

दमक बहुमुखी क्याम्पस

दमक, जहापा, नेपाल
स्थापित: २०३८



Damak Multiple Campus

Damak, Jhapa, Nepal

Estd: 1981 A.D.

Affiliated to Tribhuvan University



Ref. No. 561/2080/081

Date: 2081/07/14

To
The Chairman
Quality Assurance and Accreditation Committee, UGC
Sanothimi, Bhaktapur (Nepal)

Subject: About Re-Submission of Updated Self-Study Report and Request of QAA
Assessment and Accreditation

Dear Sir,

We are pleased to resubmit the Self-Study Report (SSR) of Damak Multiple Campus, prepared in alignment with the guidelines set by the University Grants Commission. This revised SSR reflects our ongoing commitment to quality enhancement and institutional growth in adherence to the criteria provided by UGC. Through this document, we aim to provide an updated, comprehensive view of our campus's academic, administrative, and infrastructural advancements.

Our team has diligently addressed the feedback from UGC on our previous submission over the past few months, implementing necessary improvements and ensuring alignment with UGC's standards. We are confident that the revised SSR reflects the genuine strides Damak Multiple Campus has made in fulfilling its academic mission and in advancing the overall quality of education for our students.

We respectfully request your kind review of our resubmitted SSR and look forward to your valuable feedback. We hope the QAA Committee of UGC will soon pay a peer review visit for evaluation and further processing.

Please feel free to reach out to us for any additional information or clarification required during the review process. We look forward to hearing positive responses from you soon.

Thanks

Yagya Raj Giri
Campus Chief
Damak Multiple Campus
Damak, Jhapa

Campus Chief

टेलिफोन नं. ०२३-५८०५२८, ५९०२३२, ५९०६३२,

email: info@damakcampus.edu.np

Damak Multiple Campus

Damak-9, Jhapa



Self-Study Report

2081

Submitted By:
Damak Multiple Campus
Damak-9, Jhapa

Submitted To:
University Grant Commission
Sanothimi, Bhaktapur

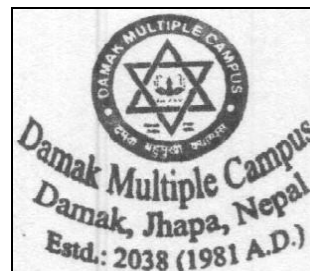
Resubmitted Date: 2081/07/14

info@damakcampus.edu.np & damakcampus@gmail.com

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this report are true to the best of my knowledge. This SSR is prepared by Damak Multiple Campus after internal discussions and no part thereof has been outsourced. I am aware that the peer review team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal.



Campus Seal

A handwritten signature in black ink, appearing to read "Yagya Raj Giri".

.....
Yagya Raj Giri
Campus Chief
Damak Multiple Campus,
Damak, Jhapa
Date 2081/ 07 / 14

OUR VISION

National leadership to ensure quality education, academic excellence and professional development.

OUR MISSION

DMC is committed to prepare highly qualitative, skillful and globally competent professionals with the help of advance technology and research- based educational and academic activities, and with the proper utilizations of its manpower and resources.

SSR PREPARATION TEAM

- | | |
|-------------------------------|----------------|
| 1. Mr. Yagya raj Giri | (Co-ordinator) |
| 2. Ratna Bahadur Thapa | (Focal Person) |
| 3. Dr Netra Bahadur Budathoki | (Member) |
| 4. Shravan Kumar Chaudhary | (Member) |
| 5. Suman Kumar Nepal | (Member) |
| 6. Padam Prasad Ghimire | (Member) |
| 7. Nabin Dhungana | (Member) |

ACKNOWLEDGEMENTS

We express our cordial gratitude to University Grants Commission (UGC), Nepal for selecting DMC for Nurturing Excellence in Higher Education Program (NEHEP) and providing an opportunity to participate in the third cycle of QAA. The campus is grateful to the Commission for providing insightful suggestions and guidelines in preparation of the Self Study Report (SSR).

We are deeply thankful to Tribhuvan University (TU) for careful assistance, guidance, and motivation to conduct the academic programs in addition to its regular supervision. We are thankful to the university for allowing us to conduct new programs and additional of sections.

We would like to express gratitude to the Campus Management Committee (CMC) for developing policies, programs and strategies, and supporting the campus for its overall development. Furthermore, we would like to acknowledge with much appreciation the role of all the sub-committees, departments, units, cells and free student union for their continuous supports for preparation of plans, execution of plans and preparation of reports. We are thankful to all the teaching and non-teaching staff for carrying out their responsibilities, including preparation of annual action plan, participation in professional development programs, student counseling, self-appraisal, providing necessary data and making continuous efforts for every work. The campus also expresses gratitude to the guardians, social personages and stakeholders for their support to the campus. We are also thankful to the local schools, industries, cooperatives, banks, NGO and other organizations for providing employments to our graduates and providing necessary feedbacks to the campus. Finally, the campus expresses special thanks and appreciation to all the members of the QAA preparation team and the QAA core team for offering their invaluable time for data collection, writing, and editing the documents to bring out the Self Study Report.

Campus Chief
Mr. Yagya Raj Giri
Damak Multiple Campus
Damak, Jhapa

ABBREVIATION

DMC	Damak Multiple Campus
MC	Management Committee
GA	General Assembly
UGC	University Grants Commission
HERP	Higher Education Reform Project
QAA	Quality Assurance and Accreditation
HoD	Head of the Department
MoU	Memorandum of Understanding
RM	Rural Municipality
NEB	National Examination Board
SHEP	Second Higher Education Project
CMC	Campus Management Committee
GRM	Grievance Redress Management
IQAC	Internal Quality Assurance Committee
RMC	Research Management Cell
SAT	Self Assessment Team
SQC	Student Quality Circle
PIC	Public Information Cell
EMIS	Education Management Information System
MIS	Management of Information System
B.Sc. Cs & IT	Bachelor in Computer Science and Information Technology
BBA-IM	Bachelor of Business Administration- Industrial Management

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**DATA COLLECTION FORMAT FOR SELF-STUDY REPORT (SSR)
INSTITUTIONAL**

SECTION A

INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Name of the Institution: **Damak Multiple Campus**

Place: **Damak Municipality Ward No.- 09**

P O Box: **Damak**

District: **Jhapa**

Province: **Koshi**

2. Information for Communication

a. Office

Name	Telephone with Extension Number	F ax	E-mail
Executive Head of the Institution: Mr. Yagyaraj Giri	023590632 9852622759		damakcampus@gmail.com giri.ramg3454@gmail.com
Executive Assistant: Ram Prasad Bhandari (Hum+Edu)	023590632 9841981691		damakcampus@gmail.com ramprb15@gmail.com
Executive Assistant: Kamal Nath Dawadi (Science)	023590632 9842622804		damakcampus@gmail.com itsmekamal123456@gmail.com
Executive Assistant: Paras Mani Acharya (Mgmt)	023590632 9841960786		damakcampus@gmail.com acharya_paras@yahoo.com
Management Committee Chairperson: Dhundi Raj Bhandari	023590632 9852675540		damakcampus@gmail.com dhundibhandari2010@gmail.com

b. Residence

Name	Telephone with Extension Number	F ax	E-mail
Executive Head of the Institution: Mr. Yagyaraj Giri	023590632 9852622759		damakcampus@gmail.com giri.ramg3454@gmail.com
Executive Assistant: Ram Prasad Bhandari (Hum+Edu)	023590632 9841981691		damakcampus@gmail.com ramprb15@gmail.com
Executive Assistant: Kamal Nath Dawadi (Science)	023590632 9842622804		damakcampus@gmail.com itsmekamal123456@gmail.com
Executive Assistant: Paras Mani Acharya (Mgmt)	023590632 9841960786		damakcampus@gmail.com acharya_paras@yahoo.com
Management Committee Chairperson: Dhundi Raj Bhandari	023590632 9852675540		damakcampus@gmail.com dhundibhandari2010@gmail.com

3. Type of Institution

Constituent [] Affiliated [] Degree Awarding Autonomous Institution []

(for details, please see Vol. 1, Annex-1, letter of affiliation from TU, on page no. 1)

4. Institutional Management:

Public [] Community [] Private [] Other (please specify) []

(for details, please see Vol. 1, Annex-2, campus statue and certificate of campus as community page no 2-20)

5. Financial category of the institution:

Government Funded [] Self-financing [] Community [] Other (please specify) []

Since Damak multiple campus is a community-based campus; its funding resources is only from students' fee that is self-financing. The campus gets a very small amount of support from UGC, local, provincial and federal government. Generally, Provincial and Federal governments supports in infrastructure development. UGC supports on infrastructure, library and research development activities. Local government also supports in scholarship program in small scale.

(for details, please see Vol. 1, Annex-3, Financial norms and audit report, page no 21-60)

**6. a) Date of establishment of the Institution: (08/02/2038 BS,
21/05/1981 AD)**

**b) Date of commencement of the Bachelor or higher level Program(s) (02/03/2045 BS,
16/06/1988 AD)**

c) University to which the Institution is affiliated: (Tribhuvan University, Nepal)
(for details, please see Vol. 1, Annex-4, affiliation of campus as community page no 61)

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

Not Applicable

8. Is the institution autonomous in terms of

Financing [] Administrative Management [] Academic Management [] None []

Damak Multiple Campus is a community-based campus that is autonomous from the perspective of finance management and managerial and structural systems. It is semi-autonomous in nature in.DMC is affiliated to Tribhuvan University and follows its academic curriculum and programs. It has its own campus statue approved from TU. Its financial resources are from students' tuition fees, some donors such as UGC, Local government, and provincial government etc.

(for details, please see Vol. 1, Annex-5, campus organogram page no 62-63)

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

Bigha-Kattha- Dhur	03-00-06
Square Feet	219794
Square Meters	20419.49 m ²

(for details, please see Vol. 1, Annex-6, Land area, page no 64-65)

10. Location of the Institution

Urban [] Semi-urban [] Rural []

(for details, please see Vol. 1, Annex-7, google map of campus location, page no 66-67)

11. Current number of academic programs offered in the Institution under the following categories:

Academic Programs	Number of Program
Bachelors	06
Masters	03
M Phil	00
PhD	00
Any other (specify)	00
Total	09

(for details, please see Vol. 1, Annex-8, academic program details, permission to conduct bachelors level , program addition, quota addition, page no 68-82)

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

Faculty of Science and Technology
Departments: Physics & Mathematics, Chemistry, Biology and Environmental Science
Faculty of Humanities & Social Sciences
Departments: Economics(MA, BA), Nepali, English and BCA
Faculty of Management
Departments: Management, BBS and MBS
Faculty of Education
Departments: Education (B.Ed and M.Ed)

(for details, please see Vol. 1, Annex-9, Appointment letter of HOD/ coordinator, page no 83-93)

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)
Not Applicable			

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution.

DMC has its own norms and procedures for recruitment of teaching and non-teaching staff. It follows a certain process on the approval of the Campus Management Committee for their recruitment. The recommendation is made by the Departments and Faculties concerned. The Academic Committee evaluates weekly work load of the teaching faculties stipulated in the state. The campus follows certain procedures such as an announcement of vacancy the posts in the newspapers. The Teacher's Selection Committee is formed comprising members of the academic committee, the Campus Chief, HoD of the related Departments and the team of experts. The Committee evaluates the candidates on their merit basis. They undergo written test, class demonstration tests and interviews conducted by the selection committee. The results of successful candidates are declared on the recommendation of the experts' team. The whole process of selection comes to an end after signing the contract paper and get the formal appointment letter.

Similarly, teaching faculties can be recruited for a short term with prior consent of the Chairperson of the campus. In the case of non-teaching staff, the candidates have to undergo the written tests and interviews.

DMC provides various facilities and benefits to its staffs. Both teaching and non-teaching staffs are promoted based on their services, contributions to the institution and promotional policy of the campus. Such a provision is a part of staff development.

(for details, please see Vol. 1, Annex-10, Recruitment policy and further details , page no 94-117)

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total (T+T)
	F	T	F	T	
Full Time Teachers (Total)	1	7	10	61	68
No. of teachers with PhD	0	0	1	2	2
No. of teachers with M Phil	0	1	1	3	4
No. of teachers with Masters	1	6	8	56	62
No. of teachers with Bachelors	0	0	0	0	0
Part Time Teachers (Total)	0	0	0	0	0
Part-time teachers with PhD	0	0	0	0	0
Part-time teachers with M Phil	0	0	0	0	0
Part-time teachers with Masters	0	0	0	0	0
No. of teachers with Bachelors	0	0	0	0	0

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

(for details, please see Vol. 1, Annex-11, List of Teachers and appointment letter, page no 118-184)

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

Courses	Full Time Teachers (Total Load Per Week)	Part Time Teachers (Total Load per Week)	Total
Science			
Physics	156	00	156
Botany	79	00	79
Biology Env.	144	00	144
Chemistry	174	00	174
Bio Stat.	03	00	03
Research Methodology	06	00	06
Mathematics	39	00	39
Computer Programming	09	00	09
Management			
Accountancy	48	36	84
Business Law	12	0	12

OB &HRM	18	12	30
PM	18	0	18
Entrepren. Mgmt	6	12	18
Marketing	36	30	66
B. Research	6	12	18
Taxation	12	6	18
Budgeting (PPC) Institution Business	6	12	18
Prod. Mgmt and Opt.	0	12	12
Strategic Mgmt	12	12	24
Finance	48	36	84
Economics	36	12	48
Humanities & Education			
Sociology	30	00	30
Social Work	36	00	36
Nepali	156	00	156
English	246	00	246
Economics	186	00	186
Education/curriculum/Edu. Psy./ CI	30	00	30
Population	60	00	60
Health and Physical Education	60	00	60
Please add other courses if applicable			

Teachers' work load, per week, depends upon the faculty, department, and subjects. As mentioned in the above table and routine, there is a high work load in Physics, Chemistry, Biology, Environment, Nepali, English, and Economics subjects. In the case of science subjects, work load per week is higher. It's due to practical classes along with theory classes. Two faculty members are involved during a single practical class of three periods. Due to the higher number of students, practical classes are conducted in two to three practical rooms at the same time. So, work load per week is higher in science.

But in the case of English, Economics, and Nepali subjects, work load per week is higher due to higher class in all the faculties/ streams.

As per our campus statute, a faculty member must take at least four periods per day, and the total minimum class must take 24 periods per week. Faculty members must take classes from 6.15 am to 10.30 am in the morning shift and from 10.30 am to 4.30 pm in the day shift.

SN	Faculty	Minimum Loads Per week	Remarks
1	Science	24/week	Individual teacher can take 24 – 42 class per week as per need, individual interest and availability Basis.
2	Management	24/week	Individual teacher can take 24 – 42 class per week as per need, individual interest and availability Basis.
3	Arts/ Education	24/week	Individual teacher can take 24 – 42 class per week as per need, individual interest and availability Basis.

(for details, please see Vol. 1, Annex-12, Daily class routine , page no 185-189)

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Administrative Staff	3	10	3	12	22
Technical Staff	0	0	0	2	2

(for details, please see Vol. 1, Annex-13, List of non-teaching staff and their appointment letter, page no 190-210)

18. Regional profile of the students enrolled in the institution for the current academic year: 2080/081

No of Students Enrolment	UG		PG		MPhil		PhD	
	F	T	F	T	F	T	F	T
Same district where the institution is located	1230	2135	97	178	0	0	0	0
Other districts	877	1512	42	66	0	0	0	0
SAARC countries	0	0	0	0	0	0	0	0
Other countries	1	1	0	0	0	0	0	0
Disadvantaged/Janajatis	86	127	17	36	0	0	0	0

(for details, please see Vol. 1, Annex-14, Report of EMIS, page no 211-249)

19. Details of the last two batches of students:

Particulars	Batch 3:			Batch 4:			Batch 5:		
	Year: 2078/079			Year: 2079/80			Year: 2080/081		
	Bachelors	Masters	Total	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	3684	294	3978	3717	428	4145	3039	394	3433
Drop-outs									
a. Within four months of joining	395	8	403	378	17	395	286	3	289
b. Afterwards									
Appeared for the final year examinations	2334	380	2714	3339	411	3750	2750	391	3144
Passed in the final examinations	1004	213	1217	1208	270	1478	571	87	658
Pass % of number appeared (Total)	43.01%	56.05%	44.84%	36.17%	65.69	39.41%			
Pass % with distinctions	9.16%	2.06%	11.22%	3.06%	2.06%	5.12%			
Pass %, (First class)	15.21%	33.14%	48.35%	19.7%	33.14%	52.84%			
Pass %, (Second class)	28.45%	24.78%	53.23%	36.13%	24.78%	60.91%			
Pass %, (Third class)	13.23%	21.12%	34.35	42.42%	21.12%	63.54%			
Number of students expelled from examination hall if any	00	00	00	00	00	00			

(Source admin and exam section)

The table shows a gradual increment in students' enrollment. The students' success results are encouraging. The pass rate has increased in all levels. There is also a trend of leaving the institution after getting admitted in order to get overseas employment / studies. On the other hand, some students drop their studies due to economic conditions and migration. Recently, this trend is decreasing as a result of student-oriented facilities and benefits-scholarships / stipends, job placement etc. for disadvantaged groups and the students of poor economic background.

20 Annual budget

The annual budget for 2080/81 of Damak Multiple Campus outlines the financial plan for this academic year, focusing on the allocation of resources for various academic, administrative, and developmental activities. The budget typically includes:

1. Revenue Sources:
 - Student fees (admission, tuition, Project practical, exam, etc.)
 - Grants from the UGC, government or local authorities
 - Income from campus services (canteen, etc.)
2. Expenditure Areas:
 - Salaries and Benefits: Payment to teaching and non-teaching staff, including bonuses and allowances.
 - Academic Activities: Budget for conferences, workshops, faculty development, student welfare programs, and research support.
 - Infrastructure and Maintenance: Funds for campus construction, repair, maintenance of facilities, and expansion projects.
 - Library and Learning Resources: Investment in new books, journals, databases, and digital resources.
 - Administrative Costs: Operating expenses such as utilities, office supplies, IT systems, and other overheads.
 - Scholarships and Financial Aid: Support for students with financial needs or those excelling in academics.
3. Capital Investments: Funds earmarked for long-term projects like infrastructure development, technological upgrades, and facility expansion.

This budget ensures the effective functioning and future growth of Damak Multiple Campus while addressing both short-term operational needs and long-term goals.

(for details, please see Vol. 1, Annex-15, Brief summary about annual budget, CMC Minute, proposed Budget, page no 250-260)

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

The unit cost of the campus is calculated and presented as follows

Unit Cost = Total annual expenditure of budget / Total number of students

Unit cost calculated excluding salary component = Total annual expenditure budget - salary / total number of students

The unit cost of education per student, including salary, is 30,808.467 and excluding salary is 12,405.8

Unit cost	2078/079	2079/080	2080/081(Till Now)
Including Salary	30808.467	32613.76	31256.1
Without Salary	12405.8	12,237.28	9948.31

Unit cost =

The unit cost of the campus is calculated and presented as follows:

FS: 2078/079

Total amount annual expenditure: 12,25,56,083.65

Total number of students: 3,978

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{12,25,56,083.65}{3,978} = 30808.47$$

$$\text{Unit cost calculated excluding salary component:} = \frac{12,25,56,083.65 - 7,32,05,693.65}{3,978} = 12405.83$$

The unit cost of the campus is calculated and presented as follows:

FS: 2079/080

Total amount annual expenditure: 13,51,84,076.01

Total number of students: 4,145

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{13,51,84,076.01}{4,145} = 32613.76$$

$$\text{Unit cost calculated excluding salary component:} = \frac{13,51,84,076.01 - 8,44,60,541.01}{4,145} = 12237.28$$

The unit cost of the campus is calculated and presented as follows:

FS: 2080/081

Total amount annual expenditure: 12,16,48,775.5

Total number of students: 3,892

$$\text{Unit Cost} = \frac{\text{Total annual expenditure of budget}}{\text{Total number of student}} = \frac{12,16,48,775.5}{3,892} = 31256.1$$

Unit cost calculated excluding salary component: = $\frac{12,16,48,775.5 - 82,92,9939.15}{3892} = 9948.31$

(for details, please see Vol. 1, Annex-16, financial audit report, page no 261-299)

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

Semester System Annual System Any other (specify)

The academic annual work plan is prepared by the academic committee of the campus which is led by the Campus Chief. The committee is formed consisting of assistant campus chiefs and HoDs. The plan includes all the curricular and extra-curricular activities to be completed in the running academic session.

(for details, please see Vol. 1, Annex-17, annual operational calendar, annual work plan, academic activities, annual plan page no 300-314)

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

Central library Computer centre Health centre
Sports facilities Press Workshop
Hostels Guest house Housing
Canteen Grievance re-addressal cell Common room for students
Any other (specify) -----

Central library

A library is one of the most important requirements for an academic institution. DMC library is rich in its resource and teaching-learning materials. The library has a separate building. It is well-equipped with having several computers and the Internet access for teaching staff, students and the librarians. There is a book lending section, students' study room, teachers' study room. The library is open from 6:30 am to 5:00 pm on all working days of the campus. There is six library staff employed in the library for providing effective services to the visitors. The computers have been installed with software (MIS) for entry, dispatch and records of the library. There is a sufficient number of audios, videos and other reading materials such as newspapers, magazines, journals textbooks, reference materials, encyclopedias, dictionary etc. available in the library. Recently, it has been upgraded to E-library with technical support of NELICO, Kathmandu. It is planning to extend the service hours even for the evening time if the campus has its own hostel facility for the students.

Plan

- To extend library hall with modern facilities
- To add computers with Internet access for students use
- To add the number of computers in the E-Library section
- To construct separate Library building with the assistance of donor agencies

Computer Centre

DMC uses modern and innovative technology for teaching-learning activities in the classrooms. Computers are essential equipment for executing such activities. The teachers and the students must be computer-savvy. The campus has a computer centre and the experts who provide different courses of computer training to students, staffs and faculty members along with the curriculum learning services. There are Thirty-five computers available in the computer lab / centre. It has been shifted to the IT building. The responsibility of monitoring and promoting the Computer Centre has been given to Library and Laboratory Unit. It schedules various plans and programs for the development and promotion of the computer centre.

Plan

- To add computers in the centre
- To manage separate computer hardware and networking lab
- To hire well- trained computer technicians / experts

Health Centre

The campus has set up a health centre to provide first-aid services to the teaching and non-teaching staff the students, parents, community and Management Committee members. Likewise, DMC has done MoU with hospitals with a view of provide health services to them once a month. Medical specialists visit the campus periodically for checkup services. They also maintain their health records.

Plan

- To manage a separate health chamber
- To manage Health staff (HA, Staff Nurse) for first aid treatments
- To manage essential furniture and medical equipment / medicines for emergencies

Sport Facilities

Teaching-learning and extra-curricular activities should go side-by-side for all-round development of personality of students. So, the campus has given priority for the development of games and sports. It has provided different facilities and equipment for it. The campus also organizes various programs related to games and sports. The campus has a large and spacious playground. A separate section has been set up in the campus to maintain the records of entry and dispatch of the play materials to students.

Plan

- To construct an indoor chamber
- To manage gears necessary for different games and sports

Guest room

The campus doesn't have a separate guesthouse, but it has managed accommodation facilities for the visiting guests in a two bedded room in the campus with furniture and other necessary facilities.

Plan

- To add another room with at least two beds
- To add necessary furniture and facilities

Canteen

The campus has got built is a separate house for canteen / cafeteria to serve its staff and the students. The canteen is large enough to accommodate 50 to 60 students in a single sitting. There are different sections such as delivery section, teaching, non-teaching staff and guests service section in the canteen. It maintains cleanliness and provides healthy items/ dishes. The canteen has a menu with price list of food items and services open to all.

Plan

- To extend and repair the canteen
- To develop a system of easy and effective services

Common Room for Students

The campus has managed a separate hall with necessary materials for ladies. They can have a rest during off period / time there.

Miscellaneous

There is a separate parking area for the vehicles of the faculties and non-teaching staff. There is also an underground parking for vehicles in the new five-story building.

The campus premises are compounded with concrete walls having both entrance and exit provisions. The campus has given special focus on greenery, pollution-free and clean environment.

(for details, please see Vol. 1, Annex-18, list of photo of service provided, page no 315-367)

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

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

There is a duly formed Management Committee in place in the campus. The General Assembly is the main organizational body in the campus. The Assembly consists of 231 members who represent different sectors of the community. This Assembly then elects the members of Campus Management Committee (CMC). The CMC is formed as per the provision of the statute. There are 11 elected members, 6 nominated members and 6 ex-officio members in the Campus Management Committee. The Campus Management Committee is responsible for all- round activities of the campus.

The progress report of all the committees prepared by the campus highlights details of various activities conducted by each committee formed in the campus under the supervision of the Management Committee. The committee provides important suggestions for the enhancement of quality education.

