

Himalaya College

Self-Study Report (SSR)

2082

SUBMITTED TO

Quality Assurance and Accreditation Council Secretariat
University Grants Commission,
Bhaktapur, Nepal

SUBMITTED BY

Himalaya College
Koteshwor, Kathmandu, Nepal

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....

"Duty, Devotion & Sincerity for Quality Education"



Himalaya College

Koteshwor, Kathmandu, Nepal

Declaration by Head of the Institution

I hereby declare that the data, information, and evidence presented in this Self-Study Report (SSR) of Himalaya College are authentic, accurate, and prepared with integrity. The contents of this report have not been copied from other sources but are based on the genuine records, practices, and achievements of the institution. This declaration is made with full responsibility and sincerity, reflecting the commitment of Himalaya College to transparency, accountability, and continuous improvement in its pursuit of quality assurance and accreditation.

Name: Ram Hari Silwal

Designation: Campus Chief

Date: 2026/08/17

Signature:

College seal:



Tel: +977-1-4610295, 4610320, 4610518

Email : himalayacollege54@gmail.com, Website : www.himalayacollege.com

"Duty, Devotion & Sincerity for Quality Education"



Himalaya College

Koteshwor, Kathmandu, Nepal

Acknowledgements

Himalaya College would like to express its sincere gratitude to all individuals and institutions who have extended their support in the preparation of this Self-Study Report (SSR). The college acknowledges the valuable guidance and encouragement received from the University Grants Commission (UGC) and Tribhuvan University, whose directives and feedback have been instrumental in shaping this report.

Especially, Himalaya College would like to express its deep gratitude to the University Grants Commission for organizing meaningful training programs that greatly supported the preparation of this Self-Study Report (SSR). The continuous guidance, encouragement, and technical support provided throughout the process have been invaluable in helping the institution understand the requirements of quality assurance and accreditation. The college sincerely appreciates this ongoing support, which has not only strengthened the preparation of the SSR but also contributed to building institutional capacity for future growth and improvement.

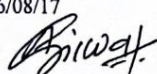
We are equally thankful to the officials, committee members, units, and cells of the college who worked diligently to provide accurate data, information, and evidence. The contribution of administrative sections, faculty members, staff, and students has been vital in ensuring that the report reflects the true spirit and functioning of the institution.

This SSR is the result of collective effort, cooperation, and dedication. Himalaya College deeply appreciates the commitment of all stakeholders who have contributed their time, expertise, and insights to make this document comprehensive and meaningful. Their continued support and constructive suggestions will remain invaluable in guiding the college toward quality enhancement and institutional transformation.

Name: Ram Hari Silwal

Designation: Campus Chief

Date: 2026/08/17

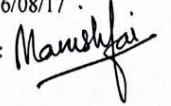
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Executive Summary

The purpose of the Self-Study Report is to present what Himalaya College has, highlight the achievements of the college, outline its strengths and challenges, and describe its plans. The Self-Study Report (SSR) is a milestone in the quality assurance and accreditation journey of Himalaya College. The preparation of the Self-Study Report (SSR) enabled the college to recognize its strengths and challenges, offering meaningful insights that support the enhancement of institutional operations and foster the transformation of Himalaya College into a more resilient and forward-looking institution.

Himalaya College, a private institution of higher education affiliated with Tribhuvan University, offers diverse undergraduate and postgraduate programs. Situated in Koteswor, Kathmandu Metropolitan City, the college is committed to fostering academic excellence and holistic student development.

The SSR preparation team hereby declares, with full responsibility, that the data, information, and evidence presented in the report are authentic and faithfully represent the institution. However, the college firmly believes that there remains significant scope for improvement. While the institution has made notable progress in academic programs, research culture, and stakeholder engagement, the SSR preparation process has revealed areas where further development is both possible and necessary. These include strengthening faculty capacity, enhancing student support services, upgrading infrastructure, and fostering greater collaboration with national and international partners. The college views these opportunities not as shortcomings but as pathways for growth and transformation, ensuring that Himalaya College continues to evolve as a center of excellence in higher education.

Himalaya College has endorsed a variety of institutional policies, procedures, guidelines, and codes of conduct to ensure systematic growth and accountability. In addition, the college has prepared a strategic plan along with other specific plans and practical tools to guide its academic and administrative activities. The institution is sincerely working to implement these policies and plans continuously, to strengthen overall operations and foster a culture of quality assurance. To support this process, the college has established various committees, units, and cells. These mechanisms are actively engaged in monitoring, coordinating, and executing tasks that align with the goals and objectives of the college. Through these structured efforts, Himalaya College seeks to create a well-organized environment where every stakeholder contributes to institutional development, continuous improvement, and the achievement of long-term aspirations.

In conclusion, this Self-Study Report reflects the status of Himalaya College in line with the defined criteria. It provides a comprehensive overview of the institution's

achievements, strengths, challenges, and future directions. The college remains committed to continuous improvement and sincerely welcomes valuable suggestions and constructive feedback from the University Grants Commission and Tribhuvan University. Such guidance will help the institution refine its practices, strengthen its academic and administrative systems, and move forward in its pursuit of excellence.

Abbreviations/Acronyms Used in the Report

A.D. -	<i>Anno Domini</i>
AIDS-	<i>Acquired Immune Deficiency Syndrome</i>
AM-	<i>Ante Meridiem</i>
B.S.-	<i>Bachelor of Science</i>
BA-	<i>Bachelor of Arts</i>
BASW-	<i>Bachelor of Arts in Social Work</i>
BBA-	<i>Bachelor of Business Administration</i>
BBS-	<i>Bachelor of Business Studies</i>
BS-	<i>Bachelor of Science</i>
BSc-	<i>Bachelor of Science</i>
CCTV-	<i>Closed-Circuit Television</i>
CD-	<i>Compact Disc</i>
CMC-	<i>College Management Committee</i>
DVD-	<i>Digital Versatile Disc</i>
E-Library-	<i>Electronic Library</i>
EDJ-	<i>Educationally disadvantaged Dalit and Janajati</i>
EMIS-	<i>Education Management Information System</i>
FY-	<i>Fiscal Year</i>
GPA-	<i>Grade Point Average</i>
HC-	<i>Himalaya College</i>
HEMIS-	<i>Higher Education Management Information System</i>
ICT-	<i>Information Communication Technology</i>
IQAC-	<i>Internal Quality Assurance Committee</i>
IT-	<i>Information Technology</i>

LMS-	<i>Learning management systems</i>
MoU-	<i>Memorandum of Understanding</i>
MPhil-	<i>Master of Philosophy</i>
NGO-	<i>Non-Governmental Organization</i>
PAN-	<i>Permanent Account Number</i>
PG-	<i>Postgraduate</i>
PhD-	<i>Doctor of Philosophy</i>
PIC-	<i>Public Information Cell</i>
RMC-	<i>Research Management Committee</i>
SAARC-	<i>South Asian Association for Regional Cooperation</i>
SAES-	<i>Student Academic Experience Survey</i>
SQC-	<i>Student Quality Circle</i>
SSR-	<i>Self-study Report</i>
ToR-	<i>Terms of Reference</i>
TU-	<i>Tribhuvan University</i>
UG-	<i>Undergraduate</i>
UGC-	<i>University Grants Commission</i>
UNO-	<i>United Nations Organization</i>

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PART ONE

DATA COLLECTION FORMAT FOR INSTITUTIONAL SELF-STUDY REPORT

SECTION A: INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Table 1: Institutional Information

Name of the Institution	Himalaya College
Province	Bagmati
District	Kathmandu
Metropolitan City/Sub-Metropolitan City/ Municipality/Rural Municipality	Kathmandu
Ward No.	32
Street (Tole)	Koteshwor
Post Box No.	

2. Information for Communication

Table 2: Information for communication

a. Office

Name of the Officials	Telephone with Extension No.	Fax No.	E-mail
Ramhari Silwal	9851030010		silwalrhs@gmail.com
Manish Rai	9862492485		manishraim201@gmail.com
Bhuwan Chakra Joshi	9851143559		bhuwanji.s@gmail.com

b. Residence

Name of the Officials	Telephone with Extension No.	Fax No.	E-mail
Ramhari Silwal	9851030010		silwalrhs@gmail.com
Manish Rai	9862492485		manishraim201@gmail.com
Bhuwan Chakra Joshi	9851143559		bhuwanji.s@gmail.com

3. Type of Institution

- Constituent ☐
- Affiliated ☒
- Degree Awarding Autonomous Institution ☐

Himalaya College (HC), founded in 2064 B.S. (2007 A.D.), stands as a private higher education, located in Koteshwor, Kathmandu. The college has held a legal affiliation with

Tribhuvan University (TU) since 2064 BS and has successfully been running academic programs for more than 18 years. HC is committed to providing higher-quality education to urban youth through well-structured academic programs under the guidelines of Tribhuvan University.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 3, Program affiliation letter from Tribhuvan University \(TU\)](#)

4. Institutional Management

- Public ☐
- Community ☐
- Private ☒
- Other (please specify) ☐

The Himalaya College, since its establishment, has been running as a private institution under independent private management with the support of individual investors. The college has maintained a stable and autonomous governance structure, enabling efficient decision-making and academic planning. As of today, HC continues to run by private institutional management, ensuring continuity in leadership, financial stability, and institutional accountability.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 4.1, Company legal documents- Registration Certificate, PAN, and Registration certificate from Metropolitan City.](#)

[Volume 1, Annex 4.2, Company Memorandum of Association and Articles of Association](#)

5. Financial category of the institution

- Government Funded ☐
- Self-financing ☒
- Community ☐
- Other (please specify) ☐

HC is a self-financing higher education institution that operates without government financial support. The college is privately funded by individual investors and managed under an independent institutional framework. The self-financing model has enabled HC to maintain financial autonomy whilst continuing academic development, infrastructure development, and quality assurance.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 5.1, Last year audit report \(2081/82 B.S.\)](#)

6. Dates Related to the Institution

- a) Date of establishment of the Institution (dd/mm/yyyy): 23/05/2064
- b) Date of commencement of the Bachelor or higher level Program(s) (dd/mm/yyyy): 23/05/2064
- c) Date of Government/UGC approval (only for Institution affiliated to foreign universities) (dd/mm/yyyy): Not applicable

Himalaya College (HC), founded in 2064 B.S. (2007 A.D.), stands as a private higher education, located in Koteswor, Kathmandu.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 3, Program affiliation letter from Tribhuvan University \(TU\)](#)
[Volume 1, Annex 4.1, Company legal documents- Registration Certificate, PAN, and Registration certificate from Metropolitan City.](#)
[Volume 1, Annex 4.2, Company Memorandum of Association and Articles of Association](#)

7. University to which the Institution is affiliated/related:

Himalaya College (HC) holds a legal affiliation with Tribhuvan University (TU), primordial and one of the top government universities of Nepal. This affiliation with a government-recognized and run university ensures that the academic programs offered by HC follow the curricula, examination system, and quality standards prescribed by TU. Through this recognized affiliation, the college provides nationally accepted degrees and maintains academic credibility, consistency, and compliance with the regulatory framework of higher education in Nepal.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 3, Program affiliation letter from Tribhuvan University \(TU\)](#)

8. Is the institution autonomous in terms of check all

- Financing ☒
- Administrative Management ☒
- Academic Management ☒
- None ☐

HC is an autonomous institution in terms of its (1) Financing, (2) Administrative Management, and (3) Academic Management. It sources its own funds through private investors and has its own private institutional management that runs via the College Management Committee. The committee oversees both administrative and academic management.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 4.1, Company legal documents- Registration Certificate, PAN, and Registration certificate from Metropolitan City.](#)
[Volume 1, Annex 4.2, Company Memorandum of Association and Articles of Association](#)

9. Institution's Land area in Ropanees/Bighas/Square Meters:

Table 3 : Land areas

Feature	Details
Land Area	68 aana
Building Type	2 permanent, earthquake-resistant buildings
Classrooms	27 well-ventilated and furnished

HC currently holds 68 aana of land and physical space located at Koteswor, Kathmandu, for its academic and administrative operations. The college's physical premises support a wide range of institutional functions, including classroom instruction, academic administration, library services, student support facilities, and co-curricular activities. Located in a well-connected urban area, the campus provides ease of access and a conducive environment for teaching and learning.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 9.1, Land certificate](#)

10. Location of the Institution

- Urban ☒
- Semi-urban ☐
- Rural ☐

The Himalaya College is located at Mahadevsthan Marg, Koteswor, within Kathmandu Metropolitan City, Ward No. 32. Its strategic location connects Kathmandu with the neighboring districts of Lalitpur and Bhaktapur, making the college easily accessible to students from across the Kathmandu Valley. This accessibility supports increased student enrollment and provides a convenient commuting option, while the surrounding urban environment remains suitable for academic activities.

For additional information, kindly refer to the Annexes.

Volume 1, Annex 10, Himalaya College Website- <https://www.himalayacollege.com>

11. Current number of academic programs offered in the Institution under the following categories: (Enclose the list of academic programs offered)

Table 4: Academic programs offered by Himalaya College

Academic Programs	Number of Program
Bachelor's	2 Bachelor of Business Studies (BBS) and Bachelor of Arts in Social Work (BASW)
Master's	
Mphil	
PhD	
Any other (specify)	
Total	2

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 3, Program affiliation letter from Tribhuvan University \(TU\)](#)

12. List the Departments in the Institution (faculty/institute-wise)

Table 5: Departments in the Himalaya College

Faculty/Institute	Name of the Departments
Science and Technology	
Humanities and Social Sciences	Department of Humanities
Management	Department of Management
Education	
Law	
Engineering	
Medicine/Health Science	
Agriculture	
Forestry	
Other Faculties	

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 3, Program affiliation letter from Tribhuvan University \(TU\)](#)

13. Give details of the self-financing/self-initiated courses, if any offered by the institution (for public institutions only).

As of April 2026, HC does not offer any self-financing/self-initiated courses.

Table 6: Self-financing/self-initiated courses

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)

--	--	--	--

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution (Enclose the details):

For the recruitment of teaching and non-teaching staff of the Institution, HC follows a strict protocol that could be elaborated as follows:

- (1) **CMC meeting and Selection Committee:** A CMC meeting will decide on a Employment Committee to oversee the hiring process for the vacant positions. The Employment Committee will further decide on the candidates' experiences and perceived preferability for the required positions.
- (2) **Vacancy Announcement:** A public vacancy announcement will be made through digital and press platforms, listing selection criteria and experiences.
- (3) **Shortlisting and Interview process:** The interested candidates will be shortlisted based on their requirements and experiences. They will then be interviewed at the college premises and narrowed down further for the next step.
- (4) **Demo-class Evaluation:** For teaching staff, an additional step would be required to provide a teaching demonstration on their specific subject. Their teaching and facilitation skills will then be judged by the Employment Committee.
- (5) **Selection of the best candidates and final hiring:** Based on their first round of interviews and demo-class evaluations, the best candidate(s) will be selected for the final interview, where mutual expectations are agreed upon with an offer letter. The selected candidate will be hired with a provisional period.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 14.1, Decisions of Employment Committee.](#)

[Volume 1, Annex 14.3, Selection Procedure Files](#)

[Volume 1, Annex 14.4, Faculty and staff appointment letters](#)

15. Number of faculty members at present

Table 7: Faculty members

Particulars	Academic Qualification				Grand Total
	PhD	M. Phil	Master's	Bachelor's	
Professor					
Associate Professor/Reader					
Assistant Professor/Lecturer					
Teaching Assistant/Instructors					
Full Time Teachers (Total)					
Professor					
Associate Professor/Reader					
Assistant Professor/Lecturer		4	18		22

Teaching Assistant/Instructors					
Part Time Teachers (Total)					
Total		4	18		22

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 15, Full-time and part-time faculty](#)

16. Give the details of average number of hours/week (class load)

Table 8: Class load

Name of the Programs/Courses	For Full Timers	For Part Timers	Total
BBS	25	11	36
BSW	25	10	35
MBS	18	18	36

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 16, Teaching Schedule](#)

[Volume 1, Annex 15, Full-time and part-time faculty](#)

17. Number of the non-teaching staff of the institution at present

Table 9: Non-teaching staff

Particulars	Gender wise distribution of the staff			Grand Total
	Male	Female	Other	
Administrative Staff	3	4		7
Technical Staff	2	1		3
Total				15

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 17, Personnel list of non-teaching staff](#)

18. Regional profile of the students enrolled in the institution for the current academic year

Table 10: Regional profile of the students

No of Students Enrolled	UG		PG		MPhil		PhD		Total
	F	T	F	T	F	T	F	T	
From the same district where the institution is located	45	35	15	18					113
From other districts	86	36	25	17					164
From SAARC countries	75	25	21	14					135
From other countries									

Note: F= Female and T= Total

19. Details of the last two batches of students

Table 11: Students Progression Record

Particulars	Batch 1: Year 2021			Batch 2: Year 2022		
	UG	PG	Others	UG	PG	Others
Admitted to the program	180			182		
Drop-outs (within 4 month of joining)						
Drop-outs (afterwards)						
Appeared for the final year/semester examinations						
Passed in the final examinations	160			157		
Pass % of number appeared (Total)	88%			86%		
Pass % with distinctions or Equiv.						
Pass % with (First class or Equiv.)						
Pass % with (Second class or Equiv.)						
Pass % with (Third class or Equiv.)						

