ADARSHA MULTIPLE CAMPUS
GAJURI - 1, DHADING

Strategic Plan

2019 -2023 AD

Foreword

Addarsha Multiple College is providing higher education to the students since 2007 at Gajuri and its vicinity. It started its journey with no infrastructural and other bases. Now it has earned goodwill, physical and other capital of its own.

Currently, this college aims at ensuring quality education. The campus management committee formed a strategic plan formulation committee (SPFC) to draft this plan. It successfully held different interaction with the stakeholders of this college. For this purpose, the college family has critically reviewed its strength, weakness, opportunity and threats for developing our strategic plan.
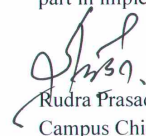
On the basis of the feedback received from different stakeholders, it determined its vision, mission, goals and objectives. As per the objectives, the team has set the priority activities. To realize the activities, the team has developed six strategies. The team has also specified time-frame, responsible key actors and performance indicators. Finally, we have come up this strategic plan. This strategic plan is mirror of our past, present and future.

This plan is a product of teamwork. I would like to extend gratitude to campus management committee, M. Ed. Coordinator and his team, different department heads, faculties, staffs, FSU representative, students, parents and other stakeholders for their valuable efforts.

It is remarkable that this is a flexible and indicative plan. We have formulated internal quality accreditation committee (IQAC) to implement the plan and the college family is determined to draft operation plan to implement the strategic plan successfully. We have realized that every activity needs thorough preparation and action plan. Therefore, it is a challenging task. However, it is not impossible.

This plan is based on certain assumptions and if they are met, we shall be successful to ensure the participation of all the stakeholders in the efforts to transform our college to quality certified college.

Finally, as in the preparation of strategic plan, we hope, all stakeholder will take active part in implementation of this plan for the common good.

Rudra Prasad Danai
Campus Chief
28 August, 2019

Abbreviations

A.D.	:	Anno Domini
AMC	:	Adarsha Multiple Campus
Asst.	:	Assistant
B. Ed.	:	Bachelors of Education
B.S.	:	Bikram Sambat
CCTV	:	Closed Circuit Television
CDE	:	Central Department of Education
CMC	:	Campus Management Committee
ECAC	:	Extra Curricular Activities Committee
EPM	:	Education, Planning and Management
FSU	:	Free Students' Union
HoD	:	Head of Department
ICT	:	Information & Communications Technology
M. A.	:	Master of Arts
M. Ed.	:	Masters of Education
M. Ed.	:	Master of Education
M. Phil.	:	Master of Philosophy
MBS	:	Master of Business Studies
NRs	:	Nepali Rupees
Ph. D.	:	Doctor of Philosophy
QAA	:	Quality Accreditation and Assurance
SPFC	:	Strategic Plan Formulation Committee
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
ToR	:	Terms of Reference
TU	:	Tribhuvan University
VMGOs	:	Vision, Mission, Goals and Objectives

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SECTION I
Introduction

Adarsha Multiple Campus (AMC) was established in 2063 B.S. (2007 A.D.) by a team of professionals, academicians and social workers with an affiliation of Tribhuvan University (TU) as a community based, service oriented, and non-profit making college. In the initial days, this campus ran B. Ed. programme in English, Nepali, Population and Economics Education. As per the local demand, it also obtained affiliation to run bachelor classes in management stream in 2064 B.S. (16 September 2007). As the scope of education expanded in the region, it has introduced Master in Education (M. Ed.) programme with Education, Planning & Management (EPM) and Nepali Education after 2075 B. S. (2019 A.D.).

This college is situated at Gajuri Bazaar of Gajuri Rural Municipality, Ward Number 1, on the bank of Trishuli River at 65 kilometres west from Kathmandu. One can reach to the college only in two hours' drive from Kathmandu. Except some emerging markets along the Prithvi Highway, majority of the settlements in and around the college are rural by nature. People with diverse caste/ethnic backgrounds viz. Tamang, Newar, Majhi, Danuwar, Chepang, Brahmins, Chhetris, Sanyasi and Dalit are the beneficiaries of the college.

Primary occupation of most of the people in the catchments areas is farming and livestock keeping. Some hold businesses. Financially, most of the people are unable to invest more for their children particularly for their higher education as being delivered at the major cities with some exceptions. Therefore, this college has been a good hub of higher education in the vicinity particularly for students who are from middle and lower class. It is interesting to note that considerable number of students consists of daughters and daughter-in-laws who are happy due to the educational opportunity being available nearby their settlements.

Though there are 12 community colleges in the district, it is one of the leading educational institutions. It has its own land and buildings. It is accessible in terms of transportation. This college feels responsible towards people, society and the nation. Though it is situated in prime location, the area is pollution free comparatively. The

college has potential to extend its physical facilities by purchasing land for diversifying higher/university education in various disciplines and subjects.

AMC has encountered ups and down during 13 years. It has recollected hope and enthusiasm for facilitating youths and adults for their academic and professional career. It has developed partnership with different stakeholders for the secured future of the students. The existing team has ardent desire to lead it towards progress in future. With a fresh commitment and vision, the entire team is oriented to ensure conducive academic environment, mutual understanding, and higher-level intellectual discourse in and around the college. The college has started to alter the situation. This strategic plan for next five years is an outcome of teamwork.

1.1 Contexts and Rationale

In the time of its establishment, the college had meager resource base such as its own land, building, furniture and necessary educational materials. It began its educational services from the nearby Adarsha Secondary School, which was the first high school in Dhading district. It was established in 1968 A.D. The college is named Adarsha as the founders were inspired by the academic legacy of the school and its services for long at Gajuri.

After nearly four decades, people at Gajuri organized again for establishing a higher education institution. They collected donations, borrowed money, furniture and other requirements from the community. The primary objective of the college was to cater quality higher education to the people left behind the higher educational opportunity primarily due to their low economic status and other social obligations.

Though the college is running somehow, our efforts and struggle to transform the college are ongoing. The college family is strategically oriented to upgrade the campus to master level and expand it to technical streams to achieve the above-mentioned objective. Therefore, Campus Management Committee (CMC) formulated a Strategic Plan Formulation Committee (SPFC). The committee reviewed past and existing plans and policies of the college so as to upgrade it as a QAA certified higher educational institution. This strategic plan is supposed to achieve the set objectives of the college in coming years by mobilizing all resources and stakeholders.

1.2 Purpose of the Plan

This plan comprises a series of continual activities for a secured educational future of the students. The following were the specific purposes of this strategic plan:

- Identify the problems and gaps
- Review vision, mission, goals and objectives
- Review strengths, weaknesses, opportunities and threats
- Work out different alternatives
- Analyze stakeholders and align them for collective effort
- Prepare the plan, develop strategies to implement the plan, and
- Monitor and evaluate the plan

1.3 Process of Preparing the Plan

In the first place, the SPFC has set the Vision, Mission, Goals and Objectives of the college in consultation with different stakeholders. The core team of the college has agreed to make the college better in near future. It organized series of interactions at different levels. In brief, the following were the major processes adopted during the planning:

- **Reviews/Analyses**

  The SPFC reviewed the past and existing plans, policies, programmes and projects of the college. It analyzed the trend of the physical, academic and administrative status employing different methods.

