

**UNIVERSITY GRANTS COMMISSION (UGC) NEPAL
EDUCATIONAL QUALITY ASSURANCE AND ACCREDITATION COUNCIL (EQAAC)**

**PREPARATORY ASSESSMENT REPORT
FOR QUALITY ASSURANCE AND ACCREDITATION OF
MAHENDRA MORANG ADARSH MULTIPLE CAMPUS (MMAMC)
Biratnagar-12, Koshi Province, Nepal**

REVIEW TEAM

[PROF. SHIBA KUMAR RAI, PhD] (TEAM LEADER)
[MR. NARAYAN PRASAD BHANDARI] (STAFF MEMBER)

REVIEW DATE

09 – 11 BHADRA, 2083 (25 – 27 AUGUST, 2026)

SECTION A

GENERAL INFORMATION

1. Introduction

Name of the Institution	Mahendra Morang Adarsh Multiple Campus (MMAMC)
Address of the Institution	Biratnagar-12, Koshi Province, Nepal
Telephone Number	021-475791, 021-475404
Fax Number	Not available in submitted data
E-mail Address	ramavatar.sharan@mmamc.tu.edu.np
Website	https://mmamc.tu.edu.np/
Date of Establishment	2012 B.S. (1955 A.D.)
University	Tribhuvan University
Type of Institution	Constituent College
Funding Provision	UGC / Government
Head of the Institution	Dr. Ramavatar Sharan (Campus Chief)
Contact No. / Email	9842084439 / ramavatar.sharan@mmamc.tu.edu.np
Date of IQAC Formation	2076 B.S.
IQAC Coordinator	Dr. Ramavatar Sharan
Contact No. / Email	9842084439 / ramavatar.sharan@mmamc.tu.edu.np
Accreditation Cycle	Primary (First Cycle)
Date of First Accreditation	Not yet awarded

2. QAA Journey of the Institution

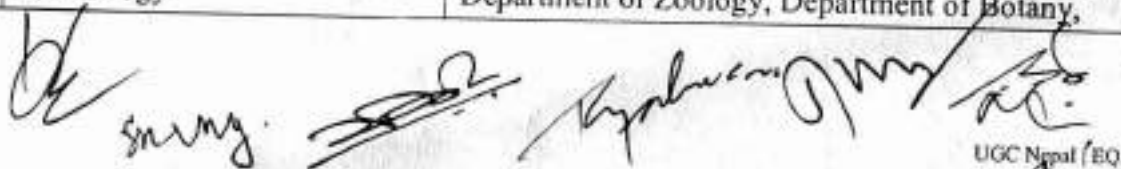
S.N.	Particulars	Dates	Remarks
1	LOI Approval	2076 B.S.	
2	SSR Submission	2082 B.S. (updated)	
3	SSR Approval	2082 B.S.	
4	PRT Formation	2083 B.S.	
5	Preparatory (Pre) Visit	2083 B.S.	

3. Current Academic Programs Offered by the Institution

Level	No. of Programs	Academic Programs
Bachelor's	13	B.Sc., BBS, BA, B.Ed., BIT, BSc CSIT, BCA, BSW, BBA, BBM, BPA, and BICTE
Master's	6	MSc Physics, MSc Chemistry, MPA, MBS, MA English, and MEd

4. Academic Departments Functional in the Institution

S.N.	Faculty / Institute	Name of the Department
1	Institute of Science and Technology	Department of Physics, Department of Chemistry, Department of Zoology, Department of Botany,




		Department of Microbiology, and Department of Mathematics
2	Faculty of Management	Department of General Management, Department of Accounts, Department of Finance, and Department of Economics
3	Faculty of Humanities and Social Science	Department of Economics, Department of Mathematics, Department of Nepali, Department of English, and Department of Sociology

5. Present Status of Student Enrollment (Programs under Semester System)

Level	Program	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Bachelor	BIT	36	32	33	32	29	29	31	31	253
	BSc CSIT	72	68	64	64	68	68	31	31	466
	BCA	35	35	35	35	35	35	31	26	267
	BBA	99	99	94	94	90	90	94	94	792
	BBM	44	44	34	34	42	42	43	43	326
	BPA	14	14	21	21	12	12	29	29	152
	BSW	--	--	--	--	--	--	10	10	20
Master	MSc Physics	44	36	22	24	--	--	--	--	126
	MSc Chemistry	23	20	23	20	--	--	--	--	86
	MBS	34	34	49	60	--	--	--	--	177
	MPA	218	218	164	128	--	--	--	--	728
	MA English	12	10	--	--	--	--	--	--	22
	MEd	52	41	32	26	--	--	--	--	151
Grand Total (Semester System)										3,566

6. Present Status of Student Enrollment (Programs under Annual System)

Level	Program	1st Year	2nd Year	3rd Year	4th Year	Total
Bachelor	BSc	236	189	154	112	691
	BBS	508	280	202	240	1230
	BEEd	106	94	56	107	363
	BA	77	54	46	73	250
Grand Total (Annual System)						2,534

7. Pass Rates (Program-wise)

Programs	Year/Sem.	No. of students enrolled	Appeared in Examination	No. of student passed	Pass %
B.Sc. CSIT	1	72	68	20	29.41
	2	68	68	26	38.24
	3	64	64	30	46.88

