

# Strategic Plan (2019-2024)

## Strategic Planning Committee 2019

<b>Co-ordinator</b>	: Prof. Dr. Devendra Adhikari
<b>Member</b>	: Prof. Dr. Balaram Paudel
<b>Member</b>	: Prof. Dr. Raj Narayan Yadav
<b>Member</b>	: Mrs. Indira Prasain
<b>Member</b>	: Dr. Bimal Kantha (President of TU Teachers Association, Campus Unit)
<b>Member</b>	: Mr. Pramod Kumar Kayastha (President of TU Employee's Union, Campus Unit)
<b>Member Secretary</b>	: Mr. Mohan Kumar Subedi

## Strategic Planning Draft Committee

<b>Co-ordinator</b>	: Prof. Dr. Devendra Adhikari
<b>Member</b>	: Prof. Dr. Balaram Paudel
<b>Secretary</b>	: Mr. Mohan Kumar Subedi

## Language Editing and Mentoring

Dr. Achut Raj Kattel



Mahendra Morang Adarsh Multiple Campus, Biratnagar, Morang

Email: [info@mmamc.edu.np](mailto:info@mmamc.edu.np)

Url: [www.mmamc.edu.np](http://www.mmamc.edu.np)



## Acknowledgements

Realizing the changing environment in the higher education system of Nepal, Mahendra Morang Adarsha Multiple Campus has decided to prepare five year strategic plan. This is the first strategic plan in its kind in the history of MMAMC. Strategic plan is the road map for an institution to travel ahead and achieve its desired goals and objectives.

Successful implementation of strategic plan would bring expected positive change envisioned by the institution. While preparing strategic plan strategic planning committee received different kinds of helps, support and cooperation from different stakeholders of the campus; campus administration, faculty members, experts, teachers' association, employees' association, professors, media persons and the students.

Strategic and Planning Committee duly respects to them all and expresses sincere gratitude to the campus chief, assistant campus chief, HoDs, coordinators of self- sustained programs, teachers' associations, employees' associations, associations of teachers with different ideologies, media persons and students for providing valuable comments and suggestion. Without their kind cooperation and support this document could not have come to the present scope. However draft committee is entirely responsible for any error, shortcoming and omission in the MMAMC strategic plan (2019-2024).

### Strategic Planning Committee 2019

<b>Co-ordinator</b>	: Prof. Dr. Devendra Adhikari
<b>Member</b>	: Prof. Dr. Balaram Paudel
<b>Member</b>	: Prof. Dr. Raj Narayan Yadav
<b>Member</b>	: Mrs. Indira Prasain
<b>Member</b>	: Dr. Bimal Kantha (President of TU Teachers Association, Campus Unit)
<b>Member</b>	: Mr. Pramod Kumar Kayastha (President of TU Employee's Union, Campus Unit)
<b>Member Secretary:</b>	Mr. Mohan Kumar Subedi



## **Foreword**

Mahendra Morang Adarsh Multiple Campus is one of the oldest and the largest constituent campuses of Tribhuvan University. It was established in 2012 B.S. with the name of Morang Intermediate College. Since then till the date, it has become one of the largest education centers of Nepal. It has an outstanding history of being ranked as the number one college of Nepal for seven consecutive years in the faculty of Management and was able to create a golden history of its own.

MMAMC has been offering Bachelors level to Ph.D. level programs in different streams and has seen an excellent track record in terms of academic results, graduates' satisfaction and career outcomes. The campus has acquired and established such excellent track record and high reputation over these years is due to the dedication and selfless commitment of the faculty members, supporting staff, local societies, and students. I sincerely offer my gratitude to all of them.

For the sustainable development of any organization, all activities should be done in a planned way. With the realization of this fact, we formed Strategic and Planning Committee on Shrawan 2075 to prepare five year strategic plan (2019-2024) for the campus. The committee has completed its job on time and, first time in the history of the campus, we have a five year strategic plan in hand. At this moment I thank all the members of planning committee for duly completing their job and congratulate all the campus family. I hope this plan will guide us for the overall development of the campus in due course.

Thank you.

Mr. Baburam Timalsema  
Campus Chief

Bhadra, 2076

## **Acronyms**

ACC:	Assistant Campus Chief
B.Ed.:	Bachelor of Education
B.Sc. CSIT:	Bachelor of Science in Computer Science and Information Technology
B.Sc.:	Bachelor of Science
BA:	Bachelor of Arts
BBA:	Bachelor of Business Administration
BBM:	Bachelor of Business Management
BBS:	Bachelor of Business Studies
BCA:	Bachelor of Computer Application
BIM:	Bachelor of Information Management
BIT:	Bachelor of Information Technology
BL:	Bachelor of Law
BPA:	Bachelor of Public Administration
BTTM:	Bachelor of Travel and Tourism Management
CA:	Campus Administration
CC:	Campus Chief
CMC:	Campus Management Committee
Gov.:	Government of Nepal
HoD:	Head of Department
I. Com.:	Intermediate of Commerce
I. Sc.:	Intermediate of Science
I. A.:	Intermediate of Arts
IQAC:	Internal Quality Assurance Committee
LLB:	Bachelor of Law
LoI:	Letter of Intend
M.Ed.:	Master of Education

M. Sc.	Master of Science
M.Sc. CSIT:	Master of Science in Computer Science and Information Technology
MA:	Master of Arts
MBA:	Master of Business Administration
MBM:	Master of Business Management
MBS:	Master of Business Studies
MMAMC:	Mahendra Morang Adarsha Multiple Campus
MPA:	Master of Public Administration
PC:	Program Coordinator
Ph. D:	Doctor of Philosophy
QAA:	Quality Assurance Accreditation
RMC:	Research Management Cell
SAT:	Self Assessment Team
SSR:	Self Study Report.
TU:	Tribhuvan University
UGC:	University Grants Commission
WC:	Working Committee

## **TABLE OF CONTENTS**

### **INTRODUCTION**

Rationale of the Study	1
The purposes of the Strategic Plan	2
Methodology	2
Review of literature	3
Interaction with Faculties, Employees and Students	3
Seminars with Experts	3
Stakeholders	4
Components of Strategic Plan	4

### **INSTITUTION'S PROFILE**

Catchment Area of the Campus: an overview	5
Geographical Setting	5
Social, Cultural Economic and Political Setting: Overview of the Province	5
Socio-Cultural, Economic and Political Setting: Overview of the Morang District	6
Educational Status and Scope	6
Stakeholders and Their Participation	7
Description of the Institution: Mahendra Morang Adarsh Multiple Campus (MMAMC)	7
Historical Background	7
Physical Infrastructures	8
Academic Programs and Curricular Management	8
Students Enrollment and composition	9
Curricular Management and Support	11
Teaching Learning Management and Practices	11
Teaching Learning Resources and Support	12
Examination System and Results	12
Human Resource Management	13
Administrative Personnel	13
Management Personnel	13
Number of Academic Staff	13
Institutional Management	14
Institutional Structure	14
Management Committee	15
Working Committee	15
Administration	16
Academic Management	16
Associations (Academic Staff, Administration Staff and Students)	16
Economic and Financial Management	16
Fixed Assets	17
• Land and Buildings	17
• Books	17
• Laboratories and Computer Labs	17
• Equipment and Vehicle	17
• Operational Expenditure and Trends (Management plus Program)	17
• Sources of Income	18
Research Documentation and Publications	19



Research and Development	19
Documentation and Publications	19
Co-Curricular and Extra-Curricular Activities	19
Indoor Activities	19
Outdoor Activities	19

## DEVELOPMENT TREND

Physical Infrastructure Trend	20
Program/Academic Development	20
Student Enrollment	21
Human Resource Development	21
Student Teacher Ratio	
Institutional Development	21
Economic and Financial Development	21

## SWOT ANALYSIS

Strength	22
Weak Aspects	22
Opportunities	22
Challenges	23

## STRATEGIC PLAN

Vision	24
Mission	24
Goals	24
Objectives	24
Core Values	25
References	26

## Annex 1

### Activities

### Details of Action Plan

Academic excellence	30
Innovative environment	30
Exam and Evaluation	30
Quality Monitoring and Feedback	31
Research activities	31
Capacity enhancement of Academic staff	31
Capacity enhancement of Administrative staff	31
Refresher courses, training, workshops and seminars	31
Internal fund management	32
External fund management	32
Commencement of new program	32
Upgrades Master's Degree Programs	32
Old infrastructure	33
New Construction	33

## Annex 2

Organogram	34
------------	----



## **Section 1**

### **INTRODUCTION**

Change is natural phenomenon and inevitable in human life. Knowledge, wisdom, human values, culture, and life sustaining skills have been changing over time. Sethi (2000) analyzes the past world history of economic development over the last 300 years and states, "The first 100 years of our country's history were about who could build the biggest and most efficient farm. The second 100 years were about the race to build efficient factories. The third 100 years are about ideas." The focus of developmental ideas has been changed in every century from agriculture to industry and industry to innovative ideas. Currently, world economy is driven by innovative ideas.