Note: For other types of evaluation system such as GPA, provide respective grades and brief explanation about their ranges in percentage.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 19.1, Enrollment patterns and Dropout rates](#)

[Volume 1, Annex 19.2, Pass trend of students.](#)

20. Give the last annual budget of the Institution with details of income & expenditure:

The annual budget of the Himalaya College for the fiscal year of 2081/82 was:

Total Income: **1,21,79,465 NPR**

Total Expenditure: **13,973,809 NPR**

Fiscal Year	Total Income (Rs.)
FY 2079/80	95,02,815
FY 2080/81	1,10,29,058
FY 2081/82	1,21,79,465

Fiscal Year	Land / Construction (Rs.)	Equipment (Rs.)	Furniture e (Rs.)	Books / Library (Rs.)	Goodwill / Other (Rs.)	Total Capital Expenditure e (Rs.)
FY 2079/80	1,38,45,44 0	82,967	67,004	4,727	1,47,20,00 0	2,94,66,89 2
FY 2080/81	1,29,80,10 0	62,225	50,253	4,108	1,47,20,00 0	2,84,18,47 4
FY 2081/82	13,698,474					

For additional information, kindly refer to the Annexes.

21. What is the institution's 'unit cost' of education? [unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give unit cost calculated excluding salary component.

Based on the annual budget of the Himalaya College for the fiscal year of 2081/82 [Total Expenditure], the institution's per unit cost of education comes up to be 30,181. Similarly, the institution's per unit cost of education comes up to be (enter amount) excluding the salary component of all the staff and faculties.

Unit cost including Salary - Total annual expenditure ÷ number of students enrolled

Unit cost including Salary - 1,39,73,809/ 463= 30,181

Unit cost Excluding Salary - Total annual expenditure (Excluding Salary) ÷ number of students enrolled

Unit cost Excluding Salary - 1,39,73,809- 52,82,393/ 463= 18,771

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 20, Institutional Financial Audit Report \(FY 2081/2082\)](#)

22. What is the temporal plan of academic work in the Institution?

- Semester System ☒
- Annual System ☒
- Any other (specify) ☐

The Himalaya College offers two Undergraduate programs: BBS and BASW, and BA with affiliation from Tribhuvan University. All the Undergraduate programs are 4-year programs running in an annual system.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 22, College Brochure](#)

23. Tick the support services available in the institution from the following:

- Central library/Library ☒
- Departmental library ☒
- E - Library ☒
- Computer centre ☒
- Health centre/unit ☒
- Play ground ☒
- Printing press ☐

- Seminar hall ☒
- Hostel ☐
- Guest house ☐
- Canteen ☒
- Common room for students ☐
- Changing room for students ☒
- Any other (specify) ☐-----

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 23, Institutional Infrastructure and Student Support Services with photos](#)

[Volume 1, Annex 22, College Brochure](#)

24. Whether a duly formed Institution Management Committee is in place?

- Yes ☒
- No ☐

If yes provide the composition of the committee in separate sheet

Institution Management Committee is formed by its formal name as College Management Committee (CMC). The CMC's composition details are also provided on the table below:

Table 12: College Management Committee

Himalaya College's College Management Committee (CMC)			
S.No.	Name	Designation	Phone Number
1.	Bhuvan Chakra Joshi	Chairperson	9851143559
2.	Ramhari Silwal	Member Secretary	9851030010
3.	Narendra Bahadur Adhikari	Member	9851059320
4.	Rajendra Awasthi	Member	9851247389
5.	Sangita Silwal	Member	9851027087
6.	Chandrakala Sapkota	Member	9843022433
7.		Member	
8.		Member	

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 24.1, Approved organizational structure of Himalaya College.](#)

[Volume 1, Annex 4.1, Company legal documents- Registration Certificate, PAN, and Registration certificate from Metropolitan City.](#)

[Volume 1, Annex 4.2, Company Memorandum of Association and Articles of Association](#)

25. Furnish the following details (in figures) for the last three years:

Table 13: College operation and research activities

Particulars	Year I	Year II	Year III
Working days of the institution	301	301	301
Teaching days set by the university	195	195	195
Teaching days per semester/year			
Teaching days per year			
Working days of the library			
Books in the library	1200	1300	1500
Journals/Periodicals subscribed by the library National: International:			
Computers in the institution			
Research projects completed			
Teachers who have received national recognition for teaching/research/consultancy			
Teachers who have received international recognition for teaching/research/consultancy	5	6	8
Teachers who have attended international seminars	3	5	6
Teachers who were resource persons at national seminars/workshops	3	4	4
No. of hours of instruction against the plan (per year or per semester)			

Note: Please attach the annual calendar of operations of the institution

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 25.1, Academic Calendar](#)

[Volume 1, Annex 25.3, Research activities summary report](#)

[Volume 1, Annex 16, Teaching Schedule](#)

26. Give the number of ongoing research projects and their total outlay.

SN	Name of the Project	Principle Researcher	Funding Agency	Funds (Rs.)
	-	-	-	-

27. Does the Institution have collaborations/linkages with international institutions?

- Yes ☐
- No ☒

If yes, list the MoU signed and furnish the details of active MoU along with important details of collaborations.

28. Does the management run other educational institutions besides the institution?

- Yes ☐
- No ☒

If yes, give details.

29. Give details of the resources generated by the institution in the last year through the following means:

Table 14: Source of Funding

Source of Funding	Amount (Rs.)
UGC/Government grants	
Donations	
Fund Raising Drives/Activities	
Alumni Association	
Research and Consultancy	
Fee from Self-financed/initiated courses	
Fees from regular programs	NPR 82,85,938 (FY 2081/2082)
Any others (specify)	

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 29, Annual program budget \(FY 2082/2083\)](#)

[Volume 1, Annex 20, Institutional Financial Audit Report \(FY 2081/2082\)](#)

SECTION B: BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1: POLICY & PROCEDURES

1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?

Yes ☒ No ☐ If yes, mention and attach the document.

Himalaya College has a clearly defined vision, mission, goals and objectives. It is also incorporated in the College Strategic Plan and other publications and is detailed below:

Vision: Our vision is to transform HC into a renowned Deem University for higher education with the least possible financial burden, making education accessible to all segments of society.

We visualize creating and sustaining a widely recognized academia for the brightest and the most promising students and researchers from all over the world, regardless of their social, economic or cultural background, which can flourish and realize their overall potentiality. Our goal is to produce visionary, tolerant, skilled and result-oriented human resources that can address the challenges of the 21st century. We are dedicated to developing HC into a leading academic institution in our country.

Mission: We have listed 7 missions for HC, and they are listed below:

1. To produce globally acceptable human resources through a research-oriented practical education system.
2. To make students more capable of conducting their course-related mini-research projects.
3. To promote graduates to prepare scientific research papers through publication in journals, seminar proceedings and articles.
4. To organize professional training related to career development and entrepreneurship skills, along with teaching offered theories in regular classes.
5. To organize orientation programs for the students desirous of conducting research and entrepreneurship in different fields.
6. To work as the leading academic institution in applied sciences, hotel management, computer education, and applied social sciences with a view to exchanging opinions/perspectives among the professional academicians and entrepreneurs.
7. To develop professional institutional networks with renowned institutions globally for academic exchange and shared learning.

To align with our vision and mission, we have developed 7 goals along with their objectives, and they are listed below:

Goal 1: To cultivate academic excellence and quality assurance.

Objectives for Goal 1:

- Enhance accreditation processes and implement continuous quality improvement.
- Invest in faculty development, training, and academic leadership.
- To establish a culture of evidence-based decision making across all levels of the institution.
- Formulate comprehensive policies, regulatory frameworks, and strategic planning instruments.

Goal 2: To shape an environment that supports quality research, innovation, and knowledge management.

Objectives for Goal 2:

- To establish research centers of excellence and innovation hubs.
- To increase more research projects that will be industry oriented and knowledgeable for students.
- To strengthen collaborations with industry, government, and international partners.

Goal 3: To support a positive student experience and help students succeed.

Objectives for Goal 3:

- Improve student retention and graduation rates through mentorship programs.
- Expand career guidance, internships, and entrepreneurship programs.
- Enhance student welfare services, housing, and digital learning environments.

Goal 4: To improve leadership, decision-making, and overall institutional performance.

Objectives for Goal 4:

- To establish a culture of evidence-based decision making across all levels of the institution.
- Formulate comprehensive policies, regulatory frameworks, and strategic planning instruments

Goal 5: To improve the quality of education and strengthen the institution's reputation.

Objectives for Goal 5:

- To equip faculty members with updated pedagogical, technological, and research skills that enhance academic quality and student learning outcomes.
- Utilize learning management systems (LMS) and digital tools.
- Use active learning strategies like case studies, debates, and simulations.

Goal 6: To use digital tools to improve teaching, learning, management, and services at the college.

Objectives for Goal 6:

- Implement Education Management Information System (EMIS) Learning Management Systems (LMS) like Moodle and Canvas.
- To use digital tools to improve teaching, learning, management, and services at the college.

Goal 7: To build and maintain up-to-date, eco-friendly, and accessible facilities that support learning, research, innovation, and student welfare.

Objectives for Goal 7:

- Develop plans for the development and maintenance of the college's physical infrastructure.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 2.1, Strategic plan of Himalaya College, pp. 26](#)

2. Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives?

Yes ☒ No ☐ If yes, mention and attach the document.

Yes, Himalaya College has clearly defined plans, programs, and strategies to achieve its specific goals and objectives. To ensure effective implementation, specific committees and program divisions prepare their respective Annual Action Plans and implement them throughout the academic year. These action plans guide planned activities, allocate responsibilities, and support the systematic achievement of institutional objectives.

A Five-Year Action Plan has been incorporated into the Strategic Plan of Himalaya College, providing long-term direction and continuity in institutional development. This plan serves as a framework for aligning annual activities with the broader goals and priorities of the college.

The Research Management Committee Action Plan outlines planned activities related to research promotion and management, supporting the achievement of research-related goals of the institution. Similarly, the Facilities Development Plan guides the planned

development and improvement of physical and academic infrastructure required to support academic and administrative functions.

The Extra-Curricular and Extension Committee Plan focuses on the organization and implementation of co-curricular, extra-curricular, and extension activities, contributing to the holistic development of students and institutional engagement. In addition, the Master Plan provides an integrated framework for overall institutional development, ensuring coordination among academic, administrative, and infrastructural initiatives.

Together, these plans, programs, and strategies ensure that the goals and objectives of Himalaya College are clearly defined, systematically planned, and effectively implemented.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 2.1, Strategic plan of Himalaya College, pp. 30](#)

[Volume 2, Annex 2.2, Strategic action plan for the Research Management Committee.](#)

[Volume 2, Annex 2.3, Master plan](#)

[Volume 2, Annex 2.4, Strategic action plan of Extra-curricular and Extension Committee](#)

3. Are there duly formed organizational structures where the policies of the Institution are formulated, reflected, reviewed and updated?

Yes ☒ No ☐ If yes, mention the organizational chart and member compositions.

The organizational structure consists of the College Assembly as the highest governing body, with the College Management Committee serving as the executive arm. The Chairperson of the College Management Committee and the Principal operate within a coordinated hierarchical framework, holding decision-making authority over day-to-day operations. The principal oversees two main divisions within the institutional structure: (1) the Administrative Department and (2) the Academic Department. The principal holds the highest authority within the Administrative Department. Within the Academic Department, Department Heads for each undergraduate and graduate program report directly to the principal.

In addition to the core administrative and academic structure, the institution has established working committees and functional units to support effective implementation, monitoring, and review of institutional policies and academic processes. These include the Internal Quality Assurance Committee (IQAC), which oversees quality assurance mechanisms and continuous improvement initiatives; the Research Management Committee (RMC), which facilitates research planning, implementation, and monitoring; and the Education Management Information System (EMIS) Unit, which manages institutional data and information systems to support planning, reporting, and informed decision-making. These working committees operate within the approved organizational framework and complement the administrative and academic departments in ensuring that institutional policies are effectively reflected, reviewed, and updated.

For additional information, kindly refer to the Annexes.

Volume 1, Annex 24.1, Approved organizational structure of Himalaya College.

4. Has the Institution adopted any mechanism/process for internal quality monitoring and checks?

Yes ☒ No ☐ Justify with supporting documents.

Yes, Himalaya College has adopted appropriate mechanisms and processes for internal quality monitoring and checks. To ensure continuous improvement in academic and administrative standards, Himalaya College has established an Internal Quality Assurance Committee (IQAC). The IQAC functions as the key internal body responsible for monitoring quality-related activities, reviewing academic and administrative practices, and promoting a culture of quality enhancement across the institution.

In addition to the IQAC, the college has developed and implemented an Internal College Operational Guideline, which provides a structured framework to regulate institutional processes and ensure the consistent and effective implementation of approved policies, procedures, and standards. This guideline supports transparency, accountability, and uniformity in institutional operations.

To further strengthen internal quality assurance, a Student Quality Circle has been formed to encourage student participation in quality enhancement processes. This mechanism provides a platform for students to share feedback and contribute to the improvement of teaching-learning practices and institutional services.

Moreover, institutional quality assurance practices have been adopted in accordance with the guidelines set forth by the University Grants Commission. These practices include faculty development activities, academic audits, and teaching quality enhancement initiatives, all of which contribute to systematic monitoring, evaluation, and continuous improvement of academic performance and institutional effectiveness.

Together, these mechanisms and processes ensure regular internal quality monitoring and checks, reinforcing Himalaya College's commitment to maintaining and enhancing quality standards.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 4](#)
[Volume 2, Annex 4.2, Decision of the College Management Committee on the Formation of the Internal Quality Assurance Committee \(IQAC\).](#)

5. Is there any document of the institution to specify the job responsibilities of departments, units and individuals?

Yes ☒ No ☐ If yes, give details/reference.

Yes, Himalaya College has formal documents that clearly specify the job responsibilities of departments, units, and individuals. Himalaya College has developed and implemented comprehensive College Operational Guidelines, which clearly outline the roles, responsibilities, authority, and reporting mechanisms of various academic and administrative departments and functional units. These guidelines serve as the primary institutional document for defining organizational responsibilities and ensuring clarity, accountability, and consistency in institutional operations. The guidelines are periodically reviewed and amended as required to respond to institutional needs and regulatory requirements.