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	4	64	64	38	59.38
	5	68	68	18	26.47
	6	68	68	18	26.47
	7	31	31	15	48.39
	8	31	31	30	96.77
Average Pass Rate					46.50
BIT	1	36	32	08	25.0
	2	32	32	12	37.5
	3	33	33	12	36.36
	4	32	32	08	25.0
	5	29	29	18	62.07
	6	29	29	16	55.17
	7	31	31	13	41.94
	8	31	31	11	35.48
Average Pass Rate					39.82
BCA	1	35	34	14	41.18
	2	35	35	23	65.71
	3	35	35	23	65.71
	4	35	35	27	77.0
	5	35	35	28	80.0
	6	35	31	25	80.64
	7	26	26	26	100
	8	26	26	26	100
Average Pass Rate					76.30
BBA	1	99	99	99	100
	2	99	99	86	86.87
	3	94	94	81	86.17
	4	94	94	80	85.12
	5	90	90	90	100
	6	90	90	90	100
	7	94	94	90	100
	8	94	94	94	100
Average Pass Rate					94.77
BBM	1	44	44	43	97.72
	2	44	44	42	95.45
	3	34	34	34	100
	4	34	34	34	100
	5	42	42	42	100
	6	42	42	40	95.24
	7	43	43	43	100
	8	43	43	43	100

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Average Pass Rate					98.55
BPA	1	14	14	6	42.85
	2	14	14	7	50.0
	3	21	21	8	38.10
	4	21	21	7	33.33
	5	12	12	6	50.0
	6	12	12	8	66.67
	7	29	29	11	37.93
	8	29	29	13	44.83
Average Pass Rate					45.46
BSc	1	281	236	53	22.46
	2	201	189	32	16.93
	3	154	154	37	24.02
	4	112	112	64	57.14
Average Pass Rate					30.14
BBS	1	567	508	41	8.07
	2	289	280	43	15.36
	3	202	202	41	20.30
	4	240	240	81	33.75
Average Pass Rate					19.37
BA	1	80	77	16	20.78
	2	54	54	25	46.30
	3	46	46	26	56.52
	4	73	73	28	38.36
Average Pass Rate					40.49
BEd	1	123	106	5	4.71
	2	94	94	27	28.72
	3	56	56	37	66.07
	4	107	107	39	36.45
Average Pass Rate					33.99
MSc Physics	1	44	36	7	19.44
	2	25	22	14	63.64
	3	22	22	14	63.66
	4	24	24	18	75
Average Pass Rate					55.43
MSc Chemistry	1	23	23	6	26.09
	2	20	20	13	65.0
	3	23	23	13	56.52
	4	20	20	17	85.0
Average Pass Rate					58.15
MBS	1	34	34	8	23.53

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	2	34	34	11	32.35
	3	49	49	17	34.69
	4	60	49	20	40.81
Average Pass Rate					32.84
MPA	1	218	218	56	25.69
	2	218	218	88	40.37
	3	164	164	57	34.77
	4	128	128	58	45.31
Average Pass Rate					36.53
MEd	1	52	52	5	9.62
	2	41	41	7	17.1
	3	32	32	6	18.75
	4	26	26	7	26.92
Average Pass Rate					18.09

8. Graduates Vs. Employment of Last Four Years (Bachelor Students)

Year	Total Graduates	Employed	Employment %
2080 (2023)	714	363	50.84
2079 (2022)	700	356	50.85
2078 (2021)	679	345	50.81
2077 (2020)	700	367	52.43

9. Program-wise Completion (Graduation) and Drop-out Rates of Students for the Last Four Years

Program	YOE	EN	FY/SE	NoSA	CN	Cmpt %	DO %
BSc	2082	181	112	112	64	57.14	38.12
	2081	241	156	156	66	42.58	35.27
	2080	250	147	147	82	55.78	41.20
	2079	219	133	133	57	42.85	25.98
BBS	2082	331	240	240	81	33.75	27.49
	2081	737	515	515	111	26.12	30.12
	2080	571	406	406	86	21.18	28.90
	2079	814	600	600	143	23.83	26.29
BA	2082	82	73	73	28	38.36	10.97
	2081	87	68	68	21	30.88	21.84
	2080	107	71	71	23	32.39	33.64
	2079	144	99	99	32	32.32	31.25
BEd	2082	121	107	107	39	33.99	11.57
	2081	117	110	110	37	33.64	5.98
	2080	168	127	127	38	29.99	24.40
	2079	173	123	123	33	26.82	29.76

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BSc CSIT	2082	36	31	31	30	96.77	13.89
	2081	36	33	33	27	81.82	8.33
	2080	36	32	32	22	68.75	11.11
	2079	36	31	31	26	83.87	13.89
BIT	2082	36	31	31	28	90.32	13.89
	2081	36	26	26	22	84.62	27.78
	2080	36	31	31	27	87.10	13.89
	2079	36	---	---	---	---	---
BCA	2082	35	26	25	25	100	28.57
	2081	35	25	25	25	100	28.57
	2080	35	26	26	25	96.15	25.71
	2079	35	26	26	26	100	25.71
BBA	2082	99	94	94	94	100	6.06
	2081	99	94	94	94	100	6.06
	2080	99	90	90	90	100	9.09
	2079	99	90	90	90	100	9.09
BBM	2082	44	42	42	41	97.61	4.54
	2081	44	43	43	41	95.35	2.27
	2080	49	48	46	44	95.65	10.20
	2079	46	45	45	43	95.36	2.17
BPA	2082	33	29	29	13	44.83	12.12
	2081	27	22	22	9	40.91	18.52
	2080	22	17	17	4	23.53	18.52
	2079	36	27	27	11	40.74	25.0
MSc Physics	2082	31	21	21	11	52.38	32.26
	2081	27	22	22	16	72.72	22.72
	2080	9	5	5	3	60.0	44.44
	2079	28	24	24	14	58.33	14.28
MSc Chemistry	2082	15	15	15	5	33.33	00
	2081	8	7	7	4	57.14	12.50
	2080	15	15	15	5	33.33	00
	2079	19	15	15	7	46.67	21.05
MBS	2082	60	49	49	20	40.82	18.33
	2081	83	71	71	21	29.58	14.46
	2080	96	81	81	23	28.40	15.63
	2079	96	80	80	27	33.75	16.67
MPA	2082	131	128	128	58	45.31	2.29
	2081	144	137	137	33	24.88	4.86
	2080	166	141	141	48	34.04	15.06
	2079	173	138	138	37	26.81	20.23
MEd	2082	26	26	26	7	26.92	00