- **SPFC**

  As mentioned above the SPFC started work as per the mandate prescribed by the CMC. The names of the SPFC members have been mentioned in Annex 1. The CMC also developed a ToR for the committee. It has been mentioned in Annex 2.

- **Group Interactions**

  The committee administered different interactions among the stakeholders. During the interactions, the committee collected feedbacks from them. The feedbacks have been incorporated in the plan document.

- **Draft**

  The SPFC collected diverse information. It analyzed feedback received from different stakeholders. Before drafting this plan, the team administered brainstorming and synthesizing exercises.

- **Finalization**

The draft was presented in the meeting of the CMC. After prolonged discussion about the problems and alternatives, the CMC has approved the five-year strategic plan (2019-2023) of the college. During the process of incorporation of feedback from CMC, SPFC also sought feedback from expert educationist and incorporated them in the final document.

1.4 Participants of Strategic Plan

This strategic plan is an outcome of the collective effort of all stakeholders of the college. The management committee, Campus Chief, Assistant Campus Chiefs, M.Ed. Coordinator, heads of different departments, faculty members, administration, students, guardians and other concerned stakeholders had taken active part during the process of planning.

1.5 Stakeholders

The students, their parents, the CMC, teachers and administrative staffs, local leaders and officials of the local and provincial governments, feeder schools and colleges, different universities, other vendors, individuals, national and international donors are the stakeholders of the college. All the stakeholders come together into a working relationship and contribute to the perpetuation of the college. Though the stakeholders were not clear on the vision, mission, goals and objectives of the college in the beginning, the SPFC collected, compiled and synthesized their feedbacks for drafting and consolidating them.

1.6 Scope of the Plan

Primarily, the academic activities of the college will be launched in its premises. The college is sending our students to different organizations for practicum and practice teaching. Similarly, the faculties are being linked to different institutes in and out of the country during accomplishment of the assigned tasks. The college has different projects, which are supported by international agencies as well. Thus, the college has to accomplish different plans and projects at different places simultaneously. Basically, master degree is planning to adopt hybrid and distant mode. For other technical and practical courses, the college will employ appropriate mode of instruction on the basis of the findings of action researches.

The college has decided to carry out action researches to launch every activity. Similarly, the faculties and staff need to have exposure visits and review good practices of other stakeholders as well. Being a part of a University, the focus of the college will be on accomplishment of academic exercises at different levels.

SECTION II

Institution's Profile

2.1 Overview of the Catchments Area

AMC is situated in the prime location. If the college is successful to its journey of quality education, there is high potential of its growth in terms of number of students and their learning outcomes. The following sections deal with its geographical, social, economic and political settings.

2.1.1 Geographical Setting

The college is located in the southern part of Dhading district in the midst of Benighat Rorang, Siddhalek and Galchhi Baireni Rural Municipalities. The environment of the college is quiet though it is in proximity (about 300 metre north from Gajuri Bazaar). The college expands into the area of 14 Ropani land. Mainly, the students from surrounding village municipalities like Siddalek, Gajuri, Galchhi Baireni and Benighat Rorang join this college for higher studies.

2.1.2 Social, Cultural, Economic and Political Settings

AMC is in the surrounding of the emerging market areas of the whole southern part of Dhading district. This is regarded the second headquarters of the district. It is also a business hub due to its link with the Prithvi Highway, which was constructed in 1970s. Hence, the population of this area is growing with higher pace. The number of immigrants is high at Gajuri. Therefore, the area is growing as a heterogeneous society in terms of caste/ethnicity, class and religion.

Most of the people living in and around Gajuri are the followers of Hindu religion. The Buddhist, Christian and Muslim people are in minority in terms of their number. Majority of the people are animists. After political change of 1990 and 2006 only, the religious divide is intensified in the locality following the nation-wise religion conversion trend. In terms of culture, the area is also distinct. Corresponding to the diversity in terms of caste/ethnicity, different cultural rituals and festivals are observed by the inhabitants. The people are being influenced by the western capitalist culture of the late as it is connected to the national and global markets. Economically, the people living in this area are farmers and some of them also hold business along the emerging

markets. People outside Gajuri also involve in different enterprises in and nearby the bazaar. Some of the people are engaged in government and private jobs. The youths living in this community have high propensity to drop out the college to apply for foreign employment. More than 40 institutions have their offices at Gajuri bazaar. It is an attractive place for different I/NGOs too. As the markets are expanding, the probability of increment in students' number is higher in future. More than 100 schools are in operation in the surrounding. This area is forward in educational consciousness. Though there are several higher education institutions, this is only one college in the southern part of Dhading, which runs master degree programme. Despite the quantitative increment, the quality is yet to be obtained by ensuring the participation of all concerned stakeholders.

In terms of political activism, the area is also forward. In every political movement, the people of this place have exhibited solidarity. However, such activism has been primarily peaceful.

As Adarsha Secondary School is the first secondary school in Dhading, it produced renowned politicians, bureaucrats, planners and human resources who are working at national and international levels too. They possess strong we-feeling towards the place and people. Such social and political network can be capitalized to ensure the academic development of the college.

2.1.3 Educational Status and Scope

Nearby AMC, 14 higher secondary schools are scattered as its feeder zone. Almost 500 students are being graduated annually and may join the college for higher study. Similarly, in the surrounding catchment areas there are seven feeder campuses from which nearly 100 students graduate annually. They are likely to join Master's degree in our campus.

The beneficiaries of AMC include learners of high, middle and lower classes. Need of this college is urgent for economically weak, marginalized and females. In this case, AMC has ample scope to cover more students if it becomes able to change the mindset of the parents and provide quality education with well-equipped lab, library, furniture, buildings, drinking water and other infrastructures. AMC is now aware on how to retain and attract students from different parts of the country. It is relatively less polluted,

fresh and cheaper area than the capital. The process of urbanization is also rapid. As a result, the charm for education among the population will be increased in the coming decades. The college is well aware of the demographic transition and deliberately prepared for making this college even more suitable educational institution in the changed context. In comparison to the past, the mindset of the parents is gradually changing and the college is achieving success to increase the ratio of students. The college is being judicious to change the attitudes of the people by mobilizing the community and the stakeholders.

2.1.4 Stakeholders and Scope of their Participation

AMC is a network of social relationship striving for quality higher education. Different government bodies, universities, feeder schools and colleges, students, parents, teachers, management committee members, different venders and donors are the stakeholders of AMC at present.

The college expects maximum involvement of the stakeholders for its holistic development. Though majority of the stakeholders are conscious in quality higher education, their engagement is not adequate for ensuring it. The stakeholders are aware of the ongoing changes in and around the college. The college has not been able to make them proactive for quality education. For instance, the parents are not active enough in the activities of the college though they have been contributing to the college by sending their children.

The college has provision of support to free student union (FSU). The officials are contributing to the development of the college. However, they are not oriented to make their role more proactive for boosting academic rigor in and around the college from students' side. The college is beset by market, which demands quality but does not like to invest. It expects readymade human resources. Our students go to the schools and banks for their practicum. However, we have not been able to maintain relation to an extent so as to accept their feedback to modify the curriculum.

Though, parents have significant role for the college, they have not been straight forward enough. They invest for the higher education of their wards. However, very few come to the college and involve in the activities of the college. Their nominal participation is an issue to be addressed in the course of any planning.