In addition to the College Operational Guidelines, the institution specifies individual roles and responsibilities through Terms of Reference (ToR) issued along with Appointment Letters to both teaching and non-teaching staff. These documents clearly define assigned duties, scope of work, professional conduct, performance expectations, and accountability mechanisms, thereby ensuring that individuals understand their responsibilities within the institutional framework.

Furthermore, detailed job responsibility documents are maintained for key leadership positions, academic departments, and support units. These include clearly defined responsibilities of the Campus Chief, academic departments, library, laboratories, accounts, and examination units, as well as the responsibilities of full-time faculty members. Together, these documents support effective coordination, performance monitoring, and role clarity across the institution.

Overall, the availability and implementation of these documents ensure that responsibilities at departmental, unit, and individual levels are well-defined, systematically communicated, and aligned with the institutional goals and operational standards.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 4](#)
[Volume 2, Annex 5.1, Job responsibilities of Campus Chief](#)
[Volume 2, Annex 5.3, Job responsibilities of full-time faculty](#)

6. Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff?

Yes ☒ No ☐ If yes, produce those schemes and examples of some practices

Yes, the college has a defined and written scheme to evaluate the pre-defined job responsibilities of departments, units, and individual staff. A standardized performance evaluation form, endorsed by the Campus Management Committee, is used. The process includes self-evaluation followed by assessment by the immediate supervisor and is primarily aimed at reflection, improvement, and professional development through feedback and guidance.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 6.2, Terms of Reference of faculty members.](#)

7. Does the institution have strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing?

Yes ☒ No ☐ If yes, give details.

Himalaya College follows a strategic and action plan that promotes teamwork, participatory decision-making, and systematic information sharing. Decisions within committees are largely based on consensus, ensuring transparency and that relevant information is effectively communicated across all levels. In addition, Student Quality Circles, student clubs, and the Extra-curricular and Extension Committee actively involve all stakeholders, particularly students, in decision-making processes that impact the college.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 2.1, Strategic plan of Himalaya College](#)

[Volume 2, Annex 2.3, Master plan](#)

[Volume 2, Annex 2.4, Strategic action plan of Extra-curricular and Extension Committee](#)

[Volume 2, Annex 2.2, Strategic action plan for the Research Management Committee.](#)

8. Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others?

Yes ☒ No ☐ If yes, give details.

The institution offers self-sustaining and non-credit courses designed to complement and strengthen regular academic programs. These courses aim to enhance students' practical skills, professional competencies, and overall employability. Non-credit courses focus on skill development, training, and supplementary knowledge that support the main curriculum. The specific details of these programs, including objectives and duration, are provided in the table below and will be filled in by the college.

Table 15: Self-sustaining programs/courses

SN	Title of self-sustaining programs/courses and non-credit courses	Purposes of the courses	Course duration
1.	Accounting & project Management Tools	practical skills in accounting software	32 hrs
2.	Digital Marketing	train students in digital marketing strategies	32 hrs

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 8.1, Syllabus of self-sustaining programs/courses.](#)

9. Are there any formal provisions under which the institution brings “stakeholders or community feed backs and orientation” in its activities?

Yes ☒ No ☐ If yes, give details.

Yes, Himalaya College has formal provisions to incorporate stakeholders and community feedback and orientation into its activities. The College has established systematic mechanisms to gather, analyze, and utilize feedback from various stakeholders, including students, faculty members, staff, and other members of the community. These processes are guided by the College Operational Guidelines, which ensure that stakeholder feedback is collected in a structured and consistent manner and used to evaluate institutional activities and inform improvement measures.

The EMIS Unit plays a key role in this process by collecting, compiling, and analyzing stakeholder feedback through institutional data management systems. The analyzed feedback provides evidence-based inputs that support decision-making, planning, and enhancement of academic, administrative, and support services.

In addition to feedback mechanisms, the college conducts orientation programs for stakeholders, especially freshers, to ensure they are informed about institutional policies, academic programs, quality assurance practices, and operational procedures. These orientation activities help align stakeholder expectations with institutional objectives and promote effective participation in institutional processes.

Through the integration of structured feedback mechanisms and stakeholder orientation programs, Himalaya College ensures meaningful stakeholder engagement and community involvement in institutional planning and continuous improvement.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 9.1, Decision of the College Management Committee to systematically gather stakeholder feedback using the EMIS.](#)

[Volume 2, Annex 9.2, Stakeholder feedback records](#)

10. Were any committees/external agencies appointed during the last three years to improve the organization and management?

Yes ☐ No ☒ If yes, what were the recommendations?

11. Are the students involved in institution management system and quality assurance?

Yes ☒ No ☐ If yes, give details.

Yes, students are actively involved in the institution’s management system and quality assurance processes. Himalaya College ensures meaningful student participation through the Student Quality Circle (SQC) and the Internal Quality Assurance Committee (IQAC). These

bodies have been structured by the College Management Committee to provide students with a platform to share their perspectives, offer feedback, and contribute to institutional planning and decision-making.

Student involvement is not limited to advisory roles; it has been formalized in key committees and functional units. For instance, student representation has been made mandatory on the Research Management Committee (RMC), the EMIS Unit, and other institutional committees and cells, ensuring that student voices are systematically incorporated into policy formulation, academic planning, quality monitoring, and other decision-making processes. This structured participation allows the institution to integrate students' insights into continuous improvement initiatives, thereby enhancing the relevance, effectiveness, and transparency of institutional management.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 11.1, Student Quality Circle \(SQC\) formation minutes.](#)

[Volume 2, Annex 11.2, Composition of IQAC.](#)

12. Has there been an academic audit? Justify it.

by the university ☐

by the Institution ☒

Please attach the copies

Yes, the Internal Quality Assurance Committee (IQAC) has formally decided to conduct an academic audit within the institution. The audit evaluates academic and administrative processes, faculty performance, student outcomes, committee activities, and outreach and extension programs. The findings are documented in the Academic Audit Report, which serves as a reference for identifying strengths, addressing gaps, and guiding continuous quality improvement across the college.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 12.2, Academic audit report](#)

13. Is there any specific mechanism to combine teaching and research?

Yes ☒ No ☐ If yes, give details

Yes, the institution has a specific mechanism to combine teaching and research through the Education Committee. This committee oversees academic activities, ensures implementation of education policies, organizes faculty development programs, and coordinates initiatives to integrate teaching with research, aligning them with institutional objectives and the academic calendar.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 13.1, Education Committee formation decision of College Management Committee.](#)

[Volume 2, Annex 13.2, Composition of Education Committee.](#)

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 17](#)

14. Have you observed any positive outcomes of combination of teaching and research?

Yes ☒ No ☐ If yes, give details.

Yes, combining teaching and research has shown positive effects on students. They have become more aware of research methods, ethical practices, and the importance of academic honesty. Many students are beginning to participate in small research projects, develop their writing skills, and show increased curiosity about exploring topics beyond the classroom.

15. Provide institution specific other innovations which have contributed to its growth and development.

Himalaya College has introduced several initiatives that have supported its growth and development. The college has also prioritized faculty development through structured teacher training programs which include faculty members from various faculty levels and subjects. These programs are designed to gradually enhance teaching skills, pedagogical practices, and subject expertise, ensuring that faculty members are equipped to deliver high-quality education and effectively support student learning outcomes.

To make these interventions more targeted and effective, the institution regularly conducts training needs assessments and skill gap analyses through the EMIS Unit, identifying specific areas where staff and faculty require further development and support.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 15.1, Documentation of collaborative activities.](#)

[Volume 2, Annex 15.2, Teacher training - notice, participants list and photos.](#)

[Volume 2, Annex 15.3, Skill gap analysis report](#)

CRITERION 2: CURRICULAR ASPECTS

16. Is there any provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution?

Yes ☒ No ☐ If yes, give details.

The institution maintains alignment between teaching and learning activities and its academic goals through the work of the Education Committee. The committee regularly reviews teaching plans, how the curriculum is delivered, and student learning outcomes, and compares them with the institution's academic objectives. Based on these reviews, the committee offers constructive guidance, feedback, and recommendations to faculty, supporting consistent alignment, ongoing quality improvement, and continuous academic growth.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 16.1, Teaching-learning and academic goal and objectives consistency assessment findings of the Education Committee.](#)

17. Are programs flexible enough to offer students the following benefits?

- a. Time frame matching student convenience ☒
- b. Horizontal mobility ☒
- c. Elective options ☒

Yes, the programs are sufficiently flexible to meet students' needs by offering convenient time frames through adaptable teaching schedules. The college usually runs its classes during morning hours from 6 am to 10 am which meets the students need to study and work fulltime/parttime. However, other services such as accounting and administration are available for far longer hours during the day. Usually, the account section is open till 4 pm and administration section till 5 pm. Furthermore, library is open from 7:30 am till 4 pm on every college day, which guarantees that students can learn and research on their personal time as well.

The college also allows horizontal mobility in accordance with university regulations, following Tribhuvan University's credit transfer policy. The college follows the credit transfer policy of TU, allowing students to transfer eligible credits from other recognized institutions or programs. This ensures that students' prior learning is recognized, supporting flexibility in academic progression and promoting mobility within the higher education framework.

Furthermore, the college promotes elective options that are trending and on demand in the job market that enable students to tailor their studies to their interests and career goals. These provisions collectively ensure that Himalaya College's programs are flexible, student-centered, and responsive to the evolving needs of learners.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 16, Teaching Schedule](#)

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as-

- a. Capacity to learn ☒
- b. Communication skills ☒
- c. Numerical skills ☒

- d. Use of information technology ☒
- e. Work as a part of a team and independently ☒
- Please give evidence

The Himalaya College enhances the quality of education by implementing skill transfer initiatives that strengthen students' capacity to learn, communication and numerical skills, use of information technology, and their ability to work independently as well as in teams. These initiatives are carried out through focused workshops and activities organized by the Extra-curricular and Extension Committee, emphasizing the development of practical skills alongside academic learning.

For instance, students' communication skills are sharpened through targeted workshops, presentation exercises, and group discussions organized by the Extra-curricular and Extension Committee. These activities provide students with practical opportunities to express ideas clearly, engage in academic discourse, and develop confidence in both formal and informal settings, complementing their classroom learning.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 18.1, decision of Extra-curricular and Extension Committee to organize workshop in Capacity to learn, Communication skills, Numerical skills and Use of information technology Work as a part of a team and independently](#)

[Volume 3, Annex 18.2, Capacity to learn, Communication skills, Numerical skills and Use of information technology Work as a part of a team and independently Workshop student's participant attendance sheet.](#)

19. Are there any additional focused programs and electives offered by the institution?

Yes ☒ No ☐ If yes, give details.

Himalaya College provides additional focused programs and elective courses to cater to students' academic interests and emerging career needs beyond the core curriculum. These initiatives are designed to deepen subject knowledge, increase practical exposure, and develop career-oriented skills in alignment with program objectives. Currently the college offers two programs, BBS and BASW.

Besides these focused programs and elective courses, the college also includes research training workshops and short-term training modules that equip students with hands-on skills and practical experience. Through these programs and electives, Himalaya College ensures that students not only achieve the learning outcomes of the core curriculum but also gain enhanced practical skills, critical thinking abilities, and career-oriented competencies, preparing them to meet academic, professional, and societal expectations effectively.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 19.1, Additional focused programs records.](#)

[Volume 3, Annex 19.2, Program-specific elective offerings for students, both BBS and BASW.](#)

20. Has the institution taken any initiative to contribute/feedback to the curriculum of the university? Give evidence with the examples of last 4-5 years.

Yes, the institution has taken initiatives to contribute feedback to the university curriculum. As an affiliated college of Tribhuvan University, Himalaya College actively seeks to maintain high educational standards and ensure curriculum relevance by providing constructive feedback to the university through its Education Committee. Over the past years, the committee has systematically reviewed curriculum, identified gaps and emerging academic needs, and submitted recommendations for improvement, particularly for the BBS program.

The recommendations have been sent to Tribhuvan University, the Curriculum Development Unit, and the respective Department, demonstrating the college's proactive role in curriculum enhancement. In addition, the institution has planned to evaluate the curricula of other programs in sequence, ensuring a comprehensive review across all academic offerings. These initiatives reflect Himalaya College's commitment to contributing to curriculum development and maintaining high academic quality in line with evolving educational needs.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 20.1, Recommendations for curriculum review of BBS program.](#)

21. Is there any mechanism to obtain feedback from academic peers and employers?

Yes ☒ No ☐ If yes, give details.

Yes, the Himalaya College collects feedback from academic peers and employers through the IQAC, which uses the input to improve teaching, learning, and overall institutional quality. The committee systematically plans and monitors quality-related activities and ensures that feedback is integrated into curriculum and program development. This mechanism helps the college maintain high academic standards and align its programs with industry and academic expectations.

The feedback process is structured and continuous, ensuring that inputs from academic peers and employers are consistently obtained, analyzed, and used for institutional planning. The insights gained are applied to refine teaching methodologies, update program content, and enhance learning outcomes. By embedding this systematic feedback mechanism into its operations, Himalaya College ensures that its academic offerings remain relevant, effective, and aligned with both industry requirements and higher education standards.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 21.1, IQAC decision for implementation of feedback system from the academic peers and employers.](#)

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 4](#)

22. Give details of institution-industry-neighborhood networks if any?

Himalaya College has also worked to establish networks with various industries that would begin an initiation process of collaboration regarding learning, student engagement, etc. Through formal agreements, these networks help in providing practical exposure to students, enhancing academic programs, and fostering partnerships that benefit both the institution and the surrounding community.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 22.1, MoU between Himalaya College and NGOs, colleges, schools, companies and employers.](#)

23. Does the institution inculcate civic responsibilities among the students? Give brief explanation in terms of activities.

Himalaya College promotes civic responsibility among students by organizing activities such as community service, awareness campaigns, and participation in social initiatives. On 13 December 2024, Himalaya College organized a blood donation program. The program ran for about four hours from 8 am to 12 noon. The program was supported by NMB Blood Bank, where the official members were also able to satiate students' queries on blood donation and welfare. These experiences help students engage responsibly with society and foster a strong sense of social accountability.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 23.1, Student-led activities register](#)

24. What are the efforts of the institution towards all-round personality development of the learners? Give brief explanation in terms of activities.

Himalaya College places strong emphasis on the all-round personality development of its students. The college regularly organizes a variety of co-curricular and skill-building activities, including guest lectures, workshops, seminars, and interactive training sessions. These initiatives actively engage students, providing opportunities to host, organize, and volunteer, while enhancing their communication skills, leadership abilities, critical thinking, problem-solving capacity, and teamwork competencies, thereby fostering both personal and professional growth.

In addition to these co-curricular and skill-building activities, guest lecturers are specially brought in to enhance their personality development for employability, particularly in job interviews, social interaction, and maintaining professional relationships. These workshops focus on developing interpersonal skills, confidence, and ethical awareness. Through

sustained participation in these activities, the college promotes holistic learning, nurturing students to become responsible, capable, and well-rounded individuals.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 24.1, Personality development guest lecture register](#)

25. What are the practices of the institution to impart moral and ethical value based education? Give examples of some practices.

Himalaya College regularly hosts guest lectures, organizes seminars and discussions, and runs awareness programs to promote moral and ethical, value-based education. For example, on 26 June 2024, a guest lecturer Mr. Ujjwal Poudel, who is also a co-founder of Jobsniper provided a lecture session on “Moral and ethical value-based education in Nepal”. This lecture session emphasized the moral and ethical leadership of teachers and the management team. He was also able to bring in his various work examples that provided an extra morale boost for the students. Similar activities like these help students develop integrity, social responsibility, and ethical decision-making, encouraging them to become responsible and socially conscious members of society.

For additional information, kindly refer to the Annexes.