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	2081	22	17	17	5	29.41	22.72
	2080	10	8	8	3	37.50	20.00
	2079	35	27	27	8	29.63	25.71

**** Pmg:** Program (A), **YoE** : Year of Enrolment (B), **EN** : Enrolment Number (C), **FY/SE** : Final Year / Semester Examination (D), **NoSA** : Number of Students Appeared in Final Year / Semester Examination (only regular) (E), **CN** : Completion Number (include only regularly completing the program) (F), **Cmpt %** : Completion % = Graduate within postulated time (Cohort Year) / Enrolment of Cohort year *100) (F/C)*100, **DO %** : Drop-out % = Appeared in the Final semester or Year exam / Enrolment number of Cohort Year =100-(E/C*100).

10. Details of the Faculty Members

SN	Designation of the Faculties	Full Time	Part Time
1	Professor	03	--
2	Reader/Associate Professor	10	--
3	Lecturer/Asst. Professor	73	--
4	Teaching Assistant/Instructor	18	101
Total		104	101
	Full-time : Part-time Ratio	1.01 : 1	

11. Faculty Members by Qualification

Academic Qualification	No. of Faculties
PhD	24
M. Phil	3
Master's	172
Bachelor's	6

12. Faculty Members by Experience (within the institution)

Experience (in Yrs.)	No. of Faculties
More than 20 years	23
15 to 20 years	68
10 to 15 years	05
5 to 10 years	04
Less than 5 years	04

13. Details of the Non-teaching Staff

Particulars	Male	Female	Total
Administrative Staff	18	09	27
Technical Staff	05	00	05
Total	23	09	32

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SECTION B

CRITERIA-WISE ANALYSIS

This section presents the review prepared by the Preparatory Assessment Team based on the Self Study Report (SSR) submitted by the institution, verification of documentary evidence in the annexes, direct field observation of physical facilities, services, and institutional operations during the preparatory assessment visit conducted and interactions with the Campus Chief, faculty members, non-teaching staff, students, and Campus Management Committee members. Publicly available information from the official campus website has also been consulted in preparing this section.

CRITERION ONE: POLICY AND PROCEDURES

Formal policies and procedures provide the institutional framework within which higher education institutions can develop, implement, and monitor the effectiveness of their quality assurance systems. This criterion examines the extent to which DMC has defined its vision, mission, goals, and objectives; established governance and quality assurance mechanisms; assigned and monitored job responsibilities; ensured financial sustainability and human resource development; and integrated research with teaching in a meaningful way.

S.N.	Area of Review	Major Observations
i)	Institutional strategy for quality and standards	MMAMC has prepared a Strategic Plan 2025 to 2030 A.D. that aspires to position the campus as a leading higher education institution recognized for academic excellence, research and community engagement. Though slight progression in implementation, a dedicated institutional zeal has to be developed to truly translate strategic aspirations into action with measurable institutional priorities, defined timelines, or units formally assigned responsibility for individual activities. Further, annual review over the set plan has to be conducted in broader participation of stakeholders.
ii)	Organization of quality assurance system	IQAC was constituted in 2076 B.S., and the SSR was subsequently submitted. A functioning Research Management Cell operates within this structure, evidenced by its own grant records. The peer-review interaction, however, indicates that some faculty members remain unconvinced of the value of the QAA exercise, suggesting that IQAC and its subordinate mechanisms have not yet achieved full, participatory functioning across all departments.
iii)	Responsibilities of departments, units and individuals for the assurance of quality	Although roles and responsibilities of departments, units and individuals have been defined in different rules and regulations of TU (as a constituent campus, MMAMC is obliged to follow it), the culture of providing ToR and job responsibilities to individuals is yet to be developed. In fact, individual contribution in shaping quality culture and institutional development should be traced and recorded in institutional memory based on such documents.

