

**Academic Audit Report of Durgalaxmi Multiple Campus**  
**2080/81**



**Submitted to**  
Internal Quality Assurance Committee (IQAC)  
Durgalaxmi Multiple Campus,  
Attariya, Kailali

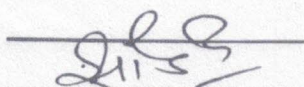


**Submitted by**  
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**August, 2024**



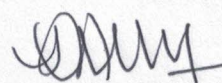
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**2080/81**

**Prepared and submitted by**



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**Internal Quality Assurance Committee (IQAC)**  
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**Attariya, Kailali**

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## Table of Contents

### Contents

<b>Acknowledgements .....</b>	<b>i</b>
<b>Chapter I.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>1</b>
<b>Background of the Study .....</b>	<b>1</b>
<b>Context of the Campus .....</b>	<b>2</b>
<b>Criteria of Academic Audit .....</b>	<b>3</b>
<b>Programmes, Faculty/Staff and Student Profiles .....</b>	<b>3</b>
<b>Objectives of the Study .....</b>	<b>5</b>
<b>Significance of the Study.....</b>	<b>6</b>
<b>Chapter II .....</b>	<b>7</b>
<b>Methodology .....</b>	<b>7</b>
<b>Chapter III.....</b>	<b>8</b>
<b>Key Findings.....</b>	<b>8</b>
<b>Institutional Mission, Vision and Goals .....</b>	<b>8</b>
<b>Management and Administration.....</b>	<b>9</b>
<b>Curricular Practices.....</b>	<b>15</b>
<b>Students Enrollment, Dropout and Achievement .....</b>	<b>15</b>
<b>Teaching and Learning Activities.....</b>	<b>17</b>
<b>Student Support Service .....</b>	<b>18</b>
<b>Research Activities .....</b>	<b>19</b>
<b>Community Engagement .....</b>	<b>21</b>
<b>Faculty Development.....</b>	<b>22</b>
<b>Ecology Friendly Programmes.....</b>	<b>23</b>
<b>Chapter IV .....</b>	<b>24</b>
<b>SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis.....</b>	<b>24</b>
<b>Chapter V .....</b>	<b>27</b>
<b>Conclusion and Recommendations .....</b>	<b>27</b>
<b>Recommendations .....</b>	<b>27</b>

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August, 2024

## **Chapter I**

### **Introduction**

#### **Background of the Study**

Conducting an academic audit of a campus involves a comprehensive evaluation of its educational processes, resources, and outcomes to ensure that they align with the institution's mission, goals, and quality standards. The audit examines the effectiveness of academic programs, the qualifications and performance of faculty, the adequacy of learning resources, and the overall infrastructure supporting education. It also assesses student learning outcomes, the campus's adherence to regulatory requirements, and the effectiveness of administrative processes. Through this systematic review, the audit identifies areas of strength and opportunities for improvement, providing valuable insights for strategic planning and resource allocation.

The academic audit is essential for maintaining and enhancing the quality of education offered by the campus. It ensures that academic programs are relevant, rigorous, and responsive to the needs of students and the broader community. By evaluating the alignment between institutional goals and actual outcomes, the audit helps to foster a culture of continuous improvement. It also aids in identifying gaps in curriculum delivery, faculty development needs, and infrastructural requirements, thereby enabling the campus to take proactive measures to address these challenges. Ultimately, the academic audit serves as a critical tool for ensuring the sustainability and effectiveness of the campus's educational mission.

An academic audit is a critical process that systematically evaluates a campus's educational processes, resources, and outcomes to ensure they align with the institution's mission, vision, goals, objectives and quality standards. It scrutinizes the effectiveness of academic programs, faculty qualifications, learning resources, and infrastructure, alongside student outcomes and regulatory compliance. The audit is significant in promoting a culture of continuous improvement, ensuring that academic offerings remain relevant and rigorous, and addressing gaps in curriculum, faculty development, and infrastructure. Ultimately, it reinforces the institution's accountability, transparency, and commitment to educational excellence, providing essential insights for strategic planning and enhancing the campus's educational mission.

The significance of an academic audit lies in its role in upholding and enhancing the quality of education within an institution. It ensures that academic programs are not only aligned with the institution's mission and goals but also remain relevant, rigorous, and responsive to the needs of students and the broader community. By identifying strengths and addressing gaps in areas such as curriculum, faculty development, and infrastructure, the audit fosters continuous improvement and strategic planning. Additionally, it reinforces accountability and transparency, which are essential for maintaining stakeholder trust and preserving the institution's reputation. Academic audit of an institution from external agencies also supports in identifying areas of weaknesses with the recommendation for the improvement. The academic audit report can be used as the guideline for quality enhancement of the higher education institutions.

### **Context of the Campus**

Durgalaxmi Multiple Campus (DLMC) was established in 2063 BS with the primary goal of offering higher education opportunities, particularly to the individuals from diverse social backgrounds in the Far Western region, at an affordable cost. This initiative also extends its services to those from neighboring areas. Strategically located at the gateway to the entire Far Western Province and the proposed capital city of the Far West Province, DLMC is a non-profit public institution committed to making higher education accessible to deserving individuals who have been deprived of such opportunities due to various circumstances.

DLMC has taken on the responsibility of nurturing students' potential in alignment with societal expectations and demands, supported by its highly qualified, experienced, and professional faculty and staff. With a vision to establish DLMC as a leading academic institution in the region, local communities, academicians, education enthusiasts, politicians, entrepreneurs, and other stakeholders have contributed their valuable time, energy, financial resources, and intellectual support towards the establishment and growth of the campus.