[Volume 3, Annex 25.1, Register of guest lectures on moral and ethical value-based education in Nepal.](#)

CRITERION 3: TEACHING LEARNING AND EVALUATION

26. Which of the following methods do you apply in admitting the new graduates? Select as many as apply.

- ☒through academic records
- ☒through written entrance tests
- ☒through group discussions
- ☒through interviews
- ☒through combination of above all

HC employs a combination of various methods in the admission process for new graduates. At the time of opening new admissions, prospective students are required to submit their academic records and appear in a written entrance test. Candidates are shortlisted based on their academic performance, after which they participate in group discussions and personal interviews as part of the final selection process.

In addition to the above selection procedures, the College also places significant emphasis on enrollment counselling and guided discussions to support informed decision-making by prospective students. For management-related programs, admission is further supported by performance in the tests, as prescribed by university regulations. The results are considered during the enrollment phase to ensure merit-based selection and to maintain academic standards. This integrated approach strengthens transparency, student preparedness, and overall quality in the admission process.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 26.1, Admission Counselling Data](#)

[Volume 4, Annex 26.2, Entrance Examinations Result of 2082 B.S.](#)

27. Is there any provision for assessing students' needs and aptitudes for a course?

Yes ☒ No ☐ If yes, cite examples.

Himalaya College has a well-established provision for assessing students' needs and aptitudes during the admission process through structured student aptitude tests. These tests are designed to identify students' academic strengths, areas of interest, and overall readiness for the chosen program of study. The assessment process enables the College to ensure that students possess the foundational competencies required to successfully pursue their selected courses.

In addition to formal aptitude testing, students' aptitude and suitability are further evaluated through admission counselling sessions, performance in the entrance tests, where applicable, and structured admission discussions conducted by faculty members and admission committee representatives. These interactions allow the College to gain deeper insight into students' learning needs, motivation, communication skills, and professional aspirations.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 26.1, Admission Counselling Data](#)

28. Does the institution provide bridge/remedial courses to the academically weak and disadvantaged students?

Yes ☒ No ☐

If yes, cite examples (UGC or other supports received in this regard may be indicated).

Himalaya College provides bridge and remedial courses for academically weak and disadvantaged students to enhance their academic performance and ensure better learning outcomes. The remedial support process begins with identifying academically weak and disadvantaged students through the analysis of internal assessments and examinations. The College then publishes an official notice informing eligible students about the availability of

remedial classes, after which the class routine is prepared by concerned subject teachers. Remedial classes are conducted focusing on strengthening foundational concepts, addressing learning gaps, and supporting students' academic improvement. These remedial classes are mostly conducted for the students studying in both BBS and BASW programs, especially focusing on strengthening foundational concepts and addressing learning gaps.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 28.1, Notice for Remedial class](#)

29. Does the institution encourage the teachers to make a teaching-plan?

Yes ☒ No ☐ If yes, gives details.

Himalaya College actively encourages all teachers to prepare structured teaching plans outlining course objectives, teaching methodologies, and evaluation strategies. The plans are submitted to the respective departments and EMIS, which revises the teaching plan to ensure quality, consistency, monitoring, and effective implementation of the curriculum.

In support of this practice, the institution has conducted teacher training programs on teaching plan preparation to enhance faculty capacity in systematic and outcome-based instructional planning. Furthermore, the Education Committee has formally decided to employ the Education Management Information System (EMIS) as the standardized platform for the preparation, submission, and compilation of teaching plans. This institutional mechanism strengthens documentation, facilitates academic monitoring, and ensures uniformity and accountability in teaching–learning processes across departments.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 29.1, Teaching plan](#)

30. Are syllabi in harmony with the academic/teaching calendar?

Yes ☒ No ☐

If yes, give details of implementation in terms of monitoring, coverage, correction, etc

Yes, the syllabi are implemented in harmony with the academic/teaching calendar. Each department prepares a semester-wise academic calendar in line with the academic requirements and course outlines prescribed by Tribhuvan University. Then the Education Committee reviews the academic calendar and the syllabi to ensure alignment between scheduled teaching activities and syllabus requirements. Furthermore, the committee provides feedback and suggests necessary adjustments to the academic calendar to maintain harmonization with the syllabus and ensure timely coverage of course content.

After all the required changes, at the beginning of each academic session, the approved academic calendar is shared with all departments to facilitate systematic academic planning. However, during implementation, the Education Committee continues to monitor the

academic calendar and its implementation practices and provides necessary feedback when required. Through this structured process of planning, review, feedback, and monitoring, the institution ensures effective syllabus coverage, timely completion, and corrective measures where required.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 30.1, Authorized Course Outline for BBS and BASW](#)

[Volume 1, Annex 25.1, Academic Calendar](#)

[Volume 4, Annex 29.1, Teaching plan](#)

31. How does the institution supplement the lecture method of teaching with other teaching methods with specific weightage in terms of hours (directed studies, assignments, presentations)? Produce some examples.

Himalaya College supplements the traditional lecture method with directed studies, assignments, and student presentations, with specific hours allocated as per approved teaching plans. The lecture method is further complemented by student-centric and ICT-enabled teaching approaches, encouraging teachers to adopt innovative instructional practices. The college has also introduced Moodle as a learning management platform to support teaching delivery, learning materials, assignments, and student engagement.

As reflected in the course-wise teaching plans, designated hours are allocated for alternative teaching methods such as directed studies, assignments, presentations, case studies, and project work. Case studies, project work and individual assignments reinforce course content and promote independent learning, while student presentations enhance analytical ability, subject understanding, and communication skills. ICT tools are routinely used to support interactive teaching and classroom discussions.

The implementation and hour-wise allocation of these teaching methods are systematically documented in the teaching plans compiled through the EMIS system, providing clear evidence of diversified teaching practices beyond the lecture method.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 29.1, Teaching plan](#)

32. Is there a facility to prepare audio visuals and other teaching aids?

Yes ☒ No ☐ If yes, give details about the facilities.

Yes, Himalaya College has adequate facilities to prepare and use audio-visuals and other teaching aids to enhance the teaching–learning process. The institution also promotes the use of ICT tools and the Learning Management System (LMS/Moodle) for developing and sharing

teaching resources. Classrooms are equipped with projectors, multimedia systems, and computers, which are widely used by teachers for PowerPoint presentations, video-based instruction, and multimedia-supported lectures. In addition, whiteboards, charts, and other display materials are regularly used to support effective classroom delivery. These facilities enable faculty members to design engaging instructional materials and improve student participation and understanding. At Himalaya College, the most popular would be the use of projectors and multimedia systems for PowerPoint presentations.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 32.1, Classroom with Audio-Visual Tools](#)

33. Furnish the following for the last two years.

Work load per week (for full time teachers): - 22

Work load per week (for part time teachers): 10

Ratio of full-time teachers to part-time teachers: 5:1

Ratio of teaching staff to non-teaching staff: 17:18

Percentage of classes taught by full-time faculty: 67 %

Number of visiting professors/practitioners: 3

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 15, Full-time and part-time faculty](#)

[Volume 1, Annex 16, Teaching Schedule](#)

[Volume 1, Annex 17, Personnel list of non-teaching staff](#)

34 (a). Are the students oriented to the program, evaluation system, codes of conduct other relevant institutional provisions and requirements?

Yes ☒ No ☐ If yes give evidence.

Yes, at Himalaya College, newly enrolled students are systematically introduced to their academic and institutional environment through a structured Student Induction Program conducted at the beginning of their course. The induction program familiarizes students with their chosen academic program, including the course syllabus and the evaluation system. Through the induction sessions, students are informed about the student code of conduct, academic rules and regulations, and the policies and procedures of the college. They are also acquainted with the college's facilities and support services, enabling them to effectively utilize institutional resources for their academic and personal development. The Student Induction Program includes structured presentations on academic requirements, institutional expectations, and assessment mechanisms, ensuring that students clearly understand the standards and responsibilities associated with their programs. Overall, the induction process supports a smooth academic transition and promotes informed, responsible, and engaged student participation.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 34.2, Power point presentation on Student Code of Conduct and evaluation system](#)

34 (b) Are evaluation methods communicated to students at the beginning of the academic session?

Yes ☒ No ☐

If yes give evidence.

Yes, the evaluation methods are communicated to students at the beginning of the academic session through a formal Induction Program. Students promoted from the first to the second semester/year are inducted at the start of the academic session. The induction program familiarizes students with the course syllabus, evaluation and grading system, assessment criteria, and examination procedures. It also provides information on relevant college policies and procedures, along with available facilities and student support services, ensuring clarity regarding academic and institutional expectations. Evaluation methods are communicated through structured presentations and briefing sessions conducted during the induction program, enabling students to understand assessment requirements from the outset.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 34.2, Power point presentation on Student Code of Conduct and evaluation system](#)

35. Does the institution monitor the overall performance of students periodically?

Yes ☒ No ☐ If yes, give details

Yes, Himalaya College periodically monitors the overall performance of students through a systematic process of continuous assessment, internal evaluations, and final examinations. Student performance data are regularly reviewed to identify academic progress, learning gaps, and areas requiring improvement. The Examination Section and the EMIS Unit collaboratively analyze internal assessment results and final examination outcomes at the level of individual students and programs. This analysis includes monitoring of attendance, absenteeism, examination appearance, dropout trends, and overall academic performance. The findings are shared with faculty members and departments to facilitate timely academic interventions, counseling, and remedial support for students who require additional assistance. This structured monitoring mechanism enables the institution to take informed corrective measures and continuously enhance teaching–learning effectiveness.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 35.1, Annual Examinations result analysis of BBS and BASW.](#)

36. In the case of new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evidential in your institution.

Table 16: New appointment criteria

Vacancy Category	Operational Mechanism					
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	Yes	Yes	Yes	Yes	Yes	Yes
Government Funded						
Any other category						

For additional information, kindly refer to the Annexes

[Volume 1, Annex 14.1, Decisions of Employment Committee.](#)

[Volume 1, Annex 14.3, Selection Procedure Files](#)

[Volume 1, Annex 14.4, Faculty and staff appointment letters](#)

37. Provide the following information (in number) about the teaching staff recruited during the last two years.

Table 17: Teaching staff recruited during the last two years

Teaching staff recruited			
From the same district it operates		From other districts	
Year I: 2081	Year II: 2082	Year I: 2081	Year II: 2082
4	6	3	4

38 (a). Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc teaching staff? Are such provisions define in the institution act/board decision/minute?

Yes ☒ No ☐

If yes, give details of their salary structure and other benefits.

Yes, Himalaya College has the authority and resources to appoint and pay temporary or ad hoc teaching staff. These provisions are defined in the institution's governing documents and approved through management committee decisions. The salary structure and benefits for such staff are determined by the management committee, ensuring timely payment in line with institutional policies. Furthermore, the Principal holds the authority to appoint temporary/ad hoc faculty and determine their remuneration and other benefits, in accordance with policies approved by the Management Committee. The salary structure and benefits are designed to ensure timely and fair compensation, aligned with institutional norms and requirements.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 38.1, Decision of Management committee - for the appointment of pay temporary/ad hoc teaching staff](#)

38 (b). Does the institution have provision and practice for inviting visiting/guest faculty on regular basis?

Yes ☒ No ☐

If yes give details

Yes, Himalaya College has a formal provision to invite Visiting/Guest faculty on a regular basis. The College's Principal formally invites the visiting/guest faculty once it is decided on the personnel with the recommendation of the coordinator of a committee, cell, or unit, and the Head of Department. These guest lectures and sessions are organized to supplement the regular curriculum, provide expert insights, and expose students to current trends, practical knowledge, and professional practices in their respective fields. This practice enhances learning outcomes and broadens students' exposure beyond classroom instruction.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 38.2, Title of guest lecture session and name of guest lecture](#)

39. Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years:

Particulars	Participants	Resource persons	Organizer
Institutional level	09		Himalaya college
National level			
International level			

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 39.1, Participant Certificate.](#)

40. Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program?

Yes ☒ No ☐

If yes, how are teachers encouraged to use the feedback? Provide justifications.

Yes, Himalaya College follows the self-appraisal method to evaluate faculty performance in teaching, research, and extension activities. The College Management Committee has formally decided to implement the self-appraisal process, and the Education Committee has developed the corresponding self-appraisal form. The implementation of this tool is overseen by the Principal and Heads of Departments.

Faculty members complete the self-appraisal forms at the end of each academic session. The feedback generated through this process is used constructively to encourage faculty to enhance teaching methods, engage in research and extension activities, and strengthen professional development and accountability. This systematic evaluation promotes continuous improvement in faculty performance and aligns individual efforts with the institution's goals.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 40.2, Sample self-appraisal form.](#)

41. Does the institution follow any other teacher performance appraisal method?

Yes ☒ No ☐

If yes, give details of the same and state how the results of the appraisal are used.

Yes, Himalaya College primarily follows the self-appraisal method as the official process for evaluating faculty performance. Along with it, the peer and student feedback forms act as an additional appraisal system. These appraisal methods are conducted annually at the end of each academic session.

Peer Appraisal: Faculty members are evaluated by their colleagues based on teaching effectiveness, classroom engagement, and contribution to departmental and institutional activities.

Student Appraisal: Students provide feedback on faculty performance through structured questionnaires, focusing on teaching clarity, communication skills, approachability, and learning support.

Principal Appraisal: The principal reviews faculty performance based on overall contribution to teaching, research, extension, and administrative responsibilities.

The results from these appraisals are analyzed and communicated to faculty, providing constructive feedback to enhance teaching quality, professional development, and accountability. Combined with self-appraisal, this multi-source evaluation promotes continuous improvement in faculty performance and ensures alignment with institutional goals.

[Volume 4, Annex 41.2, Sample peer and student of faculty appraisal form.](#)

42. Does the institution collect student evaluation on institution experience?

Yes ☒ No ☐

If yes, what is the significant feedback from students and how has it been used?

Yes, Himalaya College regularly conducts the Student Academic Experience Survey (SAES) to collect feedback from students regarding their overall institutional experience. The Research Management Committee is responsible for administering the survey, which is conducted annually using online tools to capture responses from enrolled students.

The survey gathers insights on teaching quality, learning environment, campus facilities, and student support services. Among the significant feedback received, students have highlighted the need for improvements in infrastructure, logistical arrangements, and the organization of guest lectures. This feedback is systematically analyzed and used to enhance campus facilities, improve logistical planning, and design more engaging and relevant guest lecture sessions, thereby ensuring continuous improvement in the overall student experience.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 42.1, Student Academic Experience Survey \(SAES\)](#)

43. Does the institution conduct refresher courses/seminars/conferences/symposia/workshops/programs for faculty development?

Yes ☒ No ☐ If yes, give details.

Yes, Himalaya College conducts refresher courses, seminars, conferences, workshops, and other faculty development programs. The college has formulated a Faculty Development Plan to systematically design, implement, and monitor these initiatives. The college regularly organizes in-house training programs to enhance pedagogical skills, subject knowledge, and research competencies of faculty members. In addition, Himalaya College facilitates faculty participation in professional development programs organized by external agencies. This collaboration ensures structured, goal-based coordination with clearly identified beneficiaries. Faculty participation in all development programs is regularly recorded and tracked, reflecting the institution's commitment to continuous professional growth and academic quality.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 43.1, Register of faculty involvement in seminars, conferences, symposia, workshops, and institutional programs](#)

44. Give details faculty development programs and the number of teachers who benefited out of them, during the last two years.

Faculty Development Programs	No. of Beneficiaries
2 programs in two years	18

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 44.1, Faculty Development Programs](#)

45. Furnish information about notable innovations in teaching.

Himalaya College has introduced notable innovations in teaching to enhance learning outcomes and student engagement. The college has integrated ICT tools and the Learning Management System (LMS), specifically Moodle, into the teaching–learning process. Through Moodle, faculty members can create interactive learning modules, share course materials, conduct online assignments and quizzes, and facilitate discussion forums, allowing students to engage with content beyond the classroom.

In addition to Moodle, teachers regularly use ICT-enabled tools in classrooms, including multimedia presentations, videos, and other digital resources. These innovations support student-centric and experiential learning, promote active participation, and enable teachers to adopt blended and interactive teaching methods that complement traditional lectures. These initiatives have significantly enhanced teaching effectiveness, resource accessibility, and overall student learning experience.

