An Assessment of the Campus Autonomy: A Case of Mahendra Ratna Multiple Campus, Ilam
Mini-research Report

By
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Recommendation Letter

This is to certify that the research report entitled "An Assessment of the Campus Autonomy: A Case of Mahendra Ratna Multiple Campus, Ilam." Prepared by Mr. Sitaram Ghimire, Teaching Assistant of Mahendra Ratna Multiple Campus, Ilam with support of mini research Grant of FoE, Dean's office has been carried out under my guidance. As a Reviewer, I forward the report to the Office of the Dean, FoE with my recommendation for its approval.

Signature………………………………………..

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Designation: Professor

Address: Central Department of Education, University Campus, TU.

Date : 2071/03/10 (24th June, 2014)

Abstract

Tribhuvan University (TU) has lately introduced the policy of giving autonomy (as per the autonomy rule, 2062) to interested constituent Campuses to accelerate their organizational and managerial excellence. Till date, there are four Campuses that have been granted autonomy. Mahendra Ratna Multiple Campus (MRMC), Ilam is the first campus who got autonomous status on 18th Magh 2066 B.S. (1st Feb. 2010).

This study examined the effect and impact of the Campus autonomy on organization, management and functioning of the campus. Being an autonomous Campus, MRMC has the rights to make important decisions independently to improve its academic, financial, infrastructural and administrative activities. But there have been discourses on Campus autonomy among different stakeholders like teachers' and students' organizations and other individuals from the beginning. There are series of queries regarding the Campus autonomy. Some of the queries are: What is the basic concept behind Campus autonomy? What are the perceptions of the stakeholders towards Campus autonomy? What are the effects of autonomy on institutional governance and management? How far the move towards autonomy has improved the governance and management of higher education at the institutional level? Whether the program is effective or not? What are the problems faced by the Campus after moving towards autonomy? And what measures should be taken to minimize and or solve the problems? The main thrust of the study was to address the above questions, which has drawn greater attention in public discourse since 2010. Hence, the overall objective of the study was to explore and examine the effect of TU Campus autonomy policy and its impacts on the management and managerial effectiveness of at the institutional level.

In order to address the above mentioned research questions and the objectives of the study, the researcher inquired with different stakeholders (individual teachers and students and their organization representatives, campus chief, administrative staff, political representatives and the general public related to MRMC), observed the

changes taking place in the Campus and explored the challenges faced by the campus after moving into autonomy. The study followed a descriptive research design and a comparative approach. Information from primary sources was collected through questionnaire, interview questions from selected key informants. A total of 98 informants were selected by random and purposive sampling. There were 50 informants selected by purposive sampling. The remaining 48 informants were selected by random sampling. Secondary data for the study were gathered from various published reports and records of the Campus. Minute book of the Campus Operation Committee and Executive Committee were used as evidence.

The study found that the Campus has been firmly established as the leading academic institution in this region of the eastern part of the country. It has come across many challenges along its way in course of earning its name and fame and glorious academic history. The Campus has become more facilitated now than in the past in terms of physical infrastructure. The Campus has given opportunities for teachers to participate in different seminars, workshops and training in and outside the Campus for their academic and professional advancement. The institution has provided the opportunity for mini research through the Research Unit and has also encouraged the teachers to publish their articles in educational journals.

However, the Campus has experienced some remarkable challenges in day to day activities. One of the challenges has been the difficulty in finding teaching staff for the newly introduced Horti-Flori Management program. Conduction of Mini Research qualitatively is another challenge in the Campus. Despite the advent of information technology (IT) in the Campus, it is not sufficient to all teachers and non-teaching staff. There is need to encourage teachers to pursue M.Phil. and Ph.D. study by the Campus, but the interest is the campus administration is not found as expected. Another challenge is to address the questions of the Campus autonomy. Some stakeholders have their reservation towards Campus Autonomy. They have raised questions regarding the rules and regulations as well as the policies of autonomy. According to some stakeholders there should be open discussion program on the issues of autonomy from the part of campus administration. Hence,

it is found that the opposition of the Campus autonomy is *'**Suggestive Opposition'**.* If it has come with fair intention, it is of high value and great worth for the institution. If not, it seems to be only propaganda.

Acknowledgements

Mahendra Ratna Multiple Campus, Ilam has found a new impetus after it was approved as a constituent autonomous Campus by T.U. in 2066 BS (1st Feb. 2010). As an autonomous Campus, the Campus has rights to make important decisions independently to improve its academic, financial, infrastructural and administrative activities. There has been a growing concern about the Campus autonomy and its impacts. However, detailed study and research on university policy is lacking. This study is focused on the issues of Campus autonomy and its effects.

First of all, I would like to express my gratitude to Professor Dr. Prakash Man Shrestha, Dean and Professor Dr. Shivaram Neupane, Assistant Dean, Faculty of Education, T.U., Kirtipur, for providing this valuable opportunity to carry out mini research. I would also like to express my appreciation to Professor Dr. Tirtha Raj Parajuli, Central Department of Education, TU, Kirtipur for providing valuable inputs in different phases of this mini- research work.

I am also thankful to Mr. Indra Dev Thakur, Chairperson and Mr. Rajendra Kunwar, Campus Chief of Mahendra Ratna Multiple Campus, Ilam for their valuable information regarding Campus autonomy. I would also like to thank to the administrative staff of Mahendra Ratna Multiple Campus for providing invaluable information regarding the topic without which this study would have been incomplete. I am also indebted to all teachers, administrative staff and students of the Campus who provided information regarding the problems, issues and impact of campus autonomy.

I am also thankful to all the respondents for their kind and invaluable information without which the research work would have been almost incomplete. Finally, I would like to extend my gratitude to my colleagues Mr. Krishna Kumar Khatri and Mr. Punya Prasad Bhattarai for their proof reading and editing.

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List of Abbreviations

CERID   : Research Centre for Educational Innovation and Development

CSE   : College of Software Engennering

DDC   : District Development Committee

ELT   : English Language and Teaching

FoE   : Faculty of Education

GIS   : Geographical Information System

HFM   : Horticulture and Floriculture Management

HRD   : Human Resource Development

Hum.   : Humanities

ICT   : Information Communication Technology

INGOs   : International Non Governmental Organizations

IQAAC   : Internal Quality Assurance and Accreditation Committee

KTM   : Kathmandu

MOE   : Ministry of Education

MoU   : Memorandum of Understanding

MRMC   : Mahendra Ratna Multiple Campus

NCDC   : Namsaling Community Development Centre

NGOs   : Non Governmental Organizations

PCL   : Proficiency Certificate Level

PTR   : Peer Review Team

QAA   : Quality Assurance and Accreditation

QAASC   : Quality Assurance and Accreditation Sub-Committee

RA   : Regular Passed

RP   : Regular Appeared

SHEP   : Second Higher Education Project

SSR   : Self Study Report

TOR   : Terms of Reference

TU   : Tribhuvan University

UCPN   : United Communist Party of Nepal

UGC   : University Grants Commission

VMGO   : Vision, Mission, Goal and Objectives

WLAN   : Wireless Local Area Network

Chapter-1: Introduction

1.7. General background

After the advent of democracy in 1951, a number of new colleges (public as well as community) were established. The first university in Nepal, Tribhuvan University (TU), was established in 1958. The Ministry of Education (MOE) is responsible for the education sector in Nepal. Funding and monitoring of higher education is the responsibility of University Grants Commission (UGC). Universities in Nepal enjoy significant autonomy.

Tribhuvan University has constituent and affiliated Campuses (colleges). Constituent Campuses receive public funding and universities oversee their academic, administrative and financial management. Affiliated Campuses do not receive public funding and university is responsible only for supervision of their academic programs and examinations. In addition to public and private, there are some Campuses funded and managed by the communities. Community colleges receive very small amount of financial support for capital costs from the government through University Grants Commission (UGC).

Nepal has been preparing strategic vision for the education sector, including higher education through national commissions. TU developed its 20 years strategic vision in 2000. Other universities also have developed strategic plans. As per the strategic plan, TU has adopted Autonomous Institute / Campus Rules in 2006.

Mahendra Ratna Multiple Campus (MRMC) is a TU constituent Campus located in Ilam, a district in the far east of Nepal, established more than five decades ago. MRMC, Ilam, has been accomplishing a number of significant educational/academic programs. This Campus is benefiting more than 2500 students from different district especially Ilam, Jhapa, Panchthar, Taplejung and Tehrathum. As a constituent Campus of Tribhuvan University, the Campus has expanded its academic horizon by introducing new programs under the faculties of Humanities, Education, Management and Science and Technology. The Campus has come across many challenges in course of its journey towards

achieving its vision, mission and goals. There are 87 teaching staff and 36 non-teaching staff involved in this Campus.

The Campus has found a new impetus after it was approved as a constituent autonomous Campus by T.U. in 2066 BS (1st Feb. 2010). Thereafter, as a first autonomous Campus, the Campus has rights to make important

SN	Autonomous Campuses	Location
1.	Mahendra Ratna Multiple Campus	Ilam
2.	Central Campus of Technology	Dharan
3.	Ayurved Campus	Kirtipur
4.	Mahendra Ratna Campus	Tahachal, KTM.

decisions independently to improve its academic, financial, infrastructural and administrative activities. But there have been discussions about Campus autonomy among different teachers', students' organizations and other individuals from the beginning. While some argue that the Campus autonomy is necessary to academic, administrative and infrastructural enhancement of the Campus. And in the same way, some argue that the Campus autonomy is harmful in many reasons. According to them, it is the process of Campus privatization, it cannot protect the professional rights, and it is the process of Campus differentiation, autonomous Campus cannot manage academic, financial and infrastructural resources.

There has been a growing concern about the Campus autonomy and its impacts. In this context, there is lack of detailed study and research from the various agencies on university policy. In this regard, this study has been carried out so as to bringout the issues of Campus autonomy and its effects.

This study attempts to presents the Campus autonomy, issues, its impacts and suggestions, derived from an extensive study in MRMC, Ilam of Nepal. A compresehsive research on campus autonomy, issues and impact has been conducted for the first time.

In this study, , policies and procedures, curricular aspects/ new and innovative pedagogical aspects (which are implemented after autonomy), research, consultancy and extension activities, infrastructure development, student welfare programs,

human resource management, stakeholders' participation and financial activities of an autonomous campus has been analyzed based on authentic documents of the Campus. Besides this, local stakeholders' (political parties, teaching and non-teaching staffs and students) responses/perceptions towards autonomy have been presented. Moreover, strengths, weakness (problems) and opportunities of the autonomous Campus have also been analyzed on the basis of documents, interviews, formal and informal talks.

This study will be useful for the TU officials, educationalists, government, educational institutions, donor agencies and other stakeholders to formulate and implement plans, policies and programs to promote effective management and sustainability of academic institutions and the system capacity strengthening of TU.