As this college is contributing the national and global educational agenda, government bodies are expected to perform a facilitative role for improvement of the college. It is heartening to share that they have supported the college repeatedly. However, they do not have long-term outlook to view the development of education. The political parties are also active in the surrounding. They have supported the college significantly. However, their efforts are not enough for ensuring quality education at Gajuri and its surrounding.

It is natural to expect leading role from university for academic upliftment. The role of university is confined to regular administrative works for evaluation and certification. It is not imaginative enough for better education in future. Though there is a provision of a member in management committee from Tribhuvan University, it has been decorative only. We have thought to make the TU representative very proactive.

2.2 Descriptions of the Institution

In the course of its operation, the college has developed a specific network. It has earned a social good will as well. It has both strengths and weaknesses. It has mixed experiences during more than a decade. The following sections deal with existing strengths of this college.

2.2.1 Physical Infrastructures

When the local people had initiated to establish this college, it had not any infrastructural bases. It was run in the premises of Adarsha Secondary School. As conflict of interest with the school grew over time, the college had to seek alternative building. It struggled a lot for few years. Now, it has its own land, buildings and other infrastructural bases.

There are two buildings being used for offices and classrooms. One is a 5 roomed block and the other is 17 roomed building. The rooms being used as classroom are neither wide nor comfortable enough. One big building for classroom purpose is being constructed with financial support of the Embassy of India. This will have 20 spacious rooms for classroom, laboratory and offices. However, there are not better facilities for reception, canteen, teacher residence and student hostel.

There are conventional types of furniture in the college. It could not adopt system approach for equipping the college with comfortable furniture and accessories.

The stakeholders have suggested to equip the college with modern technology though it has some basic equipment such as computers, laptops, projectors, cameras etc. We have problem in equipping the classes with Information, Communication and Technology (ICT) and Close Circuit Television (CCTVs) at the moment.

Facility of drinking water is available in the college. However, it is not adequate and of good quality.

Altogether, the college has three toilets at present. They have not been sufficient. The college does not have separate toilets for boys and girls. The college has to plan for installing a vending machine for sanitary pad.

Though college has potential to attract students from outside the district as well, it has not hostel facility at present. Students have been dwelling in rented rooms. Therefore, the college team has taken this issue seriously.

Sport and games are an integral part of education. The college has been holding indoor games only. For outdoor games, it does not have adequate space. Only volleyball and table tennis are being played by the students.

The college is being autonomous at present. The CMC has bought land to construct link road up to college from the Highway. The college has a bus of its own and due to transportation facility, the students from neighbouring market areas can be attracted. Though the college has a library, it is felt necessary to systematize and enrich it with books, furniture and software to suit the academic need of the faculties and students.

For the all-round development of learners, the college needs different laboratory though it has not introduced technical subjects.

2.2.2 Academic Programmes and Curricular Management

The motto of the college is to ensure the quality education. This can only be possible if we concentrated on academic exercises.

2.2.3 Programmes

As mentioned above, the college has the following three programmes now:
a) B.Ed. Programme
b) BBS Programme.
c) M.Ed. Programme

2.2.4   Students Enrollment and Composition

In the initial years, the people would not trust the college. The number of students was very small. When people saw that the core team was operating the college regularly, the number of students increased. There is fluctuation in the number of students. The following tables have shown the number of the students enrolled in the college:

Table 1: Student enrollment of 2075/76

Level	Programme	Enrollment											
		First Year/Sem			Second Year/Sem			Third Year/Sem			Fourth Year/Sem		
		M	F	T	M	F	T	M	F	T	M	F	T
Bachelors	B.Ed.	27	38	65	24	34	58	14	34	48	13	27	40
	BBS	10	30	40	13	21	34	10	22	32	3	20	23
Masters	Education	14	17	31									
Total		51	85	136	37	55	92	24	56	80	16	47	63

Source: College Record, 2076.

Above table shows that altogether there are 371 students studying. Female students (243) outnumber male (128). The flow of students' enrolment is more to study the education stream. Another trend noticeable from the table is that the number of students gradually decreases when they enter Second, Third and Fourth year respectively.

Till 12th June, 2019 altogether 252 students have been graduated from the college. The following table shows the distribution of graduates in last three years:

Table 2: Distribution of the graduate by year

Level	Programme	Number of Graduates								
		2072/73			2073/74			2074/75		
		M	F	T	M	F	T	M	F	T
Bachelor	B.Ed.	10	32	42	9	10	19	10	16	26
	BBS	-	2	2	1	2	3	1	2	3

Source: College Record, 2076.

The table clearly shows that the female outnumber the males in achievement as well. The number of graduates is nominal in management stream.

2.2.5   Curricular Management and Support

During its operation since 2007, the college has used the curriculum developed by TU. The faculties are oriented to impart education as per the approved curriculum. With few exceptions, the faculties have not contributed to curriculum amendment. Recently, Central Department of Education (CDE) requested for feedback for master level curriculum. One faculty provided feedback for its improvement.

2.2.6   Teaching Learning Management and Practices

Most of the faculty rely on traditional chalk and talk method. As there is not any provision for teacher training in higher education, the faculties have no alternatives. As the faculties are ethically bound, they are trying their best. They have established Research Management Cell (RMC) for their professional development. However, it has not accomplished any demonstrable activities so far.

The college has made provisions of different departments. However, they have not accomplished any remarkable tasks with few exceptions. For instances, Nepali Education Department organized Inter Campus Poem Competition on 2nd July, 2019. Similarly, EPM department organized a day seminar on educational planning on 29th June, 2019. Such programmes have boosted morale of both students and faculty members.

2.2.7   Teaching Learning Resources and Support

The college administration has provided ample opportunities for academic autonomy to the faculties. They can manage time to harness soft materials from TU central library, Martin Choutari and Social Science Baha. Some of the faculties collected resources from Journal Storage (JSTOR) and share them among students. The college has planned to install own computer lab, library (digital as well) and other facilities.

2.2.8   Examination System and Results

The students from this college have taken part regularly in the examination being held by Tribhuvan University at the end of academic sessions each year. However, the trend of achievement is not above average. This is because of the quality of education being provided by the feeder schools and colleges among others. The college has provided books for students by its own initiative. Consequently, the result has reached up to average. Still there is ample room for improvement.

2.3   Human Resource Management

The CMC has a provision of forming different subcommittees for different sector performances. A recruiting sub-committee also is functioning in the college. As per the decision of the CMC, it advertises for the vacant position and recruits the qualified candidate. The full time faculties are recruited through written, oral and practical examination. The recruitment committee appoints two or three subject experts from other university or colleges and selects the candidates impartially. In case of the part-time staffs, the campus chief appoints them as per practical test.

2.3.1 Administrative Personnel and Staffs

There are only four non-teaching staffs. They perform all round activities as and when required. The college has two shifts and same staffs have been mobilized to administer the required tasks by providing overtime. There is one head assistant actively working in general administration, one assistant accountant, one helper and one driver. See Annex for detail.

2.3.2 Management Personnel

There are 25 members in the CMC. The first CMC was formulated with chairmanship of the then Local Development Minister of Nepal government Hon. Mr. Rajendra Prasad Pandey. The CMC has been timely reformulated in four years as per the statute of the college. Still, he has provided guardianship to the CMC and the college. Three of them are female members. The details of the CMC is included in Annex 3.