46. What are the national and international linkages established for teaching and/or research?

Himalaya College has established national linkages to strengthen teaching and research through formal institutional collaboration. Through such national linkages, Himalaya College enhances the quality of teaching practices, promotes academic exchange, and aligns its programs with national academic standards and best practices. These collaborations also lay the groundwork for future research cooperation and broader academic networking.

For additional information, kindly refer to the Annexes.

[Volume 4, Annex 46.1, Established national and international linkages by Himalaya College](#)

CRITERION 4: RESEARCH, CONSULTANCY AND EXTENSION

47. Research budget of the institution in % of total operating budget.

The Himalaya College allocates 5% of its total operating budget towards research and innovation, as approved in the annual budget of the college. This allocation supports faculty and student research activities, innovation initiatives, and the development of research infrastructure, thereby fostering a culture of inquiry and academic excellence.

Total budget estimated for FY 2082/83 is 16893000.

Research budget amount and percentage is 5% 8,44,650

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 29, Annual program budget \(FY 2082/2083\)](#)

48. How does the institution promote research?

Himalaya College promotes research among students and faculty through a structured framework led by the Research Management Committee (RMC). The RMC, established by the College Management Committee, plans, coordinates, and monitors all research activities. It provides guidance on research methodologies, data analysis, and thesis coordination, and supervises both student and faculty research projects.

Students of final year/semester are encouraged to undertake fieldwork, project work, and thesis assignments as part of their programs. Completing an individual thesis is mandatory for graduation. These activities develop practical research skills, critical thinking, and problem-solving abilities, with the RMC providing training and supervision throughout the research process.

Faculty members are supported through multiple measures. First, the RMC calls for proposals for research grants and seed funding, evaluates them based on merit and feasibility, and monitors progress to ensure effective use of resources. This process encourages faculty to develop innovative research ideas aligned with institutional priorities.

Second, the college offers teaching load and schedule adjustments to give faculty dedicated time for research and supervision of student projects.

Third, faculty are encouraged to participate in workshops, conferences, and training programs, and to utilize study leave provisions to pursue advanced research and professional development.

Through these initiatives, Himalaya College fosters a culture of research and innovation, strengthens faculty and student research capabilities, and contributes to overall academic excellence and institutional growth.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 48.1, Student's project works](#)

[Volume 5, Annex 48.2, Seed money disbursement record for faculty members to conduct research](#)

[Volume 5, Annex 48.3, Management committee minutes on the formation of the Research Management Committee \(RMC\)](#)

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 10](#)

49. Is the institution engaged in PhD level programs?

Yes ☐ No ☒ If yes, give details

50. What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details.

Faculty at Himalaya College are actively engaged in a variety of research activities, including guiding postgraduate students in project work and thesis preparation, conducting independent research projects, and publishing scholarly articles. Approximately 45 percent of the faculty are directly involved as supervisors for student projects and theses, providing guidance and mentoring to strengthen research skills and critical thinking.

Faculty members also regularly contribute to the college's own institutional journal, which serves as a formal platform for disseminating research outputs. The publication process is managed by the Research Management Cell (RMC) in coordination with an Editorial Board, which ensures the quality and integrity of the journal. Submitted articles undergo peer review and editorial evaluation, followed by revisions and final approval before publication. This structured process not only maintains high academic standards but also encourages faculty to produce rigorous and innovative research. For instance, two faculty members have recently published articles in this peer-reviewed journal, reflecting the institution's commitment to fostering a research-oriented culture.

Through these efforts, faculty research significantly enhances the institution's academic output, research culture, and student learning experience, reinforcing Himalaya College's emphasis on scholarship, knowledge generation, and a research-driven academic environment.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 50.1, Teacher engaged in active research - guiding research scholars, operating projects, publishing articles.](#)

51. Mention the admission status of the MPhil/PhD scholars in your institution.

Level	Enrollment Status		Total
	Full Time	Part Time	
Mphil	4	1	5
PhD			

52. How many PhDs have been awarded during the last five years?

The Himalaya College only offers courses up to bachelor's level. It does not offer Masters, MPhil or PhD programs; therefore, no PhD degrees have been awarded during the last five years.

53. Does the institution provide financial support to research students?

Yes ☒ No ☐ If yes, give % of financial support from recurring cost.

Yes, Himalaya College provides financial support to research students. Each year, the Research Management Committee (RMC) prepares an annual action plan and budget, which includes allocations for various research activities. This allocation is formally approved by the College Management Committee (CMC) at the beginning of the academic year, ensuring that funds are available and aligned with institutional priorities.

The research grant process begins with a formal call for proposals issued by the RMC. Students submit detailed proposals outlining research objectives, methodology, expected outcomes, and estimated expenses. The RMC reviews these proposals for academic merit, feasibility, and alignment with program objectives. Upon approval, grants are disbursed in phases, often linked to progress reports or completion of milestones, ensuring accountability and effective utilization of resources.

Through this structured mechanism, Himalaya College fosters student-led research, enhances practical learning, and cultivates a research-oriented culture within the institution.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 53.1, RMC's meeting minutes on student research grant allocation,](#)

54. Provide details of the ongoing research projects:

Total number of projects	Project Revenues (in NRs.)
-	-

55. Give details of ongoing research projects funded by external agencies.

At present, Himalaya College does not have any ongoing research projects funded by external agencies. All current research activities are supported through internal institutional mechanisms and funding provisions. The college, however, encourages faculty to seek external research funding and is gradually strengthening its research capacity to engage with various national funding agencies in the future.

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
-	-	-	-

56. Does the institution have research/academic publication? If yes, give details of publications in the last two years.

Yes, Himalaya College has research and academic publications. Over the years, faculty members have actively contributed to scholarly work by publishing research papers in

recognized academic journals, reflecting their engagement in both independent and collaborative research.

In addition to that, the college also publishes its in-house peer-reviewed journal, which is overseen by a dedicated Editorial Board responsible for managing submissions, conducting rigorous peer review, performing editorial evaluations, and ensuring the final publication of high-quality research. Both faculty and students are encouraged to submit their research articles to the college journal, with the process designed to uphold professional standards and maintain research quality. These publications not only strengthen the academic profile of the institution but also foster knowledge creation, support faculty professional development, and provide students with exposure to contemporary research trends.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 56.1, Teacher's published academic publications.](#)

57. Does the institution offer consultancy services?

Yes ☐ No ☒ If yes, give details.

The HC does not presently provide consultancy services; however, it plans to introduce consultancy services in information technology and research.

58. Does the institution have a designated person for extension activities?

Yes ☒ No ☐ If yes, indicate the nature of the post as –

Full-time ☐ Part-time ☐ Additional charge ☒

Yes, HC has a designated person for extension activities. The responsibility is assigned as an additional charge rather than a full-time or part-time post, responsible for planning, implementing and coordinating extension programs. Mr. Dinesh Rajopadhyay has been officially nominated to serve as the Extension Manager at Himalaya College.

59. Indicate the extension activities of the institution and its details: (Community development ☒

- Training in Disaster Management ☒
- Health and hygiene awareness ☒
- Medical camps ☐
- Adult education and literacy ☒
- Blood donation camps ☒
- AIDS awareness ☒

- Environment awareness ☒
- Any other ☒

HC undertakes a wide range of extension activities to support holistic development and strengthen community engagement. Some of these activities are disaster management training, health and hygiene awareness, adult education and literacy, blood donation camps, AIDS awareness, and environmental awareness, along with other relevant programs.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 59.1, Supporting documents of – Photos of Blood donation camps.](#)

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)?

Yes ☒ No ☐ If yes, justify.

Yes, HC also carries out various outreach programs targeting different stakeholders. These programs aim to raise awareness, promote education, and engage the community in social development. For example, the college organized blood donation campaigns along with various awareness programs.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 60.1, Supporting documents of outreach programs](#)

61. How are students and teachers encouraged to participate in extension activities? Any defined approaches?

Himalaya College follows a defined and systematic approach to encourage student and teacher participation in extension activities. Extension programs are planned and coordinated through the Extension Manager and relevant academic units and are integrated into the academic calendar to ensure regular and structured engagement. Students are encouraged to participate through the inclusion of extension activities within course-related schedules, field-based learning components, and institutionally organized outreach programs. Participation is promoted by linking these activities with experiential learning, social responsibility, and skill development outcomes, thereby motivating students to engage actively with communities. Similarly, teachers are encouraged to participate by being assigned roles in planning, supervising, and implementing extension programs. Faculty involvement is recognized as part of their academic and institutional responsibilities, and teaching schedules are adjusted when necessary to facilitate participation in outreach and community-based initiatives. Through these defined approaches, the institution ensures consistent involvement of both students and teachers in extension activities, strengthening community engagement and experiential learning.

For additional information, kindly refer to the Annexes.

[Volume 5, Annex 60.1, Supporting documents of outreach programs](#)

62. Does the institution work and plan the extension activities along with NGO's and GO's?
Give details of last 3 years.

Yes, HC also collaborates with NGOs and GOs to plan and execute extension activities. Over the last three years, joint programs have focused specifically on community development, health awareness, literacy campaigns, and environmental initiatives. Example; blood donations

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future?

Yes, Himalaya College has a comprehensive master plan that clearly indicates existing buildings as well as projected future expansion. The master plan, approved by the College Management Committee and aligned with the long-term master plan and the institutional strategic plan, reflects a systematic and phased approach to infrastructure development.

The plan specifically incorporates the upgradation of key academic and student support facilities, including the library, canteen, computer laboratories, sports facilities, and health services. In addition, the college has prioritized the development and expansion of ICT facilities to support technology-enabled teaching, learning, and administrative functions. Together, these provisions demonstrate the institution's commitment to sustainable growth, effective resource allocation, and meeting future academic and institutional needs.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 63.1, Management Committee Master Plan approval minutes](#)

[Volume 6, Annex 63.2, Long-term Master Plan of Himalaya College.](#)

[Volume 2, Annex 2.1, Strategic plan of Himalaya College, pp. 35](#)

64 (a). How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth? Produce plan, if any.

Himalaya College plans to meet the need for augmenting infrastructure in line with academic growth through a clearly defined and forward-looking strategic plan. The action plan for infrastructure and facilities augmentation is formally incorporated within the institutional strategic plan, ensuring that development is planned, systematic, and aligned with academic priorities.

The strategic plan emphasizes the expansion of existing facilities and the upgradation of classrooms, laboratories, and learning spaces to accommodate growing academic programs and evolving pedagogical needs. By integrating infrastructure development into long-term planning, the institution ensures timely resource allocation, sustainable growth, and readiness to support future academic expansion.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 2.1, Strategic plan of Himalaya College, pp. 35](#)

64 (b). What support facilities are available for conducting the education programmes in the institution?

- Laboratory
- Library
- Others

Give details

Himalaya College makes sure that students and teachers have the basic facilities they need to teach, learn, and spend time on campus comfortably. For instance, the laboratories are set up to support practical learning and regular academic activities. They are equipped with the necessary instruments and tools required by the programs, allowing students to practice what they learn in class. Safety and proper use of equipment are also emphasized during lab sessions.

Similarly, the library is a central learning space for the college community. It provides textbooks, reference books, journals, and reading materials relevant to the courses offered. Students and faculty use the library not only for exam preparation but also for research, assignments, and self-learning. Access to digital resources further supports academic work.

In addition, the college has a cafeteria that offers a clean and relaxed space for students and staff. It supports campus life by providing refreshments and a place for informal interaction during breaks. Together, these facilities help create a supportive and student-friendly environment for running educational programs effectively.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 64.1, Videos and photographs of laboratory, library and other facilities.](#)

65. Does the institution have provision for regular maintenance of its infrastructure? Provide scheme.

Yes, Himalaya College has a clear and functional provision for the regular maintenance of its infrastructure through a planned maintenance scheme. The college has developed and

implemented an annual repair and maintenance plan, which outlines routine inspections, timely repairs, and preventive maintenance of buildings, facilities, and equipment to ensure their safety, functionality, and long-term use. This plan is reviewed and implemented each academic year systematically.

In addition, the college has hired dedicated non-teaching staff for cleaning and upkeep, with clearly defined job descriptions to ensure cleanliness and day-to-day maintenance of campus facilities. Specific personnel are also assigned responsibilities related to minor repairs and coordination of technical maintenance when required. Through this structured approach, the institution ensures a clean, safe, and well-maintained learning environment.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 65.2, Facilities and equipment Repair and maintenance plan](#)

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan.

Yes, Himalaya College ensures the optimum utilization of its infrastructure facilities through a planned and forward-looking utilization strategy. The college has developed and implemented an Infrastructure Facilities Utilization Plan, which guides the effective use of classrooms, laboratories, library spaces, and other physical resources. Facilities are allocated through well-coordinated, shift-wise class schedules for both credit and non-credit programs, ensuring maximum use of available space throughout the day. In addition, infrastructure is utilized for academic, co-curricular, and institutional activities beyond regular class hours.

Similarly, the institution is also in the process of introducing new academic programs such as BSc IT and BBA, and the utilization plan has been designed to accommodate these upcoming programs without compromising existing academic activities. Regular monitoring by the administration ensures that infrastructure use remains efficient, flexible, and aligned with current and future academic needs.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 66.1, Class shift schedule \(credit and non-credit\)](#)

[Volume 6, Annex 66.2, Infrastructure facilities utilization plan](#)

67. Does the institution encourage use of the academic facilities by external agencies?

Yes ☒ No ☐ If yes, give clearly defined regulations.

Yes, Himalaya College encourages the use of its academic facilities by external agencies under clearly defined regulations. The College Management Committee (CMC) has formally decided to allow the utilization of the college's academic facilities by external organizations for academic and professional purposes such as workshops, training programs, seminars, and research-related activities. The use of facilities including classrooms, laboratories, and audio-

visual resources is permitted only after prior approval from the college administration and in accordance with institutional guidelines to ensure that regular academic activities are not disrupted. These regulations help maintain proper oversight, responsible use of infrastructure, and alignment with the institution's academic objectives while promoting collaboration with external agencies.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 67.1, Evidence of the use of academic facilities by external agencies](#)

68. What efforts are made to keep the institution clean, green and pollution free? Give details

Himalaya College actively strives to maintain a clean, green, and pollution-free campus. Regular cleaning and upkeep are carried out by designated non-teaching staff, following the institutional repair and maintenance plan to ensure all facilities and equipment remain functional and hygienic. Dustbins and proper waste disposal mechanisms are placed across the campus to manage litter and maintain cleanliness. In addition, the Nature Club organizes environmental initiatives such as tree planting, gardening, and awareness programs to promote sustainable practices among students and staff. These efforts not only enhance the aesthetic appeal of the campus but also foster an environmentally conscious culture within the college community.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 68.1, Activities of the Nature club.](#)

[Volume 6, Annex 65.2, Facilities and equipment Repair and maintenance plan](#)

69. Are there computer facilities in the institution that is easily accessible to students and faculty?

- Number of computer accessible to the students ☒
- Computer accessible to the faculty ☒
- Internet accessible to the faculty ☒
- Internet accessible to the faculty ☒

Yes, Himalaya College provides computer facilities that are easily accessible to both students and faculty. The college has a well-equipped computer lab and other computing resources across departments. Modern ICT infrastructure includes 118 computers, 4 printers, 4 photocopy machines, 1 overhead projector, and high-speed broadband internet, supporting both administrative functions and student learning. The computer laboratory allows students to engage in data analysis, research, and digital projects, reflecting HC's emphasis on technology-driven education. These facilities are available for academic, research, and administrative purposes. Both students and faculty have access to these computers along with internet connectivity, enabling them to utilize digital resources, conduct research, prepare academic materials, and engage in online learning activities. The provision ensures that

technology effectively supports teaching, learning, and professional development within the institution.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 69.1, Computer facilities and internet accessibility supporting documents](#)

70. Give the working hours of the computer centre and its access on holidays and off hours.

The Computer Lab at Himalaya College operates during regular college hours, providing students and faculty with uninterrupted access to computers and the internet. Additionally, the centre remains accessible during holidays and off-hours by prior arrangement, offering flexibility for academic work, research, and other educational activities. On such occasions, the computer centre follows extended hours like the library, from 7:00 AM to 4:00 PM, ensuring that users can efficiently utilize the resources outside regular class schedules.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 70.1, Notice of opening and closing hours of computer labs.](#)

71 (a). How many departments have computers of their own? Give details.

