fiscal year 2082/083 BS.</p> <p>A systematic monitoring and evaluation mechanism has been built ensuring that progress is reviewed annually by the Internal Quality Assurance Cell (IQAC). The strategic plan aligns with the broader national goals of higher education, the UGC Quality Assurance and Accreditation (QAA) framework.</p>	<p>Annexes: For further details Please see annex-1, page from 1-96 , Strategic Plan (2025–2030) document</p>

Recommendation 2

Recommendation	Response	Annexes
Conduct a comprehensive review of institutional rules, regulations and policies to align institutional development with the evolving needs of higher education	<p>Damak Multiple Campus has conducted a review of all existing institutional regulations and bylaws. This review process is guided by the PRT recommendation, UGC Quality Standards, national education regulations, and local feedback and needs for the campus. The institutional bylaws are revised and approved after the series of workshops and consultations with stakeholders, including the Campus Chief, Head of Departments, faculty members, and Campus Management Committee members revised.</p> <p>The new amendment has made this campus further efficient, accountable.</p>	<p>Annexes: For further details Please see annex-2, campus Statute, page from 97-118,</p>

Recommendation 3

Recommendation	Response	Annexes
<p>Engage full time faculty members and non-teaching staff with full time workload. Fully capitalize their strength in systematic institutional growth and sustenance</p>	<p>Damak Multiple Campus has implemented a full-time workload policy for all permanent, full-time faculty and administrative staff. They are obliged to involve in teaching, research guidance, counseling, and student mentoring. A non-teaching staff is assigned 7 hours work per day as per the government’s policy and the campus statute</p> <p>The system has been effective from the academic session 2082/83. Attendance and time records have already been maintained digitally through the Higher Education Management Information System (HEMIS). The campus has already developed and implemented an attendance policy. Each faculty member is obliged to follow the schedule, the rules and regulation of the campus. They can’t assign their duty time in other institutions within the same shift. Monitoring of workload implementation is conducted by the Campus Administration and reviewed by the IQAC. Department heads maintain logs of activities, teaching plans, student engagement, faculty duties, and students' activities. It helps to ensure or check the effective engagement of faculty members during working hours.</p> <p>This change has led to significant improvements in classroom discipline, student satisfaction, and the quality of teaching-learning activities.</p>	<p>Annexes: For further details Please see annex-3, faculty development TrainingFDT-2nd cohort) HEMIS report from Page 119-299.</p>

Recommendation 4

Recommendation	Response	Annexes
<p>Set a different Teacheres –staffs Bylaws . incorporate on it the standard recruitment process, career growth and promotion provisions, leadership</p>	<p>DMC has developed and adopted the Teachers–Staff bylaws mentioned in the HRM plan and campus statute. This bylaw gives a standard, transparent recruitment and selection process, including clear eligibility criteria; such as vacancy announcements, short listing, interview protocols, and final appointment procedures. The criteria for career progression pathways and promotion are based on merit, experience, qualifications, teaching, research, service duration and dedication to institutional</p>	<p>Annexes: : For further details Please see annex-4 , from page no 300-513,HRM plan, promotion evaluation indicator, Report of promotion performance</p>

<p>succession provisions, performance appraisal system and so on. Make sure to link individual's academic and research performance in appraisal system. And implement them within this fiscal year</p>	<p>growth. The provision of comprehensive performance appraisal system with clear and measurable indicators has supported learning activities effectively. In the case of faculty, assistant lecturers get promoted to the lecturer after 5 years of continuous service in the institution and the lecturers get promoted after 10 years of continuous service to the campus. Seventeen Lectures got promoted to Associate Professor based on these criteria. Similarly, non-teaching staff get promoted based on their performance, dedication, service tenure, qualifications, and experience through the similar process.</p>	<p>appraisal form .</p>
--	--	---

Recommendation 5

Recommendation	Response	Annexes
<p>Develop a comprehensive Human Resource Plan addressing workload balance, staff well-being, capacity development, and job satisfaction</p>	<p>DMC has prepared an HRM plan to maintain a proper workload balance, staff well-being, capacity development, and job satisfaction. There is a system of recruitment of faculty and non-teaching staff as mentioned in the campus statute and HRM plan. There are opportunities for systematic career growth. Full-time faculty member are obliged to take 24 classes per week (3+1 system) and get paid for overtime work as per protocols of campus. A full-time non-teaching staff is assigned the duty of 8 hours (from 9am to 5 pm) with additional time as overtime.</p> <p>The campus provides uniform to non teaching staffs in order to prioritize their efficiency. Trainings and workshops are organized for carrier growth and excursions are arranged for refreshment annually. The Campus has already organized two faculty development trainings: Digital Literacy Training and Staff Professional Training in which 50 teachers participated in both type of Capacity Development Trainings. Faculty members are obliged to complete at least one professional development or pedagogy Training program in two fiscal years under the financial support of UGC Nepal.</p>	<p>Annexes : For further details Please see annex-5, page no-514-526, job satisfaction sample copy, journal vol. sample.</p>

Recommendation 6

Recommendation	Response	Annexes
<p>Set institutional quality policy and measurement indicators followed by Key Performance Indicators (KPIs) through IQAC, approve it through CMC and conduct at least one internal academic and quality audit based on the same indicators.</p>	<p>To strengthen the quality assurance system, Damak Multiple Campus has formulated institutionalized Quality Indicators and Key Performance Indicators (KPI) Framework as per UGC-QAA guidelines. This framework serves for evaluating the performance of academic departments, faculty, and administrative units in a quantifiable and transparent manner.</p> <p>The KPIs were developed after reviewing UGC's quality standards and some national and international benchmarking practices. The indicators cover areas such as Academic Performance, Student Enrollment and Retention, Faculty and Staff Performance, Infrastructure and Facilities, Financial Sustainability KPIs, Community Engagement and Industry Collaboration, Student Satisfaction and Employability, Governance and Compliance, and Environmental Sustainability (Green Campus). Each department is oriented on using these KPIs for self-assessment and reporting.</p> <p>The IQAC collects and analyses KPI data and provides feedback to concerned units for improvement. The internal academic audit has been completed, and the external academic audit is carried out.</p>	<p>Annexes For further details Please see annex-6, pageno-527-558, Quality indicators and KPI of DMC.</p>

Recommendation 7

Recommendation	Response	Annexes
<p>Sit together with the students, identify the key areas they can positively contribute in the institutional development and branding (eg. maintenance of botanical garden, training and awareness in relation to wise use of social media,</p>	<p>DMC has conducted a series of joint meetings with the Free Student Union (FSU) and general student representatives to establish the culture of Student-Institutional Branding and Development Plan.</p> <p>It has successfully executed 4 planned initiatives:</p> <ol style="list-style-type: none"> 1. Campus sanitation program 2. Dustbin placement activities in the 	<p>Annexes: For further details Please see annex-7, page no 559-578. Meeting with stakeholders, cleaning activities, photo etc.</p>

<p>establishment of meditation centre, etc) set a plan at least for a year and execute at least 40% of activities set in a plan and report the progress.</p>	<p>campus premises</p> <ol style="list-style-type: none"> 3. Plantation program in campus premises 4. E&S safeguard poster installation activities 5. Sanitation of the Botanical Garden 	
--	---	--

Recommendation 8

Recommendation	Response	Annexes
<p>Get Alumni Association formally registered in competent government office, identify areas of Alumni performance and plan based on it, execute such plan and report in a stage when at least 40% of activities are already completed</p>	<p>Response:</p> <p>The Alumni Association launches activities for the growth, reputation, and sustainability of academic institution. Damak Multiple Campus has recognized the significance of maintaining strong alumni relations, and formally registered its Alumni Association in Damak Municipality in 2082/09/02, in accordance with the institutional and legal procedures. Having social nature, the association serves as a bridge between post graduates and the campus facilitating communication, mentorship, and to support the current students.</p> <p>To institutionalize alumni participation, the campus has provided the necessary logistical support. The Alumni Association regularly conducts meetings and contribution programs. Alumni have distributed stationery support to the top students of batch 2082/083 of DMC and the students of Sagarmatha Model School. It has prepared an annual plan, but its execution process has challenges because of passive members.</p> <p>Such initiatives help to maintain lifelong relationships with its graduates and use their expertise and networks for institutional development and student success.</p>	<p><u>Annexes:</u> <u>Annexes: : For further details</u> <u>Please see annex-8, page no-579-589. Alumni registration and report.</u></p>

