PEER REVIEW REPORT ON QUALITY ASSESSMENT OF MARSYANGDI MULTIPLE CAMPUS (MMC) BESISHAHAR MUNICIPALITY - 07, LAMJUNG GANDAKI PROVINCE, NEPAL

REVIEW DATE

START	SEPTEMBER 05 (BHADRA 20, 2078)
EXIT	SEPTEMBER 09 (BHADRA 24, 2078)

SUBMITTED TO
UNIVERSITY GRANTS COMMISSION NEPAL
HIGHER EDUCATION QAA COUNCIL
QAA DIVISION, SANOTHIMI

SUBMITTED BY

THE PEER REVIEW TEAM
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SECTION A
GENERAL INFORMATION

1. Introduction

Name of the Institution	Marsyangdi Multiple Campus
Address of the Institution	Besishahar – 07, Lamjung, Gandaki Province
Telephone Number	+977- 066-520213
Fax Number	-
E-mail Address	mmcampus2020@gmail.com
Website	*www.mmc.edu.np*
Date of Establishment	1991 AD (2047 BS)
University	Tribhuvan University
Type of Institution	Community
Funding Provision	Students fee, Local and Provincial Government, UGC Grants
Head of the Institution	Mr. Hari Babu Thapa
Contact No./Email	9856045380 thapaharibabu2020@gmail.com
Date of IQAC Formation	2076-10-29 (Wednesday)
IQAC Coordinator	Mr. Hari Babu Thapa
Contact No./Email	thapaharibabu2020@gmail.com, 9856045380
Accreditation Cycle	-
Date of First Accreditation	-

2. Current Academic Programs Offered by the Institution

Level	Academic Programs	No. of Program
Bachelor's	B.Ed., BA, BBS	3
Master's	M.Ed., MA, MBS	3
M. Phil	None	-
PHD	None	-
Total		**6**

(Note: It was also noticed that programs under National Education Board (NEB) are offered within the premise of MMC, however under separate management (as decided by CMC of MMC on 2076-08-12)

3. Academic Departments Functional in the Institution

SN	Name of the Department	Faculty/Institute
1	Faculty of Education	Education
2	Faculty of Humanities & Social Sciences	Humanities & Social Sciences
3	Faculty of Management	Management

4. Present Status of Student Enrollment (2077)

Level	Program	No. of Students Per Semester/Year	Total

		1st	2nd	3rd	4th	·5th	6th	7th	8th	
Bachelor's	B.Ed.	140	109	65	58					372
	BA		5	1						6
	BBS	104	85	33	30					252
Master's	M.Ed.	10	14	15						39
	MA	32	19	17						68
	MBS	57								57
Total		343	232	131	88					794

5. Information on Pass Percentage (Last Two Years)

Program	Year /Semester									Appeared in Final Exam	No. of Passed Students	Pass Percent
B.Ed.	Y/S	1st	2nd	3rd	4th	5th	6th	7th	8th			
	2075	32	15	17	29					386	93	24.09
	2076	31	13	14	8					481	66	13.72
BA	2075	1	3	5	-					20	9	45.0
	2076	3	-	3	-					15	6	40.0
BBS	2075	22	20	8	11					382	61	15.96
	2076	41	25	18	19					356	103	28.93
M.Ed.	2075	1	4	-	-					16	5	31.25
	2076	6	2	-	-					9	8	88.88
MA	2075	7	5	-	-					54	12	22.22
	2076	5	8	-						39	13	33.33
MBS	2075	-	-	-	-					-	-	-
	2076	-	-	-	-					-	-	

6. Information on Graduates (Last Two Batches)

Program	Batch	Total Enrollment	Total Graduates
B.Ed.	I (2071)	205	27
	II (2072)	202	25
BA	I (2072)	24	20
	II (2073)	11	5
BBS	I (2071)	133	8
	II (2072)	190	5
M.Ed.	I (2072)	13	3
	II (2073)	15	-
MA	I (2072)	25	1
	II (2073)	18	3
MBS	I (2072)	-	-
	II (2073)	-	-

7. Human Resources Available in the Institution

Category	Number
Full Time Faculty Members	10
Part Time Faculty Members	10
Visiting/Guest Faculty Members/ Course Contract	3
Non-teaching Staffs	9