The List of Present Management Committee is as follows

S.N	Name	Designation	Remarks
1	Mr. Dhundi Raj Bhandari	Chairman	
2	Mrs. Rita Basnet Shrestha	Vice-Chairman	
3	Mr. Devi Prasad Dahal	Member	
4	Mr. Suresh Subba	Member	
5	Mr. Ambika Prasad Khanal	Member	
6	Mr. Deu Kumar Nembang	Member	
7	Mr. Bodh Prasad Ghimire	Member	
8	Mr. Mohan Dhimal	Member	
9	Mr. Bednidhi Gautam	Member	
10	Mr. Bhim Prasad Poudel	Member	
11	Mr. Narahari Dahal	Member	
12	Mr. Sher Bahadur Bhattarai	Member	
13	Mrs. Mahendra Kumari Subba	Member	
14	Mr. Bashu Dev Bhattarai	Member	
15	Mr. Dhiran Lawati	Member	
16	Mr. Hari Nepal	Member	
17	Mr. Gehanath Pokhrel	Member	
18	Mr. Hem Subedi	Member	
19	Mr. KP Sharma Oli	Ex-officio, Member	Member of Parliament

20	Mr. Ram Kumar Thapa	Ex-officio, Member	Mayor, Damak Municipality
21		Ex-officio, Member	TU(representative)
22	Mr. Yagyaraj Giri	Ex-officio, Member	Chairman PCTO
23	Mr. Shovim Neupane	Ex-officio, Member	FSU
24	Dr. Yagyaraj Giri	Member Secretary	Campus Chief

(for details, please see Vol. 1, Annex-19, composition of campus management committee, page no 368-387)

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

Particulars	2076/077	077/078	078/079	079/080	080/081
Working days of the institution	282	289	281	257	240
Working days of the library	282	289	281	257	240
Teaching days of the institution	214	220	227	201	227
Teaching days set by the university	150	150	150	150	150
Books in the library	43905 (T+R)	46042(T+R)	51193(T+R)	56659(T+R)	57424(T+R)
<u>Journals/Periodicals subscribed by the library</u>	79	81	85	88	88
National:	9	10	10	10	10
International:					
Computers in the institution	40	40	44	55	71
Research projects completed and their total outlay	50	55	61	85	100
Teachers who have received national recognition for teaching/research/consultancy	00	00	00	00	00
Teachers who have received international recognition for teaching/research/consultancy	00	00	00	00	00
Teachers who have attended international seminars	02	04	02	00	02
Teachers who were resource persons at national seminars/workshops	01	02	01	02	03
No. of hours of instruction against the plan (per year or per semester)	Avg. 1000 Per Year	Avg. 1000 Per Year	Avg. 1000 Per Year	Avg. 1000 Per Year	Avg. 1000 per year

(T= Text Book, R=Reference Book)

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

Research works on different disciplines are the backbone of progress for any academic institution. Such activities enhance the institution's credibility and prestige. Such works become as a status marker in the society. In this regard, DMC gives high priority to research works. It encourages the teaching faculties for conducting research works with special facilities. The teaching faculties are carrying out such activities and projects. At present, the following teaching faculties are involved in various research projects:

Principal Researcher	Topic
Ratna bahadur Thapa:	Effect of sodium chloride on aggregation behavior of sodium dioctylsulphosuccinate on Ethanol- Water mixed media, funded by UGC on SRDIG-S and T-02
Rajendra Dhakal:	Effect of Relative Permittivity and ionic Strength on Aggregation Behaviour of Non-ionic surfactant in alcohol water mixed media Sources of Water with Temperature and Concentration of Impurity. It is Funded by UGC of Grant Rs. 200000.
Nabin Basnet	Effect of Ionic Strength and Temperature on Aggregation Behaviour of Centrimide in Ethanol water mixed media. It is Funded by UGC
Dilli Prasad Pokhrel:	Experimental and theoretical study on Drugs- Surfactants interaction and measurement of the different thermodynamics parameters partially funded by Damak Multiple Campus
Radhika Ojha	Contribution of Saving and Credit Cooperatives for Women Empowerment in Jhapa District, Nepal
Bhumi Prasad Dahal Jeevan Gurung	संस्कृत महाकाव्यसिद्धान्तका आधारमा देवकोटाका महाकाव्यहरूको अध्ययन Studies on Physico-chemical characteristics, Macro-invertebrates and diversity of Ichthyofauna of the river Kankai in eastern Nepal

Research Management Cell

Mini Research by teaching and non-teaching faculties 2080/081

Name of Researcher	Topic	Remarks
Bala Bhattarai	दमक नगरपालिकाभित्रका कक्षा १० मा अध्ययनरत धिमालभाषी विद्यार्थीहरूको उच्चारण तथा सस्वरपठन क्षमताको त्रुटि अध्ययन	Ongoing
Bhab krishna Khatiwada		Ongoing
Jivan Gurung	Comparative Study on Macro-Invertebrates as Bio-Indicator from Ratuwa And Mawa Rivers	Ongoing
Nabin Basnet	To Study the Electrical Conductivity of Aqueous Surfactants' Solutions at Low Concentration	Ongoing
Rajendra Dhakal	Conductometric study of alkali metal chlorides in binary mixed solvents of short chain alcohols	Ongoing
Ratna B. Thapa	Comparative assessment of quality of Drinking Water from premises of Damak multiple campus	Ongoing
Sudip Thapa	Consumer Response and Satisfaction towards Coffee Consumption in Damak City	Ongoing
Tej Prasad Acharya	Credit Risk and Its Impact on the Profitability of Nepalese Commercial Banks	Ongoing
Yam Budathoki	Study Of Some Physical Parameters of Five Different Brands of Mustard Oils Available in Damak.	Ongoing

Besides these research works, so many guided researches are also conducting for bachelors and master level students.

(for details, please see Vol. 1, Annex-20, list of ongoing research, page no 388-440)

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

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

Yes, the campus has websites of various colleges and Universities of India and abroad. It has a plan to extend bi-lateral relation and collaboration in research consultancy, teaching learning and various other respects.

(for details, please see Vol. 1, Annex-21, decision for MOU with institutions , page no 441-442)

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

Yes No If yes, give details.

Yes, Damak campus runs Plus Two programs in four different streams of Higher Secondary Board as a financial support to bachelor's level programs. But it has its own separate office management system, accounting system and also non-teaching staff. The Campus Management Committee has already decided to bi-furcate the Higher Secondary Programs and Tertiary level. The campus is going to follow its plan in future:

- To initiate a secondary school as a wing of the institution (by 2026)
- To purchase land and construct its own building for the Secondary School program (by 2026)
- DMC has a plan to run BBA-IM, BBM, B.SC (CSIT),B.Ed(One Year).
- It has also a plan to run other market- driven programs and autonomy program

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

Source of Funding	Amount (NRs.)	Amount (NRs.) 2080/081
UGC/Government grants	3533577	0
Donations	0	0
Fund Raising drives	925000	0
Alumni Association	0	0
Research and Consultancy	0	0
Fee from Self-financed/initiated courses	0	0
Fees from regular programs	140626947	10,93,13,955
Interest Income	492662.07	0
Training /Seminar/ Workshop Entry Fee	47500	0
Exam Center	648630	4,71,837
Canteen Rent	81600	35,700
Miscellaneous Income	0	0
Total	146355916.1	10,98,21,492

(for details, please see Vol. 1, Annex-22, list of fee structure, page no 443-444)

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.

Damak Multiple Campus has defined its vision, mission, goals and objectives in the statute. It has been revised repeatedly as per needs of the campus. The statute of the campus provides important guidelines and instructions necessary for functioning and development of the institution. There are various wings in the campus and they are guided by certain rules and regulations defined in the statute. It is the responsibility of the CMC, stakeholders, and community in general to materialize its vision, mission, goals and objectives defined in the statute for upliftment of the institution. They are fully committed to it.

Vision of DMC:

National leadership to ensure quality education, academic excellence and professional development.

Mission of DMC:

DMC is committed to prepare highly qualitative, skillful and globally competent professionals with the help of advance technology and research- based educational and academic activities, and with the proper utilizations of its manpower and resources.

(Criterion 1, for details, please see Vol. 2, Annex-23, Meeting of CMC, Decision regarding the approval of strategic plan , strategic plan , page no 445-624)

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.

It is necessary for any institution to have its own plans, programs and strategies in order to achieve specific goals and objectives. In this regard, Damak Multiple Campus has also developed five-year strategic plans (2022-26) and their Annual and action plan to achieve its goals and objectives. These plans are approved by CMC. Following the campus annual plan, each department, section, unit, and cell make their own annual plans. However, in response to unexpected opportunities and prompt decisions, CMC also creates a new plan, which the campus assembly approves as part of the campus regulations.

Our future plans and programs are as follows:

- Creation a five-year strategic plan (2022 to 2026)
- Improvement of EMIS on campus
- Financial improvements
- Enhancement in Quality Educations

- Establishment of regular, robust, and efficient systems of observation and supervision
- Improvement of connections between the campus and its constituents
- Extension of relationships with national and international institutions
- Boost to endowment fund
- Extend links with job market and industries
 - Identification of market-driven programs
 - Creation of self-entrepreneurs
- Increment in enrollment of female students in the campus
- Expansion of library, science and computer labs.
- Building separate restrooms and changing rooms for women.
- Managing suitable furniture
- Re-arrangement of the departmental chambers
- Updating the RMC chamber
- Upgrading the inquiry section and adding appropriate accessories
To expand outreach initiatives, provide knowledge, and develop, promote, and explore the various research activities and innovation
- Support and optimize the use of technology in research activities
- Enhancement of the periodical publication of journals
- Promoting the research activities for the faculties and the students
- Conduction of outreach programs
- To avail the expertise of the faculties in communities
- To increase opportunities and incentives for faculty to use technology in all teaching procedure, research and scholarship and provide opportunity to share successful and creative uses
- To expand well- equipped computer and research labs for research work and pedagogical activities
- To increase the number of M.Phil. And Ph.D. scholars in the campus
- To set up financial provision for research
 - To meet the teaching- learning activates as mentioned and targeted in annual lesson plan
 - To follow annual academic calendar and operational calendar
 - To improve and broaden an established, teaching enhanced educational experience.
 - To create and regular monitoring of students' individual profile for more effective feedback system
 - To support students by managing additional tutorial classes for weak students
 - To manage non-credit courses for students
 - To include online classes and blended education services
 - To organize and participate faculties and students in seminar, training, workshop and orientation programs
 - To access the students in E-library, journals and reference books.
To enhance the quality of faculties with capacity development
 - To encourage faculty for higher studies like M. Phil and PhD
 - To increase the number of participations in research activities
 - To manage the sound environment for project works, case study and research innovation
 - To encourage faculties professionalism and development
 - To organize training, seminar, workshop in the campus
To provide transparent, accountable, honest, and responsible administration
 - To create an accessible, complete information system
 - To foster positive ties between the campus and the local community
 - To perform obligations and responsibilities impartially
 - To improve the management, accountability, and responsibility of the administration

- To run a program with public involvement
- To improve the capacity of authorities, administrators, and academic institutions
- To oversee infrastructure in order to deliver high-quality education
- Creating and applying a code of conduct
- To carry out the decision made by the relevant authorities at the meetings
To establish environment friendly activities in the campus and society
- To organize communality outreach programs
- To engage faculty and students in health awareness program to the society.
- To foster a safe and healthy occupational environment
- To initiate awareness program related to environmental aspects
- To disseminate knowledge of research outcome
- To support environmental safeguarded aspects
- To install solar panel as alternative source of energy
- To manage scientifically hazardous chemicals
- To fix fire-extinguisher in each building
- To establish online learning platforms
- To install of emergency exits in its infrastructure
- To promote mechanism of waste management

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

Yes [] No [] If yes, mention the organizational chart and member compositions.

No institution can always remain the same if it has to exist. There is a continual growth and changes that take place over time. We notice several changes that have taken place at DMC. It has developed new model of organizational structures and upgraded managerial concept. At present there are different bodies functioning in the campus. These new bodies have been given authoritative powers and responsibilities. The bodies encompass Academic Committee, IQAC Cell, EMIS Unit, Grievance Redress Cell, Departments, Research Management Cell, Community Outreach Unit, Public Information Cell, Library and Laboratory Units, Publication Cell, Alumni Association, Student Welfare Unit, ICT Cell, ECA Cell, CCA Cell, Job Placement Cell, SAT Cell etc. All these bodies work jointly to achieve goals and objectives of the campus.

(Criterion 1, for details, please see Vol. 2, Annex-24 decision regarding the approval of the organogram, page no 625-628)

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

Yes [] No [] Justify it with supportive documents.

There is a system / mechanism in place in the campus for the purpose of monitoring, checks and appraising of its quality based on study of facts. Here, the role of academic departments is commendable. The IQAC of the campus carries out the responsibility of monitoring and checks of quality of the institution. Separate departments have been formed with some authorities and responsibilities so that the campus administration can function smoothly and uninterruptedly. These Departments assist the campus administration in academic matters and many other activities of the campus such extra-curricular activities and other programs launched by the campus. They are responsible to IQAC and the Campus Management Committee. Likewise, the

Campus Management Committee is also responsible to Campus Assembly. There are different Bodies, Units, Cells and Departments in the campus and they are responsible to achieve goal, objectives, mission and vision of campus. The monitoring system and checks adopted by Damak Multiple Campus has been quite effective to maintain its academic quality. An increment in enrollment of students, results enhancement, gradual downsized drop-out rate are some of the positive results of such mechanisms.

(Criterion 1, for details, please see Vol. 2, Annex-25, Decision Regarding Formation of IQAC, minute of approval of guideline, minutes of IQAC, page no 629-693)

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.

The campus follows its own the written document, the statute, that has specified the job responsibilities of different bodies, Departments, Units and individuals. The statute contains the responsibilities of Department Heads, Assistant Campus Chiefs, Campus Chief and Chairman of Campus Management Committee. The statute has mentioned the functional procedures to guidelines and the responsibilities of units, Departments and Heads of different bodies. There are also guidelines for IQAC, GRM, RMC and other units. These guidelines and written documents specify job responsibilities of all the bodies related to the institution.

The statute provides certain guidelines and instructions for smooth functioning of the campus.

(Criterion 1, for details, please see Vol. 2, Annex-26, Job responsibilities of departments , units, and individuals page no 694-698)

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

The responsibilities of different units, departments as well as of the individuals have been clearly defined in the statute of the campus. For example, the Campus Chief, IQAC and the Academic Committee evaluate the job responsibility of the departments. Similarly, the IQAC evaluates responsibilities of other sub committees, units and individuals. The IQAC recommends certain measures and steps to be taken for the maintenance of quality to the CMC. IQAC has created and approved a performance appraisal form, a self-appraisal form, and a peer appraisal form. These forms are requested to be filled out by individual faculty and non-teaching staff. Peer appraisal forms are filled out by the head of a respected department. All these forms are collected, evaluated, and analyzed. Finally, necessary steps are taken to solve for any circumstances. Job responsibilities are also evaluated by overseeing the responses from these survey reports (all these appraisal form). Besides these, HRM has also created a promotion form overseeing the appraised decisions.

(Criterion 1, for details, please see Vol. 2, Annex-27, Decision of appraisal system, peer, individual and self-appraisal form of faculty and non-teaching staff, and student survey form, page no 699-732)

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.

The Campus has formulated a five-year strategic plan (2022-26) which comprises the action plan and the annual work plan. It gives an emphasis on team work to accomplish the activities to achieve target within stipulated time frame. The strategic plan and the action plan involve all the authorities and individuals concerned for participatory decision making and scheme for information sharing. It promotes a sense of shared responsibilities and cooperation for conducting team works. The strategic and action plans are executed with the support of different guidelines prepared by the campus. These guidelines include the IQAC guidelines, RMC guidelines, GRM guidelines, EMIS guidelines, Students' enrollment guidelines, Alumni guidelines, Internal examinations conduction guidelines and the Endowment conduction guidelines etc.

(Criterion 1, for details, please see Vol 2, Annex-28, stratetegic plan, guidelines of different unit, cell, page no 733-881)

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.

DMC has launched certain programs for the purpose of strengthening the regular academic programs. It has developed not only strategic plans but also non-credit courses in addition to academic programs of TU. It has developed separate non-credit courses for different programs. The course contents are limited to 40 teaching hours. Similarly, it has developed Non-credit courses for Entrepreneurship support program and students are participating in this program. The campus has given continuity to annual plans, work plans for all the departments in addition to maintaining daily logbook and attendance of the students. In the same way, the campus organizes seminars and workshops for the faculties and organizes research-based program for the students. Likewise, the campus also manages vocational and career-based programs for the students. The campus has given high priority to research works. Its faculty members and students are carrying out various research works, project work, case study and outreach activities.

Likewise, DMC has developed a linkage with some of the organizations that are in the community such as banks, NGOs, INGOs and donors for financial support. Their support is helpful to uplift the regular academic programs.

(Criterion 1, for details, please see Vol. 2, Annex-29, decision regarding non credit course, its approval , supporting documents, photos, page no 882-957)

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

Yes [] No [] If yes, give details.

Damak Multiple Campus has developed some formal provisions that have been helpful in collecting feedbacks and conducting orientations with its stakeholders at intervals. The provisions adopted by the campus include:

- Receiving instructions from T.U.
- Visit of T.U. officials
- Visit of UGC officials
- Students' participation in the campus management system

- Community / stakeholders' participation in the policy making body
- Developing its relationship with Municipality and other local government offices / non-government offices
- Provision of getting feedbacks from stakeholders and their implementation
- Provision of a channel system of different units, bodies and cells for feedbacks
- The IQAC schedules interactions with students' organizations, political leaders, institution's heads, alumni, guardians annually which focuses for quality management and their involvement on various activities of the campus
- Installation of Suggestion Box
- Setup of inquiry section and feedback consultation
- Direct meet to Campus Chief and concerned authorities from community personalities

(Criterion 1, for details, please see Vol. 2, Annex-30, Formal feedback mechanism, committee formed, guidelines and feedback from different personalities, page no 958-1028)

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?

The campus has appointed Cosmos Software Pvt. Ltd, Kathmandu to provide services for setting systematic quality management. Damak Multiple Campus makes arrangements to invite renowned Professors and distinguished academicians in order to share their ideas and services in the campus.

In order to improve the quality and organizational management of the campus, HERP committee was formed. After the completion of HERP program, the Internal Quality assurance committee (IQAC) has been formed in the campus. This committee co-ordinates various academic, administrative and infrastructural development activities with the campus management committee, sub-committees, units, cells, different programs and departments of the campus.

(Criterion 1, for details, please see Vol. 2, Annex- 31, MOU with shikshya software, O and M report ,page no1029-1144)

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

Yes [] No [] If yes, give details.

The students of Damak Multiple Campus play an important role in the management system for enhancing its quality assurance. The students' representative is involved in the campus management system. For example, President of Student Union is the member of Management Committee. He is the member of sub-committees formed by CMC. He is also the coordinator of SQC and a member of IQAC. The campus schedules regular meetings with the bodies of Student's Union and discuss various issues related to the students. Besides this, IQAC and CMC also hold regular meetings with other student's organizations and discuss quality increment, students' problems, issues and solving mechanism.

Their active participation in various functions and activities is encouraging and helpful to the institution. They participate in different functions of the campus such as literary functions, welfare events and health services, games and sports, sanitation and awareness programs. Different student organizations organize programs and support the new students in difficulties. They have managed vases, plants and dust bins for the campus. they have helped the campus in beautification and maintaining the natural environment through plantation and cleanliness programs.

(Criterion 1, for details, please see Vol. 1, Annex-32, Statue showing involvement of FSU representative in CMC, decision of SQC, page no 1145-1157)

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

- a. by the university [
- b. by the Institution [

DMC is a QAA certified campus. Therefore, it is mandatory for the campus to get its quality audited and monitored by external agencies such as UGC, Nepal. The officials from University Grants Commission frequently pay visit, supervise, audit and monitor the academic activities of DMC. Similarly, the IQAC and Academic Audit Committee have been formed to monitor and audit academic activities internally.

The salary scales and other facilities provided to its teaching staffs are equivalent to the teaching faculties of TU colleges. It gives not only job satisfaction but also a sense of security to them. They get benefitted from special provisions for M. Phil and PhD programs, research works, and the publication of articles in national and international journals. Such activities are the mark of academic audit. Almost all the teaching faculties are full-timers and they are dedicated to their duties in their respective shifts.

(Criterion 1, for details, please see Vol. 1, Annex-33, Academic audit report, page no 1158-1198)

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

Yes [] No [] If yes, gives details

The campus has developed a mechanism that combines teaching and research together. Research activities are an essential part of teaching-learning activities. The campus has set up the Research Management Cell, Departments and Computer Centre that function jointly, or independently in order to combine teaching and research activities. The campus provides funds and other facilities to its faculty members as well as the students as an assistance to conduct research-oriented activities. Besides this, teachers encourage students in various research activities such as Thesis Writing and Report Writing in Bachelor and Master Level. Faculty members also create interactive, online-based, research-based teaching-learning platform. They do project works and they are also involved in research works. Master's Degree students present papers based on researches. They have also an opportunity to publish articles and their findings through different platforms.

The campus uses innovative teaching-learning technologies and equipment in order to make such a process easier, better and effective. The use of TVs, smart boards, computers etc. in the classrooms is a good practice to achieve academic excellence.

(Criterion 1, for details, please see Vol. 1, Annex-34, Decision of formation of RMC, guidelines, and report, page no 1199-1233)

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

Yes [] No [] If yes, give details.

We have realized some positive outcomes of combination of teaching and research activities. We have come to know that research-oriented teaching and learning activities are quite essential for creating a good academic environment. It is important for the conformity of their work. An increment of students' enrollment and their results due to improved quality education are some of the examples of positive changes in the campus. Faculties become more competitive in research activities, Our students get further opportunities in higher studies, job markets, and other entrepreneurship activities.

The agreements between University Grants Commission and Damak Multiple Campus have taken place for UGC's financial and program-based assistance to the campus. It has been very helpful to the campus for maintain and promoting quality education. It has also emboldened and encouraged faculty members, staff, students of this campus. Moreover, the QAA Certification has brought confidence and assurance to its stakeholders. This campus has been successful in its endeavor of maintaining quality education.

Teaching, research activities, writing and publishing research-based articles are a part of a daily routine for the teaching staffs. They develop non-credit courses and also micro-syllabus for effective teaching-learning activities in the classrooms.

(Criterion 1, for details, please see Vol. 1, Annex-35, Some samples of front page of research of students showing research with teaching, page no 1234-1268)

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

In the modern time, it is quite essential for any academic institution to be innovative for its growth and development. DMC has also made specific innovations that have contributed greatly and have brought several changes in all the areas. The faculty members, students, stakeholders and the CMC are dedicated to and are working for it. Some of the innovative activities include:

- a. Exhibition about Technology driving Agriculture by BCA department
- b. Five days machine learning workshop by science department
- c. Share Training Program by BBA.
- d. Leadership and Development Training by BBA.
- e. Orientation Program on Prospects of Tourism in Damak Municipality by BSW
- f. Orientation, Dissemination and Workshop on Carrier Counseling and Personality Development by BSW
- g. Awareness program on the topic Use and Effect of Alcohol in Community, Management of Wastes in Community by Education Department
- h. Workshop on the topic "Development of Carbon Dots as Versatile Drug Nano Carriers" by Chemistry Department
- i. Impart value-based Education: In order to promote value-based education, the campus invites social reformers and pioneers of physical and spiritual knowledge to deliver their lectures and teachings to our students. Such arrangements are supposed to be helpful in stress and emotion management. We also invite scholars from different schools of thought.

(Criterion 1, for details, please see Vol. 2, Annex-36, Report about machine learning, Field report (tour), page no 1269-1310)

CRITERION 2: CURRICULAR ASPECTS (10 MARKS)

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

Yes [] No [] If yes, give details.

Yes, there is a provision for ensuring consistency of teaching and learning with the academic goals and objectives of the campus. It has set up new managerial concepts for this purpose. For example, there are various divisions of organization such as Departments, Units (publication, research, computer) and Academic Audit Committee. Each of them is guided by plans and programs that are closely connected with the objectives of the institution. Academic Audit Committee and IQAC evaluate overall progresses, activities and achievements of such units, cells, departments and individual staffs. Some suggestions are given for improvement and corrections based on the evaluation. To sum up:

- *Regular meetings and discussions among the members of departments for maintaining consistency in learning-teaching processes
- *Conduction of unit test, class test, assessments, internal examinations periodically on regular basis
- *Division of departments, cells, units with their own separate plans and strategies
- *Getting feedbacks of stakeholders for making further improvements
- *Maximum utilization of its resources, aids, donations etc.
- * Maximum use of ICT based teaching learning activities
- * Use of library, e-library for learning and research activities
- * Regular follow of annual work plans, yearly operational calendar
- *Feedback monitoring and response by IQAC, GRM, academic committee.

(Criterion 2, for details, please see Vol. 3, Annex-37, strategic plan, decision regarding calendar, prospectus, brochure, curricular feedback document ,course structure ,Decision of CMC, page no 1311-1478)

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

- a. Time frame matching student convenience []
- b. Horizontal mobility []
- c. Elective options []

Yes, the campus programs are flexible enough to offer the benefits of time frame convenience, horizontal mobility and elective options. Teaching hours take place both in the morning and the day shifts. The campus runs various programs like Science, Management, Humanities, Education and Computer Application (BCA), in Bachelor level and MBS, MA Economics), MED (English) and MED (Nepali) in Master's level. The students can have choices for electives offered by the campus. They can also change their faculty or stream in the higher lever from one stream to another of the previous level provided that criteria for such a change are met.

(Criterion 2, for details, please see Vol. 3, Annex-38, class routine admission slip and faculty change paper, page no 1479-1489)

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

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

Please give evidence

Learning skills is a long and never-ending process. Damak Campus is continuously making untiring efforts for providing various skills to its students such as promoting learning skills, communication skills, numerical and technological skills. It is being done individually or in a group. The students are encouraged for their participation in a group discussion. Departments arrange debate programs, writing competition, symposium and quiz competitions. They are involved in case study, project works, research activities, internships, trainings, workshops and seminars. They are also involved in developing communication skills.

The campus provides mathematical knowledge and the use of information technology. Mathematics is a mandatory subject for the students of Science, Management, Computer Application and Economics. It has a computer lab / centre with Internet access where the students can learn and enhance their computer skills. Students are benefited from the facilities that are available to them.

There is a separate literary forum called "Student Forum" for the students. They get their articles published through this forum. Similarly, they show their innovative works at science exhibition organized by the students of this campus.

(Criterion 2, for details, please see Vol. 3, Annex39, report of extracurricular activities, report of physics and mathematics department with machine learning report, entrepreneurship support program and non-credit course, page no1490-1595)

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

Yes [] No [] If yes, give details.

Yes, there are various additional focused programs and electives offered by the campus. It offers various opportunities for all-round development of students like oratory, communicative skills, games and sports, writing skills, computer skills, numerical and statistical skills etc. for this purpose, the campus organizes workshops, orientations and other extracurricular activities for the students. They also conduct research works. The teachers and various cells help them in such activities. There is extra focus on research- project works, computer skill to students.