Recommendation 9

Recommendation	Response	Annexes
Organize series of consultation sessions with stakeholders such as employers, parents, community people, faculty members, non-teaching staff, students and others in regular intervals	IQAC has issued a periodic and systematic schedule for meetings, DMC organizes consultation sessions with stakeholders such as employers, parents, community people, faculty members, non-teaching staff, students and others in regular intervals. According to this schedule, the IQAC conducts a periodic meeting once a month, and also conducts a staff meeting twice a year, CMC meetings twice a year, FSU meetings twice a year, non-teaching staff meetings twice a year, guardians' meeting once a year and the meeting with the community people once in a year. The meeting is led by the IQAC coordinator (Campus Chief).	Annexes: : For further details Please see annex-9,page no- 590-616.Meetings with staffs with IQAC etc

Recommendation 10

Recommendation 10	Response	Annexes
Fully segregate +2 related operations and records from higher education	<p>Damak Multiple Campus has segregated +2 related programs and records from higher education (Bachelors, Masters). There is a separate +2 management committee within the same Campus Management Committee. Under this Committee, there is a separate +2 coordinator splitting financial bookkeeping, maintaining completely independent banking channels, registering assets, and keeping financial balance sheets for both levels.</p> <p>There is zero overlapping utilization of student logs, enrollment records, or academic transcripts. There is a separate +2 coordinator, but the teachers are in the similar provision because of nature of classes.</p>	Annexes: For further details Please see annex-10, page no-617-619. Formation of +2 subcommittee, +2 coordinator.

Recommendation 11

Recommendation 11	Response	Annexes
<p>Through each department, review the curricula prescribed by the university, gather departmental feedback, and formally communicate suggestions for improvement to the respective Dean's office.</p>	<p>DMC has mobilized all 10 academic departments to perform a review of the existing curricula prescribed by Tribhuvan University. Every department holds a dedicated curriculum review meeting to aggregate concrete feedback from instructional faculty and subject experts.</p> <p>Following these sessions, DMC has compiled a standardized Institutional Curriculum Feedback Document. This identifies specific gaps between students' psychology, the job market gap, and the curricula. It has prepared standardized curricula feedback document, but they are not sent under institutional letter head to the respective Dean's Offices at Tribhuvan University.</p>	<p>Annexes: For further details Please see annex-11, page no from 620-621. Evaluation and feedback of TU curriculum by English dept.</p>

Recommendation 12

Recommendation 12	Response	Annexes
<p>Ensure that each faculty member develop comprehensive teaching/lesson plans and unit plans, submit them to their departments, and adhere to them throughout the academic term.</p>	<p>Damak Multiple Campus has implemented a policy that makes it mandatory for every faculty member to prepare a semester-wise and annual teaching plan and upload it on the official campus website. The teaching plan outlines the course objectives, daily lesson plan, activities, assessment, and required teaching materials.</p> <p>All departments submit their teaching plans to the department and IQAC before the commencement of each semester. The Academic Committee verifies and uploads them to the website for public transparency. Students can access the teaching plans online, track their learning progress and prepare accordingly.</p> <p>Departmental Heads analyze monthly logbook verifications; academic administration cross-checks these records against student feedback.</p> <p>To ensure effective monitoring, the IQAC and academic committee reviews the teaching plan</p>	<p>Annexes: 12</p>

	<p>implementation. This initiative has brought discipline in course delivery and enhanced the quality of teaching-learning activities. The practice of publishing teaching plans has improved institutional transparency and displayed a dedication to academic excellence.</p>	
--	---	--

Recommendation 13

Recommendation	Response	Annexes
<p>Design and implement a structured program to offer students additional soft-skill training to enhance their employability and personal development.</p>	<p>Damak Multiple Campus has introduced a series of Professional and Non-Formal Short Courses (Non-credit courses). It has aimed to enhance students' employability, entrepreneurship, and soft skills. These courses are designed to supplement the academic curriculum and address the skill gaps in the job market.</p> <p>Courses such as Basic ICT Skills, Office Package, Accounting Software (Tally), Digital marketing website development, Machine learning, Proposal Writing, Research and Report Preparation, and Personality Development have already been conducted under the coordination of Asst. Campus chief and the Department Head of the respective faculty (Science, Management, Arts, and Education). Currently, with collaboration with Lernio of learnable Nepal with financial support of Word link under the corporate social responsibility program (CSR), DMC has been launching a four- month non-credit course(soft skill courses). This course consists of digital marketing,, online business , web development, and other soft skills.</p> <p>This course includes practical components, project-based learning, and certification upon completion. The campus further encourages departmental initiatives to launch discipline-specific short courses, such as laboratory techniques for science students and community research practices for social science students.</p>	<p>Annexes: For further details Please see annex-13, page no from 622-646. MOU with Learnable Nepal, Non Credit course report.</p>

Recommendation 14

Recommendation	Response	Annexes
Explore and adopt innovative pedagogical approaches and emerging technological tools to enrich curriculum delivery and promote effective learning outcomes	<p>DMC has transitioned the classrooms from passive lecture spaces into active, technology-driven learning environments. The campus invested NPR 6,8883775.58 to convert traditional class room into fully interactive ICT-enabled Smart Classrooms, equipped with smart boards in 55 classrooms . Beside this there are 35 multimedia TV installed in different classrooms. There are 3 multimedia projectors also.</p> <p>Pedagogically, the faculty members have integrated hybrid models, utilizing tools such as Google Workspace for Education, Zoom, and digital interactive whiteboards to facilitate case-based learning, flipped classrooms, and student polling. The campus has also introduced mandatory assignments. This modern approach ensures that at least 60 % of all course delivery across the programs now actively utilizes modern technological frameworks in order to improve student retention and engagement.</p>	<p>Annexes: For further details Please see annex-14, page no from 647-680. ICT Bidding document.</p>

Section 2: Curricular Aspects

Recommendation 15

Recommendation	Response	Annexes
Explore and utilize e-resources to support the effective implementation, enhancement, and upgradation of the existing curricula.	<p>In order to provide the DMC academic community with elite reference materials, it has been upgrading its infrastructure to prestigious digital repositories and databases. DMC has purchased campus-wide multi-user licenses for platforms such as research databases and open-access journals.</p>	<p>Annexes: For further details Please see annex-15,page no from 681-682, e resources renew(NepJol payment)</p>

Recommendation 16

Recommendation	Response	Annexes
<p>Increase the frequency of academic-industry and corporate dialogues and introduce credit/non-credit courses on a cost-sharing basis to bridge the gap between industry expectations and graduate competencies.</p>	<p>DMC has a policy to expand its relationship with industries; and has extended MOUs with cooperatives, banks, NGO, and industries. Students get opportunities to do their internships in these organizations.</p> <p>Recently, DMC submitted a proposal about the academia-industry dialogue program in UGC Nepal, and it has been selected. The program is completed recently.</p>	<p>Annexes: For further details Please see annex-16, page no from 683-709. Academia industry dialogue Report, proposal.</p> <p>=</p>

Recommendation 17

Recommendation	Response	Annexes
<p>Regularly organize curriculum refresher programs and pedagogical training sessions for faculty to keep faculties updated with contemporary teaching practices.</p>	<p>DMC has successfully conducted two FDT programs of four Credit hour for the faculty of DMC and the different campuses of Mechi Zone. A proposal has already been submitted to conduct the third phase FDT in UGC Nepal. Besides this, two digital literacy training programs for faculty and non teaching staff have already been conducted. The departments also organize short-course training. The Department of Environmental Science and Biology has conducted a one-day proposal writing and literature review workshop.</p>	<p>Annexes: : For further details Please see annex-17,page no from 710-773.Digital literacy and research methodology training</p>