8. Details of the Faculty Members

S.N.	Designation of the Faculties	No. of the Faculties by Nature/Type		
		Full Time	Part Time	Visiting
1	Professor	-	-	-
2	Reader	2	-	-
3	Lecturer	2	2	3
4	Assistant Lecturer	6	8	-
Total		10	10	3

9. Other Details of the Faculty Members

Academic Qualification	No. of Faculties	Experience (in Yrs)	No. of Faculties
Post Doc.	-	More than 20 years	2
PhD	1(Running)	15 to 20 years	-
M. Phil	1(Running)	10 to 15 years	10
Master's	20	5 to 10 years	3
Bachelor's	-	Less than 5 years	5

10. Details of the Non-teaching Staff

Particulars	Distribution of Staffs by Gender		
	Male	Female	Total
Administrative Staff	4	3	7
Technical Staff	2	-	2
Total	6	3	9

Note: (Technical Staff:-One IT Assistant & One Health Assistant)

(Source: MMC EMIS Section)

CRITERIAN - WISE ANALYSIS

Impressions on this report were generated mainly based on the review of self- study report as well as interaction with group of stakeholders such as CMC, Faculties, students, IQAC, RMC, non-teaching staffs, alumni, parents & employers and others. Likewise, direct and virtual assessment of the campus and its available facilities, verification of documents, feedback collected through the response report on pre-visit recommendations submitted by the campus to the QAAD and PRT coordinator's observation/impression during his preparatory visit (pre-visit) in the campus. The mixed mode of assessment was applied based on the HEQAAC's CoVid-19 Response Protocol -2077 amid the global outbreak of the pandemic.

CRITERIAN 1: POLICY AND PROCEDURES

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance system. This also helps to increase the public confidence.

Area of Review	Major Observations
i) Institutional strategy for quality and standards	• The institution has set its policies and strategies in various concerns of education such as improving the pass percentage, bringing down the students' drop- out rate, improving the physical facilities and others. • Five years' strategic plan has been set by the institution with details of activities and budgetary provision. • The institution is yet to properly execute the set policies, plans and programs.
ii) Organization of quality assurance system	• Most of the mechanisms are set including IQAC, SQMC, RMC, Academic Departments and others which have a direct concern with the quality of the institution and education it delivers. • These mechanisms should expedite their activities as designed.
iii) Responsibilities of departments, units and individuals for the assurance of quality	• Responsibilities of the departments and units are explicitly mentioned in the respective statute, regulations or directives. Likewise ToR is given to the individual especially during appointment.
iv) Relationship between teaching and research in the institution	• Research Management Cell (RMC) has been established along with its defined directive, annual plan and office set up. Budget has been allotted, 3 mini research projects were awarded to faculties and awardees have submitted their final report.
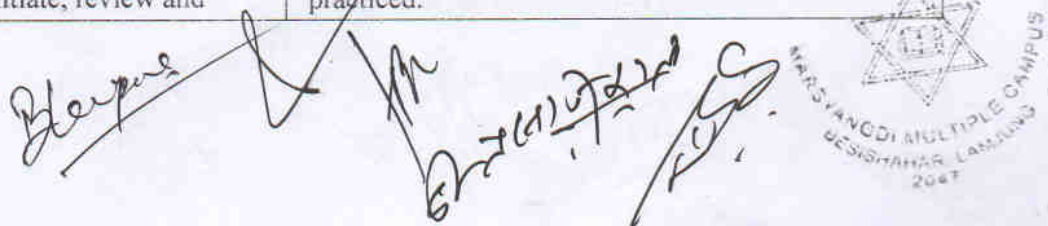
	• Policy has been set to include students in research projects.
v) Involvement of students in quality assurance	• Students' Quality Management Cell (SQMC) has been formed. Provision for representation of students to IQAC has been made. There is also a provision of students' representation to the CMC.
vi) Ways in which the policies are · implemented, monitored and revised	• Institutional organogram has been developed to execute the developed policies, CMC monitors the overall concerns and IQAC takes responsibility of monitoring quality concerns. On the recommendation of the CMC, Campus Council approves policies and regulations of the campus.

CRITERIAN 2: CURRICULAR ASPECTS

This criterion deals with how the institution makes its institutional arrangement to fulfill the objectives of the curriculum, enrich the curriculum, make suggestions for betterment of existing curriculum. This aspect also seeks how the institution addresses the issues of job market with the involvement of stakeholders. The other important aspect relates to how curriculum is aligned with the mission statement of the institution.