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iv)	Relationship between teaching and research in the institution	The campus has allocated over Rs. 29 lakh for research promotion, coordinated through the RMC and departmental research committees, and provides competitive Mini-Research Grants (MRG) and, more recently, Faculty Research Grants (FRG). The RMC's own records show seven MRG awards of Rs. 25,000 each in the 2077/078 academic year, of which five were completed and two reported incomplete or terminated; a further seven MRG awards in 2080/081 under an expanded PI, Co-I and student-inclusion criterion, again with two reported incomplete or terminated; and fifteen combined FRG and MRG awards in the most recent cycle, 2083/084 (seven FRG of Rs. 250,000 each and eight MRG of Rs. 100,000 each), reflecting a substantial increase in research investment. Publication activity, per the peer-review evidence, is concentrated in Chemistry and Physics, indicating that the integration of research with teaching is not yet even across all departments.
v)	Involvement of students in quality assurance	The visiting team could not acknowledge the formal and functional existence of Student Quality Circle (SQC). However, FSU Chair is found to have participated in CMC and IQAC, representing students. Still, the campus administration should work closely with students to capitalize their strength into institutional branding, widening educational quality and credibility and also mobilizing them for creative contribution in institutional development
vi)	Ways in which the policies are implemented, monitored and revised	Policy implementation at MMAMC operates within the wider governance and administrative framework of TU, which limits the campus's autonomy in matters such as recruitment, staffing and career progression. The peer-review discussions indicate that several institutional concerns, including delayed career progression and unfilled academic positions, are connected to decisions at the university level rather than to campus management. However, a formal, campus-level annual policy review process reporting to CMC with documented evidence of monitoring and revision was less evident.

CRITERION TWO: CURRICULAR ASPECTS

This criterion examines how the institution fulfills the objectives of the curricula it offers, enriches the teaching and learning experience beyond prescribed content, generates feedback for curriculum improvement, and aligns its programs with the demands of the job market and the needs of diverse stakeholders.

S.N.	Area of Review	Major Observations
i)	Stated goals and objectives communicated systematically to	The Strategic Plan 2025 to 2030 documents the institution's stated direction. However, the documents reviewed does not include specific evidence on how these goals are systematically communicated to students, faculty, employers and other external stakeholders.

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	all its constituencies	
ii)	Consistency of programs of the institution with goals and objectives	MMAMC's programme offering spans science and technology, management, and humanities and social sciences, structured under TU's semester and annual systems, through the Institute of Science and Technology, the Faculty of Management and the Faculty of Humanities and Social Science. This breadth is broadly consistent with the campus's stated diversified academic mission.
iii)	Range of programs offered by the institution and provisions for academic flexibility	The campus offers a wide range of programmes, 12 bachelor's and six master's level. The campus is found to have initiated the non-credit courses, though such are yet to be visibly materialized. Thus, rather than curricular flexibility, the campus offers flexibility in terms of class hours. That is, some programs are offered at the morning shift and some other during day shift.
iv)	Feedback system from academic peers, students, employers and other stakeholders	A formal, documented curriculum feedback process involving employers, alumni and academic peers on a regular basis is not evident. As a constituent campus, MMAMC's authority over curriculum revision is in any case limited, since this responsibility rests primarily with central office; the campus's role would be to gather and forward structured feedback as formal input to the university.
v)	Curriculum practices to achieve academic excellence and efforts to sustain such practices	A few soft-skill programmes are offered at MMAMC, but coverage is limited and that practical classes and student-centered workshops or seminars occur relatively infrequently across programmes. These activities do not appear to be systematically mapped to programme learning outcomes, and their impact on student learning has not been formally documented.

CRITERION THREE: TEACHING, LEARNING AND EVALUATION

This criterion examines how the institution caters to students of different backgrounds and abilities through effective teaching and learning practices. It probes into the adequacy and professional competence of faculty, the effectiveness of student evaluation systems, and the provision of institutional support for continuous faculty development. The use of ICT and interactive instructional methods is a key dimension of this criterion.

S.N.	Area of Review	Major Observations
i)	Transparency in admission process	Students willing to admit in programs that are related to science and other semester based programs have to take entrance examination and get into the merit. However for programs like BBS, B.Ed. entrance examination is only optional. Admission details are communicated through the prospectus, notice boards, etc.
ii)	Programs of teaching and learning to cater to	Specific evidence of remedial teaching or differentiated instruction for students of varying academic preparedness was not found during review. Given the wide variation in programme-wise pass rates and dropout

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	individual differences amongst learners	reaching 38.12 percent in B.Sc. for the 2082 cohort, the absence of a documented remedial or individualized support mechanism is a gap deserving institutional attention.
iii)	Facilities for the effective conduct of teaching-learning processes	The institution's own facilities inventory records 57 classrooms, 18 laboratory rooms and 36 office rooms, together with 996 desk-benches (545 wooden and 451 joint), 165 office tables and 46 practical tables. However, the team notes that the main building is old and requires major maintenance or reconstruction, with some classrooms observed to have leakage, outdated furniture and inadequate lighting.
iv)	Provision for use of ICT in the enhancement of teaching process	The facilities inventory records 38 projectors, 2 smart boards, 169 computer sets and 59 laptops across the institution. Relative to an enrolment, 57 classrooms, and with internet and Wi-Fi access reported to be poor or restricted in several areas, current ICT provision constrains its consistent classroom use, particularly for the campus's IT-related programmes such as BIT, BSc CSIT and BCA.
v)	Effective mechanism to recruit adequate and qualified faculty	The institution reports 104 full-time and 101 part-time teaching personnel, an approximate ratio of 1.01 to 1, with 24 PhD holders, 3 M.Phil. holders and 172 master's degree holders. The peer-review evidence indicates that recruitment of specialized faculty and the filling of sanctioned senior positions are constrained by decisions at the TU central level rather than being fully within the campus's own control, and the relatively high reliance on part-time personnel is a related concern for continuity of teaching and mentoring.
vi)	Reliable and valid evaluation process of the students	Programme-wise average pass rates vary sharply, from BBM (98.55 percent), BBA (94.77 percent) and BCA (76.30 percent) at the strong end to BIT (39.82 percent), B.Sc. (30.14 percent), B.B.S. (19.37 percent) and M.Ed. (18.09 percent) at the weak end. This range points to a programme-specific rather than a campus-wide concern. However, the campus and its departments are yet to systematically analyze why particular programmes perform this much lower than others. Thus, structured, subject-wise investigation is needed before corrective measures are designed.
vii)	Regulations on students' absence due to illness and other circumstances	As with other TU-affiliated campuses, MMAMC is presumed to follow university guidelines in this regard.
viii)	An open and participative mechanism for evaluation of teaching and promoting work	The campus recognizes selected faculty and staff during its annual institutional programmes, which is a positive practice. However, document verification indicates that MMAMC does not yet have a systematic, institution-wide performance appraisal mechanism that links teaching, research, student support and institutional contribution to recognition or career progression. Thus, structured, participative