Recommendation 18

Recommendation	Response	Annexes
Design and introduce non-credit courses in emerging and interdisciplinary areas such as sustainability, entrepreneurship, data science, innovation, machine learning, and big data, integrating them with existing academic programs.	DMC has already designed a non-credit course of 45 Teaching hours and approved by the IQAC. These courses are designed as faculty-based courses, based on the needs of students and the labor market. Moreover, the Entrepreneurship support program has been conducted. In 2080/81BS, more than 30 students from the Damak Multiple Campus participated in ESP training. Currently, 17 students have participated in non-credit course training in digital marketing, web development, and online business in partnership with LERNIO of LERNABLE Nepal with financial support from World Link under their CSR plan. DMC has done MOU with Learnable Nepal. These students are selected through a written exam and an interview in a free competition.	Annexes: 18 (For further details , it is more or less similar to annex 13 , so Please also see annex-13)

Section 3: Teaching, Learning, & Evaluation

Recommendation 19

Recommendation	Response	Annexes
Implement formal strategies to address individual learning differences and provide make-up options as needed. Encourage academic departments to actively offer both academic and personal counseling to students.	<p>DMC has circulated oral direction across all departments to support students of all learning levels. Following our internal examinations, students scoring below a 40% are automatically paired with the faculty for Remedial Support, which provides notes, counseling and review lectures. Departments provide project work assistance, thesis writing assistance.</p> <p>DMC has formalized make-up examination opportunities, and the opportunities to take supplementary assessments within 15 days of major exams. Academically, each department has designated a HoD as a dedicated student advisor who maintains academic progress reviews and personal counseling.</p>	Annexes: :19 For further details Please also see annex-61.

Recommendation 20

Recommendation	Response	Annexes
<p>Establish departmental mini libraries stocked with reference materials, maintain departmental records and logs by maintaining calendars, and monitoring progress regularly.</p>	<p>To refer materials more accessible, DMC has set up 10 fully functional Departmental Mini Libraries in each department's chamber. Each department has stocked 50+ reference textbooks, journals, and past project reports. Number of books are slightly varied and based on departmental Needs. Each HoD is autonomous to bring the required books and references without any difficulties.</p> <p>Dept Logs all operations, including daily class logs, faculty leave records, guest speaker schedules, and internal meeting minutes. Departmental Heads review these records every month to track actual class completion rates against the academic calendar. It helps departmental operations run smoothly and transparently.</p>	<p>Annexes: For further details Please see annex-20, page no from-774-785.photo of departmental library</p>

Recommendation 21

Recommendation	Response	Annexes
<p>Promote departmental autonomy in such a way that they can decide in their academic matters such as inviting guest-speakers, temporarily hire substitute teachers when concerned teachers are on leave. Allow them to have some advance money to spend in departmental activities that need immediate action</p>	<p>DMC has officially decentralized Academic operations to grant substantial autonomy to our academic departments. HoD possesses the independent authority to identify, invite, and compensate guest speakers from industry, university, and academia with the consent of campus chief.</p> <p>When a teacher is on leave, the department adjusts routine on a need basis. To support swift action, the CMC has set up a Departmental Contingency Fund of NPR 50,000 per department per year. This fund is managed directly by the Department Head to cover immediate expenses like laboratory consumables, student field visits, or urgent small seminars, and other student-oriented activities and reconciled at the end of the term.</p>	<p>Annexes: For further details Please see annex-21, page no from-786-791, Departmental fund allocation as a part of financial autonomy.</p>

Recommendation 22

Recommendation	Response	Annexes
Make individual faculty teaching plans mandatory and archive such plans within the department	<p>Damak Multiple Campus has implemented a policy that makes it mandatory for every faculty member to prepare a semester-wise and annual teaching plan and upload it on the official campus website. The teaching plan outlines the course objectives, required teaching materials, daily lesson plan, activities, and assessment.</p> <p>All departments compulsorily submit their teaching plans to the department and IQAC at the beginning of each semester/ Year. The Academic committee verifies and uploads them on the website for public transparency. Students can access the teaching plans online; so that they can track their learning progress and prepare accordingly.</p> <p>For monitoring, the IQAC/ academic committee also reviews teaching plan implementation. This initiative has brought transparency in course delivery, and enhanced the quality of teaching-learning activities.</p> <p>Furthermore, the practice of publishing teaching plans has reflected institutional transparency and displayed a dedication to academic excellence.</p>	<p>Annexes: For further details Please see annex-22, page no from 792-808. Sample photo of calendar , Website</p>

Recommendation 23

Recommendation	Response	Annexes
Prepare and clearly display Standard Operating Procedures (SoPs) in laboratories to enhance safety and compliance.	<p>Damak Multiple Campus has developed and implemented Standard Operating Procedures (SOPs) for all science and computer laboratories to maintain high standards of academic and research safety. Each SOP includes detailed guidelines on laboratory use, equipment handling, chemical storage, emergency response, waste disposal, and hygiene maintenance. These SOPs are prepared with consultation from subject experts, lab technicians, and HoD.</p> <p>Besides, SOP of Environmental and social safeguard related issues are prepared and pasted on proper places. Regular safety and refresher training are conducted once a year for each new batch of students. Laboratory assistants and teachers play a lead role in safety management. The SOPs are uploaded in the campus website for open access.</p>	<p>Annexes: For further details Please see annex-23,page no from 809-827. Screenshot of Website and Sop in website</p>

Recommendation 24

Recommendation	Response	Annexes
Develop a plan to construct individual cabins for full-time faculty members to improve working conditions and overall job satisfaction.	To enhance academic engagement and provide a sound environment for faculty work, Damak Multiple Campus has formed a three individual and a shared working cabins for full-time teachers. This facility enables faculty members to engage in lesson planning, research writing, student mentoring, and other academic tasks in a focused environment.	Annexes: For further details Please see annex-24, page no 828 faculty personal cabin photo

Recommendation 25

Recommendation	Response	Annexes
Increase the provision of additional practical hours in laboratories with sufficiently available chemicals and materials (See Annex 1) to enhance students' hands-on learning and technical proficiency.	<p>Damak Multiple Campus has stocks of essential chemicals, reagents, and instruments according to the syllabi and academic requirements. Laboratory assistants regularly monitor stock levels. Required chemicals and instruments are proposed by lab in charge and verified by HoD and forwarded to admin for procurement process. The Procurement Committee/Admin timely purchases quality materials and chemicals from certified suppliers through transparent tender procedures.</p> <p>Each department maintains a logbook for laboratory use and consumption records. Damaged or expired chemicals are safely disposed of as per the SOP guidelines. Moreover, new advanced instruments such as spectrophotometers, tensiometers, oscilloscopes, microscopes, digital balances, and many more instruments worth NPR 13704481.80 has already been purchased through the tender process under the support of matching funds from UGC Nepal which uplifts the laboratory capacity to an integrated research laboratory. Instruments and essential chemicals have already been purchased. The improvement is supporting in enhanced learning experiences and better outcomes in practical examinations.</p>	Annexes: For further details Please see annex-25, page no from 829-842. procurement of modern laboratory equipments.