Overall administration of the college is shouldered by the Campus Chief. There are two streams viz. management and education. Therefore, there are two Assistant Campus Chiefs for each stream. For master degree, there is a separate Programme Coordinator. For other managerial task, the college has provision of department heads according to numbers of faculties.

2.3.3 Faculties

There are 21 faculty members. Eleven of them are full time. Ten are serving the college as part timer. All of them are at least master degree holders. Three of them hold M.Phil. degree. Two of them have enrolled for Ph.D. programme. All the faculty members

become member of RMC and engage in their professional development. The detail of the faculty members is included in Annex 4.

2.4 Institutional Management

The college is an autonomous entity. It is recognized as a reputed higher educational institution in the society. The following sections introduce the identity of the institution.

2.4.1 Institutional Structure

In apex, there is general assembly of the college. It approves all plans and policies, budget and programmes annually. Its tenure is of four years. The assembly elects Management Committee of the college. The decisions of the Management Committee are executed by the Campus Chief. There are two assistant Campus Chiefs under Campus Chief. M.Ed. Coordinator, Department Heads, RMC, different committees, administration, account section and librarian are working for the smooth operation of the college. Figure 1: Organogram of the college (**See annex** 6).

2.4.2 Management Committee

As mentioned above, there are 25 CMC members. The committee approves plans, policies, programmes and activities. It recruits staff and faculty members. Management of the physical infrastructure of the college falls in its jurisdiction. The campus chief is the general secretary of the committee. He executes the decisions of the CMC.

2.4.3 Administration

The decisions of the Campus Chief are executed by administration. Basically, it coordinates among different stakeholders. The responsibility of the communication is also shouldered by the administration.

Except administration, different committees are functional within the college as per their specific mandate. The mandate is determined by the CMC.

2.4.4 Academic Management

At the organization chart, the sole responsibility of academic efforts is under Campus Chief. Assistant Campus Chiefs are also responsible for fostering academic environment as per their streams. M.Ed. Coordinator is responsible for the master level academic exercises. Specifically, subject-wise departments are made responsible for the research and other academic efforts within their subjects. Nepali, English,

Management, and EPM.are the major departments in the college as per the size of the department. They can launch different activities to boost the academic development of their respective disciplines and subjects. Primarily, university education is associated to research activities. The task of research is shouldered by RMC. All faculties including administrator and accountant are members of RMC. Basically, it carries out research activities and publication.

2.4.5 Associations (Faculties, Staffs and Student)

The faculty members are also member of Professor Association. It was formulated in the past. Since then, different changes have occurred. Therefore, it is necessary to reorganization of the association as per the changes occurred in its members.

The staffs have not any organization so far. Some of the staffs have raised issue of opening cooperative of faculty and staff. The campus has taken this issue in consideration.

There is a Free Student Union (FSU). It was elected few years back. It is still active and functions for the betterment of college.

2.5 Economic and Financial Management

In comparison to other 11 public colleges run in Dhading district, AMC has its own building and compound.

2.5.1 Fixed Assets

As it is a community and non-profit making college, different individual and institutional donors have contributed to the expansion of its fixed and current capitals. They include land, buildings, furniture and fixtures, equipment etc. The following table shows its fixed assets:

Table 5: Nature of Fixed Assets and Amount

S.N.	Nature of Fixed Assets	Quantity
1	Land	14 Ropani
2	Buildings	4
3	Furniture and Fixture	More than 160 sets
4	Office and Lab Equipment	20
5	Books	More than 5000

2.5.2 Operational Expenditure and Trends (Management plus Programme)

It needs various operational expenses such as salary, stationery, transportation and fuel, repair and maintenance, water and electricity, etc. to run the organization smoothly and efficiently. These expenses are increasing every year. Last year, the college had budget of NRs. 11,558,500. The same amount has been spent last year. The pattern of the expenditure is shown in the following chart:
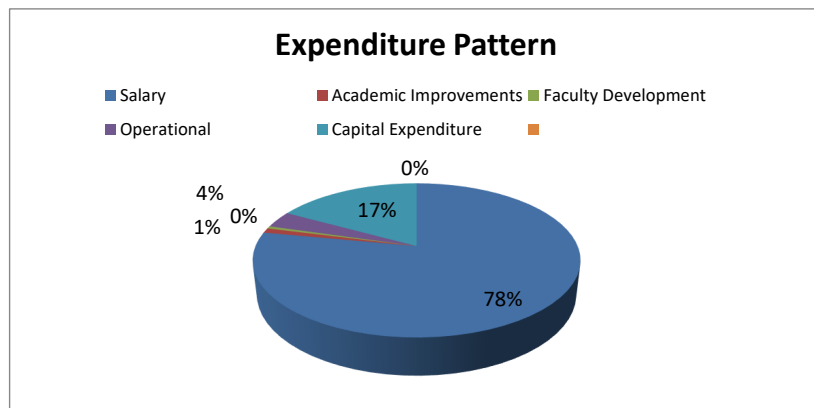

Figure 1: Expenditure Pattern of the College

2.5.3 Sources of Income

Primarily, we have been receiving income from two sources i.e. internal source and external source. As an internal source, we receive monthly fee, examination fee and bus fair. From the bank, we get interest etc. whereas external sources includes grants from individual and institutions like the UGC and local and provincial governments etc. The size and source of the income of the college are shown in the following pie chart:
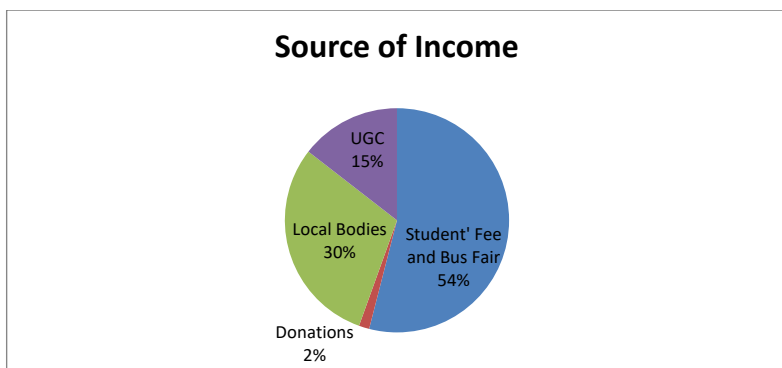

Figure 2: Sources of Income of the College

2.5.4 Cost per Student

In comparison to the fees collected by other colleges, we charge very low. This is low as per the quality and services we are delivering. Last year we had 371 students. The total budget was NRs. 11,558,500. This means per unit cost is NRs. 31,155.

2.5.5 Financial System

Like other institutions, AMC has followed double accounting system. It has been keeping the record of financial transactions day to day in a ledger. With the support of Gajuri Rural Municipality, it has installed software, which has made easy to prepare financial plan. It has an automatic billing system and machine. The college is also flowing information and notices including financial issues through its website (www.amcdhading.edu.np), Facebook and google classroom.

The college has been preparing its audit report every year and presenting the report to the Management Committee. It is also shared among different stakeholders as per the requirement. The college has been following the inventory system every year.

2.5.6 Financial Sustainability Measures Adopted

The college is being operated in deficit annually. Though the student enrollment is satisfactory, the dropout rate is considerable. The male students leave the college for foreign employment whereas the female students get married and leave the college without completing the learning cycle. The amount collected from students is inadequate to meet the cost of the college. It does not have any alternative source of income. The local bodies and UGC provide the college a conditional support and the college cannot spend the grants in salary.

