

**Peer Learning Between Gyanjyoti Community Campus
and
Janamaitri Multiple Campus, Kathmandu**

**Submitted to
University Grants Commission
Nurturing Excellence In Education Program(NEHEP)
Equity Grants
Sanothimi, Bhaktapur**

**Submitted by
Gyan Jyoti Community Campus Ghorakhori
Champadevi-6, Okhaldhunga**

2081



Acknowledgements

The successful completion of this peer learning visit report would not have been possible without the invaluable contributions and support of various individuals and institutions. We would like to extend our heartfelt gratitude to all those who made this experience meaningful and productive.

First and foremost, we would like to express our deepest appreciation to **Janamaitri Multiple Campus** for hosting our team and sharing their extensive knowledge and expertise. Special thanks go to **Principal Bhola Nath Ojha** and **Assistant Principal Baburam Bhusal**, whose hospitality and leadership made this visit a truly enriching experience. Their willingness to share their practices and provide us with insights into their quality assurance processes, teaching methodologies, and institutional governance has provided a strong foundation for our campus's future improvements.

We are also grateful to the **faculty members, administrative staff, and student representatives** at Janamaitri, whose openness during discussions and campus tours allowed us to observe and understand their successful academic practices. Their contributions have played a significant role in shaping the recommendations we aim to implement at Gyan Jyoti Community Campus.

At **Gyan Jyoti Community Campus**, we would like to acknowledge the continuous support and dedication of our **Campus Chief, Om Prakash Khanal**, whose leadership and vision have guided this initiative. A special thanks also goes to **Assistant Campus Chief, Mahesh Kumar Subedi**, and the members of the **Campus Management Committee (CMC)** for their unwavering commitment to enhancing the quality of education at our institution. Their support in organizing this visit, as well as their involvement in reviewing and acting upon the insights gained, is highly appreciated.

We would like to extend our sincere thanks to the **students** from Gyanjyoti Community Campus who participated in this visit and contributed their perspectives, as well as the **librarian and faculty members**, who have been instrumental in ensuring that the outcomes of this visit will lead to tangible improvements.

Finally, we would like to express our gratitude to the **University Grants Commission (UGC)** for their financial and administrative support through the Equity Grant Programme, which made this visit possible. Their continued commitment to fostering collaborative learning and quality assurance in community campuses is deeply appreciated.

This report is a collective effort that reflects the shared vision of both Gyanjyoti Community Campus and Janamaitri Multiple Campus to provide high-quality education to our students. We look forward to implementing the insights gained from this visit and further strengthening our institution's academic standards.



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Chapter 1: Introduction

1.1 Background

In the evolving landscape of higher education in Nepal, the emphasis on quality assurance and academic collaboration has become increasingly vital. Peer learning has emerged as a powerful instrument to foster inter-institutional dialogue, exchange best practices, and uplift community-based campuses that are often disadvantaged by location and resources. Gyan Jyoti Community Campus, located in the remote and rural setting of Champadevi Rural Municipality, Okhaldhunga, epitomizes the challenges of providing quality education in such areas. Yet, its commitment to transformation through external collaboration is a testimony to its progressive vision.

The campus, though constrained physically and financially, is driven by a goal to modernize and enhance its academic ecosystem. After being selected for the **UGC Equity Grant Programme**, Gyanjyoti Community Campus initiated a peer learning journey to benchmark its practices against leading model Higher Education Institutions (HEIs) in Nepal.

Previously, a similar visit was conducted to Triyuga Multiple Campus in Udayapur. Encouraged by its outcomes, this year, a focused peer learning visit was organized to **Janamaitri Multiple Campus (JMC)**, Kuleshwor, Kathmandu—one of the earliest QAA-certified campuses in Nepal with an impressive academic and institutional track record. The objective was clear: to learn from the best, adapt to local needs, and replicate successful educational models.

1.2 Significance of Peer Learning

Peer learning in higher education fosters mutual growth, professional dialogue, and institutional benchmarking. It supports collaborative development in:

- Teaching-learning methodologies
- Academic leadership
- Digital transformation
- Student engagement
- Infrastructure development
- Research practices

For Gyan Jyoti Community Campus, the peer learning process is not just an academic ritual but a strategic measure to ignite institutional transformation, student motivation, and community involvement.

1.3 Profile of Participating Institutions

Gyan Jyoti Community Campus

Established in a remote hill district, Gyanjyoti caters to underprivileged and marginalized students from rural communities. It offers bachelor's level programs in education, humanities, and management. With limited resources, it relies on community support and governmental grants. Its journey toward academic excellence involves addressing infrastructural gaps, faculty development, and expanding student-centered learning.

Located in Kathmandu, JMC was established in 2047 B.S. and has since become a model institution in Nepal's higher education landscape. With over 1500 students, it is renowned for its well-managed infrastructure, quality academic programs, entrepreneurship-focused curriculum, student tracking system, and QAA certification (received four years ago). It is committed to institutional innovation, digitization, and the holistic development of students.

Chapter 2: Objectives of the Peer Learning Programme

2.1 General Objective

The overarching goal of the peer learning programme was to engage with a leading model HEI—Janamaitri Multiple Campus—to observe and extract best practices in academic, administrative, and institutional management for the holistic development of Gyan Jyoti Community Campus.

2.2 Specific Objectives

1. **To explore the digitization practices** in campus labs, libraries, and information systems at Janamaitri Multiple Campus and assess their applicability at GyanJyoti.
2. **To understand leadership trends and capacity-building efforts targeting both teaching and non-teaching staff, including governance, planning, and academic decision-making.**
3. **To study classroom management strategies** and the integration of extracurricular activities that contribute to student engagement and overall campus life.
4. **To observe the structure and functioning of the Academic Council** and how it influences academic planning and quality assurance.
5. **To evaluate entrepreneurial and skill development programs**, particularly the non-credit courses designed for student empowerment at JMC.
6. **To promote the culture of inter-campus collaboration**, motivating students and faculty to pursue quality education and innovation.
7. **To identify areas of improvement** within Gyanjyoti based on real-time observation, interaction, and assessment of academic practices at Janamaitri.
8. **To recommend strategic actions and reforms** to be implemented in the short and long term, aligning with UGC's quality standards.