Area of Review	Major Observations
i) Stated goals and objectives that are communicated systematically to all its constituencies.	• The curricular and academic programs are set by the affiliating university but academic goals and objectives are set in strategic plan of the campus. • Orientation programs are organized to the constituencies.
ii) Consistency of programs of the institution with goal and objectives	• For consistency of the programs, MMC follows the academic calendar of the affiliating university. Likewise, the campus develops annual operational and academic plan including internal examination and other academic activities.
iii) Range of the programs offered by the institution and the provisions of academic flexibility	• The campus offers B.Ed. BBS, and BA in Bachelors' level and MA, M.Ed. and MBS in Masters' level. • The campus offers classes of Bachelors' level program in the morning shift and Masters' level programs mainly in the evening shift.
iv) Feedback system from academic peers, students, employers and other stakeholders to initiate, review and	• Feedback system is found to be very weak in the institution. Interaction between and among the CMC members, academic peers, employers, students and other concerned stakeholders is less practiced.

redesign the programs	
v) Curriculum practices to achieve academic excellence and efforts to sustain such practices	• Campus has used traditional pedagogy of teaching and learning. It has recently initiated to use of ICT materials in this process.

CRITERIAN 3: TEACHING-LEARNING AND EVALUATION SYSTEM

This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programs. The efficiency of the techniques used to evaluate the performance of teachers and students continuously is also a major concern of this criterion.

Area of Review	Major Observations
i) Transparency in admission process	• Admission process is transparent in the campus. The campus has also set the admission policy in this regard. Entrance examination is taken for the intake of student in Masters' level but not in Bachelors' level.
ii) Programs of teaching and learning to cater individual differences amongst learners	• Need based remedial and extra classes are offered to bridge the weak learners with individual differences amongst learners.
iii) Facilities for the effective conduct of teaching-learning processes	• Three classrooms are fixed with multimedia projectors and additional two are in movable form. Twenty computers are in Computer Center and 7 in RMC office, interned facility, power backup and few furnished classrooms were observed.
iv) Provision for use of ICT in the enhancement of teaching process	• Multimedia projectors, computers, internet facility are available in the campus but the number of projectors fixed in the classrooms is limited. • The campus has MoU with the central library of TU to share the digital resources.
v) Effective mechanism to recruit adequate and qualified faculty	• There is a mechanism for the recruitment of faculty and non-teaching staff but criteria for the selection is not so transparent.
vi) Reliable and valid evaluation process of	• Evaluation standards of the affiliating university have been fulfilled. Internal evaluation system has

the students	been initiated through activities like internal examination, class test, assignments, presentations, etc.
vii) Regulations on students' absence due to illness and other circumstances	• The record of student's presence and absence in classroom is generally maintained through logbook. Yet, specific regulation in this regard does not exist.
viii) An open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty	• A performance appraisal system has been initiated and a tool has been developed. However, the criteria for promotion is not so transparent to promote the work satisfaction of the faculty.
ix) Opportunities for continued academic growth and professional development of staff	• Opportunities in research and higher studies are offered to faculties. However, permanent teachers are less interested for the further studies.
x) Good practices in teaching, learning and evaluation to achieve academic excellence	• Provision for feedback from parents of the students through Parents – Teachers Association (PTA).

CRITERIAN 4: RESEARCH, CONSULTANCY AND EXTENSION

This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility of enabling faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion.

Area of Review	Major Observations
i) Promoting research culture among faculty and students	• As per the RMC guidelines, the campus offers various research projects to faculties such as mini research, faculty research and thesis support to PG students. • A total of Rs. 0.8 million has been allocated to the research activities. • Three mini research projects awarded to three faculties. However, criteria for the evaluation of research projects are not transparent. • RMC has organized few workshops and seminars to develop the research skill of the faculties.
ii) Encouraging faculties to	• Campus has funded the research journal –