Recommendation 26

Recommendation	Response	Annexes
<p>Explore opportunities to establish an incubation center or entrepreneurial lab within the campus to promote innovation, entrepreneurship, and skill development among students.</p>	<p>Damak Multiple Campus has formed a 'Student Incubation Center' for nurturing entrepreneurship and creativity culture among students. The center offers a small workspace, internet access, for developing innovative projects and start-up ideas; and is functional committee. IQAC provides their duty and TOR to the committee and they regulate activities. Entrepreneurship Support Unit (ESP Unit) supports this committee; however the activities are not fully functional because of the weak management of time of students.</p> <p>The ESP had organized ESP training of 45 Teaching hours on business planning, proposal writing, prototype development, and market linkages in 2081. Four best proposals were selected and submitted to UGC Nepal. Two students of campus were selected in second round competition in UGC. The notice was given to the students regarding the second cohort of entrepreneurship training. Due to the low number of students, a renotece was published. Operational guideline, SOP, and application form of incubation center have already been prepared. The small incubation center committee has been formed and It is functional now. Their duty and TOR are issued. Currently (In 2083) 17 students are participating in non-credit course training in digital marketing, web development, and online business in partnership with LERNIO of LERNABLE Nepal, with financial support from World Link under their Corporate Social Response plan. Those students are selected through fair competition.</p>	<p><u>Annexes: For further details Please see annex-26,page no from 843-876, incubation center, SOP, guidelines, ESP Report.</u></p>

Recommendation 27

Recommendation	Response	Annexes
Organize online video conferencing with national and international scholars regularly.	To promote international exposure and academic enrichment, Damak Multiple Campus has institutionalized an International Guest Lecture policy. It has already initiated the well-known Professors of different disciplines physically and online. The list of Professors taking different classes are as follows:	Annexes: For further details Please see annex-27,page no from 877-905, Guest lecture policy, Decision and classes taken by guest lecture.

Damak multiple campus

Visiting professors/guest lecturer-2082-083

SN	Name of professors	Designation	Institution	Class Date
1	शिवकुमार गौतम	उपप्राध्यापक	महेन्द्ररत्न क्याम्पस, ताचल काण्माडौं	2082-03-15
2	डा. मीनप्रसाद अधिकारी	उपप्राध्यापक	धनकुटा बहुमुखी क्याम्पस, धनकुटा	2083-01-11
3	Dr.Chandradip Kumar Yadav	Asst. Professor	Amrit Science Campus, Tribhuvan University.	2082-09-21.
4	Dr. Bishnu Rayamajhi	Senior Scientist	Merck & Co Inc. (America)	2082-12-05.
5	प्रा डा.वासुदेवकाफ्ले	प्राध्यापक	त्रिभुवन विश्वविद्यालय	२०८२/०८/२९
6	Dr Balaram poudel	Professor	TU	2083
7	Dr Uttam Prasad Bhattari	Assoc. professor	TU	2083
8	Pro. Dr Hemraj Kafle	Professor	KU	2082
9	Prof. Dr. Dilli Raj Sharma	Professor	TU(Dean)	2082/08/19
10	Mr. Gyan Mani Adhikari	Assoc. professor	TU	2082/11/15
11	Mrs Sadkshya Bhattarai	Ph.d scholar	Aarus university , denmark	2082/08/26
12	Asst. Prof. Dr. Jiban Mani Poudel, CDA, TU	Asst. Prof	TU	2082/09/09

Recommendation 28

Recommendation	Response	Annexes
<p>Take measures to enhance e-learning platforms by introducing interactive tools like LMS for content delivery, assignment tracking, and real-time assessments. Create digital repositories of lecture materials, recorded sessions, and online resources to facilitate self-paced learning</p>	<p>In this era of digital transformation, Damak Multiple Campus has recognized the growing significance of technology to upgrade teaching-learning procedure. The COVID-19 pandemic served as a major catalyst that encouraged the campus to integrate e-learning into mainstream academic practice. This circumstance started to create online platform and use e-resources to access flexible, interactive, and resource-rich learning environments beyond the boundaries of traditional classrooms. Consequently, the campus adopted a comprehensive strategy to implement a Learning Management System (LMS) that promotes blended and digital education.</p> <p>Through its e-learning initiative, DMC has initiated a culture to share digital resources, upload lecture notes, conduct virtual classes, assess students' performance, and facilitate communication among faculties. Sixty percent faculties are using e-learning resources. Digital tool handling literacy has also been carried out by Mr. Abhinash Kumar Jha in the campus, and the faculties took part in this workshop. Besides, this Digital literacy program was also conducted in 2081 BS; faculties have been oriented and trained to use digital tools effectively such as Google Classroom, Moodle, and Zoom in FDT training.</p>	<p>Annexes: For further details Please see annex-28, page no from 906-913, photo of online class, online video.</p> <p>-</p>

Research, consultancy and Extension

Recommendation 29

Recommendation	Response	Annexes
<p>Introduce a structured mentorship program where faculty guide students on academic, professional, and personal development goals</p>	<p>The departments establish their own structure for the mentorship program. The students get appropriate suggestions related to their future career. The departments counsel students through different faculty for academic, professional and personal development and goals. The departments carry on logbook while counseling programs.</p>	<p>Annexes: 29 For further details Please also see annex-61,</p>

Recommendation 30

Recommendation	Response	Annexes
Make sure that the classes are run with teachers' regularity and punctuality. Make a provision of ensuring this.	The regularity and punctuality among teaching staff is essential to maintain academic identity, accountability, and the overall credibility of the institution. Biometric system is installed for attendance to ensure the classes run punctually and regularly. Academic Calendar is mandatory to follow. The Assistance Campus Chiefs collect student oral feedback. This provision regularizes the maintenance of logbook, technological attendance and self – appraisal responses mainly from the students.	Annexes: 30 (For further details Please ALS SEE The Biometric attendance. -

Recommendation 31

Recommendation	Response	Annexes
Invite PhD holders University retirees to support teaching-learning activities.	Damak Multiple Campus deeply acknowledges the intellectual wealth and academic wisdom possessed by retired university professors, particularly those with doctoral degrees. The campus has assimilated the policy of inviting PhD holders to assist researching, technical writing, and teaching learning activities.	Annexes: : For further details Please see annex-31,page no from 914-920, student counseling session.

Recommendation 32.

Recommendation	Response	Annexes
Make mandatory provisions to upgrading qualifications of teachers within a certain period as decided by the CMC. Add this strength to teacher-promotion criteria.	<p>Damak Multiple Campus has institutionalized a mandatory provision that encourages the faculty members to pursue higher academic degrees. Generally young faculties are encouraged to obtain at least an M.Phil. ; and PhD as far as possible. But they can avail this opportunity only after their permanent status in their designation. Senior faculties, who are deprived of upgrading their PhD degree, must obtain at least faculty training of higher credit hours as soon as possible.</p> <p>The campus facilitates these academic pursuits through provisions such as study leave, flexible class schedules, and partial (50% salary) funding support.Total twenty one M.Phil. and PhD scholars have benefitted from this provision. Among them, four faculties are PhD graduated, ten PhD scholars, seven M.Phill scholars and three M.Phil. Graduated.</p>	Annexes: : For further details Please see annex-32,page no from-921-951, M.phill, PhD provision, study leave to faculty. -

SN	Name of Faculty	Level
1	Netra bahadur Budhathoki	PhD
2	Paras mani acharya	Mphil, PhD scholar
3	Mukesh rai	M.Phil. scholar
4	Ram Chandra Adhikari	M.Phil. scholar
5	Jayaraj Bhattarai	M.Phil. scholar
6	Sudip Thapa	M.Phil. scholar
7	Byanjana Sharma	PhD
8	Bhumi Prasad Dahal	PhD scholar
9	Bhupal Prasad Khatiwada	M.Phil. scholar
10	Radhika Ojha	Mphil, PhD scholar
11	Jeevan Gurung	PhD
12	Pramila Prasai	PhD scholar
13	Dillirampokhrel	PhD scholar
14	NabinBasnet	PhD scholar
15	Rajendra Dhakal	PhD scholar
16	Arun Kumar Shrestha	PhD
17	Bishnu Prasad Neupane	PhD scholar
18	Yam bahadur Budhathoki	PhD scholar
19	Dhak bahadur Thapa	M.Phil.
20	Deepak Gautam	M.Phil. scholar
21	SantiamSubedi	PhD scholar

Recommendation33.