The campus began its academic journey with a faculty of education in 2063 BS, enrolling 130 students, supported by 4 faculty members (2 full-time and 2 part-time) and one office assistant, conducting classes from a rented building. As student enrollment increased, DLMC expanded its academic facilities and programmes introducing a

Bachelor in Humanities and Social Sciences (BA) program in 2064 BS and a Bachelor in Business Studies (BBS) program in 2065 BS.

To address the increasing demand and ensure sustainability, the campus recognized the need for its own physical infrastructure. Sudurpaschim Secondary School, Attariya, generously provided approximately 6.5 bighas of land, enabling DLMC to operate all classes in two shifts from its newly constructed three-story building. The faculty and administrative staff have been expanded to meet the challenges of the growing institution. Following its integration into Far-western University on Shravan 1, 2075 BS, DLMC has become a constituent campus, offering both undergraduate and graduate programs in accordance with the rules and regulations of Far-western University.

### **Criteria of Academic Audit**

This academic performance audit has been carried out in terms of the following criteria:

- Institutional Mission, Vision and Goals
- Management and Administration
- Infrastructure and Academic Facilities
- Curricular Practices
- Students Enrollment, Dropout and Achievement
- Teaching and Learning Activities
- Student Support Services
- Research Activities
- Facilities and Equipment
- Community Engagement and Faculty Development
- Environmental Issues and Ecology Friendly Programmes

### **Programmes, Faculty/Staff and Student Profiles**

DLMC is currently offering undergraduate and graduate level programmes. Undergraduate level programmes include B.Ed., BA, BBS and BBA. All these programmes are run under semester system of Far Western University. Similarly, the graduate level programmes include M.Ed. and MBS. The subjects offered are presented in the table 1.

**Table 1***Academic programmes offered by DLMC*

<b>Level</b>	<b>Faculty</b>	<b>Subjects Offered</b>
Bachelor's Level	BA	English, Sociology, Economics, Nepali, Political Science, Development Studies
	B.Ed.	Nepali, English, Mathematics, Health, Economics, Population
	B.Ed. CSIT	All mandatory course
	BBS	Account, Finance, Marketing
	BBA	Account, Finance, Marketing
Master's Level	M.Ed.	TESOL, Curriculum Planning and Leadership, Nepali, Health Education
	MBS	Account, Finance, Marketing

(Source: Interaction with Campus Administration)

In addition to the major subjects, the campus also offers other minor subjects. To teach all these subjects and manage all the programmes, there are forty faculties and twenty non-teaching staff including both full time and part time. The profile of faculties is presented in the table 2:

**Table 2***Academic profiles of the faculty at DLMC*

<b>Degree</b>	<b>Full Time</b>		<b>Part Time</b>	<b>Total</b>
Teachers with PhD	3		-	3
Teachers with MPhil	2		1	3
Teachers with Masters	15		13	28
<b>Total</b>	<b>19</b>		<b>14</b>	<b>33</b>

(Source: Report of Administration Section)

The faculty at Durgalaxmi Multiple Campus (DLMC) consists of a total of 26 teachers, with 19 serving in full-time positions and 14 in part-time roles. Among the full-time faculty, 3 hold PhDs, 1 has an MPhil, and 15 have master's degrees. Additionally, 1 part-time teacher holds an MPhil, and 6 part-time teachers have master's degrees. This



diverse academic qualification highlights the campus's commitment to providing high-quality education through well-qualified and experienced faculty members. Like the profile of the faculty, the table 3 shows the number of non-teaching staff of DLM.

**Table 3**

*Profile of non-teaching staff at DLMC*

<b>Designation</b>	<b>Officer level</b>	<b>Non-officer Level</b>	<b>Total</b>
Full Time	01	03	04
Contract Basis	-	01	01

(Source: Self Study Report of DLMC)

**Table 4**

*Number of Students Enrollment at DLMC*

<b>Programme</b>	<b>Female students</b>	<b>Male students</b>	<b>Total</b>
BBS	407	161	568
BBA	69	33	102
B.Ed.	373	71	444
B. Ed. CSIT	52	51	103
BA	213	46	259
M.Ed.	35	16	51
MBS	34	28	62
<b>Total</b>			<b>1579</b>

(Source: EMIS Report, 2080/81)

The enrollment figure shows a total of 1,579 students, with a strong female presence across most academic programmes, as females constitute approximately 75% of the student body. Programmes like B.Ed. and BA have particularly high female enrollment, at 84% and 82% respectively, reflecting a strong preference for education and humanities among female students. The B.Ed. CSIT program has a near-equal gender distribution, while programmes like MBS also exhibit a more balanced ratio, though females still slightly outnumber males. Table 4 shows the enrollment figure of both levels

### **Objectives of the Study**

The objectives of this academic performance audit are as follows:

- To evaluate the efficiency and adequacy of administrative and academic services offered by DLMC
- To identify the areas of improvement for quality, academic and administrative enhancement of DLMC
- To identify the strengths, weaknesses, opportunities and threats within the campus's academic and administrative structure of DLMC
- To provide some recommendations for enhancing the overall quality and effectiveness of DLMC's educational offerings and support services

### **Significance of the Study**

The academic performance audit holds profound significance for various stakeholders within DLMC, including policymakers, administrators, department heads, and both teaching and non-teaching staff and students. It serves as a critical tool for enhancing the overall quality of the campus. For policymakers, the audit provides a solid foundation for making informed decisions that shape the future direction of the institution. Administrators and department heads can leverage the insights from the audit to identify areas of strength and address those that require improvement, leading to more effective resource allocation and targeted interventions. For the teaching and non-teaching staff, the audit offers valuable feedback, guiding them to refine their approaches and contribute more effectively to the academic mission of the campus.