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	satisfaction of the faculty	mechanism for evaluating teaching performance and faculty work satisfaction, for example through self-appraisal or peer observation, has to be brought into practice.
ix)	Opportunities for continued academic growth and professional development of staff	Professional development activity at MMAMC is reported to occur irregularly rather than through a structured annual plan tied to identified competency gaps. The institution's experienced faculty base, 23 members with more than 20 years and 68 with 15 to 20 years of institutional service, is a significant asset for mentoring and knowledge transfer, but a formal succession and development pathway for less experienced faculty was not evident. Non-teaching staff also face similar situation.
x)	Good practices in teaching, learning and evaluation to achieve academic excellence	The very high average pass rates and low dropout recorded in BBA (94.77 percent pass, 6.06 percent dropout in the 2082 cohort) and BBM (98.55 percent pass, 4.54 percent dropout) are good practices worth institutional study and, where feasible, extension to lower-performing programmes. The specific pedagogical or administrative factors behind this strong performance.

CRITERION FOUR: RESEARCH, CONSULTANCY AND EXTENSION

This criterion examines the policies, practices, and outcomes related to research, consultancy, and community extension, and the extent to which the institution promotes a research culture, supports academic publication, and demonstrates social responsibility through extension activities.

S.N.	Area of Review	Major Observations
i)	Promoting research culture among faculty and students	The RMC's own grant records show a marked expansion of competitive internal research funding, from seven MRG awards of Rs. 25,000 each in 2077/078 to fifteen combined FRG and MRG awards in 2083/084, worth up to Rs. 250,000 per FRG. Faculty have also secured external support, including projects funded by UGC Nepal and NAST and laboratory development and scholarship support from TWAS. Research support, however, currently centers around science based departments. Also, a dedicated funding and mentoring mechanism for student researchers, particularly at master's level, was not evident.
ii)	Encouraging faculty to publish their works in academic journals	The evidence indicates strong publication activity in the science departments, particularly Chemistry and Physics, in ranked international (SJRI-indexed) journals, while the Department of Nepali reports publication mainly through domestic platforms such as NepJOL. This pattern suggests that encouragement and support for journal publication is well established in science but less developed in humanities, management and education.
iii)	Encouraging faculty to participate in professional	Campus administration provides paid or unpaid leave for faculties willing to participate in workshop/seminar/conference based on set rules and regulations of TU. It also provides recommendation letter to central office to approve PhD study leave. Still, opportunities in such schemes are encouraged to offered with further transparency and defined procedures.

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	academic programs	
iv)	Promoting participation of the faculty in consultancy work	There is no clear evidence that formal research consultancy services have been initiated at MMAMC. Given the research capacity of the campus and its location in Biratnagar, an important industrial center, faculty expertise across science, management and social science departments provides a reasonable foundation for consultancy engagement with local government, schools and industry once formalized.
v)	Institutional responsiveness to community needs through extension and outreach activities	The Strategic Plan 2025 to 2030 aspires toward stronger community engagement, but the evidence reviewed does not document specific extension or outreach activities currently conducted by MMAMC. Though some sports activities and extension activities such as blood donation, awareness campaigns are conducted.
vi)	Good practices in research, consultancy and extension to achieve academic excellence	The substantial publication record in Chemistry and Physics, the growth of the internal FRG and MRG grant scheme, and the external collaboration secured through TWAS for laboratory development and scholarships together represent genuine good practice in research promotion. Extending the funding scale and external collaboration behind this success to other departments, and to consultancy and extension work, would broaden its institutional impact.

CRITERION FIVE: INFRASTRUCTURE AND LEARNING RESOURCES

This criterion examines the adequacy and optimal use of physical facilities, library resources, computer infrastructure, and student welfare facilities, and how infrastructure planning is aligned with the academic growth of the institution.

S.N.	Area of Review	Major Observations
i)	Adequacy in using the physical facilities for conducting educational programs efficiently	The campus operates 57 classrooms, 18 laboratory rooms and 36 office rooms on a landholding of approximately 25 bighas, together with a recorded stock of 996 desk-benches, 165 office tables, 46 practical tables, 141 chairs, 52 steel almirahs, 31 sofa sets and 57 whiteboards. This is good physical base. At the same time, the main building is old and in need of major maintenance or reconstruction, with some classrooms having leakage and inadequate lighting, which constrains efficient use of existing space.
ii)	Balancing the growth of infrastructure with academic growth	The campus is undertaking new construction, including administrative and library buildings, with a further academic building planned, indicating a deliberate effort to expand infrastructure alongside institutional growth.
iii)	Effective mechanism for maintenance and	The reported condition of several existing facilities, including classroom leakage and outdated furniture, suggests that current maintenance