The college has no alternative to increase number of students. This is why; the college is devoted to improve the quality of education to attract more students.

Due to financial constraints, it was obliged to deduce the number of full time faculties and their salary scale has not been grown annually as per the government's decision. The system of three periods for being full time in bachelor's level was increased to four periods by the CMC decisions. Since 2074, financial loss has been narrowed. In 2075/076, the income and expenditure are to a great extent balanced.

2.6 Research, Documentation and Publications

The management of the college accords high priority for research as per discipline and subject. A Research Management Cell (RMC) was also formed in past. It conducted a

nominal activity. After the initiation of master degree, the college has hired three full time teachers and has resumed the activity related to research. In 2075, it formulated a new RMC. It has just begun its work.

2.6.1 Research and Development

For research related activities, the college has encouraged RMC. The RMC has just begun its activities. Primarily, it has aimed at making the college a hub of education. As University Education is revolving around the disciplinary researches, it has planned to encourage faculty members and students for administering different researches in their respective subjects. It orients the students on thesis writing and controls the quality of researches they carry out. To boost academic rigor, it has initiated to publish a research journal soon.

2.6.2 Documentation and Publication

The RMC also undertakes work of documentation and publication. The college has allocated certain amount of budget for publication. There are separate editorial and publication committee under the RMC. As mentioned above, RMC is collecting articles for the publication of annual research journal.

2.7 Extra-Curricular Activities

The college has formed an Extra-Curricular Activity Committee (ECAC) of faculty members and staff. It is headed by one of the assistant campus chiefs. It organizes both games and other extra-curricular activities.

As the extra-curricular activities boost the personality of the students, ECAC organizes indoor activities within the college. It publishes a calendar. Some activities are planned. They are organized in the planned dates.

The college also organizes outdoor activities for the all-round development of the students. It ranges games to other ECAs.

SECTION III

Development Trend

3.1 Physical Infrastructure Development

Though the college has minimum physical requirements, they are not sufficient. Therefore, the college has approached with Indian Embassy for a building. It is under construction. The core team has different projects in mind. They were put forward with ad hoc model. Now, we have realized that we have to plan in an integrated fashion. We have decided to develop a master plan for the all round development of the college under which we shall construct reception, well equipped library, attractive and hygienic canteen, play ground, hostel, teachers' quarter, well-equipped classrooms, conference hall etc. We have realized to install a laboratory for language and psychological experiments. It has planned to establish a resource center of education at college premises. Furthermore, the team is open to diversify the college and expand it physically and academically.

3.2 Programme/Academic Development

The college management is in favor to introduce transformative education in the college. It has successfully introduced ICT and Google Classroom at master level. Gradually, they will be introduced at bachelor level as well. The college also organizes internal examination as well. In order to foster academic exercises and discourses, the college is encouraging each faculty. The staff meeting held on May 2019 has formulated different departments. The department heads have been nominated and are preparing ToR of their respective departments.

3.3 Student Enrolment

Once, the enrollment of students was decreased significantly. After 2015, the rate of student enrollment is being increased. The team of the college is being very strong currently. Therefore, the potential of increment in number of students is very high. The college regards students as goodwill ambassadors. To be self-reliant economically, it has to increase number of students.

3.4 Human Resource Development

The college has a Human Resource (HR) Policy to attract higher quality human resources. It is empathetic to the faculties who join M.Phil. and Ph.D. degree. It has

started to allocate certain amount of the budget in HR development. It sends its faculties in trainings and international conferences. As the college strives for imparting quality education, it has been devoted to the professional development of the faculty members. It has prepared the statute, and financial regulation, which aim at all round development of the college. Establishing RMC, beginning of publication of a research journal and formulation of departments all indicate that the team of the college is oriented to all round development of the college.

3.5 Student – Teacher Ratio

The number of students at present is 371. Now, there are 21 teachers. The teacher student ratio is 1:17.66.

3.6 Institutional Development

The college has come along many changes for its academic development. For instance, installation of the software for account keeping, administration, payroll management, and library management have made the delivery of the college efficient. The college has its website. Similarly, the teacher's attendance has been digitalized. Likely, the college has developed departments too. RMC has been formulated and the faculties are engaged in publishing the research journal.

The college has reviewed its own statute. It has also revised its financial regulation. It has also institutionalized the scholarship bursary scheme. The college has developed bursary scheme and developed scientific criteria for selecting students for bursary and scholarship.

3.7 Economic and Financial Development

Majority of the students joining this college are from low socio-economic status. Their main source of income is agriculture and livestock keeping. Therefore, the college is imparting education to the students with service motive. It has attempted to search scholarship and sponsorship for the underprivileged students. Due to our service orientation, it can obtain some funding from the UGC and local bodies. However, they do not grant support for the salary of the staff whereas nearly 80 percent budget is being required for staff remuneration. As the college not have other alternative reliable source

of income, it has to increase the number of students. The entire scenario indicates that the college has to ensure the quality of education.

Another window is to advocate for the programme for the low-income groups. The college can establish partnership with state and non-state actors to launch income-generating activities among the families of the underprivileged students.

3.8 Research, Documentation and Publication

As higher education revolves around research, the college has accorded high priority on RMC and its activities. The intent of focusing on research is to equip the faculty members and students with up to date knowledge and skills in research. Every topic of the curriculum is a subject to research. As the exercise makes the students expert, they are demanded by the market. Then only, our objective is fulfilled. As a way to emphasize research, the college has allocated budget for RMC and its publication. We are open to extend our hands to other stakeholders for fund raising. Anyway, we have been committed to research, documentation of research and publication in future.

3.9 Extra-Curricular Development

Students need exposure to the outside society in the journey of being perfect. The source of knowledge and resources are in outside the classroom. They have to be encouraged for being resourceful to live in the society. Extracurricular Activities (ECA) are helpful for making students smarter. We publish our academic calendar annually. We have a committee to launch ECA. It determines types of activities, and time. It requests the college for funding. The college has been allocating budget for ECAs.

As we have website, we have invited the students and teachers for blog. The academic writings of the teachers and students are being published in the blog. This is hoped to be helpful in augmenting academic rigor.

SECTION IV

SWOT Analysis of the College

There are different approaches to analyze the existing situation of the college. The college carried out SWOT analysis in order to come up with a strategic planning. The result is dealt in subsequent sections.