Several departments have their own computers to support teaching, research, and administrative work. A total of 118 computers is utilized in various departments ensuring smooth academic operations and digital resource access.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 71.1, Photos of facilities.](#)

71 (b). Does the institution have provisions of internet/intercom/CC TV/other facilities Give details

Yes, Himalaya College has provisions for internet, intercom, CCTV, and other similar facilities throughout the campus. Internet access is available to both students and faculty, while intercom systems ensure smooth internal communication. The college is equipped with 25 CCTV cameras and 5 smartboards, supporting security and interactive learning.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 71.1, Photos of facilities.](#)

72. Explain the output of the centre in developing computer aided learning packages in various subjects during the last three years?

Over the last three years, Himalaya College has developed several computer-aided learning packages across various subjects to enhance teaching and learning. Using the Moodle Learning Management System (LMS), faculty have created interactive course materials,

quizzes, assignments, and supplementary modules that allow students to engage with content at their own pace and revisit complex topics.

In addition, faculty have developed multimedia and audio-visual aids, including instructional videos and visual case studies, to support classroom teaching and cater to diverse learning styles. Dedicated Moodle training programs ensure that teachers can effectively create, manage, and track these digital resources. These initiatives have strengthened student engagement, promoted interactive learning, and integrated technology effectively into the academic framework.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 72.1, Teaching resources developed by Moodle.](#)

73. Is there any provision for maintaining/updating the computer facilities? Provide the details of the system.

Yes, Himalaya College has a well-defined system for maintaining and updating its computer facilities. Dedicated IT technical staff are responsible for routine maintenance, software updates, troubleshooting, and ensuring smooth functioning of all systems. For hardware-related maintenance, the college has formal agreements with external service providers, who handle repairs, replacements, and upgrades as needed. This dual system ensures that both software and hardware components are consistently maintained, keeping the computer facilities fully functional and up to date for students and faculty.

In addition, periodic audits and checks are conducted to assess the performance of computer systems, and feedback from users is incorporated to improve services. This structured approach guarantees that the college's IT infrastructure continues to support academic, research, and administrative activities efficiently

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 73.1, ToR of Information Technology Technical Staff.](#)

74. Does the institution make use of the services of inter-university facilities?

Yes, HC makes use of inter-university facilities to enhance academic and research activities. This includes access to specialized laboratories, digital resources, and collaborative programs offered by the university.

75. What are the various health services available to the students, teacher and other staff? Give details.

Himalaya College provides a range of health services to ensure the well-being of students, teachers, and other staff members on campus. These include regular health checkups, a well-equipped sick room, and first-aid services for immediate medical attention. Essential medicines are available on-site to address minor health issues promptly.

In addition, the college also offers specialized support services such as menstrual health care and awareness programs to promote overall health and hygiene. These provisions contribute to maintaining a safe, healthy, and supportive environment conducive to learning and professional activities.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 75.3, List of medicine available at college.](#)

76. What are the physical and infrastructural facilities available in the sports and physical education centre? Give details.

HC has well-equipped sports and physical education facilities to support student fitness and extracurricular activities. The centre includes an open ground with basketball court, table tennis, and other indoor games providing students with opportunities for physical training, recreation, and competitive sports.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 76.1, Photographs of futsal, table tennis and other sports facilities.](#)

77. What are the incentives given to outstanding sports persons?

The college provides various incentives to outstanding sportspersons to encourage excellence in sports. It usually includes awards, certificates, cash and other prizes such as sports kits and equipment to support their training and participation in competitions.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 77.1, Incentive, scholarship and other supplies provided to outstanding sports persons.](#)

78. Give details of the student participation during the last year at the university, regional, national and international events.

Particulars	Participation of Students	Outcomes
District	12	12
National		
International		

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 78.1, Photos of events \(District and National\)](#)

79. Give details of the hostel facilities available in the institution?

The Himalaya College currently does not have any hostel facilities on its premise. However, the college actively explores possibilities for future residential facilities to support students coming from distant areas, ensuring a safe and convenient living environment for all.

80. Give details of the facilities for drinking water and toilets.

Toilets/Lavatories	Participation of Students
Male Toilet	8
Female Toilet	8

B. Library as a Learning Resource

81 (a). What are the working hours of the library?

- On working days - 9hrs
- On holidays - Closed
- Prior to examinations - 9hrs

The Himalaya College library has a fixed working hours that aligns seamlessly with the college running hours.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 81.1, ToR of Librarian](#)

81 (b). Does the library provide open-access to students?

Yes ☒ No ☐

Yes, Himalaya College provides open access to its library, allowing students to freely browse, read, and borrow books and other learning materials. The library's operations, including cataloging and tracking of books, are efficiently managed through the EMIS system. Similarly, the book lending and return services are facilitated using barcode technology, ensuring smooth and accurate circulation of resources. Students also have access to the e-library, enabling them to use digital resources and online learning materials both on and off campus.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 81.2, Screenshot student apps](#)

82. Mention the total collection of documents.

- Books 1200
- Current Journals
 - Nepalese 10
 - Foreign 8
- Magazines 13

- Reference Books 500
- Text Books 300
- Refereed journals 12
- Back Volumes of Journals 2
- E- Information Resources 15
 - CD's/DVD's. -0
 - Databases - 1
 - Online Journals -0
 - AV Resources -0
- Special collection (Please specify for example: UNO Depository center, World Bank Repository, Competitive Examinations, Book Bank, Old Book Collection, Manuscripts) - 0

The college library functions as an academic hub, offering 736 books and 3 journals covering Management, Accounting, Social Work, Economics, and English. It provides a quiet space for individual or small-group study and encourages research activities. Plans are underway to expand the library with e- resources, academic journals, and digital learning materials during 2025–2030. The library is managed by trained personnel who guide students and faculty in accessing resources effectively.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 82.1, Library operation report](#)

83. Give the number of books/journals/periodicals that have been added to institution library during the last two years and their cost.

	The year before last		The year before	
	Number	Total cost	Number	Total cost
i. Text books	40	60,000	65	75,000
ii. Other books/References	10	10,000	50	65000
iii. Journals/periodicals	10	12,000	8	10,000
iv. Any others	-	-	-	-

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 82.1, Library operation report](#)

84. Mention

(i) Total carpet area of the institution library (in sq.mts.) [120 square meters]

(ii) Total number of departmental libraries [2 departmental]

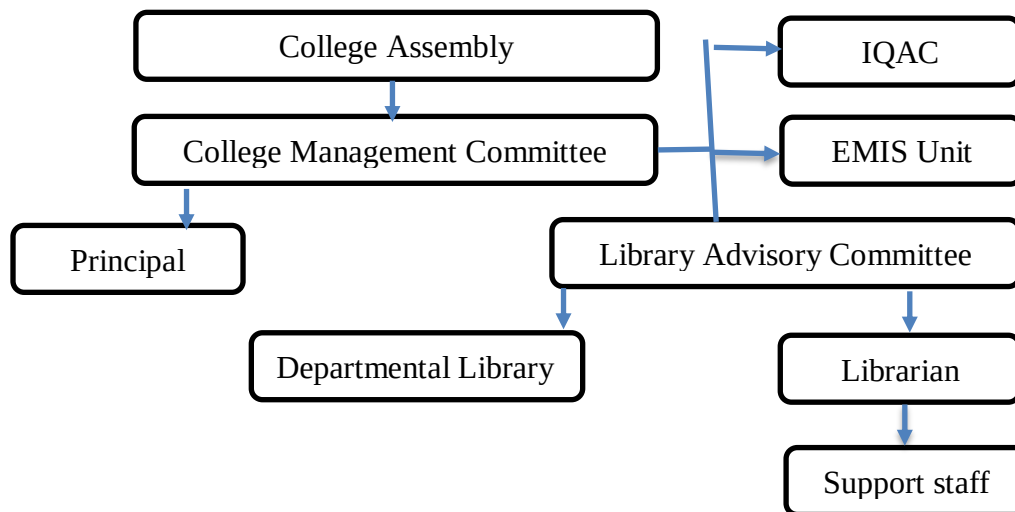
- (iii) Seating capacity of the library [20]
 (iv) Open student access to library [Yes]

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 82.1, Library operation report](#)

85. Give the organizational structure of the library.

Organizational structure of Library of Himalaya College



- (i) Total number of staff.
- a. Professionals (List with qualifications) - 0
 - a. Semi-professionals - 1
 - b. Others - 1

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 85.1, Appointment and ToR of librarian](#)

(ii) Library advisory committee, Give details

HC's library has a well-organized structure with a mix of professional, semi-professional, and support staff. Furthermore, the library is guided by a Library Advisory Committee with a five-year term, chaired by the Campus Chief. It also includes Heads of Departments and two senior faculty members as members, and the Chief Librarian as the Member Secretary. This structure ensures smooth management, policy guidance, and efficient functioning of all library services.

For additional information, kindly refer to the Annexes.

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 19](#)

[Volume 6, Annex 85.2, Management Committee minute forming Library advisory Committee.](#)

86. Staff development programs for library

- (i) Refresher/orientation courses attended - 0
- (ii) Workshops/Seminars/Conferences attended - 0
- (iii) Other special training programs attended - 0

HC encourages all its staff to actively participate in professional development programs to enhance their skills. In addition, library staff are regularly provided with refresher and orientation courses and participate in special training programs focused on library management and digital resources. These initiatives help improve library services and ensure that staff stay updated with the latest trends in information and knowledge management. For instance, to support smooth library operations, all library staff have been provided training on the EMIS system, ensuring effective management of cataloging, circulation, and student services.

87. Are the library functions automated?

Yes ☒ No ☐

If yes: Fully automated ☒ Partially automated ☐

Name the application software used- Alpine Higher Education Management Information System (HEMIS)

Yes, the library functions at Himalaya College are automated to streamline operations and enhance efficiency. Alpine HEMIS, an integrated and cloud-based management information system, is used for library operations, which is one of its important components. The system manages key functions such as circulation, cataloguing, and resource tracking, and employs barcodes for efficient lending and return processes. It supports both physical and digital collections, ensuring easy access and smooth management of library resources.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 87.1, Decision of EMIS Unit to use EMIS for operation of Library](#)

[Volume 6, Annex 82.1, Library operation report](#)

88. What is the percentage of library budget in relation to the total budget of the Institution?

The library budget constitutes a specific portion, [exact percentage], of the total institutional budget, ensuring adequate resources for acquiring books, journals, digital resources, and facility maintenance. In addition, the college is investing in the establishment and development of an e-library to enhance digital access and support modern learning needs.

For additional information, kindly refer to the Annexes.

[Volume 1, Annex 29, Annual program budget \(FY 2082/2083\)](#)

89. Does the library provide the following services/facilities?

- Circulation Services ☒
- Maintenance services ☒
- Reference/referral service ☒
- Information display and notification services ☒
- Photocopying and printing services ☒
- User Orientation/Information Literacy ☒
- Internet/ Computer Access ☒
- Inter-Library Loan services ☐
- Networking services ☒
- Power Backup facility ☒

The library provides almost all the services to support its students, faculties and staff with an only exception of Inter-library loan services.

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 87.1, Decision of EMIS Unit to use EMIS for operation of Library](#)

[Volume 6, Annex 82.1, Library operation report](#)

90. Furnish details on the following (1; *to be equally distributed*)

- | | |
|---|---------|
| (i) Average number of books issued/returned per day. | [07] |
| (ii) Average no. of users visited / Documents consulted per month | [20] |
| (iii) Please furnish the information on no. of Log- ins in to the | [15] |
| (iv) E-Library Services/E- Documents delivered per month | [10] |
| (v) Ratio of Library books to number of students enrolled | [2:1] |

For additional information, kindly refer to the Annexes.

[Volume 6, Annex 82.1, Library operation report](#)

CRITERION 6: STUDENT SUPPORT AND GUIDANCE

91. Furnish the following details:

- Percentage of regular students appearing for the exam - 90%
- Drop out rate (drop out from the course) - 7%
- Progression to further study (Bachelors to Master, Master to Mphil/PhD) - 6
- Prominent positions held by alumni - 110

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 91.1, Enrollment, drop out and pass rate record](#)

[Volume 7, Annex 91.2, Tracer study reports of graduates](#)

92. How many students have passed the following examinations in the last five years?

- Nepal Civil Services Examinations -5
- Other employment-related examinations - 10
- International level entrance examination -NO
- Others (please specify) - NO

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 91.2, Tracer study reports of graduates](#)

93. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

If yes, what are the contents of the prospectus? (attach a copy)

Himalaya College publishes its updated prospectus annually. It includes details on academic programmes, admission procedures, course structures, fee structures, institutional facilities, student support services, and co-curricular opportunities.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 93.1, Electronic College prospectus](#)

94. What kind of financial aids are available to students from the government, the institution and others? Give details.

Himalaya College provides a range of financial aid to support students' education, including merit-based scholarships, need-based scholarships, and scholarships for differently abled students. In addition, the college offers financial assistance to students from educationally disadvantaged Dalit and Janajati (EDJ) communities, ensuring equitable access to higher education opportunities.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 95.1, List of students who have received financial aid during the last two years.](#)

95. Mention the number of students who have received financial aid during the last two years.

Financial aid	Year before last	Year before
i. Merit scholarship	5	7
ii. Merit-cum-Means	3	4
iii. Any others	2	2

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 95.1, List of students who have received financial aid during the last two years.](#)

96. Does the institution have an employment cell and a placement officer who offers career counseling to students? If yes, give details of the cell and its office.

i. . Employment cell: ☒

ii. Placement officer: ☒

Yes, HC has a designated Employment Cell with a Placement Officer to provide career guidance and placement support to students. The Placement Cell is formally constituted by the Management Committee, and the Placement Officer is responsible for organizing career counseling, internship opportunities, and campus recruitment drives. The officer also maintains records of student career interests and liaises with employers to facilitate placements.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 96.3, Career Counselling record](#)

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 14](#)

97. Do teachers participate in academic and personal counseling?

Yes ☒ No ☐ If yes, give details as to how they are involved.

At Himalaya College, teachers play a vital role beyond classroom teaching by actively participating in both academic and personal counseling to support students' overall development. While they are not solely responsible for student guidance, they provide additional familiar support alongside other institutional support mechanisms. Each teacher is assigned a group of students based on their faculty during the admission period, offering academic counseling on course selection, study strategies, and understanding program requirements. This guidance continues throughout the course, with teachers monitoring students' progress, identifying strengths and weaknesses, and providing personalized advice to enhance performance.

Career counseling is provided in the later semesters, with teachers mentoring students on career options, internship opportunities, competitive exams, and higher education planning. Each teacher is assigned students from their faculty to provide this support, complementing broader institutional career guidance programs. Through this structured and collaborative process, teachers help ensure students receive comprehensive support for both academic success and future career development.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 97.1, academic and personal counselling records](#)

98. How many students were employed through placement service during the last year?

Particulars	UG students	PG students	Research scholars
i. Local firms/companies	7	12	
ii. International firms/companies			
iii. Government			
iv. Public (semi-government) sector			
v. Private sector	8	12	

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 98.1, Record of placement service during the last year](#)

99. Does the employment cell motivate the students to seek self-employment?

Yes ☒ No ☐

If yes, how many are self-employed (data may be limited to last 5 years)?