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	optimal use of infrastructure	arrangements are not fully keeping pace with the scale of the institution's requirement.
iv)	Adequacy of computer facility and its output	The institution's inventory records 169 computer sets and 59 laptops, supported by 32 printers, 12 photocopy machines and 15 stabilizers. Relative to an enrolment exceeding six thousand students, including several computing-related programmes, this level of provision appears limited, and is compounded by internet and Wi-Fi access reported to be poor or restricted in several areas, constraining both student use and administrative output from this equipment.
v)	Health services and facilities available in the institution	Health post has been established but it remains less functional along with limited equipment and resources.
vi)	Physical and infrastructural facilities for sports and physical education	Except basketball and volleyball court and availability of a few materials for indoor sports, the campus is required to take focused approach in constructing and managing infrastructural facilities for sports and physical education.
vii)	Organization and resources of the library	The library holds a collection of more than 84,000 books, a substantial figure for a single campus library. However, a considerable proportion of this collection is outdated and that prescribed textbooks are not always readily available. Some departments maintain limited mini-libraries that do not constitute fully developed departmental collections, professional library staffing does not appear to be in place, and student access to Tribhuvan University Central Library e-resources is constrained, reportedly because institutional email accounts are not widely available to students.

CRITERION SIX: STUDENT SUPPORT AND GUIDANCE

This criterion highlights the institutional efforts to provide necessary support to students for meaningful learning, holistic development, and post-graduation progression. It examines the profile of the student population, graduate outcomes, and the quality of student services including financial aid, placement, counselling, and recreational opportunities.

S.N.	Area of Review	Major Observations
i)	Clear information to students about admission, fees, financial aid and student support services	Admission procedures, fee structures, and scholarship details are communicated through the prospectus, orientation, notice boards, website, and social media pages. The campus provides scholarship to students based on scholarship guidelines of TU.
ii)	Sufficient and well-run support	Student support services at MMAMC, covering academic advising, mentoring and counselling, currently function in a fragmented rather than

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	services to all students	a coordinated manner. Soft-skill programmes are offered, but their coverage across the student body is limited, and practical, student-centered workshops and seminars are reported to occur relatively infrequently.
iii)	Effective monitoring of student's progression	Completion and dropout data for the 2082 cohort show that while BBA and BBM record completion above 95 percent, B.Sc. and B.B.S. record completion of 57.14 percent and 33.75 percent respectively, with dropout reaching 38.12 percent in B.Sc. A formal, documented mechanism for the early identification and support of academically at-risk students was not found in the material reviewed.
iv)	Mechanisms for student counseling and placement services	Between 50.81 percent and 52.43 percent of bachelor's graduates across the four most recently reported years are recorded as employed. This indicates that MMAMC does not have a fully institutionalized Employment or Placement Cell, and that career and psychosocial counselling services are not systematically provisioned, despite the campus's location in Biratnagar, an industrial hub with potential employer linkages.
v)	Profile of student population and the graduates	The EMIS or any other document does not include a detailed geographic or demographic profile of the student population. Tracer study data on graduate outcomes exist but are collected irregularly.
vi)	Effective mechanism to use student feedback for quality enhancement	The campus need to receive feedback from students in scientific way, for example, graduate survey, exit survey, satisfaction survey, stakeholders survey and feedback received should be scientifically processed and analyzed to link with decision making process.

CRITERION SEVEN: INFORMATION SYSTEM

This criterion examines how the institution collects, analyzes, and uses relevant institutional data for effective academic and administrative management, and how information systems support evidence-based decision-making and institutional transparency.

S.N.	Area of Review	Major Observations
i)	Mechanism to record and analyze academic data	EMIS committee has been formed, however EMIS reporting at MMAMC requires greater institutionalization. The committee should be active enough in recording and analyzing academic, administrative and financial data.
ii)	Areas of analysis and record-keeping system	Data on student enrolment, programme-wise pass rates, completion and dropout, graduate employment, and faculty composition and qualification are evidently recorded by the institution. However, systematic data analysis to inform institutional decision-making is yet to be established.
iii)	Stakeholder access to institutional data	Institutional data is made accessible to stakeholders mainly through campus website. However, the website itself is in a position to be made a more resourceful platform with attractive interactive features customized.

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iv)	Institutional KPIs	Institutional Key Performance Indicators covering pass rates, dropout, faculty research output, graduate employment and financial sustainability do not appear to be formally defined and tracked. Defining and monitoring such indicators through IQAC would strengthen data-driven governance.
v)	Tracer study and graduate tracking	The campus has initiated graduate tracing and tracer study activity. However, this practice is irregular rather than an established annual cycle. A standardized instrument with defined target response rates would strengthen the reliability of future tracer studies.
vi)	EMIS impact on decision-making	The documents reviewed do not document specific institutional decisions that resulted directly from EMIS or data analysis at MMAMC. Formal documentation of a data-to-decision pathway, showing which findings led to which institutional actions, is recommended as part of strengthening the information system.

CRITERION EIGHT: PUBLIC INFORMATION

Institutions are expected to regularly disseminate updated, accurate, and objective information about their programs, outcomes, and governance to all stakeholders. This criterion examines how effectively DMC manages and disseminates public information and whether that information drives quality improvement.