Recommendation	Response	Annexes
Institutionalize regular training opportunities focused on research methodology, pedagogy, and related professional development for faculty	DMC focuses on training opportunities on research methodology, pedagogy and professional development for the faculty. Total 15 faculties have already received 'Six – Day Faculty Professional Development Training' of four credit hours which can assist research, pedagogy and professional development. One faculty from IOST Nepal, four From UGC Nepal has got TOT and four MTOT training. Ten Faculties have got TOT training in campus along with different faculties of Mechi and Koshi zone. Two FDT programs have already been conducted. Departments, too, conduct seminars focusing on the research, innovation and pedagogy.	Annexes: : For further details Please see annex-33,page no from 952, TOT proof

List of TOT from Damak Multiple Campus

SN	Name of Faculty	Type of Training	Remarks
1	Mr. Netra Bahadur Budathoki	MTOT	Completed
2	Mr. Suman Kumar Nepal	MTOT	Completed
3	Mr. Dilli Prasad Bhattarai	TOT	Completed
4	Mr. Basudev kafle	MTOT	Completed
5	Mr. Ratna Bahadur Thapa	MTOT	Completed
6	MRs. Esha Rai	TOT	Completed
7	Mr. Bhawa Krishna khatiwada	TOT	Completed
8	Mr. Arun kumar Shrestha	TOT	Completed
9	Mr. Tilchandra Adhikari	TOT	Completed
10	Mr. Prabin karki	TOT	Completed
11	MrsBinita Bhaatarai	TOT	Completed
12	Mrs kalpana khatiwada	TOT	Completed
13	Mr LilaramNiroula	TOT	Completed
14	Mr. SewakSubedi	TOT	Completed
15	Mr. Devraj sapkota	TOT	Completed

Recommendation 34

Recommendation	Response	Annexes
Make RMC fully functional with a comprehensive policy and action plan; ensure optimal utilization of the allocated research budget to promote a research culture.	<p>DMC has restructured RMC with clear guidelines, The RMC Unit is under the leadership of senior faculty Mr. Bhumi Prasad Dahal. Action plans are prepared and implemented. Five percent of total budget has been allocated in research annually;but its expense is quite below the allocation.</p> <p>RMC has been working for the promotion of innovations and research activities. The faculties are invited to participate in the research work. Currently 13 mini research are undergoing, 18 Mini researches completed in previous session. The research articles of the faculties are also published in the <i>Damak Campus Journal</i>, a peer-reviewed journal and receive remuneration for their articles. The faculties publish their articles in Scopus Journal. The article of Mr. Dilliram pokhrel is published in Q1 Journal. Mr Dhananjaya Baskota in process in Q1 Journal.</p>	<p>Annexes: : For further details Please see annex-34,page no from-953-982, 5% budget allocation in research, grants received from outside in research, RMC Report.</p>

S.N.	Name of the Authors	Topic	Journal	Remarks
01	Deb Barman, S., Pokhrel, D., & Chatterjee, A	Anticorrosive Efficiency Study of Barringtoniaacutangula Leaves Extract on Iron Metal in HCl Medium.	Science and Technology Journal, 10(2), 2321–3388. https://doi.org/10.22232/stj.2022.11.01.01	
02	D.R. Pokhrel, M.K. Sah, B. Gautam, H.K. Basak, A. Bhattarai, A. Chatterjee	A recent overview of surfactant-drug interactions and their importance.	RSC Adv. 13 (2023) 17685-17704. https://doi.org/10.1039/D3RA02883F	Q2
03	Pokhrel DR, Dey S, Podder S, Salazar-Arriaga AB, Dominguez H, Bhattarai A.	Molecular interactions of sodium dodecyl sulphate with isoniazid at various temperatures: experimental and molecular dynamics simulation approach.	Royal Society Open Science (doi:10.6084/m9.figshare.c.8416771).	Q1
04	Pokhrel DR, Dey S, Podder S, Salazar-Arriaga AB, Dominguez H, Bhattarai A.	Thermodynamics and Solution Properties of CTAB in Aqueous Media, and Its Interaction With Isoniazid: An Experimental Approach With Some Molecular Simulations.	Journal of Surfactants and Detergents. https://doi.org/10.1002/jsde.70027	Q3
05	Ratna Bahadur Thapa, Shankar Datt Ojha, Sujan Dhungana, Laxmi Tiwari, Devendra Khadka, Milan Babu Poudel, Megh Raj Pokhrel, Janaki Baral, Bhoj Raj Poudel	Eco-friendly synthesis of silver nanoparticles using Withania somnifera root extract: characterization, phytochemical profiling, and evaluation of antimicrobial Activity.	Vol. 22 No. 3 (2025) BIBECHANA	** (double star)
06	Shubha Sharma ¹ , Ratna Bahadur Thapa ¹ , Bhoj Raj Poudel ^{1*} , Sabina Shrestha	Quality Alterations in Fresh and Reheated Edible Oils: A Comparative Assessment Across Bagmati Province, Nepal.	Damak Campus Journal 2025, 14 (1): 71-77 ISSN : 2565-4772 (Print) DOI: https://doi.org/10.3126/dcj.v14i1.89242	
07	Rajendra Dhakal, Nabin Basnet	Surface and Bulk Properties of a Nonionic Surfactant in Ternary Water-Alcohol-Salt Systems.	Wiley, Journal of Chemistry, Volume 2025, Article ID 9955305, https://doi.org/10.1155/joch/9955305	

Recommendation 35

Recommendation	Response	Annexes
Redesign the research funding schemes, increase the research amount and positively discriminate the research funding based on the significance, output, intensity and project plan as reflected in proposal	The 5 % of total annual budget is allocated for research activities, the mini research, journal articles, and research programs, remunerations for the reviewers, editors, experts and overall office overheads. The funds for research are accelerating through collaboration MoU with local government and social institution.	Annexes: 35 For further details Please also see annex-34, page no from-

Recommendation 36

Recommendation	Response	Annexes
Motivate faculty members to publish research articles in Scopus listed index journals link their research contributions to performance appraisal systems.	<p>Damak Multiple Campus has adopted a mandatory provision requiring each faculty member to publish at least one research article every two year in a peer-reviewed journal. Each faculty member is obliged to publish at least one research article in a starred rated journal/Scimago/Scopus journal within 5 years.</p> <p>The DMC inspires faculties for the research work directly and indirectly. The faculty researchers get remuneration for their mini research, for their journal articles and for their publication in Quartile Journals .Each faculty get remuneration of Rs 7000/- per article in peer - reviewed journal. DMC has its own peer-reviewed journal, <i>Damak Campus Journal</i>, with 14th series volumes publication, and it gives platform for the researchers.</p> <p>The faculty researchers are using campus science labs and libraries for their personal research works while working to acquire upper qualification. Besides, the faculty researchers get financial subsidy for the publication of their articles in Quartile Journals.</p> <p>Recently Mr. Dilliram Pokhrel has published his PhD article in Q1 Journal, <i>Royal society open science</i>, with DOI: 10.1098/rsos.250655. Mr. Rajendra Dhakal has published his research article in Q2 journal. Mr. Jeevan Kumar Gurung has published his article in <i>Journal of Asia Pacific Biodiversity</i>. Mr. Dhananjaya Baskota's article for Q1 journal, <i>Comparative Literature: East and West</i>, is in the process of publication. Previously, Mr. Arun Kumar Shrestha, Mr. Nabin Basnet published articles in high ranked journals.</p>	<p>Annexes: For further details Please see annex-36, page no from 983-992, Remuneration provided for publication.</p> <p>=</p>

Recommendation 37

Recommendation	Response	Annexes
<p>Formalize research consultancy services and pursue Memorandums of Understanding (MoUs) with relevant local, regional, and national organizations to sustain and expand consultancy opportunities. Utilize optimally the faculties' working time in the campus.</p>	<p>Research work is always innovative to bring new explorations. Which require collaborative efforts.. So, DMC has established inter-institutional relations with other institutions. Such relations are in the initial phase. DMC has been working in collaboration with Damak Municipality.</p> <p>The faculties have provided consultancy service in the area like education, environmental and social safeguard .Mr.YagyaRaj Giri was appointed as the Senator, Tribhuvan University, and the member of the Education Committee at damak municipality. Mrs. Eha Rai is the consultant of Environmental and social safeguard unit Damak Municipality. Mrs Pramila prasai is the consultant advanced environmental safeguard training, held in pokhara. Strong consultancy and revenue generation policy is in revision.</p>	<p>Annexes: For further details Please see annex-37, page no from993-995, consultancy by faculty a sample copy.</p>