Globalization, computerization and rapid advances in technology have changed the nature of work, workplace and job skill which have created pressure on higher educational institutions because higher educational institutions are responsible for the adjustment of the paradigm shift of knowledge. They have to deliver knowledge and skill to their graduates as demanded by the market. Hassanien (2017) explains the changing scenario of higher education in recent years have brought enormous changes in all aspects of life and universities all over the world have been confronted by dramatic change in their external and internal environment such as decreasing financial support, rapid technological advances, changing demographics and outdated academic program.

The changed context of higher education system has reflection in the university system of Nepal as well. In order to cope with the changing academic situation, strategic plan is often prepared in the higher educational institution to move ahead and survive in the difficult situation. MMAMC has also responded the changed internal and external environment of the higher education system and decided to prepare a 5 year strategic plan in order to timely upgrade the physical infrastructure of the campus and thereby, provide relevant quality education.

#### **1.1 Rationale of the Study**

An institution cannot move ahead without making forward looking approach and analyzing the gap between desired situation and existing situation. This is called problem identification. On the one hand, performance cannot be improved without identifying the

problem of institution. On the other hand, travelling destination cannot be set without problem identification. Consequently, expectations of stakeholders can't be met. To set the road map of an institution for the future, comprehensive strategic planning is necessary so that the institution can enhance its academic activities in a systematic and pre-planned way to arrive at the desired destination in a specific time period. This is also called the scientific technique of driving institution. The major underlying principles or rationales of the strategic planning are stated below:

- i. It analyzes weak and strong aspects of an organization or the higher education institution. Hence, institution gets an opportunity to improve its weaknesses. MMAMC has been suffering from old physical infrastructure which needs to be renovated or replaced. Strategic planning provides guidelines for the renovation of old structures and construction of new structures.
- ii. Organizations set the objectives and fix priority and mobilize resources to achieve the desired goal which in turn gives a road map for the destination to be reached. Strategic plan helps to enhance administrative and academic efficiency of MMAMC.
- iii. The whole body of organization becomes functional and active. Strategic plan also encourages developing professionalism among administrative personals and teachers.
- iv. Organization makes an effort for optimum utilization of resources.
- v. It helps for enhancement of staff and they will be responsible for their job.
- vi. Common issues and agenda are identified and shared effort will be made for the organizational success.
- vii. Work will continue even if leadership is changed.

## **1.2 The purposes of the Strategic Plan**

The major purposes of strategic plan are:

- i. To enhance the quality of education through the continuous improvement of MMAMC by upgrading physical infrastructure and academic standards.
- ii. To drive MMAMC in a planned way to achieve the goal of academic excellence.
- iii. To develop MMAMC as a center of academic excellence in province 1 and the nation.
- iv. To prosper research based education in MMAMC and develops it as a research and development think tank for removing obstacles in development of nation.

## **1.3 Methodology**

### **1.3.1 Formation of Committee**

The campus administration has formed a five members committee for the preparation of strategic plan led by Prof. Dr. Devendra Adhikari as on 2075 Shrawan. Member Secretary of

committee is Mr. Mohan Kumar Subedi. Other members are Prof. Dr. Balaram Paudel, Prof. Dr. Raj Narayan Yadav and Mrs. Indira Prasain. Later on, two members Dr. Bimal Kantha (President of TU Teachers' Association, Campus Unit) and Mr Pramod Kumar Kayastha (President of TU Employee's Union, Campus Unit) are also included as committee members as on 2076 Shrawan. The committee from its first meeting, decided to take written suggestions from the different stakeholders of campus's internal organization about the issues of the campus to be addressed in the strategic planning. Request letters for providing the written suggestions within 15 days were delivered to Assistant Campus Chiefs of all faculties, Coordinators of the self-sustained programs, HODs, TU teacher's Association of the campus, Employee's Association of the campus, students related to different political parties, teachers related to different ideologies and individual teachers. All the stakeholders responded well and submitted their written suggestions within the stipulated time frame. Strategic Planning Committee collected all the suggestions and analyzed them in detail and incorporated the issues concerned by the stakeholders in strategic planning. For preparation of draft of strategic planning, Strategic Planning Committee formulated draft committee consisting 3 members: Prof. Dr. Devendra Adhikari- Co-ordinator, Prof. Dr. Balaram Paudel- Member and Mr. Mohan Kumar Subedi- Secretary. Draft committee prepared and presented in full committee meeting for approval and printing of 5 year plan.

### **1.3.2 Review of literature**

Draft committee also analyzed TU's Act, rules and regulation, government's documents, strategic planning of Midwestern University, PN Campus and Sukuna Campus. Draft committee also analyzed theoretical concept of strategic planning and its significances.

### **1.3.3 Interaction with Faculties, Employees and Students**

After preparing concept paper of strategic planning, draft committee organized 5 day interaction program with teachers of each faculty, students and employees. Issues raised and suggestions given by them were incorporated into strategic planning.

### **1.3.4 Seminars with Experts**

Finally, suggestions are invited by emails and collected the suggestions from experts, guardians, intellectuals, political leaders, industrialists and ministers of provincial government. Feedbacks were taken from the experts and other concerned stakeholders. Thus, strategic planning is prepared by using participatory and inclusive approach of internal and external stakeholders.

## **1.4 Stakeholders**

Teachers, students, employees, guardians, university, UGC, government professionals and civil society are the stakeholders.

## **1.5 Components of Strategic Plan**

There are six main components of strategic planning.

- i. Development and renovation of physical infrastructure.
- ii. Up-gradation of existing academic programs and commencement of new programs, and their standards and inclusion of new academic programs.
- iii. Strengthen research facility for faculty development.
- iv. Enhancement of administrative efficiency.
- v. Human resources development.
- vi. Optimum utilization of resources from internal and external sources.

## **Section 2**

### **INSTITUTION'S PROFILE**

#### **2.1 Catchment Area of the Campus: an overview**

The general catchment area of the campus is province 1 and 2. However, the prime catchment area is Morang district and Biratnagar metropolitan city.

##### **2.1.1 Geographical Setting**

MMAMC is situated at Biratnagar, the capital city of province 1. Province 1 is surrounded by Tibet in the north, Sikkim and north part of West Bengal of India in the East, Bihar of India in the South and Province 2 & Province 3 in the west. Its area is 25,905 sq km (NRB 2075). Its population is 4.5 million people (CBS, 2011). This province is comprised of 14 districts which include Bhojpur, Dhankuta, Illam, Jhapa, Khotang, Morang, Okhaldunga, Panchthar, Sankuwasabha, Solukhumbu, Sunsari, Taplejung, Terhathum and Udayapur. It has one metropolitan and two sub-metropolitan cities (NRB 2075). The whole catchment area of the campus is provinces 1 and 2. However, Biratnagar Metropolitan City is its prime catchment area.

##### **2.1.2 Social, Cultural Economic and Political Setting: Overview of the Province**

There is diversity in socio- culture and language in province 1. It is because of the diverse composition of population. According to the census of 2011, Janajatis including Tarai Janajati make up the largest group in Province 1, comprising 50 % of the total population followed by Khasarya 27.8 %, Madhesis 7.5 %, Hill Dalits 6.1 %, Tharus 4.2 % , Madhesi Dalits 3.2 % , Muslims 3.6 % and others 0.7 %. As per the composition of the caste, Nepali, Limbu, Maithali, Tharu, Urdu, and Rajbamsi languages are spoken in the province. (Socio-cultural profile of seven provinces, 2018).