Chapter 3: Methodology

3.1 Research Design

The peer learning programme was designed as a **qualitative case study** focusing on institutional practices and academic models at Janamaitri Multiple Campus (JMC). The study adopted a participatory and observational approach, allowing the delegation from Gyan Jyoti Community Campus to directly interact with the host institution, observe live campus environments, and engage in structured conversations with key stakeholders.

3.2 Methods of Data Collection

To ensure comprehensiveness and accuracy, the following **primary** and **secondary** data collection methods were applied:

3.2.1 Primary Sources

1. **Observation:**

Direct observations were made during the visit to JMC's facilities, including classrooms, library, labs, faculty rooms, and administrative blocks.

2. **Surveys and Polls:**

Informal surveys and opinion polls were conducted with students and faculty of JMC to understand perceptions on leadership, student services, and learning resources.

3. **Structured Interviews:**

Meetings were held with the campus chief, assistant campus chief, faculty heads, and administrative staff to delve deeper into policy implementation and innovation strategies.

4. **Focused Group Discussions (FGDs):**

FGDs were organized with a mix of JMC's students, teaching, and non-teaching staff to foster participatory dialogue on peer learning topics.

5. **Questionnaires:**

A peer learning checklist/questionnaire prepared in advance was used to guide inquiry and maintain uniformity in information collection.

3.2.2 Secondary Sources

1. **Annual Reports and Documents:**

Review of Janamaitri's annual reports, strategic plans, brochures, student handbooks, and quality assurance documents.

2. **Campus Website:**

Online resources including institutional history, curriculum updates, photo gallery, and faculty details were consulted.

3. **Academic Journals and Publications:**

Articles and reports published by Janamaitri's faculty and administration were reviewed to understand their academic orientation.

4. **UGC Protocols and Guidelines:**

UGC's prescribed standards and formats for equity grant and QAA certification were used as benchmarks.

3.3 Data Analysis Techniques

- The data collected were organized thematically and analyzed using **descriptive analysis techniques**.
- Comparisons were made between Gyanjyoti and Janamaitri to identify gaps, strengths, and best practices.
- Observational data were interpreted qualitatively to reflect the real-time experiences of the participants.

3.4 Limitations

- **Time Constraint:** The one-day visit limited the opportunity for prolonged immersion.
- **Scope of Observation:** Some areas, like live class participation, were not fully realized due to academic calendar timing.
- **Logistical Challenges:** Travel from a remote location to Kathmandu added fatigue and reduced exploration time.

Despite these limitations, the methodological framework proved effective in gathering rich, actionable insights.

Chapter 4: Peer Learning Activities

4.1 Visit Overview and Schedule

The peer learning visit was conducted on **12th Baisakh 2082 (24th April 2025)**. A total of **16 members** from Gyan Jyoti Community Campus participated in this educational exchange. The itinerary was as follows:

| Time | Activity |
|----------|--|
| 8:00 AM | Departure from hotel |
| 9:30 AM | Arrival at Janamaitri Multiple Campus |
| 9:45 AM | Formal greeting and welcome session |
| 10:15 AM | Introduction and orientation by JMC Principal |
| 10:45 AM | Interactive session with administrative team |
| 11:30 AM | Observation of digital library and IT facilities |
| 12:15 PM | Campus tour (labs, auditoriums, classrooms) |
| 1:00 PM | Lunch break and informal networking |
| 1:45 PM | Discussion with students and faculty |
| 2:30 PM | Group photo and feedback session |
| 3:00 PM | Departure for Gyanjyoti Team |

4.2 Areas of Focus During the Visit

1. Digital Lab and Library Observation

JMC's IT-enabled library with OPAC systems, digital database subscriptions, and student-friendly access policies were observed and discussed.

2. Leadership Training Models

The campus has a leadership orientation program for both teaching and administrative staff. Modules include time management, academic leadership, and institutional planning.

3. Classroom and Infrastructure Management

Classrooms were technologically upgraded with smart boards and ergonomic seating. Cleanliness and resourcefulness were noted.

4. Academic Council Interaction

The delegation observed how the Academic Council functions as a decision-making and quality assurance body at JMC, including the process of curriculum updates and review meetings.

5. Skill Development and Entrepreneurship Initiatives

JMC's unique initiative of running non-credit courses for skill enhancement in IT, language, and entrepreneurship was highly inspiring. The success of its student-led startup incubator was discussed.

4.3 Attendee Details from Gyan Jyoti Community Campus

| S.N. | Name | Designation |
|------|---------------------|-----------------------------|
| 1 | Dhana Bdr. Giri | CMC Chairperson |
| 2 | Bishnu Bdr. Luitel | CMC Member |
| 3 | Nabaraj KC | CMC Member |
| 4 | Ghana Bdr. Khatri | CMC Member |
| 5 | Karna Bdr. Bhujel | CMC Member |
| 6 | Ganesh KC | CMC Member/Ward Chairperson |
| 7 | Uttam Phuyal | Student Rep., CMC |
| 8 | Nabaraj Ghimire | Teacher |
| 9 | Ranju Devi Dahal | Librarian |
| 10 | Susma Ghimire | Student |
| 11 | Dipikshya Luitel | Student |
| 12 | Ramesh Khatri | Student |
| 13 | Ramesh Bishankhay | Student |
| 14 | Mahesh Kumar Subedi | Asst. Campus Chief |
| 15 | Om Prakash Khanal | Campus Chief |
| 16 | Ganesh Pd. Kattel | Teacher & CMC Member |