Recommendation 38

Recommendation	Response	Annexes
<p>Utilize RMC to initiate proactive and result-oriented collaboration with municipalities, industries, and relevant organizations to explore consultancy opportunities in areas like cybersecurity, digital platforms, and community-based linkages.</p>	<p>RMC has initiated collaboration with Damak Municipality, Area Police Office, Damak, Nepal Chamber of Commerce, Damak, bank, cooperatives and other financial institutions to explore consultancy opportunities and internship opportunities for students. The collaboration is on the current issues as cybersecurity, financial issues and community-based issues. The burning issues are emerging in the present complex society, and they need to be addressed through research activities.</p>	<p>Annexes: For further details Please see annex-38,page no from-996-1004, MOU with organizations.</p>

Recommendation 39

Recommendation	Response	Annexes
Operationalize existing MOUs with national and international institutions to promote joint research, faculty and student exchanges, and shared use of academic resources	DMC has focused the research linkage to the national and international campus and universities. The faculties are using research lab of other institution for personal/ joint research without MOU. MOU is to be done with national and international institutions.	Annexes: For further details Please see annex-39, page no from-MOU with Janamaitri campus : -

Recommendation 40

Recommendation 40	Response	Annexes
Make sure that the campus meets the basic requirements (national/international conferences / seminar) set by EQAAC targeting The HEIs proceeding for Third Cycle of Accreditation .	Damak Multiple Campus has given a high priority to seminars and conferences. They are the essential part of teaching-learning activities both for students and the teachers. The campus meets the basic requirements for national and international conference / seminar set by EQAAC. It has a well-facilitated hall for conducting such seminars / conferences. A six-day training (4 credit hours) was conducted on Faculty Development Training (1 st and 2 nd) and the report has been submitted to UGC Nepal. The campus is planning to conduct the third cohort program in near future and the proposal for the program has been submitted to UGC, Nepal. The faculty members of Damak Multiple Campus also participated actively in a two-day seminar on Masters of Training of Trainers (MToT) in Chitwan and a six-day Training of Trainers (ToT) in Kavre. The participation was made possible with the support of UGC, Nepal. Damak multiple campuses have also proposed to organize an international seminar and its proposal has been prepared. It has been the topic of ongoing discussions among the scholars / teachers and the tentative final concept note has been prepared and sent to the experts for the final review.	Annexes: For further details Please see annex-40, page no from-1008-1029, Proposed proposal of international conferences.

Recommendation 41.

Recommendation	Response	Annexes
<p>Transform the library into a vibrant learning center by expanding its space, upgrading its facilities, and enriching its academic resources</p>	<p>Damak Multiple Campus has prepared a master plan to build a new three-storied library building and transform it into a vibrant learning center in the eastern part of Nepal. The campus has allocated a budget of Rs.3,00,00,000/- (three crore) with the support of the Provincial Government (Koshi Province). The foundation stone of the library building was laid by the Chief Minister of Koshi Province, Hikamat Karki, on Baisakh 21, 2083. The building contains well-facilitated rooms for the students with computers and the Internet, a separate study room for its faculty members and the outside visitors. It will be a two-and-a-half-story (2.5 story) building with different sections including E-library chambers, and a meditation hall. With this initiative, the library will be transformed in to a central hub for academic innovation, truly a learning resource center rather than a book storage unit.</p>	<p>Annexes: For further details Please see annex-41, page no from-1030-1043, Proposal of library building.</p>

Recommendation 42

Recommendation	Response	Annexes
<p>Pay high attention towards maintaining cleaning of toilets, classrooms, laboratories, and office spaces. Assign dedicated staff members with clear roles for each area and ensure availability of cleaning supplies. Display the cleaning schedule in each area and maintain a logbook to track completion and follow-up actions</p>	<p>The campus has appointed three washroom attendants on monthly basis remuneration. They clean the classrooms, labs, washrooms, offices, and campus premises. A planned schedule has been given to them and they follow the schedule. Besides this, two helpers are also hired on a contract basis for a certain period for maintaining and cleaning of toilets, classrooms, laboratories, and offices. The store keeper makes availability of cleaning supplies.</p> <p>The campus administration, in coordination with health and sanitation unit and students' unions, has undertaken several initiatives to maintain a hygienic and eco-friendly atmosphere on the premises.</p> <p>An Eco Club has been formed in the campus. Which helps to manage waste management mechanism, plantation activities, and placing the dustbins in appropriate places. There is a permanent gardener to look after the gardens around the campus Who mows the lawn once a month.</p>	<p>Annexes: : For further details Please see annex-42, page no from-1044-1049, contract paper with cleaner and daily Cleaning schedule.</p>

Recommendation 43

Recommendation	Response	Annexes
<p>Provide adequate dustbins , soap dispensers and hand sanitizers in classroom, office , toilets and common areas . organize regular health awareness programs and campaigns for students and staff promoting hygiene and cleanliness. Prepare a checklist based monitoring mechanism and supervise the service at least once a week</p>	<p>The campus has sixteen dustbins placed at different locations on campus as per the requirement. It has also a sanitary napkin vending machine too and three hand sanitizers in offices. Soaps are made available at the basins of toilets, and common areas. The campus organizes regular health awareness programs and campaigns. An e-nexus club has been formed under the Environmental and Social Safeguard Unit. Which organizes clean-up events, and awareness programs related to environmental issues. There is The monitoring and supervising mechanism of such services is in the place.</p>	<p>Annexes: For further details Please see annex-43, page no from-1050-1081, Dustbin distribution, plantation, env and social progress report.</p>

Recommendation 44

Recommendation	Response	Annexes
<p>Conduct a detailed audit of all infrastructure and furniture to indentify damaged or wornout items. Prioritized repairs and replacements based on urgency and utility . prepare a timeline and budget for repainting the campus building to ensure aesthetic upkeep and protection of structures.</p>	<p>Damak Multiple Campus has established a construction committee that systematically identifies, prioritizes, and addresses infrastructural needs across departments and facilities. The Campus Chief himself is a member secretary of the campus. Besides this, the Campus Chief and administration head also monitor and collect all the details related to conditions of classrooms, laboratories, furniture, ICT equipment, and utilities. Regular inspections are made, and repair works are initiated promptly to prevent further deterioration. Outdated and damaged items such as benches, desks, fans, and multimedia devices are repaired and replaced. Damaged and useless things / items are sold or stored separately. The campus has also allocated the sum of NPR 14, 49,804. 00 for this maintenance section. It includes all the maintenance expenses like Furniture, electronics, electricity, water supply digital instruments etc.</p>	<p>Annexes: For further details Please see annex-44, page no from-1082-1101, Annual maintenance plan .</p>

Recommendation 45

Recommendation	Response	Annexes
Approach the municipality office with a formal proposal to seek opportunity to establish an 'Open Gym and Fitness Zone' within the campus or nearby public space.	Damak Campus has established an 'Open Gym and Fitness Zone' in a peaceful and greenery area of the mini botanical garden. The campus has purchased the eight fitness items for NPR 392206.50.	Annexes: For further details Please see annex-45,page no from-1102-1108,GYM fitness decision and procurement. -

Recommendation 46

Recommendation	Response	Annexes
Introduce green zones, flower gardens, and landscaping elements. Encourage student clubs to adopt and maintain parts of the campus environment. Use wall spaces for educational murals, inspirational quotes, and creative artwork to improve ambiance and student engagement	Green zones and flower gardens have been maintained around the campus which enhance its beauty and make the campus environment fresh and green mini botanical garden .The teaching staff and the students are involved in maintaining the environment of the campus. The educational murals and inspirational quotes written on the flex boards have been placed beside the sidewalk, on beams of the buildings and creative art works have been pasted on the walls of the buildings.	Annexes: For further details Please see annex-46,page no from-1109-1121, appointment of Gardner , green zone areas and mini botanical garden.