The contribution made by province 1 on national GDP is 16.1 %. Rate of economic growth is 6.5 % slightly below than national average 6.8 % in fiscal year 2017/18. Gini coefficient is 35 % slightly higher than national average 32 %. Similarly, population below poverty line is 18.1 %, multidimensional poverty is 28.6 % and rate of unemployment is 10.1

%. Total number of school is 6,742 and total number of industry registered in the province is 7832. (Economic, Survey, 2019).

There are 137 political units in the province no 1. Province government is made by Nepal Communist party with full majority and Nepali Congress is opposition party in the province.

### **2.1.3 Socio-Cultural, Economic and Political Setting: Overview of the Morang District**

According to District Profile, Morang (2018), the total area of Morang District is 1,855 sq. km with population of 965,370. Morang has an average population density of around 520 people per square km. The population growth rate of Morang is 1.35 %. Immigration is rapidly increasing day to day from rural areas to urban in this district. Life expectancy of the people is 69.6 years. The average literacy rate is about 66.33 %, 57.12 % female and 75.54 % male are literate.

There is Jhapa district in the east, Sunsari in the west, Dhankuta in the north and Jogwani, Bihar, India in the south. Morang district has multi-ethnic composition. Majorities are Brahamin, Chettri, Rajbanshi, Limbu, Raiput, Tamang, Kami, Damai.

In terms of religion, Hindus are 80.1%, Kirat 7.3 % Muslim 4.4 %, Buddhist 4.4 %, Christian 0.8 % and other 2.8 %. The main language is Nepali followed by Rajbansi, Tharu, Rai, Limbu, Santhali, Bhojpuri, Urdu, Maithali and other. The headquarter Biratnagar is connected by black-topped feeder road to the East-West Highway at Itahari, Sunsari and Morang is also connected to the hilly parts of the eastern region of Nepal. Morang is the main district boarder to India for the eastern region. There are 7 political constituencies in Morang district in which one seat is represented by Nepali Congress and all other seats are represented by Nepal Communist party.

### **2.1.4 Educational Status and Scope**

In Biratnagar metropolitan city, there are Purwanchal University, MMAMC, Nursing Campus, Post-Graduate campus, more than 80 schools, more than 20 private and public colleges and 21 hospitals. Despite, several higher educational institutions in Morang district, MMAMC is highly reputed leading institution for quality in higher education. Student's intake in various faculties of the campus proves that MMAMC is the first choice of both students and guardians. MMAMC is the main choice of students from Taplegung, Panchthar to Siraha and Saptari for Science and Management education study. On the whole, students are coming from both province 1 and province 2 in the campus. The composition of socio-culture, religious,



ethnographic and linguistic diversity of province 1 and 2, which are the catchment area of the campus, has been reflected in the enrollment of students, deployment of teachers and employees in the campus.

### **2.1.5 Stakeholders and Their Participation**

The main stakeholders of higher education are students, teachers, supporting staff, university's authority, governments, professional institutions, accrediting agency (UGC), guardians and civil society. In MMAMC, guardians, and personalities of civil societies are invited in campus's annual day and orientation program of the students. Interaction with Provincial Ministers, people representatives, university authorities and experts are frequently held. Honorable President Bidhya Devi Bhandari also visited MMAMC on 2075/9/19. Therefore, the scope of stockholders' participation is wider in the campus.

## **2.2 Description of the Institution: Mahendra Morang Adarsh Multiple Campus (MMAMC)**

### **2.2.1 Historical Background**

Mahendra Morang Adarsha Multiple Campus (MMAMC) is one of the oldest, most prestigious and leading academic institution of providence 1. It is the constituent campus of TU. It was established in 1955 as Morang Intermediate College at Adarsha School Biratnagar-7 with 13 students by the initiation of the 11 members' intellectual society of Biratnagar. The committee was led by former Prime Minister Matrika Prasad Koirala. Other members of the committee comprises of Ram Chandra Adhikari, Tolaram Dugar, Keshab Prasad Koirala, Govinda Bahadur Baruwal, Dr. Abadh Narayan, Gyan Chandra Sardar, Chaitu Lal Choudhari, Mukti Ram Marbadi and Pratapnidhi Sharma. Narayan Prasad Aryal was appointed as the first principal of the college followed by Gopal Prasad Sharma. By 1958, construction of college building started in Biratnagar 12 near Road Shesh Chowk where the campus is situated at present and construction work was completed in 1961. College building was inaugurated by the then King Mahendra in 1967. After this event, the name of college became Mahendra Morang Campus. Implementation of New Education Policy was taken place in 1971 and Mahendra Morang College was converted into constituent campus of TU. By 1973, all the students of Adarsh School were transferred to Mahendra Morang Campus and the name of the campus became Mahendra Morang Adarsha Multiple Campus. By 1976, the full name of the campus was Mahendra Morang Adarsha Multiple Central Campus because there was TU Dean Office of Management Faculty. As Dean Office again returned to Kathmandu, the name of this campus changed as Mahendra Morang Adarsha Multiple Campus. The campus is situated

in its own 22 Bigha of land and its surrounding is beautiful due to the presence of large laying field and green trees around the campus. There is student friendly learning and natural environment in the campus.

### **2.2.2 Physical Infrastructures**

The physical infrastructure of the campus is as follows:

- i. Main Building: two floors 58 rooms (class rooms, laboratories and offices)
- ii. Administrative Building: 20 rooms (offices, stores)
- iii. Tahara : 26 rooms (offices, class rooms)
- iv. Golchaa Boys Hostel: useless (red sticker)
- v. Ladies Hostel: useless (red sticker)
- vi. Campus Hostel: useless (red sticker)
- vii. Meeting Hall (Samikshyalaya)
- viii. Teacher/Staff Quarters :18 blocks each with 3 rooms
- ix. Library Building : (Two stories)
- x. Office Attendant Quarters: number 5 rooms 10
- xi. BBA Cottages : 8 rooms (class rooms)
- xii. Newly Constructed Science Building (10 class rooms, 4 labs, 1 store, 4 offices )
- xiii. Separate offices for TU Teacher's Union, Campus Unit, TU Employee's Union, Campus Unit and Free Student Union in separate buildings
- xiv. Canteen

All the physical infrastructures of the campus except newly constructed science building are old and virtually outdated. Strategic planning mainly focuses for the renovation and reconstruction of required physical infrastructure for the smooth operation of academic programs in the campus. Other facilities available in the colleges are:

- i. Furniture and Accessories
- ii. Drinking Water
- iii. Toilet Facilities: Around 34 toilets
- iv. Sports Facility for Cricket, football, Chess and carom board, volleyball and others
- v. Library: available with approx 82,380 books
- vi. Laboratories for Physics, Chemistry, Zoology, Botany, Micro-biology
- vii. Computer Labs for M.Sc. Physics, B.Sc. CSIT, BCA, BBM, BBA, Math
- viii. Networking Labs

### **2.3 Academic Programs and Curricular Management**

MMAMC has been offering 18 different programs in four Faculties i.e. Faculty of Humanities and Social Sciences, Faculty of Management, Institute of Science and Technology and Faculty of Education. There are three programs in Humanities-Bachelor of Arts (BA),

Bachelor of Computer Application (BCA) and Master of Arts in English (MA in English). BCA and MA in English are running under semester system and BA is under annual system. Under Faculty of Management, there are six different programs i.e. Bachelor of Business Studies (BBS), Bachelor of Business Administration (BBA), Bachelor of Business Management (BBM), Bachelor of Public Administration (BPA), Master of Business Studies (MBS) and Master of Public Administration (MPA). Except BBS, all other programs are running under semester system. Similarly, Institute of Science and Technology has been offering B.Sc Biology and Physics, B.Sc Micro Biology, B.Sc. CSIT, M.Sc. Physics, and M.Sc. Chemistry. B.Sc. CSIT, M.Sc. Physics and M.Sc. Chemistry are running under semester system. MMAMC also has education faculty, under which B.Ed. Program is running and M. Ed. Program has been recently permitted to run. In all academic programs, only TU curriculum is taught in the Campus.