1.8. **Concept of autonomy**

The concepts of university autonomy and academic freedom are different but related. Academic freedom applies to individual academics, while autonomy applies to the university as an institution. Autonomy implies the freedom and authority enjoyed by universities and institutions of higher education to play their role and contribute to societal development within the framework provided by the public authorities. Therefore, university autonomy needs to be addressed within the context of the perceived and agreed upon role of the university in the society.

Institutional autonomy can be justified if it is a necessary condition to enable universities to play the role assigned to them through their role in teaching, research, and other services rendered to society. University autonomy from this point of view may be defined as the freedom of an institution to run its own affairs without direct control or influence by the government. Any influence exercised by the government may be based on legislative authority.

Given the role of higher education in national development, governments needs to specify higher education priorities in line with national priorities and establish the limits to institutional autonomy. The ideal situation would have

been for government to set priorities and trust institutions to carry out the tasks without intervention. However, governments lacked sufficient confidence in the institutions to grant them this autonomy (Huisman, 2007).

Over a period of time, the role of the public sector in universities has declined and governments have progressively moved away from a state-mediated process towards a market process, redefining the role of university. Many governments adopted a governance model of steering universities from a distance. In the past the main decision-maker had been the state; however, in the present context the stakeholders involved in decision-making are many – society at large, the government (federal or provincial), the employers, the university staff, and the students. The sometimes conflicting views of these diverse stakeholders can complicate university autonomy.

Furthermore, the decline of direct governmental financing and control has been accompanied by an increasing demand for accountability measures. In other words, the multiple spheres associated with institutional autonomy come with many strings attached. It is a challenge for any institution to serve several masters simultaneously.

Universities in many countries have traditionally enjoyed freedom and autonomy in academic matters. However, institutional autonomy was more limited in other areas of activity, especially those relating to financial issues. The recent trend is to extend the idea of autonomy to all spheres of university activities. According to Berdahl (1971) university autonomy can be substantive or procedural. *Substantive* autonomy gives institutions the authority to take decisions and operate with authority on their own goals and programmes matters under their purview. The authority to link decision-making to action is expected to improve operational efficiency. *Procedural* autonomy implies freedom on administrative aspects without the real authority to take decisions, but greater authority to implement them.

Institutional autonomy implies appointive authority, especially in cases where the staff are not civil servants; financial autonomy has been granted in recent

reforms primarily due to the inability of the public sector to support an expanding higher education sector. Another factor is the administrative authority, which plays an important role in facilitating faster implementation of decisions.

Nepal has been preparing strategic vision for the education sector, including higher education through national commissions. TU developed its 20 years strategic vision in 2000. Other universities also have developed strategic plans. As per the strategic plan, TU has adopted Autonomous Institute / Campus Rules since 2006. As per the autonomy rule, 2006, TU granted autonomy to MRMC 18th of Magh 2066 BS (1st Feb. 2010).

This study examined the issues of institutional autonomy in the following spheres of activities:

1. governance and management of the institution;
2. policy and procedures;
3. academic matters – curriculum and teaching methods, examinations, research, and publications, etc.;
4. student welfare programs;
5. infrastructure development;
6. human resource management;
7. issues related to the appointment and promotions of academic and administrative staff ;
8. student admissions;
9. Campus-stakeholders' relationship;
10. problems and opportunities of the autonomous Campus.

1.9. **Rational of the study**

The rationale of this research is to identify the evidence from research which can inform educational policy and practice in Nepal geared towards Campus autonomy. The study will contribute to the Second Higher Education Project (SHEP) in Nepal as a recent effort of the government and the donors to conceptualize autonomy as an important vehicle for higher education reform.

The Campus autonomy of the university education system is a new policy taken by the Tribhuvan University in realising the aspiration in improving quality education in Nepal. This policy has given more power to autonomous Campuses in managing the human resource to assets, funds and student intake, as compared to ordinary Campuses. In addition, it allows the autonomous Campuses to become active learning organisations that are able to adapt with the changes in the needs of their organisational environments. Furthermore, the Campuses are encouraged to be more creative in creating innovations to accelerate their organisational excellence. The power is, however, guided by a set of particular standard known as guided autonomy.

Campus autonomy has been one of the issues, which draws attention of various stakeholders such as teachers, students, parents, planners and policy makers. Some teachers see Campus autonomy as a threat to their job security, and also some parents think it as an extra burden, because this requires additional time, effort and resources for Campus operation. In fact, there are confusions among the stakeholders regarding their roles and responsibilities. These issues, as a matter of fact, are associated with the implementation of reform process. The problems unfold various key questions which are mentioned in the research questions.

This study, therefore, conducted to explore and examine the effect of TU policy in case of Campus autonomy and its impacts on the management and managerial effectiveness of higher education at the institutional level (Campus level), and efforts to accelerate their excellence within the autonomy periphery. There has been a growing concern about the Campus autonomy and its impacts. In this context, there is a lack of detailed study and research from the various agencies on university policy. This kind of research on this subject has conducted for the first time. This study will useful for the TU officials, educationalists, government, educational institutions, donor agencies and other stakeholder organizations to formulate and implement the plans, policies and programs for promoting effective management and sustainability of academic institutions and the system capacity strengthening of TU.

1.10. Objectives of the study

The overall objective of the study is to explore and examine the effect of TU policy on Campus autonomy, its impacts on the management and managerial effectiveness of higher education at the institutional level (Campus level), and efforts to accelerate their excellence within the autonomy. In particular, the objectives of this study are:

1. to analyze the effects of autonomy;
2. to examine the implications of autonomy for institutional-level performance;
3. to explore the perceptions of the stakeholders towards autonomous Campus

1.11. Research questions

This research is a study on Campus autonomy, its effectiveness and impacts of a higher education system in case of MRMC, Ilam.

Research questions include:

1. What are the effects of autonomy on institutional governance and management?
2. How far does the move towards autonomy improve the governance and management of higher education at the institutional level?
3. Whether the program is effective or not?
4. What are the problems facing by the Campus authority while implementing the Campus autonomy? And what measures should be taken to solve the problems?
5. What are the perceptions of the stakeholders towards Campus autonomy?

1.12. Delimitations of the study

This study mainly focused on the effect of TU policy in case of Campus autonomy and its impacts on the management and managerial effectiveness of higher education at the institutional level (Campus level). The study is limited to one TU constituent Campus; MRMC, Ilam, which was granted autonomy by

the TU. The study analyzed the effectiveness of the autonomy based on the information published by the concerned Campus, TU, UGC and SHEP. Primary data has been collected through questionnaires, interviews and observation check list. The study has utilized the information of the limited sample i.e. information available from the local political parties, students' organizations, Campus Chief, Assistant Campus Chiefs, teachers and non-teaching staff (section heads). The study has been guided by the above mentioned research questions and objectives.

Chapter-2: Review of Literature

Campus autonomy is a new practice in Nepal. When TU adopted Campus Autonomy Rule in 2062 B.S., the first practice was applied at MRMC; Ilam (after 2066 B.S). Due to the new and innovative program, there has not been any research in this topic. So, we cannot review the related literatures in Nepalese context. But few studies have been done in decentralization and autonomy in case of higher education in other countries as presented below.

Varghese & Martin (2013) carried out a study, entitled *Governance reforms and university autonomy in Asia*. Their study area was China, Vietnam, Cambodia Japan and Indonesia. This study revels similarities and variations in the application of autonomy in different contexts. The comparative analysis thus clearly shows that autonomy is a relative notion. An important commonality of all five case studies is that autonomy denotes a concentration of decision-making power at the institutional level (rector/president with a management team frequently placed under the supervision of a governing body) (p.42).

The researchers concluded that the translation of autonomy from an abstract concept to operational practice depends on the institutional leaders. Institutions with strong leaders benefit more from autonomy than those with weaker leaders. It seems that university autonomy is more centred on procedural matters in the less developed countries and is centred more on substantive and procedural matters in countries such as Japan, which are more advanced. They further argue that institutions have become more independent in their operations, with corresponding increases visible in administrative efficiency, the capacity to mobilize resources, and the amount of resources mobilized by institutions (p. 5).

Finally, the authors conclude that autonomy should not be considered as an aim in itself, but a means to an end. The introduction of autonomy should be in keeping with the national context (including administrative capacities) and should be well aligned with a policy context. Consequently, there is no one

model for ideal governance reform in higher education; instead, autonomy reforms need to be considered as a means within a broader reform agenda (p.44).

Findings of the Tang & Hussin (2011) provide greater insights into the perceptions of internal and external stakeholders on quality in higher education which can impact how universities, especially the private universities, formulate their quality assurance as well as business strategies to remain sustainable in the increasingly competitive industry (pp. 130-131).

Caldwell (2005) defined school-based management as:

> "... the systematic decentralisation to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountability" (p. 1).

Decentralisation gives schools more power in decision making and has proven to impart a positive impact in improving schools performance and effectiveness (Caldwell, 2005; Dykstra & Kucita, 2008).

Kufi, Endalew Fufa (2013) found that internal stakeholders had stronger curricular and evaluative roles than external ones. Even among internal stakeholders, officers had the strongest role of making instructional and programmatic decisions while the chief and students, had the least (p. 11).

Marić (2013) argued that the higher educational sector has been facing globalization and strong competition. Therefore, the need has arisen for professional management structures and more entrepreneurial style of leadership. Organizations have been transformed to learning organizations by the lifelong learning concept, while the knowledge management has become the leading tool in building competitive advantages (p. 217).

CERID (2007) published a report *Understanding School Autonomy: A Study on Enabling Condition for School Effectiveness.* The study reviewed different facets of the school autonomy and attempted to examine its effectiveness. The

study was undertaken to explain the issues of school autonomy with the help of answers to the following key questions: How is school autonomy understood by major stakeholders? How are the existing realities and context of school related to autonomy? How can a school achieve functional autonomy? Are the current provisions of Education Act/Regulations, school management committee, school improvement plan, block grants, etc. adequate for school autonomy? Are the roles and responsibilities of major stakeholders defined?, and How effective/relevant are the provisions of capacity building for giving autonomy? (p.2) The study found that autonomy as understood by educational bureaucrats, head teacher and teachers, school management committee and parents includes decentralization and debureaucratization of school control, empowerment of school authorities and community members, some degree of state's control in the forms of curriculum and examinations, meaningful involvement of local government, and accountability of educational bureaucrats and school authorities for their performance (pp. 94-96)

Chapter-3: Research Methodology

0.2. Research design

This study used a qualitative design to answer the key questions. The data were analysed qualitatively. The study followed a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, it attempted to analyse the Campus activities before and after autonomy. Data were collected from interviews and documents analysed from MRMC, Ilam. According to Fraenkel and Wallen (1996), the analysis of documents can help researchers to gain data objectively through the documents and does not require the presence of the informants. An interview, however, is used to gather information on the subject of individual experiences, views and reactions (Merriam, 2001).