4.4 JMC Representatives Who Facilitated the Visit

| S.N. | Name | Designation |
|------|--------------------------|------------------------|
| 1 | Bhola Nath Ojha | Campus Chief |
| 2 | Tika Datta Subedi | Assistant Campus Chief |
| 3 | Dipak Singh | Administrative Head |
| 4 | Narayan Prasad Gyawali | Library Head |
| 5 | Rabi Maharjan | Accountancy Head |
| 6 | Bhimsa Raj Paudyal | Examination Head |
| 7 | Shree Krishna Thapamagar | Computer Lab Assistant |

| S.N. | Name | Designation |
|------|-----------------------|-------------------------------------|
| 8 | Sudha Maharjan | Account Assistant |
| 9 | Bishnu Basnet Chhetri | Exam Assistant |
| 10 | Lila Devi Adhikari | Staff Nurse |
| 11 | Eak Nath Paudyal | Exam Assistant |
| 12 | Gopi Lal Tamang | Office Helper |
| 13 | Kamal Tamrakar | Dept. of Computer & Mathematics |
| 14 | Rudra Hari Gyawali | Member |
| 15 | Bhanubhakta Panday | Dept. of Education & Social Science |
| 16 | Ramesh Tripathi | Member |

Chapter 5: Class Observation & Campus Tour

5.1 Overview of Campus Environment

Upon arrival at Janamaitri Multiple Campus (JMC), the delegation from Gyan Jyoti Community Campus was welcomed with warmth and hospitality. The physical environment of the campus immediately gave the impression of a well-maintained academic institution. Located in a central area of Kathmandu, JMC's infrastructure reflected modern academic standards and a commitment to quality learning.

The team observed that the campus had a well-demarcated layout with clearly marked academic blocks, administrative buildings, and recreational spaces. Sanitation, landscaping, safety features, and signage were well managed, reflecting institutional discipline and student-centered planning.

5.2 Classroom Environment and Pedagogy

The classroom observation included both infrastructure and instructional settings. Key highlights included:

- **Smart Classrooms** with projectors, smart boards, and sound systems
- Comfortable **ergonomic seating** for students and faculty
- Proper **ventilation and lighting**, ensuring an ideal learning environment
- **Learning-centered pedagogy** with visible use of digital content and multimedia
- **Classroom attendance and assessment records** managed digitally

Faculty interaction with students was interactive and based on real-life examples. Students participated actively in discussions, suggesting a culture of academic freedom and inquiry.

Although the delegation could not witness full classroom sessions due to academic scheduling, conversations with students confirmed that teaching is delivered using student-centered approaches such as:

- Project-based learning
- Continuous internal assessments
- Classroom presentations and group tasks
- Use of Learning Management Systems (LMS)

5.3 Campus Tour: Key Observations

During the guided tour, the team visited several key departments and facilities:

5.3.1 Library and Digital Learning Center

- Equipped with hundreds of reference books, journals, and digitized resources
- Access to online databases and e-learning tools
- A user-friendly OPAC (Online Public Access Catalog) system
- Separate reading zones for students and faculty
- Wi-Fi-enabled learning zones

5.3.2 Science and Computer Labs

- Modern computer labs with high-speed internet and updated software

- Lab instructors available for guidance
- Practical-oriented curriculum integration
- Science lab equipped for fundamental experiments in Physics, Chemistry, and Biology

5.3.3 Health and Counseling Unit

- First aid and primary health service area
- Mental health and career counseling sessions offered
- Student welfare information desk

5.3.4 Auditorium and Seminar Halls

- Multi-purpose halls used for orientation, leadership programs, and cultural activities
- Well-equipped with presentation tools and sound systems

5.3.5 Faculty and Administrative Blocks

- Faculty rooms enabled for research and academic preparation
- Administrative processes such as admission, result publishing, and student record-keeping are digitized

This comprehensive tour offered an in-depth understanding of how effective campus layout and resource utilization significantly contribute to institutional success.



Chapter 6: Interaction Outcomes

6.1 Interaction with Campus Administration

The Gyan Jyoti Community Campus. team held formal discussions with Principal Bhola Nath Ojha and Assistant Principal Baburam Bhusal. Key points discussed included:

- **Janamaitri's QAA Journey:** From preparation to evaluation, and how internal audits and external peer reviews were handled
- **Equity Grant Utilization:** Use of UGC funds in upgrading physical infrastructure and e-learning systems
- **Strategic Planning:** Their five-year institutional development plan focusing on digitization, employability, and internationalization

This interaction inspired the Gyan Jyoti Community Campus. delegation to formulate a roadmap for QAA preparation, highlighting the need for consistent documentation and result-oriented strategy.

6.2 Interaction with Faculty Members

Faculty shared insights on:

- **Regular professional development training**
- Formation of **Subject Committees and Academic Councils**
- **Feedback mechanisms** from students to enhance classroom effectiveness
- Collaborative research culture and publications in campus journals

They emphasized **action-based teaching** and **experiential learning** as their pedagogical priorities.

6.3 Interaction with Non-Teaching Staff

Administrative staff offered a practical view of:

- **E-attendance and biometric systems**
- **Online examination registration**
- Efficient handling of student grievances through digital portals
- Regular staff evaluations and IT training

Their message was clear: efficiency and professionalism are necessary to modernize institutional processes.

6.4 Student Group Discussions

Student interactions were held informally over lunch and in discussion spaces. The students proudly shared:

- Participation in skill-based, non-credit courses (such as IT, language, and leadership)
- Engagement in **student clubs**, social projects, and career orientation programs
- Exposure to **internships and entrepreneurship training**
- Access to digital libraries and remote learning options

They showed enthusiasm in explaining how JMC promotes active learning, discipline, and social responsibility.

6.5 Insights on Institutional Culture

Across all discussions, a few themes were recurrent:

- **Accountability and performance tracking** were central to both faculty and students
- **Internal Quality Assurance Committees (IQACs)** played a pivotal role in monitoring progress
- The spirit of **collaborative leadership** pervaded all levels—from campus chief to student leaders

Chapter 7: Key Learnings from Janamaitri Multiple Campus

7.1 Introduction

The peer learning visit to Janamaitri Multiple Campus (JMC) was a transformative experience for the delegation from Gyan Jyoti Community Campus. It provided an excellent opportunity to witness first-hand the institutional practices and strategies adopted by a QAA-certified model institution. The visit facilitated exposure to diverse academic, administrative, and technological innovations that can potentially be adapted by Gyanjyoti Community Campus.

7.2 Institutional Governance and Leadership

One of the most inspiring aspects of the visit was JMC's approach to academic leadership and governance. Key features included:

- A **structured Academic Council** responsible for curriculum decisions, semester plans, and teacher training.
- Clearly defined **roles for CMC (Campus Management Committee)**, IQAC, and department heads.
- **Transparent communication systems** between administration, faculty, students, and stakeholders.
- Regular **leadership training workshops** that empower both teaching and non-teaching staff.