### 2.3.1 Students Enrollment and composition

Programs running under annual system in different faculties and number of students are presented in the following tables:

**Table 2.1: Number of Students in different Faculties under Annual System (2018/2019).**

Level	Programs	Faculties	System	No Students	Program Commencement Year
Bachelor	BBS	Management	Annual	957	1959(2016)
	BA	Humanities	Annual	488	1959(2016)
	B.Sc. (Physics)	Science	Annual	412	1969(2026)
	B.Sc. (Bio)	Science	Annual	331	1969(2026)
	B.Sc.(Micro Biology)	Science	Annual	137	2011(2068)
	B.Ed	Education	Annual	238	2012(2069)
<b>Total</b>				2563	

Source: EMIS Report 2018/2019 MMAMC.

**Table 2.2: Number of Students in different Faculties under Semester System (2018/2019).**

Level	Programs	Approved Quota	Faculties	System	No. Students	Program Commencement Year
Bachelor	BBA	96	Management	Semester	279	2012(2069)
	BBM	88	Management	Semester	55	2018(2075)
	BPA	40	Management	Semester	88	2016(2073)
	BCA	35	Humanities	Semester	34	2018(2075)
	B.Sc.CSIT	36	Science	Semester	36	2018(2075)
Master	MBS		Management	Semester	166	2010(2067)
	MPA		Management	Semester	94	2010(2067)
	M.Sc. (Physics)	44	Science	Semester	81	2009(2066)
	M.Sc. (Chemistry)	30	Science	Semester	47	2009(2066)
	M.A English		Humanities	Semester	19	2009(2066)
<b>Total</b>					899	
<b>Grand Total</b>					3462	

Source: EMIS Report 2018/2019 MMAMC.

Altogether there are 17 different programs in the campus in four faculties as mentioned in table 2.1 and 2.2. Out of total programs, 7 programs are running under annual system and 10 programs are running under semester system. The total students, 74 % are under annual system and 26 % are under semester system. The male and female compositions of student's enrollment in different faculties are presented in the following table 2.3 and 2. 4.

**Table 2. 3: Composition of male, female students under annual system in different faculties (2018/2019).**

Programs	Male	Female	Total
BBS	556	401	957
BA	288	200	488
B.Sc. (Physics)	378	34	412
B.Sc. (Biology)	174	157	331
B.Sc. (Math)	NA	NA	
B.Sc. (Micro Biology)	43	94	137
B.Ed	100	138	238
<b>Total</b>			2563

Source: EMIS Report 2018/2019 MMAMC.

Table 2.4: Composition of male, female students under Semester system in different faculties (2018/2019).

<b>Programs</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
BBA	118	161	279
BBM	25	30	55
BPA	34	54	88
BCA	23	10	34
B.Sc.CSIT	31	5	36
MBS	80	86	166
MPA	45	41	94
M.Sc.(Physics)	76	5	81
M.Sc. (Chemistry)	29	18	47
M.A English	11	8	19
M.Ed.	NA	NA	--
<b>Total</b>			899
<b>Grand Total</b>			<b>3462</b>

Source: EMIS Report 2018/2019 MMAMC.

Out of 18 different programs, 8 programs (BBS, BA, B.Sc., B.Sc. CSIT, MPA, M.Sc. Physics, M.Sc. Chemistry, and M. A in English) have higher number of male and number female is higher in other 10 programs as shown in table 2.3 and 2. 4.

### 2.3.2 Curricular Management and Support

MMAMC is TU's constituent campus and offers curricula provided by TU. According to TU's regulation 2050, there is a provision of 21 members' Subject Committee chaired by the Head of the Department of Central Department of the respective subject. Subject Committee is given authority to make academic decisions regarding curriculum, materials development course design, syllabus revision and implementation under TU decentralization rules 1998.

Faculty Board reviews, reforms, revises and changes curriculum time to time and the directives given by the Faculty Board is supported and implemented in MMAMC.

### 2.3.3 Teaching Learning Management and Practices

MMAMC has effective teaching learning practice. This is followed by tutorials, workshop practices, project works, internship, thesis writing, guest lectures, educational tours and exposures. The methodology adopted in the bachelor and master level is lecture methods and multimedia projectors as required. Interaction method is also applied in the class. Classrooms are updated and designed according to the nature of the courses to be operated under semester system.

### **2.3.4 Teaching Learning Resources and Support**

MMAMC has been adopting student centered teaching learning method with the use of modern equipment for technical and professional programs. Library facility, Wi-Fi and internet facility are available in the campus in all faculties. There is one big library with text books, reference books, national and international journals and books for different disciplines. Mini departmental libraries are also available. E library is going to be established in its own separate building. Now it is in a hall of main library. This is one of the specific objectives of this strategic planning also. In addition, students are also facilitated and supported by guest lectures, workshops, seminars and orientation programs.

### **2.3.5 Examination System and Results**

Students under semester system are evaluated internally and externally. Internal evaluations exam of 40 percent marks is conducted by the concerned faculty through internal examination conducted in the campus. The criteria for 40% marks distribution are in different faculties. In M.Sc. Physics, the breakdown of in-semester exam is as follows:

- Class Attendance: 4%
- Home Work: 10%
- Mid-Term Exam: 13%
- Final-Term Exam: 13%
- Similarly in BBA, the internal evaluation system is as follows:
- Attendance: 4 Marks
- Discipline: 4 Marks
- Homework: 5 Marks
- Social work: 2 Marks
- Project work and presentation: 5 Marks
- Internal Examination: 20 Marks
- Total 40 marks

Similarly the internal evaluation system has been implemented in different departments.

External evaluation is meant for the examination of the 60 % marks conducted by the Dean Office. Results are published in the website of the Dean Office within 3-4 months of the time of examination conducted. Grade Point Average (GPA) measures the performance of the students. Evaluation under annual system is conducted by the Office of the Controller of Examination TU. There is no internal evaluation system except preparation of project work by the students.

## 2.4 Human Resource Management

### 2.4.1 Administrative Personnel

Academic institutions run with the triangular combinations of administrative personnel, academic staffs and students. Students are service receiver whereas academic staff and administrative personnel are service providers. Without the cooperation and assistance of administrative personnel, academic staff can't provide effective service delivery to the students. Therefore, the most critical input required to realize the academic objectives of an educational institution is efficient and effective service of both academic and administrative staff.

At present, MMAMC has been facing the problem of insufficient number of administrative personnel. The following table shows number of administrative personnel and their position

**Table 2. 5: Administrative Personnel and Their Position.**

Designation	Number
Officers	8
Non-Officers	19
Support Service	28
Grand total	56

Source: EMIS Report 2018/2019, MMAMC.

Table 2.5 shows that total number of administrative personnel at present are only 56 which is insufficient as compared to the numbers of academic programs offered by the campus. Number of administrative personnel used to be 105 in the past. Of the total number, more than 51% are support service. This indicates that administrative staff is not sufficient in MMAMC. Poorly managed administrative personnel hamper the smooth operation of campus administration. It leads to poor performance in service delivery which ultimately reflects in the quality of education. Therefore, optimum level of administrative personnel of officer rank shall be managed for the effective service delivery. An action plan on human resource development and management for short term and long-term shall be worked out. Training packages for the current human resources of MMAMC and special package for human resource management shall be developed. New programs shall be developed for faculty as well as administrative staff.

### 2.4.2 Management Personnel

The chief executive of the MMAMC Biratnagar is Campus Chief. There are four Assistant Campus Chiefs looking after campus activities. Other management bodies in the campus are Head of the Departments, Program Coordinators of Self Sustained Programs such as BBA, BCA, BBM, B. Sc .CSIT, MBS, MPA, M. Sc, Physics and the like .

### 2.4.3 Number of Academic Staff

There are altogether 144 fulltime academic staffs and 84 part time academic staff including Education Faculty in MMAMC. Faculty-wise numbers of full time academic staff is presented in table 2.6.