The study relied on secondary sources of data and descriptive statistics to analyse the provision and progress of the Campus. It was also based on primary sources of data from the institution. These data were collected through questionnaires and interviews from different stakeholders of the Campus. To analyse the effects of autonomy, the information was collected through authentic documents of the Campus, questionnaires and interviews.

0.2.1. Research procedure
0.2.1.1. Review of literature

Relevant literatures were reviewed to establish conceptual premises of the autonomy, Campus autonomy, accountability and quality aspects of educational institution.

0.2.1.2. Preparation and use of the tools

Discussion Protocols
Preparation of discussion protocols for:
Campus Operation Committee members
Campus Executive Committee members
Campus Chief
Assistant Campus Chief
Teachers

Administrative staff (Section heads)

Students

<u>Interview Schedule/Questionnaire</u>

Interview schedule was prepared and used to get information from Chair person of the Campus Operation Committee, Campus Chief, Head of the different sections (Departments), representatives of students' organizations, teachers, and representatives of the local political parties (See: Appendices No. 16-21).

0.2.1.3. Population and sample

The study population included teachers, students, representative of students' organizations, non-teching staff and Campus committee members of the Campus and representative of the political parties. The total numbers of informants are given below:

Table No.-1: Sample size

SN	Informants	No. of informants	Remarks
1.	Teachers	20	Purposively selected
2.	Students	58	Purposively+rendomly selected
3.	Former Chairperson of Campus Operation Committee	1	Purposively selected
4.	Chairperson of Campus Operation Committee	1	Purposively selected
5.	Members of Campus Operation Committee and Executive Committee	4	Purposively selected
6.	Campus Chief	1	Purposively selected
7.	Assistant Campus Chiefs	3	Purposively selected
8.	Section heads of the Campsu	4	Purposively selected
9.	Students' Organizations	3	Purposively selected
10.	Political parties	3	Purposively selected

0.2.1.4. Data collection and sources of data

Discussions with Campus Operation Committee members

Discussions with Campus Operation Committee members were conducted to get their perception on Campus autonomy and the current provisions regarding Campus reform and autonomy.

Discussions with Campus Executive Committee members

Discussions with Campus Executive Committee members were made to obtain their ideas about Campus autonomy, reaction on the current provisions, capacity development provisions, and the current realities and context of the Campus with regard to planning, decision making, Campus management, teacher management, curriculum, resource management and challenges.

Discussions with teachers and students

Discussions with teachers and students were made to obtain their perception on Campus autonomy.

Review of Campus documents and archival records

The Campus minutes, supervision diary, administrative report, letters, etc. were reviewed to get the relevant (Please specify what you see in these documents) information.

Observation

Observation of Campus setting, activities and interaction were madde to trace about how Campus exercises autonomy.

Interviews

Chair person of the Campus Operation Committee, Campus Chief, Head of Department representatives of the different students' organizations, teaching staff and representative of the local political parties were interviewed. Interview schedules focused on the areas of autonomy such as planning,

decision-making, Campus management, teacher management etc. *(See Appendix No. 15-20).*

3.2.1.5. Analysis and interpretation

The study was adopted the following perspectives for analyzing the current Campus autonomy practices:

- Examine the effects of the Campus autonomy
- Examine the rules and regulation.
- Functional autonomy is regarded as actual practice of autonomy. Institution generally develops their own framework (written or unwritten) for operation even though they are accountable with other bodies. Within the framework, they entertain autonomy.
- Comparison of situation before and after autonomy.

The analysis procedure was as follows:
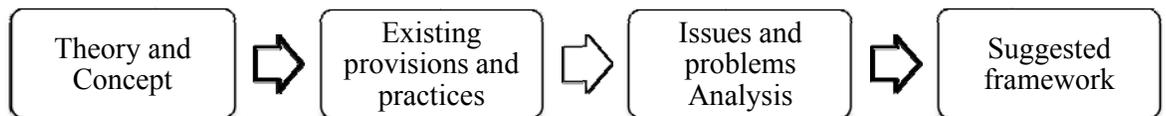
Theory and Concept ⇨ Existing provisions and practices ⇨ Issues and problems Analysis ⇨ Suggested framework

This study used a qualitative design to answer the key questions. The data were analysed qualitatively. The study followed a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, attempt was made to analyse the Campus activities before and after autonomy. Data were collected from questionnaire schedules, interviews and documents analyses from MRMC, Ilam. According to Fraenkel and Wallen (1996), the analysis of documents can help researchers to gain data objectively through the documents and does not require the presence of the informants. An interview, however, is used to gather information on the subject of individual experiences, views and reactions (Merriam, 2001).

These data were collected through questionnaires and interviews from different segments of the Campus. To analyse the effects of autonomy, the information were collected through authentic documents of the Campus and questionnaires, interviews and observation checklist.

Chapter-4: Data Presentation and Analysis

This chapter mainly deals with the analysis and interpretation of the collected data. The data collected from the respondents were analyzed and interpreted to draw the inferences concerning the attitude towards Campus Autonomy. The data was also collected from reliable and authentic documents of the selected Campus. Informal consultations were used to gather information from Campus-stakeholders on the subject of individual experiences, view and reactions. Open ended and closed ended questionnaires were developed. Questionnaire schedules, interview questionnaire and observation check list were used as research tools and techniques. The discussions in this chapter are based on primary and secondary sources of information generated by the researcher. This chapter is divided into two sections- first data presentation and analysis on the basis of document analysis and observation, and second data presentation and analysis on the basis of interview and questionnaire.

4.1. Analysis and interpretation of data collected from the written Documents and unstructured observation

4.2.5. **Policy and procedures of the Campus**

4.1.1.1. Campus granted as Autonomy

MMRC, Ilam adopted the Decentralization Rule, 2055 of T.U. According to this rule, the Campus formed a Management Committee to work in different areas i.e. academic development, physical infrastructural development, students welfare etc.to improve the existing status of the Campus. With the active involvement of the Management Committee, the Campus was led to the path of Autonomy, and it was approved as the first constituent autonomous Campus on 18th Magh 2066 B.S., as per the Autonomy Rule, 2062 (Swayattata Sambandhi Niyam, 2062). The Campus has also formed an Operation Committee under Autonomy Rules to formulate policies for the betterment of the Campus. For the execution of various works in the Campus, an Executive Committee has been formed under the same Autonomy Rules *(See: Appendix No.1 & 2).* This Campus is one of the four Campuses of the country to adopt autonomy so as to

work independently in financial, academic, curriculum design, examination sectors in consonance with T.U. rules and regulations.

4.1.1.2. Strategic plan

As per the policy and procedures of the Campus, it has systematically determined its Vision, Mission, Goals and Objectives preparing its strategic plan (2010-2014). It adopted well-defined plans, programs and strategies to carry out activities for the promotion of academic, infrastructural, human resource, capacity building and institutional development of the Campus. Similarly, research, documentation and publication activities, economic and financial development, extracurricular activities and students' welfare program have been mentioned with activities, indicators, baseline year, targeted data, budgeting, partner organizations and responsibilities in logical framework appraisal (LFA). The Vision, Mission, Goals and Objectives of the Campus are given below *(MRMC, Strategic Plan 2010-2014)*:

4.1.1.2.1. Vision

To establish the Campus as Ilam University, the year 2014 AD is taken as the point of departure by enhancing its social, economic and cultural specialties and promoting it as an academic centre for teaching and research activities.

4.1.1.2.2. Mission

The mission of the Campus will be to provide qualitative, scientific and job-oriented education by achieving academic excellence to meet its vision.

4.1.1.2.3. Goal

The goal of the Campus will be to upgrade its teaching and research activities strengthening its physical infrastructure so as to establish it as an academic institution.

4.1.1.2.4. Objectives

- To improve the educational status by systematically managing its physical infrastructure such as faculty wise class rooms, library, labs and equipments.

- To improve the examination results of the students by reforming, extending and better managing the existing academic programs, and to promote the Campus as the centre of academic excellence through competition and timely reformation of the curricula.
- To establish the Campus as an institution having subject wise professionally proficient and skilled human resources.
- To establish the Campus as a well managed academic centre for research.
- To establish the Campus economically and financially sound with a due mobilization of internal and external resources.
- To develop, extend and upgrade the internal activities and student welfare programs.

4.1.1.2.5. Sector-wise activities

The Campus has a well-formed *Strategic Plan* representing the participation, interaction and collective effort of all the stakeholders. It is based on some sound criteria. The details of the criteria along with their action plans are presented in Appendix No.15. The major programs and priorities of the plan are given below:

Table No.-2: Programs and priorities of the strategic plan

SN	Programs	Priorities
1.	Infrastructure Development	1
2.	Academic Program Development	2
3.	Human Resource Capacity and Institutional Development	3
4.	Research, Documentation and Publication	4
5.	Economic and Financial Development	5
6.	Extracurricular Activities and Student Welfare	6

(Source: Strategic Plan, 2010-2014)

4.1.1.3. Organizational structures of the Campus

Regarding the organizational structures of this Campus, there are Operation Committee and Executive Committee formed under the *Autonomy Statute, 2062 (See: Appendix-1 & 2)* These are the two main organizational bodies of this Campus which are formed to formulate, reflect, review and update the plan and policies of the Campus

4.2.6. **Infrastructure development**

It is a program of the first priority of the strategic plan. This Campus has become more facilitated now than in the past in terms of its physical infrastructure. In order to enhance the infrastructures, various activities have been performed in different levels, which are mentioned in the following sub-headings:

4.2.6.1. Support facilities

The following supporting facilities are available for conducting the education programs in the institution:

4.2.6.1.1. Laboratory

In order to enhance the laboratory facility especially for the students of HFM, Campus has built separate building which includes Horticulture Lab, Floriculture Lab, Chemistry Lab, and Biology Lab. Similarly, Mist/Wet house, Shade house and Pergola house have been constructed to store and demonstrate seeds and plants of various kinds of vegetables. Moreover, Orchid house, Tissue culture lab, Green house (construction planned), Language lab, Cyber lab, Geography lab and HPE lab (already in use). The Campus is planning to extend their growth and development.

4.2.6.1.2. Construction of new classroom building

There is a three storey building with 21 rooms has been built in the financial support of Indian Embassy.

4.2.6.1.3. Boundary wall

 A boundary wall has been constructed for the safety of the Campus properties and maintenance of the peaceful academic environment.

4.2.6.1.4. Library

The Campus has an almost well stocked library but the building does not seem to be very suitable as a library building. Now, a new building *named SWARNA PUSTAKALAYA,* suitable for a library purpose has already been constructed

with the matching fund provided by UGC. Another building for library is going to be extended soon to the Horti-Flori building particularly for B.Sc. in HFM.