The students are the primary beneficiaries of the academic audit. Since the campus is fundamentally established for their education and development, every action and decision informed by the audit should prioritize their welfare. The audit underscores the commitment of the institution to creating an optimized educational environment that meets the evolving needs of its students. By doing so, it ensures that the institution remains dedicated to its core mission of empowering students to achieve their full potential and fostering their overall growth.

## **Chapter II**

### **Methodology**

Conducting an academic performance audit of a higher academic institution involves a systematic evaluation to assess the effectiveness of its educational processes. The audit starts with defining clear objectives and scope, followed by developing criteria and standards against which performance is measured. Data collection encompasses both qualitative and quantitative methods, including interviews, surveys, and statistical analysis. Site visits and classroom observations provide additional context, while stakeholder consultations ensure a comprehensive understanding of the phenomenon.

For this study, information was collected from multiple sources. The main methods used to collect information were documents, observations, interviews and informal conversations. The documents like Self Study Report (SSR) annual progress reports, brochure, department documents, minutes of the meetings, registers, and result analysis reports were consulted to collect necessary information. Similarly, observation was used as one of the main data collection methods to collect information necessary for preparing this academic audit report. Moreover, interviews were taken with Campus Chief, heads of subject committee, librarian, account officer and the students including Free Student Union (FSU) representatives. Apart from these, information collected from informal conversations with the teachers and students were also used for the analysis and interpretation.

The researcher spent a week in the campus during the month of Shrawan, 2081. Every minute details of the information were gathered from both schedules and nonscheduled interviews and conversations. The researcher also visited each department, reviewed documents and observed the classes in order to get the firsthand information. Likewise, field note was prepared based on the document study and hands- on conversations. The research ethics was maintained by using the pseudonyms of participants in reporting their perspectives.

## **Chapter III**

### **Key Findings**

The findings of this academic audit are presented and discussed in terms of the criteria viz. institutional mission, vision and goals, management and administration, infrastructures and facilities, curricular practices, students' enrollment, dropout and achievement, teaching and learning activities, student support services, research activities, facilities and equipment, community engagement faculty development, ecology friendly programmes. It also includes the position of the campus in forming the policy guiding the quality.

#### **Institutional Mission, Vision and Goals**

It is necessary that a higher education institution should have clear plan, mission, vision and goals for the effective, sustainable and credible implementation of the programmes. Regarding this, DLMC has clear mission, vision and goals as Vision

The vision of Durgalaxmi Multiple Campus is to be a nationally recognized educational institution of quality education through making contribution on intellectual, social, cultural and economic development of Far Western region as well as the entire nation incorporating the vision of Far-Western University, Nepal. The mission of Durgalaxmi Multiple Campus is to provide access to quality higher education by providing skill based, career based, vocational, technical, research based and general education to the people of Far Western region and the whole nation emphasizing the participation of ethnic, Dalit, Janajatis and the people of different social strata and marginalized groups incorporating the mission of Far-Western University, Nepal. The following points are the key goals stated in the strategic plan:

- Programme extension in line with the educational demand of local community and Far Western region.
- Continued efforts towards quality improvement.
- Strengthening infrastructures base and human resource development
- Qualify for Accreditation from the UGC and maintain accreditation status.
- Improving internal academic and administrative efficiency.
- As a socially responsible educational instruction maintaining good relation with the community.

- Achieving sustainability by expanding the financial resource base.

Durgalaxmi Multiple Campus has set several strategic objectives to be achieved within the next five years. These objectives include infrastructural development through construction projects and the procurement of goods and services, as well as quality improvement initiatives focused on human resource development, student performance, and the integration of technology. The campus also aims to expand its programmes by introducing additional Graduate and Undergraduate programmes, as well as vocational courses under CTEVT. Community involvement is another key priority, with plans to provide volunteer support to public and government schools, enhance student-teacher-guardian interactions, and collaborate with social organizations on fieldwork addressing social issues such as Dalit rights, Freed Kamaiyas, Janajati, drug abuse, girl trafficking, HIV/AIDS, and women's empowerment. Additionally, the campus is committed to promoting equity by prioritizing female and disadvantaged local groups in staffing and supporting economically disadvantaged students, including those from EDJ, Dalit, and poor backgrounds. Finally, fiscal sustainability will be ensured through the effective allocation of funds from Far Western University, the mobilization of local and government resources, and financial support from the University Grants Commission, Nepal.

### **Management and Administration**

For the administrative purpose of the campus, there is the provision of Campus Chief and Assistant Campus Chief along with Subject Teaching Committees (previously called Department Heads) of different academic programmes. However, the university has not approved the recommendation for assistant campus chief yet. The administration calls staff at the end of each month. Similarly, Departments of Management, Education and Humanities and Social Sciences also call for meeting in the regular interval. The meeting agenda includes challenges of the classroom, academic calendar, departmental result analysis, annual work plan and teaching schedule. The meeting basically focuses on the quality improvement, course completion status, departmental issues and the ways of improving teaching learning activities along with assigning term papers. Table 5 shows the names of committees dedicated to achieve the goal of quality education.