Table 2.6: Faculty- Wise Full Time Academic Staff and Their Position (2018/2019).

Faculties	Professors	Associate Professors	Lecturers	Teaching Assistants	Deputy Instructor	Total
Science	6	14	33	7	2	62
Humanities and Social Science	2	14	25	8	-	49
Management	1	5	21	6		33
<b>Grand Total</b>	9	33	79	21	2	144

Before 2008, there were only limited programs of Humanities, Management and Science in MMAMC. They were only general bachelor level programs. Number of academic staff was according to post allocated by TU. All the programs were run by full time academic staff. Onwards to 2008, Master Degree and new specialized programs were introduced in the campus which led to the demand of new academic staff. New academic staffs were appointed in part time basis. The number of part time academic staff in different faculties has grown to eighty four. Most of the part time academic staffs are performing well. However, they feel insecure in their job because they can be replaced if full time academic staffs come to the campus. They demand that there should be a provision of internal contract. Their demand is rational and logical because they are now experienced and trained academician. If they leave the campus, there is academic loss for quality education. Therefore, those part time academicians, who are skillful and performing well and have fulfilled certain credit hours, shall be recruited through internal contract system of the campus because academic staffs are the backbone of academic institutions.

## 2.5 Institutional Management

### 2.5.1 Institutional Structure

MMAMC is multidisciplinary constituent campus of TU. The highest body of authority for the campus is TU. It is running under the decentralization rules (1998) of TU. Institutional structure of the campus is as given below:

- Campus Management Committee
- Working Committee
- Campus chief
- Assistant Campus Chiefs
- Head of the Departments in Regular Programs



Program Coordinators in Self-Sustained Programs

Research Committees

The organogram of the campus is provided in Annex 2.

### 2.5.2 Management Committee

The highest body for policy decision in the campus is Campus Management Committee (CMC). The structure of CMC is presented in the table 2.7.

**Table 2.7: CMC Structure.**

Particular	Position	Number
Campus chief	Chair person	1
Assistant Campus Chief	Members	4
HODs	Members	3
Full times Academic staffs	Members	2
Donors/ Educationalist	Members	2
Guardians	Members	2
Ward Chair Person	Member	1
Teachers Union Chair Person, CU	Member	1
Employee Union Chair person, CU	Member	1
Free Student Union Chair person	Member	(To be filled)
Senior Staff	Member	1
Finance Head	Member	1
Total		19

### 2.5.3 Working Committee

CMC is policy making body. Working committee or executive committee is policy implementing body. This committee has five members as given in table 2.8.

**Table 2.8: Working Committee.**

Particular	Position	Number
Campus Chief	Chairman	1
HoDs	Member	1
Faculty Members	Member	2
Assistant Campus Chief	Member Secretary	1

The executive chief of the campus is Campus Chief. There are four Assistant Campus Chiefs to look overall programs of Faculties of Humanities and Social Science, Faculty of Management, Institute of Science and Technology and Faculty of Education. Besides, there

are program coordinators of self-sustained programs, research committee and Head of the Departments of different programs.

#### **2.5.4 Administration**

The administration of MMAMC is run in accordance with the TU academic and administration rules 1993 (2050 BS). All the administrative works are performed through Campus Chief and four Assistant Campus Chiefs.

There are different sections looking after the administrative works, namely staff administration, academic administration, general administration, accounts, stores, planning etc. Following the direction of TU decentralization rules 1998, MMAMC has examination division to conduct examination.

#### **2.5.5 Academic Management**

Academic programs are run by respective departments in MMAMC. The curriculum and matters related with subjects are worked out and forwarded by subject committees. This is then decided by Faculty Board. The pedagogy and related matters are dealt by instruction committees in respective departments.

#### **2.5.6 Associations (Academic Staff, Administration Staff and Students)**

In MMAMC, there are different Associations of Teachers, Employees and Students. These are elected body from the teachers, employees and students. At present, there is no elected body of Free Student Union in the campus. Other two elected Associations are in existence. In addition, there are Democratic Teachers' Association, Progressive Teachers' Association and Madhesi Teachers' Association. So are the associations of students. These all associations are related to the political parties of different ideologies. All these groups play the role of pressure group. Frequently, emotional manifestation of these groups can be seen in the campus. These groups frequently come to office of campus chief to build pressure and fulfill their demands. The activities for such manifestation are for and against statements, demonstration, picketing, padlocking offices, and so on.

#### **2.6 Economic and Financial Management**

MMAMC follows the financial regulation of Tribhuvan University. This regulation is basically similar to the Nepal Government financial regulation. The book keeping is done in accordance with this regulation. In addition to this, MMAMC has got the decentralization in accordance with the decentralization rules 1998 (2055 BS). This rule has granted some authority to executive committee to decide on financial matters in the MMAMC.

## 2.6.1 Fixed Assets

### Land and Buildings

MMAMC is situated at ward No 12 of Biratnagar metropolitan city and capital of province 1. It has a land area of 22 Bigha where it is existed and 24 Bigha at old airport. The physical infrastructures of the campus are presented in section 2.2.2.

### Books

There is a library building in MMAMC at which 80,380 books are available. Of the total, 26,480 are text books, 24,450 are reference books and 5,420 are others. Similarly there are 25,768 books of different titles. In addition, there are 123 national journals, 8 international journals, 240 research reports and 5 government documents.

### Laboratories and Computer Labs

There are separate laboratories for the practical work in Physics, Chemistry, Zoology, Botany and Microbiology Departments. Each department has separate specialized laboratories. Computer labs are also available for the student of M.Sc. Physics, B.Sc. CSIT, BBA, BBM and BCA. Most of the laboratories in the campuses are designed for undergraduate and graduate level study.

### Equipment and Vehicle

There are 131 computers in the computer lab with internet facility, 31 multimedia projectors, 4ACs and recently managed one mini vehicle in the campus.

## 2.6.2 Operational Expenditure and Trends (Management plus Program)

The total annual expenditure of MMAMC is gradually increasing from 14.64 corers in 2072/73 to 17.39 corers in 2074/75. The pattern of allocation of the total budget for the last 2 years is presented in table 2.9.

Table 2.9: Pattern of expenditure in MMAMC.

Expenditure	% of Total Expenditure
Salary	47
Operational expenses	27
Academic improvements	6
Faculty Development	2
Research	1.5
Capital expenditure	11.5
Others	5
Total	100

Source: EMIS Report 2018/2019 MMAMC.

Table 2.9 shows that 27 %, of the total budget is allocated for the operational expenses. It is the cost of running various academic programs. If salary expenses are also included in

operational expenses, it reaches nearly 75 % of the total expenses. The pattern of expenditure indicates that nominal amount is allocated for developmental expenditure, research and faculty development as compared to the allocation on current and operational expenses. The activities required for growth and development are yet to be planned, designed and implemented keeping operational budget at minimum level. The trend of budget allocation reveals that operational expense goes on increasing at least by 10 % every year due to the inflation and increase in the salary and allowances of academic and non-academic staff's as well as academic programs . It creates pressure for the management of additional resources.

### 2.6.3 Sources of Income

The total annual income of MMAMC was 14.77 corers in 2072/73 which slightly increased and reached to 15.20 corers in 2074/75. Table 2.10 presents income and expenditure status of the campus for the last three years.

**Table 2.10: Annual Income and Expenditure of the campus in Rs.**

<b>Year</b>	<b>Annual income</b>	<b>Annual expenditure</b>	<b>Deficit /surplus</b>
2072/73	147,730,933	146,496,496	1,234,437
2073/74	143,321,031	166,233,259	-22,912,228
2074/75	152,078,983	173,980,825	21,901,842

Table 2.10 shows a surplus budget of Rs. 12 lakhs in 2072/73. However, MMAMC suffers from huge deficits of Rs 2.2 corers in subsequent years.

The main source of income of the campus is TU's grant followed by internal income of the campus collected from the tuition fee of students. Of the total income, 72 % is received from TU, 26 percent from students' fee and 2 percent from other sources. Unit cost per student is Rs. 50, 239. It seems imperative that MMAMC has to manage additional resources from both internal and external sources to meet the liabilities of growing deficits. MMAMC can generate some resources from internal sources by the commercialization of road side land, save some resources from the bill of water and electricity by making optimum utilization of water and electricity uses and minimizing Over Time (OT) expenses of academic and non-academic staff.