4.2.6.1.5. Pure drinking water and toilets

The Campus has provided facilities of drinking water and toilets for teachers, personnel and students as a whole. Similarly, pure drinking water and toilet facilities have been supplied and managed in the students' hostels and teacher's quarters. Moreover, a modern electric water filter has also been installed to supply clean drinking water in the Campus premises. But available water supply is not enough as per the need of the Campus population. However, Campus is planning to supply well managed pure drinking water facility around Campus premises.

4.2.6.1.6. Construction of toilet and safety tank

The Campus has constructed new attached toilets and safety tanks in the teachers' quarter recently with the cost of Rs. 31, 26, 111.58.

4.2.6.1.7. Construction of furniture

The Campus is always encouraging teaching and non-teaching staffs by providing different facilities. Now, the Campus has purchased 75 comfortable chairs for the staff room, book racks, study tables in the new library building and repaired dozens of arm chairs and tables. Thus, the staffs have remarkably benefitted from the facilities provided by the Campus.

4.2.6.1.8. Construction of road

The Campus has constructed a motorable road of about 3 Km. in *Panchakanya* and *Godak* VDCs where the Campus is going to prepare a demo- farm for the practical portions of Horticulture Management.

4.2.6.1.9. Construction of play ground

The Campus has constructed a play ground by widening and resurfacing of available land in the Campus premises. Besides, the Campus has also constructed a play ground in the premises of HFM.

4.2.6.1.10.   Extention of physical infrastructure

Campus has bought land with a building in Ilam Municipality-3 for the extension and establishment of new academic program viz. B.Sc. in Horticulture and Floriculture Management launched by the campus through new window program. In the same way, one of donors (social workers) has donated land in Panchakanya VDC, Ilam. Recently campus has been constructing new buildings and demo firm for the program of HFM in Godak and in Panchakanya VDCs.

4.2.6.1.11. Others

E-library (accessible even to students) and ground, courts and boards for games and sports practice and tests especially for Health and Physical Education have also been managed by the Campus. The Campus has been occasionally providing the hall as a venue and other materials/ resources for such programs. The Campus has recently taken a decision on providing such facilities with rental charges *(See Attachment: Minute: Appendix No. 7).*

4.2.7. Efforts for clean, green and pollution free institution

The Campus holds frequent meetings and discussion programmes calling all teaching staff, non-teaching staff and students for the enhancement of Campus environment. There is a cell named *Environment Promotion* that works within the Campus premises by sweeping, cleaning, maintaining the garden, tree plantation, so as to keep the natural environment going smoothly. The cell has also made students aware of the cleanliness of the classroom. It also coordinates with some NGOs such as SEAM-N and Junior Red Cross Circle to keep the Campus environment clean. The Campus has strictly prohibited all to paste posters on the walls and wall writing.

4.2.8. Computer facilities

The Campus has provided computer facility to all departments and administrative sections.There are 12 departments/ sections having computers of their own. Section wise Computer has been provided to all section staff for

their day-to-day work. There are some multimedia projectors available in this Campus. If somebody wants to use them, s/he has to take permission from the Campus administration.

Computer facility is accessible for all the teachers and students. There are 12 computers available for the students and the teachers in the e-library. Laptop computers are also distributed to all interested teaching staff and non-teaching staff. Up to now, 116 laptop computers have been distributed in personal loan without interst. The loan has to be paid in monthly installment *(See Decision of Campus Executive Committee and the Campus record: Appendix No.9).*

Email and internet facility is accessible through WLAN connection from World Link networking. Email/ Internet facility is accessible for all the teachers and students around Campus surrounding. It has been connected through wireless network. So, interested fellow can easily connect internet facility on his or her personal computer wherever and whenever they like. Internet facility can be accessed for 24 hours. Each person can access E-Library facility under the rules and regulations of the Campus administration. For this, students should pay certain fee as determined by the Campus. In addition to this, GIS program has been installed in all computers in Geography Lab for the students who are taking geography as their area of specialization. Thirty four teaching and non-teaching staff have benefited from computer training conducted by the College of Software Engennering (CSE) Ilam with the financial support of the Campus.

4.2.9. **Sports facilities**

The Campus provides sports facilities for both outdoor and indoor games that include basket ball, volleyball, table tennis, badminton and chess and also athletics like long jump, high jump, and triple jump. The basket ball, which is introduced in the regular course of Health and Physical Science in Bachelor Level of the Campus, is of the international standard constructed by the Campus is also used to conduct district level competitions. It is also used by amateur players every day.

The Campus has provided incentives in cash prizes, certificates and medals to those who participate and stand outstanding in both district and national level sports competitions and tournaments. The Campus has also provided track suits and sports shoes to Health and Physical Education teachers of the Campus *(See Appendix No. 10).*

4.2.10. **Hostel facilities**

The Campus has managed hostel facility for both boys and girls separately.

4.2.10.1. **Girls' hostel:** Hostel for the Girls, one staired concrete building has been constructed by Nari Bikas Sangh, Ilam with the financial support of Canadian Cooperation Organization. The hostel covers 38 ft. to the east, 31'5" to the west, 80'4" to the north and 80'4" to the south, with 10 rooms for students and 1 room for warden office. It has also got separate kitchen. The hostel has its capacity of 40 students. It has 4 toilets, 4 bathrooms and one attached bathroom inside its premises.The first floor of the building is currently under construction

4.2.10.2. **Boys' hostel:** The Campus has one storey hostel building for boys constructed with the internal sources of the Campus and community cooperation. The area of the building is 136' of length and 26'6" of width. It has 16 rooms along with a separate kitchen and 3 toilets and bathrooms. The capacity of the hostel is 64 students. There is also a hostel warden room for official purpose.

4.2.11. **Learning resource**

The newly constructed library building is designed in such a way that the students will have a free access to observe and use the issued and reference materials themselves. The collected documents are as follows:

Table No.-3: Learning resources

SN	Particulars	No.
1.	Books	
1.1	Reference Books	15,000
1.2	Text Books	21,245
2.	Current Journals	
2.1	Nepalese	5
2.2.	Foreign	1
3.	Magazines	2
4.	Referred journals	3
5.	Back Volumes of Journals	7
6.	E- Information Resources	
6.1	CD's/DVD's	10

(Source: Campus Library, MRMC, Ilam)

There are books from Asia Foundation, ELT books from British Council, American Library and NELTA, books from Japan Central Library and personally donated books.

In addition, there is a stock of books for competitive examinations.

4.2.12. **Transportation facilities**

Two vehicles (a bus and a pick up van) have been purchased by the Campus for the practical works of the Department of HFM and Campus use.

4.2.13. **Academic program development**

The academic programs running so far in the Campus are flexible according to the interest of the students. The students' convenience of time is considered so that they can attend the classes at the time they find convenient. The Campus has been running four Faculties namely Humanities, Education, Management and Science (B.Sc. in Horticulture -8 semesters). B. A., B.Sc. and M. A. programs are run in the morning, B. Ed. and B.B.S.in the afternoon and M.Ed. in the evening. Apart from the assigned courses in every Faculty, students can choose whichever they opt from the elective paper at the Bachelor Level and the Master's Level as well. Similarly, One Year B.Ed. program has been offered under the distance mode so that the students can attend their classes periodically (three weeks annually, one every three months). This has

facilitated mainly those who are engaged in jobs or those who desire achieving the degree but do not have enough time to spend regularly on.

4.2.13.1.   New academic program

As an autonomous Campus, the institution has prepared a curriculum of B.Sc. in Horticulture (8 semesters) and it has started to run the program. The course has adopted and run under the Institute of Science and Technology T.U. Some teachers have contributed by large to the curriculum of T.U. as the members of Subject Committee and Faculty Board *(See: Appendix No.6).* The curriculum has also been a property of the University now.

4.2.13.2.   Academic activities

 The Campus has given opportunities for teachers to organize programs targeting the teaching learning activities such as paper presentation, thesis writing orientation, and discussion programs etc. These kinds of activities develop the academic performance of both teachers and students.

4.2.13.3.   Formation of *Research Unit*

 The Campus has encouraged researchers to conduct research activities abiding by its rules. There is a provision of the Campus to provide small research grants for the mini research. So far, 20 Mini Researches were registered while 15 of them have been completed in the first phase. Now, 20 mini researches are under completion by the teachers of this campus in its second phase. The Campus has also encouraged and promoted in writing research articles and to publish them through journal (*Research Journal).*

4.2.13.4.   Separation of academic *Departments* and formulation of *Departmental Action Plan*

There are 12 departments in the Campus under four faculties, (i.e. Education, Humanities, Management and Science & Technology) and separate office rooms have been managed for each department under the same building. A desktop computer facility has been provided to each department. Each department is required to prepare its own annual work plan to precede its

academic and instructional functions effectively. From which, the Campus has expected to enhance quality of educational and instructional sectors.

4.2.13.5.   Teaching learning materials

The Campus has also provided teaching aids like the cassette player, LCD projector to introduce IT into the real classroom. Similarly, workshops and seminars are conducted as part of teaching and learning. Low-cost and no-cost materials are encouraged in such activities.

4.2.13.6.   Internal assessment system

Internal assessment system has been conducted by the Campus to enhance the quality of instructional activities. This system is planned to conduct three times in one academic session.

4.2.13.7.   Quality Assurance and Accreditation (QAA)

At present, MRMC has its status as a constituent autonomous Campus to work independently for the overall development of the Campus. Following MoU between Campus and UGC, the Campus has prepared the final Self Study Report (SSR) for achieving QAA certificate after completing the cycle of Peer Review Team (PTR), MRMC has made successful efforts to achieve QAA certificate. The Campus formed a QAA Sub-Committee (QAASC) which has prepared the final SSR. The QAASC comprises the following members to complete its tasks:

1. Coordinator   - Mr. Indra Dev Thakur
2. Member   - Mr. Jas Bahadur Lungeli
3. Member   - Mr. Narayan Singh Rana
4. Member   - Mr. Kamal Kumar Poudel
5. Member   - Mr. Deependra Prasad Dulal
6. Member   - Mr. Rajendra Prasad Baral
7. Member   - Mr. Sitaram Ghimire

The above mentioned Sub-Committee is the internal Quality Assurance and Accreditation Committee (IQAAC) of the Campus. The Committee has carried out the self assessment of related Self Study Report (SSR).

The assigned activities of the QAASC have been divided among the members of the committee to find out the solutions with regard to the SSR. As the QAASC has completed the SSR, it has been realized that many more activities could be done in the future for running the institution smoothly by overcoming the vexing challenges.