The campus focuses on extra-curricular activities, social and cultural programs, writing and publishing magazines and articles by the students. The campus also manages extra classes for weak students or to cover the courses within stipulated time. They teachers encourage them in collecting and analyzing data. It helps them in developing their mathematical (both numerical and statistical) skills

(Criterion 2, for details, please see Vol. 3, Annex-40, computer training , paper, page no 1596-1601)

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)

Some faculty members of DMC, Mr. Chitra Bahadur Basnet and Mr. Mohan Prasad Bhandari, worked in the past as members of General Assembly, Academic and Subject Committees of TU, and since then we haven't got the opportunity to contribute to the curriculum development of the university. But the teachers of this institution give their suggestions regarding syllabus in their respective subjects during meeting, official visit and orientation programs organized by TU.

(Criterion 2, for details, please see Vol. 3, Annex-41, curriculum feedback report, page no 1602-1617)

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

Yes [] No [] If yes, give details.

We have a mechanism to obtain feedback from academic peers and employers. We make a visit to other academic institutions at intervals in order to learn from each other. They also come to our campus and we share our ideas, experiences and feedbacks from them. We observe various aspects such as management structure, library management system, laboratory, computer labs, learning-teaching activities and facilities for stakeholders.

Our departments, campus administration and Management Committee hold meetings regularly to keep abreast of activities going on in the campus, evaluate the overall performances and make decisions. Sometimes we also invite experts / scholars in order to share their knowledge and experience and motivate our teachers and students. Feedbacks are also taken from different internal and external agencies like GRM, faculties, non-teaching staff, student's union, student's organizations, departments, units, cells and stakeholders such as guardians, socio-political organizations, personalities from other colleges, schools and the high ranking officials during their visit etc.

(Criterion 2, for details, please see Vol. 3, Annex-42, student complain form, photo of inquiry section, formal feedback mechanism form and system peer appraisal form ,, page no 1618-1633)

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

Damak Campus has always given priority to industry-neighborhood networks. We have developed linkage with local banks, Damak Chamber of Commerce, cooperatives, local industries, cottage industries, NGOs and INGOs. Our students of Bachelor and Master's Degree visit these banks for their internship and they also conduct research works about them. We take our students on tours of industrial zones and places of attraction for tourists. DMC has developed MOU with banks and co-operatives.

Such networks have brought the campus close to the communities and they get benefitted from each other.

(Criterion 2, for details, please see Vol. 3, Annex-43 A Internship of students,, page no1634-1701)

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

Yes, we inculcate civic responsibilities among the students. In this regard, Student's Union, Teachers' association and Departments play an important role. Student's organizations conduct blood donation campaign, fund raising program, collect donation and provision for victims of natural disasters such as flood, earthquake, landslides, conflagration (catching fire) etc. They also arrange traffic awareness and environmental awareness programs (i.e. global warming, pollution, deforestation, environmental degradation, sanitation and so on). The campus also conducts moral and career-centered programs and socio-awareness programs. They also collect funds for needy students who have monetary problems for receiving medical treatments. The students of Environmental Science also organize programs related to environmental problems such as air pollution, global warming and preservation of Nature etc

(Criterion 2, for details, please see Vol. 3, Annex-43 B, S4Nepal report about environmental awareness , report about climate change and awareness, health camp, zebra crossing photo by FSU, page no 1702-1730)

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)

The campus makes various efforts for all-round personality development of the students. We have formed committees and cells such as Sports Committee, Academic Audit Committee, Publication Cell, GRM, Research Management Cell etc. The campus organizes cultural programs, quiz competitions, elocution and talk programs. Likewise, it encourages the students to participate in essay-writing competitions, publishing articles and magazines. The Publication Cell helps students to develop and enhance their literary and creative skills. They participate in extracurricular activities organized by the campus, departments and student's unions. The campus encourages students for field study and research activities. The campus invites prominent persons, psychologists, academicians and others to share their knowledge and experiences with the teachers, Non-teaching and the students.

Its teaching faculty and staff also provide psychological counselling to the students in person as well as in groups through different psychological programs

(Criterion 2, for details, please see Vol. 3, Annex-44, Decision of JD, TOR of ECA and CCA committee, report of extracurricular activities , certificates, page no1731-1785)

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

The campus imparts moral and ethical value-based education to teaching and non-teaching faculties and the students for example, It has set up a code of conducts for teaching and non-teaching staff as well as the students. It is obligatory to all the stakeholders. Some of the good practices are:

- *Student's uniform, punctuality, obedience, discipline and respect to each other
- *Personal Id Card
- *Unethical behaviors, gaudy dresses, earrings, hand bracelets, dyeing of hair, wearing a long hair etc. are prohibited
- * Pasting pamphlets, posters, graffiti writings on the wall etc. are not allowed
- * Prerequisite conditions are in place before enrollment
- *Irrelevant and anti-social activities are punishable as per code of conducts
- *Violation of rules, misuse of social media platform, causing damage to campus property are punishable
- *Teachers also perform their duty as mentioned in the routine in their respective shift
- *In leisure period the students are engaged in library and group discussions

(Criterion 2, for details, please see Vol. 3, Annex-45, code of conduct of students meeting and minutes of IQAC with Student union and organizations, page no 1786-1791)

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

In the process of admission of the students, the campus follows certain methods which include academic records, entrance tests, interviews and group discussions in the academic committee. The academic committee of the campus evaluates the students' records to find out whether or not they are fit for a particular stream. The meeting of the committee takes the final decision after the discussion among its members.

(Criterion 3, for details, please see Vol. 4, Annex-46,,guideline of student enrollment, annual operation calendar, entrance questions , answer sheet, notice of form open, entrance exam, enrollment deadline , Result published, page no 1792-1844)

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

Yes No If yes, cite examples.

There is a provision in the campus to assess the students' needs and aptitudes. An assessment of the students is done by conducting orientation classes, class tests and internal examinations. The teaching faculties inform the students about the courses, the importance of subjects and their significance. Through this kind of information, the students get a chance to weigh up their ability and whether or not they feel comfortable about their subject choice. It helps them change their subject/ stream if they desire so. The campus offers them electives to choose on the basis of their aptitude. It also informs the students about various programs, events, schedules through different channels. The teaching faculties have their own annual plans and they work as per such plans.

It has a positive impact on their learning activities and performance in the exams.

(Criterion 3, for details, please see Vol. 4, Annex-47, internal exam questions , page no 1845-1886)

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).

DMC provides bridge / remedial courses to the weak and disadvantaged students. The faculty members recommend such courses after evaluating performance of the students. First of all, the campus conducts internal examinations after some three or four months of their regular classes. They identify and select such academically weak and disadvantaged students and provide remedial classes so that they can cope with the courses. The campus manages some financial support to the disadvantaged, impaired vision and physically challenged students for their tutorial and remedial courses.

(Criterion 3, for details, please see Vol. 4, Annex-48 policy for remedial class and annual work plan , lesson plan,, page no 1887-1906)

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

Yes No If yes, gives details.

It is mandatory to all the teaching faculties to make their action plan and annual plan in accordance with the annual operational calendar of TU. They submit their plans to the respective departments. They also make teaching plans for conducting teaching-learning activities. The faculty members and the HoDs hold meetings to evaluate and recommend their courses in terms of their plan as per the directives of the IQAC. It makes teaching-learning activities effective and creative. The HoDs and the Assistant Campus Chiefs visit the respective departments regularly to monitor and check their logbooks, attendance and plans prepared by them.

In addition to it, they also develop micro-syllabus in each subject to make teaching more and more effective.

(Criterion 3, for details, please see Vol. 4, Annex 49, policy regarding encouraging teachers to prepare lesson plan, list of work plan, annual plan of faculty, samples of log books page no 1907-1980)

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

There is an academic committee in the campus and it consists of 15 members such as the Campus Chief, Assistant Campus Chiefs and HoDs. The committee regularly monitors and checks whether or not the faculties work as per the annual operational calendar to cover their syllabus. The members of the committee also observe their work plan, evaluate the periodical plan in accordance with the syllabus. Sometimes the faculty members have to improve their teaching schedule and make harmonious to the syllabus. It is also the responsibility of this committee to collect feedbacks from different sources such as the teachers, stakeholders, and the students. The committee makes an observation of classes and also evaluates the work plan and progress of the Departments and faculty members so as to meet the standard of quality education.

(Criterion 3, for details, please see Vol. 4, Annex-50 annual operational calendar and campus calendar, page no 1981-1987)

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)

The campus has developed a system for effective teaching-learning activities. The faculty members are encouraged to use modern technology of teaching and discourage traditional lecture method. They use power point projector, video clips, zoom class and smart TVs etc. In the same way, they use library and e-library as resources and other materials from the websites. They encourage the students to get involved project work. They present it individually or in group. Group discussions in the classroom, home assignments and field study are some of the methods for effective learning. It makes them skillful, practical and knowledgeable.

(Criterion 3, for details, please see Vol. 4, Annex-51, policy on teaching and learning methods and process, photos, online class photos, campus building and computer lab, letter for zoom class during covid pandemic, photos, page no 1988-2023)

Particular	Year 2077 – 078	Year 2078 - 079	Year2079 - 080	Year 080/081
Teaching days per semester or per year against the requirement	220/150	227/150	201/150	227/150
Working days per week against the requirement	06	06	06	06
Work load per week (for full time teachers):	18+6	18+6	18+6	18+6
Work load per week (for part time teachers):		12+6	12+6	12+6
Ratio of full-time teachers to part-time teachers	69:1	70:0	69:0	68:0
Ratio of teaching staff to non-teaching staff	2.76:1	2.91:1	2.87:1	2.83:1
Percentage of classes taught by full-time faculty	98.5%	100%	100%	100%
Number of visiting professors/practitioners	04	05	06	09

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

Yes No If yes, give details about the facilities.

The teaching faculties prepare and use audio visuals and other teaching aids in the classrooms. This kind of facility is available for them in the campus. The classrooms are well-managed for carrying out such activities. The campus has distributed laptop computers to the faculties so that they can prepare such teaching-learning materials. They use multimedia projectors, video camera, printer, photocopy machine, scanner etc. They can seek some support from the computer centre to manage audio- visuals and other teaching aids properly as per requirements.

(Criterion 3, for details, please see Vol. 4, Annex- 52, List of desktops, laptops , multimedia and some photos of building on page no 2024-2030)

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

Particular	Year 2077 – 078	Year 2078 - 079	Year2079 - 080	Year 2080-081
Teaching days per semester or per year against the requirement	220/150	227/150	201/150	227/150
Working days per week against the requirement	06	06	06	06
Work load per week (for full time teachers):	18+6	18+6	18+6	18+6
Work load per week (for part time teachers):		12+6	12+6	12+6
Ratio of full-time teachers to part-time teachers	69:1	70:0	69:0	68:0
Ratio of teaching staff to non-teaching staff	2.76:1	2.91:1	2.87:1	2.83:1
Percentage of classes taught by full-time faculty	98.5%	100%	100%	100%
Number of visiting professors/practitioners	04	05	06	06

(Source Campus Admin)

According to the campus academic calendar, there are altogether 227 teaching days. This shows that there are sufficient teaching days against the requirement. Due to the sufficient number of teaching days, 100% of the course was finished on time.

Similarly, according to our campus statute, a faculty member must take a minimum of 18+6 classes per week.

On our campus, most of our faculty are full-time-based (permanent). They do their job throughout their shift. Besides this, here is a system of guest lectures. Guest lecture are invited as per need basis, recommended by Departments.

(Criterion 3, for details, please see Vol. 4, Annex-53, Annual operational calendar and campus calendar, page no 2031-2038)

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

Yes [] No [] If yes, justify them.

The students of DMC are oriented to the programs, evaluation system, code of conducts and other provisions of the campus. They get informed about the importance of various programs, demand in the job markets, duration / time required number of quotas, field work, project work etc. The campus provides them sufficient information about the system and provisions to them. Likewise, they have to participate in the tests and examinations conducted by the teachers and the campus administration. They should also present the project work in the class and complete the assignments given by the teachers.

It is mandatory to all the students to follow code of conducts of the campus. The campus has prescribed certain uniform for them. It is obligatory to maintain rules and regulations set by the campus administration to the students. The campus regularly monitors their activities in order to maintain discipline. The campus has installed the CCTVs for the surveillance of their activities.

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

Yes [] No [] If yes, justify them.

The evaluation methods are communicated to students at the beginning of the academic session. They are informed by concerned class teacher at very first day of session. They are familiar with all the provisions of the campus such as:

- Get themselves aware on how to develop learning skills, respond to the academic activities of the campus
- Promote regularity of attendance of students in the class, in different class tests, internal tests, project work, and home assignments
- Increase / improve their high pass rates and scores, decrease drop- out rate
- Develop loyalty towards their institution, teachers
- Orientation program for new learners

(Criterion 3, for details, please see Vol. 4, Annex- 54 orientation classes of BCA, and BBA, on page no 2039-2044)

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

Yes No If yes, give details

When the admission procedure is complete, the campus provides orientation classes to newly admitted students. It also monitors their overall performance. Their past academic records, records of the entrance test and interviews are kept in mind. The teachers assess their knowledge, skills and aptitudes. They conduct various tests in order to find out their ability and knowledge in their particular subject and also to discover their progress is satisfactory or not. In general, the evaluation methods used by the teachers include entrance tests, class tests, surprise tests, monthly tests and internal examinations. The Academic Committee / IQAC functions as the quality improvement unit and monitors the overall performance of the students timely.

Thus, the campus prepares the students for better performance in the final exams. The improvement in results shows that such periodical tests have positive impacts on their performance and they are better prepared for the future destinations.

(Criterion 3, for details, please see Vol. 4, Annex- 55, JD of internal Exam conduction and examination unit, Decision of formation, list of student profile, on page no 2045-2125)

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Government Funded						
Any other category: a.						
b.						

The statute of DMC has incorporated all the requirements and procedures for the recruitments of new teaching staffs. It includes all the operational methods mentioned in the above table.

(Criterion 3, for details, please see Vol. 4, Annex- 56, campus statue regarding promotion, promotion form of faculty, appointment system and appointment letter, advertisement, on page no.2126-2166)

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

Teaching staff recruited from 2078/79, 2079/080 and 2080/081		
the same district it operates		from other districts
same institution	other institutions	
Year 2078/079: 2	Year 2078/079: 0	Year 2078/079: 1
Year 2079/080: 2	Year 2079/080: 0	Year 2079/080: 0
Year 2080/081:1	Year 2080/081:0	Year 2080/081:0

(Criterion 3, for details, please see Vol. 4, Annex- 57, Departmental decision about teachers demand, decision from CMC, advertisement, appointment of subject expert Examination, class)

demonstration , selection and appointment of teacher, on page no.2167-2196)

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)

The statute of the campus has defined the rights and provisions for the Management Committee. It has given the committee the right to appoint ad hoc teaching staff and non-teaching staff as per need on period/hour basis. The teachers of this campus get salary, facilities and other benefits as per rules and provision of Tribhuvan University. So far as salary and other facilities of the ad hoc teaching and non-teaching staff are concerned, they get paid in the same manner. They get other facilities such as sick leave, casual leave and other holidays like that of other permanent teachers.

(Criterion 3, for details, please see Vol. 4, Annex- 58 , List of Guest lecture, policy about guest lecture, photos of guest lecture, on page no.2197-2207)

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

Yes No if yes give details (0.5)

The Campus can invite prominent professors and other visiting guests at the request of the departments, the campus administration and CMC. This provision is in practice in the campus for a long time. The teaching faculties are greatly benefited from this kind of practice.

(Criterion 3, for details, please see Vol. 4, Annex- 59 , List of Guest lecture, policy about guest lecture, photos of guest lecture, on page no.2208-2219)

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

	Participants	Resource persons	No of Program Attended
Institutional level	6	03	14
National level	19	1	21
International level	3	01	3

Participation in Seminar/Workshop/Training

Name of Participants	Participated As	Organizer	Duration	Remarks
Ratna Bahadur Thapa	Participant	Nepal Chemical Society	2 Aug. 2022	Hosted By M.M.A.M.C. TU Biratnagar
Nagendra Mishra	Participant	Nepal Chemical Society	2 Aug. 2022	Hosted By M.M.A.M.C. TU Biratnagar
Rajendra Dhakal	Participant	Nepal Chemical Society	2 Aug. 2022	Hosted By M.M.A.M.C. TU Biratnagar
Nabin Basnet	Participant	Nepal Chemical Society	2 Aug. 2022	Hosted By M.M.A.M.C. TU Biratnagar
Bishnu Prasad Bhattarai	Participant	Nepal Chemical Society	2 Aug. 2022	Hosted By M.M.A.M.C. TU Biratnagar

Jay Raj Bhattarai	Participant	Faculty of Management, Office of the Dean TU	15,16 March 2022	Hosted By Kankai Adarsh Campus Birtamod
Jay Raj Bhattarai	Participant	Faculty of Management, Office of the Dean TU	11, 12 Feb. 2023	Landmark Forest Park Sauraha, Chitwan
Suman Kumar Nepal	Participant	International Institute of Humanitarian Law	24 Jan.-18 Feb. 2022	International Institution of Humanitarian Law
Ram Prasad Bhandari	Participant	Regional Examination Control Office	2079/08/19	Biratnagar
Ram Prasad Bhandari	Participant	Kankai Multiple Campus	18-20 June 2022	Kankai Multiple Campus
Kamal Nath Dawadi	Participant	Dept. Phy. and Maths	17-21 June 2017	Damak Multiple Campus
Esha Rai	Participant	Office of Kathmandu and the Nepal Forum of Science Journalists	26 Aus. 2022	
Esha Rai	Participant	Capacity Building of Female Academics and Researchers in STEM Biratnagar	20-12-2079	Mahendra Morang Adarsha Multiple Campus Biratnagar
Kamal Nath Dawadi	Participant	Nepal Physical Society Province 1	18-21, Feb. 2023	MMAMC Biratnagar
Kamal Nath Dawadi	Participant	Dep. Physics	26,29-02-2019	Tri-Chandra M. Campus KTM
Kamal Nath Dawadi	Participant	Regional Examination Control Office	16/08/2079	Biratnagar
Arun Kumar Shrestha	Participant	Dept. Physics Govt.P.G. College New Tehri Garhwal	18-20, March 2021	Hosted by College New Tehri Garhwal
Arun Kumar Shrestha	Participant	Sauth Asia Centre of Medical Physics and Cancer Research	15-18, Feb. 2023	
Arun Kumar Shrestha	Presenter	Dept. Physics Institute of Biomedical and Natural Sciences	2-4, March 2023	Hosted by Institution of Biomedical and Natural

		Dehradun		Sciences Dehradun
Sewak Subedi	Participant	Dept. Physics Amrit Campus TU KTM	23-27, Sept. 2019	
Dev Raj Spkota	Participant	Dept. Physics Amrit Campus TU KTM	23-27, Sept. 2019	
Uttam Prasad Bhattarai	Resource Person	Rilomala Sabthali Aakhda, Nepal	11-12, Feb. 2023	Hosted by Santhal Indigenous Upliftment Association of Nepal
Uttam Prasad Bhattarai	Reviewer	Journal Of NELTA Province 1	28, Feb. 2023	
Lila Ram Niroula	Participant	Regional Examination Control Office	19-20/08/2079	Hosted by Janta Multiple Campus, Itahari
Yogesh Gautam	Participant	Open and Distance Education Center	4-5, March. 2023	Shree Krishna Hotel, Biratnagar
Yam Bahadur Budhathoki	Participant	Dept. Physics MMAMC Biratnagar	5-8, 11, 2079	Hosted By M.M.A.M.C. TU Biratnagar
Kamal Nath Dawadi	Participant	Dept. Physics MMAMC Biratnagar	5-8, 11, 2079	Hosted By M.M.A.M.C. TU Biratnagar
Uttam Prasad Bhattarai	Resource Person	Dept. of Santali & IQAC West Bengal, India		Hosted by Panskura Banamali Campus, West Bengal, India
Ratna Bahadur Thapa	participant	IOST, TU with sported by UGC	29 april -5 may, 2024	Hosted by IOST, TU
Kamal nath Dawadi	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Ratna bahadur Thapa	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Nabin Basnet	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Rajendra Dhakal	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination

				Brt.
Bishnu Bhattarai	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Esa Rai	Resource person	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Pramila Prasai	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Binita Bhattarai	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Kul Prasad Siwakoti	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Yam Budhathoki	participant	Controller of examination	17-18/ 11/2080	Hosted controller of examination Brt.
Bishnu Prasad Neupane	participant	ICC Congress Nepal Chemical Society	May 25-27 2023	Hosted controller of examination Brt.

(Criterion 3, for details, please see Vol. 4, Annex- 60, List and photos of certificate of participation of faculties in different seminar, workshop, decision of departments , appointment letter of faculty as expert, on page no. 2220-2296)

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.

The campus has developed a mechanism of self-appraisal to evaluate the performance of the teaching faculties. For this purpose, the Departments prepare questionnaires related to teaching, research, and extension programs under the guidance of IQAC. The students give their feedbacks regarding the performance of teachers. They are collected and evaluated in the departments. As per the feedbacks, a report is prepared and forwarded to the IQAC with important suggestions / recommendations. The evaluation is done on the basis of the results of the internal and annual examinations. It has been a part of the routine that is done time to time.

, (Criterion 3, for details, please see Vol. 4, Annex- 61, Decision regarding appraisal form, Record of appraisal and appraisal form , on page no 2297-2323)

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.

We also follow other methods of appraisal which include:

- Regular observation of departments by IQAC
- Suggestions and feedbacks of the stakeholders and guardians used for appraisal method
- Comments of the community are received through various means
- Collection of grievances of students / student's union through GRM Cell
- Feedbacks of students as well as teachers

The role of IQAC is very important for evaluating performances of teachers. For this purpose, the IQAC follows the format. It is helpful in evaluating overall situation and how to improve it. The campus also prepares the questionnaires for self-evaluation of teachers. In this regard, the participation of the students is essential. The IQAC / Academic Committee prepares the report and it is submitted to the campus administration and authority concerned (CMC). Then it is analyzed and feedbacks are given as per the requirements.

(Criterion 3, for details, please see Vol. 4, Annex- 62, Decision of appraisal, records of different appraisal on page no. 2324-2495)

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?

The campus collects the students' experiences regarding its overall activities. The representatives participate in the meeting of the Management Committee of the campus at times and have discussions on various issues. They can also put forward their problems and difficulties individually through departments, administration and IQAC etc. The reports of the appraisal show what they feel and experience about performance and other activities of the institution. It is a kind of their evaluation of the teachers and it is helpful in improving the weaknesses. It helps in developing closeness between the teachers and the students.

(Criterion 3, for details, please see Vol. 4, Annex- 63, Decision regarding preparation of guidelines, Student survey report 2080 on page no. 2496-2528)

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

Yes [] No [] If yes, give details.

The faculty members should be familiar with the new trends in the matter of teaching – learning activities. They should update themselves. Therefore, the faculty members get involved in participation in conferences, seminars, refresher courses and workshops regularly. It is quite helpful in development of skills, experiences and knowledge of the faculty members. DMC also organizes such events at times under initiation of the departments. This responsibility is carried out by the departments and the RMC. For this purpose, a proposal should be presented by the faculty members to the RMC. Its approval is required from the RMC/ IQAC/CMC. A certain amount is granted by the CMC for conducting such activities. The students also get involved in such research activities, seminars, workshops etc.

(Criterion 3, for details, please see Vol. 4, Annex- 64, Report about machine learning and different types of research, project work title page, on page no.2529-2584)

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 Programs	No. of Beneficiaries	Remarks
English Department	00	00	
Economics Department	2	257	Faculty and Students
Physics and Mathematics Department	1	24	Faculties
Chemistry Department	3	80	Faculty and Students
Biology and Environment Department	1	40	Faculty and Students
Management Department	1	144	Faculty and Students
Education and Humanities Department	16	410	Faculty and Students
Nepali Department	1	45	Faculty and Students
MBS Department	1	50	Faculty and Students
BCA Department	2	70	Faculty and Students
BBA Department	4	941	Faculty and Students

(Criterion 3, for details, please see Vol. 4, Annex- 65, report about training course for physics teacher to introduce nuclear science and technology in secondary level school, Training report about technology driving agriculture, photos of share traing , edu expo about sustainability development program ,results of BBA , community outreach program , on page no 2585-2643)

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

The campus has given a great importance to research-oriented teaching and learning. The faculty members make maximum use of multimedia projector in the classroom. It has been a part of learning and teaching in the campus. The application of the MS Power point has been very effective in such activities. The campus also conducts online classes through Zoom services when classes can't be conducted physically, especially during pandemic and other crises. The availability of the Internet service has been very beneficial to the faculty in this regard. The campus administration and the CMC have realized this fact and have given focus on research - based teaching- learning activities in the campus.

The notable innovations applied in learning-teaching activities are:

*Use of multimedia, projector, smart TV, smart board

*Use of distance learning like Zoom, Google meet

*Use of E-library

Project work

*Student centered method

Problem solving method

(Criterion 3, for details, please see Vol. 4, Annex- 66, Records of zoom class , on page no. 2644-2679)

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

The campus has established linkage with other prominent academic institutions for conducting research works and teaching-learning activities. They share experiences regarding ongoing activities and issues. The campus administration has the responsibility of extending linkage with other national and international institutions.

(Criterion 3, for details, please see Vol. 4, Annex- 67 , MoU with RMC of janapriya campus on page

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

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

The Campus Management Committee has allocated Rs. 70,70 000 /- which is equivalent to approximately 5% of total recurring budget.

Criterion 4, for details, please see Vol. 5, Annex- 68 , Decision and allocation of 5% budget in Research and guidelines of RMC on page no. 2682-2703)

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

- Encourage Bachelor and PG students doing project work [✓]
- Teachers are granted study leave [✓]
- Teachers are provided with seed money [✓]
- Provision of Research Committee [✓]
- Adjustment in teaching load/schedule [✓]
- Budgetary provision for purchasing research equipment [✓]

The campus has set the Research Management Cell with the purpose of promoting research activities for the faculty members and the students. In this regard, the campus has managed a budgetary provision. It encourages the faculty members to carry out research activities, mini researches, the project work as well as M.Phil and PhD. The research works and the project work are a part of teaching-learning activities in the campus, especially for the students of bachelor and postgraduate levels. The teachers get study leave along with salary during their M. Phil and PhD. For the fiscal year 2078/079, the campus has allocated a sum of Rs. 33,00,000. For the running fiscal year 2080/081, a sum of Rs. 70,70,000 has been allocated for Group, Field, Mini, Independent research and for Ph. D. and M. Phil studies as well.