4.1 Strengths

- Own land, buildings and assets
- Calm environment
- Qualified, competent and experienced teachers
- Service oriented staff
- Dynamic management committee
- Advisers with high level of competence and social capital
- Regular class and examinations
- Diligent students
- Provision of bursary
- Relatively cheap monthly fee
- Started ICT based teaching at master level and learning system
- Cordial relation between society and college
- Increasing facilities for teachers
- Better income source
- Canteen facility inside campus premises
- Research based learning
- Establishment of Research Management Cell
- Homely environment
- Experienced human resources hired for M.Ed.
- Campus has its own website and software

4.2 Weakness or Gaps

- Inadequate standard of infrastructural base (toilet, drinking water, library, furniture, energy, Reception, Canteen, Computer lab)
- Inadequate permanent teachers
- Inadequate professionalism among the faculty and the staffs for the best quality

- Poor economic status of the students
- Muddy road and no provision of light
- Inadequate ICT based educational environment
- Inadequate playground
- No maximal use of land and resources
- No regularity and punctuality of some teachers
- Teachers changing quickly (Part-time)
- Absence of student orientation in the beginning of the session
- Working calendar not implemented
- Blame game
- Poor communication and coordination
- No clarity on VMGOs
- Less educational excursions for the students
- Low academic achievement
- Less activities in research based education system
- Some software aspects still to be activated

4.3 Opportunities

- Prime location
- Increasing catchment areas due to urbanization along the Highway
- Transportation facilities as it is nearby the Highway
- Social good will
- Individual and institutional donors' willingness to support
- Research based teaching learning
- Possibility of additional subjects and discipline
- Possibility of increment of student number
- Supportive social environment
- Possibility to use ICT
- Bus service can be extended and systematized
- Possibility of continual support from UGC and Indian Embassy
- Possibility of teachers' professional development
- Availability of subject teachers in the locality
- Possibility to make it model higher education institute

- Ample possibility to augment quality education
- Positive external agencies like UGC and TU
- Can be a pleasant venue of national and international seminars

4.4 Threats/Challenges

- Increase economic sources
- Protect the physical property
- Enhance research activities and develop physical infrastructure
- Provide quality education in low fees
- Attract and retain students
- Retain competent teachers particularly of M.Ed. level
- Use ICT during frequent load shedding
- Possibility of river cutting and landslides
- Poor quality of feeder schools and colleges
- Compete with other colleges
- Provide job generating education
- Impart vocational practical education
- Unstable education policy
- Daughters and daughter-in-laws beset by multiple hurdles
- Attraction of students in foreign employments
- No unanimity in community participation
- High cost to provide quality education by using ICT
- Part time teachers may not be ready for professional upscaling
- Absence of global information among different stakeholders
- Several campuses established in its catchment areas
- Books and educational materials not found in local market
- Locality less aware about quality higher education,

4.5 Basis and Core Priorities for the Institutional Development

During the course of this planning, the college determined the vision, mission, goals and objectives. The following are the objectives and prioritized activities to realize them:

Objectives	Priority Activities
To ensure quality education as per the goals of the university together with vision and mission of the college	1.1 Orient and enable teachers to deliver good quality education 1.2 Sensitize students for tireless effort to harness quality education 1.3 Identify and sever vicious cycle 1.4 To launch activities to improve quality of feeder schools and college
To introduce technical and practical courses as per the demand of the society	2.1 Offer diverse courses and modules for all round development of needy students 2.2 Approach with concerned University for affiliation
To retain/attract the number of students	3.1 To maintain good image of the college 3.2 Attract students to the college from the region
To boost the professional capacity of the teaching and non-teaching staff so as to realize better academic outcome	4.1 To encourage teachers and students for research, academic writing and publication 4.2 Training and orientation for capacity development
To develop appreciable and enabling infrastructural base (computer lab, library, teacher quarters, guest houses, canteen, and venue of seminar and conferences etc.) of the college	5.1 Assess need 5.2 Prepare cost estimates and proposals for different 5.3 Prepare integrated master plan 5.4 Align different stakeholders to implement the master plan
To ensure access of the underprivileged students to higher education in a reasonable cost	6.1 To run classes of diverse streams and subjects 6.2 To target the underprivileged students

SECTION V

Strategic Plan

5.1 Vision, Mission and Goals

Vision

To develop Adarsha Multiple College as a preferred higher educational institution in the region

Mission

To contribute the nation by transforming the learners who are enrolled in the college through imparting quality education

Goals

1. To transcend quality knowledge, skills and abilities among learners in realizing the global and national educational agendas including the Sustainable Development Goals (SDGs)

2. To contribute to rigorous academic efforts so as to make the college and its surrounding an educational hub

5.2 Core Values

The following will be the core values of the college:

Honesty	Integrity
Hard work	Perseverance
Punctuality	Respect to diversity
Humanity	Neutrality
Academic excellence	Sustainability
Flawless Leadership	Innovation

5.3 Strategies

As per the objectives set, we have prioritized activities as stated above. To implement the activities the following strategies will be employed by specified actors:

Strategies	Time frame	Responsibility	Performance Indicators
1.1 Enhance team spirit among teaching and non-teaching staff	1st year onwards	CMC/Campus	Degree of efficiency
1.2 Campaigning among parents	2nd year on wards	Campus team	Frequency of meeting
1.3 Orient the students	First year onwards	Campus team	Quality & quantity
1.4 Employ better communication strategy	2nd year onwards	Campus team	Strategy Paper
1.5 Encourage faculties at different levels for carrying out action researches before making any decisions	2nd Year onwards	RMC	Number of action research carried out
1.6 Implementation of achievement improvement plan	2nd year onwards	RMC Teachers	Plan Document + Students' results
2.1 Survey	2nd Year onwards	RMC	Survey Report
2.2 Consultation with stakeholders and experts	1st year onwards	Campus Team	Number of event and report
2.3 Feasibility study	1st Year onward	Campus Team	Feasibility Report
2.4 Resource mobilization and implementation	2nd year onwards	CMC and Campus Chief	Transaction Frequency
3.1 Launching programmes which boost the morale of the existing students	1st Year onwards	Campus family	Sense of ownership
3.2 Encourage ex-students to launch promotional activities	1st year onward	Ex Students	Formation and Function of Alumni
3.4 Offer diverse courses and modules for all round development of	3rd year onward	Campus team MC/Campus	Introduction of courses

3.6 Introduce counseling section	1st Year onward	MC/Campus	Formation and function of counseling section
4.1 Strengthening RMC	1st Year onwards	RMC	Activism of RMC
4.2 Publication of a Research Journal	1st Year onwards	Experts	1, 2, 3 &4 Journal
4.3 Need identification of the staff	1st Year onwards	RMC	Need Ass. Report
4.4 Capacity building	Second Year	Experts	Faculties Oriented
4.5 Provide incentives to retain and attract dynamic human resources	Ongoing	MC/Campus Chief	Dynamic HR Retained
5.1 Improve image of the college by prompt responses and polite services	Ongoing	Campus Team	Student / client satisfaction
5.2 Boost goodwill among different donors	Ongoing	Campus Team	Donor satisfaction
5.3 Mobilize and maximize resources	Ongoing	Campus Team	Improvement in Campus
5.4 Capitalize social networks	Ongoing	Campus Team	Frequency of interactions
6.1 Prefeasibility study	First Year	RMC	Prefeasibility Report
6.2 Efforts to get affiliation	2-4th Year	Campus Chief	Affiliation Letter
6.3 Bursary	6 months onwards	Campus Chief	Students benefitted
6.4 Remedial teaching	First year onwards	Teachers	Students benefitted
6.5 Use of ICT	2nd Year onwards	Teacher/Campus Chief	Students benefitted
6.1 Social mobilization	First year onwards	Teachers Campus Chief	Students benefitted

5.4 Programmes

- Research Programme
- Library Management
- M.Ed. Programme
- Physical Improvement Programme
- Field Trip (Students & Teachers)
- Student Welfare Scheme
- Educational Materials Production and Publication
- Teachers' Professional Development
- Seminar, Field works and Excursion
- Communication
- Public Relation
- Counselling

5.5 Priorities

- Enhancing Quality Education
- Teachers' Professional Development
- Students' Support Programme
- Extra-curricular Activities
- Master Degree in Education
- Establishing a Resource Center for Education
- Resource Maximization
- Appointment of further teaching & non-teaching staff
- Support for Communication and Hospitality
- Using ICT
- Maintaining Different Software
- Management of Change

5.6 Implementation Plan

a) Sharing of Plan among Different Stakeholders
b) Action Research for Each Activities
c) Organizing Operational Units
   - Co-ordination Mechanism
   - Controlling Mechanism
d) Social Mobilization
e) Assign Right Responsibility to Right Person
f) Align Different Stakeholders for Implementation
g) Monitoring

5.7 Provisions for Monitoring and Evaluation

As the campus general assembly is an apex body, it will monitor the plan as per the performance indicators. The University, UGC and other donors can also monitor the project activities they have funded. The management committee will develop indicators for monitoring. A specific monitoring sub-committee has been made.