4.2.14. **Human resource and quality improvement system**

4.2.14.1. Research and consultancy

There is a *Research Unit* in the Campus which offers opportunities for mini research and publication of *Research Journal (See: Appendix No. 5).* It functions in collaboration with the departments and faculty, and thus combines research with teaching-learning. In addition, it cooperates in regards of thesis writing for Masters' Level. It has given out positive outcomes to teaching and learning.There is a provision for an incentive of Rs. 30,000.00 for mini research (those who are selected for mini research can obtain Rs. 30,000.00). In the same way, different Departments publish academic Journals regularly (Such as Social Science Journal and Health, Physical and Population Education Journal), which has added to research and reading culture among teachers and students. Recently the Department of Geography, Mathematics, Economics and Rural Development has decided to publish Departmental Journal (Vol. I).

Students of Masters Level are encouraged to do thesis, Practicum and Project work like preparing teachers' training packages and preparing study reports for examples. Teachers are encouraged for their further study. At present, five of the teachers are doing Ph.D., two of the teachers have already completed and two are currently pursuing M.Phil. There is a provision of seed money for teachers' study. Those who are doing PhD and M. Phil. can receive Rs. 50,000.00 and Rs. 25,000.00 respectively.

4.2.14.2. Incentive for research works

There is a provision for an incentive of Rs. 10,000.00 for the best thesis writers among Masters Degree thesis writers from this Campus. The theses are evaluated by the *Research Unit.* Thus, 40% of the total expenses of the research work of the fellow are covered by the reward *(See Appendix No.7).*

4.2.14.3. Refresher courses/seminars

Workshops of different subjects before commencing the session and in the middle, research methodology training as per needs and demands are organized. A few examples could be the workshops cum dissemination on English Education, EPM, Sociology, R.D., English (Hum.) etc. Mini researches on different subjects are periodically conducted.

4.2.14.4. Teaching learning

The Campus has provided, as relevant, teaching aids like the multi-media projector to the Departments and even faculties. Moreover, workshops on preparing materials are held during the pre-practice sessions. In such workshops the Campus contributes freely various presentation materials like markers, sign pens and cardboard sheets, with which the students produce teaching materials. The Campus has been conducting some specific activities for promoting teaching and learning with the provision of distributing daily diary to teachers and the students, group discussions, orientation programs, use of library/e-library and multi-media

4.2.14.5. Quality improvement mechanism

Different Cells are setup as a mechanism for the internal quality improvement of the institution. Almost all teaching and non-teaching staff have been involved in those cells. Name and the terms of reference (TOR) of the Cells are as given in appendix No14.

4.2.15. Student support and guidance

4.2.15.1. Free-ship for educationally disadvantaged students

The Campus has been providing special free-ship for educationally disadvantaged students such as indigenous students, *Dalits*, handicapped etc.

This has helped to increase the number of students from neighboring districts like Taplejung, Panchthar and Jhapa.

4.2.15.2. Merit scholarship for students

The Campus provides merit scholarship to students in all faculties in general and in Education faculty in particular. Those students who perform well in the result of every year can get the scholarship that can help them to keep their studies going smoothly. This scholarship has increased the sense of competition among students so as to gain better knowledge. The seed fund of Rs. 44,16,500.00 has been established for students' welfare and scholarship. The following number of students has received financial aid.

Table No.-4: Distribution of the scholarship

Financial aid	Year before last (2068/069)	Year before (2069/070)
i. Merit scholarship	76	60
ii. Merit-cum-Means	363	328
iii. Disabled	30	21
iv. Educationally Disadvantaged	47	82

(Source : Account Section, MRMC, Ilam)

4.2.15.3. Extracurricular activities

The Campus has been conducting various extracurricular activities for the overall development of the students regularly. There is a regular course in B.Ed. for different games and activities such as volley ball, basket ball, football etc. The Campus also organizes open programs as a extracurricular activities through Campus Student Welfare Unit.

4.2.15.4. Academic and personal counseling

Teachers participate in academic and personal counseling through orientation for practice teaching and thesis writing, workshops/ seminars on course and curriculum, field work and project work for the academic benefit of both Campus and students. Teachers also provide personal counseling to the students in class room while teaching and also to the parents regarding their admission before the commencement of the session and performance during the session.

4.2.16. **Information system**

Both teachers and students get information about the research work and other academic activities through E-library, Research Unit and respective Departments to ensure quality improvement. The information system of the Campus has made stakeholders aware of the necessary improvements in the Campus. The students' organizations, guardians, political parties and other social activists have suggested to improve the quality education and physical infrastructure such as; the boundary wall, pitched road form the market to the Campus, establishment of Science and Technology (Department of Horticulture Floriculture Management) , 24 hours internet and Wi-Fi, computer technology in the teaching learning activities.

4.2.17. **Analysis of academic data**

There are various cells formed to analyze academic data. *The Information System Cell* itself has been working to collect all data derived from other cells and analyze them for academic and institutional development. Besides this, there are other cells such as, *Students Performance Cell, Employment Career Counseling and Civic Responsibility Cell, Academic Audit Cell* etc. These and many other cells individually collect and analyzes data within the limitation of each cell. This Campus has a permanent Educational Administrative Section working to collect and maintain all kinds of academic data. The *Information System Cell* analyses data of the academic, administrative, financial, instructional area along with practice teaching in the Campus.

The information system cell has made all data and information open to the stakeholders. Occasionally, this cell holds discussion programs, interaction programs and meetings to give all the information to the stakeholders. Besides these, the information is made open to the stakeholders through the Campus notice board, mass media, annual report and Campus prospectus.

The methods of study and analysis are open to the stakeholders. The enrollment of students, dropouts, exam form fill up, examination attendance, results

(pass/fail) data of male/ female students, data of indigenous students are all informed and open to the stakeholders.

4.2.18. Receiving comments and feedback

There is a mechanism to receive comments and feedbacks on the published data. The *Information System Cell* has been receiving comments and feedback by arranging various face to face interaction/ discussion programs inviting stakeholders so that the suggestions and feedbacks are noted down and improved in the coming days. The Campus has kept a complaint box access to everyone to put complaints into it which are discussed and implemented according to the feedbacks given. This work is made effective by the activities of *Community Feedback Cell* as well.

4.2.19. Public information

The information of the Campus is published in local newspapers, magazines and Campus Journal disseminating news and views through press meet and radio talk programs. The ongoing activities and achievements of the Campus are released through the media mentioned above. The provided information are academic, administrative, departmental and extracurricular activities *(See: Appendix No.:11)*

The Campus publishes prospectus every year. The prospectus published this year includes a brief introduction of the Campus with its VMGO, major programs of the departments, introduction of Research Unit, ongoing activities

of QAA and some related photographs. Local and national papers have also helped to promote the Campus programs *(See: Appendix No.11).*

The Campus collects responses on the published information from the related stakeholders and community members inviting them to discussion and interaction programs.

In course of collecting information regarding the quality improvement of MRMC, Mahila Jagran Sangh, Ilam had held an interaction program. Three papers were presented in this program and the papers were published in The Sandakpur Daily. Based on the news, the cell prepared a questionnaire and got responses. Dozens of responses were received institutionally from principals of many Higher Secondary Schools, Campus Chiefs of private Campuses and Chairpersons of Management Committee of many Higher Secondary Schools *(See Appendix No. 12).* MRMC has a system of collecting public responses for quality education. This cell has been actively working for the collection of such kinds of public responses.

There are some significant impacts of the information practice adopted by MRMC. The representatives of many Campuses and +2 of the whole district participated actively in the coordination meeting. All participants were informed about the activities of the Campus for quality improvement and they also suggested some measures to improve more. These kinds of programs made it easier to establish the close relationship between MRMC and other educational institutions.

The Public participants were also assured that the number of students at MRMC has been decreasing only by the PCL phase out program of the Campus. They were convinced that the number of students above PCL level is still constant and hoped to be increasing.

An out-reach program held by MRMC informed about the new B.Sc. in Horticulture and Floriculture Management (B.Sc. HFM) program to the related stakeholders. The participants realized the value of this kind of technical course

in the Campus. They also expressed their commitment to help for the successful operation of the programs in the future.

4.2.20. **Documentation and publication**

4.2.20.1. Tracer study

After gaining the status of an autonomous Campus, the Campus conducted and completed the tracer study work. The tracer study collected authentic information of the ex students of the Campus who had completed their studies from this Campus and their employment condition and status at present. This has helped the institution to evaluate its products in relation to the scope of the degree the students are involved in. The tracer study can work as a guideline for the academic programs to be introduced in the future.

4.2.20.2. Publicity and transparency

All the academic, administrative and instructional activities of the Campus are published in the annual report of the Campus. Important information and notices of the Campus are kept in its own website: www.mrmcampusilam.edu.np. Similarly, campus publishes its own brochure mentioning the details of its academic and instructional features very transparently.

4.2.21. **Campus-Stakeholders relationship**

Teachers' Association, T.U. Employees' Association, Students' Union and other Departments have helped establish linkages and coordination of such organizations with the stakeholders and community outside the Campus. Similarly, a number of Cells formed in this Campus have extended their access to the community through the Campus Operation Committee consisting of representatives from T.U. Teachers' Association, local educationists and donors, ex-Campus chiefs, principals, Municipality, Teachers' Union, Department Heads of the Campus and guardians. It can be esteemed that the Cells could consolidate the triangular relations among teachers, students and Campus administration and maintain quality in work and activities addressing

social interests collaboration, academic excellence and professional development of the teachers.

4.2.22. **Involvement of the external agencies**

The following agencies are appointed during Campus Autonomy period for the organizational improvement.

(Discussion with Stakeholders)

- Indian Ex-army Organization: associated with physical infrastructure development.
- Women Development Association: associated with Girls' Hostel.
- Youth Red Cross Circle: associated with blood donation, hygiene and sanitation.
- Other NGOs and INGOs: associated with awareness programs.

Those committees and agencies have made lots of recommendations, of which the major ones are below:

- In addition to general education, it should run technical education addressing the local needs so as to promote hill economy.
- It should undergo horti-related technical programs.
- It should develop sound and modern physical infrastructure so as to match the demand of time.
- It should be economically approachable to all including the disadvantaged and marginalized people.
- It should gradually move towards converting into a University.

(See: Appendix No.3)

4.2.23. Students' involvement in institutional management

Despite the fact that the Students' Union election could not take place in the past term, there are students' organizations registered formally at the Campus. Those organizations are always cooperating with the Campus in such regards as preparing Strategic Plan, maintaining discipline, teaching-learning, extracurricular activities, physical construction and quality improvement after all *(See Strategic Plan, pp. XI -XVIII and Agreement between Students' Organizations and Campus Administration: Appendix No.4).*

4.2.24. Alumni association

The institution has an Alumni Association in accordance with the statute of *Mahendra Ratna Multiple Campus, Ilam, Ex-student Alumni Association, Kathmandu, 2067 (See: Appendix No.: 12).* The Central Executive Committee comprises of 11 members and the Campus has also formed an ad-hoc committee that works in coordination with the central committee.

4.2.25. Extension activities of the institution

Students and teachers are encouraged in extension activities. Some examples of extension activities are given below. Such activities may be included by approaches such as as institutional, organizational, individual and reciprocal (institutional-individual/organizational).