(Criterion 4, for details, please see Vol. 5, Annex- 69, Detailed report of RMC ,on page no.2704-2741)

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

Yes [] No [✓] If yes, give details

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

Although there are several faculty members who are involved in conducting and guiding research works, but there is no Doctoral Programs in conduction in the campus till date. All the teachers who teach in master level are thesis supervisors. Most of our faculty are engaged in different type of project work, case study, and thesis in final year of bachelor level. Mr. Yagya Raj Giri, Dr. Netra Budhathoki, Suman Kumar Nepal are guiding thesis papers. Similarly, Tej Pd. Acharya, Mr. Bhaba Krishna Khattiwada, Mr. Prem Sangrula, Mr. Dilliram Bhattarai are also guiding Master Degree thesis in management program. Likewise, the teachers of science program like Mr. Ratna Bdr. Thapa, Mr. Nabin Basnet, Mr. Rajendra Dhakal, Mr. Dilliram Pohkrel, Mr. Arun Kumar Shrestha, Mr. Dev Raj Sapkota, Mr. Kamal Dawadi Mrs Binita Bhattari, Mrs Esha Rai, Mrs. Pramila Prasai, Mr. Kul Prasad Siwakoti, Mr. Basu Dev Kafle, are also involved in guiding research works. Mr. Abinash Kumar Jha, Mr. Ram Chandra Adhikari, Mr. Ram Prasad Bhandari, Mr. Binod Chapagain many other faculties are also involved in guiding research. Most of the faculties contribute articles for journal, memorial, bulletin regularly through Publication and Research Cell. Some of the faculty members have also published research articles in the international journals.

(Criterion 4, for details, please see Vol. 5, Annex- 70, report about Teachers involvement in research in damak multiple campus , on page no.2742-2744)

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

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil	0	0	0
PhD	0	0	0

The Campus does not run M. Phil. /Ph. D. programs. Hence, it is not applicable.

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

This Campus has no doctoral programs.

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

Yes [] No [] If yes, give % of financial support from recurring cost.

DMC has focused on research activities for its faculty members as well as the students. The students of bachelor and postgraduate levels carry out research works. There is a budgetary provision even for the students. The students get financial support for carrying out such activities. The Departments receive the interested students' research proposals and they are forwarded to RMC/IQAC. Then RMC/IQAC forwards with recommendation on the basis of its manual and guidelines to the campus administration for budgetary supports. The concerned faculties work as their guides who supervise and support their research works. The campus has allocated a sum of Rs 55,00,000 for this fiscal year 2079/80 to promote overall research works for the faculties and students. It encourages the students and the teachers to get involved in research activities. Research activities develop a habit of regular studies and hard work for them.

(Criterion 4, for details, please see Vol. 5, Annex 71, provision of involvement in Research , on page no. 2745-2746)

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

Total number of projects	Project Revenues (in NRs.)
10	2,00,000

The faculty members are involved in conducting research works in various subjects. For the promotion of such activities, DMC grants them the financial supports. At present, the following research works are being carried out under the support of the campus from its internal fund. The teachers who are involved in such activities include:

Mini Research by Teaching and Non-teaching faculty of Damak Multiple Campus 2081

Name of Researcher	Topic	Remarks
Bala Bhattarai	दमक नगरपालिकाभित्रका कक्षा १० मा अध्ययनरत धिमालभाषी विद्यार्थीहरूको उच्चारण तथा सस्वरपठन क्षमताको त्रुटि अध्ययन	Ongoing
Bhab krishna Khatiwada	दलितहरूको शैक्षिक अवस्था : एक अध्ययन	Ongoing
Jivan Gurung	Comparative Study on Macro-Invertebrates as Bio-Indicator From Ratuwa And Mawa Rivers	Ongoing

Nabin Basnet	To Study the Electrical Conductivity of Aqueous Surfactants' Solutions at Low Concentration	Ongoing
Rajendra Dhakal	Conductometric study of alkali metal chlorides in binary mixed solvents of short chain alcohols	Ongoing
Ratna Thapa	Comparative assessment of quality of Drinking Water from premises of Damak multiple campus	Ongoing
Sudip Thapa	Consumer Response and Satisfaction towards Coffee Consumption in Damak City	Ongoing
Tej Prasad Acharya	Credit Risk and Its Impact on the Profitability of Nepalese Commercial Banks	Ongoing
Yam Budathoki	Study Of Some Physical Parameters of Five Different Brands of Mustard Oils Available in Damak.	Ongoing

M. phill and Ph.D. research by Faculty in Damak multiple campus

SN	Name of Faculty	Department	PHD Title	Status
1.	Dr. Netra Bahadur Budathoki	Management	A General Assessment of benefits and problems of Merger and Acquisition trend in India during Liberation Era	Completed
2.	Mr. Arun Kumar Shrestha	Physics	Study of Radiological hazards of construction materials in Nepal	Ongoing
3.	Mr. Rajendra Dhakal	Chemistry	To study the interaction of TTAB (Tetra decyl trimethyl ammonium bromide) with sodium carboxymethyl cellulose in presence of ionic salt aqueous media.	Ongoing
4.	Mr. Bhumi Prasad Dahal	Nepali	Sanskrit Mahakabya siddhanta ka adhar ma Devkota ka Mahakabya ko Addhyan	Ongoing
5.	Mr. Nabin Basnet	Chemistry		Ongoing
6.	Mr. Parasmani Acharya	Management	“Tax Payers Awareness in Nepal regarding with Value Added Tax and Income Tax”	Ongoing
7.	Mrs. Radhika Ojha	Economics	Saving and Credit Cooperative and Women Empowerment	Ongoing

8.	Dr. Byanjana Sharma	English	Perspectives on Primary School Literacy in Australia: ESL Parents and years 3-6 Teachers.	Completed
9.	Jivan kumar Gurung	Biology	Studies on Physicochemical characteristics, macro-invertebrates and; diversity of ichthyofauna of river Kankai in Eastern Nepal.	Ongoing
10	Shantiram Subedi	Physics	Multivariate statistical modeling for the analysis of NEPSE Stock data	Ongoing
11	Dilli Pokhrel	Chemistry	Micellization of Surfactants in both aqueous and alcoholic medium at various temperatures with and without the Isoniazid drug.	Ongoing
12	Bishnu Prasad Neupane	Physics	Study of Physicochemical properties of some plant	Ongoing

(*Criterion 4, for details, please see Vol. 5, Annex- 72 , contract of researcher on page no. 2747-2774)*

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

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
UGC	200000	1 Year	Rajendra Dhakal (Single Researcher)
UGC	200000	1 Year	Nabin Basnet (Single Researcher)
UGC	200000	1 Year	Ratna Bahadur Thapa (Single Researcher)

(*Criterion 4, for details, please see Vol. 5, Annex- 73, contract papers of ongoing Research paper with UGC on page no. 2775-2791)*

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

Writing and publishing research-based articles is a part of teaching-learning activities in the campus. To promote such activities, Publication Cell has been formed in the campus. It combines teaching-learning activities with research activities and publication of articles. This cell calls for articles from the faculties and publishes academic journal twice a year. It also publishes campus bulletin, souvenir, and departmental bulletin. The research cell also invites proposals from teachers and students.

Add titles and authors' name

Journal Volume 4 Contents	
Author	Title
<i>Arun Kumar Shrestha, Sonu Limbu</i>	An Exposure to Natural Background Radiation in Eastern Nepal
<i>Dhananjaya Baskota</i>	Cultural Confrontations and its Impacts in Henry
<i>Tej Prasad Acharya</i>	Credit Risk and its Impact on Earnings of Nepalese Finance Company
<i>Jeevan Kumar Gurung</i>	Obtrusive Plagiarism and Data Falsification in Biological Sciences: Trends and Remedies
<i>Prem Prasad Sangraula</i>	Revenue Relation with Vat in Nepal Government Budget Structure
<i>Shantiram Subedi</i>	Several Appropriate Statistical Techniques in Research

<i>Mounta Baral, Pratik Poudel, Dioendra Adhikari and Mohan Sangroula</i>	Trends of Utilization Plants Resources Among Santhal of Nepal
<i>Paras Mani Acharya</i>	Tas Payers Moral Behavior in Nepal
<i>Niruta Shrestha and Esha Rai</i>	Awareness on Pesticide Exposure and Safety Practices at Himalaya Tea Estate Damak-4
<i>Nabin Basnet and Chandradip Kumar Yadav</i>	Days and Their Importance : A Review
<i>उत्तमप्रसाद भट्टराई</i>	नेपालको विकासमा सन्थालको भूमिका
<i>भूमिप्रसाद दाहाल</i>	ऋतम्भरा महाकाव्यमा छन्दप्रयोग
<i>अञ्चला सुवेदी</i>	लौकिक संस्कृतमा भाषिक चिन्तनको परम्परा

(Criterion 4, for details, please see Vol. 5, Annex- 74, Link of campus journal, on page no. 2792)

[Journal Link](#)

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

Yes [] No [] If yes, give details.

Damak Multiple Campus is involved in several activities for the development of the community. It schedules not only outreach programs and trainings in the community but also offers consultancy services. For example, Mr. Dilli Prasad Bhattarai has offered technical support services related to enhancing quality of education of the government-run schools in Damak Municipality on its request for a week-long program. DMC has granted him a leave for the performance of the task.

Mr. Dilli Bhattarai is a planner of School Education Reform Program for five years. He is providing consultancy services as a member of Education Unit for effective functioning of the task. He is also working as a member of an expert team for School Evaluation in Damak Municipality.

Similarly, Mr. Basudev Kafle has also worked as a resource person and an expert in Damak Municipality ward no. 10 for a week-long program related to environmental issues, mitigation of problems and finding sustainable solutions.

(Criterion 4, for details, please see Vol. 5, Annex- 75, letter of consultancy service on page no. 2793-2795)

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 []

The campus has a designated person for outreach and extension activities. Like other units and cells, the campus has also formed an Outreach and Extension Unit. The Unit consists of five members who carry out the responsibility of outreach programs. It includes a coordinator and four other teaching faculty members. The Unit members prepare and set a program of their activities. The purpose of this unit is to create awareness among the people regarding environmental issues, healthy life-style and hygiene, and population education etc. in the communities. The campus contributes to the society/ community through such outreach and extension activities along with providing education to the students.

The names of Unit members are as follow:

Coordinator - Dr. Netra Bahadur Budhathoki

Member - Yagya Raj Giri
" - Ratna Bahadur Thapa
" - Basu Dev Kafle
" - Padam Prasad Ghimire

(Criterion 4, for details, please see Vol. 5, Annex- 76, Minute of formation of outreach and extension unit , on page no. 2796-2797)

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

Community development	<input checked="" type="checkbox"/>
Health and hygiene awareness	<input checked="" type="checkbox"/>
Training in Disaster Management	<input type="checkbox"/>
Medical camps	<input checked="" type="checkbox"/>
Blood donation camps	<input checked="" type="checkbox"/>
AIDS awareness	<input checked="" type="checkbox"/>
Environment awareness	<input checked="" type="checkbox"/>
Adult education and literacy	<input checked="" type="checkbox"/>
Human Rights Awareness	<input checked="" type="checkbox"/>
Legal Rights Awareness	<input checked="" type="checkbox"/>
Drug Addiction	<input checked="" type="checkbox"/>
Epidemics	<input checked="" type="checkbox"/>

Extension Activities	Designated Person	Involved Departments
Community development	Pravat Sivakoti	Economics (BSW)
Health and hygiene awareness	Kul Bahadur Thapa	Education Department
Training in Disaster Management	Tanka Prasad Bhattarai	Education Dept.
Medical camps	Suman Kumar Nepal	Phy. & Maths Dept.
Blood donation camps	Shovim Neupane	FSU
Environment awareness	Esha Rai	Bio. & Env. Dept.
Adult education and literacy	Bhumi Prasad Dahal	Nepali Dept.
Human Rights Awareness	Radhika Ojha	Eco. Dept.
Drug Addiction	Ram Chandra Adhikari	BBA Dept.
Epidemics	Til Chandr Adhikari	Education Dept.
Legal Right Awareness	Bishnu Prasad Bhattarai	Che. Dept.

(Criterion 4, for details, please see Vol. 5, Annex- 77, appointment letter , on page no. 2798-2809)

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.

DMC carries out outreach programs on regular basis. It conducts several programs related to environmental issues, financial issues, population education, adult education, health camps, cleanliness and others. It has selected Bhawana Tole of Damak Municipality Ward No. 10 to develop it as a model village of this Municipality. The campus is working for the development of Sagarmatha Basic School. The campus distributes stationery materials to the students and manages prizes as per requirements of the school. Similarly, it distributes saplings in the village. It also provides trainings to the teachers and work as guest teachers. Under the initiation of the campus, a co-operative named Bhawana Sahakari is in conduction

in the model village. It has provided financial supports to the co-operative. Dept. also initiates many outreach programs. For example, Department of Education and BSW have organized more than 15 programs on different issues.

(Criterion 4, for details, please see Vol. 5, Annex- 78, Meeting, program regarding outreach activities model school and model village, rally and Exhibition about circular economy, different outreach and extension activities organized by dept/ campus, on page no. 2810-2939)

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

The campus gives priority to social-welfare programs and social services. It is working continuously in this field. It encourages students and teachers to participate in community service programs. The campus notifies them through notice board or other Social Media about the social works that the participants are supposed to be performed by them. Then the campus prepares a profile on the basis of the record of the activities performed by its members. The campus evaluates the contributions made by them to the community and their services and contributions are duly awarded on its anniversary day or other occasions. The Financial supports and free-studentship are offered to the students who are involved in such activities of the campus. Students have also participated in extension activities like making of zebra crossing in proper places, futsal competition, and awareness programs etc.

(Criterion 4, for details, please see Vol. 5, Annex- 79, strategic plan, on page no. 2940-3011)

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)

Yes, DMC conducts several extension activities along with NGO's and GO's. It has been beneficial to the institution as well as the society. It has developed close links with various organizations that are in conduction in the local levels such as hospitals, Human Rights Organizations, Red Cross Society, Co-operatives and other NGO's. It supports them for the conduction of different activities such as Blood Donation Program, traffic awareness program, health camps, environment and cleanliness- related programs etc.

(Criterion 4, for details, please see Vol. 5, Annex- 80, Decision Regarding MOU and sample of MOU with different organizations, on page no. 3012-3032)

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)

Yes, Damak Multiple Campus has extended physical infrastructure as per its master plans. The Campus owns separate buildings for science block, academic departments, IT building, BBA and BCA blocks. Now the campus has a five-storied building with underground parking facility and rooms with shutters to be used as shopping centers. It has a plan to extend the BBA and BCA Separate blocks as per the requirements. The campus is making optimal use of its infrastructures by conducting classes both in the morning and the day shifts. Now the campus has sufficient rooms for conducting examinations and also regular classes simultaneously. Unfortunately, the campus has not been able to secure land yet for constructing a hostel due to dearth of land and its proper location and budgeting.

The following plans have been set to complete in the running fiscal year 2080-081.]

Ongoing plans

- Extension of Library and Laboratory
- Separate toilets for ladies and dressing room **completed**
- Set up of electronic devices (TV, Projector) in class room completed **(22 class room are equipped with electronic devices)**
- Management of adequate furniture **Partially completed and is on going**
- Updating Research Lab and RMC chamber with devices and resources **Partially completed and is on going**
- Furnishing botanical garden / plantation **Partially completed and is on going**
- Improving inquiry section with accessories **completed**
- Repairing /coloring existing building **completed**
- Management of NEHEP office **completed**
- Developing EMIS **Partially completed and is on going**
- Re-set up of canteen **completed**
- Addition of computer lab with computer **Partially completed and is on going**

Campus has the following future plans to be completed till 2026.

Future Plans:

1. Development of online teaching-learning platform
2. Installation of solar panel
3. Extension of labs.
4. Indoor game chamber
5. Construction a hostel.
6. Building a separate library
7. Building a new block from administrative building to academic block for canteen and guest room
8. Extension of BBA / BCA blocks

(Criterion 5, for details, please see Vol. 6, Annex- 81, Decision Regarding master plan , Details of master plan , on page no. 3033-3051)

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)

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

Laboratory [✓]

Library [✓]

Computer centre [✓]

Projector display rooms [✓]

Give details

There is a smooth development of physical infrastructure as per requirements and plans to keep pace with academic growth. The campus has a plan to extend additional science labs, computer lab with adequate number of computers, library, e-library, smart TV, smart boards, furniture and facilities for indoor and outdoor games and sports. The campus forms the committee and allocates budgets or funds for various activities such as maintenance, research works, and publications and augments the infrastructures to keep pace with academic growth. The committee also makes action plans and evaluates them periodically.

To meet the challenges, the campus also seeks supports from Damak Municipality, donors, locals and external agencies such as UGC, NGOs and INGOs. The campus has extended teaching-learning materials for efficiency and maintenance of its quality of education. Laptop computers have been distributed to the teaching and non-teaching staff as per its previous plan. Similarly, classrooms are well-equipped with multimedia projectors, smart boards, Tv. with Internet access. The campus has its own Id card printer, xerox (photo copy) machine, generator, and invertors for providing services to the students without any interruptions. The campus has maintained an adequate number of books, furniture items, computers in the library and well-equipped laboratory for the students of Science and BCA programs. The separate Department offices have also their own furniture items, a mini library with computer and the Internet access. The campus has installed the CCTVs (closed- circuit television) for making surveillances of activities within campus premises including examinations.

It has extended physical facilities like drinking water (both hot and cold), the changing room for girl students, facilities for games and sports are available. The campus has a plan to install solar panels on the roof top of the new buildings in the years to come.

Plan for Infrastructural Development

S N	Activiti es	Base Line Data	Proposed Time Target & Estimated Budget								Partne rs	Lead Responsibil ity	Re ma rks
			078/ 079	079/0 80	080/ 081	081/ 082	082/ 083	Total	Inter nal	Exter nal			
1	Extensi on of Library and Laborat ory	Not Suffici ent	3000 00	7000 00	7000 00	7000 00	7000 00	31000 00	1000 000	2100 000	UGC/ DMC	MC/Admin	
2	Separat e toilets for ladies and dressing room	Not Suffici ent	5000 0	6000 00	-	-	5000 0	70000 0	2000 00	5000 00	UGC/ DMC	MC/Admin	

3	Set up of electronic devices (TV, Projector) in classroom	Not Sufficient	2000 00	2000 00	2000 00	2000 00	2000 00	10000 00	3000 00	7000 00	UGC/DMC	MC/Admin	
4	Management of adequate furniture	Not Sufficient	1000 00	8000 00	6000 00	4000 00	2000 00	21000 00	7000 00	1400 000	UGC/DMC	MC/Admin	
5	Updating Research Lab and RMC chamber with devices and resources	Not Sufficient	1000 00	4000 00	3000 00	3000 00	4000 00	15000 00	5000 00	1000 000	UGC/DMC	MC/Admin	
6	Furnishing botanical garden/plantation	Not Sufficient	2500 0	2500 0	2500 0	5000 0	7500 0	20000 0	7500 0	1250 00	UGC/DMC	MC/Admin	
7	Improving inquiry section with accessories	Not Sufficient	2000 0	3000 0	3000 0	2000 0	-	10000 0	3000 0	7000 0	UGC/DMC	MC/Admin	
8	Repairing/coloring existing building	Continuity	-	1000 000	-	-	-	10000 00	3000 00	7000 000	UGC/DMC	MC/Admin	
9	Management of NEHEP office	Not Sufficient	2000 00	1000 00	5000 0	-	-	35000 0	1250 00	2250 00	UGC/DMC	MC/Admin	
10	Developing EMIS	Not Sufficient	2500 0	5000 0	5000 0	7500 0	1000 00	30000 0	1000 00	2000 00	UGC/DMC	Admin	
11	Re set up of canteen	Not effective	-	5000 00	-	-	-	50000 0	2000 00	3000 00	UGC/DMC	MC/Admin	
12	Addition of computer lab with computer	Not effective	-	2000 000	-	5000 0	5000 0	21000 00	7000 00	1400 000	UGC/DMC	MC/Admin	
Total								12950	4230	8720			

Laboratory and library facilities are available to the students and the faculty members of DMC. There is a computer centre and a library with Internet access available to teachers, students, and non-teaching staff. Similarly, the campus has provided necessary electronic and electric equipment for promoting effective teaching activities. Some of the measures taken by the institution to fulfill the immediate need of resources for infrastructural development include:

- Revision of fee structure on consent of students and the stakeholders
- To get support from external agencies such as UGC, Damak Municipality, Nepal Chamber of Commerce, LWF, and CARITAS Nepal.

(Criterion 5, for details, please see Vol. 6, Annex- 82, photo of all support facilities eg buildings , drinking water , classroom , on page no. 3052-3089)

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

There is a need of regular maintenance of infrastructure to keep it in a well-functioning condition. So, the campus allocates a certain amount of budget annually for maintenance of its infrastructure. For example, the campus had allocated budgets for maintenance in the year 2076, 2077, 2078, 2079 and 2080 Rs 1,00,000, Rs. 1,50,000, Rs. 2,00,000, Rs 1,00,000 and Rs150000 respectively.

We also seek some supports from various donors and external agencies as per requirements. Previously, we had obtained donations as support from various external agencies like IOM, LWS, UNCHR and INGOs. The campus became successful in achieving maximus benefits from UGC under matching grants and performance grant schemes. We have got some supports from Damak Municipality for procuring furniture items. We are hopeful to get financial assistance from the provincial government for procuring furniture items for the new buildings. We are planning to prepare and submit the proposal for the support.

(Criterion 5, for details, please see Vol. 6, Annex- 83, formal mechanism regarding construction , repair , maintenance and infrastructure expansion, TOR of construction committee, decision of formation construction committee, and budget , on page no. 3090-3107)

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

The campus utilizes its infrastructure facilities by conducting regular classes in both shifts in the same buildings. Keeping in mind the flow of students, the campus is extending its infrastructures and an adequate quantity of facilities. The campus has run BBS, MBS, MA (Economics), MED (English and Nepali) programs in the morning shift and BA, B. Ed, BBA, and B. Sc in the day shift. The campus has a plan to shutters for income generation. There is an underground parking facility for students and the staff. The campus has given high priority to utilize its library, e-library, seminar hall, playground, botanical garden, science lab and computer lab. It has a plan to extend its library, science and computer labs. The library is kept open for both shifts so that the students and readers can visit as per their convenience.

It has a separate department office, separate study rooms for students and teachers with computers, Internet access and furniture. There is also an availability of e-library for making an easy connection with the international libraries worldwide. There is an automated connectivity

available for teachers. There is a plan for extension of the library. So far as science and computer labs are concerned, they remain open based on the shift of the campus hour for the program. The program coordinators of different faculties make an arrangement of schedules for maximum utilization of its facilities. Similarly, all the divisions and units also make their own action plans for the use of available facilities.

(Criterion 5, for details, please see Vol. 6, Annex- 84 , strategy plan for optimum utilization of land and infrastructure at damak multiple campus , on page no. 3108-3114)

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

Yes [] No If yes, give clearly defined regulations.

Damak Multiple Campus encourages the use of its academic facilities by external agencies.

For example, the buildings of Damak Multiple Campus are used for conducting annual examinations of the campuses affiliated to T.U., CTEVT programs and other governmental and external agencies. Likewise, Damak Campus also provides its playground for district and national level football and volleyball tournaments. Similarly, it has large and well- equipped seminar halls that the local political parties and organizations can utilize for arranging their meetings, workshops and other programs during holidays on prior consent of the campus.

(Criterion 5, for details, please see Vol. 6, Annex- 85, Utilization of land by external agency, Report about computer training , on page no. 3115-3131)

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

The campus emphasizes on student-friendly environment. The environment has been kept pollution and noise free; cleanliness is maintained and a mini botanical garden and plantations in the campus premises enhance its natural beauty. The campus has hired sweepers and a gardener who keeps the classrooms and the campus premises neat and clean. It gets all the buildings and classrooms refurbished as per requirements. It has reached an agreement with the student unions and other organizations for prohibition of graffiti writings and pasting posters, notices and press release on the walls of the campus. It also issues notices to the students regarding maintenance of cleanliness and pollution free environment. To sum up:

- The campus administration, IQAC, and CMC arrange meeting with stakeholders, for example, environment experts, representatives of political parties, alumni etc.
- We give high priority to the environment-related issues of the campus and how to maintain its environment peaceful, beautiful and pollution free.
- The campus focuses on regular plantation in the botanical garden to keep the environment intact and maintain its greenery.
- There is a well-maintenance of cleanliness around the campus
- We use dustbins in each story of the main buildings and the administrative building.
- The campus as well as the Student's Union organizes environment-related and cleanliness programs
- The campus has prohibited pasting, littering or other activities in the campus premises
- The campus has hired sweepers and gardeners for maintaining regular cleanliness

(Criterion 5, for details, please see Vol. 6, Annex- 86, appointment letter of gardener, report of health , sanitation and environment cell , on page no. 3132-3178)

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

Computer accessible to the students – 33	[✓]
Computers accessible to the faculty - 5	[✓]
Internet accessible to the faculty	[✓]
Internet accessible to the students	[✓]
Internet accessible to the non- teaching staff	[✓]

The campus has its own computer lab for the students. In addition, it has provided computers with Internet facility to the students in the library and all the departments for the faculty members. The campus has also distributed computers to the teaching and non-teaching staffs in order to make learning-teaching activity effective and maintaining the records. Most of them are literate in computer education with sufficient knowledge. In some cases, they can get the support of computer technicians / experts. They also share their skills and knowledge with each other.

The use of computers to perform works and maintain records has been time-saving and it has enhanced their performance. They use computers for teaching-learning materials, keeping students' record, publishing notices, and printing other items etc. It has improved their competence to embrace and use ICT.

