

5.5 Peer Learning with Leading HEIs

As part of the UGC Guidelines for Equity Grants, Ragani Chandeshwori Campus organized a one-day field visit to a model Higher Education Institution (HEI), Baneshwor Multiple Campus, located in Baneshwor, Kathmandu. Below is a short Progress report of the visit:

1. Background

Learning is a continuous process. Both individuals and institutions learn by exploring new knowledge and confirming existing information from various sources. Learning doesn't happen only in classrooms it also takes place through interactions with experienced individuals and peer groups. These interactions help us grow and improve educational practices.

2. Objectives

The main aim of the visit was to observe the campus and learn by seeing and experiencing directly. Specific goals included:

- ❖ Learning basic information about the campus (such as its establishment, buildings, classrooms, labs, library, and environment).
- ❖ Understanding their policies and strategic plans.
- ❖ Exploring their curriculum, teaching methods, and evaluation system.
- ❖ Learning about their research and publication practices.
- ❖ Observing how often they run training, seminars, and workshops.
- ❖ Seeing how they manage records and student services.
- ❖ Understanding how their information system works.

3. Work Schedule

To meet these objectives, Ragani Chandeshwori Campus conducted a peer learning visit on April 4, 2025 (2081/12/22 B.S.).

4. Methodology

To achieve the goals, the team used direct observation, held discussions with the Campus Chief, students, faculty, CMC members and collected information about the campus facilities and systems.

Key Observations from the Visit

(a) The Basics

Baneshwor Multiple Campus was established in 1990 AD by a group of social workers, intellectuals and renowned academicians and is affiliated with Tribhuvan University. The community's contribution marks important role in operating and developing certain aspects. Baneshwor Campus is offering BA (BSW), B.Ed, BBS, MA Sociology, MA in Anthropology and MBS programs. The campus has over 40 classrooms, a library, and a lab. The environment is clean and has basic facilities like water, sanitation, and hygiene. Female students outnumber males.

(b) Policies and Procedures

The campus has a clear structure, including a Campus Council, Management Committee, and various departments. The decision-making process is democratic. Strategic and action plans are in place, and systems like EMIS and accounting are functioning well. Staff expressed satisfaction with the management.

(c) Curriculum, Teaching, Learning, and Evaluation

As a TU-affiliated campus, it follows TU's curriculum. Teachers use student-friendly methods and regularly check assignments.

(d) Research and Publication

The campus conducts mini-research, collaborative research projects (three this year). It publishes a journal called JMC Journal. Research activities are active and well-managed.

(e) Capacity-Building Programs

The campus provides training and extra study time. It organizes seminars and workshops to improve faculty and staff quality, with good use of technology.

(f) Student Facility System

The campus provides essential facilities such as drinking water, sanitation, and a clean environment. It also supports students with academic guidance and counseling services. Additionally, the campus facilitates job placement opportunities for students, helping them connect with employment options after graduation.

Here's a revised version of the text from the image, maintaining the same format and sense, but with some changes in wording and details:

(g) Information System

We observed that a notice board is used regularly to post updates and information. In addition, the campus has an active website for distributing official notices and resources. Teachers and students also use digital platforms and social media tools to support the teaching and learning process.

(h) Sustainability Plan

The Campus Council approves the annual financial plan during its AGM. The major sources of income include student fees, regular UGC funding, and performance-based grants. Although the current budget is sufficient, concerns were raised about the declining number of student enrollments. Nonetheless, stakeholders expressed confidence that with consistent effort and strong willpower, the campus can maintain both academic and financial sustainability.

6. Conclusion

Overall, Baneshwor Multiple Campus is found to be a systematically functioning institution that adheres to proper rules and regulations. Its primary mission and vision focus on providing accessible and affordable quality education. We were impressed by the dedicated efforts of the team in managing the campus effectively. An MoU was also signed between the two institutions for academic collaboration. It was evident that good practices implemented by community campuses are instrumental in enhancing academic quality. Despite differences in geographical location- Baneshwor Multiple Campus being in an urban setting and Ragani Chandeshwori Campus situated in a rural, disaster-affected area—the institutions are striving toward similar educational goals.

7. Recommendation

After analyzing the academic and administrative framework of Baneshwor Multiple Campus, we suggest that the Campus Management Committee invest in sufficient infrastructure and recruit a few full-time faculty members to promote institutional growth. We also advise that UGC continue to provide performance-based grants for faculty development and incentives. Additionally, we urge both local and provincial governments to support the campus with sustainable funding.

8. Resource Persons:

Campus Chief of Baneshwor Multiple Campus Prof. Dr. Ghaman Singh Khadka, Assistant Campus Chief Mr. Arjun Kumar Acharya, RMC Chief Mr. Uddhav Sigdel, Officer Mr. Tirtha Raj Amagain. All these individuals were administrative and academic heads of the Campus, exhibiting strong expertise in their respective roles.

9. List of Participants

10. Related Photographs

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Campus Chief