The Campus offers extension activities for the last three years working and planning along with DDC, Ilam, District Education Office, Ilam Municipality, Red Cross Society and NGOs such as SEAM-N (Finland), NCDC and Mahila Jagaran Sangh *(See: Appendix No. 8).*

4.2.25.1. Community development

The Campus extends its service to the community by working in coordination with the local NGOs and INGOs regarding rainwater harvesting, waste management, environmental administration, development works, scholarship for the disadvantaged group.

4.2.25.2. Health and hygiene awareness

The institution has worked in coordination with SEAM-N and Ilam Municipality for promoting health awareness and personal hygiene.

4.2.25.3. Blood donation camps

The Campus has its own Youth Red Cross Circle that extends the service through blood donation camps in coordination with District Red Cross Society.

4.2.26. **Staff recruiting provision**

Institutional-By-Laws has been formulated for the appointment of temporary teaching staff and regulation of their rights and duties, service provisions with their salary structure and other benefits by mobilizing the internal resources of the Campus to the maximum so as to run job oriented education. The same provision has been in practice for the appointment of temporary non-teaching staff. As per need and demand, there is the provision and practice of inviting visiting/guest faculty whose remunerations will be as decided by the Operation Committee of the Campus *(See By Laws, 2069)*.For the recruitment of the teaching and non teaching staff , the following norms and procedures are undertaken :

4.2.26.1. Recruitment of the teaching staff

The Campus seeks to achieve the approval for recruitments, on contract basis, of the post from T.U. Executive Council as per the needs of subjects, posts and numbers. Having achieved the approval from the authority, the Campus releases vacancy announcement via national newspapers. The Examination Committee set up at the Campus level conducts written tests, class demonstration and oral interview and recommends the successful candidates on merit basis for appointments to T.U. authority. Having been approved from the central T.U. authority the Campus appoints the candidates as full time teachers on a contractual basis. A total of 28 teachers have been appointed as teaching assistants during the autonomy period based on the above mentioned provisions.

As an autonomous Campus, the Campus creates and determines positions, subjects and numbers of teachers as per the needs of the Campus programs. In such a case, the process will be as per the autonomy rules, and the financial expenses will be borne by the Campus itself.

4.2.26.2. Recruitment of the non-teaching staff

The same procedures and norms as for the teaching staff (see No. 4.9.1. above), with the exception of class demonstration, are followed for the recruitment of the non-teaching staff. As for the appointment of the daily-wage non-teaching staff the Campus should receive pre-approval from T.U. authority. There are 5 non-teaching staff which are recruited as per autonomy rules, 2062.

Notes : All the recruitments mentioned above come into effect after the final approval of the Campus Operation Committee and Campus Executive Committee.

4.2.27. Result analysis

The following table shows the result of this campus in different academic years.

Table No.5: Result of the examination in different academic years

| LEVEL | Year | | | | | | | | |
| | 2066 | | | 2067 | | | 2068 | | |
	RA	RP	%	RA	RP	%	RA	RP	%
B.A I	227	67	29.52	131	34	25.95	157	60	38.22
B.A II	233	102	43.78	186	53	28.49	115	41	35.65
B.A. III	246	146	59.35	211	88	41.71	177	56	31.64
B.Ed. I	539	113	20.96	372	92	24.73	411	58	14.11
B.Ed. II	341	153	44.87	451	125	27.72	339	95	28.02
B.Ed. III	329	200	60.79	320	152	47.50	416	161	38.70
B.B.S.I	127	19	14.96	55	4	7.27	62	10	16.13
B.B.S.II	90	19	21.11	108	3	2.78	48	6	12.50
B.B.S.III	71	37	52.11	75	44	58.67	87	34	39.08

RA=　　　REGULAR APPEARED
RP=　　　REGULAR PASSED
(Source: MRM Campus, Ilam)

The above table shows that the highest pass percent of the students under autonomy was only 39.08 whereas it was 60.79% before autonomy. From this,

it can be said that educational achievement of the Campus under autonomy is not satisfactory.

4.2.28. **Autonomy and financial management**

Resource allocation mechanisms and fund flow patterns have changed after autonomy was granted. Resource allocation mechanisms are now criteria-based and are thus more transparent. In MRMC, as an autonomous Campus, resource flow mechanisms take two routes. One, budget flows directly from the UGC to the institution. In this case, institutional reform grants have been received entitled incentive grants, performance grants and matching funds. Another route is Tribhuvan University from which block grants have been received. Internal sources are also the sources of income. It includes admission fees, monthly fees, character certificate fees etc. The following data details the regular income-expenditure patters in the last seven years in which during autonomy expenditure is less than income.

Table No.6: Financial statement

FY	Income	Expenditure	Balance (+/−)	Balance up to now
2062/2063	10916171.91	15342540	-4426368.09	
2063/2064	12446367.86	16847082.41	-4400714.55	
2064/2065	14001378.21	18778363.28	-4776985.07	
2065/2066	19345301.97	23990622.26	-4645320.29	
2066/2067	22424632.91	27618200.54	-5193567.63	
2067/2068	37151387.23	35916731.57	1234655.66	5005154.10
2068/2069	67423406.39	65089397.94	2334008.45	4467322.89

(Source: Account Section, MRMC, Ilam)

The table shows that the campus still has the deposit of Rs. 4467322.89 from regular income and balance. As per the components of SHEP, institutional reform grants have been received from UGC. Incentive grants (formula based funding), performance grants (based on performance indicators) and matching fund grants (for development of its physical infrastructure and professional capacity) have been obtained from UGC. To commence new and innovative lab oriented program, as per the notice of UGC entitled *New Window Program*, the handsome grant has been received. The following grants have been received from UGC through SHEP during autonomy period (2066 to till now).

Table No.7: Receiving grant through SHEP/UGC

SN	Types of Grants	Amount (in Rs.)
1.	Incentive Grants	1,30,00,000.00
2.	Performance Grants	7,49,50,583.00
3.	Matching Grants	15,57,650.00
4.	New Window Program	78,00,000.00
	Total	9,73,08,233.00

(Source: Account Section, MRMC, Ilam)

4.3. **Analysis and interpretation of data collected from the primary sources**

As the primary sources of data, students, teachers, and representatives from student organizations, representatives from political parties, campus chiefs and personnel from different sections, members of operation committee and executive committees were selected purposively. In order to obtain data from the selected informants, different research tools (questionnaire and interview schedule) were designed and distributed to them in accordance with their roles and responsibility in the Campus. The collected data has been analyzed qualitatively and quantitatively as per the nature of the responses which are given under the various sub-headings below.

4.3.1. **Analysis of Students' Responses**

4.3.1.1. Understanding of the Campus *Autonomy*

Most of the students are well aware of Campus Autonomy. 79.25% of the total respondents have known about Campus autonomy through different sources such as news papers and notice (24.53%), colleagues (30.19%), students' organizations (16.98%) and teachers (7.55%).

4.3.1.2. Relationship between Campus administration and students

Almost all respondents responded that Campus Administration is positive for solving problems of the students'. According to the respondents, Departments and the Campus Administration are accessible to them. Some of the students have participated in discussions with administrative head of the institution.

4.3.1.3. Students' participation in Campus activities

According to the responses, students have participated in different internal activities of the Campus. The areas of the involvement are extracurricular activities (43.40%), hostel management (7.55%), selection of students for scholarship (7.55%) and sanitation (26.42%). Approximately 85% of the total respondents have participated in such activities.

4.3.1.4. Students' perceptions towards Campus

4.3.1.4.1. Positive aspects of the Campus

Regarding the good aspects of the Campus after granting the system of Autonomy, the following responses have been elicited

- Well managed final examination system
- Infrastructure development.
- Improving teaching learning methods (specially use of e-technology in class room teaching)

4.3.1.4.2. Negative aspects of the Campus

In course of responding to the questionnaire from the part of students, some negative aspects of the Campus have been pinpointed. They include,

- Political intervention.

4.3.1.4.3. Some recommendation offered by the students

In order to address the weak aspects of the Campus, the following recommendation have been made from the part of students:

Physical Infrastructure Development
- The master plan of the Campus should be formulated
- Infrastructural development programs should be launched as per the master plan.
- The problem of drinking water supply should be solved.
- Facilities for boys' hostel should be extended.
- Canteen should be managed.

- Gender friendly toilets should be managed.

Academic Program Development

- New and innovative academic programs should be launched (practical and job oriented education).

- Academic calendar should be published in the beginning of the session.

- New programs at the Masters' Level should be extended.

- Internal examination system should be launched effectively.

- Library should be enriched with references books and E-library should be expanded as per the pressure of the students' number. Catalogue system should start on.

Capacity Building

- Students should be participated in research and publication.

Extracurricular Activities and Students' Welfare

- Scholarship program for poor and excellent students should be expanded.

- Sports area should be separately constructed away from the class rooms.

Academic Environment

- Political intervention should be wiped out from the institution.

4.3.1.4.4. Involvement of the students' organization

It is found that all of the registered organizations are involved in institutional development of the Campus. The organizations have participated in extracurricular activities, scholarship distribution and hostel management.

4.3.2. **Analysis and Interpretation of the Questionnaire Addressed to the Teachers**

4.3.2.1. Teachers' involvement in institutional management

All teachers seem to be worried about uplifting the academic status of the Campus. They are involved in different academic and instructional activities of the Campus. According to the minute book of different meetings of the Campus, the teachers have played an important role in preparing five years

strategic plan and other decision making processes. In the same way, teachers are involved in some administrative processes instead of instructional activities. They have also been involved in the various organizational bodies of the Campus representing from existing professional organizations. For this, only two major professional organizations, Progressive and Democratic Teachers' Organizations have been involved and appointed in the structures as per the autonomy rules and regulations. In this regard, Nepal National Teachers' Association Nepal has not been involved in Campus Operation Committee and Executive Committee due to their reservation in the system of autonomy. But they are involved and appointed in administrative and academic/departmental bodies. Similarly there aren't any representative members from Tribhuvan University Teachers' Association in the Operation Committee of the Campus. The teachers' association has raised some questions regarding the rules and regulations as well as the policies of autonomy. As they said that there should be open discussion program on the issues of autonomy from the part of campus administration. However, campus administration has not organized any discussion program as per their demands.

It is found that the respondents (teachers) have been involved in meeting (which is conducted by the Campus administration) of the teaching learning activities, examination and routine adjustment. Some teachers are involved in Campus Operation Committee and Executive Committee (excluding TUTA representative).

4.3.2.2. Departmental Meetings

Departmental meetings are conducted as needed. All of the members are involved in routine adjustment, preparing departmental action plan, result analysis and departmental activities such as practice teaching, practicum, orientation program etc.