Similarly, it can manage resources from external sources also. Possible external sources for the mobilization of resources are UGC, Local government, Provincial government, Federal Government and Philanthropic Institutions.

## **2.7 Research Documentation and Publications**

### **2.7.1 Research and Development**

MMAMC focused largely on the teaching and learning process. Researchers are not frequent among the faculties. In fact, 1.5 percent of the total budget is allocated for research in the campus which is mainly spent for seminar workshop and orientation programs and mini research works.

### **2.7.2 Documentation and Publications**

There is poor documentation system in the MMAMC. However, a copy of research document is kept in the library. Master and doctoral research thesis and dissertations are also available in the library especially from Institute of Science and Technology and Faculty of Management.

A journal of MMAMC is published every year. A journal is also published from TUTA during the tenure of TUTA. In addition, Research Management Cell, and Associations of Teachers in different political parties also publish journal every year. However, no indexed journal has been published from the campus.

## **2.8 Co-Curricular and Extra-Curricular Activities**

MMAMC has co-curricular and extra-curricular activities. Campus and Associations of students in the campus frequently organize different types of extracurricular activities such as food festival, cultural programs, speak up programs, blood donation, literature activities and sports. There are also other co-curricular activities that support the academic performances of the students. These activities are seminars and workshop, professional talk programs, etc.

### **2.8.1 Indoor Activities**

Many indoor games like Table Tennis, Carom-board, Chess etc. are organized in campus.

### **2.8.2 Outdoor Activities**

MMAMC also organizes outdoor games such as Football, Volleyball, Cricket, Kapardi and so on.

### **Section 3**

## **DEVELOPMENT TREND**

### **3.1 Physical Infrastructure Trend**

MMAMC was established in 1955 by the effort of the intellectual societies of Biratnagar at Adarsha School. Later on, this land area was also managed by the community of Biratnagar. The first floor of the main building of the campus was built in 1961 and second floor in 1972. Golcha Hostel was built in 1965. The campus was converted into the constituent campus of TU in 1971. Taharas of 22 rooms for class room purpose were built in 1974. The first floor of Library building was prepared in 1977. Second floor of the library building has recently been completed. Similarly, all other the premises, including Teachers and Employees quarters were built before 1990. In 2015, BBA block was built but its structure is such that it cannot be fully used in summer season. The only new building just built in the campus is science building constructed by the financial assistance of Indian Embassy to Nepal. In conclusion, the entire physical infrastructures are as old as 40 to 50 years. Some of them are badly damaged by the earthquake and red sticker is hanged on them. Therefore, strategic planning accords high priority for the physical construction of the campus.

### **3.2 Program/Academic Development**

At present, there are 18 different programs of four Faculties in MMAMC. In the beginning, there were Intermediate in Arts (I.A.), Intermediate in Commerce (I.Com.), Intermediate in Science (I.Sc.) and Diploma level of these respective programs. B.A. and BBS were initiated since in 1969. B.Sc Physics, B.Sc. Biology, B.Sc. Math were introduced in 1969. By 2008, certificate programs of all Faculties were phased out from the campus. Onwards to that time period new programs of diverse disciplines were introduced in the campus. Master Degree Programs in Physics, Chemistry and English were started since 2009. Similarly, master degree programs in MPA, and MBS were introduced since 2010. Self Sustained programs in Diploma Level such as BBA, BPA, BBM, BCA, B.Sc. CSIT were initiated during the period of 2012- 2018. B.Ed and B.Sc. Microbiology programs are also running since 2012 and M.Ed. is expected to run from this year. In addition to these programs, some additional programs from the Faculty of Law, Management, and Science are in pipeline and will be potential programs for MMAMC in the near future.

### **3.3 Student Enrollment**

The student enrollment system is competitive in the programs running under semester system. Entrance examination is conducted in all the programs running through semester system from the Dean office of respective Faculties/Institute. Students are selected from the result of the entrance as per the seat allowed by the Dean Office. There is also provision of entrance exam in the annual system in Science Faculty but no entrance exam is conducted in Humanities and Management Faculties for the selection of students in annual program.

### **3.4 Human Resource Development**

MMAMC is decentralized constituent campus of TU and follows the rules of TU for Human Resource Development. It approves Ph.D. study leave, study leave etc. For the faculties and allows participating in national and international seminars. However job training for employees and refresher course for the academic staff are yet to be managed.

### **3.5 Student Teacher Ratio**

Student Teacher ratio differs in different faculties and in different programs. However, the overall student teacher ratio is 15:1.

### **3.6 Institutional Development**

MMAMC has been making a continuous effort for the modernization of this institution in terms of its physical infrastructure and diverse academic programs of professional nature. It is also making effort to obtain QAA certificate to ensure the quality of education and develop this institution as a leading higher education institution of province 1 and the nation. MMAMC is a decentralized institution. Following this rule of TU, it is having greater leverage in the administration and academic decisions. Besides, administrative improvements, activities are underway to increase efficiency and effectiveness of academic programs.

### **3.7 Economic and Financial Development**

The financial condition of MMAMC is disappointing to move ahead with conventional system of income generation. It needs huge amount of resources to construct physical infrastructure and purchase academic equipment. TU provides budget just for the salary payments of academic and non-academic staff. There is always shortage of resources for the developmental activities. Students' fee is limited in amount and not enough to cover even their running cost. In such a situation of resource crunch, MMAMC has to develop a pragmatic resource generating plan for the economic and financial development of the campus.

## **Section 4**

### **SWOT ANALYSIS**

#### **4.1 Strength**

- Historical and leading higher education institution of the nation and Province 1.
- Situated in its own 22 Bigha of land and it has also 24 Bigha of its land at old airport Biratnagar.
- High quality academic manpower.
- Most of the manpower produced by this campus is currently in policy making position of the nation.
- Situated in the capital city province 1, Biratnagar.
- Number of student is fairly high, more than 3500.

#### **4.2 Weak Aspects**

- Despite historical, leading and contributory campus in the field of higher education, it seems to be a traditional campus in terms of its management and administration.
- Campus is running through adhocism.
- No consolidated effort has been made by Local, provincial and Federal government for the up gradation of this institution.
- Institution has been losing its professional character due to the interference of unproductive party politics.
- Campus has not yet secured the QAA certificate to ensure quality education
- Physical infrastructure is old and obsolete.
- Limited number of supporting staff in comparison to the academic programs.

#### **4.3 Opportunities**

- The campus can be transformed into provincial university because it has plenty of land resources, human resources, academic programs and number of students.
- The campus can also be transformed into a deemed-to-be-University.
- It can be a leading central campus of Tribhuvan University.
- It can also be developed as specialized institution to produce trained manpower for industrial development.
- It can be declared as a leading campus of Province 1.



#### **4.4 Challenges**

- Campus is highly suffering from the non-professional political distribution of academic posts. This is the major challenge to achieve academic excellence in the campus.
- Campus is still not at the road of professionalism and academic excellence. Division of academic posts according to the political ideologies is common practice.
- There are number of private institutions at the same catchment area of the campus. Hence, there is a possibility of student mobility from the campus to the private institutions.
- No common vision and shared values have been developed among different stakeholders such as government, university, civil societies and campus family for the modernization of the campus.
- There is gap of knowledge and skill as demanded by the market and provided by the campus to their graduate.

## **Section 5**

# **STRATEGIC PLAN**

### **5.1 Vision**

MMAMC aspires to be a leading educational institution in the country for multidisciplinary education by restructuring the infrastructures, upgrading the programs and standard, enhancing the human resources and providing innovative educational environments.

### **5.2 Mission**

The mission of MMAMC is to provide real learning environment by improving existing physical facility and maintaining financial sustainability and equip students with knowledge, skill and creativity by imparting quality education through student centered research based teaching method and produce efficient manpower capable to face the real life challenge of 21<sup>st</sup> century.