Himalaya College actively motivates students to explore self-employment as a career option. The Employment Cell regularly organizes motivational programs to inspire students and provide them with the confidence to start their own ventures. Guest lecture sessions are conducted where experienced entrepreneurs share their journey, challenges, and practical tips for running a business successfully. In addition, the college conducts specialized training and workshops on entrepreneurship, business planning, and skill development to equip students with the knowledge and tools needed to become self-reliant. Over the past five years, several students have successfully ventured into self-employment, reflecting the effectiveness of these initiatives, although precise data is still being compiled.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 99.1, Participants list for the motivational programs on self-employment](#)

100. Does the institution have an Alumni Association?

Yes ☒ No ☐

If yes, indicate the activities of the Alumni Association.

Put the name list of Alumni Association Committee:

- 1) Nanda Singh Sikarmi
- 2) Achyut Poudel
- 3) Sajana Rai
- 4) Sabina Gyawali
- 5) Shraddha Pokharel
- 6) Tej Kumari Magar
- 7) Damodar Poudel
- 8) Sushil Sapkota
- 9) Sandhya Gautam
- 10) Sujin Shrestha

President - Achyut Poudel

Yes, the Himalaya College has an active Alumni Association which regularly organizes meetings, networking events, and mentorship programs. It also contributes to institutional development through guest lectures, career guidance, and support for academic and co-curricular initiatives.

For additional information, kindly refer to the Annexes.

[Volume 7, Annex 100.1, Meeting minutes of Alumni Association of Himalaya College](#)

101. How the policies and criteria of admission are made clear to prospective students?

At HC, the policies and criteria for admission are made clear to prospective students through multiple channels. These various channels include electronic prospectus via college websites, official announcements in print and digital media, and guidance provided during academic counseling which ensures that students have transparent and easy access to all admission-related information.

For additional information, kindly refer to the Annexes

[Volume 7, Annex 93.1, Electronic College prospectus](#)

[Volume 7, Annex 97.1, academic and personal counselling records](#)

Volume 1, Annex 10, Himalaya College Website- <https://www.himalayacollege.com>

[Volume 7, Annex 101.1, Admission announcements issued across various media](#)

102. State the admission policy of the institution with regard to international students.

The Himalaya College follows the provisions of Tribhuvan University's admission policy for international students. Eligible international applicants are admitted based on academic qualifications, meeting program-specific requirements, and submission of required documents.

[Volume 7, Annex 102.1, Provision of Tribhuvan University regarding to admission of international students.](#)

103. What are the support services given to international students?

- | |
|--|
| • International student service office ☑ |
| • Special accommodation ☑ |
| • Induction courses ☑ |
| • Socio-cultural activities ☑ |
| • Welfare program ☑ |
| • Policy clearance ☑ |
| • Visa Support ☑ |

HC provides comprehensive support services to international students, including a dedicated International Student Service Office, provision of special accommodation, induction courses, and a socio-cultural and welfare program. Furthermore, it also aids with policy clearance and visa support to ensure a smooth academic and personal experience.

For additional information, kindly refer to the Annexes

[Volume 7, Annex 103.1, Provision of college support services \(International student service office, accommodation, Induction, Socio-cultural activities, Welfare program, Policy clearance and Visa Support\) to international students](#)

104. What are the recreational / leisure time facilities available to students?

- Indoor games ☑
- Outdoor games ☑
- Nature Clubs ☑
- Debate Clubs ☑
- Student Magazines ☑
- Cultural Programs ☑
- Audio Video facilities ☑
- Any others Sanitary- pad distribution, sick room and first aid

HC provides a wide range of recreational and leisure facilities for students. These include indoor and outdoor games, nature and debate clubs, student magazines, and cultural programs

to promote creativity and engagement. Additionally, students can access audio-video facilities, as well as support services such as sanitary pad distribution, a sick room, and first aid.

For additional information, kindly refer to the Annexes

[Volume 7, Annex 104.1, List Audio visual facilities and of indoor and outdoor games](#)

[Volume 7, Annex 104.2, Minutes of Nature and debate clubs](#)

CRITERION 7: INFORMATION SYSTEM

105. Is there any cell in the institution to analyze and record various academic data?

Yes ☒

No ☐

If yes, mention how does the cell work along with its compositions?

The Himalaya College (HC) has an Educational Management Information System (EMIS Unit) to analyze and record various academic data. The EMIS Unit collects, organizes, and maintains information related to student enrollment, attendance, academic performance, and faculty activities. Furthermore, it regularly analyzes this data to support planning, decision-making, and quality improvement in academic programs.

For additional information, kindly refer to the Annexes

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 7](#)

[Volume 8, Annex 105.1, Minutes and composition of EMIS Unit](#)

106. What are the areas on which such analysis is carried out?

The EMIS Unit at Himalaya College conducts comprehensive analysis across multiple areas to support academic planning, institutional quality, and strategic decision-making. Key areas of data analysis include student enrollment patterns, demographics, and attendance, which help in understanding the composition and engagement of the student body. Academic performance is closely monitored through exam results, pass trends, and graduation rates, while dropout and exam participation data provide insights into student retention and progression. Similarly, the unit also evaluates faculty performance, program effectiveness, and course outcomes to ensure alignment with institutional goals. Additionally, financial data and resource utilization are analyzed to support efficient planning and budgeting. Through this multidimensional approach, the EMIS Unit provides evidence-based insights that inform decision-making and contribute to continuous improvement of the college.

For additional information, kindly refer to the Annexes

[Volume 2, Annex 2.1, Strategic plan of Himalaya College, pp. Chapter 1-5\)](#)

107. How these analyzed data are kept in the institution records?

The data analyzed produced by the EMIS Unit at Himalaya College are kept in both physical and digital forms. Physical records are securely maintained in institutional archives, while digital data are organized in structured databases for easy retrieval and reference. In addition, the college uses cloud-based storage to keep records secure, allow remote access, and ensure real-time updates. Regular backups and proper documentation are maintained to safeguard these records for planning, auditing, and quality assurance purposes.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 107.1, EMIS Unit's resolution on preserving institutional records.](#)

108. Are these information open to the stakeholders?

Yes ☒ No ☐

If yes, explain how they are disclosed?

Yes, the EMIS Unit at Himalaya College ensures that relevant institutional information is made accessible to stakeholders in a formal and structured manner. Key data such as academic performance trends, enrollment statistics, faculty performance metrics, and institutional indicators are disclosed through official reports, notices, publications, and updates on the college website. While the information is made transparent for decision-making, individual personal data is protected to maintain confidentiality and data privacy.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 108.1, Decision of EMIS Unit to make information open to all stakeholders.](#)

109. Are the methods of study and analysis also open to the stakeholders?

Yes ☒ No ☐

At Himalaya College, the data analyzed is transparently shared with all stakeholders along with the methods of study and analysis. The EMIS Unit ensures that its reports and survey documents include details of research methodologies, data collection procedures, analytical tools, and interpretation approaches. This allows stakeholders to clearly understand how conclusions are drawn and ensures confidence in the reliability of the information. These reports are disseminated through official publications and uploaded on the college website, enabling easy access while maintaining confidentiality of sensitive individual information. Such transparency fosters informed decision-making, encourages stakeholder engagement, and strengthens trust in the institution's academic and administrative processes.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 108.1, Decision of EMIS Unit to make information open to all stakeholders.](#)

110. Is there any mechanism to receive comments or feedbacks on the published data?

Yes ☒ No ☐

If yes, explain how does it happen?

At HC, the Public Information Cell is established, which serves as the mechanism to receive comments and feedback on the published data. Stakeholders, including students, faculty, and the community, can submit their suggestions, queries, or concerns through official letters, emails, or feedback forms. The cell reviews all responses and forwards them to the relevant departments or the EMIS Unit for consideration and necessary action.

For additional information, kindly refer to the Annexes

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 21](#)

[Volume 8, Annex 110.1, Public Information Cell forming meeting minutes of Management Committee.](#)

111. What are the impacts of such information system on decision making process?

Produce in brief the impact analysis.

The information system at Himalaya College, managed by the EMIS Unit in coordination with the Public Information Cell, has significantly strengthened the institution's decision-making process. The college regularly produces impact analyses of the information shared through various means, including reports, surveys, and stakeholder feedback, to evaluate its influence on academic and administrative planning. By providing accurate, timely, and well-organized data on student performance, enrollment trends, faculty activity, and institutional resources, the system enables management to identify gaps, monitor progress, and assess the effectiveness of programs. Feedback from students, faculty, and other stakeholders further informs these analyses, allowing evidence-based decisions regarding curriculum design, resource allocation, faculty deployment, and student support services. This integrated approach ensures transparency, accountability, and continuous quality improvement while promoting informed and strategic planning across the institution.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 111.1, Report of information system impacts analysis.](#)

112. Give examples of quality improvements initiated due to the use of information system.

At Himalaya College, the EMIS Unit and Public Information Cell have played a pivotal role in initiating quality improvements across academic and administrative functions. Analysis of students' performance data has enabled the college to identify learning gaps and implement targeted interventions to enhance academic outcomes. Insights from the information system have guided improvements in teaching-learning methods, promoting the adoption of interactive and ICT-enabled pedagogies to better engage students. Evaluation of faculty

performance and feedback from stakeholders has led to the design and implementation of faculty development programs, ensuring continuous professional growth and capacity building. Furthermore, the college conducts regular monitoring and assessment of these quality improvement measures, which helps in tracking their effectiveness and sustaining high academic and institutional standards.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 111.1, Report of information system impacts analysis.](#)

CRITERION 8: PUBLIC INFORMATION

113. Is there public information cell within the institution?

Yes ☒ No ☐

If yes, give details.

Yes, Himalaya College has established a Public Information Cell (PIC) to promote transparency and facilitate effective dissemination of institutional information. The primary role of the cell is to manage information dissemination and publications, respond to public queries, and provide access to academic and administrative details in accordance with applicable regulations. Acting as a bridge between the college and the public, the PIC ensures timely, accurate, and organized sharing of information, supporting accountability and informed engagement with stakeholders.

For additional information, kindly refer to the Annexes

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 21](#)

[Volume 8, Annex 110.1, Public Information Cell forming meeting minutes of Management Committee.](#)

114. What are the areas of information published by the cell?

- Academic ☐ Yes
- Administration ☐ Yes
- Financial ☐ Yes
- All ☒

The Public Information Cell of Himalaya College publishes comprehensive information covering academic, administrative, and financial areas to ensure transparency, accountability, and informed engagement of all stakeholders. Key documents disseminated by the Public Information Cell include the Annual Reports providing detailed information on the administrative operations, academic programs, and financial status of the college. These

Annual Reports offer a comprehensive overview of institutional performance. Similarly, tracer studies are conducted to track the status, career progression, and outcomes of alumni, helping the institution assess the effectiveness of its academic programs and student support services. Furthermore, academic audits evaluate administrative processes, academic performance, and quality assurance measures, ensuring that institutional standards are maintained and areas for improvement are identified. These publications are shared through official notices, institutional reports, and other dissemination channels to ensure stakeholders have access to accurate and relevant information.

For additional information, kindly refer to the Annexes

[Volume 2, Annex 4.1, Himalaya College - College Operational Guideline, 2082 \(2025\), pp. 21](#)

[Volume 9, Annex 114.1, decision of the Public Information Cell to disseminate academic, administrative, and financial information through various publications.](#)

115. Where are these information published?

- Newspapers ☒
- Magazines ☒
- Institutional special magazine dedicated for this ☒

The Public Information Cell of Himalaya College (HC) publishes academic, administrative, and financial information through newspapers, magazines, and a dedicated institutional special magazine. These platforms ensure wide outreach, transparency, and effective communication with stakeholders.

For additional information, kindly refer to the Annexes

[Volume 9, Annex 115.1, Published magazine institutional publications and newspaper clippings](#)

116. How often are these information published?

- Yearly ☒
- In 4 years ☐

The Public Information Cell of Himalaya College (HC) publishes academic, administrative, and financial information on a yearly basis through its institutional publications and media releases. This regular practice ensures updated and timely dissemination of information to stakeholders.

For additional information, kindly refer to the Annexes

[Volume 9, Annex 116.1, Institutional publications list](#)

117. Mention all such publications of last two years.

Areas	Year I (2081)	Year II (2080)
Text Books	Asmita Publication	Asmita Publication
	Advanced Saraswoti, Buddha Publications	Advanced Saraswoti

118. Does the cell also collect responses, if any, on the published information?

Yes ☒ No ☐

If yes, give details

The Public Information Cell of HC also collects responses and feedback on the information it publishes. The cell reviews queries, suggestions, and comments from the public and stakeholders to ensure transparency, address concerns, and improve institutional communication. This process is guided by formal decisions of the cell.

For additional information, kindly refer to the Annexes

[Volume 9, Annex 118.1, Decision of Public information Cell to collect responses on published information.](#)

119. Is there any system to evaluate the impact of public information on quality improvements?

Yes ☒ No ☐

If yes, how these impacts are measured?

HC has a system to evaluate the impact of public information on quality improvements. The Public Information Cell measures impact by analyzing responses, feedback, and queries which are later reviewed to identify areas for improvement in academic, administrative, and financial processes. Analytical reports summarizing the outcomes and suggested actions are prepared regularly.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 111.1, Report of information system impacts analysis.](#)

120. Mention some positive impacts made by the public information practice.

The public information practice at Himalaya College has had a positive impact by making the college more transparent and accountable. Sharing academic, administrative, and financial information regularly helps students, parents, and the community stay informed and engaged. Feedback collected from stakeholders is incorporated into the college's planning processes, ensuring that decision-making is evidence-based and responsive.

The practice has contributed to the quality improvement of teaching and learning by identifying gaps and implementing necessary enhancements. It also facilitates effective grievance redressal by providing stakeholders with clear channels to raise concerns and seek solutions. Moreover, regular monitoring and supervision are strengthened through the availability of accurate institutional information. Overall, the public information practice reinforces the college's reputation, promotes stakeholder trust, and supports the institution's commitment to quality and excellence.

For additional information, kindly refer to the Annexes

[Volume 8, Annex 111.1, Report of information system impacts analysis.](#)

PART TWO:

ANALYSIS OF THE DATA

2.1 Preamble (Introduction)

Himalaya College is one of the fastest-growing co-educational institutions in Nepal. It is committed to providing quality education in a peaceful, pleasant, and competitive environment. The college is guided by the values of Duty, Devotion, and Sincerity for Quality Education. The college has consistently achieved excellent results in board examinations because of the dedication and hard work of its skilled teachers and staff.

College's Vision

Our vision is to transform HC into a renowned Deem University for higher education with the least possible financial burden, making education accessible to all segments of society.

College's Mission

1. To produce globally acceptable human resources through a research-oriented, practical education system.
2. To make students more capable of conducting their course-related mini-research projects.
3. To promote graduates to prepare scientific research papers through publication in journals, seminar proceedings and articles.
4. To organize professional training related to career development and entrepreneurship skills, along with teaching offered theories in regular classes.
5. To organize orientation programs for the students desirous of conducting research and entrepreneurship in different fields.
6. To work as the leading academic institution in applied sciences like hotel management, computer education, and applied social sciences, with a view to exchanging opinions/perspectives among the professional academicians and entrepreneurs.
7. To develop professional institutional networks with renowned institutions globally for academic exchange and shared learning.

Programs

Himalaya College, the college introduced bachelor's programs in Business Studies (BBS), Arts (BA), and Social Work (BSW) in 2064 B.S., affiliated with Tribhuvan University. Later, in 2071 B.S., it launched a master's in business studies (MBS) program under the same university. It provides a multicultural and integrated environment where students

from different backgrounds can study together. The college is dedicated to helping both students and professionals achieve academic success.

Geographical Location

Himalaya College is located in Koteshwor, Kathmandu, and operates in three well-equipped buildings. Koteshwor is located near the central point for Kathmandu, Bhaktapur, Lalitpur, and Kavrepalanchok. Since the college is situated about 300 meters away from Koteshwor Chowk, students can easily access transportation to commute to the college. In addition, teachers and staff also have convenient access to transportation and road facilities for travelling to and from the college.