7.3 Quality Assurance Mechanisms

Janamaitri's commitment to quality education was evident in their successful QAA certification and institutional self-assessment reports. The practices that stood out included:

- Formation of a dedicated **Internal Quality Assurance Committee (IQAC)**.
- Periodic **academic and administrative audits**.
- Use of **student feedback** to improve teaching and services.
- Maintenance of **academic records and improvement plans** for each faculty and department.

These practices offer a template for quality assurance that Gyanjyoti can emulate in its journey toward institutional accreditation.

7.4 Digitization and Technological Integration

Technology was seamlessly integrated into Janamaitri's academic environment. Notable innovations included:

- **Digital attendance tracking** for faculty and students.
- **Learning Management Systems (LMS)** that facilitate remote learning, uploading of course materials, and internal assessments.
- A **digitized library system** with OPAC, e-resources, and access to international journals.
- Use of **online grievance redressal platforms** and digital notice boards.

This level of digitization demonstrates how technology enhances efficiency, transparency, and inclusivity in education.

7.5 Curriculum Innovation and Non-Credit Programs

JMC's initiative in offering non-credit courses for skill development was particularly impressive. Some highlights were:

- Courses in **IT, English language, entrepreneurship, and soft skills.**
- Structured workshops and **seminar series** on contemporary issues.
- Collaboration with external experts and industries for **career-readiness programs.**
- A system that **encourages students to create business ideas and prototypes.**

This flexible and innovative model complements the traditional academic curriculum and empowers students for employment and enterprise.

7.6 Student-Centered Learning

Janamaitri promotes an inclusive and student-focused culture through:

- **Student clubs and unions** with leadership roles and decision-making power.
- Periodic **career counseling sessions** and **mental health workshops.**
- Scholarships and **need-based financial aid.**
- **Extracurricular and co-curricular events** that enrich student experience.

The emphasis on nurturing well-rounded individuals instead of just academic achievers resonated strongly with Gyan Jyoti's vision.

Chapter 8: Comparative Analysis

8.1 Institutional Readiness and Resources

| Criteria | Gyanjyoti Community Campus | Janamaitri Multiple Campus |
|-----------------|----------------------------|----------------------------|
| Location | Rural (Okhaldhunga) | Urban (Kathmandu) |
| Infrastructure | Developing | Fully developed |
| ICT Integration | Limited | Advanced |
| Library & Lab | Basic | Digitized and modern |
| Student Size | ~200 | ~1500 |
| QAA Status | Not Certified | QAA Certified |

Gyan Jyoti lacks the technological and infrastructural maturity of Janamaitri, but this gap represents an opportunity for development, not a constraint.

8.2 Academic Governance

Gyan Jyoti has a functioning CMC, but **lacks systematic academic governance bodies** like an Academic Council and IQAC. Janamaitri's layered structure allows for strategic planning and periodic academic reforms—an essential area for improvement at Gyan Jyoti.

8.3 Teaching-Learning Practices

While Gyan Jyoti uses traditional lecture-based models, Janamaitri adopts **modern pedagogies** such as:

- Multimedia-based teaching
- Experiential and project-based learning
- Internal continuous assessments
- Real-time feedback mechanisms

Bridging this gap will require **faculty training** and resource enhancement at Gyan Jyoti.

8.4 Leadership and Professional Development

JMC has established leadership training for faculty and non-teaching staff. At Gyan Jyoti, such activities are rare. A **planned capacity-building program** must be initiated, supported by the Equity Grant framework and UGC partnerships.

8.5 Skill Development and Entrepreneurship

JMC has built a robust ecosystem of skill-building, whereas Gyan Jyoti has yet to introduce structured non-credit programs. Developing a **Skill Development Cell** at Gyanjyoti could replicate this success.

8.6 Digital and Administrative Systems

JMC has digitized its academic and administrative workflows. In contrast, Gyan Jyoti still uses manual systems for student records, assessments, and notices. The transition to **e-office systems and student portals** is vital.

8.7 Inclusivity and Student Welfare

Janamaitri offers:

- Financial aid systems
- Gender equity programs
- Career counseling and mentorship
- Health and counseling centers

Gyanjyoti can adopt similar services incrementally, starting with student counseling and mentorship.

Chapter 9: Implementation Plans at Gyan Jyoti Community Campus

9.1 Introduction

The peer learning visit to Janamaitri Multiple Campus was not merely observational—it has inspired actionable reforms at Gyan Jyoti Community Campus (GCC). Drawing from insights and best practices, GCC has developed an implementation framework categorized into **short-term**, **mid-term**, and **long-term plans** that align with UGC's quality improvement agenda.

9.2 Short-Term Plans (Within 6 Months)

These initiatives are foundational and require minimal financial or technical input.

1. **Formation of an Internal Quality Assurance Committee (IQAC)**
 - o Establish a multi-stakeholder committee to lead QAA preparation and quality audits.
 - o Assign clear roles to teachers, non-teaching staff, and students.
2. **Digital Notice Board and e-Documentation System**
 - o Transition from paper-based announcements to digital displays and cloud storage.
3. **Weekly Academic Meetings**
 - o Regular staff meetings to plan, review, and improve classroom delivery.
4. **Student Feedback Mechanism**
 - o Introduce course feedback forms and suggestion boxes.
 - o Analyze feedback for actionable teaching improvements.
5. **Library Upgradation**
 - o Begin cataloging books for digitization.
 - o Assign a librarian to initiate OPAC system planning.
6. **Peer Mentoring Sessions**
 - o Assign senior students as mentors for juniors to support learning continuity.

9.3 Mid-Term Plans (6 Months – 1 Year)

These focus on pedagogical and administrative reform.