(Criterion 5, for details, please see Vol. 6, Annex- 87, computers , laptops allocated in institution , on page no. 3179-3180)

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

The computer centre remains open during campus hour from 6:15 am to 5:00 pm. It also remains open as per needs and requirements during holidays and off -hours. The staffs who work on holidays get extra remuneration for their services.

(Criterion 5, for details, please see Vol. 6, Annex- 88, computer lab manual , on page no. 3181-3185)

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

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

With the advent of modern technological teaching-learning equipment and other materials in the academic field, drastic changes have occurred in teaching methods. The use of innovative technology is a part of teaching-learning and activities at DMC. There is a facility of computers with Internet access in each department, administration, library, account section, science labs, examination and store sections. For the promotion of modern technology in the campus, it has distributed laptop computers and managed trainings to the faculty members and the non-teaching staffs for the convenience of teaching with multi-media and graphics designing, and Microsoft office packages.

An academic institution is a sensitive place. Therefore, the campus has installed 55 CC TV cameras for surveillance of activities, especially in main tutorial building, administration, and library. The campus has also maintained smart TVs, smart boards, projectors, the Internet server and regular and uninterrupted supply of electricity.

(Criterion 5, for details, please see Vol. 6, Annex- 89, photos of cc camera, tv , classroom, other different facilities , on page no.3186-3207)

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

The campus has developed a computer centre with a purpose of providing computer aided teaching package. The teaching faculties use power point presentation in the classrooms by replacing lecture-centered learning activities. As they are all literate and trained in computer education, it has left positive impacts in their teaching-learning activities. They use computers for power point presentations, typing and printing teaching materials, presenting video clips, movies and also smart TVs.

(Criterion 5, for details, please see Vol. 6, Annex- 90computer Training , on page no. 3208-3213)

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

Yes, the in-charge of the computer cell / the computer officer takes the responsibility of distribution, maintenance, and trainings etc. He maintains the list of all the computers, projectors, scanners, printers, photo copy machines and their status (condition). The campus has given this authority to the Head of the Store Section. The Campus Chief also takes initiatives for maintenance, repairs, and replacement of the equipment. Computer technicians maintain the computer lab, library computers, department and office computers. They also provide trainings and suggestions to the staffs.

(Criterion 5, for details, please see Vol. 6, Annex- 91 ,MOU with Electronics instrument repairing unit on page no. 3214)

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

The campus has set up the MIS system and e-library service. We also use the websites of national and international libraries through E-Library. We use library services of TU also Via TUCL. We have a plan to exchange inter university facilities among different intuition. It has a plan to use websites of PU, KU, PoU and other national and international universities. The library has an access to Software, Research 4Life which contains a linkage with Hinari, Agora, Oare, ARDI and Goali. We have also different type linkage to access library journals. With the help of such links, we have an access to thousands of books on various fields of studies. Besides these linkages, library has been equipped with computers with software system for plagiarism check of thesis report. It has been beneficial to the teachers to check the originality of their research articles and to what extent they should use the external materials for the writings.

(Criterion 5, for details, please see Vol. 6, Annex- 92, E library Resources, on page no. 3215-3217)

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

The campus has the facility of First Aid treatment. We have signed the MOU document with the local hospitals like AMDA, Life Line Hospital, NIMS, Mechi Eye Hospital that provide health services to the campus periodically. They conduct health camp and blood donation campaign on various occasions. The student's union also actively participates in such activities. In this regard, social institutions like Damak Jaycees and Damak Red Cross play an important role. Such health services have added an extra charm to the campus. Some local people also come to get services during the health camps organized in the campus.

(Criterion 5, for details, please see Vol. 6, Annex- 93 , Photos of health camp, on page no. 3218-3228)

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

Keeping in mind the all-round development of students, the campus has provided good facilities for games and sports. Physical education has been a part of daily life. The campus has a large playground where the students can play football, volleyball, cricket, badminton, table tennis, basketball, shot put, long jump, high jump, pole jump etc. All the appliances and gears are available in the campus for different games and sports. The students can practise games and sports through co-curricular activities, intercollege sports matches. They get support for the development of their career in this field.

- The students of DMC can play several games and sports such as football, cricket, basketball, volleyball, table tennis, long jump, high jump, triple jump, pole jump, short put, ring etc. in the playground of the campus.
- Sport- games are available in the campus and the record of various items are maintained.

(Criterion 5, for details, please see Vol. 6, Annex- 94, Formation of sport committee and sport activities , Report of sports , on page no.3229-3244)

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

Damak campus has a policy of providing incentives to its athletes whose performance is outstanding. Such athletes are encouraged for participating in the national and international tournaments. The campus offers scholarships, cash prize, certificates and medals to the sports persons for their achievements. Anchal Dhimal, ex-student of this campus, has been appointed as an instructor of volleyball game. He gives trainings to the students of this campus.

- The policy to assist the outstanding performers is in place
- The campus has a provision of providing scholarships, cash prizes, and medals along with certification
- A coach has been appointed in the campus for promoting games and sports

(Criterion 5, for details, please see Vol. 6., Annex- 95, award to national cricket player frm DMC, on page no.3245-3246)

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

	Participation of Students	Outcomes
District	40	-
National	20	-
International	00	

(Criterion 5, for details, please see Vol. 6, Annex- 96, Report of Sport committee , on page no. 3247-3264)

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

The campus has included the construction of a hostel building in its master plan. The campus has managed accommodations for visiting guests. It has initiated discussions with the local and the provincial governments for financial assistance for acquisition of land and develop infrastructure. Facility of hostel will be supportive to the campus for revenue generation and the students will also get accommodation at fair house rent. Damak Municipality is positive in this regard. We hope this dream will be fulfilled in near future.

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

Damak Campus has well- managed facilities of pure and potable drinking water and toilets (comfort stations) to the students and its staffs. There are taps of drinking water set at places in order to make it easily available to them. The campus has also managed warm water drinking for winter season. Lavatories are kept neat and clean, floor and walls are tiled in order to look them attractive. To sum up:

- *There are water supply tanks for all floors of the main building.
- *Regular supply of safe drinking water
- *Good facilities of washrooms in all the blocks
- *Maintenance of sanitation and cleanliness
- *Changing room with facilities
- *Installation of Euro-Guard and double filter system for students and all
- *Warm and cold water supply for teaching and non teaching staffs

(Criterion 5, for details, please see Vol. 6, Annex- 97, photos of canteen , drinking water, on page no. 3265-3277)

SN	Type	Number
1	Filtered water	2
2	Tap	2
3	Tube-well	2
4	Toilets	20

B. Library as a Learning Resource

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

On working days : 10 hours

On holidays : 00 hr

Prior to examinations: 10 hrs

Criterion 5, for details, please see Vol. 6, Annex- 98A, Library rules and guidelines , on page no. 3278-3284)

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

Yes [] No

(Criterion 5, for details, please see Vol. 6, Annex- 98B, Photos of library , on page no. 3285-3294)

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

- Books : **57424** (0.2)
- Current Journals: 95
 - Nepalese : 85 (0.2)
 - Foreign : 10 (0.2)
- Magazines 1 (Business 360) (0.2)
- Reference Books : 917 (1.0)
- Text Books **57424** (0.2)
- Refereed journals (0.4)
- Back Volumes of Journals (0.2)
- E- Information Resources (0.4)

Online Journals:

Reserach4life(Access)

Hinari: <https://portal.research4life.org/>
AGORA: <https://agora.research4life.org/>
OARE: <https://portal.research4life.org/>
ARDI: <https://ardi.research4life.org/>
GOALI: <https://portal.research4life.org/>

NeLIC (Complimentary e-resources)

www.eifl.net

www.inasp.info

Oxford Journals Collection

- Oxford Journals Collection <https://academic.oup.com/journals>
- Oxford Textbook of Medicine <http://otm.oxfordmedicine.com/contents.dtl>
- Cambridge Journals collection <https://www.cambridge.org/core>
- Royal Society Journals Collection <http://royalsocietypublishing.org/journals>
- IMF eLibrary <http://www.elibrary.imf.org/>
- Pediatric Neurology Briefs <http://www.pediatricneurologybriefs.com/>
- Edward Elgar Publishing <http://www.elgaronline.com/>

IMF eLibrary

<http://www.elibrary.imf.org/>

Edward Elgar Publishing

<http://www.elgaronline.com/>

JSTOR(Access)

www.jstor.org

TUCL(ProQuest-80 users)

- CD's/DVD's
- Databases
- Online Journals
- AV Resources
- Special collection (0.5)

- The campus has maintained books encompassing various areas: religion, mythology, books for the competitive examinations, dictionaries, encyclopedias, literature, biography, pharmacy, agriculture etc.
- There is a collection of special books such as *Ritambhara epic* written by Mohan Prasad Bhandari, *Chandrayug comprehensive verse* by Chandra Prasad Neupane, old books like *Abhigyanshakuntalama* authored by Dr. Shivashankar Awasti, *Dhonyaloka* by Acharya Jaganath Pathak, *Kabyaprakashan* by Dr. Satyabrata Singh and approximately four hundred books including old history, literature, criticism, science and technology, religion, philosophy etc.

(Criterion 5, for details, please see Vol. 6, Annex- 99 list of E -recourses , on page no. 3295)

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

	2078/079		2079/080		2080/081	
	Number	Total cost	Number	Total cost	Number	Total cost
i. Text books	4937	20,53,755	3328	17,59,747	2500	13,94,234.00
ii. Other books (Ref.)	214		56			
iii. Journals/periodicals	4		2			
Any others						
iv. Dictionary	04					
v.						

(Criterion 5, for details, please see Vol. 6, Annex- 100 , indication of library budget , store inventory record, record of e recourses , on page no. 3296-3313)

84. Mention (1)

- i) Total carpet area of the institution library (in sq.mts.) [12380 sq ft.] (0.25)
 (ii) Total number of departmental libraries [09] (0.25)
 (iii) Seating capacity of the Library [24(sts), 7(teac] (0.25)
 (iv) Open student access to library [yes] (0.25)

(Criterion 5, for details, please see Vol. 6, Annex- 101, minutes of library and lab subcommittee , photos of library,, on page no.3314-3325)

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

- (i) Total number of staff : 04 (0.3)
 a. Professionals (List with qualifications)
 b. Semi-professionals : 02
 c. Others : 04 (Two Persons are involved in both shifts)
 (ii) Library advisory committee (0.2), Give details

1. Co-Ordinator: Dhundi raj Bhandari
2. Member :
3. Member:
4. Member:

Library Sub- Committee

1. Co-Ordinator: Bed Prasad Gautam (CMC Member)
2. Member : Yagya raj Giri (Campus chief)
3. Member: Suman Kumar Nepal (Chairman Man of Professor Organization)
4. Member: Shovim Neupane (Chairman of FSU)

(Criterion 5, for details, please see Vol. 6, Annex- 102, on page no. 3326-3336)

86. Staff development programs for library (0.5)

- (i) Refresher/orientation courses attended: 03
- (ii) Workshops/Seminars/Conferences attended: 01
- (iii) Other special training programs attended

Mr. Hari Prasad Dhakal and Miss Bala Bhattarai participated the library management training for 35 days.

Miss Bala Bhattarai has also participated in the library management training and skills development organized by NELTA Jhapa branch collaboration with TU central library for 3 days.

Mr. Hari Prasad. Dhakal and Miss Bala Bhattarai participated the soft skill training for 1days

Mr hari prasad dhakal and Miss Bala Bhattarai also participated in one day seminar about use and linking with E- resourses

(Criterion 5, for details, please see Vol. 6, Annex- 103, Non teaching staff training Report, , on page no. 3337-3393)

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: Shikshya Software (Cosmos Software Pvt. Ltd.)
Ithenticate Software for paagiarism cheking has also been installed.
it has access of JSTOR for research support.

(Criterion 5, for details, please see Vol. 6, Annex- 104, library software MOU , on page no. 3394-3396)

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

Total Budget: 14,84,96,450.00 (F/Y 20801/081)
Library budget: 26,01,500
Library budget in Percentage: 1.75%

(Criterion 5, for details, please see Vol. 6, Annex- 105, Budget , on page no. 3397-3402)

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

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

(Criterion 5, for details, please see Vol. 6, Annex- 106, photos of Library on page no.3403-3422)

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

- (i) Average number of books issued/returned per day. [issued, 35 returned 25]
- (ii) Average no. of users visited / Documents consulted per month [sts 1500
faculties 450]
- (iii) Please furnish the information on no. of Log- ins in to the [40]
E-Library Services/E- Documents delivered per month.
- (iv) Ratio of Library books to number of students enrolled [16.17:1]

(Criterion 5, for details, please see Vol. 6, Annex- 107, report on analysis of issued and transaction of books per student/per year , on page no. 3423-3440)

CRITERION 6: STUDENT SUPPORT AND GUIDANCE**91. Furnish the following details:2079/080 (0.25 x 4 = 1)**

- ❖ Percentage of regular students appearing for the exam.
90.47% of students have appeared for the exam after the prescribed (minimum) period of study
- ❖ Dropout rate
7.14% of students have dropped out in 2080/081.
- ❖ Progression to further study (UG to PG or PG to Ph.D.)
UG to PG: Approx 40% of students are in progression to further study including other institutions.
PG to Ph.D.: NA

❖ **Prominent positions held by alumni**

S. No.	Name	Organization
1.	Mrs. Indira Rana Magar	Deputy Speaker (Federal Parliament)
2.	Mrs. Regina Bhattarai	Deputy Mayer (Damak Municipality)
3.	Mrs. Neelam Dhungana	Deputy Governor (Central Bank of Nepal)
4.	Mr. Nirmal Paneru	Inspector
5.	Mrs. Laxmi Bhandari	DSP
6.	Mrs. Jyoti Neupane	Asst. Campus Chief (PK Campus)
7.	Mr. Namber Lal Dhimal	Member of Provincial Assembly (Koshi Province)
8.	Mr. Rajendra Gurung	Chairman of Chulachuli Rural Municipality
9.	Mr. Baijunath Thakur	Secretary, CEO of Prime Bank
10.	Mr. Tej Prasad Khanal	Chairman of office of Regional Provident Fund, Biratnagar
11.	Mr. Dipendra Dahal	Secretary (Former Prime Minister KP Sharma Oli)
12.	Mr. Yubraj Dahal	Manager of NIC Bank, Damak
13.	Mr. Yubraj Dahal	Director of Central Bank, Nepal
14.	Mr. Mitra Timsina	Director of Commercial Bank, Nepal
15.	Mr. Suwash Kafle	Manager of Commercial Bank, Nepal
16.	Mr. Fadindra Dahal	Manager of Sanima Bank Biratnagar
17.	Mr. Anchal Dhimal	National Coach/ Umpire, Volleyball
18.	Mr. Damber Khawas	Campus Chief, Yashok Campus, Pachthar
19.	Mr. Kali Prasad Rijal	Campus Chief, Shivasatakshi Campus, Jhapa
20.	Mr. Khadga Shrestha	Director of NLG Regional Office, Biratnagar
21.	Mr. Hari Khatiwada	DSP, District Quarter, Pachthar
22.	Mr. Saroj Khanal	Inspector, Sankhuwasabha
23.	Mr. Bhuwan Subedi	Inspector, Gauradaha, Jhapa
24.	Mr. Dipak Karki	Member of Federal Parliament, Nepal
25.	Uttar Kumar Khatri	Member of Budget Preparation Committee, Finance Ministry, Nepal
26.	Sandipa khadka	Asst CDO (Taplejung District)

(Criterion 6, for details, please see Vol. 7, Annex- 108, tracer study Report , on page no. 3441-3641)

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

- Nepal Civil Services Examinations 18
- Other employment related examinations 195
- International level entrance examination 09
- Others (please specify)

(Criterion 6, for details, please see Vol. 7, Annex- 109, Tracer study report and appointment letter, on

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

Yes [] (1) No [] (0) If yes, what are the contents of the prospectus? (attach a copy)

We do publish our prospectus, campus bulletin and other reports every year. The prospectus contains:

- ❖ Short introduction of the campus with its vision and mission, goal and objectives
- ❖ Major programs with their highlights.
- ❖ Uniform
- ❖ Glances of support activities and out-reach programs
- ❖ Admission Procedure and scholarship
- ❖ Code of conduct
- ❖ Operational campus calendar.
- ❖ List of faculty members, non-teaching staff, FSU team
- ❖ Photos of different academic, co-curricular and extra-curricular activities

(Criterion 6, for details, please see Vol. 7, Annex-110, brochure of Damak multiple campus, on page no. 3749-3800)

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

The students of DMC don't any financial support from the government of Nepal. In order to facilitate studies of students, the campus provides scholarships, free student-ship and other financial supports to them.

- The campus offers scholarships and other facilities based on economic condition of the students. The students with impaired vision, physically challenged and girls are in priority for such assistance
- Minority and meritorious students get free student-ship
- Master's Degree toppers are awarded
- They can apply for scholarships provided by UGC, NAST, TU, Embassy of India, other organizations and foreign Universities
- They can get scholarships from the funds established by donors:

- a) Albiz Scholarship Fund
- b) Dal Bahadur Bishnumaya Scholarship Fund
- c) Kushmakher Bhattarai Scholarship Fund
- d) Khadga Bahadur Damayanta Scholarship Fund
- e) Late Rupa Devi Puri Scholarship Fund
- f) Shivalal Dulal Scholarship Fund
- g) Mohan Prasad Bhandari Scholarship Fund
- h) Late Chitra Bdr. Basnet Memorial Scholarship Fund
- i) Dev Raj Bhuwaneswary Scholarship Fund
- j) Punya Mata Scholarship Fund
- k) Radhika Ojha Scholarship Fund
- l) **Hiramani - Jhuma deviDahal Scholarship Fund**
- m) **Mukunda kafley Scholarship Fund**

The campus has a provision of providing free-studentships to the following category of students:
woman: 40%

Janajati, Dalit, Madhesi: 50%
 Blind/ disable: 75-100%
 Marginalized: 75-100%

(Criterion 6, for details, please see Vol. 7, Annex-111, code of damak multiple campus and form of student scholarship on page no. 3801-3811)

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

Financial aid	2077/078	2078/079	2079/080	2080/081
i. Merit scholarship	2,49,060	82,020	1,32,000	138480
ii. Merit-cum-Means			48,000	
Aadhibasi Janajati Scholarship		117,720	0	18,0000
Late Rupa Devi Puri Scholarship		14,400	0	27,400

(Criterion 6, for details, please see Vol. 7, Annex- 112, List of scholarship, on page no. 3812-3831)

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

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

Damak Campus has set up a system that works for students' counseling and placement. A separate office (Employment Cell) has been set up for performing this task. The responsibility has been given to the Cell's officer. Other members of the Cell assist him. The cell remains in close contact with job providers in various fields such as bankers, NGOs/INGOs, Co-operative banks, FM Stations, private schools, Local Firms and Industries etc. Many students have been successful to get jobs through this Cell. It consists of five members:

1. Coordinator: Dr. Netra Bahadur Budhathoki
2. Member: Narayan Bhattarai
3. Member: Rajendra Dhakal
4. Member: Tulashi Prasad Phuyal
5. Member: Shovim Neupane

(Criterion 6, for details, please see Vol. 7, Annex- 113, decision of formation of job placement cell, Id of job placement cell, on page no. 3832-3835)

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

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

One of the good practices of this campus is to give counseling to its students. The faculty members provide academic and personal counseling to them from time to time. For this purpose, the campus has formed a 'Student Welfare Unit'. The unit consists of four faculty members and one FSU Member who have been deputed to carry out this responsibility. Sometimes programs are arranged regarding career counseling by the visiting experts on request of the unit. Similarly, the faculties, HoDs and campus administration also give counseling to the students and their parents regarding the students' interests and their performance in related fields and their future progress. Such counseling is provided orally in the class room, department chambers and in the office as well.

The unit provides counselling to the students in the following areas:

- *Study of job market
- *Study progress on the basis of evaluation
- *Future career development

- *Job placement
- *Fields of interest
- *Course contents

Members of Students' Welfare Unit:

Coordinator: Mr. Suman Kumar Nepal

Member: Mr. Narayan Bhattarai
 " Mr. Tilchandra Adhiakari
 " Mr. Jay Raj Bhattarai
 " Shovim Neupane

(Criterion 6, for details, please see Vol. 7, Annex- 114, decision of formation of SQC , , JD/TOR of SQC appointment letter of our graduates on page no. 3836-3850)

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

	UG students	PG students	Research scholars
i. Local firms/companies	15	12	
ii. International firms/companies	00	00	
iii. Government	3	04	
iv. Public (semi-government) sector	04	02	
v. Private sector	45	7	

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)?

The Employment Cell of the campus motivates the students to seek self-employment. The cell counsels to them how better job opportunities can be created for themselves in the field of agriculture, entrepreneur's firms, personal business and others. As a result of this kind of counseling, numerous students of the campus are involved in self-employment after the completion of their academic courses. The tracer of the pass out students shows the data as below:

No. of self-employed students in the year 2075: 03
 No. of self-employed students in the year 2076: 7
 No. of self-employed students in the year 2077: 12
 No. of self-employed students in the year 2078: 9
 No. of self-employed students in the year 2079: 26

(Criterion 6, for details, please see Vol. 7, Annex- 115, guidelines of job placement cell, on page no. 3851-3853)

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

Yes [] No [] If yes, indicate the activities of the Alumni Association.

The campus has formed an Alumni Association that performs various activities. The association consists of seven members and an advisory committee of three members. It works chiefly as an advisory council. The association helps provide information about the prominent position held by alumni; it also provides suggestions on academic, administrative, facility-related issues and improvements required for overall development of the campus.

DMC Alumni

Advisor - Dhudiraj Bhandari (Chair Person CMC)

Advisor - Dr. Netra Bahadur Budhathoki (Campus Chief)

Advisor - Mr. Ratna Bahadur Thapa(Focal Person)

Working Committee:

- | | |
|--------------|------------------------|
| 1. Chairman: | Mr. Lekh Nath Sedai |
| 2. Member: | Mr.Mahendra Khadaka |
| 3. Member: | Mr. Tara Prasad Dahal |
| 4. Member: | Mr. Jit Bahadur Dhimal |
| 5. Member: | Mr. Tanka Dulal |
| 6. Member: | Mr. Kalpana Thapa |
| 7. Member: | Mr. Saurav Katwal |

(Criterion 6, for details, please see Vol. 7, Annex- 116, decision of formation of Alumni, , on page no.3854-3856)

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

The campus prepares strategies and policies prior to beginning of the new academic session. It advertises its academic programs, services, facilities and others. It announces admission open to the prospective students as per the TU calendar. Certain criteria and policies are made after having discussions at the meeting held between the campus administration and the HoDs. The students get detailed information through different channels such as advertisements, prospectus, campus notice board and other social media.

(Criterion 6, for details, please see Vol. 7, Annex- 117, guideline of student enrollment and conduction of entrance examination , photos of website of damak multiple campus , on page no.3857-3874)

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

DMC has not formed separate policies with regard to international students. There is a minimal chance of the international students to join this institution. As DMC is affiliated to TU, it follows the policy of TU regarding admission for national and international students.

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

International student service office	[✓]
Special accommodation	[✓]
Induction courses	[✓]
Socio-cultural activities	[✓]
Welfare program	[✓]
Policy clearance	[✓]

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

- Indoor games [✓]
- Outdoor games [✓]
- Nature Clubs [✓]
- Debate Clubs Student Magazines [✓]
- Cultural Programs [✓]
- Audio Video facilities [✓]
- Any others

(Criterion 6, for details, please see Vol. 7, Annex- 118, photos of sports , on page no. 3875-3883)

CRITERION 7: INFORMATION SYSTEM (10 MARKS)

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

Yes [] No (0) If yes, mention how does the cell work along with its compositions?

The campus has formed an EMIS unit to maintain all the data and records of the students. These data are analyzed by IQAC formed under the coordination of the Campus Chief. The committee makes an arrangement to collect data, analyzes them and makes necessary suggestions for the improvement of academic status. It also makes arrangements to keep records in the concerned academic departments. The committee supervises the activities of the library, Computer and Lab Cells, Publication Cell, EMIS Cell, Public Information Cell, SAT Cell, GRM Cell, SQC Cell and RMC Cell. The cells and units are linked through networking.

(Criterion 7, for details, please see Vol. 8, Annex- 119, guideline of IQAC, EMIS, on page no. 3884-3895)

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

The IQAC is in place at DMC and its main function is carrying out analytical tasks of various aspects for quality improvement. First of all, it collects data prepared by various departments and analyzes them for further improvements. For example, it analyzes attendance, pass rate, dropout rate, teaching-learning activities of the departments, their annual plans and their extra-curricular activities. It also collects feedbacks from students and carries out self-appraisal tasks. It analyzes the data collected by the departments and administration regarding teaching-learning activities, pass rate, dropout rate, stakeholders' feedbacks, survey of students' contentment, tracer study survey of ex-students, plans, performance and implementation of such activities effectively in the campus.

The analysis of information is used for long-term and short-term decision-making processes. And it has been useful to make future plans to enhance and maintain academic quality of the institution.

(Criterion 7, for details, please see Vol. 8, Annex- 120, Ex student survey report, on page no. 3896-3907)

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

The campus has maintained the EMIS for smooth functioning and keeping the records safe. The EMIS unit maintains all the records in the computer. This unit also keeps hard copies of all the collected and analyzed data and other documents. Finally, these analyzed data are sent to the main body, i.e., CMC that takes necessary steps required for improvements.

(Criterion 7, for details, please see Vol. 8, Annex- 121, Report of EMIS, on page no. 3908-3946)

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

Yes [] (1) No (0) If yes, explain how they are disclosed?

The campus believes in transparency of environment and the feeling of joint ownership of all the stakeholders. So, all the information are kept open to them. They can also get information from the office if they express their desire for the same. Such information is also presented at public meetings, Assembly meeting, interactions and the bulletin of the campus. All the information is available on the Website.