S.N.	Area of Review	Major Observations
i)	Mechanism to manage public information	MMAMC maintains an institutional website (https://mmamc.tu.edu.np/). The Public Information Committee has been formed but yet to be meaningfully activated.
ii)	Coverage of public information	Public information covers academic programs, fee structure, scholarship provisions, faculty lists, examination schedules, institutional notices, etc. However, examination pass rates and graduate employment statistics should be made more prominently accessible.
iii)	Frequency and tools of information sharing	General information is provided regular, however publications of institutional reports (EMIS, Tracer Study, Annual Report, etc) are infrequent and irregular.
iv)	System of seeking responses on publications	A formal, documented mechanism through which MMAMC seeks and records stakeholder responses to its published information was not evident.
v)	Impacts of public information and system of evaluating the impact	Specific impacts resulting from MMAMC's public information activities is yet to be systematically documented. Periodic assessment of the effect of public disclosure on stakeholder engagement and institutional accountability is recommended.

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SECTION C

CRITICAL APPRAISAL

Based on the comprehensive study of the Self Study Report, verification of documentary evidence, direct field observation of physical facilities and institutional operations during the preparatory assessment and interactions with key stakeholders including the Campus Chief, faculty members, non-teaching staff, students, and CMC members, the review team offers the following critical appraisal of the institution:

Strengths (S)	• Long institutional history with a diversified academic portfolio of twelve bachelor's and six master's programmes. • Substantial institutional scale, with a combined enrolment of over 6000 students, and a strategic location in Biratnagar, a major industrial center of Koshi Province. • A growing research culture, particularly in the science departments, supported by RMC and substantially expanded internal grant funding. • High academic performance and low dropout in selected programmes, notably BBA (94.77 percent average pass rate) and BBM (98.55 percent). • A qualified and experienced faculty base, with 24 PhD holders and 91 faculty members holding more than 15 years of institutional experience. • Ongoing infrastructure development, including new administrative and library buildings and a planned academic building. • A formally established alumni association with demonstrated willingness to contribute to institutional development.
Challenges (C)	• Academic performance is highly uneven across programmes, ranging from 18.09 percent (M.Ed.) to 98.55 percent (BBM) in average pass rate. • Dropout is significant in several programmes, reaching 38.12 percent in B.Sc. for the 2082 cohort. • Close to half of the teaching workforce, 101 of 205 personnel, is engaged on a part-time basis. • Approximately three in ten grant-funded research projects in two recent cycles were reported incomplete or terminated. • ICT and internet infrastructure is limited relative to institutional scale, and restricted Wi-Fi access. • Student support services, including mentoring, counselling and career guidance, remain fragmented rather than institutionalized. • Graduate tracing and tracer study practice is irregular rather than an established annual cycle. • Student health services, sports facilities, and institutional KPIs are not properly maintained.
Opportunities (O)	• The Strategic Plan 2025 to 2030 can be converted into a measurable roadmap using the findings of this review. • The strong science research base can be extended to other disciplines through structured internal mentoring.

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	• The alumni network and existing MoU's can be converted into structured internship, mentoring and employment pipelines, given the campus's location in an industrial region. • Rising demand for computing and management programmes can inform future resource allocation and faculty planning. • Increased research grant funding provides a foundation for a strengthened project monitoring system.
Learning (L)	• MMAMC has genuine institutional scale, history and academic diversity; its next stage of development depends on consolidating quality across all programmes rather than on expansion alone. • Strong performance in some programmes exists alongside serious concern in others; this is best judged as a programme-specific issue requiring targeted study. • A shared quality culture, supported by reliable data and involving students, faculty, alumni and administration together, will matter as much as any single infrastructure or funding improvement.

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SECTION D

CONCLUSION AND RECOMMENDATIONS

Conclusion

Mahendra Morang Adarsh Multiple Campus is a long-established constituent campus of Tribhuvan University, with a history dating to 1955 A.D. and a present enrolment of over 6000 students across nineteen programmes. Its institutional scale, academic diversity and location in Biratnagar give it a strong foundation relative to other campuses in the region.

The review found genuine strengths. Research activity in the science departments is robust and supported by expanded internal research grants. Selected programmes, notably BBA and BBM, show excellent academic performance and low dropout. The faculty base is experienced and reasonably well qualified, and the campus continues to invest in new infrastructure and alumni relationships.

At the same time, the review team presents its findings candidly. Academic performance varies sharply across programmes, and dropout is significant in several of the weaker performing ones. Close to half of all teaching personnel are engaged on a part-time basis. Student support services remain fragmented, graduate tracing is irregular, and digital and laboratory infrastructure fall short of what an institution of this scale would be expected to provide. Around three in ten funded research projects in two recent grant cycles were not completed, a pattern that warrants institutional review.

These observations are offered constructively. MMAMC has the history, scale and demonstrated capacity, evident in its stronger programmes and its research record, to close these gaps. A systematic, evidence-based approach that examines why some parts of the institution perform strongly, and applies this understanding to the parts that currently do not, is the most direct route to institutional improvement.

The following recommendations are offered as a criterion-wise roadmap to support the institution in moving toward more consistent institutional quality.

Recommendations

Criteria	Recommendations
1. Policy and Procedures	• Convert the Strategic Plan 2025-2030 into an operational plan with yearly targets, timelines, and units responsible for each activity, so it moves beyond a general aspiration document. • Set up an annual review of the strategic plan with wider participation from faculty, staff, students, and CMC members. • Strengthen IQAC so it works across all departments, not just the ones already engaged. Regular orientation for stakeholders on the purpose of QAA work may help build buy-in. • Issue formal ToR and job responsibilities to individuals and units, and keep a record of this. This will also help build institutional memory of who contributed what. • Extend the research culture seen in Chemistry and Physics to other departments, through mentoring or joint grant schemes. • Formally establish a Student Quality Circle (SQC) and give it a defined role in IQAC processes, not just token representation. • Set up a documented annual policy review process reporting to CMC, so that decisions on implementation and revision are tracked with evidence.