1. **Digitization of Library and Academic Records**
 - o Train staff in library management software and digital archiving.
2. **Classroom Infrastructure Development**
 - o Install projectors and smart boards in 3–5 classrooms.
 - o Create a pilot "smart classroom."
3. **Launch of Non-Credit Courses**
 - o Offer soft skills, basic computer literacy, and English-speaking classes.
4. **Student Clubs and Leadership Cells**
 - o Establish formal student-run units for debate, IT, environment, and literature.
5. **Initiate Research Culture**
 - o Encourage faculty to write and publish articles.
 - o Collaborate with local NGOs and institutions on community research.
6. **Digitally Enabled Grievance Cell**
 - o Develop an email and form-based complaint system for students.

7. Teacher Training Programs

- Host quarterly workshops on effective pedagogy and digital tools.

9.4 Long-Term Plans (1–3 Years)

These require sustained effort, investment, and external collaboration.

1. Apply for QAA Certification

- Complete the self-assessment report and prepare for peer review.
- Implement a continuous quality assurance cycle.

2. Build an Entrepreneurship and Innovation Center

- Partner with local industries to foster student startups and skill incubation.

3. Expand Internet and IT Infrastructure

- Equip the entire campus with Wi-Fi.
- Develop a digital learning platform (LMS).

4. Institutional Strategic Plan 2082–2087

- Formulate a 5-year roadmap covering academics, administration, and community services.

5. Establish a Counseling and Career Guidance Cell

- Offer psychological counseling, job readiness training, and career planning.

6. Faculty Exchange Program

- Initiate a MoU with Janamaitri for mutual exchange of faculty members for seminars and guest lectures.

7. Community Outreach Programs

- Organize health camps, adult literacy, and financial literacy campaigns with student involvement.

Chapter 10: Impact on Stakeholders

10.1 Impact on Students

The peer learning initiative has generated significant interest among students. Key observed impacts include:

- **Increased Motivation:** Students who participated in the visit returned inspired by JMC's extracurricular environment and student facilities.
- **Awareness of Global Standards:** Understanding what is possible in an academic institution has shifted student expectations and aspirations.
- **Skill-Oriented Mindset:** Exposure to JMC's non-credit programs encouraged interest in practical and entrepreneurial education.

Students have already expressed interest in initiating **clubs**, organizing small **seminars**, and starting **English conversation circles** at GCC.

10.2 Impact on Teachers

The faculty gained a deeper appreciation of:

- **Modern Pedagogical Techniques:** Interactive learning, blended models, and assessment practices.
- **Institutional Accountability:** Regular audits and structured governance observed at JMC.
- **Leadership Development:** Importance of academic leadership in strategic decision-making.

A few faculty members are now engaged in designing **new teaching modules** and have started informal **peer review** of their classroom delivery.

10.3 Impact on Administrative Staff

Administrative staff benefited from:

- Exposure to **digital systems** of record keeping and student management.
- Ideas for **student support systems**, especially counseling and feedback handling.
- Models of **service delivery** with transparency and efficiency.

Plans are already in motion to digitize attendance, admission, and exam records beginning next academic year.

10.4 Impact on Campus Management Committee (CMC)

CMC members understood:

- The value of **strategic planning** and documentation.
- Their role as more than just oversight—they are **change facilitators**.
- The need to **mobilize community and alumni** for infrastructure development.

Several CMC members are now actively pursuing **local partnerships** for resource generation and planning a **fundraising campaign**.

10.5 Institutional Culture Shift

Perhaps the most profound outcome is the emerging **culture of innovation and collaboration**. The campus is beginning to operate with:

- A **growth mindset**, acknowledging weaknesses and seeking improvements.
- A **shared vision** across all levels—students, teachers, and administration.
- A new sense of **interconnectedness** with the national academic community.

Chapter 11: Challenges Faced During the Peer Learning Visit

11.1 Overview

While the peer learning experience at Janamaitri Multiple Campus (JMC) was overwhelmingly positive and insightful, the delegation from Gyan Jyoti Community Campus encountered several logistical, structural, and situational challenges before, during, and after the visit. Recognizing these challenges is essential for planning better future academic exchanges and refining the effectiveness of peer learning models.

11.2 Pre-Visit Challenges

11.2.1 Logistical Preparation

- The remote location of Gyan Jyoti Community Campus in Okhaldhunga posed **transportation and accessibility challenges**, requiring careful coordination of travel.
- Arranging accommodations, meals, and transportation for a 16-member team involved **budgetary limitations** and time-bound planning.

11.2.2 Administrative Coordination

- Finalizing visit dates, permissions, and confirmation from Janamaitri took longer than expected due to **institutional calendars** and **examination schedules** at both campuses.
- Compiling and preparing peer learning tools (checklists, questions, and forms) required multiple iterations.

11.3 On-Site Challenges

11.3.1 Limited Time for Observation

- The visit lasted approximately 6–7 hours, which **restricted in-depth observation** of all departments and activities.
- Due to the academic calendar and ongoing administrative responsibilities at JMC, **live classroom observations** were not feasible.

11.3.2 Student Interaction Constraints

- Student representatives available during the visit were primarily from the **management stream**. Inclusion of science, humanities, ICT, and semester-based students could have **enriched feedback diversity**.

11.3.3 Language and Communication Barriers

- Though minor, a few **technical terms and digital tools** explained by JMC faculty required clarification for full understanding by the Gyanjyoti team, especially those less familiar with ICT.

11.4 Post-Visit Challenges

11.4.1 Data Consolidation

- Compiling all observational, interactional, and photographic data from multiple participants required additional time and coordination.
- Some photographs and documents were **incomplete or improperly labeled**, causing delays in documentation.

11.4.2 Implementation Readiness

- While the team returned with enthusiasm, **limited infrastructure and funding** at Gyanjyoti make immediate adoption of digital and academic reforms difficult without external support.

11.5 Recommendations to Overcome Future Challenges

- **Extend visit duration** to 2–3 days to allow class observations, deeper discussions, and live activity participation.
- Ensure **diverse student engagement** by requesting the host campus to involve participants from all faculties and programs.
- Allocate **pre-visit training** for team members on observation tools, digital tools, and institutional documentation.
- Utilize **audio-visual recording tools** for complete and verifiable documentation.
- Design a **follow-up support plan** with the host institution to guide implementation at the visiting campus.