**Table 5***Name of committees at DLMC*

<b>SN</b>	<b>Name of Committee</b>	<b>Number of Members</b>
1	Administrative Committee	7
2.	Internal Quality Assurance Committee (IQAC)	9
3.	Self-Assessment Team (SAT)	5
4.	Research Management Committee (RMC)	3
5.	Procurement and Planning Committee	3
6.	Internal Examination Committee	7
7.	Information Management Information System (EMIS)	3
8.	Public Information and Publication Committee	3
9.	Library Management Committee	3
10.	Laboratory Management Committee	2
11.	Student Welfare and Sports Committee	5
12.	Scholarship Management Committee	3
13.	Writing and Creation Centre	4

(Source: Administration Report)

Likewise, the campus also has well-functioning Subject Teaching Committees.

The name of the subject committees is presented in the table 6:

**Table 6***Name of the Subject Teaching Committees*

<b>SN</b>	<b>Name of Subject Committee</b>	<b>Number of Members</b>
1.	Nepali and Computer Subject Teaching Committee	5
2.	Account, Finance, Marketing Subject Teaching Committee	5
3.	Education, Health, Population, Mathematics Subject Teaching Committee	7
4.	English Subject Teaching Committee	5
5.	Economics, Sociology and Rural Development Subject Teaching Committee	3

(Source: Administration Report)

**Table 7***Meeting Details of Different Bodies in the year 2080*

<b>S.N.</b>	<b>Name of Committee</b>	<b>No. of Meetings</b>	<b>Remarks</b>
1	Campus Administration Meeting	09	
2	Research Management Committee	12	
3	Self-Evaluation Team (SAT)	07	
4	Laboratory Management Committee	07	
5	Student Welfare and Sports Committee	06	
6	Economics, Sociology and Rural Development Subject Teaching Committee	06	
7	Nepali and Computer Subject Teaching Committee	06	
8	Account, Finance, Marketing Subject Teaching Committee	10	
9	Education, Health, Population, Mathematics Subject Teaching Committee	06	
10	English Subject Teaching Committee	08	
11	Library Management Committee	06	
12	Public Information and Publication Committee	07	
13	Procurement Committee	05	
14	Scholarship Committee	08	
15.	Writing and Creation Center	06	

(Source: Minute consultation and interaction with the heads)

As the table above shows, campus administration seems to be more active in terms of the meetings for making decisions from the side of the administration. Likewise, Research Management Committee and Scholarship Committees are also active in their functions. There are the least number of meetings of the Student Quality Circle although it should be the top priority. It is not only necessary to increase the frequency of meeting but also prioritize on the agenda of quality enhancement.

**Infrastructures and Facilities**

Infrastructural assets and facilities are critical components that support the effective and seamless operation of academic programs. Durgalaxmi Multiple Campus (DLMC) possesses ample land to facilitate the expansion of its academic programmes. The location and vegetation of the campus is alluring and suitable for an educational institution. The campus is well-equipped with sufficient buildings, classrooms, furniture, and recreational spaces to meet the needs of its students.

**Table 8**

*Status of Academic and Administrative Logistics*

SN	Particular	Quantity
1.	Building	2
2.	Rooms	27
3.	Restrooms/Toilet	4
4.	Cycle Stand Tin roofed	2
5.	Cafeteria	1
6.	Security Personnel Shelter	1
7.	Laptops	6
8.	CCTV Cameras	12
9.	Desktop Computers	35
10.	Multimedia Projectors	20
11.	Desk joint (Wood)	65
12.	Joint Desk Bench (Angle)	70
13.	Desk Single (Large)	120
14.	Bench (Large)	120
15.	Bench (Iron)	32
16.	Computer Lab	1
17.	Office Chair (Wood)	8
18.	Office Chair (Plastic)	41
19.	Office Chair (Revolving)	26
20.	Tea Table	2
21.	Office Table	30

22.	Office Table (Normal)	16
23.	Library Drawer	7
24.	Library Book Drawer (Wood)	6
25.	Library Angle Rack	7
26.	Office Drawer	18
27.	Sofa Set	3
28.	Ceiling Fan	102
29.	Computer Table	10
30.	Computer Table (Large)	8
31.	Fax	1
32.	Printers	7
33.	External Hard Disk	1
34.	Telephone Set	2
35.	Information Board	2
36.	Generator	1
37.	Inverters	2
38.	Cooler	1
39.	Camera	1
40.	Teacher's Drawer	4
41.	Complaint Box	1
42.	Digital Board	1
43.	Display Board	1
44.	Bed	2
45.	Water Tank	3
46.	Musical Instrument	1
47.	Attendance Machine	1
48.	Flag Stand	1

(Source: DLMC Administration Report, 2081)

Durgalaxmi Multiple Campus (TMC) is well-equipped to support academic and administrative functions with a comprehensive range of technological and physical

resources. The extensive provision of laptops, desktop computers, multimedia projectors, and smart boards facilitates interactive and engaging teaching methods, while a dedicated computer lab supports computer-based learning and research. Security and monitoring are enhanced by numerous CCTV cameras, and the campus provides adequate seating and workspace, including bench desks and standard chairs, as well as comfort items like sofa sets and ceiling fans. Utility and support systems, such as a generator and inverters, ensure uninterrupted power supply. Additionally, various administrative and educational tools, including telephones, cameras, photocopiers, printers, and scanners, support effective communication and documentation. However, the campus needs to work in developing the infrastructure for sports activities that includes ground and courts for both indoor and outdoor games in order to create opportunities for students in sports science. The assignment of a sport focal person can help the students who want to shape their career in sports besides the academic activities.

Library is also resourceful in terms of books. All the books are recorded in the Pashshala software. As the record shows, there are currently 13,977 books after the merging to FWU including 1347 text books. However, most of the books are based on the syllabus of the courses rather than the reference materials. Moreover, there is no online library and no access to online journals. Only five journals published from Nepal are available in the library while the students cannot get access to the hard copy of the international journals there. The library needs to be managed scientifically with books keeping according to the subjects like English language, English literature, Psychology, Marketing, Finance, etc. However, each book has a barcode number and is identified with the number at the time of issue.