Recommendation 47

Recommendation	Response	Annexes
Conduct periodic fire and safety drills and ensure clear display of emergency exit routes	The fire extinguishers have been installed at all the sensitive locations of the buildings- the library, the administration building, the main buildings as well as science and computer labs. Emergency exit routes have been displayed at the front of the five-storied buildings. The campus has well-trained operators of the fire extinguishers and they conduct periodic fire and safety drills.	Annexes: :For further details Please see annex-47,page no from-1122, Fire extinguisher installation.

Recommendation 48

Recommendation	Response	Annexes
<p>Promote Eco friendly waste disposal by installing color-coded bins for biodegradable, non biodegradable and recyclable waste . implement paper reduction policies and digitize official communications forms and internal processes. Initiate a green audit annually and integrate it into student-led sustainability clubs or coursework.</p>	<p>The campus promotes eco-friendly waste disposal system by installing color-coded bins (green and red colored) for biodegradable and non-degradable waste materials separately. Thirty dustbins are placed for collecting waste products. These waste materials are managed by paying monthly charge to the Municipal Waste Management team. The campus has implemented paper-reduction policies and digital communication system. Now the students can fill-up forms through online system and can pay fees and other charges through QR system. A student-led eco-club that monitors activities related to the campus environment and conducts programs for maintaining and promoting greenery.</p>	<p>Annexes: For further details Please see annex-48, page no from-1123-1125, QR system in Account section for bill payment.</p>

Recommendation 49

Recommendation	Response	Annexes
<p>Ensure availability of safe, filtered drinking water at convenient locations across the campus. Regularly clean and service water filters, coolers, and tanks</p>	<p>There are three RO filters for providing pure and potable drinking water on campus. Regular maintenance and water quality testing are conducted at intervals to ensure safety Water with safety measures. The campus has also installed stainless-steel water dispensers and hand wash facilities for the cafeteria and the library. Repairing and cleaning activities take place time to time.</p>	<p>Annexes: For further details Please see annex-49, page no from-1126-1137, purified drinking water installation.</p>

Recommendation 50

Recommendation	Response	Annexes
Develop inclusive infrastructure, such as ramps, elevators, and assistive technologies, to support students with disabilities	The campus has developed and designed its infrastructure to be inclusive of all students. The newly built buildings have ramps, sliding steps, elevators, and assistive technologies such as microphone speakers to support the physically challenged students.	Annexes: For further details Please see annex-50, page no from-1138-1140, Photo of disable friendly ramp.

Recommendation 51

Recommendation	Response	Annexes
Conduct tracer studies and institutionalize the process for continual improvement	The campus conducts tracer studies of its graduates annually after the publication of the final results. Such studies encompass overall information about the students, such as male-female ratio, number of admitted students, dropout number, total graduates/pass percentage, grades, present status, job placement, their communities (Dalits/ backward/ marginalized / Madhesi), their academic progress, and career development. The Tracer Study Cell carries out the studies and institutionalizes this process for continual improvement of the institution.	Annexes: For further details Please see annex-51, page no from-1141-1211, Tracer study Report.

Recommendation 52

Recommendation	Response	Annexes
Activate SQC by developing a clear annual work plan and ensuring the timely completion of key planned activities.	The campus has formed Student Quality Circle (SQC) comprising three members of the Students' Union under the coordination of FSU chairman. The secretary and the treasurer are members of this circle. They perform activities related to student's empowerment. They help at the time of admission in the campus and organize free health camps, sanitation activities, grievance collection and resolution activities.	Annexes: For further details Please see annex-52, page no from-1212-1216, SQC Report -

Recommendation 53

Recommendation	Response	Annexes
<p>Strengthen the placement service of the campus to capacitate it in a position to perform at its full potential by diversifying the programs and activities and also by ensuring regularity of programs such as workshops, training sessions, and mock interviews. Receive relevant data in this regard, analyze it to create a meaning and link such meanings into decision making process</p>	<p>The Campus has a Job Placement Cell. The cell conducts soft skills workshops, maintains relationships with industrial networking and the potential employers- the cooperative banks, private schools, and job centers. The cell provides career counseling to the students, and initiates internships for the students in government and private sectors.</p>	<p>Annexes:For further details Please see annex-53,page no from-1217-1225, Job placement report.</p>

Recommendation 54

Recommendation	Response	Annexes
<p>Establish a formal system of academic and psycho-social counseling to support students' academic success and emotional well-being.</p>	<p>The Student Welfare Unit has been formed in the campus to support the students in academic activities and it provides psycho-social counseling to them. The Unit has helped the students in their academic success and emotional well-being. The unit conducts counseling programs by inviting psychologists and academicians. The Student welfare unit also provides orientation about proper use of changing rooms, and the vending machine.</p>	<p>Annexes: For further details Please see annex-54,page no from-1226-1284, SWC report.</p> <p>-</p>

Recommendation 55

Recommendation	Response	Annexes
<p>Conduct periodic student satisfaction surveys based on standardized indicators to gather feedback and inform continuous improvement efforts.</p>	<p>The campus conducts surveys of students' satisfaction regarding academic activities, learning environment, the library, and other facilities and services provided to them. Their feedbacks are collected and the issues raised by the students are discussed and decisions are made for making further improvements. The survey is conducted annually.</p>	<p>Annexes: : For further details Please see annex-5,page no from</p>

Recommendation 56

Recommendation	Response	Annexes
<p>Develop and implement targeted schemes that promote entrepreneurship and innovation among students, equipping them with skills for future success</p>	<p>An Entrepreneurship Unit (ESP) has been set up in the campus. The unit offers various activities related to it. Currently an incubation center has also set up. The incubation chamber committee has been formed comprising seven members. The purpose of this unit is to promote the culture of entrepreneurship among the students. It provides technical supports, trainings, skills development, and establishes linkage with markets. It helps generate new business ideas and develop innovations in the field of science and businesses in students. Its operational guideline, SOP, and application form have already been prepared. The small incubation center committee has been formed and is now functional.</p> <p>In 2081, ESP conducted a training of forty-five (45) hours and four business proposals were submitted to UGC Nepal for further competition, though they missed the opportunity to be chosen as finalists. For 2nd cohort renotice was issued and training has been initiated from 2082/02/16 with technical support with Lernio of learnable Nepal.</p>	<p>Annexes: : For further details Please see annex-56,page no from1286-1304, Guidelines, sop of ESP</p>

Recommendation 57

Recommendation	Response	Annexes
<p>Provide additional bus services for the students.</p>	<p>The campus is offering transportation facilities to accommodate the demand of the students commuting from remote areas, neighboring municipalities and village municipalities. The campus has managed regular bus service on a contract basis. There are ten (10) buses providing services to the students of both shifts (Five buses in the morning shift and Five buses in the day shift).The campus has its own bus also. These buses have pre-specified routes for different destinations.</p> <p>The bus service has promoted inclusiveness and punctuality of their attendance. The girl students feel safe and secured and the students, residing in remote rural areas and facing financial problem, are benefiting from regular bus services.</p> <p>The campus administration oversees routes, schedules, maintenance, fuel management, and contract policy. The service is operated on a cost-sharing basis, making it financially sustainable while maintaining affordability for students.</p>	<p>Annexes: For further details Please see annex-57, page no from-1305-1331, BUS Agreement.</p>

Recommendation 58

Recommendation	Response	Annexes
Make a provision of hostel-facilities within the next fiscal year	<p>The campus is providing a hostel facility for the girl students who are from remote area and hilly regions. The hostel is operated in a rented building next to the campus. A notice has been called for applications from the students who are interested to stay in the hostel based on certain provisions and conditions. Besides this, a proposal for the hostel building with DPR of Rs. 3,00,00,000/- (three crore) was submitted to the Federal government.</p>	<p>Annexes: For further details Please see annex-58, page no from-1332-1362, Hostel contract, conduction guideline.</p>

Recommendation 59

Recommendation	Response	Annexes
Bring the health unit of the campus in full operation with added resources (eg. first aid kits, emergency medical supplies) and also with and with full-time para professional	<p>The health and sanitation unit of the campus is in full operation with essential resources; such as first aid kits and emergency medical supplies. A full-time nurse has been appointed on a monthly Salary basis. Mrs Gita Niroula Dahal as a registered Nurse has been appointed in the campus from 2083/10/01.</p>	<p>Annexes: For further details Please see annex-59, page no from-1363-1364, Appointment of Nurse.</p>

Recommendation 60

Recommendation	Response	Annexes
Provide hygienic change rooms for both boys and girls with open access to faculties and non-teaching staffs. Provide free access to sanitary-pad vending machine.	<p>The campus has managed separate hygienic changing rooms for boys and girls. These changing rooms have essential items / facilities such as sanitary napkins, a napkin-vending machine, mirrors, combs, towels, soaps, water supplies, and sanitizers.</p>	<p>Annexes: For further details Please see annex-60, page no from-Quotation of vending machine.</p>

Recommendation 61.