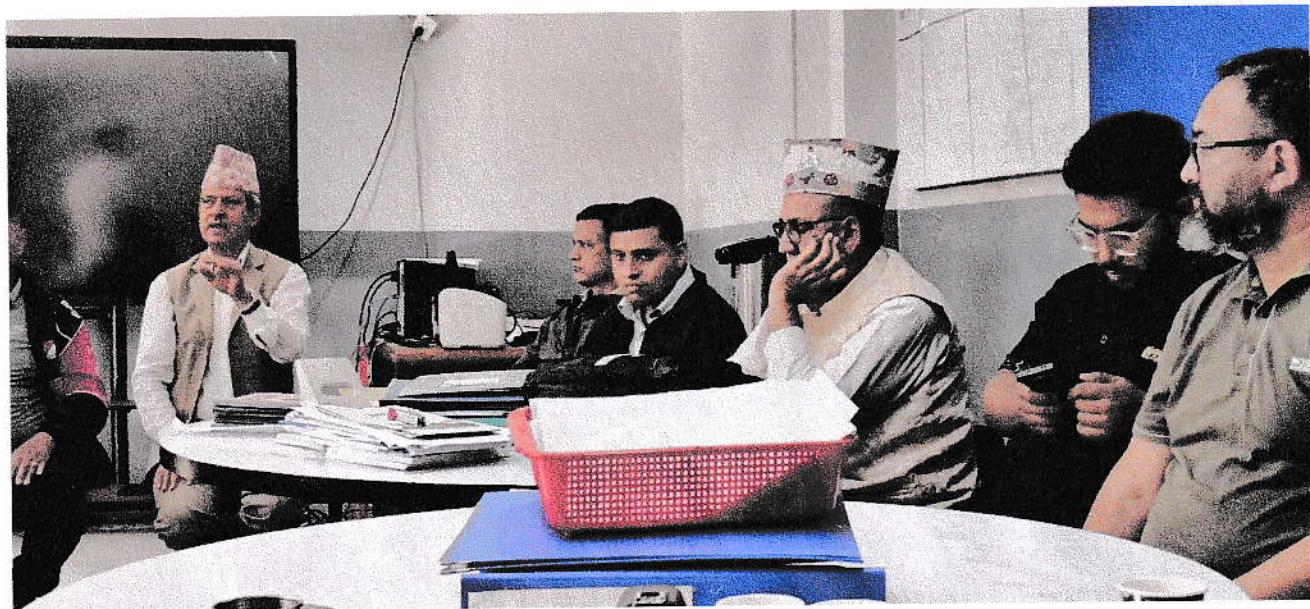
Chapter 12: Photographic Documentation

12.1 Purpose of Visual Documentation

Photographs were taken during the peer learning visit to:

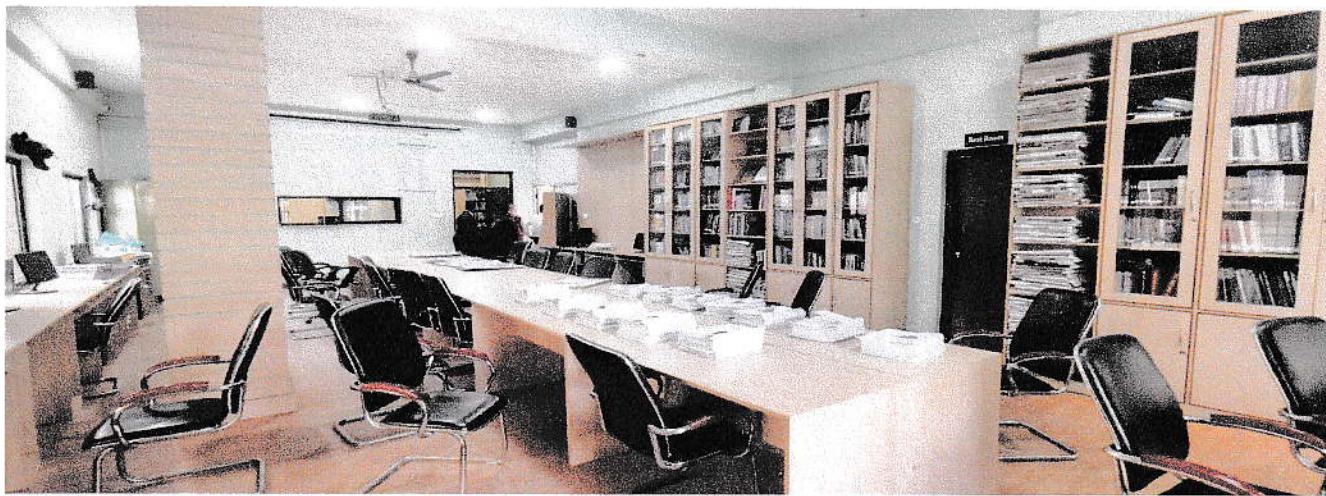
- Serve as **evidence** of activities and institutional engagement.
- Capture the **dynamics of interaction**, facility observation, and the physical environment of Janamaitri Multiple Campus.
- Assist in **report compilation**, presentations, and future institutional references.

12.2 List of Photographic Evidence Collected





Chon, Olafur





12.3 Notes on Visual Content Quality

- All photographs were taken using **smartphones and DSLR cameras** from the team.
- Images were stored and labeled in folders categorized by activity.
- Select images have been chosen for inclusion in this report, while others will be maintained in institutional archives and the Gyanjyoti campus website for official reference.

Chapter 13: Experts and Resource Persons Involved

13.1 Purpose of Expert Involvement

The effectiveness of peer learning visits hinges on the expertise and willingness of host institution leaders to share knowledge, provide insights, and guide interactions. The Janamaitri Multiple Campus (JMC) leadership and staff played a vital role as facilitators and knowledge-sharing partners. Their cooperation, openness, and professionalism were instrumental in making the learning experience successful for the Gyan jyoti Community Campus (GCC) delegation.