The Campus Chief, parents, students and concerned stakeholders have been made responsible for monitoring the activities being implemented in the college. Evaluation of every activity will be carried out for lesson learning. This will contribute to situation analysis for next planning.

5.8 Assumptions/Limitations

We have been optimistic about the better future and hope that the college environment will be peaceful. We also assume that the students have propensity to maximize their academic achievements.

We hope all other stakeholders strive for better quality education for the good of the social whole.

We hope that there will not be situation of conflict. We assume that we may not face any disaster during the plan period.

Finally yet importantly, we have not own technical, physical and financial resources to accomplish the best projects. We have to rely on external resources. As per the assessment of situation, we have hope that we can acquire public resources.

This plan will be feasible if the socio-economic-political and other environment remain normal and our basic assumptions are met.

SECTION VI

Resource Mobilization-- Stakeholders' Concerns and Commitments

As stated above, any plan is feasible if the team can raise the fund as per the assumption. The college is serious and responsible enough to maximize the chances of the success. To optimize the possible resource use we are open to align all stakeholders, establish their network and prepare a scheme for resource mobilization.

6.1 Stakeholders' Forum

As mentioned above, general assembly members, management committee, social workers, faculty coordinators, Head of Departments, politicians, officials of local bodies, educationalists, academicians, staff, ex-students, students etc. are our stakeholders. We have a plan to develop their forum. We shall discuss on our strengths, weaknesses, opportunities and threats. We prepare each project meticulously. By compiling number of projects, we shall develop a master plan in this period. We shall form committees for the mobilization of different resources.

6.2 Commitments and Concerns

We put forward our proposal to make the college a quality higher educational institution at different stages. As it is a long-term agenda, we shall not hurry. We strive to establish rapport in the first phase. We raise concern. Gradually, we open up our issues for ensuring the commitment from different stakeholders. We share our concept notes and design. Finally, seek cooperation for mobilization of different resources.

6.3 Networking

When we know the commitments of all stakeholders, we group them as per our long-term projects. We establish network among likeminded and devoted stakeholders. Such a network may be base for furthering our future projects. The Campus will form a team for such networking.

6.4 Scheme for Resource Mobilization

Resource mobilization is a crucial step in the development of the college yet further. A dynamic team for fund raising will be identified and mobilized. The VMGOs will be shared among the prospective donors. The proposal for each project is developed by another team. The design and the interfaces will be shared. The team will develop a system approach for mobilizing resources and implementing master plan.

Annex 1: Strategic Plan Formulation Committee (SPFC) Members

i.	Coordinator	:	Rajendra Prasad Pandey (CMC Chairman)
ii.	Member	:	Promod Raj Rupakheti (CMC Member)
iii.	Member	:	Shukla Bahadur Uprety (CMC Member)
iv.	Member	:	Sharad Chandra Simkhada (M. Ed. Coordinator)
v.	Member	:	Mahendra K. Karki (HoD: EPM)
vi.	Member	:	Ramesh Bhattarai (M. Ed. Lecturer)
vii.	Member	:	Ram Chandra Aryal (Asst. Campus Chief)
viii.	Member	:	Ishwary Prasad Dhungana (Asst. Campus Chief)
ix.	Member	:	Rudra Prasad Danai (Campus Chief)

Annex 2: ToR of SPFC

- Identify the problems and gaps of the college through consultation with concerned stakeholders
- Review and modify vision, mission, goal and objectives of the college
- Administer SWOT analysis at different levels of the college
- Work out different alternatives through brainstorming
- Analyze stakeholders, their standpoints towards college and develop a plan to align them for collective efforts in order to improve it in all respects
- Prepare the cost estimates and design of several projects, develop strategies to implement them
- Develop master plan out of numerous projects
- Develop implementation plan
- Coordinate with different stakeholders to come up with a strategic plan

Annex 3: List of CMC members

S.N.	Name	Designation	Address
1	Rajendra Pd. Pandey	Chairman	Gajuri 2, Dhading
2	Purushottam Das Shrestha	Vice Chairman	Gajuri 1
3	Thakur Pd. Sharma	Member	Gajuri-1
4	Krishna Badan Nakarmi	Member	T.U. representative
5	Rajendra B. Basnet	Member	Gajuri -5
6	Sita Dhungana	Member	Gajuri -1
7	Pramod Rupakheti	Member	Gajuri -5
8	Sukla Bdr. Uprety	Member	Gajuri -1
9	Manohar Das Shrestha	Member	Gajuri-1
10	Binod Pathak	Member	Gajuri-1
11	Rang Pd. Thapaliya	Member	Siddhalek -6
12	Laxman Khatiwada	Member	Siddhalek -7
13	Ramsaran Giri	Member	Siddhalek -7
14	Pusparaj Thapaliya	Member	Siddhalek -7
15	Taranath Bhandari	Member	Gajuri - 1
16	Bhumi Pd. Kadel	Member	Gajuri – 2
17	Bhadralal Magar	Member	Gajuri –3
18	Rajkumar Pandit	Member	Gajuri -1
19	Nisha Gajurel	Member	Gajuri -1
20	Indira Regmi	Member	Gajuri- 6
21	Arjun Pd. Aryal	Member	Gajuri – 6
22	Gangasagar Nepal	Member	Gajuri -1
23	Ram Chandra Aryal	Member	Faculty Representative
24	Rupak Giri	Member	FSU, AMC
25	Rudra Pd. Danai	Member Secretary	Campus Chief

Annex 4: List of Faculty Members

S.N.	Name	Qualification	Position	Teaching
1.	Rudra Prasad Danai	M.A./M. Ed.	Campus Chief	Bachelor/Master
2	Ram Chandra Aryal	MBS	Ast. Campus Chief	Bachelor
3	Sharad Ch. Simkhada	M.Phil.	M.Ed. Coordinator	Master
4	Mahendra K. Karki	M.Phil.	EPM, HoD	Master
5	Ishwari Pd. Dhungana	M. Ed.	Ast. Campus Chief	Bachelor
6	Ramesh Bhattarai	M.Phil.	Lecturer, HoD Nepali	Master
7	Indira Khatiwada	M. Ed.	Ast. Lecturer	Bachelor
8	MuktikalaLamichhane	M. Ed.	Education, HoD	Bachelor
9	Sumitra Bhatta	MBS	Mgmt., HoD	Bachelor
10	Nar Bdr. Gurung	M.Ed.	Ast. Lecturer	Bachelor
11	Suresh Kumar Basnet	M.Ed.	Ast. Lecturer	Bachelor/Master
12	Bina Kharel	M.Ed.	Ast. Lecturer	Bachelor
13	Rita Silwal	M.Ed.	Ast. Lecturer	Bachelor
14	Rajkumar Shrestha	M.Ed.	Ast. Lecturer	Bachelor
15	Raju Adhikari	M. A.	Ast. Lecturer, HoD English	Bachelor
16	SubashKhanal	M.A.	Ast. Lecturer	Bachelor
17	BhagawatiRegmi	M.Ed.	Ast. Lecturer	Bachelor
18	Shanti Shah	M.Ed.	Ast. Lecturer	Bachelor
19	Prakash Acharya	M.Ed.	Ast. Lecturer	Bachelor
20	Dipak Khanal	M.Ed.	Ast. Lecturer	Bachelor
21	Kiran Pandey	M. Ed.	Ast. Lecturer	Bachelor