(Criterion 7, for details, please see Vol. 8, Annex- 122, Annual report of campus assembly, on page no. 3947-3984)

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

Yes [] (1) No () (0)

The IQAC of the campus keeps the analyzed data and the analysis of records. The methods employed for the study and analysis are kept open to all the stakeholders. The stakeholders can give suggestions or express their views on various issues during meetings and other occasions. The campus takes the final decision after consultation with them regarding the steps for improvement and implementation of the decision.

(Criterion 7, for details, please see Vol. 8, Annex-123, front page of EMIS, annual report, IQAC, on page no.3985-3991)

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?

The campus has developed a mechanism for collecting feedbacks from students and other stakeholders on the published data. In order to collect feedbacks from them, the campus has managed feedback-box in the open place. The campus receives their feedbacks through social medial and also in the written form. It is the task of the IQAC to collect the feedbacks once a week. Such feedbacks are the subject of discussions at meeting with the MC. Likewise, the stakeholders can also give suggestions on the annual day, interactions and the public meetings.

(Criterion 7, for details, please see Vol. 8., Annex-124, formal feedback mechanism system , on page no.3992-3996)

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

Produce in brief the impact analysis.

There is an information system developed in the campus that has been beneficial in making decisions. For example, the suggestions provided by the stakeholders are helpful to the campus for making corrections, improvements and preventing the past mistakes. One of the positive impacts is that their feedbacks have strengthened our public relation with the community. Their suggestions have helped and encouraged a lot to improve its infrastructure, the environment, cleanliness and academic activities. The campus has also facilitated as a resource person in various fields in the local level, i.e., Municipality. Their feedbacks help to remove weakness of teaching and non teaching staff and of campus administration.

(Criterion 7, for details, please see Vol. 8, Annex-125, impact analysis report, on page no.3997-3998)

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

The information system of the campus has helped to improve its quality on various aspects. The positive impacts of this system can be seen on academic, infrastructural, sanitation, and upgrading of other facilities such as:

- Furnishing campus buildings and canteen
- Improvement in reading section of the library
- Adding adequate number of books, reference materials, newspapers, magazines
- Addition of instruments, devices or apparatus in the laboratory
- Leveling of the playground, games and sports gears
- Setting of wooden ceiling at the top floor of the main building
- Regular power back-up
- Management of drinking water supply
- Use of dustbins
- Management of vehicles in campus premises
- Plantation in regular basis
- Blood donation camping among students and teachers
- Responsible for social works

CRITERION 8: PUBLIC INFORMATION (10 MARKS)

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

Yes [] (2) No [] (0) if yes, give details.

Dissemination of information is an important part for an academic institution. It is helpful for exchange of ideas, improvement and implementation of decisions. DMC has also a public information cell which provides information to the stakeholders regarding various issues and developments. The public information cell consists of three members and a Co-Ordinator as its Head. The main task of the cell is to publish academic, administrative, financial reports in addition to other information related to ECA. The information cell also collects and analyzes the information provided by the students and the stakeholders. Public Information Cell has maintained transparency of information to all the stakeholders. All the information is open for the public to general public.

The public information cell includes the following members:

Coordinator: Mr. Yagya Raj Giri
Member: Mr. Ram Prasad Bhandari
Member: Mr. Juddha Bir Khadka
Member: Mr. Padam Prasad Ghimire
Member: Mr. Shovim Neupane

(Criterion 8, for details, please see Vol. 9, Annex-126, Decision of formation of Public information cell, on page no.3999-4002)

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

Academic [] (0.25) Administration [] (0.25) Financial [] (0.5) All [] (1.0)

The public information cell collects data and information and publishes them in collaboration with publication cell.

In Academic area it publishes-

- enrollment status
- research activities
- publication status
- result status, and analysis
- other academic activities
- importance of QAA

In Administrative area it provides information on-

- administrative system of the campus,
- administrative services to the stake-holders and
- services provided by the library and computer centre.
- admission, scholarship and essential notices

In financial area it publishes-

- the data of financial status, budget and future plan

ECA

- sports activities and achievements
- rewards, certificate distribution

(Criterion 8, for details, please see Vol. 9, Annex-127, JD of PIC on page no.4003-4004)

115. Where are these information published? (1.5)

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

Newspapers [] (1.0)

Magazines [] (1.0)

Institutional special magazine dedicated for this [✓] (2.0)

The information of the campus is published in the campus bulletin, annual report, souvenirs, and prospectus.

(Criterion 8, for details, please see Vol. 9, Annex-128, campus brochure, l photo of Website , on page no. 4005-4015)

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

Half Yearly [✓] (1) in 4 years (0)

(Criterion 8, for details, please see Vol. 9, Annex-129, photos of brochure, calender on page no.4016-4029)

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

Areas	Year 1, place of publication	Year 2, place of publication
Academic	Calendars, Prospectus, Journals, Teaching Guidelines for student-teacher	Calendars, Prospectus, Journals, Teaching Guidelines for student-teacher
Administrative	Notice, Vacancy Announcement, Advertisements, Bulletin, procurement documents	Notice, Vacancy Announcement, Advertisements, Bulletin procurement documents
Financial	Annual Reports, Audit Reports	Annual Reports, Audit Reports,

(Criterion 8, for details, please see Vol. 9, Annex-130 , copy of Calender, , EMIS, brochure, and different activities on page no.4030-4169)

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

Yes [✓] (1) No (0) If yes, give details

DMC has developed a system for collecting information from the stakeholders, community and others. There is a cell in the campus called the "Public Information Cell" which collects suggestions and responses from them and also maintains the record of various ongoing activities in the campus. Their suggestions and responses are implemented for the betterment of the campus. Our previous experiences show that they are very useful for making policies for future developments.

(Criterion 8, for details, please see Vol. 9, Annex-131, minutes of PIC , on page no.4070-4183)

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?

There is a huge impact of public information on managing and improving academic quality of DMC. The IQAC evaluates the impact of public information after holding discussions with various committees, students, ex-students, guardians and the stakeholders on various issues and challenges of the campus. They are discussed, analyzed and the solution is found out. Then it is forwarded to CMC for the taking necessary steps for quality improvements.

(Criterion 8, for details, please see Vol. 9, Annex-132 , Impact report of PIC on page no.4184-41-85)

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

The public information system plays important roles to make various improvements in all the aspects and it has left several positive impacts in the campus. Some of the positive impacts of the public information system are given below:

- High confidence and trust of communities towards DMC after achieving QAA certification and its dissemination
- Centre of public attention, increment in enrollment, flow and attraction of students including marginalized / backward groups
- Management of funds for scholarships / free studentship
- Trust of donors / increment in their number
- Self-appraisal, peer reviews in practice
- Providing extension services and expertise for the community
- Motivation and high spirit in staff and stakeholders

(Criterion 8, for details, please see Vol. 9, Annex-133, positive impacts by public information practices at DMC, , on page no. 4186-4190)

Part-II

ANALYSIS OF DATA

1.BRIEF INTRODUCTION TO THE INSTITUTION

2.MANAGEMENT AND FUNCTIONAL STRUCTURE

3.SSR PREPARATION CORE TEAM FOR QAA

4.ANALYSIS OF CRITERIA-WISE INPUTS

5.EXECUTIVE SUMMARY

6.SOME GOOD PRACTICES

7.COMPARATIVE APPRAISAL OF DMC BEFORE SHEP, DURING SHEP, HERP AND NEHEP PROGRAMS

INTRODUCTION

Damak Multiple Campus, founded in 2038 BS, is one of the leading public campuses in the nation. It is affiliated to Tribhuvan University, the largest university in the country. It is a landmark in the academic field having its own glorious history of over four decades. Damak Multiple Campus is located at Campus Mode, Ward NO. 09 of Damak Municipality. DMC is the first QAA (Quality Assurance Accreditation) certified community campus in the eastern region (2012 AD) and second in Nepal. The campus was re-accredited the second time by UGC, Nepal in 2017 AD. It is a non-profit community campus that provides higher education to the students. It conducts bachelor's degree programs such as BSC, BBS,BBA, BCA, BSW, BA, and BED and master's degree programs in Management (MBA), Humanities (MA, Economics) and Education (MED, English and Nepali).

In the initial phase, Intermediate of Commerce was introduced at Himalaya Secondary School and Prithivi Primary School, Damak in 2038. There was scarcity of qualified and skilled man-powers. But the people's morale was high despite various challenges. The campus introduced higher levels and various programs as per the requirements of students and their fascination. So, B.Com.(Now B.B.S.) was started in 2045 B.S., I.A. in 2047, B.A. in 2049. From 2056, H.S.E.B. program (+2) in Science was started and gradually education, commerce, humanities streams were also introduced under the program. Environment is a major global issue and realizing its value, the campus started B.Sc. in environmental science in 2061 B.S. Again, the campus launched Master's Degree in Economics from 2062 B.S. Similarly, M.B.S. program in 2065 B.S., BSW in 2074, BBA in 2075, BCA in 2075, M.Ed in 2076 were also started. Now the campus is going to launch BSC CSIT and other market-driven programs in the near future.

Damak Multiple Campus was awarded the QAA certification from UGC, Nepal for its contributions made to the students and the communities in general. The campus meets standards of quality education, fulfils certain policies and procedures of delivering services to the local communities. The campus generates not only skilled manpower but also business entrepreneurs, professionals and social workers. It has highly qualified, experienced and motivated teaching faculties who stimulate the students for academic excellences. DMC promotes the sense of common responsibility, honesty and integrity among the students.

Highlights of major activities and achievements

DMC is a community-based campus established in 2038. Since then it has been making strides in all the spheres including teaching-learning activities. The campus signed the MoU document with UGC, Nepal in 2010. The achieved the QAA certification first time in 2012 and it completed the second circle of quality accreditation in 2017. Now the campus is working for the process of completing the third circle of quality accreditation.

One of the major achievements is an extension of academic programs such as BBA, BCA, BSW, B Sc. (Environment), MBS, MA and M. Ed. The campus is planning to introduce some other demanding programs such as B.Sc. CSIT and BBA (IM) programs. There is a significant increment in enrollment of the graduates in the campus. The pass rate of graduates has also improved, while dropout rate has decreased. Similarly, job placement rate of its graduates has also increased. At present, a great number of students are participating in research works, project work, seminars and conferences. The teaching faculties are applying modern technological equipment for teaching-learning activities. The focus of the campus is student-centric learning activity. It also conducts virtual classes, especially during difficult situations and when the teaching faculties feel the need of sharing important guidelines and information to them. They carry out various research works and also participate in the seminars and conferences of national and international levels.

There is a significant development in its infrastructure. It has separate buildings for administrative activities and academic activities. It has also a building for conduction of research works, i.e. Research Management Committee (RMC), computer and science labs, BBA and BCA blocks. The newly built five-storied building with underground parking is in the last phase of completion.

The campus has given a high priority to community-centered outreach programs. It schedules various activities and programs in the community.

Challenges

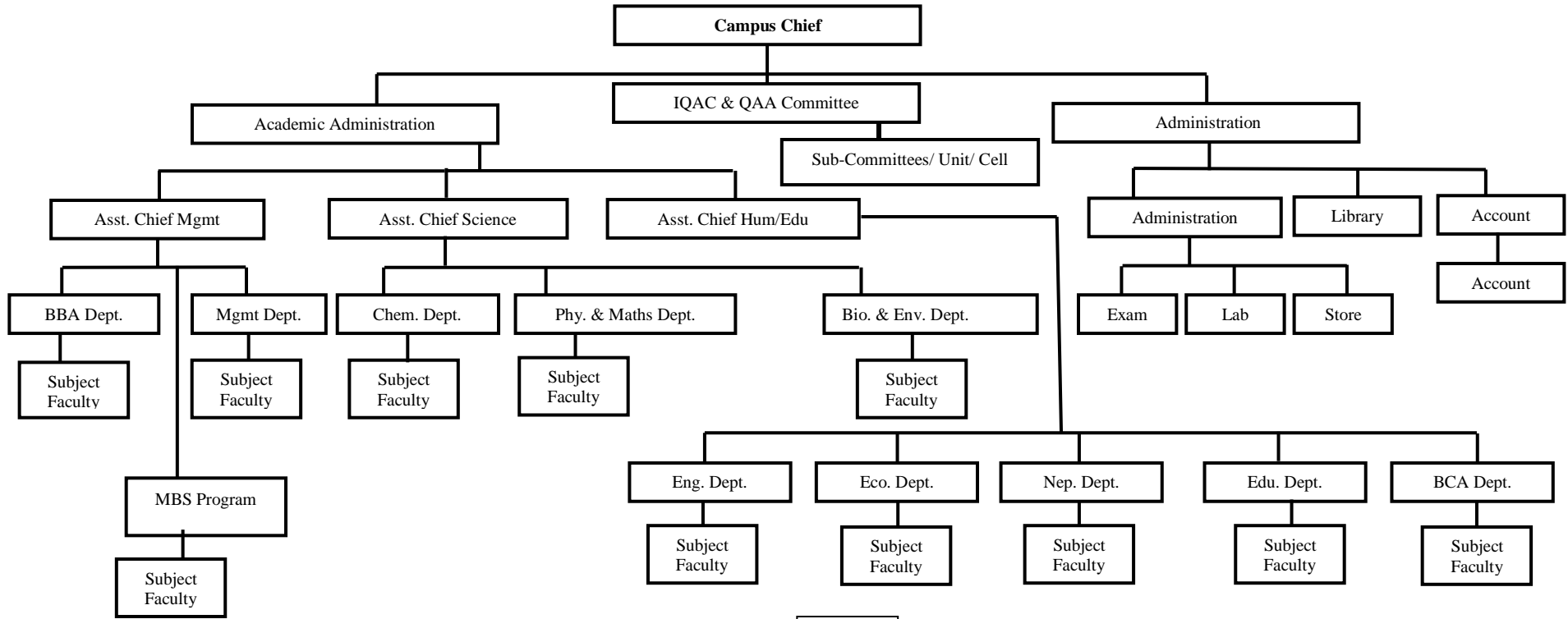
Human life itself is a series of struggles and challenges. They appear and disappear with flow of time. DMC has undergone great changes with time. Academic pedagogy is always in the evolving process. Both domain and dimension of challenges keep on changing over time. The demands of students have drastically changed. They seek market-driven programs. The traditional programs or subjects are outdated now. But it is a challenge for the institution to launch such demanding programs. They are expensive and practice-based. It poses an extra economic burden on the institution as it has to recruit new hands for new programs.

The next challenge is of job placement. There is an alarming rate of unemployment in the country. Even the graduates who have taken technical education are not getting job opportunities. At present the trend of studies along with jobs is growing among the students. So, it is difficult to retain them in the country and they are more likely to choose foreign universities for higher education. On the other hand, TU academic programs are running behind the schedule. It takes too much time for conducting the examinations and publishing the results. The students are frustrated with the management system of TU. It may be one of the reasons behind high dropout rate of students. DMC is making all its efforts to address the challenges that emerge on its continual journey.

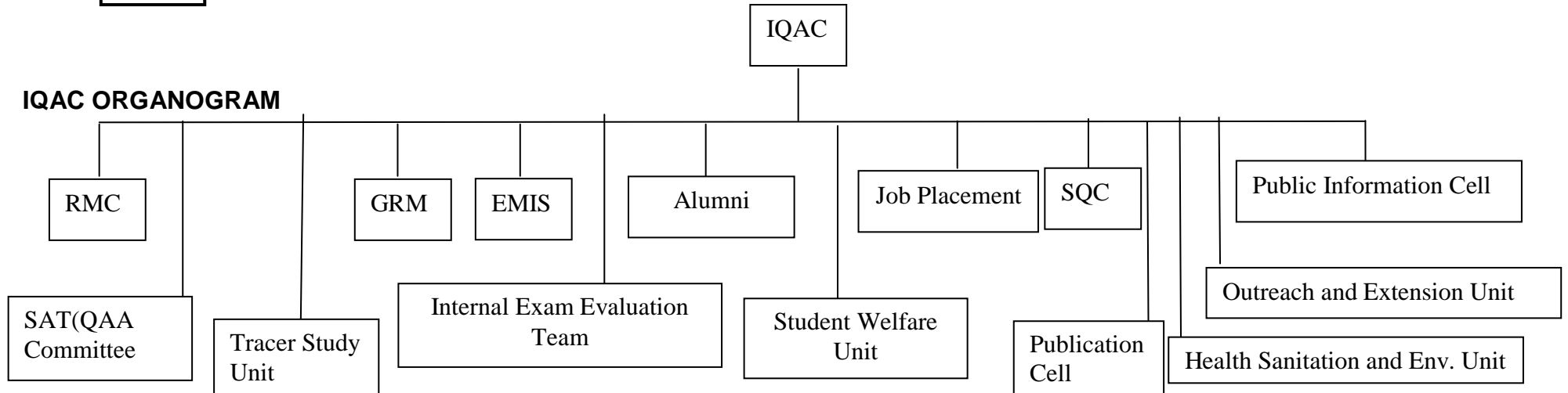
Development initiatives

The campus is moving ahead steadily despite all difficulties and challenges. It makes untiring efforts to mitigate such challenges and difficulties. For this purpose, the campus has prepared a five-year strategic plan and action plan for the upliftment of academic and financial status of the campus. It has prepared a 20-year master plan for future infrastructure development. It has introduced market-driven programs required in the job market. It offers scholarships and free studentship to the needy and meritorious students. The campus has given focus on practice-based or research-based teaching-learning activities. It is planning to initiate vocational training programs to its students and manage sustainable economic resources by mobilization of its human resources in a well-planned way. It is working collaboratively with other institutions and organizations.

MANAGEMENT AND FUNCTIONAL STRUCTURE



IQAC ORGANOGRAM



SSR PREPARATION CORE TEAM FOR QAA

1. *Lecturer:* *Yagya Raj Giri (Campus Chief)*
2. *Lecturer* *Ratna Bahadur Thapa (Focal Person*
3. *Lecturer:* *Shravan Kumar Chaudhary*
4. *Admin Officer:* *Padam Prasad Ghimire*
5. *Computer Technician:* *Nabin Dhungana*

ANALYSIS OF CRITERIA-WISE INPUTS

Damak Multiple Campus is making an effort to initiate the supporting factors that contribute to face the challenges. In this regard, the campus has prioritized modernization of teaching-learning activities. It has introduced new technologies by replacing traditional approaches of teaching. The campus has installed the MIS system in order to bolster information system. It has developed digital system to execute various activities.

The campus has prepared the Second a Five-Year Strategic Plan for (2022- 27) to achieve the sustainable development and gain financial growth. For this purpose, the campus has focused on the development of infrastructure, research works, publication of journals and articles, consultancy, enhancement of quality education, promotion gender equity and socio-economic justice. It has set a mechanism to develop relationships with national and international institutions. It has a job placement and counseling cell to support the students for career development and placement services.

1. POLICY AND PROCEDURES:

The campus has its own statute. It has its specified goals and objectives:

GOALS

- To include professional market driven/ technical academic programs.
- To boost internal effectiveness and efficiency.
- To improve department and its capacity for high-quality extension and education
- To improve human resources in order to ensure efficient service delivery.
- To offer top-notch student services and assistance.
- To encourage technological advancement.
- To encourage the culture of academic research publication and innovation.
- To response about climate change
- To improve governance and capacity development.

OBJECTIVES

The campus has set some objectives in order to achieve the targeted goals.

- To improve internal management of the campus.
- To oversee academic and professional market driven/ technical programs based on necessity.
- To enhance modern TL activities through a positive learning environment in the classroom, internal assessments, and extracurricular activities.
- To engage in workshop research-related activities.
- To access an online E-library and online approaches.
- To enhance departmental operations.
- The use of technology in the classroom.
- To improve effacing and effectiveness of campus administration.
- To plan and assign speakers and officials for workshops, trainings, and seminars.
- To improve internal administration of the campus.
- To strengthen stakeholders' sense of ownership.
- To recognize and commemorate those who have contributed to its progress, see XII.
- To deepen connections with other institutions and organizations at the local, national, and global levels

- To improve financial aid for meritorious students, as well as for underprivileged women, Dalits, Janajatis, and disadvantaged people in general.
- To make maximum use of the campus' resources.
- To gradually establish sustainability and financial viability.
- To make the M.C. members more aware and competent.
- To focus on the gender equity issue.
- Update the MIS to improve its documentation and record-keeping procedures.

It has updated the Five-Year Strategic Plan for the accomplishment of various activities within a timeframe. The campus has executed the master plan for development works like formation of separate departments, cells, units, administrative building, computer labs, upgrading the library etc. under a strict supervision to achieve the goals and objectives.

The Internal Quality Assurance Committee (IQAC) supervises activities of all the departments, units and cells and makes important recommendations. In other words, this committee monitors, checks and evaluates overall quality of all the programs. It has set an effective and efficient quality management mechanism. The campus gives focuses on seminars, workshops and other refresher programs for faculties. It also arranges educational excursions, field trips and other programs for the students. The feedbacks of the students and the stakeholders are included in the policies prepared by the campus. The campus promotes research activities and encourages the teaching faculty to carry out research works by providing them incentives. The students are also involved in project works and thesis writing.

2. CURRICULAR ASPECTS

In order to achieve academic goals and objectives, there has to be consistency in teaching-learning activities. For this purpose, the campus has set up a mechanism that overlooks and evaluates activities of different departments, cells and units. They prepare their own strategies and action plans. The campus conducts internal examinations periodically. The departments make an analysis of results of all levels and give important feedbacks to the students. The teaching faculties discuss with the students about the assessment so that they can evaluate themselves and make improvements. The campus has also given them the facilities of time adjustment, horizontal mobility and elective options. They have various choices to make regarding their favorite subjects as per their aptitudes and interests. It has focused on market-driven programs that offer better job opportunities to the graduates in the market and fulfils their desires and requirements on national and international levels.

Teaching-learning activities and extra-curricular activities should go together for all-round development of the students. The campus has given high priority to such activities and also organizes outdoor games and sports to promote extra-curricular activities. Similarly, the campus organizes seminars and workshops for teaching faculties and encourages their participation in such activities in order to promote their efficiency and also of the programs.

3. TEACHING-LEARNING AND EVALUATION

The campus follows certain processes of admission for the students. First of all, the campus publicizes the admission process through electronic media, brochures, banners and pamphlets. Then entrance examinations are conducted. On the basis of the results of successful candidates, interviews and their academic documents they get admission. It conducts orientation classes to the students about the courses, the importance of subjects and their significance. We evaluate their knowledge and skills through periodic home-works, class tests and internal tests.

The campus follows student-centric and practice-oriented methods of teaching-learning activities. The teachers use modern technologies of teaching such as smart board, projectors, audio-visual aids in the classrooms to make teaching-learning process effective. Remedial classes are also managed for the needy students. It has also introduced non-credit courses for all the programs. The departments evaluate the syllabus as well as the teaching schedules and take some measures to cope courses within stipulated timeframe. The campus organizes trainings, workshops, conferences in the campus regularly to enhance efficiency of the teaching faculties. It also invites visiting lecturers with the objective of enriching teaching, learning and research activities in the campus.

An adequate number of text books, reference books and many other teaching-learning materials are available in the library for the students. There is a separate study room with computers and the Internet facility for them. The campus has upgraded the computer lab and science labs for all the departments- Physics, Chemistry, Biology and Botany, and Environment Science.

The campus has a provision to provide scholarships, free studentship and special facilities for the students from disadvantaged community and economically weaker students.

4. RESEARCH, CONSULTANCY AND EXTENSION

The campus has formed Research Management Cell that helps promote research activities in the campus. It allocates budget annually to promote research works. There is a provision of providing research grants and leave for further studies for the teaching faculties. At present there are some teachers who are involved in research works at various universities, while some have completed their M. Phil degree. The campus encourages students' participation in research activities. The students participate in different activities such as science exhibition, plantation, blood donation campaigns, and fund-raising campaigns for victims of natural disasters etc.

The campus has to carry out some responsibilities towards the communities. It has given continuity to out-reach programs in the community. It conducts various programs such as Blood Donation program, awareness program, health camps, environment and cleanliness programs. For this purpose, the campus has established a link with hospitals, Human Rights Organizations, Red Cross Society and other NGO's.

The campus has selected a village to develop it as Model Village and a school to develop it as Model School. The campus organizes several programs such as saplings distribution, awareness about health, hygiene and cleanliness and trainings on financial matters etc. Similarly, our teaching faculties share their experiences and expertise with teachers there and distribute teaching-learning materials.

5. INFRASTRUCTURE AND LEARNING RESOURCES

Development of infrastructure is quite essential to keep pace with academic growth. In this regard, the campus has managed adequate infrastructure and physical facilities for academic activities and extra-curricular activities. There are separate buildings for different activities such as tutorial classes, library, laboratory, canteen, campus administration and students' union. The campus owns a separate conference hall, seminar hall, meeting hall and RMC chamber. Physical resources of DMC can be used by the communities and other external agencies to conduct different activities on consent of the campus administration. The campus has already got built the Science and IT building and now a five-storied building with underground parking and shutters is almost completed.

There is a Computer Centre to provide computer facilities to the faculty members and the students. In the beginning phase, the computer centre provided basic trainings to them. Now almost all the teaching and non-teaching staffs have basic knowledge of operating the computer. All the departments, library, administration office, account section, examination and store sections have an access to the Internet. The campus has distributed laptops on the matching grants scheme to all the teaching and non-teaching staffs.

For the purpose of effective functioning of activities and convenience of students and the students, the campus has managed separate rooms such as department chambers, assistants' chambers, a guest-room, exam control room, parking hall and a changing room for students. Similarly, several games and sports extra-curricular activities are can be conducted in its large and spacious ground.

The library has been upgraded and extended with sufficient number of teaching-learning materials, books, references, newspapers and magazines. The library is well-managed and fully computerized. It is facilitated with computers and the Internet access.

There is a much tauted project / plan to extend infrastructure for canteen, health unit and parking for teaching and noon-teaching staff. At present, there is only First Aid treatment service available in the campus. There is a Health Unit in the campus that has done MoU with the local hospitals. This unit has been given the responsibility to arrange health camp of the medical specialists every three months.

6. STUDENT SUPPORT AND GUIDANCE

Information and communication system makes overall functioning of the institution faster and efficient. It also bolsters the image of the campus by disseminating reliable information to the students and the public in general. The campus informs them about admission process, academic programs, facilities, fee structures, and scholarships through prospectus and other channels.