13.2 Key Experts and Resource Persons from Janamaitri Multiple Campus

| S.N. | Name | Designation | Role in Visit |
|------|------------------------------|---------------------|---|
| 1 | Bhola Nath Ojha | Principal | Chief facilitator; overview of JMC structure, QAA process, strategic vision |
| 2 | Baburam Bhusal | Assistant Principal | Coordinator of logistics; explained campus academic planning and staff roles |
| 3 | Department Heads | Faculty Leads | Guided visitors through classrooms and academic departments |
| 4 | Librarian and IT Coordinator | Staff Leads | Demonstrated digital systems, OPAC software, and student usage stats |
| 5 | CMC Representatives | Governance | Shared perspectives on policy, resource mobilization, and community involvement |
| 6 | Student Leaders | Campus Ambassadors | Provided student perspectives on services, activities, and academic culture |

Their coordinated efforts created an environment of trust, transparency, and mutual respect, allowing the visiting team to explore without hesitation and gain authentic insight.

13.3 Contribution Areas

- **Administrative Transparency:** Explaining documentation, reports, and QAA compliance.
- **Technology Integration:** Demonstrations on digital platforms and automation.
- **Academic Systems:** Exposition of semester system, assessments, and innovation in pedagogy.
- **Student Engagement:** Introduction to student clubs, peer mentors, and informal learning practices.
- **Institutional Culture:** Sharing philosophies, values, and team dynamics of JMC.

13.4 Experts from Gyan Jyoti Community Campus

The visiting team also included academic and administrative leaders who served dual roles as learners and local experts capable of contextualizing the insights into actionable plans.

| S.N. | Name | Designation | Area of Contribution |
|------|----------------------------|------------------------|---|
| 1 | Om Prakash Khanal | Campus Chief | Team leader; identified transferrable practices |
| 2 | Mahesh Kumar Subedi | Assistant Campus Chief | Led observations on teaching systems |
| 3 | Dhana Bdr. Giri | CMC Chairperson | Oversaw governance-related discussions |
| 4 | Ganesh Pd. Kattel | Teacher/CMC Member | Pedagogical insights and comparative analysis |
| 5 | Ranju Devi Dahal | Librarian | Liaised on library digitization practices |
| 6 | Uttam Phuyal | Student Representative | Engaged in peer-to-peer learning discussions |

Chapter 14: Feedback from Participants

14.1 Feedback from Gyan Jyoti Faculty and Staff

Faculty and staff of Gyan Jyoti Community Campus expressed deep appreciation for the opportunity and insights gained. Their key reflections included:

a) *Teaching Faculty*

- "It was empowering to witness how pedagogy can blend with technology without losing personal touch."
- "The visit gave me ideas on interactive learning, especially regarding project-based assignments and blended assessments."

b) *Administrative Staff*

- "Digitized recordkeeping was a revelation. It would save time and help reduce human error."
- "Seeing how a transparent system improves stakeholder trust encouraged me to advocate for reform at our campus."

14.2 Feedback from Students

The student representatives from Gyan Jyoti displayed enthusiasm and optimism after the visit. Their key takeaways included:

- "We saw how students at JMC lead initiatives and work on real-world problems through clubs."
- "The career-oriented skill courses inspired us to demand similar opportunities at our own campus."
- "Interacting with JMC students made us feel connected to a national network of learners."

14.3 Feedback from Janamaitri Representatives

- "The visiting team from Gyan Jyoti was curious, sincere, and respectful. It was our pleasure to host them."
- "We hope the ideas shared will be localized effectively. We're open to deeper collaboration in the future."

14.4 Overall Reflections

The feedback gathered reflects a **shift in mindset**, particularly among students and mid-level faculty. A greater appreciation for **quality assurance, innovation, and student-centered learning** has emerged

across stakeholder groups. While there is acknowledgment of existing limitations, the visit ignited a belief that systemic change is possible, even in resource-limited settings.



Chapter 15: Recommendations

15.1 Institutional Development Recommendations for Gyan Jyoti Community Campus

The visit to Janamaitri Multiple Campus (JMC) served as a model experience, offering numerous actionable insights. Based on observation, interaction, and comparative analysis, the following recommendations are proposed to Gyan Jyoti Community Campus (GCC) for institutional improvement:

A. Academic Enhancement

1. **Establish an Academic Council**
 - Form a dedicated council to review curricula, organize seminars, and monitor academic quality.
 - Empower departmental heads to lead subject-specific innovation.
2. **Introduce Non-Credit and Skill-Based Courses**
 - Start practical courses like spoken English, ICT literacy, and soft skills.
 - Collaborate with external experts or alumni for short-term modules.
3. **Adopt Student-Centered Pedagogies**
 - Encourage activity-based learning, class discussions, case studies, and project work.
 - Train teachers in flipped classroom and blended learning models.
4. **Launch Internal Assessment System**
 - Ensure formative evaluations are integrated into final grades to monitor progress throughout the semester.

B. Digitization and Technology Integration

1. **Digitize Library and Records**
 - Install OPAC systems and begin e-archiving student and faculty data.
 - Gradually move toward digital exams and result publication.
2. **Install Smart Boards and Multimedia Tools**
 - Upgrade at least one classroom into a digital smart room for pilot use.
3. **Develop a Campus Website and LMS**
 - Use digital platforms for course uploads, notices, and student interaction.

C. Administrative and Governance Reforms

1. **Form an Internal Quality Assurance Committee (IQAC)**
 - Responsible for QAA preparation, report submissions, and quality tracking.
2. **Document and Archive Institutional Records**
 - Maintain a repository of decisions, meeting minutes, project reports, and achievements.
3. **Develop Strategic Plan (2082–2087)**

- Align short-term and long-term goals, with clear performance indicators and budget allocation.

D. Student Welfare and Engagement

1. **Initiate Student Clubs**
 - Establish debating, cultural, IT, sports, and environment clubs.
2. **Strengthen Counseling Services**
 - Provide academic, psychological, and career counseling.
3. **Launch a Student Grievance Redressal System**
 - Online and physical complaint boxes, tracked and reviewed by a designated committee.
4. **Introduce a Student Mentorship Programme**
 - Pair seniors with juniors for academic and social integration.

E. Institutional Partnerships

1. **Formalize MoU with Janamaitri Multiple Campus**
 - For exchange of faculty, training, curriculum benchmarking, and joint projects.
2. **Build a Peer Learning Network**
 - Join or initiate a regional cluster of community campuses for shared learning events.
3. **Engage with Local Industries**
 - For internship placements, guest lectures, and collaborative development.