4.3.2.3. Service delivery system

All of the respondents felt that monthly salary has been released timely. Infrastructures such as class rooms, e-mail/internet, e-library, Departmental

office and ICT facilities, Account section, store sections and Science Lab are improving. They suggested that library, water supply and toilets should be improved.

4.3.2.4. Issues and questions raised on Campus autonomy

The Campus autonomy of the university education system is a new policy taken by the Tribhuvan University in realising the aspiration in improving quality education in Nepal. Some teachers have perceived that the Campus autonomy as a threat to their job security, and they want to clarify the following issues:

- Question of economic sustainability of the Campus.
- Question of utilization of the internal resources.
- Question of job security (specially, contract and temporary teaching and non- teaching staff).
- Question of TU policy (Whether it is privatization or not).
- Question of fragmentation of TU ('Autonomy within Autonomy' is realized that it is indirectly fragmentation of the TU).
- Question of responsibility of TU towards autonomous Campus.
- Question of roles and relationship of Community with Campus

Some teachers suggested that a detailed and extended orientation program about the Campus autonomy should be organized in order to wipe out the above mentioned issues. It should be assured that the Campus autonomy is not the process of privatization. To wipe out the hesitation of all the stakeholders, public hearing/dialogue program should be organized by the Campus authority.

From the another side, some teachers argued that the policy has given more power to autonomous Campuses in managing the human resource, to assets, funds and student intake, in comparison to ordinary Campuses. In addition, it allows the autonomous Campuses to become active learning organizations that are able to adapt with the changes in the needs of their organizational environments. Furthermore, the Campuses are encouraged to be more creative in creating innovations to accelerate their organizational excellence. The power is, however, guided by a set of particular standard known as guided autonomy. In their response,

some of the teachers responded that being autonomous; the Campuses have the following opportunities:

- Human resource development (HRD).
- Resource management.
- New and innovative academic programs (needs based) can be launched.
- Academic activities can be done through research and publication (academic environment can be created).
- We can enhance the teachers' academic excellence through optimum use of ICT.
- The Campus can be developed to the **Deemed University** by the support of the local government (DDC & Municipality) and other stakeholders.
- The Campus can exercise the autonomous power in final examination of the students.
- Incentives can be distributed to all the staffs.
- The teaching learning activities can be modernized
- National and international relationship.
- Infrastructure Development.
- Economic and Financial Development.
- Extracurricular Activities and Student Welfare.

4.3.3. Analysis and Interpretation of the Questionnaire Addressed to the political parties

4.3.3.1. Involvement of the political parties

Almost all political parties are involved in the organizational body (i.e. Campus Operation Committee) of the Campus. But, UCPN (Maoist) refused to be involved in the Operation Committee due to inexplicit policy of autonomy. However, all the political parties have similar views regarding the academic and instructional development of the Campus as well as in the implementation of the programmes of strategic plan. As they said that academic and instructional enhancement is their common agenda. All political parties are seen responsible in the academic and instructional development of the Campus.

4.3.4. **Autonomy, changeed governance and management**

The reforms and granting of autonomy have affected the overall functioning of the Campus. The researcher collected information from different stakeholders including decision-makers at institutional level, and academic and administrative staff members at the institutional level. The discussions in this section are based on primary sources of information generated by the researcher.

4.3.4.1. **Perceptions of authorities at the institutional level**

The reforms and granting of autonomy have affected the overall functioning of the institution. Institutional leaders in all cases have felt that the reform has led to more authority at the institutional level to take decisions and implement them. This freedom is also accompanied by additional responsibilities of mobilizing resources and has subjected the institution to accountability measures such as quality control mechanisms and performance evaluations. The institutional managers (head of the institution, head of the Operation Committee and the members) argued that autonomy has helped to make institutions more active and creative, and has helped to mobilize more resources. They said that autonomy has also increased the administrative workload. Autonomy has reduced bureaucracy and direct control of institutions from the central authorities. The decision-making process has become faster and easier.

4.3.4.2. **Perceptions of the teaching staff**

A majority of teaching staff feel that autonomy has given greater freedom to develop new study programmes, introduce new courses, set research priorities and so on. It has given opportunities to develop physical infrastructure, research culture, introduce new and innovative needs based curriculum and academic upliftment of the teachers. The teaching staffs feel that autonomy has resulted in change in administrative procedures and decision-making structures.

4.3.4.3. Perceptions of the section heads

All of the section heads of the Campus feel that autonomy has increased workload – both administratively and academically (especially record system and dual relationship to TU central office and SHEP/UGC). They feel that procedures have become complex.

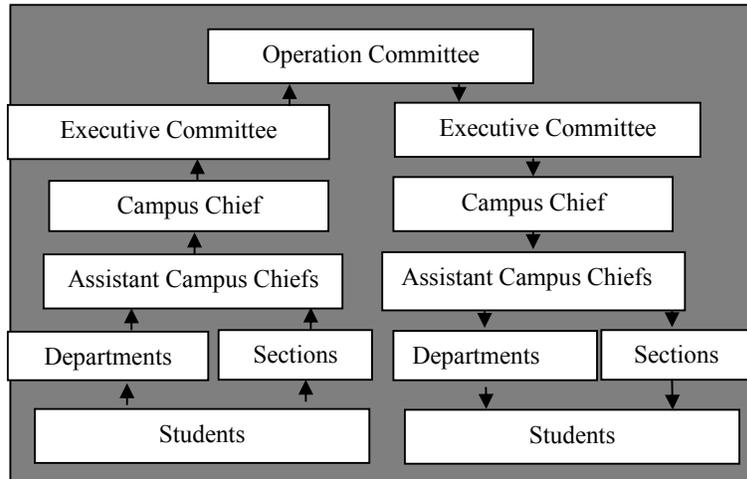## Chapter-5: Findings, Conclusion and Recommendations

0.4. Findings

0.4.1. Policy and procedures

- **Formation of Campus Operation Committee and Executive Committee:** There are some efforts that have been planned and implemented by the Campus as per the Autonomy Rule. These efforts incorporate programmes and activities to overall development of the institution. Based on the interviews and the existing documents, the Campus enjoyed autonomy in making decisions on particular matters. One of them is creating innovations in Campus management and administration sphere. The Campus has formed an Operation Committee under Autonomy Rules to formulate policies for the betterment of the Campus. For the execution of various works in the Campus, an Executive Committee has been formed under the same Autonomy Rules.

- **Autonomous power:** This Campus is one of the four Campuses of the country to adopt autonomy so as to work independently in administrative, financial, infrastructural, academic, curriculum design, examination sectors in consonance with T.U. rules and regulations.

- **Strategic plan:** As per the policy and procedures of the Campus, it has systematically determined its Vision, Mission, Goals and Objectives preparing its strategic plan (2010-2014). It adopted well-defined plans, programs and strategies to carry out activities for the promotion of academic, infrastructural, human resource, capacity building and institutional development of the Campus.

- **Well-defined principles of the Campus:** The Campus has been running on the basis of some well-defined principles. First, *there should be* (so are) *shared rights, duties and responsibilities* among all those who are concerned. Secondly, *there should be* (are) *good interconnections* among the administrative hierarchy, various Cells, Departments, Operation Committee, and Executive Committee. Finally,

there should be (is) *a network for regular inspection* of the overall activities of the Campus and feedback re-addressing system.

- **Channel system:** The Campus has a channel from the level of both teaching staff and non-teaching staff. The channel, as such, is ultimately centered upon the welfare of the students. The policy level decisions are made by the Campus

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                    Operation Committee

  Executive Committee              Executive Committee

     Campus Chief                     Campus Chief

  Assistant Campus Chiefs          Assistant Campus Chiefs

  Departments    Sections          Departments    Sections

        Students                         Students
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Operation Committee. They are implemented channel wise thus: Executive Committee → Campus Chief→ Assistant Campus Chiefs →Departments→Sections→teaching and non-teaching staffs →students. This channel of administration has become very effective/efficient for all kinds of short-term and long-term activities of the Campus.

0.4.2. Academic programs

- Mahendra Ranta Multiple Campus in its beginning was established with the Faculty of Humanities. The Faculty of Education followed immediately after the establishment. Quite a long time later, the Faculty of Management and the Faculty of Law were established. Recently, the Institute of Science and Technology has been expanded to the existing programs of the Campus. Of those, there are five programs at Master's Level.

0.4.3. Quality initiatives

The following quality initiatives are taken by the Campus:

- Physical infrastructure: Construction of labs, furniture, extension of classroom buildings, library building, boundary wall,

- extension of girls' hostel, motor-able road.
- Establishment of E-library
- Formation of Cells including Quality Monitoring Cell.
- Use of electronic materials in the classroom.
- Science and Technology introduced with a special focus (B.Sc. in Horticulture and Floriculture Management).
- Improved budgetary procedure.
- Analysis of the results.
- Strategic Planning.
- Calendar and Prospectus.
- Publications (Academic Journals).
- Organizing lectures by visiting professors and other resource persons from different fields (it is practised in HFM classes).
- Discussions, workshops, disseminations, seminars and trainings for teachers.
- Establishment of each Department Office separately.
- Establishment of the Research Unit: research by faculty.
- Encouraging faculty for further study (M.Phil. and Ph.D.).
- Efforts towards establishing Ilam University.

0.4.4. Faculties and departments

The Campus has different Faculties, Institute and Departments as follows:

Table No.8: Faculties and Departments

Faculties	Departments
1. **Faculty of Humanities and Social Sciences**	1. Department of Nepali 2. Department of English 3. Department of Geography, Maths, Rural Development and Economics 4. Department of Political Science, History, Culture and Sociology/Anthropology
2. **Faculty of Education**	1. Department of Education, Maths and Educational Planning and Management (EPM) 2. Department of English Education 3. Department of Social Studies 4. Department of HPE and Population Education 5. Department of Nepali Education 6. Practice Teaching
3. **Faculty of Management**	1. Department of Management
4. **Institute of Science and Technology**	1. Department of Horticulture and Floriculture Management

0.4.5.

0.4.6. Curricular aspects

- The Campus has provided a lot of choices so that the students can study according to their own interests and aptitude.

- The use of information technology has been introduced into the classroom as part of teaching and learning strategies.

- The Campus has currently introduced a new program in B.Sc. Horti-Flori Management (8 semesters) with an additional focus. The curriculum of this program was prepared and launched by the Campus, having approved by T.U. The curriculum has also been a property of the University now.

0.4.7. Teaching learning and evaluation aspects

- **Enrollment:** The Campus has its own ways of enrolling students. The three faculties, namely Education, Humanities and Management apply with a procedure in common, i.e. admission notice calling for eligible candidates to apply. In this case, nearly as many candidates as the applicants get admited. However, as far as B.Sc. in HFM is concerned students are admitted on the basis of the result of the entrance test.

- **Internal examination:** The Campus has made every effort to enhance the learning of academically weak students. For that, internal examination system has been applied from this year.