In the same way, the tracer study report of its graduates is prepared annually. The report encompasses pass out rate, dropout rate, gender ratio, their present status, job placement, status of the backward and marginalized groups and the prominent position held by the alumni.

DMC offers scholarships and free studentship to the groups of the community that have been economically backward. There is a provision for support to *Madhesis, Adibasi, Janjatis*, visually impaired, marginalized, physically challenged and girls. The meritorious and deserving students also get such financial supports.

Various donors of this community have also assisted the campus to establish financial funds to support the needy students. These funds include *Khadga Bahadur-Damayanta Scholarship, Alwiz Scholarship, Dal Bahadur Scholarship, Pundit Kushmakar Scholarship, Late Rupa Devi Puri Scholarship Fund, Shivalal Dulal Scholarship Fund, Mohan Prasad Bhandari Scholarship Fund, Late Chitra Bdr. Basnet Memorial Scholarship Fund, Hiramani - Jhuma devi Dahal Scholarship Fund, Mukunda kafley Scholarship Fund etc.*

The Employment Cell of DMC consists of a Co-Ordinator and other four members. The Cell works as counselor for the students. It has close links with different institutions and organizations such as banks, cooperatives, schools, local FM stations, shopping malls NGOs/INGOs etc. and helps the students for placement services. It gives some guidelines for developing skills of entrepreneurship and encourages the students to seek self-employment. Likewise, the campus has set a 'Student Welfare Unit' that gives counseling to the students on

academic and other matters, while the suggestions of Alumni Association are used as feedbacks for policy making.

7. INFORMATION SYSTEMS

A strong information system is very essential for effective administrative functions. DMC has formed ' IQAC ' for monitoring overall activities for maintaining quality of education. The IQAC collects data and records of students and analyses them. Such data and records are maintained by EMIS Unit. The data include total enrolment of students, teaching-learning activities, pass rate, dropout rate, tracer study report, survey report of students, annual and action plans. On the basis of analysis of reports, the IQAC makes evaluation of the activities including the academic status. Some suggestions are given for the improvement and implementation of the policies adopted by the campus. There is transparency of information; it is presented at the meeting, interactions and the General Assembly. It is also published in the bulletin and the web-site for disseminating information to the public.

The feedbacks of the stakeholders are welcomed by the campus. Their suggestions are used for making policies and improvement of the institution. They can suggest orally or in the written form through social media. The campus has developed a close link with the stakeholders of the community and it has solidified our relations with them.

8. PUBLIC INFORMATION

The campus has set the ' Publication Cell' that publishes a prospectus, a souvenir, annual reports and the biannual bulletin. The information includes different ongoing activities in the campus, programs offered, future plans, scholarships and free studentship. The Cell also gives importance to the feedbacks of the stakeholders. They are useful for making improvements and promoting quality of teaching-learning and other activities in the campus. Some changes that have taken place in the campus are the outcome of the feedbacks of the stakeholders. This all has been possible due to effective information system.

EXECUTIVE SUMMARY

The present Self-Study Report has been prepared for the third cycle of quality reaccreditation of Damak Multiple Campus (DMC) from University Grants Commission (UGC), Nepal. This report chiefly reflects the assessment of standards met / achieved by the campus for accreditation with supports of sufficient evidences. The SSR team has drafted the report and has brought it into this form making close examinations of various data and developments made by the campus in terms of programs offered, enrollment of graduates, facilities and services, infrastructure development and so on.

The report of this draft has been organized into two parts: **The First part** is concerned with General Information of Institutional Profile and Benchmark-wise Inputs and the Second part is concerned with Analysis of Data.

Information of the institutional profile of section-A provides a basic information regarding the institution. It encompasses CMC, campus administration, academic programs offered, departments, recruitment provision of teaching and non-teaching staff and their number, weekly work load, students' enrollment, financial status, budgetary provision of the institution, ongoing research works, resources and other activities, support services, facilities available in the institution and its future plans.

Section -B of the first part includes benchmark-wise inputs for institutional SSR. This section focuses on the evidence-based answers to the given questions on the basis of different benchmarks set by the UGC. It includes: Policy and Procedures, Curricular Aspects, Teaching-Learning and Evaluation, Research Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Guidance, Information System and Public Information. It presents data-based information and it is analytical in nature.

The Second part of the report makes a detailed analysis of the data presented in the draft. This part is also divided into two sections: Introduction and Criteria-wise analysis. The first section, that is introduction part, provides information about the institutional profile. It includes introduction of the campus, its social-physical location, programs, challenges, development initiatives, policy and procedures, functional mechanism of the institution and quality reviews. The second section presents a critical analysis of eight benchmark-wise criteria.

So far as the Information and institutional profile is concerned, DMC is located in Damak -9 Jhapa, Nepal. It is affiliated to Tribhuvan University as a community-based campus. It was established in 2038 BS. It offers bachelor's and master's degree programs in four disciplines, namely Management, Education, Humanities and Science and Technology. There are 70 teaching staff and 24 non- teaching staff. There are 3,798 students altogether in the batch of 2078/079.

The first criterion provides information about the policy and procedure in which responsibilities of individual departments, units, cells and sub-committees are mentioned. It also shows relationship between teaching and research works in the institution, students' involvement in the policy making and monitoring system of the campus. It is evident that the campus has its own VMGO, Strategic Plan 2022-2026, Action Plan and Guidelines. Each Cell, Unit and Committee has its own role in policy -making of the campus

The second criterion of second -B is related to curricular aspects. It analyses the information of DMC in the context of academic diversity and curriculum updates. The teaching faculties of DMC also participate in curricular aspects through different ways such as orientation program of curriculum development committee or direct meeting with the TU officials.

The third criterion of section-B deals with teaching learning and evaluation. DMC always makes efforts to develop effective teaching-learning mechanism by using research-based and technological-based activities. It uses smart TV, Projector, multimedia, zoom classes and other means of teaching. There is system to maintain and follow logbooks, teaching plans, action plans, annual operational calendar and academic calendar etc. The campus has provided laptop computers to the teaching and the non-teaching staff for the use of effective teaching in the classroom and for skills development.

The fourth criterion consists of research, consultancy and extension. There is a budgetary provision for conducting research works for the teaching faculties and the students. There is a RMC which conducts and monitors research- related activities. It also supports the students to carry out research works. Furthermore, the teaching faculties are provided financial supports and are granted leave along with salary for M. Phil and PhD programs. The campus organizes different workshops, symposia, seminars and it also encourages the teaching faculties to participate in the national and international conferences and seminars.

The fifth criterion is related to infrastructure and learning resources. DMC has prepared a five-year strategic plan and 20- year master plan for infrastructure development and learning resources. There is a separate library, lab, canteen, academic block and administrative blocks

etc. The campus has made all efforts to keep the campus premises neat and clean, dispose waste materials and maintains greenery and pollution-free environment with proper plantation. There are also several extension activities offered by the campus.

The sixth criterion analyses student support and guidance. DMC provides regular support and guidance to the students for their overall developments. They are provided information regularly through different channels such as notice board, bulletin, prospectus, social media and individual meet. The students are provided scholarships and free studentship as a financial support. The campus also helps them in placement services through different stakeholders and units.

The seventh criterion includes Information system. DMC has a separate EMIS unit with certain responsibilities and guidelines. It uses Shiksha software to record, process and analysis of data. There is a section of information, account section, store section, examinations section, administration section and other units in the campus. There is a mechanism to receive feedbacks form stakeholders and they are solved through GRM, IQAC, Academic Committee and CMC periodically.

The last criterion of section- B is related to public information. DMC has set up a public information cell (PIC). It has its own job responsibilities mentioned in the guidelines. Information is provided through bulletin, prospectus, annual report, notice board, campus website. GRM also collects feedbacks from students and the stakeholders. These data are discussed and analyzed closely in the IQAC, GRM, CMC and the Academic Committee and the problems are addressed.

SOME GOOD PRACTICES

- Campus statue, clearly defined mission, vision, goals, objectives.
- Annual operation calendar, annual work plan, annual action plan
- Strategic plans and action plans
- Separate departmental chambers with computers and the Internet access, Dept. library and accessories
- Budgetary provision of research fund
- Publication of academic journals, bulletin, annual report and other necessary data
- Classrooms with smart TVs, projectors and necessary modern technological teaching-learning materials
- Provision of research activities, case study, project work, internship to students
- Provision of educational excursions, field trips
- Periodic organization of academic programs, seminar, workshop and participation in national and international levels
- Separate help-desk, health unit /desk, FSU chamber, account section, admin section, exam section and store section
- Management of separate dressing room with accessories for girls
- Provision of co-curricular and extra-curricular activities
- Publication of magazines by students
- System of publication of notices through different ways
- Spacious canteen with menu of daily breakfast items
- Management of Underground parking
- Spacious sports platform
- Participation of the students in different local, national and international events
- System of grievances address through GRM
- Use of attendance machine and C.C. camera in all floors and sensitive areas
- Intuitional effort to introduce market-driven technical programs
- Provision of intake of international students
- Monitoring of quality assurance by IQAC team
- Focus on capacity development of faculties and non -teaching staffs
- Programs to response climate change
- Promoting gender equity
- System of tracer study of graduates and placement services
- Division of activities different cells, units and sub-committees
- Infrastructure having natural disaster resistance and lift system
- Self -appraisal system
- Working for preservation and safety of environment
- Maintaining greenery, pollution-free and clean environment
- System of Non - credit course for students and opportunity to participate in Entrepreneurship support program.
- formation of different cells, units for specific function

***Comparative Study of Damak Multiple Campus (DMC) Before SHEP,
During SHEP, HERP and NEHEP Program***

S. N.	Particulars (performance area)	Before SHEP (1 st cycle)	SHEP (1st cycle)	HERP 2nd cycle)	NEHEP (3 rd Cycle)
1	<p>Policy and procedures</p> <p>Damak Campus is a community campus that has its own statute, organizational structure, defined mission, vision, goals, objectives, and strategic plans. The campus has formed various committee, sub-committee, cells / units with some job responsibilities. There are coordinators and members in all the committee and cells. These committee include Management Committee, IQAC, Academic Sub-Committee, Research Management Committee, Financial Audit Committee, Publication Cell, Grievance Redressal Cell, Public Information Cell, Job Placement Cell, Alumni Association etc.</p> <p>Damak Multiple Campus (DMC) has undergone significant enhancements in its academic programs as a result of the implementation of the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These initiatives have played a crucial role in elevating the standard of education offered at the campus, leading to an overall improvement in the quality of learning and teaching. The introduction of new curricular frameworks, updated teaching methodologies, and advanced educational resources have all contributed to the positive transformation of DMC. Students now have access to a more comprehensive and modernized educational experience, which is aimed at preparing them for success in their future endeavors. These projects have not only brought about positive changes within the campus but have also had a lasting impact on the academic landscape of the region.</p> <ul style="list-style-type: none"> ● SHEP provided a golden opportunity to keep a clear institutional vision, mission, goals, objectives and helped to implement them. ● It has started to prepare five years strategic plan and initiated to implement periodically with annual, triminister action plan. ● Job responsibilities of every person has clearly mentioned and run an accordance with it ● Most of the final year's students are involved in project work, dissertation work. ● Students tracer study and placement services are initiated ● Curriculum Update: Efforts were made to update existing curricula to make them more relevant to current academic and industry needs, incorporating contemporary knowledge and skills. At the time of orientation program organized by Tu or IOST, Tu, faculty also put their research-based survey suggestion to align our curricula in modern perspectives and labor market driven. ● Introduction of New Programs: SHEP, HERP facilitated the introduction of new academic programs in emerging fields to address the evolving educational demands and job market needs For eg BBA ● Industry Collaboration: HERP, NEHEP enhances development of industry-linked curricula, incorporating practical skills and knowledge relevant to current industry practices, ensuring graduates are job-ready. ● Soft Skills and Life Skills: All these programs Emphasized on developing soft skills (communication, teamwork, leadership) and life skills (critical thinking, adaptability), 				

ensuring well-rounded personal and professional development. Noncredit course has prepared and initiated in teaching during NEHEP.				
Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1 st cycle), HERP (2 nd cycle) and NEHEP (3 rd cycle) are also tabulated as follows.				
Particulars	Before SHEP	SHEP	HERP	NEHEP
a) Defined vision, mission, goal, objectives, plan, programs	No Clear indication	Defined vision, mission, goal, objectives, plan, programs	Defined vision, mission, goal, objectives, plan, programs	Defined vision, mission, goal, objectives, plan, programs
b) organizational structure	NO	Yes	Yes	Yes
c) job responsibility of departments, individual, units	No	Yes	Yes	Yes
d) strategic plan	No	Yes	Yes	Yes
e) combination of teaching and research	No	partially	strongly	most of teacher and students are involved in research and project work
f) Placement service	No	Yes	Yes	Yes
g) Recreational activities	Yes	Yes	Yes	Yes
h) Entrepreneurship support program	No	No	No	YES
i) sub committees	Sub committees only as part of MC	Formation of different sub committees with Active SHEP committees and many cells, units	Formation of sub committees with annual plan	Formation of subcommittee with job responsibility / Tor with annual plan
J) MOU	No MOU with any institution	Mou with different organization	Mou with different organization	Mou with different organization
k) Visits	Casual visits from Tu officials	Visits from official with proper objectives and feedback from academic peers	Social audit from campus	Continuing of visits and also visit exchange program
l) Interaction system	Interaction with institutions as per need	Provision of interaction with political parties/social organization and stakeholders	Scheduled in action plan	Scheduled in action plan
m) Program addition	Program additions in general streams	Program addition in priority areas (BBA and BCA)	M.Ed - English and Nepali	Quota addition in BBA and plan of submission of B.sc CSIT program

n) Reward and incentives	Reward and incentives occasionally	Provision of Reward and incentives	Program with budgetary plan	Program with budgetary plan
o) Faculty development	Less concern to research and FD	Budget allocation for Research, and faculty development (M.Phil/ Ph.D.)	Support for researcher with special amount	Budget allocation for Research, and faculty development (M.Phil/ Ph.D.)and continuously ongoing

The progressive changes in policies and procedures at Damak Multiple Campus, driven by SHEP, HERP, and NEHEP, have collectively strengthened the institutional framework and operational quality:

- **SHEP:** Initiated standardization of academic policies, governance reforms, and established the Quality Assurance Cell as SHEP committees in DMC
- **HERP:** Enhanced governance and autonomy, developed outcome-based and research policies, and improved transparency and accountability.
- **NEHEP:** Implemented strategic planning, inclusive governance, ethical guidelines, and sustainability policies.

These reforms have created a robust and dynamic policy environment at DMC, significantly enhancing the educational quality and operational effectiveness of the campus.

2. Curricular aspects

Damak Multiple Campus has provision for ensuring consistency of teaching and learning with the academic goals and objectives of the campus. It has set up new managerial concepts for this purpose. For example, there are various divisions of organization such as Departments, Units (publication, research, computer) and Academic Audit Committee. Each of them is guided by plans and programs that are closely connected with the objectives of the institution. Academic Audit Committee and IQAC evaluate overall progresses, activities and achievements of such units, cells, departments and individual staffs.

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

Particulars	Before SHEP	SHEP	HERP	NEHEP
a) Library status	Casual provision of adding text/ref. books. Less concern to journals	Library management – text/ref. books, journal	Set up of E-library/E-Resources	Extension of E resources
sb) Visiting lectures	No provision of visiting	Mgmt. of visiting lecturers	Need identification through depts.	Policy of visiting lecture and

	lecturers			its management on need basis
c)Result improvement	No particular scheme for result improvement	Result improvement plan-(Additional classes, old question practice /weekly test/monthly test/terminal exams/model question set distribution)	Meeting with poor students, additional classes, interaction with guardians	Policy and system through examination committee
d)Staff room	Single staff room for faculties	Dept. chambers with net access, ref. materials and accessories	Addition of furniture, accessories,	Addition of furniture, accessories, and AC in some depts.
e) Workshop and seminar	Rare management and delegation for workshop seminar etc	Workshop/seminar/refresher trainings	Workshop/seminar/refresher trainings-managing and delegating	Participation and organization of workshop and seminar
f) Science exhibition	No science exhibition	Science Exhibition inviting more than 50 HEIs	Science Exhibition inviting more than 50 HEIs	No science exhibition but planning In next year
g) Result publication	Only result publication	Result publication and analysis	Counseling poor students	Counseling poor students
h) Chain of command	No practices of chronological command	Chain of command (Faculty-HoD-Academic Committee – Education sub-committee –MC)	Level wise endorsement of educational and other issues	Chain of command (Faculty-HoD-Academic Committee – Education sub-committee –MC)
i)Teachers teaching activities	Faculties personal diaries for everything	Maintenance of log book, work plan, annual subject plan, student attendance	Discussion and interaction among faculties to analyze TL issues/impacts	Maintenance of log book, work plan, annual subject plan, student attendance

The curricular evolution at Damak Multiple Campus through the three phases of SHEP, HERP, and NeHEP reflects a journey from expanding basic access to developing a modern, digitally integrated academic environment. The focus has progressively shifted from increasing enrollment to enhancing the quality of education, improving employability, and embracing global standards

Through SHEP, Damak Multiple Campus laid the foundation for inclusive education. HERP brought in quality improvements and skills development, while NEHEP has initiated in a new era of digital, global, and innovative education. Together, these projects have positioned Damak Multiple Campus as a forward-thinking institution, ready to meet the challenges of the modern educational landscape.

3. Teaching - learning and Evaluation

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

Basic information and teaching learning and Evaluation	Before SHEP	SHEP	HERP	NEHEP
Faculty Members	61	64	70	68
a) Number of PHD	NO	1	2+8 (Ph.D. Scholar)	2+10 (Ph.D. Scholar)
b) Number of M.Phil.	NO	2	4	4
c) Non-Teaching Staffs	22	26	24	24
d) Sub- Committee	5	7	7	7
e) Cells /units	NO	7	11	14
f) Academic Programs	6	6	9	9
g) Student Enrollment	1675	3009	3978	3892(Enrollment is on progress)
h) Average Pass out Percentage	27.98	33.15	57.9	
I) Average Dropout Percentage	20%	17%	12%	7.14 %
K) Scholarship Offered	5%	10%	15%	15%
Departments:				
a) No. of Departments	9	10	11	11
b) Departmental Chambers	NO	YES	YES	YES
c) Logbook and Attendance	NO	YES	YES	YES
d) Annual lesson Plan/Work Plan	NO	YES	YES	YES

Teaching - learning and Evaluation(continuous)

The main strength of an academic institution is its teaching manpower and other employees. The campus is gaining momentum in strengthening the teaching staff by providing several facilities to them such as granting study leave along with 50% salary. The campus has 68 teaching staff. There are 24 non-teaching staff who manage different activities related to the campus and its students. They are experienced and well-skilled in their fields of works and assist in performing tasks of different cells / units, committee, and

in preparing various important documents related to UGC programs. There are 14 cells, and 7 sub-committee to perform and monitor overall activities of the campus.

Damak Campus has a large catchment area and it is one of the academic hubs in the Eastern Region of Nepal. There are some ups and downs in enrollment of the students due to various factors, but there is a gradual increment in it. There are 9 academic programs in conduction and the campus is intending to extend some market- demanding programs such as BSCIT, BIT, BIM in near future. Before launching the UGC program, the number of the enrolled students was 1,675 and now this number is 3,892 and the enrollment is still in progress.

There is a gradual improvement in pass rate of the students. It has increased from an average pass rate of 27.98% to 57.9%. In the same way, an average drop-out rate of the students has decreed from 20% to 7.14%. The students are benefited from scholarship schemes that are in conduction in the campus. Now the campus is offering scholarships up to 15% of the total students. Previously, it was only 5% before the SHEP program was launched.

Damak Multiple Campus (DMC) has undergone significant transformations in its educational practices with the introduction and execution of three key projects - the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These initiatives have not only brought about improvements in teaching methodologies, learning experiences, and evaluation processes at the campus but have also played a vital role in elevating the overall educational standards and quality. The implementation of these projects has led to a more conducive and enriching academic environment for both students and faculty members, ultimately contributing to the enhancement of the educational landscape at Damak Multiple Campus.

- SHEP initiated basic faculty development programs to improve teaching skills and pedagogical methods. Teachers were trained in more effective classroom management and teaching techniques.
- Efforts were made to update course content to better align with national educational standards and market needs, ensuring relevance and comprehensiveness in curricula. They were also participated in many curriculum review and different orientation program.
- The project also introduced the concept of continuous assessment alongside traditional end-term exams. This included periodic tests, quizzes, and assignments to better gauge student progress.
- HERP promoted the adoption of student-centered learning approaches, such as group discussions, case studies, and project-based learning, encouraging active participation and critical thinking.
- Extensive professional development programs were introduced to train faculty in modern pedagogical techniques, such as the use of multimedia and interactive teaching tools.
- Faculty Participation in self-appraisal method, student's evaluation system and ex-students evaluation system helped faculty and institution towards review and correct the weakness. This type of assessment is continuous in SHEP, HERP AND still in NEHEP period.
- There is systematic Admission and enrollment procedure of students in all time.
- There is regular feedback mechanism where students could provide input on teaching effectiveness and course content, allowing for continuous improvement.
- Faculty and students were encouraged for research activities. Encouragement of

research activities and innovative projects among students, fostered a culture of inquiry and creativity helped to prepare competent graduates.

- These programs enhanced to develop soft skills and employability, such as communication, teamwork, and problem-solving, preparing students for the global job market. Faculty also get opportunity to participate in different seminar, workshops, training etc
- These SHEP, HERP, NEHEP, helped in research activities and innovative projects among students, fostering a culture of inquiry and creativity.

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

PARTICULARS	Before SHEP	SHEP	HERP	NEHEP
a) Admission procedures	Through written entrance tests	Through written entrance tests	Through written entrance tests	Through written entrance tests
b) Provision of Remedial courses	Yes	Yes	Yes	Yes
c) Provision of Teaching calender, operational calender, annual action plan, log book, attendance of students	partially	Completely followed	Completely followed	Completely followed
d) Indicated work load, ratio of teaching and non-teaching staffs with accordance with students' number	Completely following TU rules	Completely following TU rules	Completely following TU rules	Completely following TU rules
e) self-appraisal system of teachers, feedback system from stakeholders	Yes	Yes	Yes	Yes
f) conduction of refresher courses in campus	Yes	Yes	Yes	Yes
g) Automation of library	No	Partially	partially	Library is in automation
h) Appraisal system	No self-evaluation system	Self-appraisal (student/teaching faculties)	Self-appraisal (student/teaching faculties and non-teaching staff)	System of self-appraisal, peer appraisal, and performance appraisal

The progressive changes in teaching, learning, and evaluation at Damak Multiple Campus, driven by SHEP, HERP, and NEHEP, have collectively enhanced the overall educational quality at the campus. Each project phase built upon the previous one, leading to a comprehensive transformation:

- **SHEP:** Established foundational reforms and introduced continuous assessment.
- **HERP:** Shifted to student-centered learning and implemented comprehensive evaluation systems.

	<ul style="list-style-type: none"> • NEHEP: Integrated advanced ICT tools, promoted innovative teaching methods, and utilized data-driven evaluation techniques. <p>These initiatives have created a modern, effective, and engaging educational environment at DMC, significantly improving the learning experience and outcomes for students.</p>
4	<p>RESEARCH, CONSULTANCY AND EXTENSION</p> <p>The campus has a separate building for managing and conducting various research activities. The campus has allocated 5 % of its annual budget for research activities in order to promote such a culture among its students and teachers. The students are involved in research works under the guidance of the teachers. The campus is encouraging the teachers for further studies such as M. Phil and Ph. D by providing financial facilities and granting a study leave. They conduct academic activities such as quizzes, symposium, essay writing and extempore speech competitions for the students. The teachers are publishing the campus journal on regular basis. The faculty members of English Department are publishing their short critical writings and views on burning issues in THE WAVE annually. The teachers participate in trainings, workshops, seminars, conferences and other academic activities. Such activities are helpful in promoting overall academic environment of the campus.</p> <p>Damak Multiple Campus (DMC) has experienced notable advancements in its research capabilities through the implementation of the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These changes have played a significant role in enhancing the overall educational quality at the campus</p> <p>Formation of RMC: In SHEP program, there is formation of Formal RMC which initiates overall activities about research and consultancy services</p> <ul style="list-style-type: none"> • Basic Research Infrastructure: SHEP provided the initial funding to establish basic research facilities, including laboratories, research equipment's in science, chemicals, simple apparatus and instruments etc • Research Training for Faculty: Faculty members received training on fundamental research methodologies and the importance of integrating research into their teaching practices. Faculties also organized seven days research methodologies workshop training, most of the faculty members participated in these training cum workshops. Every year most of the faculty participate in different trainings, workshops, seminar in local, national and international level. Camus al has also organized capacity development programme , Alop programming, machine learning, python programming, other soft skill programming, research proposal writing trainng, ithenticate software introduction and plagiarism checking training,etc. • Small-Scale Research Grants: There is guideline of research activities. Faculty are highly encouraged to join in M.Phil. and Ph.D. programme. They get study leave with salary facilities. Small-scale research grants are also provided to teaching and non-teaching staffs. • Establishment of Research lab: HERP facilitated the establishment of specialized research lab focused on key academic disciplines, providing a dedicated space for research activities. • Increased Research Funding: Allocation of 5% of budget in research. Besides these faculty have also got opportunities of research fund fromUGC,NAST, DEAN IOST and other donarajency.

- **Collaborative Research Initiatives:** In NEHEP programme, it has focussed for Promotion of collaborative research initiatives both within the campus and with external academic and industry partners, enhancing the scope and quality of research.
- There is regular publication of academic journal since SHEP programme.
- It has upgraded journal to NEPJOL Standard
- **Advanced Research Training:** Comprehensive research training programs for faculty and students were introduced, covering advanced research methodologies, data analysis, and academic writing.
- **Publication Support:** Support mechanisms for faculty and students to publish their research, articles have established since SHEP programme and is continue in this NEHEP programme.