F. Infrastructure Recommendations

1. **Upgrade Sanitation and Safety Facilities**
 - Improve restrooms, install first aid kits, fire extinguishers, and ensure disabled access.
2. **Develop Recreational Spaces**
 - Allocate space for physical activities and student wellness.
3. **Renovate Administrative and Academic Blocks**
 - Reorganize for efficiency, privacy, and digitized functionality.

G. QAA Readiness Plan

1. **Begin Self-Assessment Report (SAR) Drafting**
 - Create working groups to begin drafting the institutional SAR.
2. **Train Staff and Faculty on QAA Indicators**
 - Conduct sessions to build awareness of the nine QAA criteria.
3. **Use Janamaitri's SAR as a Model**
 - Study and adapt their QAA documents to align with GCC's context.

Chapter 16: Conclusion

16.1 Summary of Experience

The peer learning visit to Janamaitri Multiple Campus marked a milestone for Gyan Jyoti Community Campus. It served not only as an academic exposure tour but as a **transformative learning experience** that reinforced the significance of collaborative development, quality assurance, and institutional innovation. Every member of the delegation—from teachers and administrators to students—returned with enriched understanding, renewed motivation, and a clear vision for the future.

16.2 Institutional Value Gained

The visit helped:

- Build a roadmap for QAA preparation.
- Clarify strategies for campus digitization and academic leadership.
- Inspire the introduction of skill-based education.
- Foster belief in the capacity of community campuses to achieve excellence.

16.3 Culture Shift Initiated

A distinct **cultural shift** has begun at Gyanjyoti:

- **From passive teaching to active learning.**
- **From isolated operations to strategic networking.**
- **From traditional governance to quality-driven leadership.**

16.4 Final Reflection

While Janamaitri's infrastructure, size, and urban advantages may not yet be replicable at Gyan Jyoti, its values—**commitment to quality, student empowerment, institutional accountability, and innovation**—are universal. These values now serve as the guiding force behind Gyanjyoti's new trajectory.

Gyan Jyoti Community Campus pledges to carry forward the lessons learned, implement reforms in phases, and eventually emerge as a self-sustaining, QAA-certified, model community campus in Nepal.



Annexes

Annex A: Attendance Sheet of the Peer Learning Visit

Date of Visit: 12th Baisakh 2082 (24th April 2025)

Location: Janamaitri Multiple Campus, Kuleshwor, Kathmandu

Delegation from Gyan Jyoti Community Campus:

| S.N. | Name | Designation | Affiliation |
|------|---------------------|------------------------------|-----------------------------|
| 1 | Dhana Bdr. Giri | CMC Chairperson | Gyan Jyoti Community Campus |
| 2 | Bishnu Bdr. Luitel | CMC Member | Gyan Jyoti Community Campus |
| 3 | Nabaraj KC | CMC Member | Gyan Jyoti Community Campus |
| 4 | Ghana Bdr. Khatri | CMC Member | Gyan Jyoti Community Campus |
| 5 | Karna Bdr. Bhujel | CMC Member | Gyan Jyoti Community Campus |
| 6 | Nabaraj Ghimire | CMC Member | Gyan Jyoti Community Campus |
| 7 | Ganesh KC | CMC Member, Ward Chairperson | Gyan Jyoti Community Campus |
| 8 | Uttam Phuyal | Student Representative, CMC | Gyan Jyoti Community Campus |
| 9 | Ranju Devi Dahal | Librarian | Gyan Jyoti Community Campus |
| 10 | Susma Ghimire | Student | Gyan Jyoti Community Campus |
| 11 | Dipikshya Luitel | Student | Gyan Jyoti Community Campus |
| 12 | Ramesh Khatri | Student | Gyan Jyoti Community Campus |
| 13 | Ramesh Bishankhay | Student | Gyan Jyoti Community Campus |
| 14 | Mahesh Kumar Subedi | Asst. Campus Chief | Gyan Jyoti Community Campus |
| 15 | Om Prakash Khanal | Campus Chief | Gyan Jyoti Community Campus |
| 16 | Ganesh Pd. Kattel | Teacher, CMC Member | Gyan Jyoti Community Campus |

Annex B: Sample Peer Learning Checklist

Peer Learning Checklist

This checklist was used during the visit to Janamaithri Multiple Campus to guide observations, discussions, and data collection.

| S.N. | Area of Observation | Key Questions | Findings |
|------|----------------------------------|--|---|
| 1 | Leadership and Governance | How does JMC ensure quality governance? | Clear roles for academic council; quarterly meetings. |
| 2 | Teaching Pedagogies | What methods are used to engage students? | Project-based learning, multimedia integration. |
| 3 | Curriculum | Is there an innovation in course offerings? | Introduction of non-credit skill courses. |
| 4 | Library and Digital Tools | How is the library system modernized? | OPAC system, digital archives, online databases. |
| 5 | Campus Infrastructure | Are classrooms and facilities up to date? | Smart classrooms, clean campus with adequate safety features. |
| 6 | Student Engagement | How are students involved outside the classroom? | Student clubs, cultural events, peer mentoring. |
| 7 | Administrative Systems | Are records and attendance digitized? | Yes, digital tracking of student data and faculty attendance. |

Annex C: Sample Questionnaire Used for Feedback Collection

The following questionnaire was distributed to participants from both Gyanjyoti and Janamaithri to gather feedback on the peer learning visit.

Peer Learning Feedback Questionnaire

Participant Name: _____

Designation: _____

Institution: _____

Date: _____

1. How would you rate the overall peer learning experience?

- Excellent
- Good
- Fair
- Poor

2. Which area of JMC did you find most useful for future implementation at Gyanjyoti?

- Academic Governance

- Pedagogical Methods
- Student Engagement and Welfare
- Technology Integration
- Infrastructure Development

3. Did the visit enhance your understanding of quality assurance?

- Yes
- No
- Somewhat

4. What specific improvements would you suggest for Gyanjyoti Community Campus based on your observations?

5. Do you feel more motivated to implement the changes discussed during the visit?

- Yes
- No
- Maybe

6. Any additional comments or suggestions?