Land and Physical Infrastructure

The college occupies a total land area of 68 Annas. It has two permanent, earthquake-resistant buildings. There are 27 classrooms, all well-ventilated and properly furnished. The administrative section includes 10 offices, designated for the Principal, Heads of Departments, finance, examination, and general administration. The classrooms are airy, well-furnished, and equipped with modern tools like projectors and whiteboards, making learning interactive and student friendly. The administrative offices house the Campus Chief, department heads, finance, examination, and general administration teams, which help the college run smoothly every day.

Teaching Staff

Himalaya College has appointed twelve well-qualified teachers working in its BBS, BASW, and MBS programs. They focus on student-centred teaching and use practical methods such as projects and hands-on learning. Along with teaching, they also guide students through mentoring, professional development, and academic support.

Non-Teaching Staff

The college has appointed seven administrative staff and eight support staff. They take care of important areas such as finance, examinations, record keeping, security, maintenance, and sanitation. Their work ensures that the campus runs smoothly and remains safe, clean, and well-organized.

Computer Labs

The college has modern computer labs that are well-equipped to support IT and management programs. These labs provide students with up-to-date computing resources for practical learning.

Social Work and Research Labs

Himalaya College also has dedicated labs for social work and research. These spaces allow students to work on projects, carry out data analysis, and engage in community-focused studies, giving them valuable hands-on experience.

Scholarship

Himalaya College offers scholarships to deserving students based on academic performance, financial need, and entrance exam results. Both partial and full scholarships are available under government and university rules. College provides merit-based scholarships for students with excellent marks in SEE/NEB or entrance exams, and Top students in +2, bachelor's, and master's programs may get fee waivers. The college provides scholarships for needy students who are from financially weak families to help them continue their studies.

Library

The college has one library room that serves as a resource center for students. The library contains 736 books and 3 journals, providing essential academic materials for study and research. The college is currently in the process of upgrading its library into an e-library. This initiative aims to provide students and faculty with easier access to digital resources, including e-books, journals, and online databases, making learning and research more convenient and modern.

2.2 Criterion-Wise Analysis

Himalaya College is a well-known institution in Nepal for higher education. The college offers various undergraduate and postgraduate programs. Himalaya College is affiliated with prestigious Tribhuvan University. At present, the college is in the central area of Kathmandu, Koteshwor. It is a privately run institution.

The officials and members of the Internal Quality Assurance Committee (IQAC) participated in the self-study report preparation training organized by the University Grants Commission (UGC) and have been actively engaged in preparing the report. Furthermore, after studying the various guidelines and procedures, such as a Handbook for Self-Study and Peer Review of the University Grants Commission, the committee members have become capable of preparing the report.

In this chapter, an analytical presentation of the eight criteria set by the University Grants Commission has been included. Specifically, based on the objectives and indicators under each criterion, the weaknesses, opportunities, and challenges have been carefully analyzed and incorporated into this chapter.

1) Policy and Procedure

The purposes of the policy and procedure aim to strengthen policy formulation, establish an internal quality assurance system, establish an environment that ensures participation of all stakeholders in the decision-making process, collect and analyze feedback from stakeholders, and institutionalized the performance evaluation system.

Based on the purposes and indicators of the criterion, the college has developed and implemented policies and procedures. Accordingly, an Internal Quality Assurance Committee has been formed, ensuring the participation of all stakeholders. In addition, a Student Quality Circle has been established to involve students in quality improvement activities. Arrangements have been made to collect and analyze stakeholder feedback. A system of annual performance evaluation of teachers has also been established and implemented.

SWOC: Policy and Procedure

Strengths

- 1) Drafted, approved, and executed college procedures
- 2) The college benefits from the involvement of highly committed and skilled investors.
- 3) Clear roles and responsibilities have been defined for all individuals and departments.
- 4) A functional system exists for gathering feedback from stakeholders.

- 5) The Internal Quality Assurance Committee is actively engaged in ensuring quality standards.
- 6) A Student Quality Circle has been established to strengthen quality assurance initiatives.
- 7) The college has adopted and executed an updated organizational structure.

Weaknesses

- 1) Institutional management practices are classical in nature, with limited adoption of digital tools.
- 2) The college's operations are fully financed through tuition fees.
- 3) Inconsistent directives from the university, Kathmandu Metropolitan City, and the Ministry of Education hinder smooth implementation.

Opportunities

- 1) Explore alternative revenue streams beyond tuition fees.
- 2) Adopt digital technologies to enhance governance, management, and teaching-learning processes.
- 3) Enhance the efficiency of resources for the management and operation of the college.
- 4) Launch new academic programs at both undergraduate and postgraduate levels.

Challenges

- 1) An increasing trend is observed among students seeking degrees from foreign universities.
- 2) Operational overheads are progressively expanding, impacting financial sustainability.
- 3) Inconsistent directives from the university, Kathmandu Metropolitan City, and the Ministry of Education hinder smooth implementation.
- 4) Introducing contemporary technologies to reinforce college operations.

2) Curricular Aspects

Himalaya College is a private higher education institution affiliated with Tribhuvan University. Therefore, while the college is financially independent in terms of administrative management, it must operate in accordance with the policies and directives of Tribhuvan University regarding curriculum. Consequently, the college follows the curriculum prescribed by Tribhuvan University, adheres to the established examination system, and implements student admission policies and regulations as directed by the university.

A responsible committee or cell has been formed in the college to conduct extracurricular and skill-enhancement programs. In addition, multidimensional strategies have been

formulated and implemented to ensure quality in the academic process and to achieve institutional objectives. In implementing the concept that students are the first priority, various activities have been carried out to enhance the academic quality of students.

Strengths

- 1) Established a responsible committee or cell to conduct extracurricular and skill-enhancement programs.
- 2) Educational plans and Academic calendars were developed.
- 3) Provision for the implementation of teaching plans.
- 4) The college allocates a budget for the extracurricular and skill-enhancement programs.
- 5) A mechanism is established to assess the results of the students.
- 6) Conducting extracurricular activities such as sports events, training workshops, seminars, debates, field visits and guest lectures.
- 7) Designed self-sustaining courses.

Weaknesses

- 1) Student drop-out is alarming.
- 2) Curriculum updating procedures are taking longer than expected.
- 3) Academic programs emphasize theory more than practical application.
- 4) There is no proper need assessment for non-credit courses.

Opportunities

- 1) Develop strategies to minimize student absenteeism and dropout rates.
- 2) Provide formal certification for non-credit courses.
- 3) Offer specialized non-credit courses with professional relevance.
- 4) Introducing innovative undergraduate and postgraduate programs.

Challenges

- 1) Delays in result announcements lead to student dissatisfaction.
- 2) Updating the curriculum is essential for international competitiveness.
- 3) Introduce officially sanctioned non-credit programs with fee structures.
- 4) Retention of qualified and result-oriented trainers.

3) Teaching, Learning and Evaluation

The key purpose of this criterion is to bring qualitative improvement in the educational process being conducted in the college and to fundamentally transform the student evaluation system. In addition, to enhance teachers' professional competence by formulating and implementing a faculty capacity development plan. The purpose of this

criterion is also to integrate the educational process with information technology and provide technology-enabled education.

To achieve educational reform, the college has been making necessary improvements in the student admission process, adapting teaching methods in line with contemporary needs, and conducting training, workshops, and seminars to enhance teachers' capacity. In addition, supplementary classes are being organized for students. The college has also taken various steps to prioritize and integrate the use of information technology into the educational process.

Strengths

- 1) Admission procedures at Himalaya College vary according to the program.
- 2) The college is enriched by a team of highly experienced faculty members.
- 3) Academic calendars and educational plans are systematically developed and implemented, ensuring organized delivery of courses.
- 4) Teachers also prepare and apply structured teaching plans to guide effective instruction.
- 5) The college regularly evaluates student performance to ensure continuous academic improvement.
- 6) A structured faculty development plan has been designed and effectively implemented.
- 7) Remedial classes are provided to support students who require additional academic assistance.

Weaknesses

- 1) The IT infrastructure is inadequate.
- 2) Reducing drop out.
- 3) The implementation process of the academic calendar of Tribhuvan University is not consistent.
- 4) Retention of experienced academicians.
- 5) Limited teachers are using LMS.

Opportunities

- 1) Offer new programs.
- 2) Use information technologies for teaching and learning.
- 3) Use LMS for teaching and evaluation of students.
- 4) Use digital platforms, simulations, and interactive tools to make lessons more dynamic and accessible.
- 5) Transformation of teaching methods - use student-engaging teaching methods.
- 6) Develop collaborative projects that integrate teaching with applied research, benefiting both students and faculty.

Challenges

- 1) Increasing student enrollment, especially in the BBS program.
- 2) Reducing drop-out, especially in the BBS program.
- 3) Retention of highly experienced teachers.
- 4) Upliftment of information technology-related skills among the teachers.

4) Research, Consultancy and Extension

The key purposes of this criterion are to promote academic growth through interdisciplinary and quality research, and to encourage consultancy services and extension programs that strengthen teaching and community engagement.

The College has a Research Management Committee that organizes training on research methodology and research tools. It also provides research funds for teachers and students. In addition, the Committee has started the process of publishing a research journal.

Strengths

- 1) The College has prepared a research operational guideline.
- 2) Established Research Management Committee (RMC).
- 3) Allocated budget for research activities, training and publications of the journal.
- 4) A committee is established for the operation of extension programs.
- 5) Conducted MoUs with partner institutions.

Weaknesses

- 1) The College does not have a proper mechanism and has not provided consultancy services.
- 2) A few teachers have published journal articles.
- 3) At present, the College lacks external funding to support collaborative research initiatives.

Opportunities

- 1) Facilitate consultancy services for external institutions.
- 2) Explore external funding for collaborative research.
- 3) Facilitate collaborative extension programs.
- 4) Encourage publication of scientific journal articles.

Challenges

- 1) Maintain the quality and standards of research outputs.
- 2) Maintain plagiarism.
- 3) Secure patent rights.

5) Infrastructures and Learning Resources

Himalaya College has established physical infrastructure that supports teaching, learning, and research. It offers well-equipped classrooms, computer labs, science laboratories, and a resourceful library. The College also maintains seminar halls, meeting rooms, and faculty offices. In addition, sports facilities and student common areas are available to encourage holistic development. Overall, the infrastructure provides a supportive environment for academic activities and community engagement.

Strengths

- 1) The College has formulated a Strategic Plan and Master Plan.
- 2) College has adequate classrooms,
- 3) and a provision of budget allocation for the implementation of the repair and maintenance plan.
- 4) College has developed an augmented plan.
- 5) Using EMIS for the operation of the library.
- 6) The college has indoor sports facilities.
- 7) The college has a resourceful library and computer labs.
- 8) The college has sufficient toilets.
- 9) The college provides safe drinking water.
- 10) For Football, cricket and basketball, colleges use other facilities.

Weaknesses

- 1) The College operates on leased land and buildings.
- 2) Difficulty in implementing the augment plan.

Opportunities

- 1) Development of IT infrastructure.
- 2) Use of inter-college facilities.

Challenges

- 1) The College's financial resources are restricted.
- 2) Maintain the financial health of the college.

6. Student Support and Guidance

The Himalaya College manages student support services excellently through a Scholarship Committee, counselling systems, and tools for guidance. It has also formed a committee to deliver extracurricular activities and established student clubs, including Nature, Debate, and IT clubs, to encourage holistic growth and participation.

Strengths

- 1) The college has a Placement Cell
- 2) College-appointed Officer.
- 3) The College has established a Scholarship Committee.
- 4) The college has a system to provide counselling services.
- 5) The college provides remedial classes.
- 6) The college has established Nature, Debate and IT Clubs.
- 7) The college established a Himalaya Alumni Association.

Weaknesses

- 1) Graduates and students do not have the opportunity for placement.
- 2) Lacks monitoring for the effectiveness of the internship.
- 3) The college does not have hostel facilities.

Opportunities

- 1) Promote student support services.
- 2) Provide health services for the students.
- 3) Provide hostel facilities for the students.
- 4) Strengthen academic and psycho-social counselling.

Challenges

- 1) Build student capacity in line with global requirements.

7) Information System

Collecting, cleaning, and sharing information is one of the most important responsibilities of the college. To make this work effective, the college has set up an Education Management Information System (EMIS) Unit and a Public Information Cell. The Education Management Information System (EMIS) Unit and a Public Information Cell manage all kinds of information and share it with students, teachers, parents, and the wider community. The Unit and Cell use different channels, such as the college prospectus, official website, EMIS records, Facebook page, notices, media outlets, and general meetings. By using these methods, the college makes sure that everyone receives clear, accurate, and timely information.

Strengths

- 1) Set up the Education Management Information System (EMIS) Unit and a Public Information Cell.
- 2) The Education Management Information System (EMIS) Unit and a Public Information Cell are guided by the operational guidelines.
- 3) The college has a website.

- 4) Mobile applications were used to distribute internal notices.
- 5) The college arranged general meetings to update stakeholders.

Weaknesses

- 1) Technology resources are insufficient
- 2) Administration and teaching follow traditional methods
- 3) Institutional operations are carried out in a traditional manner

Opportunities

- 1) Invest in digital tools and upgrade college operation systems.
- 2) Use digital learning tools along with traditional approaches.
- 3) Use smart systems, automation, and data to manage work more efficiently and plan better for the future.

Challenges

- 1) Staff have little training in IT and EMIS.
- 2) Most records are kept on paper.
- 3) Teaching is mostly traditional, with few online tools used.

8) Public Information

The college has created a Public Information Cell to share important information with both internal and external stakeholders. This cell is responsible for educating students, teachers, staff, and the community. The college has set aside a budget for communication, publications, and awareness activities. Information is shared through mobile apps, where students, staff, and teachers receive notices. The college also publishes a prospectus, reports, surveys, and other documents to keep everyone informed. In addition, the college website is used to share strategic information and updates.

Strengths

- 1) Created Public Information Cell
- 2) The college allocated a budget for public information and publication.
- 3) Uses Website, Mobile Apps and social media for dissemination of information.
- 4) Publishes a prospectus, reports, surveys, and other documents.

Weaknesses

- 1) College does not have a mechanism to assess the quality of the public information system.
- 2) The college does not have a designer for college publications.

Opportunities

- 1) Promotes communication, public information, and branding-related activities.

2) Participation of students and alumni in communication and outreach work.

2.3 Summary of the SSR

The college has made policies and procedures to improve quality. For this, an Internal Quality Assurance Committee has been formed, where teachers, staff, and other stakeholders take part. A Student Quality Circle has also been created so students can join in quality improvement activities. The college collects feedback from stakeholders and uses it to make changes. Every year, teachers' performance is evaluated to ensure better teaching and learning.

The college has formed a committee to run extracurricular and skill-enhancement programs. It has also started different strategies to improve teaching and achieve its goals. Since students are the priority, many activities are organized to raise their academic quality.

The college is working on educational reform by improving the student admission process, updating teaching methods, and organizing training, workshops, and seminars to build teachers' skills. It also provides supplementary classes for students and promotes the use of information technology in education.

The college has a Research Management Committee that trains teachers and students in research methods and tools. It also provides research funds and has begun publishing a research journal.

The college has built adequate facilities to support learning and research. It provides classrooms, computer labs, science labs, and a library. There are also seminar halls, meeting rooms, faculty offices, sports facilities, and student areas to encourage overall development.

Himalaya College provides strong student support services through scholarships, counselling, and extracurricular programs. It has student clubs like Nature, Debate, and IT to encourage growth and participation. The college also manages information effectively through an Education Management Information System (EMIS) and a Public Information Cell, which shares updates with students, teachers, parents, and the community. Information is communicated through the prospectus, website, EMIS records, Facebook, notices, media, mobile apps, and meetings, ensuring everyone receives timely and accurate details.