Recommendation	Response	Annexes
Provide regular career counselling to students.	All the departments of Damak Multiple Campus provide career counseling to the students regarding job opportunities, future career developments in various fields, and job placement and service providers. They conduct student orientations to familiarize the newly admitted students with their academic expectations, the environment of the campus, support services and facilities ensuring their successful academic career.	Annexes:For further details Please see annex-61,page no from-1369-1370, counseling of students.

Information system**Recommendation 62.**

Recommendation	Response	Annexes
Advance the EMIS by making it the central platform for data maintenance and management across the institution. Ensure integration with key departments such as the library, examination, accounts, and administration. Initiate the inclusion of a Learning Management System (LMS).	DMC has developed its EMIS system by making it the central platform for data maintenance across the Campus. It has promoted the culture of sharing digital resources, upload lecture notes, conduct virtual classes, assess students' performance, and facilitate communication among the faculties.50% faculties are already in practice and are initiating and extending this culture in the Campus. They are trained and oriented to use digital tools such as Google Classroom, Moodle, and Zoom effectively for academic purposes. Other faculties are going to be receiving this training on the coming FDT program. The campus has a policy to make training mandatory to all faculties. It will also be fully operational after receiving the UGC guideline. The EMIS is fully functional and the LMS system is going to be installed for blended and digital transformation	Annexes: : For further details Please see annex-3,page no from-

Recommendation 63

Recommendation	Response	Annexes
<p>Design and publish a comprehensive campus prospectus that includes detailed information on admission procedures, program completion requirements, expected learning outcomes, fee structures and refund policies, as well as financial aid and student support services. Upload the prospectus to the campus website.</p>	<p>DMC publishes a comprehensive brochure to reflect overall dimensions of the campus. The brochure provides detailed information including admission procedures, student support services, and refund policies. It includes a brief introduction of the institution, its vision, mission, goal, objectives, provisions, fee structures, uniforms, and the topper students' voices. It describes campus's physical features, facilities and subject choices. The prospectus is uploaded in the campus website.</p>	<p>Annexes: For further details Please see annex-63,page no from-1371-1374, calendar brochure.</p>

Recommendation 64

Recommendation	Response	Annexes
<p>Expand the capacity of the current EMIS to enable real-time data entry and regular updates related to academic and administrative functions. Ensure the continued and improved periodic publication of EMIS reports and their dissemination through the campus website</p>	<p>DMC has been upgrading the EMIS capacity to Web-based portal expanding its requirements with time. It consists of students' attendance, internal grades, enrollment trends, and performance metrics. The campus uses software from Shikshya Software. It helps to generate HEMIS report authentically.</p> <p>Training sessions have been conducted for administrative and departmental staff to ensure the correct entry and utilization of data. The EMIS team collaborates on analyzing the information for strategic planning, quality improvement, and performance reviews.</p>	<p>Annexes : For further details Please see annex-3,page no from-</p>

Recommendation 65

Recommendation	Response	Annexes
Transition towards a fully web-enabled system, including the development of a mobile app for accessing DMC (Digital Management and Communication), and integrate a functional Learning Management System (LMS).	DMC has shifted its priority towards a fully web-enabled system to transform itself into a digital campus. The EMIS system has already been developed. Currently, the software is being upgraded. In this upgraded system, LMS and mobile app are under the process of integration. This system enables to connect students, parents, student tracking system, monitoring system, exam schedules, notice , fee balance etc.	Annexes: : For further details Please see annex-3,page no from-

Recommendation 66

Recommendation	Response	Annexes
Display a campus index map in the entry area of the campus as well as in the website.	DMC infrastructure Layout map with indication of each building, division has prepared and installed.	<u>Annexes: For further details Please see annex-66,page no from-1375-1385, Campus photo.</u>

Recommendation 67

Recommendation 67	Response	Annexes
Start publishing IQAC annual report that includes yearly progress updates of each mechanisms of the campus, accounting the events, achievements, developments, and other key institutional activities.	The campus has built up a system for monitoring and evaluating overall activities under IQAC. It is the command center that observes and manages academic endeavors to achieve academic excellence. It publishes the annual reports about the IQAC meeting summary, decisions, events, achievements, developments, and other activities of the campus.	Annexes: : For further details Please see annex-9,page no from- -

Recommendation 68

Recommendation	Response	Annexes
Regularly update the campus website and explore opportunities to make it more resourceful, interactive, and user-friendly	The website of DMC has been updated and made resourceful, interactive, and user-friendly. It provides all the information about the campus such as organizational structure and its wings, campus notices and publications, cells and departments, programs and activities. The campus administration updates the "notice" / "updates", data, the event calendar, and news feeds daily. The website of the campus is: https://damakcampus.edu.np	Annexes:For further details Please see annex-68,page no from-1386-1389, Website screenshot :

Recommendation 69

Recommendation	Response	Annexes
Conduct a survey to assess public perception of the campus and use the findings to guide future improvements and outreach strategies	DMC is a community campus that has maintained its close attachment and affinity with different communities and has given high priority to public relations. It has sense of responsibility towards the public. So, the campus conducts survey to access public perception and uses the findings as future guidelines for the campus.	Annexes :For further details Please see annex-69, page no from1390-1398, Question of public perception about damak multiple campus. -

Recommendation 70

Recommendation	Response	Annexes
Revise and update the Self-Study Report (SSR) using the most recent data and information reflecting the campus's current progress and development	The campus has revised and updated the Self-Study Report (SSR). The report has been submitted to UGC with recent data and information reflecting the current progress and development. its latest data upgrading activities have been continuing., It will be submitted very soon	Annexes: For further details Please see annex-70, page no from-1399-1544, SSR Report.

Recommendation 71

Recommendation	Response	Annexes
.Ensure the website serves as a transparent digital repository by uploading all institutional rules, regulations, reports, and other key publications for easy access by stakeholders	DMC Website is a transparent digital repository that contains a brief introduction of the campus, rules, regulations, reports, and publications, programs, QAA documents, IQAC, resources, and FAQ. ('https://damakcampus.edu.np' includes campus introduction, campus assembly, programs and subjects, departments, publication and reports, QAA documents, IQAC, resources and FAQ. It portrays overall dimensions of the campus.	Annexes: For further details Please see annex-71,page no from 1545-1549, checklist submitted in UGC and Website screenshot

Recommendation 72

Recommendation	Response	Annexes
Design and execute special programs to commemorate special national and international events.	DMC has its own a vibrant culture of integrating and commemorating special national and international events. The Campus organizes cultural programs such as Teej festival, special educational programs, and community service projects to mark important national and international events. DMC organized World Environment Day-2082, 2083, and awareness campaigns. These programs foster student leadership and connect the communities with wider civic values.	Annexes:For further details Please see annex-72,page no from-1550-1688. Programs like Ad making competition, case study, financial literacy, E&S report etc.