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	• Make Alumni Association active (updating the members through website as well other social media) and make use of them in the developmental growth of campus.
2. Curricular Aspects	• Develop a clear communication plan so that the goals in the Strategic Plan reach students, faculty, employers, and other stakeholders. • Move forward on the non-credit courses already initiated, and consider other ways to build academic flexibility. • Establish a formal, periodic feedback mechanism from employers, alumni, and academic peers, and forward this systematically to TU central office as structured input for curriculum revision. • Expand soft-skill programmes and practical workshops across all departments, and map them to programme learning outcomes so their impact can be tracked.
3. Teaching, Learning and Evaluation	• Introduce remedial or differentiated support for academically weaker students, especially in programmes with high dropout. • Prioritize maintenance/ of the main building, addressing leakage, outdated furniture, and poor lighting in classrooms. • Improve internet and Wi-Fi access across campus, particularly for IT-related programmes like BIT, BSc CSIT and BCA, and expand computer and laptop provision relative to enrolment. • Conduct a subject-wise investigation into why pass rates vary so widely across programmes. • Reduce dependence on part-time faculty (60% full time faculties if EQAAC's requirement), and advocate with TU central office to fill sanctioned senior positions faster, since this affects continuity of teaching and mentoring. • Introduce a structured, participative performance appraisal system for faculty, using self-appraisal or peer observation, linked to recognition and career growth. • Develop an annual professional development plan for faculty based on identified competency gaps, and build a succession plan so experienced faculty can mentor newer staff.
4. Research, Consultancy and Extension	• Extend research funding and mentoring support to non-science departments such as management, humanities, and education also. • Make sure that the grant is disbursed according to need of proposal within the maximum limit of the grant (if the grant is not sufficient to conduct the research, make sure that the investigators cover the expenses) • Set up a funding and mentoring mechanism for student researchers, especially at the master's level. • Make participation in academic workshops, seminars, and PhD study leave more transparent, with clearly defined procedures for approval.

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	- Formalize a consultancy mechanism, drawing on the campus's location in Biratnagar to offer services to local government, schools, and industry. - Document and expand extension and outreach activities in line with the community engagement goals in the Strategic Plan.
5. Infrastructure and Learning Resources	- Prioritize maintenance and reconstruction planning for the ageing main building as indicated during visit and/or discussions keeping in view of aesthetic value, alongside the new construction already underway. - Set up a regular maintenance/repair mechanism so infrastructure issues like leakage and outdated furniture are addressed as they arise, not left to accumulate. - Make the health post functional, with basic equipment and staff. - Develop sports infrastructure beyond the existing basketball and volleyball courts. - Update the library collection, particularly prescribed textbooks, and consider hiring professional library staff. Ensure students have institutional email accounts so they can access online e-resources. - Strengthen departmental mini-libraries into fully developed collections where feasible.
6. Student Support and Guidance	- Coordinate academic advising, mentoring, and counselling services under one structure instead of the current fragmented arrangement. - Establish and make functional to institutionalized Employment or Placement Cell, given the campus's location in an industrial hub with potential employer linkages. - Conduct tracer studies on a regular annual cycle, using a standardized instrument. - Build a demographic and geographic profile of the student population to better understand and plan for their needs. - Introduce structured feedback tools such as graduate surveys, exit surveys, and stakeholder surveys, and link the findings to institutional decision-making.
7. Information System	- Strengthen the EMIS committee so it actively records and analyzes academic, administrative, and financial data, not just maintains records. Move from data recording to data analysis, so enrolment, pass rate, completion, dropout, and employment data actively inform institutional decisions. - Improve the campus website to make institutional data more accessible and interactive for stakeholders. - Define and track institutional KPIs, covering pass rates, dropout, research output, graduate employment, and financial sustainability, under IQAC oversight.

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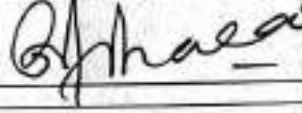
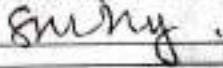
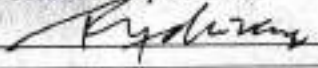
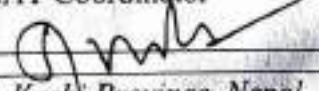
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8. Public Information	• Activate the Public Information Committee so it functions as intended. • Publish institutional reports (EMIS, Tracer Study, Annual Report) on a regular, defined schedule. • Periodically assess the impact of public disclosure on stakeholder engagement and institutional accountability, and document the findings. • Revise and update the SSR with latest data, development and challenges as well as evolving strengths, challenges, opportunity and learnings.
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Note: As per EQAAC Directives 2024, the institution is required to submit a response report indicating satisfactory progress within five months, with an additional three months extension available from UGC. Failure to comply with this requirement may result in cancellation of the accreditation process.

SIGNATORIES

PREPARATORY ASSESSMENT TEAM	MAHENDRA MORANG ADARSH MULTIPLE CAMPUS
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Date: Bhadra 11, 2083 B.S. | Venue: Biratnagar-12, Koshi Province, Nepal