Annex 5: List of Administrative Staff

S.N.	Name	Qualification	Position	Tenure
1.	Ram Kumar Shrestha	B. Ed.	Head Assistant	Full time
2.			Accountant	On Recruitment Process
3.	Nabin Uprety	SLC	Librarian	Full time
4.	Dipak Bhujel	Class 10	Helper	Full time
5.	Bhimsen Majhi	Literate	Driver	Full time

Annex 6: Organogram of the College
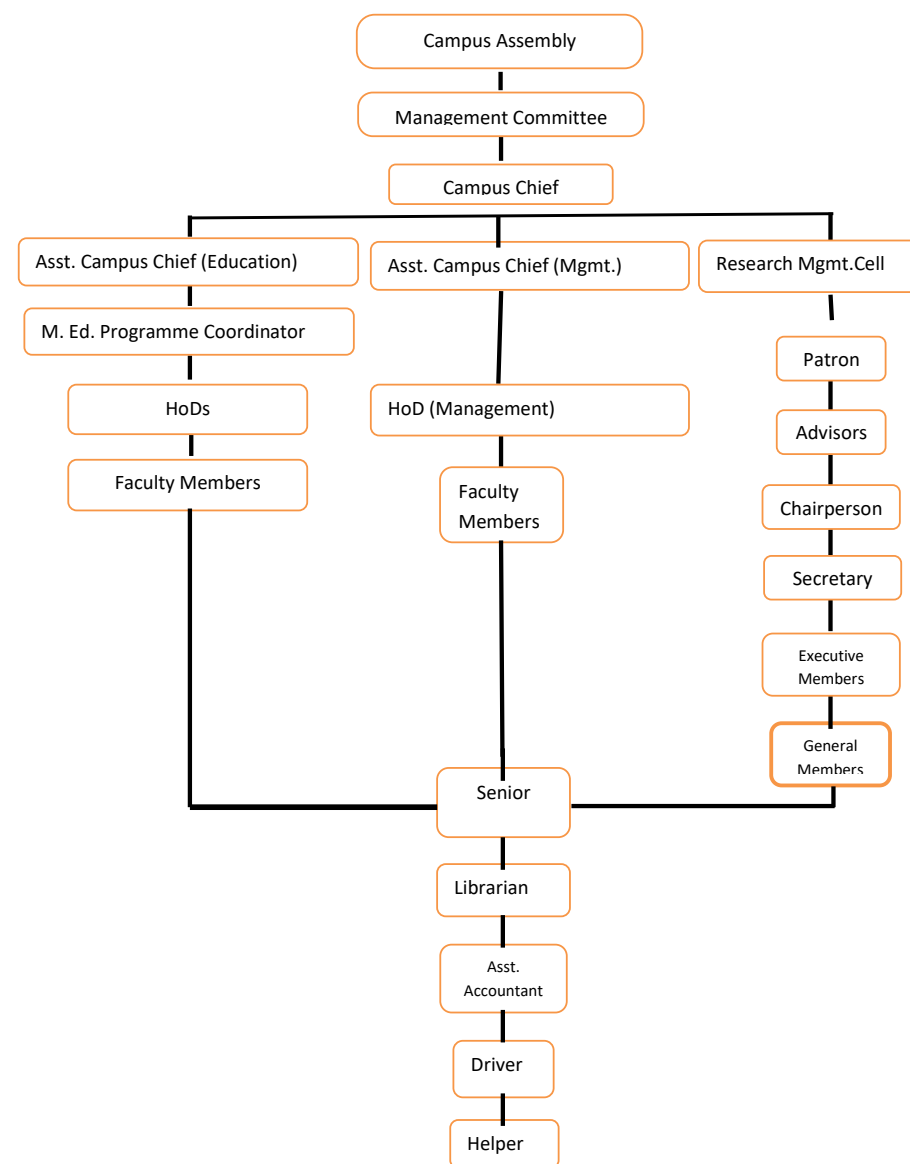
Annex 7: Departments and Representative List

A. Extra-curricular Activity Committee
1. Co-ordinator : Ramchandra Aryal
2. Member : Ramkumar Shrestha
3. Member : Prakash Acharya
4. Member : Muktikala Lamichhane
5. Member : Shanti Shah
6. Member : FSU Representative

B. Department of English Language
1. HoD : Raju Adhikari
2. Member : Rudra Prasad Danai
3. Member : Shanti Shah
4. Member : Nara Bahadur Gurung
5. Member : Subash Khanal

C. Department of Nepali Language
1. HoD : Ramesh Bhattarai
2. Member : Muktikala Lamichhane
3. Member : Suresh K. Basnet
4. Member : Bina Kharel
5. Member : Ishwari Prasad Dhungana

D. Department of Education
1. HoD : Mahendra Kumar Karki
2. Member : Sharad Chandra Simkhada
3. Member : Rita Kadel
4. Member : Indira Khatiwada

E. Department of Management
1. HoD : Ram Chandra Aryal
2. Member : Sanam Shrestha
3. Member : Prakash Acharya
4. Member : Dipak Khanal
5. Member : Kiran Pandey

Annex 8: List of RMC Team

Patron **:** Mr. Rajendra Prasad Pandey

Advisors : Dr. Roj Nath Pandey

  : Dr. Sadananda Kadel

  : Mrs. Sita Dhungana

1. Chair : Mr. Rudra Prasad Danai
2. Member : Mr. Ram Chandra Aryal
3. Member : Mr. Iswari Pd. Dhungana
4. Member : Mr. Ramesh Bhattarai
5. Member : Mr. Mahendra Kumar Karki
6. Member : Mr. Suresh Kumar Basnyat
7. Member : Mrs. Muktikala Lamichhane
8. Member : Mr. Prakash Acharya
9. Member : Mrs. Indira Khatiwada
10. Member : Mrs. Bhagawati Regmi
11. Member : Mr.Raju Adhikari
12. Member Secretary : Mr. Sharad Chandra Simkhada

Annex 9: ToR for Strategic Plan Formulation Committee

a. To review the existing plan and policies
b. To identify the current major problems encountered by campus
c. To analyze the physical, administrative, economic and academic situation of the campus.
d. To analyze the stakeholders of the campus (Students, teachers, Parents, competitors)
e. To analyze the current trend.
f. To conduct SWOT analysis.
g. To explore and analyze the good alternatives for resolving the problems.
h. To assess the required resources,
i. To suggest the techniques for resource mobilization,
j. To allocate resources
k. To formulation action plan for implementation
l. To recommend human resource to implement the plan.