maintenance and optimal use of infrastructure	the campus takes responsibility of maintenance of infrastructure and other facilities.
iv) Adequacy of computer facility and its output	• 20 desktop computers were counted in the Computer Centre followed by 7 computers in research lab. However, the number of computers is not sufficient relative to the number of students.
v) Health services and other facilities available in the institution	• A set up of 2-beded health unit with part time Health Assistant. Basic medications were found in the unit.
vi) Physical and infrastructural facilities for sports and physical education and provision for outstanding students	• The campus premise is relatively spacious to offer outdoor sports activities to its students. Basketball court has been constructed. Other sports are offered in need basis. • Campus students are using nearby futsal ground.
vii) Organization structure and staffing of the library	• Three members' library sub-committee has been formed. Only one non- professional staff serving the library.
viii) Library system and availability of adequate learning resources in the library	• In total, including books and journals, the library has the collection of nearly 9500 items. Hard copy collection of journals is very limited. The campus has done MoU with the university library (TU) to use data bank of digital library • EMIS software linking to library has been purchased but bar code system is yet to be functionalized.
ix) E-library with sufficiency of related e-resources and easy access to all its constituencies	• There is a computer centre with 20 computers through which students and teachers have access to e-library of the central library of the TU.
x) Library budget and proper utilization of the allocated budget	• In average, 4% of annual operational budget is allocated for library purpose in FY 2078/079.

CRITERIAN 6: STUDENT SUPPORT AND GUIDANCE

The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the Campus and to facilitate their holistic progression. It also seeks information on student and alumni profiles.

Area of Review	Major Observations
i) Clear information to	• The campus has set its own admission policy in

students about admission procedure, completion requirements for all programs; the fee-structure and refund policies; financial aid and student support services	consonance with university admission policy. Admission policy is transparent and related information is disseminated through the prospectus, pamphlets, banners, Website and social site platforms.
ii) Sufficient and well-run support services to all its students	• Support services such as ECA and CCA, library, computer lab, etc are offered in the campus.
iii) Effective monitoring of student's progression	• Monitoring of students' progression is mostly done through internal and external examinations along with class tests, unit tests.
iv) Mechanisms for student counseling and placement services	• An office for the Counseling and Placement Services has been established. However, those are yet to be properly conducted.
v) Profile of student population and the graduates	• Profile of enrolled and graduated students has been maintained in Management Information System of the campus named e-zone. • Graduate students and their profiles are annually traced and reported.
vi) Effective mechanism to use student feedback for quality enhancement	• There is a provision to represent FSU president in CMC. SQMC has been formed and represented in IQAC.

CRITERIAN 7: INFORMATION SYSTEM

Campus should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.	
Area of Review	**Major Observations**
i) Effective mechanism to analyze and record various academic data	• EMIS unit has been established in the campus under administrative head. This collects data into the system.
ii) Areas of analysis and record keeping system	• Areas of analysis basically include Student Enrolment data, Drop out Analysis, Pass out rate, etc.
iii) Access of stakeholders on institutional data	• Most of the institutional data are open and transparent to the stakeholders and they can access it easily such as annual report, financial report and others.
iv) Mechanism to receive	• There is feedback committee to receive the

comments/feedbacks on the published data	comments/ feedback on published data.
v) Coverage of information system on students' progression and success rates, employability of graduates, students' satisfaction with their programs, and effectiveness of teaching	• The campus has conducted a 'Students' Satisfaction Survey' which has been useful in identifying the students interests, concerns, grievances and satisfaction with the teaching learning approaches along with students' centric services offered.
vi) Institutions' own performance indicators	• Performance indicators are yet to be developed.
vii) Impacts of information system on decision making and quality improvement	• Campus is yet to study the impact of information on the decision making and quality improvement. However, EMIS has facilitated to obtain information quickly.

CRITERIAN 8: PUBLIC INFORMATION

Campus should regularly disseminate updated and accurate quantitative and qualitative information and data about the institutions as well as awards offered. It is its responsibility to play good public role. The information should be accurate, impartial, objective and readily accessible to the all stakeholders and should not be used simply only for marketing of its programs.

Area of Review	Major Observations
i) Mechanism to manage public information	• The campus has formed Public Information Cell (PIC) to manage public information.
ii) Coverage (area) of public information: programs they offer, intended learning outcomes, qualification they award, and teaching, learning and assessment procedures used	• Students statistics such as student number, admission, pass rate, programs and financial information.
iii) Frequencies and tools of publishing information	• Annual report, financial audit report, prospectus are published in campus website and other mean of mass media.
iv) Major publications related to public information	• Annual report and prospectus are the major publication related to public information.
v) System of seeking	• Feedback is collected mainly through email,