### **5.3 Goals**

MMAMC sets following goals:

- (i) Create innovative and research friendly educational environments for academic excellence.
- (ii) Enrich human resources.
- (iii) Maintain financial sustainability.
- (iv) Commence new programs and up gradation existing academic programs and standards.
- (v) Renovate present infrastructures and construct new infrastructures.

### **5.4 Objectives**

The objectives of the five-year strategic plan will be

- (i) To enhance academic excellence, the campus will work to receive QAA certification from UGC for the campus by the end of 2020. An innovative educational environment is created in the campus by providing e-library services and internet facility, organizing interaction programs and using student centered teaching pedagogy. Students are also encouraged to participate in research activities such as project work, thesis writing. Research oriented environment is

produced by providing mini research projects and other research facilities to faculties.

- (ii) To enrich human resources, part-time faculties will be gradually converted into full-time faculty members by internal contract. Required numbers of teaching and non-teaching staff will be either internally recruited or asked TU for recruitment. Refresher courses, workshops and seminars will be organized for the faculty members and administrative staff on the regular basis. Academic staff is encouraged to pursue Ph.D. study.
- (iii) To maintain financial sustainability new market salable programs will be commenced in the college and an environment is created to receive funds from local, provincial, central governments, UGC and TU.
- (iv) To upgrade academic programs approval for the commencement of the programs such as MBA, M.Sc. CSIT, MCA will be received from TU.
- (v) Main building, library building and administrative building will be renovated. At least 3 new buildings will be constructed for Science, Management and Humanities Faculty.

## 5.5 Core Values

MMAMC is committed to set the following core values:

**5.5.1 Quality and Excellence:** We are committed to provide and pursue the highest standards in education, teaching, research, service, and outreach, led by superior faculty.

**5.5.2 Diversity:** We acknowledge the diversity of our community and admire differences of gender, race, class, culture, national origin, religion and ability.

**5.5.3 Creativity and Innovation:** We value and support innovative and creative ideas and solutions that allow us to serve our students and our community in better way.

**5.5.4 Community Engagement:** We believe our students, faculty, staff and graduates are our greatest assets and we acknowledge the contributions of each member of the College. We pursue our mission in close partnership with colleagues, students, organizations, and others inside and outside the College and University.

**5.5.5 Transparency:** The College will function according to defined procedures and rules which will be informed to all stakeholders. The College will make public all important information related to its functioning.

## References

- Hassanien, M. (2017). Strategic Planning in Higher Education, a Need for Innovative Model. *Journal of Education, Society and Behavioural Science*, 23(2), 1-11. <https://doi.org/10.9734/JESBS/2017/37428>
- Nepali, S., Ghale, S., & Hachhethu, K. (2018). Federal Nepal: Socio-Cultural Profiles of the Seven Provinces. Kathmandu: Governance Facility.
- Morang Merchants' Association: District Profile  
<http://www.mma.org.np/district-profile.php>
- Chamber of Industries Morang(CIM):District Profile.  
<https://www.cim.org.np/district.php>
- Seth , G.(2008).The Innovative Economic Driven Model. California: Workforce Innovation in Regional Development.
- Ministry of Finance (2019).Economic Survey. Kathmandu: GON.
- SukunaMutiple Campus (2015). *Five Year Strategic Panning*. 2016-2020: Morang: Sukuna.
- PN Campus, (2016): *Five Year Strategic Plan2016-2020*. Kaski: Pokhara.
- Mid WesternUniversity(2016).*Twenty Year Strategic Pla2016-2035*.Surkhet : Mid Western University.
- Tribhuvan University Institute of Engineering Pulchcowk Campus (2018). *Strategic Plan 2017-2021*. Kathmandu.

## Annex 1

<b>Vision</b>	MMAMC aspires to be a leading educational institution in the country for multidisciplinary education by restructuring the infrastructures, upgrading the programs, enhancing the human resources and providing innovative educational environments.				
<b>Mission</b>	The mission of MMAMC is to provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, and financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century.				
<b>Goal</b>	<b>Academic excellence</b>	<b>Human resources enrichment</b>	<b>Financial sustainability</b>	<b>Academic programs up-gradation</b>	<b>Infrastructural development</b>
<b>Objectives</b>	QAA certification	Capacity enhancement of Academic staff	Internal fund management	Commencement of new programs	Old structures renovation
	Innovative environment	Capacity enhancement Administrative staff	External fund management	Upgrade Master's degree programs	New structures construction
	Exam and Evaluation	Refresher courses, training, workshops, seminars			
	Quality Monitoring and Feedback				
	Research activities				

### Activities

<b>Vision</b>	To be a leading educational institution in the country for multidisciplinary education.				
<b>Mission</b>	To provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century.				
<b>Goal</b>	<b>Innovative and research friendly educational environments for Academic excellence</b>				
<b>Objectives</b>	<b>QAA certification</b>	<b>Innovative environment</b>	<b>Exam and Evaluation</b>	<b>Quality Monitoring and Feedback</b>	<b>Research activities</b>
	LoI submission to UGC	Internet facility	Class test and Internal assessment	Committee formation	Research policies
	IQAC, SAT and other committee formation	Library and E-library facility	Activity assignment	Analysis and report preparation	Fund for mini research
	Necessary policies approval	Laboratory improvement	Monitoring		Research projects from UGC/NAST

					and other national and int'l agencies
	Required infrastructure construction	Modern Teaching pedagogy	Improvement of exam system		Research facility in Departments and RMC
	SSR report preparation	Student Motivation	Evaluation of student success rates and tracer study.		Publications of research journals
	SSR report submission	Interaction programs, workshops, seminars	Academic calendar operation		
	QAA certification	Collaboration with other institutions.			

<b>Vision</b>	<b>To be a leading educational institution in the country for multidisciplinary education.</b>		
<b>Mission</b>	To provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century.		
<b>Goal</b>	<b>Human resources enrichment</b>		
<b>Objectives</b>	<b>Capacity enhancement of Academic staff</b>	<b>Capacity enhancement of Administrative staff</b>	<b>Refresher courses, training, workshops, seminars</b>
	Gradual conversion of part time faculty to Full time	Recruitment of non-teaching staff	Refresher training for non-teaching staff
	Posting of full time academic staff	Posting of new staffs	Workshop, seminar and interaction for academic staff
	Academic Upgrading of full time staff		

<b>Vision</b>	<b>To be a leading educational institution in the country for multidisciplinary education.</b>	
<b>Mission</b>	To provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century.	
<b>Goal</b>	<b>Financial sustainability</b>	
<b>Objectives</b>	<b>Internal fund management</b>	<b>External fund management</b>
	Sustainable Financial policies	Grants from UGC, TU.
	Maintenance and development fund	Grant from Governments
	Student fee of self-sustained programs	Support from Alumni and philanthropic Institutions.

	Optimum utilization of available resources	
	Student fee from self-sustained programs	

<b>Vision</b>	<b>To be a leading educational institution in the country for multidisciplinary education</b>	
<b>Mission</b>	To provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century	
<b>Goal</b>	<b>Academic programs up-gradation</b>	
<b>Objectives</b>	Commencement of new programs	Upgrade Master's degree programs
	Commencement of LLB and BL	Commencement of M Ed Programs
	Commencement of BIM, BTM, BIT and BBA Finance.	Commencement of MBA, MBM and MBA Finance
		Commencement of M Sc CSIT & MCA

<b>Vision</b>	<b>To be a leading educational institution in the country for multidisciplinary education</b>	
<b>Mission</b>	To provide real learning environment by improving existing physical facility and equip students with knowledge, skill and creativity by imparting quality education through research based teaching method, financial sustainability and efficient manpower enable to face the real life challenge of 21 <sup>st</sup> century	
<b>Goal</b>	<b>Infrastructure development</b>	
<b>Objectives</b>	<b>Old infrastructure renovation</b>	<b>New Construction</b>
	Main Building	Science Building
	Library Building	Management Building
	Administrative Building	Humanities Building
	Black Topping of Internal Road	Canteen
		Front Gardening and park
		E-Library Building
		Compound wall
		Botanical Garden
		Examination cum Megha Hall
		Students Hostel, Staff and Teacher Quarter

Note: Academic blocks are constructed within area of east of irrigation channel and residential blocks are constructed within area of west part of irrigation channel.