- **Departmental action plans:** The Departments have developed academic action plans and periodic plans based on the syllabi.

- **E-material:** The Campus encourages the use of varied teaching methods to address the needs and interests of the students. The Campus has provided projectors as a teaching aid.

- **Result analysis system:** The *Teachers' Performance Cell* evaluates their performance mainly on the basis of the analysis of the annual final examination results.

- **Class loads management:** All the class loads are handled by the full time teachers.

- **Feedback collection system:** Feedbacks are collected from the students through talks, interactions, their formal functions, dialogues, delegations and complaint box.

- **Faculty development:** The Campus places a high value to faculty development. For this purpose, the Campus conducts methodology trainings, workshops, disseminations and mini research projects in different subjects.

0.4.8. Recruitment system

- At the Campus, teaching faculties are appointed on the basis of some open/visible criteria (job advertisement→formation of the Selection Committee → examination by the Selection Committee→class demonstration → interview → job contract).

- As an autonomous Campus, the Campus has the freedom and resources to appoint temporary teachers. An Institutional-By-Laws has been formed for this purpose. The procedure of appointing temporary teachers is the same as for selection of teaching faculty (mentioned above).

0.4.9. Research activities

- The Campus has formed a '*Research Unit'* consisting of nine members. Any teaching or non-teaching personnel can undertake research work under the guidance of the *Research Unit* according to his/her interest.
- There is a provision of the Campus to provide small research grants for the mini research (Rs. 30,000.00).
- The Campus has motivated Master's Level students by giving cash prize of Rs.10, 000.00 to the best thesis.

0.4.10.Academic upliftment of the teachers

- At present, five of the teachers are doing Ph.D., two of the teachers have already completed and two are currently pursuing M.Phil.
- There is a provision of seed money for teachers' study. Those who are doing PhD and M. Phil. can obtain Rs. 50,000.00 and Rs. 25,000.00 respectively.

0.4.11. Infrastructure development

This Campus has become more facilitated now than in the past in terms of its physical infrastructure.

- As per the strategic plan (2010-2014), the Campus has made provisions for regular maintenance, repairing, construction and reconstruction of its infrastructure as necessary for their optimum utilization.
- There is a mechanism of sweeping and cleaning the Campus premises, maintaining garden and tree plantation to maintain the Campus clean, green and pollution free in cooperation with students and non-teaching staff of the Campus and also with some NGOs such as SEAM-N (NGO) and Junior Red Cross Circle, Ilam.
- As the outlook of the institution is the first impression to the Campus family and visitors from outside, wall postering and writing is strictly prohibited in the Campus.

0.4.12. E-resources

- Computer facilities and laptop computers provided to the teachers on personal interest free loan basis have benefited for both academic and professional growth. Similarly, 24 hours E-mail and inter-net facility has been also made accessible through WLAN connection to the teaching and non-teaching staff.
- GIS program has been installed in Geography Lab for the students.
- The access of E-library is also to the students under certain rules and fees fixed by the Campus.
- All the departments and sections have been equipped with the computer facilities.
- There are some multimedia projectors available in the Campus.
- Both teaching and non-teaching staff are benefited from Computer Training Package conducted by CSE, Ilam with the financial support of the Campus.

0.4.13. Sports facilities

- The Campus has provided sports facilities for both outdoor and indoor games that include basket ball, volley ball, table tennis and badminton. The basket ball court of the Campus can be used to conduct district and national level competitions. There is also the provision of providing incentives in cash prizes, certificates and medals to outstanding persons participating in both district and national level sports competitions and tournaments.

0.4.14. Hostel facilities

- The Campus has Boys' Hostel and Girls' Hostel managed separately with necessary facilities and office management for regulating hostels state of affairs.

0.4.15. Student support system

- The Campus grants financial aids to the needy students. Some of such aids are: Merit Scholarship, Merit-Cum-Means Scholarship, Scholarship to the Disabled, and Scholarship to the educationally disadvantaged.
- The Campus also provides recreational activities. The major recreational activities are: indoor and outdoor games, nature clubs, debate clubs, students' magazines, cultural programs, Audio-video facilities and tours.

0.4.16. Information system

- There are various cells formed to analyze and record various academic data within their limitation for academic and institutional development of the Campus.
- A permanent Educational Administrative section and respective departments set up in the Campus to collect and maintain all kinds of data viz. academic, administrative, infrastructural, financial, and instructional along with practice teaching.
- All data and information are made open to the stakeholders organizing discussion programs, interaction programs and meetings with the related stakeholders.

- The information are made available to the stakeholders through the Campus notice, mass media, website, annual report and Campus prospectus.
- There is a system to receive comments and feedbacks on the published data by arranging various face to face interaction and discussion programs inviting stakeholders and collecting their feedbacks and analyzing them to bring them into practice.

0.4.17. Involvement of the political parties

- Almost all political parties are involved in the organizational body (i.e. Campus Operation Committee) of the Campus. But, UCPN (Maoist) refused to be involved in the Operation Committee due to inexplicit policy of autonomy.

0.4.18. Students' involvement in institutional management

- Despite the fact that the Students' Union election could not take place in the past term, there are students' organizations registered formally to the Campus. Those organizations are always cooperating with the Campus in such matters as preparing Strategic Plan, maintaining discipline, teaching-learning, extracurricular activities, physical construction and quality improvement after all.

0.4.19. Teachers' involvement in institutional management

- All teachers seem to be worried to uplift the academic status of the Campus. They have involved in different academic and instructional activities of the Campus. Some teachers have also been involved in the various organizational bodies of the Campus representing from existing professional organizations. For this, only two major organizations, Progressive and Democratic Teachers' Organizations have been involved. . In this regard, Nepal National Teachers' Association Nepal has not been involved in Campus Operation Committee and Executive Committee due to their reservation in the system of autonomy. But they are involved and appointed in administrative and academic/departmental bodies. Similarly, there is no

any representative member from Tribhuvan University Teachers' Association in the Operation Committee of the Campus. They have raised some questions regarding the rules and regulations as well as the policies of autonomy.

0.4.20. Extension activities of the institution

The Campus offers extension activities for the last three years working and planning along with DDC, Ilam, District Education Office, Ilam Municipality, Red Cross Society and local NGOs.

0.4.21. Receiving grants

- As per the components of SHEP, institutional reform grants have been received from UGC. Till now Rs. 9,73,08,233.00 has been obtained from UGC in different headings.

0.4.22. Discourses on *Campus Autonomy*

- The Campus autonomy of the university education system is a new policy adopted by Tribhuvan University in realising the aspiration in improving quality education in Nepal Now it has been a growing concern about the Campus autonomy. Some teachers, professional organizations and political parties have realized that the Campus autonomy is useful for overall development of the Campus; it opens the door of academic, infrastructure and financial oppertunities of the institution. However, some teachers and professional organization and the political party have their reservation towards Campus Autonomy. They have raised some questions regarding the rules and regulations as well as the policies of autonomy. As they said, there should be open discussion program on the issues of autonomy from the part of campus administration. They want to be clear on the issues of economic sustainability, utilization of the internal resources, job security of the employees and the responsibility of TU towards autonomous campuses. And, there should be clarify that weather it is the process of privatization or not and fragmentation of TU. Therefore, it was found that opposition of the Campus autonomy is

'Suggestive Opposition' because they have involved with *'Suggestive Reservation'.*

0.5. Conclusion

The Campus has been carrying on a 5-decade long glorious and leading academic history in the eastern part of Nepal. As a constituent Campus of Tribhuvan University, the Campus has expanded its academic horizon by introducing new programs under the Faculties of Humanities, Education, Management and Science and Technology. The Campus has come across many challenges in course of its journey towards achieving its vision, mission and goals. The Campus has become able to receive the strong support of all the stakeholders and the whole community to mitigate the challenges and promote academic excellence.

The Campus has found a new impetus after it was approved as a constituent autonomous campus by T.U. in 2066 BS. Thereafter, the Campus has rights to make important decisions independently to improve its academic, financial, infrastructural and administrative activities. Autonomy becomes a meaningful concept only when it is applied effectively. The translation of autonomy from an abstract concept to operational practice depends on the institutional leaders. Institutions with strong leaders benefit more from autonomy than those with less strong leaders. In all cases, the governance reforms have further strengthened the role of the institutional head. The study has generated the idea that institution has become more independent in case of operations, with administrative efficiency, the capacity to mobilize resources, and the amount of resources mobilized by institutions.

The Campus has an ambitious goal of making it a point of departure to Ilam University. The Campus has been practically making efforts towards achieving the QAA certificate so that the products of the Campus will gain academic recognition in the national and international job market. The Campus has promulgated high level policies and procedures for implementing academic, administrative, financial and infrastructural activities. In this regard, the Campus has been strongly supported by all stakeholders inside the Campus and the community (with some reservation). The Campus has intensely worked for the infrastructural development. However, a number of activities have to be completed with

more active role and participation of all concerned. The Operation Committee, Campus Administration, teaching staff and non-teaching staff are effectively working to analyze the problems and requirements and implement the plans and policies so as to achieve accreditation after all. It is expected that the Campus will succeed in achieving its goals in the future for the benefit of all.

0.6. Recommendations

0.6.1. Physical Infrastructure Development

- The master plan of the Campus should be formulated
- Infrastructural development programs should be launched as per the master plan.
- The problem of drinking water supply should be solved.
- Facilities for boys' hostel should be extended.
- Canteen should be managed.
- Gender friendly toilets should be managed.

0.6.2. Academic Program Development

- New and innovative academic programs should be launched (practical and job oriented education).
- Academic calendar should be published in the beginning of the session.
- New programs to the Masters' Level should be extended.
- Internal examination system should be launched effectively.
- Library should be enriched with reference books and E-library should be expanded as per the pressure of the students' number. Catalogue system should be started.

0.6.3. Capacity Building

- Opportunities should be given to the students for research and publication activities.

0.6.4. Extracurricular Activities and Students' Welfare

- Scholarship program for poor and excellent students should be expanded.

- Sports area should be separately setup away from the class rooms.

0.6.5. Academic Environment

- Political intervention should be wiped out from the institution.

0.6.6. Policy and procedures

- Various issues and questions have been raised by the individual teachers and professional organizations regarding the policy, system and function of autonomy. So, those issues and questions should be addressed by the concerned authority.

- Some teachers and professional organizations have complained about the roles and relation between autonomous campus and TU. Regarding this issue, the TU authority should try to make it clear with necessary amendment in rules and regulations of autonomy.

- A few teachers and professional organizations including TUTA are not involved in the mechanism of the Campus autonomy. So, the concerned authority should try to include them in the mainstream of campus autonomy.

- Economic sustainability of the Campus should be identified.

- Internal and external resources of the Campus should be well managed and properly utilized.

- Questions and dilemmas raised by stakeholders on job security of contract and temporary teaching and non- teaching staff should be addressed and clarified.

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