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

Particulars	Before SHEP	SHEP	HERP	NEHEP
a) Provision of RMC	NO	YES	YES	YES
b) Provision of Fund for RMC in Annual Budget	NO	4.19% of Annual Budget	5% of Annual Budget (Budget	5% of Annual Budget (Rs 7000000
Publishing of Academic journal	NO	YES	YES	YES (Regestered in NEPJOL
Participation of Teachers in Faculty Research	NO	YES	YES	YES
promoting research culture among Faculty and students	NO	YES	YES	YES
Promotion of faculty for MPhil, PHD	NO	YES	YES	YES

The progressive changes in research at Damak Multiple Campus, facilitated by SHEP, HERP, and NEHEP, have collectively elevated the campus's research capabilities and output. Each project phase contributed uniquely to this transformation:

- **SHEP:** Initiated a research culture with basic infrastructure and small-scale grants.
- **HERP:** Strengthened research capabilities with advanced training, better funding, and collaborative initiatives.
- **NEHEP:** is Promoting high-impact research with state-of-the-art facilities, significant grants, opportunities in mini research in UGC, research fund in Ph.D. and global collaborations. A sum of Rs 1250000/ has got by campus during NEHEP

These advancements have not only improved the overall educational quality at DMC but also positioned the campus as a significant contributor to academic research in Nepal and beyond.

a) Library

The enrichment of Damak Campus library can be known by the facilities is offering to the

readers. The number of text books (an increment from 30,977 to 56,659), reference books / teaching-learning materials (from 214 to 917), and journals (from 5 to 95) has increased. Likewise, there are separate reading rooms with an access to the Internet for the teachers and the students. There is a facility of e-library, and it has an access to TUCL and JSTOR.

Damak Multiple Campus (DMC) has seen substantial improvements in its library facilities through the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These changes have significantly contributed to enhancing the educational quality at the campus.

Foundational Improvements:

- **Library Expansion:** SHEP provided funding for the expansion of the existing library space, allowing for a greater collection of books and more study areas for students.
- **Collection Development:** The additional books, journals, and reference materials were added. These additional resources helped students conduct more comprehensive research, develop critical thinking skills, and stay up-to-date with the latest advancements in their fields of study. Overall, investing in new materials greatly benefited the academic growth and success of students.
- **Basic ICT Facilities:** Introduction of basic computer facilities in the library, enabled students to access digital resources and the internet for research purposes.
- **Improved Study Spaces:** Renovation and modernization of study areas within the library, including comfortable seating, adequate lighting, helped for individual study in peace environment comfortably.
- **Digital Library Resources:** HERP facilitated the development of a digital library system, providing access to e-books, online journals, and academic databases, greatly expanding the range of available resources.

NEHEP further expanded digital resources, including access to global academic databases, digital repositories, and open-access resources, ensuring students and faculty have access to the latest research and information. Current library status is as follows:

Online Journals:

Reserach4life (Access)

Hinari: <https://portal.research4life.org/>
AGORA: <https://agora.research4life.org/>
OARE: <https://portal.research4life.org/>
ARDI: <https://ardi.research4life.org/>
GOALI: <https://portal.research4life.org/>

NeLIC (Complimentary e-resources)

www.eifl.net

www.inasp.info

Oxford Journals Collection

- Oxford Journals Collection <https://academic.oup.com/journals>
- Oxford Textbook of Medicine <http://otm.oxfordmedicine.com/contents.dtl>
- Cambridge Journals collection <https://www.cambridge.org/core>
- Royal Society Journals Collection <http://royalsocietypublishing.org/journals>
- IMF eLibrary <http://www.elibrary.imf.org/>

- Pediatric Neurology Briefs <http://www.pediatricneurologybriefs.com/>
- Edward Elgar Publishing <http://www.elgaronline.com/>

IMF eLibrary

<http://www.elibrary.imf.org/>

Edward Elgar Publishing

<http://www.elgaronline.com/>

JSTOR(Access)

www.jstor.org

TUCL (ProQuest-80 users)

- CD's/DVD's
- Databases
- Online Journals
- AV Resources

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

Particulars	Before SHEP	SHEP	HERP	NEHEP
a) No. of Text Books	30977	36450	50287	57424
b) No. of Reference Books	214	408	906	917
c) No. of Journals	5	15	95	95
d) Reading room for Students	NO	YES	YES	YES
e) Reading room for Teachers	NO	YES	YES	YES
f) Access to TUCL	NO	NO	NO	YES
g) e-information resources	NO	NO	partially	YES(linked to NELIC)
h)JSTORaccess	NO	NO	NO	YES
i)Journal Publications	NO	YES	YES	YES
j) Outreach Programs	NO	YES	YES	YES
k) organization of Seminar /Workshop	NO	YES	YES	YES
l) participation in Seminar /Workshop	Rarely	YES	YES	YES

Conclusion

The progressive changes in the library at Damak Multiple Campus, driven by SHEP, HERP, and NEHEP, have collectively elevated the library's role as a critical educational resource:

- **SHEP:** Expanded library space and collection, introduced basic ICT facilities.
- **HERP:** Modernized library services with digital resources, number of books text and references are added
- **NEHEP:** is helping in Advanced digital resources, e-library feature, specialized

collections, software system and research support.

These improvements have significantly enhanced the library's capacity to support the academic and research needs of students and faculty, contributing to the overall educational quality at Damak Multiple Campus.

b) Laboratories

Damak Multiple Campus (DMC) has undergone significant improvements in its laboratory facilities through the implementation of the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These developments have greatly contributed to enhancing the overall educational quality at the campus.

- **Initial Infrastructure Development:** SHEP provided the initial funding to establish basic science and computer laboratories. This included the construction of laboratory spaces and the acquisition of essential equipment and materials.
- **Basic Equipment and Supplies:** Basic fundamental separate laboratory of physics, chemistry, biology, environmental science and computer science were managed
- **Safety Measures:** Implementation of basic safety measures and protocols to ensure a safe learning environment in the laboratories.

During HERP and NEHEP

- **Upgrading Existing Laboratories:** HERP facilitated the upgrade of existing laboratories with more advanced equipment and technology, improving the quality and scope of practical education.
- **Specialized Laboratory Development:** During HERP a specialized laboratory for advanced courses and research in chemistry has set up.
- **Advanced Equipment and Technology:** NEHEP provided fund of Rs 1250000/for laboratory equipment and technology, enabling cutting-edge research and experimentation in various scientific fields.
- **Smart Laboratories:** It has developed smart laboratories equipped with digital interfaces, computer-aided instruments like uv spectrophotometer, and online data analysis tools, fostering an innovative learning environment.
- Number of laboratories are added.

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

PARTICULARS	Before SHEP	SHEP	HERP	NEHEP
a) Science Lab	2	3	5	9
b) Research Lab	NO	NO	1	2
c) Computer Lab	NO	YES(1)	YES(1)	YES (2)
d) Expensive and most	NO	Partially	YES	There are

	important equipment's				many high quality equipment's
	e) Research work in Lab	NO	NO	Partially	strongly yes
	<p>The progressive changes in laboratory facilities at Damak Multiple Campus, driven by SHEP, HERP, and NEHEP, have collectively elevated the campus's educational and research capabilities. Each phase of development brought targeted improvements:</p> <ul style="list-style-type: none"> ● SHEP: Established basic laboratory infrastructure and safety measures. ● HERP: Enhanced laboratory capabilities with advanced equipment, specialized labs, and better management practices. ● NEHEP: Introduced highly sophisticated research lab, smart labs, interdisciplinary research labs, and sustainable practices. <p>These enhancements have significantly contributed to the overall educational quality at Damak Multiple Campus, providing students and faculty with the resources and environment needed for effective learning and cutting-edge research.</p>				
6	<p>5.Physical Infrastructure and Learning Resources</p> <p>Damak Multiple Campus (DMC) has experienced significant infrastructural development through the implementation of the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These progressive changes have played a critical role in enhancing the overall educational quality at the campus.</p> <ul style="list-style-type: none"> ● Building construction: SHEP provided matching fund for construction of new building. Two storied building were constructed. storied were added in old building. seminar hall, meeting hall were built. ● Classroom Construction: SHEP provided funds for the construction of new classrooms, addressing the immediate need for adequate teaching spaces.so classroom is added and managed. ● Library Expansion: The library was expanded and stocked with additional books and reference materials, improving access to learning resources. journals were added. its infrastructure were changed. Rack, table, chair was added. ● Basic ICT Facilities: Introduction of basic ICT facilities, such as computer labs and internet connectivity, began during this phase. Computers were installed in departments. Teachers were provided laptops for teaching learning activities with 50-50 %partnerships. ● Drinking water facility: Drinking water facility was changed from tube-well system to municipal Drinking tap water system ● Number of Washroom: Number of Washroom were added, they were further maintained, cleaned, and regular cleaning system was upgraded. ● Basic Laboratory Facilities: separate physics, chemistry and Biology and Environmental lab were managed, they were equipped with necessary instruments, equipment's, chemicals, table and other required accessories. ● Campus Wi-Fi: Campus-wide Wi-Fi was implemented <p>During HERP Period:</p> <ul style="list-style-type: none"> ● Building construction: HERP also provided fund for construction of new building. other three building were constructed in the campus premises, storied are added in old 				

building. New building 4 storied with business shutter has constructed with the help of fund of Federal government.

- **Classroom Facilities:** number of classrooms were also added. Existing classrooms were upgraded with modern amenities, including improved seating, lighting, and ventilation, creating a more comfortable learning environment.
- **Advanced Library Services:** The library services were further enhanced with the introduction of digital libraries and access to online journals and databases, facilitating better research and study opportunities.
- **Laboratory Upgradation:** Science and technology laboratories were upgraded with new equipment and facilities, supporting practical and experimental learning
- **Computer Labs:** Additional computer labs with updated hardware and software were established to support digital literacy and ICT-based education.
- **Campus Wi-Fi:** Campus-wide Wi-Fi was upgraded, providing students and faculty with reliable internet access for academic and research purposes.

During NEHEP:

- Repairing, coloring, maintenance of building and completion of construction of new building have been done. New building is near about on completion stage.
- In this period, Class rooms were development towards smart classrooms equipped with interactive whiteboards, projectors, and audio-visual systems, facilitating innovative teaching methods. It helps in blended learning.
- It was also introduced Virtual Learning Environments by using ZOOM, google meet etc. , IT is being expanding educational opportunities beyond traditional classroom settings.
- **Research Centers:** Dedicated research centers with advanced facilities were established to promote high-impact research and collaborations.
- **Digital Libraries:** Expansion of digital libraries with extensive online resources, e-books, and research databases, providing students and faculty with comprehensive access to global knowledge repositories
- **Sustainable Campus Initiatives:** construction of earthquake resistance building practices and sustainable infrastructure development, including energy-efficient buildings and plan of renewable energy installations, makes the campus more sustainable, it has also cared about environmental consciousness.

Physical infrastructure is one of the most important part of an academic institution to provide good facilities to its students, teaching and non-teaching staff. In this respect, Damak Campus intends to fulfil the growing needs of infrastructure such as well-facilitated classrooms, computer lab, science lab, library, staffrooms, administrative building, seminar hall, meeting hall, washrooms, changing rooms, canteen, drinking water, facilities for games and sports, and Student's Union Building etc. Our comparative study shows clearly that how there has been a drastic change in every respect in the campus with the flow of time. there is much difference between the past when the campus had not launched the SHEP, HERP, and NEHEP programs. The campus didn't have even a single seminar hall, meeting hall, an audiovisual classroom, computer lab, and a changing room for girl students.

Now the campus has audiovisual classrooms (22) for its students, CC cameras (59) have been installed almost in all the classrooms and sensitive places in order to monitor and control untoward activities in the campus premises. It has well-equipped science lab and a computer lab. The campus has distributed PCs (96) to its teaching and non-teaching staff to **alleviate** their skills and facilitate the working activities. The system of preparing annual

work plan by individual teachers and maintaining their logbooks is a good practice. There are separate chambers for all the departments (11). Pure drinking water supply is available at different places for the students keeping in mind an easy access and lessen the crowds at one place. Likewise, at present the campus has seminar halls (4) and meeting halls (6) for conduction of seminars and meetings. There are 31 washrooms available for teaching and non-teaching staff, students, Student's Union, the visitors and the participants in the seminars and meetings.

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

Particulars	Before SHEP	SHEP	HERP	NEHEP
a) No. of Buildings	6	8	11	12
c) Administrative Buildings	NO	YES	YES	YES
d) No. of Classrooms	40	49	55	79(24 Rooms are in final stage for completion)
e) No. of Audiovisual Classrooms	NO	2	10	22
f) No. of Seminar halls	NO	1	2	1
g) No. of Meeting Halls	NO	1	2	3
h) No. of Computer Lab	NO	1	2	2
i) No. of Computers	1	57	65	76
j) No. of Laptop for Faculties/ Non-Teaching staffs	no	70	95	96
k) No. of Washrooms	13	26	28	31(3 Rooms are in final stage for completion)
l) No. of Changing Rooms for Girls	NO	NO	1	1
m) Drinking Water Facility	NO	YES	YES	Yes (filter system has installed for students and teachers)
n) Student Union Building	Yes	Yes	Yes (Two Storied)	Yes (Two Storied)
o) Canteen	Canteen block with ceiling	Canteen upgraded with required accessories	Canteen with Furnished table with menu list	Canteen Furnished with marveling and tiles.
P) Physical and infrastructural facilities for sports	Yes	Yes	yes	Yes

	q) Guest Room	One guest room	Upgraded to attached guest room	Updating guest room	Plan to construct new guest room
	r) First Aid	General medicine in sore section	Health unit with First aid	First aid with bed for emergency	First aid with bed for emergency and MoU with hospitals
	s) Drinking water system	Tube well	Tap water system	Tap water with filtered system	Tap water with high graded filter system
	t) lane to the academic building	Graveled lane	Construction of concrete lane with fiber roof	Side gardening in lane	Extension of concrete lane
	u) Sport ground	Bumpy ground	Levelling of ground and drainage system	Again, levelling of ground	Again, re levelling due to building construction
	<p>The progressive changes in infrastructure at Damak Multiple Campus, facilitated by SHEP, HERP, and NEHEP, have collectively transformed the campus into a hub of quality education. Each phase of development brought targeted improvements that addressed specific needs, from basic infrastructural foundations to advanced technological integrations and sustainable practices. These enhancements have significantly contributed to the overall educational quality at DMC, ensuring that it remains competitive and capable of providing a modern and comprehensive educational experience to its students.</p>				
6	<p>Student Support and Guidance</p> <p>Damak Multiple Campus (DMC) has seen significant improvements in student support and guidance through the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These changes have been crucial in enhancing the overall educational quality and student experience at the campus.</p> <p>Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.</p>				
	Performance areas	Before SHEP	SHEP (1ST CYCLE)	HERP (2nd cycle)	NEHEP (3rd cycle)
	a) English class	No additional spoken classes	Additional classes for Spoken English for students and non-teaching staff	Additional classes for Spoken English for students and non-teaching staff	

b) computer	Computer only for office work	Computer training for students	Computer training for students	
C) internship	No extra credit program/training	Banking, leadership training and awareness programs	Banking, leadership training and awareness programs	Banking, leadership training and awareness programs
d)casual program	Casual program	Blood donation/ free health camp	Continue	continue
e) RMC	No cells formation for research and publication	Publication/ research cells	Publication/ research cells and continue	Publication/ research cells and continue
f) Excursion	Educational tour	Educational tour to submit report	Continuity of Excursion	Continuity of Excursion
g) Campus cleanings	No schedule for cleanliness	Students involvement in cleanliness of campus premises	Continuity through sanitation unit and campus itself	Continuity through sanitation unit and campus itself
h) scholarship	Free ship and scholarship scheme	Free ship and scholarship scheme with special provision with dalit, janajati, madheshi, and back ward groups	100 % fee-weaver for blind, handicapped	Defined plan, strategies, rule for scholarship
i)Enrollment provision	Admission open for all	Enrolment increment program with special provision	Enrolment increment program with special provision	Enrolment increment program with special provision
J Awareness program	-	Traffic awareness program	Continuous	Continuous
k) Human right	-	Human rights awareness program	Continuous	Continuous
L) ECA	ECA	Overall personality development plan	Continuous	Continuous
m)Notice	Notices of	Notices of	Notices of	Continuous

	academic programs through campus notice board / radio	academic programs through social media, newspaper, brochure, leaflet	academic programs through digital and electronic devices	
<ul style="list-style-type: none"> • Basic Counseling Services: SHEP introduced basic counseling services aimed at providing academic and personal support to students. These services helped students navigate their academic journey and manage personal challenges. • Scholarship Programs: scholarship Fund was increased since SHEP from 5% to 10% for Bachelor and master students. Scholarships services are more focussed to support economically disadvantaged, marginalized and needy students and promote inclusive education. • Clubs and Societies: Formation of student quality circle also encourage student participation in extracurricular activities, promoting a well-rounded student experience. • FREE student union: provision and formation of free student union also helps in different students support activities and outreach activities • Financial Aid and Scholarships: Due to different type of scholarship fund, many students are benefited. Scholarships are distributed by taking interviews and analysing the needs to them • There is regular publication of campus prospectus since SHEP, HERP Till NEHEP. • There is job placement cell which helped to fascinate job placement to students. • scholarships funds established by donors: <ul style="list-style-type: none"> a) Albiz Scholarship Fund b) Dal Bahadur Bishnumaya Scholarship Fund c) Kushmakher Bhattarai Scholarship Fund d) Khadga Bahadur Damayanta Scholarship Fund e) Late Rupa Devi Puri Scholarship Fund f) ShivalalDulal Scholarship Fund g) Mohan Prasad Bhandari Scholarship Fund h) Late Chitra Bdr. Basnet Memorial Scholarship Fund i) Dev Raj Bhuwaneswary Scholarship Fund j) Punya Mata Scholarship Fund k) Radhika Ojha Scholarship Fund l) Hiramani - JhumadeviDahal Scholarship Fund m) Mukundakafley Scholarship Fund <p>The campus has a provision of providing free-studentships to the following category of students:</p> <p>woman: 40%</p> <p>Janajati, Dalit, Madhesi: 50%</p>				

Blind/ disable: 75-100%
Marginalized: 75-100%

Financial aid	2077/078	2078/079	2079/080	2080/081
i. Merit scholarship	2,49,060	82,020	1,32,000	138480
ii. Merit-cum-Means			48,000	
AadhibasiJanajati Scholarship		117,720	0	18,0000
Late Rupa Devi Puri Scholarship		14,400	0	27,400
Financial aid	2077/078	2078/079	2079/080	2080/081
i. Merit scholarship	2,49,060	82,020	1,32,000	138480
ii. Merit-cum-Means			48,000	
AadhibasiJanajati Scholarship		117,720	0	18,0000
Late Rupa Devi Puri Scholarship		14,400	0	27,400

7 and 8. Information System and Public Information

Damak Multiple Campus (DMC) has seen substantial improvements in its information systems through the Second Higher Education Project (SHEP), Higher Education Reform Project (HERP), and Nurturing Excellence in Higher Education Project (NEHEP). These changes have significantly contributed to the overall enhancement of educational quality at the campus.

- **Basic IT Infrastructure:** SHEP laid the foundation for IT infrastructure by setting up basic computer labs and providing essential computer equipment and internet connectivity across the campus.
- **Administrative Digitalization:** SHEP, HERP And NEHEP helped to Introduce basic digital tools for administrative tasks such as student registration, fee management, and record-keeping. This marked the beginning of the digital transformation at DMC.

Faculty and Staff Training:

- **IT Training Programs:** SHEP, HERP And NEHEP helped faculty and administrative staff on Training program about use of computers and basic software applications to improve their efficiency and familiarity with digital tool
- **Comprehensive MIS (Management Information System):** SHEP, HERP facilitated the development and implementation of a comprehensive MIS that integrated various administrative and academic functions, including admissions, student records, faculty management, and financial operations
- DMC have public information cell since SHEP and is continue till HERP, NEHEP. It analyzes data and gives feedbacks

The public information cell collects data and information and publishes them in collaboration with publication cell.

In Academic area it publishes-

- enrollment status
- research activities
- publication status
- result status, and analysis
- other academic activities
- importance of QAA

In Administrative area it provides information on-

- administrative system of the campus,
- administrative services to the stake-holders and
- services provided by the library and computer centre.
- admission, scholarship and essential notices

In financial area it publishes-

- the data of financial status, budget and future plan

ECA

- sports activities and achievements
- rewards, certificate distribution

Areas	Year 1, place of publication	Year 2, place of publication
Academic	Calendars, Prospectus, Journals, Teaching Guidelines for student-teacher	Calendars, Prospectus, Journals, Teaching Guidelines for student-teacher
Administrative	Notice, Vacancy Announcement, Advertisements, Bulletin, procurement documents	Notice, Vacancy Announcement, Advertisements, Bulletin procurement documents
Financial	Annual Reports, Audit Reports	Annual Reports, Audit Reports,

Different Activities, planned Implemented, Outcomes and Achievements during SHEP (1st cycle), HERP (2nd cycle) and NEHEP (3rd cycle) are also tabulated as follows.

PARTICULARS	Before SHEP	SHEP	HERP	NEHEP
a) public information cell	No	Yes	Yes	Yes
b) analysis of data, feedbacks of data analysis	Partially	Yes	Yes	Yes
c) Notice	Notices of academic programs through campus notice board / radio	Notices of academic programs through social media, newspaper, brochure, leaflet	Notices of academic programs through digital and electronic devices	Notices of academic programs through social media, newspaper, brochure, leaflet
d)Information	Information about	Information about	Information about	Information about

		admission procedure through office	admission procedure through brochure	admission procedure through social media and electronic devices	admission procedure through social media and electronic devices
	e) improvements in campus due to public information cell	Helped to improve social respects and financial transparency about campus through annual report and other information	Helped to improve social respects and financial transparency about campus through annual report and other information	Helped to improve social respects and financial transparency about campus through annual report and other information	Helped to improve social respects and financial transparency about campus through annual report and other information
	f) Public information	Assembly of GB	Booklet of campus education and financial activities	Through half yearly bulletin and booklet	Assembly of GB and publication of campus audit report.
<p>The progressive changes in the information system at Damak Multiple Campus, driven by SHEP, HERP, and NEHEP, have collectively elevated the campus's technological infrastructure and capabilities:</p> <ul style="list-style-type: none"> • SHEP: Established basic IT infrastructure, initiated administrative digitalization, and provided IT training for faculty and staff. MIS system was developed. • HERP: Developed Extended comprehensive MIS, enhanced data management, and improved communication and collaboration tools. • NEHEP: Implemented integrated campus management systems, advanced learning analytics, smart campus initiatives, and cyber security measures. <p>These enhancements have significantly contributed to the overall educational quality at DMC, enabling more efficient administration, effective teaching and learning processes, and better support for students and faculty.</p>					

In conclusion, the student support and guidance initiatives at Damak Multiple Campus have undergone significant advancements through the implementation of various programs such as SHEP, HERP, and NEHEP.

SHEP has introduced a range of services including basic counseling, scholarship programs, academic advising, and extracurricular activities. These offerings aim to provide students with essential support to thrive academically and personally.

HERP has built upon this foundation by enhancing counseling services, establishing career centers, forming partnerships with industry professionals, and implementing tutoring and mentoring programs. These additional resources are designed to help students navigate their academic journey and prepare for their future careers.

NEHEP has taken student support to the next level by introducing holistic counseling services, personalized support plans, entrepreneurship centers, global opportunities, leadership programs, community engagement initiatives, and technology-enhanced support systems. These comprehensive programs ensure that students receive the necessary tools and guidance to succeed in their academic pursuits and beyond.

Overall, these improvements have significantly elevated the educational quality at Damak Multiple Campus, guaranteeing that students are well-supported throughout their academic journey and are equipped to excel in their future careers and personal aspirations.

8. Recommendation overview

Damak Multiple Campus is committed to advancing its educational standards and institutional practices in alignment with the quality benchmarks established by the University Grants Commission (UGC). Following the submission of the Self-Study Report (SSR), the recommendations set forth by UGC have provided an invaluable framework for introspection and targeted improvements. This document presents a detailed response to these recommendations, showcasing the campus's progress, initiatives, and commitment to fostering a dynamic academic environment.

The SSR recommendations span critical areas, including governance, academic quality, research, infrastructure, student support and others. Damak Multiple Campus has strategically prioritized these areas to enhance the quality of education, promote faculty and student development, and ensure sustainable growth. Through this response, we aim to affirm our dedication to academic excellence, community engagement, and continuous improvement, which are fundamental to fulfilling UGC's vision and enhancing the learning experience at our institution.

These recommendation overview underscores our proactive approach and readiness to adopt best practices as we tried to address recommendation systematically and thoughtfully. These recommendations are responded and annexed in Annex No 134, 135, 136, 137 138 139 140, 141, 142, and 143.

[Annex -134 - comparative appraisal of DMC during Ist , 2nd and 3rd cycle](#)

[Annex-135 have report of cell , unit](#)

[Annex -136 have progress status of current strategic plan 2079/080 and 080/081](#)

[Annex -137 have source of income internally and externally](#)

[Annex-138 have declaration of Full Time Employment \(only sample copy\)](#)

[Annex-139 have learning outcomes achievement](#)

[Annex-140-have innovative practices in teaching learning and Evaluation to achieve academic Excellence at damak multiple campus](#)

[Annex -141Provision of psychological counseling service](#)

[Annex-142 have Impact report of public information at damak multiple campus](#)

[Annex : 143 Policy to enhance faculty competence in ICT ant Damak Multiple Campus](#)

Overall conclusion

The collaborative initiatives implemented through the programs SHEP, HERP, and NEHEP have played a crucial role in the remarkable transformation of Damak Multiple Campus into a cutting-edge educational institution that places students at the center of its operations. Through strategic improvements in various areas such as infrastructure development, curriculum enhancement, policy formulation, research initiatives, student services, publication activities, and information technology systems, the campus has witnessed a significant upgrade in the quality of education it provides. These forward-thinking changes have not only enabled DMC to meet the established national and international educational benchmarks but also surpass them, equipping its student body with the necessary skills and knowledge to thrive in an ever-changing global environment.

Thank You