### Details of Action Plan

	Details of action plan (Activities)	Tentative cost in Rs	Financial source	Key responsible unit/Person	Time schedule
	<b>Academic excellence</b>				
1	QAA certification			IQAC	
1.1	LoI Submission			SAT/Campus Chief	June 2019
1.2	IQAC, SAT and other committee formation			CC/ CMC	July 2019
1.3	Necessary policies approval			CMC	Ongoing and regular
1.4	Required infrastructure construction for QAA	50,00,000.00	Internal	CC/WC	Nov 2020
1.5	SSR report preparation	11,00,000.00	UGC	SAT/IQAC	Dec 2019
1.6	SSR report submission		UGC	SAT/IQAC	Jan 2020
1.7	QAA certification		UGC	SAT/IQAC	Aug. 2020
2	<b>Innovative environment</b>				
2.1	Internet facility	3,50,000.00	Internal	CA	Ongoing and regular
2.2	E-library and Library	15,00,000.00	Gov., UGC, Internal	CA	Ongoing and regular
2.3	Laboratory improvement: Science labs and Computer labs	25,00,000.00	UGC, Internal	Departments, CA	December, 2019
		20,00,000.00 per year	UGC, Internal	Departments, CA	Ongoing and regular
2.4	Modern Teaching pedagogy	10,00,000.00 per year	UGC, Gov., Internal	Teachers, CA	Ongoing and regular
2.5	Students Motivation	As per need		Teachers, ACC, PC, Departments	Ongoing and regular
2.6	Interaction programs, workshops, seminars	6,00,000.00 per year	UGC, Gov., Internal	Departments, Teachers, CA	Ongoing and regular
2.7	Collaboration with other Institutions	As per need			
3	<b>Exam and Evaluation</b>				
3.1	Class test and Internal assessment	As per need		PC, Department, CA	Ongoing and regular
3.2	Activity Assignment			Teachers, Departments, PC	Ongoing and regular
3.4	Monitoring and feedback			Teachers, Departments, PC	Ongoing and regular
3.5	Improvement of exam system			CA, PC, Departments	Ongoing and regular



3.6	Evaluation of student success rates and tracer study			ES, Departments, PC	Ongoing and regular
3.7	Academic calendar operation			Departments, PC	Ongoing and regular
4	<b>Quality Monitoring and Feedback</b>				Ongoing and regular
4.1	Committee with ToR			CA, CMC	Aug. 2019
4.2	Analysis and report				
5	<b>Research activities</b>				
5.1	Research policies	As per need	Internal	CMC, RMC	Ongoing and regular
5.2	Fund for mini research	1,50,000.00	Internal	RMC, CA	Jan 2020
		2,00,000.00	Internal	RMC, CA	Jan, 2021
		2,50,000.00	Internal	RMC, CA	Jan, 2022
		3,00,000.00	Internal	RMC, CA	Jan, 2023
5.3	Research projects from UGC/NAST and other national and int'l agencies	As per need		Faculty, Departments	Ongoing and regular
5.4	Research facility in Departments and RMC	10,00,000.00 per year	UGC, GOV, Internal	CA	Ongoing and regular
5.5	Publications of research journals: Name of Journals	2,00,000.00 per year	Internal	RMC, Departments	Ongoing and regular
6	<b>Capacity enhancement of Academic staff</b>				
6.1	Gradual conversion of part time faculty to Full time	As per need	Internal	CA	Ongoing and regular
6.2	Posting of full time academic staff			TU	Ongoing and regular
6.3	Academic Upgrading full time staff M.Phil, Ph.D		TU, UGC	CA, Teachers	Ongoing and regular
7	<b>Capacity enhancement of Administrative staff</b>				
7.1	Recruitment of non-teaching staff	As per need	TU, Internal	CA, TU	Ongoing and regular
7.2	Posting of new senior staffs		TU, Internal	CA, TU	Ongoing and regular
8	<b>Refresher courses, training, workshops and seminars</b>				
8.1	Refresher training for non-teaching staff	3,00,000.00 per year	UGC, Internal	CA	Ongoing and regular

8.2	Workshop, seminar and interaction for academic staff	4,00,000.00 per year	UGC	Departments, CA	Ongoing and regular
9	<b>Internal fund management</b>				
9.1	Sustainable Financial policies	As per need		CMC, TU, CA	Ongoing and regular
9.2	Maintenance and development fund			CMC, TU, CA	Ongoing and regular
9.3	Student fee of self-sustained programs			CMC, TU, CA	Ongoing and regular
9.4	Optimum utilization of available resources			CMC, CA	Ongoing and regular
9.5	Student fee from self-sustained programs				Ongoing and regular
10	<b>External fund management</b>				
10.1	Grants from UGC, TU.	As per need			Ongoing and regular
10.2	Grant from Governments				Ongoing and regular
10.3	Support from Alumni and philanthropic Institutions.				Ongoing and regular
11	<b>Commencement of new program</b>				
11.1	Commencement of LLB and BL	5,00,000.00	Internal ,UGC	CA	Jan, 2021
11.2.1	Commencement of BIM	2,50,000.00	Internal ,UGC	CA	Jan, 2022
11.2.2	Commencement of BTM	2,50,000.00	Internal ,UGC	CA	Jan, 2022
11.2.3	Commencement of BBA Finance	2,50,000.00	Internal ,UGC	CA	Jan, 2021
11.2.4	Commencement of BIT	2,50,000.00	Internal ,UGC	CA	Jan, 2021
12	<b>Upgrades Master's Degree Programs</b>				
12.1	Commencement of M. Ed. Programs	5,00,000.00	Internal ,UGC	CA	Jan, 2020
12.2.1	Commencement of MBA	10,00,000.00	Internal ,UGC	CA	Jan, 2023
12.2.2	Commencement of MBM	20,00,000.00	Internal ,UGC	CA	Jan, 2024

*Strategic Plan 2019-2024 of MMAM Campus*

12.2.3	Commencement of MBA Finance	20,00,000.00	Internal ,UGC	CA	Jan, 2023
12.3.1	Commencement of M. Sc. CSIT	30,00,000.00	Internal ,UGC	CA	Jan, 2023
12.3.2	Commencement of MCA	3,00,00,00.00	Internal ,UGC	CA	Jan, 2024
13	<b>Old infrastructure</b>				
13.1	Main building	25,00,000.00	Gov, Internal, UGC	CA	Dec,2020
13.2	Library Building	50,00,000.00	Gov, Internal, UGC	CA	Dec, 2022
13.3	Administrative Building	10,00,000.00	Internal	CA	Dec, 2022
13.4	Black Topping of Internal Road	2,00,00,000.00	Gov, Internal, UGC	CA	Dec, 2022
14	<b>New Construction</b>				
14.1	Science Building	6,00,00,000.00	Gov, Internal, UGC	CA	Jan ,2022
14.2	Management Building	6,00,00,000.00	Gov, Internal, UGC	CA	Jan, 2020
14.3	Humanities Building	6,00,00,000.00	Gov, Internal, UGC	CA	Jan, 2023
14.4	Canteen	2,00,00,000.00	Gov, Internal, UGC	CA	Jan, 2023
14.5	Front Gardening and park	3,50,0000.00	Gov, Internal, UGC	CA	Jan, 2020
14.6	E-Library Building	2,00,00,000.00	Gov, Internal, UGC	CA	Jan, 2021
14.7	Compound wall	2,00,00,000.00	Gov., Internal	CA	Dec, 2020
14.8	Botanical Garden	1,50,0000.00	Gov, Internal, UGC	CA	Dec, 2021
14.9	Examination cum Megha Hall	2,00,00,000.00	Gov, Internal, UGC	CA	Dec, 2022
14.10	Students Hostel, Staff and Teacher Quarter	6,00,00,000.00	Gov, Internal, UGC	CA	Dec, 2024

Note: Academic blocks are constructed within area of east of irrigation channel and residential blocks are constructed within area of west part of irrigation channel.

## Annex 2

**Tribhuvan University**  
Mahendra Morang Adarsha Multiple Campus, Biratnagar