The library does not have a spacious area for individual reading cabinets and rooms. The books are encroached in the racks without strong book stands having a negative impact on the life of the books. It has been reported that the campus is unable to manage a trained librarian so as to manage it according to the principle of library science. The library staff also reported that she has not received any professional training for library management. The introduction of a photocopier would greatly benefit students by allowing them to easily obtain copies of theses and other important materials. Furthermore, it is advisable to manage the separate space for textbooks, reference books,



theses, journals, magazines etc. However, the campus has planned to shift the library to the new building with spacious area to manage these sections with students' access. Moreover, the campus can also make provision of photocopy service in minimum cost so that the students can have the important sources photocopies immediately within the library.

The campus does not have cafeteria within the campus premise till date. However, the campus has planned to set a hygienic cafeteria from this year to assure the food and snacks within the campus boundary in cheaper cost. The campus provides pure drinking water facility to the students. Meanwhile, the purity of water needs assured by water purifier in each block with the provision of cold and hot water. To better support female students, it would be beneficial to place sanitary pads in easily accessible locations and create a dedicated changing room, ensuring all students are informed about these provisions.

The campus's free Wi-Fi access is a significant asset, facilitating academic and social activities. Additionally, the presence of CCTV cameras enhances safety, and the infrastructure and equipment are well-maintained to meet student needs. Addressing these opportunities for improvement will create an even more positive and supportive campus environment.

### **Curricular Practices**

Faculties of DLMC are involved in curriculum designing, curriculum feedback, curricular refresher and other orientation programmes based on the curriculum of Far Western University. Six faculties from, Education, Nepali Education, and TESOL management have been involved in curriculum development and revision process of Far Western University. Likewise, many faculties have been involved in publication of reference books and textbooks prescribed for different levels. However, there are very few consultation meetings with potential employers, students, and faculties for curricular feedback.

### **Students Enrollment, Dropout and Achievement**

Higher education institutions aim to provide quality education, and student outcomes are a key indicator of their success. At DLMC, the administration, faculty, and staff work diligently to enhance student performance through well-structured teaching

and learning activities based on the university's predesigned curriculum. However, analyzing student enrollment, dropout rates, and achievement levels reveals critical insights into the state of higher education in Nepal. This evaluation is vital for DLMC to identify areas for improvement, address the causes of student attrition, and implement strategies to ensure the institution maintains its commitment to delivering quality education. The table 9 shows the enrollment of students in 2081.

**Table 9**

*Student Enrollment of DLMC*

<b>Programme</b>	<b>Year</b>	<b>No. of male students</b>	<b>No. of female students</b>	<b>Total</b>
BA	2081	46	213	259
BBS	2081	161	407	568
BBA	2081	33	69	102
B.Ed.	2081	71	373	444
B.Ed. CSIT	2081	51	52	103
M.Ed.	2081	16	35	51
MBS	2081	28	34	62

(Source: DLMC Administration Report, 2081)

The table presents the student enrollment for DLMC programmes in the academic session 2081 including distribution between male and female students. The BBS Programme had the highest total enrollment with 568 students, consisting of 161 males and 407 females. The B.Ed. Programme followed with 444 students, where females outnumbered males significantly (373 females to 71 males). The BA Programme enrolled 259 students, with 46 males and 213 females. The BBA and B.Ed. CSIT programmes had lower enrollments with 102 and 103 students respectively, while graduate programmes like M.Ed. and MBS saw a smaller intake, with 51 and 62 students enrolled. In general, female students outnumbered male students across most programmes.

**Table 10**

*Pass Rate of the Students at DLMC (2080)*

<b>Programmes</b>	<b>Year</b>	<b>Pass Percentage</b>
BBS	2080	25.03

BA	2080	28.05
BBA	2080	44.66
B.Ed.	2080	27.51
M.Ed.	2080	40.63
MBM/MBS	2080	57.66
MBS	2080	34.78

(Source: DLMC Administration Report, 2081)

In the year 2080, the pass percentages for various DLMC programs varied significantly. The MBM/MBS program had the highest pass percentage at 57.66%, followed by BBA with 44.66% and M.Ed. with 40.63%. The MBS program had a pass percentage of 34.78%. Undergraduate programs such as BA and B.Ed. had lower pass rates at 28.05% and 27.51% respectively. The BBS program recorded the lowest pass percentage at 25.03%, indicating that many students faced challenges in passing this particular course.

### **Teaching and Learning Activities**

Campus activities are fundamentally aimed at enhancing the student experience. However, students have expressed concerns regarding the inadequacy of resource materials and the lack of a comprehensive semester plan by instructors. This absence of a structured plan can lead to challenges such as courses being completed either ahead of schedule or prematurely. Current teaching practices at the institution predominantly utilize traditional lecture methods, a point acknowledged by both students and some faculty members. The integration of interactive elements such as student presentations, group work, project-based learning, and problem-solving activities appears limited. While some instructors employ PowerPoint presentations, the overall reliance on lecturing suggests that teaching methods are not fully aligned with modern ICT and technology-based approaches, despite the availability of laptops and projectors in classrooms.