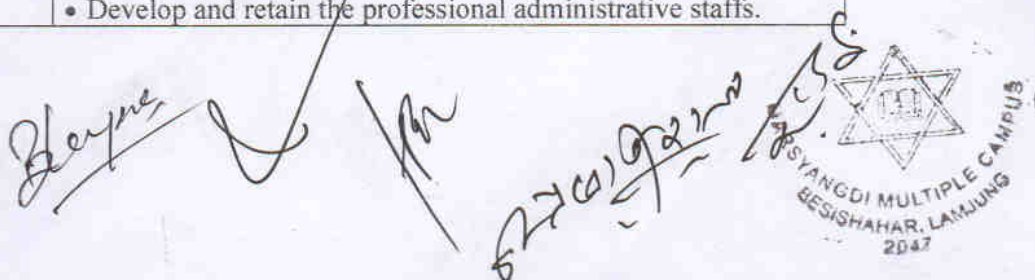|	
responses on the publication	social site platform, complain box, etc.
vi) Impacts of public information and system of evaluating the impact	• No survey in impact of public information.

SECTION C
CRITICAL APPRAISAL

Based on the Peer Review, the PRT has generated following appraisal results (SWOC) on the institution:

Particulars	Appraisal Results
Strengths (S)	• Located in district headquarter with ample opportunity for institutional growth and expansion. • Having adequate land space to conducting additional academic programs effectively. • Good linkage with local and provincial governments for grants. • Having relatively good number of students and wide catchment area for the campus.
Weaknesses (W)	• Conventional activism of the CMC. • Notably weak performance with programs offered in Bachelors' level. • Huge drop-out rate. • Less interest of faculties towards research. • Most of envisioned schemes, offers and provisions are yet to be executed. • Lack of development programs. • More political influence in the campus management.
Opportunities (O)	• Well acknowledged and trusted HEI of the district. • Physical facility for addition of academic programs on demand. • Public and local government for institutional growth and development. • More funding opportunities from the local and provincial governments along with UGC. • Located in area of the trekking entrance. • Being located in one of the popular transacting area for trekking and tourism, introduction of non-credit skill based courses can be handful opportunity.
Challenges/ Concerns (C)	• Retention of students from local elite. • Digitalization and technology enabled smart classrooms • Meeting the expectation of the students, faculties and stakeholders. • Reducing students absenteeism and drop out. • Managing faculty development programs relating to ICT. • Retaining qualified teaching faculties, non-teaching staffs and non-teaching staffs. • Develop and retain the professional administrative staffs.

SECTION D

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

Reviewing of the SSR and conducting series of interaction sessions with group of stakeholders such as CMC, Faculties, Students, IQAC, RMC, Non-teaching staffs, alumni, parents and employers and also with a perspective that quality is a continuous process, the PRT agrees that in comparison to the previous experience, the Campus has done significant progress in different areas of educational quality concerns. However, the PRT has also identified the areas of improvement in the campus. To come up with this conclusion, the team also visited the campus infrastructures and its available facilities, services as well as approached to optimally verify documents and other resources, directly and virtually. The mixed mode of assessment was opted based on the HEQAAC's CoVid-19 response protocol -2077 amid the global outbreak of the pandemic.

The PRT would like to encourage the campus to continue its quality efforts, sustain those and come up with determined toil to further establish its unique identity. The team would like to congratulate MMC for moving step forward towards accreditation process and wish for the best results.

Based on this background, criterion-wise impression, contextual needs and set quality standards and indicators by the HEQAAC, the PRT would like to offer following recommendations to the MMC for further progression. To ease the understanding, recommendations are categorized in two parts: Short term and Long term. Progress on short term recommendations is to be formally reported to the QAAD before decision on accreditation is taken.

2. RECOMMENDATIONS

Based on the Peer Review, the PRT would like to put forward the following recommendations to the institution for further improvement:

Criteria	Recommendations
1.Policy and Procedure	**Short –Term** • Technically re-frame the campus directives in consultation with legal expert. • Make the criteria for recruitment and promotion of faculty and administrative staffs and awarding research projects. • Not only the management but also segregate the records such as accounts, enrollment, books and other concerns of programs under NEB. • Develop the transparent policy for faculty development programs.