The campus has installed software in library, administration, and exam and account sections. They are also in the process of installing software for e-library. Besides this, Durgalaxmi Multiple Campus provides easy access to internet through Wi Fi service. Individual departments carry out workshops in which students present their mini

research and the subject teachers provide the necessary guidance. The college allocates Rs 50,000 for each faculty to carry out department workshops every year. Besides, the students of different faculties and different levels are taken to educational excursions, industrial tours and banking internship to enhance better practical knowledge. The campus also provides Rs. 50,000 to each faculty for educational and industrial tours.

There is provision of inviting guest professors and organizing sessions for guest lectures for the students. Though the practice inviting the guest lecture is not regular, this practice has been able to expose both faculties and students to wider varieties of contents and methodologies. Faculties are encouraged to take part in national and international conferences. Five faculties participated in the national level conference in the last few years. Similarly, there is the provision and practice of evaluating faculties from the students and self- appraisal which support the faculties in identifying the strengths and weaknesses and make the necessary improvements accordingly.

### **Student Support Service**

To foster a supportive and conducive academic environment, it is essential for students to receive comprehensive support from campus administration, departments, and faculty. The campus has formed Student Welfare and Sport Section, Writing and Creation Center with the aim to support the students in sports and creative writing. Similarly, the campus organizes the extra- curricular activities by organizing annual sports week. The students are encouraged to take part in both indoor and outdoor games. Likewise, they are encouraged to participate in oratory, poetry and quiz contest competition in that occasion. Besides this, the students reported that the volleyball, cricket and football team of the campus take part in the district, regional and national level tournaments. The observation and document study revealed the lack of literary clubs, music clubs, and ECA clubs' initiative. The students highlighted the need of increasing sport facilities such as grounds, courts both for indoor and outdoor games.

Likewise, Alumni Association and Youth Red Cross Circle, are duly formed and functional in the campus. These student committees have been contributing to student welfare, social linkage and bridge the students with campus administration. There is a provision of health service for the students with the availability of the first aid room, basic medicine and sanitary pads for the girls.

Students can get regular notices through the messenger group and website updates. The campus administration and faculties update the essential notices in the messenger group of respective level and stream. The campus prepares students feedback and evaluation report annually for the improvement of pedagogy. The tracer study report is prepared to trace the graduates and their employability in the job market every year. Needy and genius students get scholarship based on the university rules. Far Western University has the provision of providing 25% scholarship from the total enrollment. The table 11 shows the number scholarship receiving students from the campus and the University Grants Commission.

**Table 11**

*Number of Scholarship Awarded Students in FY 2080-081*

SN	Faculty	Scholarship from UGC	Scholarship from Campus
1.	Management (BBS+ BBA)	64	32+5= 37
2	Education	16	14
3.	Humanities and Social Sciences	01	07
<b>Total</b>		<b>81</b>	<b>58</b>

(Source: Campus Administration Report)

The table indicates that a total of 81 scholarships were awarded from the UGC, while 58 scholarships were provided by the campus in the year 2080/81. The Management faculty (BBS + BBA) received the highest number of scholarships, with 64 from UGC and 37 from the campus. The Education faculty received 16 UGC scholarships and 14 from the campus. The Humanities and Social Sciences faculty had the fewest scholarships, with 1 from UGC and 7 from the campus.

### **Research Activities**

DLMC has duly formed and functional Research Management Committee (RMC) to promote research activities, publication, innovations and collaborative work with other similar institutions. RMC publishes a journal named Journal of Durgalaxmi Campus annually. It is a multidisciplinary journal. In 2024, it has published its 2nd volume and called for the articles for its third volume, 2025.



Moreover, RMC conducts different workshops and seminars including course and thesis writing orientation programmes. The table 12 shows title of the workshops conducted by RMC in last three years.

**Table 12**

*Details of Seminars and Workshop Conducted by RMC in the Last Three Years*

SN	Events	Year	Key Experts
1.	Research Orientation Programme	2079	Dr. Lav Deo Awasthi
2.	Writing Research Proposal	2080	Dr. Lav Deo Awasthi Dr. Jitendra Dev Awasthi
3.	Workshop on Writing Term Papers and Research Articles	2081	Prof. Dr. Dan Raj Regmi

(Source: RMC Minute)

All these programmes have been conducted in support of the University Grants Commission, Nepal. However, RMC has approved its annual work plan with schedule to conduct small scale seminars, discussions with its internal funding. The campus has allocated 12% of total operating budget for research activities. Moreover, RMC has been allocating budget for mini research activities and planning to initiate faculty research in the larger scale. Despite these, the RMC is expected to promote research and writing culture among the students and ensure their involvement with the faculties. The students can be empowered if their participation is ensured in mini and faculty research. For this, the RMC can make the mandatory provision of including at least a student in mini and faculty research activities.

The students in the phase of writing their dissertation at graduate level are provided with thesis orientation workshop. The students of management and Education are directly benefited by this Programme. RMC can make policy for financial and technical support to graduate and undergraduate students and their theses and project works. Likewise, there is no formal document to show the inter institution research collaboration till date. The collaborative research activities including both faculties and the students can be helpful to strengthen inter-institutional relationship and sharpen the research skill. Moreover, RMC needs to move towards collaborating with local level governments in the agenda of research, extension and consultancy.

Durgalaxmi Multiple Campus (DLMC) boasts a distinguished faculty with both MPhil and PhD holders who have made significant contributions to academic research. Majority of faculty members are involved in research and publication and at the different levels of their advanced academic study (MPhil and PhD). The table 13 shows the number of faculties in different levels of advanced study.

**Table 13**

*List of Faculties in Advanced Study*

S N	Name	MPhil/ PhD	Status/ Remarks
1.	Dr. Damber Bahadur Pal	PhD	Completed
2.	Dr. Narendra Bahadur Air	PhD	Completed
3.	Dr. Bishnu Bahadur Kathayat	PhD	Completed
4.	Giri Raj Kadayat	PhD	Enrolled
5.	Hari Krishna Kadayat	PhD	Enrolled
6.	Bishnu Bahadur Mahara	MPhil-PhD	Enrolled
7.	Mala Bhandari	M. Phil-Ph. D.	Enrolled
8.	Ram Bahadur Mouni	Ph. D.	Enrolled
9.	Lok Bahadur Mahara	M. Phil-Ph. D.	Enrolled
10.	Rishiraj Joshi	M. Phil-Ph. D.	Enrolled
11.	Hark Bahadur Saud	M. Phil-Ph. D	Enrolled
12.	Sushila Kumari Chand	M. Phil-Ph. D.	Enrolled
13.	Narayan Datta Bhatta	Ph. D.	Enrolled
14.	Giri Singh Bohara	M. Phil	Completed
15.	Dilli Raj Bhatta	M. Phil-Ph. D.	Enrolled
16.	Bhuwan Raj Joshi	M. Phil-Ph. D.	Enrolled

(Source: Self Study Report of DLMC)

### **Community Engagement**

The campus has the public information which is named as Public Information and Publication Committee within the institution. The role of the unit is to disseminate information to the stakeholders of the campus and to receive feedbacks to be used for academic and institutional improvements in the institution. The community engagement is also enhanced by engaging the students in social activities. The Youth Red Cross

Circle organizes blood donation Programme, sanitation Programme and social welfare activities. Similarly, DLMC alumni have also supported campus- community relationship by organizing sanitation Programme, plantation Programme within and outside the campus. In this way, it is involved in social services including interaction with the community on certain issues. The alumni of DLMC are expected to collaborate in strengthening the relation of the institution with the key stakeholders.

### **Faculty Development**

Teaching and non-teaching staff are integral to the effective implementation of campus programs. The success of these programs hinges on the efficiency and dedication of the staff. It is essential for faculty members to remain committed to their profession by continually updating their knowledge. Job satisfaction plays a pivotal role in enabling them to work with full devotion and effort.

DLMC encounters challenges in recruiting new teaching and non-teaching staff due to the requirement of obtaining permission from the university office for filling vacant positions. The campus employs full-time, contract, and part-time teachers. While these educators demonstrate high performance and dedication in their roles, there is currently no established system of rewards or incentives to further motivate and recognize their efforts. Faculty members engage in research-based sharing with peers who have an interest in research. However, there is a need to enhance subject-specific and discipline-based sharing and learning among all faculty members. Developing a strong community of practice (CoP) would foster a culture of collaborative learning and professional growth, ultimately benefiting the entire academic community at DLMC.

DLMC has the policy to prioritize the faculty development through trainings, workshop and refresher training. For this, the campus organizes such Programme in the campus and exposes the faculties and non-teaching staff in such programmes. Moreover, the campus sends its faculties and non- teaching staff to the training programmes organized by other institutions. Likewise, DLMC has the policy to invite guest professors to deliver lecturers on certain issues. Faculty members get study leave from the campus as a positive point of the institution for faculty development. The campus encourages the faculties for research level studies by providing study leaves.

**Ecology Friendly Programmes**

Ecology friendly campaign is one of the global and cross cutting issues that have to be undertaken by the higher education institutions. DLMC stands strong in this issue. The location of the campus adjoining the jungle has created an ecology friendly learning environment. The gigantic trees west to the campus and greenery around it are alluring. Besides the natural greenery, the campus has been working towards making the surrounding beautiful by planting trees, and flowers. Waste is managed with dustbins in different places in the campus premises. The campus organizes sanitation programmes at the end of each month. The campus also has the provision of prioritizing sustainable energy including solar power in the campus. As risk reduction, the buildings of the campus are earthquake resistant. Moreover, students of DLMC occasionally organize cultural programmes like Holi and Gaura though it is not regular and systematic. Such cultural programmes support balancing the cultural and language ecology.

## **Chapter IV**

### **SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis**

Based on the discussion under findings above, the following strengths, weaknesses, opportunities and threats can be pointed out:

#### **Strengths**

- Durgalaxmi Multiple Campus (DLMC) is situated in the proposed capital of the province, the junction of the terai and hilly districts.
- The campus has enough possibility for the expansion of various programmes.
- Strong public support for physical infrastructure has been articulated through rooms named by the donors' name.
- DLMC has developed a comprehensive five-year strategic plan, demonstrating its commitment to long-term growth and improvement. (Time for review)
- A good number of faculty members are actively pursuing MPhil and PhD degrees to enhance their efficiency and capacity development.
- There is a growing culture of research and innovation among the faculty members, contributing to the academic excellence of the institution.
- The campus environment is characterized by abundant greenery, creating a serene and conducive atmosphere for learning.
- DLMC's infrastructure includes earthquake-resistant buildings and ramp, ensuring the safety, security and access of its occupants.
- The campus has provisions for a generator to address power needs.
- The rich library, stocked with syllabus-based books, supports the academic needs of students and faculty.
- The Campus has well-formed and functional committees to deal with specific issues.
- The campus has well updated website for disseminating the information.
- Teachers' attendance by the student (CR)

#### **Weaknesses**

- The campus lacks the proper space for playgrounds, providing students with excellent recreational facilities.
- The campus faces challenges with a lower pass rate among students.