Criteria	Recommendations
	• Develop policies and strategies to improve pass percentage, drop out and retention of elite group students. • CMC need to develop a financial plan and policies for better resource generation and sustainability. • Present at least five years working plan of Alumni Association.
2. Curricular Aspects	**Short Term** • Develop the curriculum for non-credit courses to increase the employability of the graduates. **Long-Term** • Develop the curriculum for autonomous program to be run after the institution is QAA certified
3. Teaching Learning and Evaluation System	**Short Term** • Increase the number of multimedia projectors in classrooms. • Invite visiting professor and experts to enhance the knowledge of both faculties and students. **Long - Term** • To improve the teaching and learning environment, campus should develop/have at least one faculty with PhD in each faculty/ department. • Initiate to integrate research outcomes pursued by faculties in teaching learning activities.
4. Research, Consultancy and Extension	**Short-Term** • Re-design the activities of the RMC annual plan with budgetary allocation and by increasing number of research methodology trainings, workshop and seminars along with writing proposals, and research articles. • Increase the amount for mini research projects, make transparent process for evaluation of project proposals **Long-Term** ▪ Link individual's (faculty members) research engagement with the performance appraisal system and set a policy to encourage faculties to publish research articles in national/international peer reviewed and indexed journals. ▪ Develop a plan and working strategy to explore avenues for institutional research consultancy. ▪ Formalize the extension and outreach programs by incorporating them in annual operational plan. • Develop offline digital library.
5. Infrastructure and Learning Resources	**Short –Term** • Replace old furniture in old academic building with the new and convenient ones. • Implement the pre-visit recommendations regarding the

Criteria	Recommendations
	library.
	• Immediately seek opportunity to send librarian for formal training, at least for 3 months. Also create such opportunities for other non-teaching staffs.
	• Bring the provisioned bar code system into practice.
	• Fix railing on stairs of library and old academic building.
	Long- Term
	• Develop a land use plan of land owned by the campus.
	• Increase the number of multimedia projectors, computers, free Wi-Fi access zones and plan for converting conventional classrooms into smart ones.
	• Pay enough attention towards environmental concerns and construct a garden within its premises.
	• Consider the other safety and security measures during new constructions.
6.Student Support and Guidance	**Short-Term**
	▪ Produce in a plan to regularly offer soft-skill trainings, leadership and communication trainings, experience sharing sessions with successful entrepreneur, motivational lectures, academia – industry dialogue and related other activities.
	▪ Revise the scholarship guidelines by ensuring further transparency in award process.
	▪ Formulate the strategy to develop the communication skills of the students.
	▪ Regularly sit together with the students to give them opportunity to address their grievances.
	Long - Term
	▪ Expedite the activities of student's placement and counseling services.
	▪ Sports facilities and ECA need to be made more regular and competitive.
7.Information System	**Short – Term**
	▪ Publish at least the first edition of EMIS report by systematically analyzing the institutional data and put it in a website for the public display and reach.
	Long-Term
	▪ MIS should be strengthened to regularly monitor the records of attendance, individual student achievements, remedial coaching, class tests, syllabus completion, accessible and equitable learning opportunities, quality educational environment, etc. It should facilitate the work of IQAC.
	▪ Link EMIS data base with the decision making process.

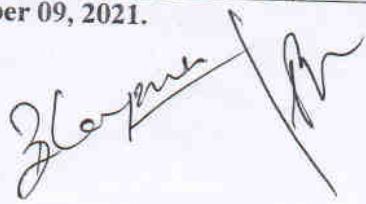| Criteria	Recommendations
8. Public Information	**Short – Term** ▪ Revisit the SSR annexes and make them systematic and easily identifiable. ▪ Seek opportunities to positively utilize the linkage with financial institutions, social entrepreneurs, local government, employers and NGOs for institutional growth. **Long –Term** ▪ Re-design the website, make it more interactive and insert more resources for wider reach. ▪ Organize stakeholders' consultation sessions in a regular basis. ▪ Sought out opportunity to establish collaborative networks with other academic and professional institutions, in and outside the country.

SIGNATORIES

PEER REVIEW TEAM

Peer Review Team	Designation	Signature
Prof. Keshar J. Baral, PhD	Coordinator	
Prof. Kaushik Raval, PhD	Member (Foreign Expert)	
Prof. Shanker Thapa, PhD	Member	
Prof. Sangeeta Rajbhandary, PhD	Member	
Mr. Narayan Prasad Bhandari	Member Staff	

ON BEHALF OF THE INSTITUTION

Name of the Representatives	Designation	Signature
Mr. Hari Prasad Baral	CMC Chair	
Mr. Hari Babu Thapa	Campus Chief	
Mr. Binod Neupane	SAT Coordinator	

September 09, 2021.