- The semester system does not consistently include daily attendance of students.
- There is no regular system for assigning term papers to students as the internal assignment.
- Departmental meetings are conducted occasionally, mainly at the time of finalizing routines and mid-term examinations.
- There is a lack of interdepartmental sharing to address issues and improve teaching and learning activities.
- Students are reluctant for class presentations and the faculties are less likely to enforce the presentation, which are essential for developing their presentation skills and overall performance.
- The programmes that support public relation through students' participation and collaboration are not sufficient.
- Research Management Committee (RMC) and other committees face problem in implementing all planned programmes due to sufficient budgetary support.
- The predominant use of the lecture method indicates a reliance on teacher-centered pedagogical approaches.
- There is a deficiency in regular extracurricular activities (ECAs) and cultural programmes.
- There are no hostel and guest house facilities for students with poor economic capacity or those from remote areas.
- The campus does not have cafeteria within the campus premise.
- Books in the library are not managed systematically and lacks digital library.
- The library does not have sufficient journals and other reference materials, relying mostly on textbooks or course materials.

### **Opportunities**

- As an institution moving towards Quality Assurance and Accreditation, DLMC demonstrates a strong commitment to academic integrity, continuous improvement and quality enhancement
- DLMC is the one of highly growing campuses of the Far Western University in terms of number of students and the qualification of its faculties.

- DLMC possesses the advantage of its prime location, offering significant potential for future development and expansion.
- Being located in the proposed capital city of Sudurpaschim Province, there is an opportunity to explore networking with government agencies local employer institutions, enhancing student employment prospects and industry connections
- Strengthening the Alumni network can significantly contribute to institutional exposure and excellence, leveraging the experience and support of former students.

### **Threats**

- The decreasing enrollment rate of students, attributed to the semester system and a lack of syllabus-based materials, poses a significant threat to the campus.
- The high dropout rate of students undermines the institution's efforts to retain and graduate students.
- There is a noticeable lack of interest in learning among students, which threatens the academic environment and student outcomes.
- Student irregularity, even within the semester system, challenges the effectiveness of the educational process.
- The overuse of social media for entertainment and time-wasting, rather than for educational purposes, detracts from student engagement and learning.
- Regaining the community's trust towards DLMC, comparable to the past, is a critical challenge that needs to be addressed to strengthen community relations and support.

## **Chapter V**

### **Conclusion and Recommendations**

#### **Conclusion**

The quality academic audit report has been prepared by going through the documents, observations, informational conversations and discussions with the campus administration, faculties, staff and students including the FSU representatives.

After the analysis of the results, it has been found that academic performance of DLMC is satisfactory despite some challenges it has been facing.

#### **Recommendations**

In order to better improve the academic performance, the following recommendation can be made:

1. Since DLMC has completed the QAA cycle, it is necessary to work towards accreditation and certification so as to achieve the prodigious academic, administrative milestones.
2. It is recommended to introduce labor market driven programmes obtaining the greater support from the university.
3. It seems imperative to promote collaborations with external agencies in order to strengthen teaching learning activities, research and student engagement. For this, the campus exchanges the faculties and students with other universities, increase the frequency of guest lectures, exposure visits, funding to small scale project works etc.
4. As a remarkable number of faculties have enrolled for advanced studies, their first-hand experiences are to be shared with the students. Similar to the aggressive enrollment in MPhil and PhD programmes, there is a need to push them for publication in impactful journals aggressively.
5. The basic learning facilities such ICT integrated pedagogy, e-library, sitting arrangements in the library, learner centered andragogy, and project work, etc. have to be promoted.
6. To address the high dropout rates, it is recommended to foster positive attitudes towards the semester system and learning and earning programmes are to be introduced.

7. It is advisable to enhance library resources by increasing the proportion of reference materials through the integration of an online library system and installing a display board for new arrivals of books, journals, and other reference materials. It is recommended to expand the carpet area of the library with reading cabins.
8. To optimize library book management, it is suggested to update the collection, dispose of outdated materials, and assure the professional development training for the librarian.
9. It is recommended to beautify the campus premises by utilizing the rich land and natural resources. This can be achieved by planting flowers and adding other decorations to create a learner-friendly environment within the campus boundary.
10. It is suggested to set up a cafeteria and develop infrastructure for sports activities.
11. To enhance the effectiveness of teaching and learning, it is recommended that faculty members stay updated with the latest developments in their respective fields. This will enable them to employ innovative and technological pedagogies.
12. In the context of the semester system, it is advisable for faculty members to adhere to a structured work plan, ensuring that all chapters are covered within the allocated time. Submission of work plans to the teaching committee heads prior to the start of sessions has to be made mandatory. The Teaching Committees should review these plans and monitor the progress to ensure that courses are completed within the designated timeframe.
13. To improve student achievement and increase pass percentages, it is essential to analyze examination results and implement remedial teaching bring changes in method of teaching based on the student's level and need.
14. There should have mandatory provision to trace the graduates and their employability. It can be done through Alumni association or a committee responsible for it.
15. Student feedback on teaching and learning and self-appraisal of faculties should be actively solicited and utilized to enhance performance and address areas for improvement. The campus can introduce the policy of evaluating the performance of non- teaching staff in the regular interval to improve their work efficiency and impacts among the service receivers.

16. To foster a robust research culture on campus, it is recommended that each faculty member be encouraged to conduct at least one research project with a publication annually.
17. It is recommended to establish provisions for student hostels and guest house to enhance accommodation and support for both students and faculty.
18. It would be beneficial to provide a staff nurse to offer health services and first aid, ensuring that health and safety needs are adequately addressed.
19. A reception section should be added to provide information about the campus, thereby improving communication and support for students and visitors.
20. Faculty exchange programs are recommended as they can provide valuable opportunities for professional development and enhance the academic experience.