# Content

**ABBREVIATIONS**

MDGC: Maiya Devi Girls' College
IQAC  : Internal Quality Assurance Cell
KPI     : Key Performance Indicator
CMC   : College Management Committee
HEI     : Higher Educational Institution

# PREFACE

Maiya Devi Girls' College Key Performance Indicators has been endorsed by the College Management Committee (CMC) in Bharatpur-10, Chitwan on Magh 10, 2076.

A key performance indicator is a type of performance measurement that helps an academic organization to understand how the institution as a whole or its constituent parts are performing and allows you to understand if its heading in the right direction with the common acknowledged strategy. For a large institution dedicated to quality and efficacy in teaching-learning, there are hundreds of such norms to select from. We furnish loud and clear a narrowed list of eight critical education KPIs with their sub-headings that are categories specific to education management. The institution reiterates no stone shall be left unturned to track them in the form of audit report every year at the closure of an academic session. **The academic audit preparation shall be the obligation of IQAC to be tabled before the CMC for necessary understanding, appreciation and recommendations.**

This KPI is in consonance with the proclaimed plan and strategy as outlined in the Educational Master Plan 2020-2019 and Strategic Plan 2010-2029 that visualize the roadmap for the physical environment of the college. This will be re-visited periodically to make it steady with the declared motto, mission, vision, goals and objectives of the establishment as distinguished public institution exclusively dedicated to the higher education of single-gender girls only. The indicators emphasize the day-to-day efficiency and functionality of the college and attempts to address the institution's priority areas including academic excellence, student success, human resources management, sustainability, financial stability, and community engagement.

**Purpose**

A Key Performance Indicator is a measurable value that demonstrates how effectively an institution is committed to achieving quality and standard in higher education objectives. Organizations use KPIs at multiple levels to evaluate their success at reaching targets. High-level KPIs may focus on the overall performance of the organization, while low-level KPIs may focus on processes in departments/divisions, human resources, collaboration, support and others.

**Task Force on Drafting Key Performance Indicators**

The creation of the plan was led by a task group chaired by the college principal and team included members of CMC, faculty, staff, alumni, student and the local community. The task force was primarily comprised of instructional and special services faculty Kedar Wagley and educational administrators, selected for their roles and perspectives at the college. However, that body employed full collaboration practices to ensure stakeholders were engaged, informed, and had every opportunity to provide input and feedback as the work unfolded. The task force has a long-term tenure and revisits it periodically.

# 1. INSTITUTIONAL PROFILE

## 1.1 Institutional Executive Summary

Maiya Devi Girls' College has a long history of offering higher education to girl students in the central region of the nation. Over the past two decades, it has seen the number of students it enrolls has increased by 50% only to see that number go through cycles of boom and bust along with trend registered in the nation. As it is celebrating its 20th anniversary, it is once again in a period of increasing enrollment. In addition, new mandates from the UGC are encouraging faculty and staff to critically examine how we ensure students achieve their goals for quality and standard. Further, changes in technology provide opportunities and challenges to the way we provide services and learning opportunities to students. These challenges represent an opportunity for the college to leverage its strengths—a collaborative, positive work environment; engaged faculty and staff; and a willingness to experiment—in order to create a better, more responsive learning environment that maximizes student potential.

## 1.2 Institutional Background

Maiya Devi Girls College had its beginnings in 2054 (1997AD) with plus -two level classes that were run in the premises of Chitwan Higher Secondary School in the morning shift. Eventually a distinguished social worker Miss Maiya Devi Shrestha came forward with a noble proposal to offer complete financial assistance in the purchase of housing plot and construction of concrete building to run the program independently. As a result, the present set up with 12 Kattha (4068 sq. m) of land and the main block with 22 rooms came up in 2057 BS (2000 AD). Ultimately affiliation from Tribhuvan University 2057 BS (2000 AD) brought the institution into strides. Over the years support from UGC and provincial and local government have contributed for further expansion of the infrastructure.

## 1.3 Institutional Current Enrollment Trend

By 2059 (2002 AD), when the main college opened in the prime location in ward -10, beside Chitwan Higher Secondary School, 610 students were enrolled in the new location in its plus and undergraduate programs in Arts, Management and education streams. With the explosive migration into Chitwan in the decade, number of the student population increased to 1378 in 2065 BS. The College continued to grow although by 2070 (2014 AD) it started to register decline accountable to various reasons like mushrooming of private colleges in the town, increasing charm in vocational education, leadership reluctance, administrative ignorance, lack of team spirit, lukewarm attitude of the College Management.

## 1.4 Institutional Motto

Higher Education for Women Empowerment

## 1.5 Institutional Vision

Maiya Devi girls' College will strive to provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

## 1.6 Institutional Mission

Maiya Devi girls' College is a safe, friendly, accessible environment where all girl students optimize their academic, career, and cultural development. It contributes to be a dynamic center for life-long learning fostering a comprehensive and enriching academic programs with vibrant extracurricular activities.

## 1.7 Institutional Goals

a) **Student Focus**: Meeting community and student needs by creating an educational environment and culture for students to attain a variety of goals.
b) **Excellence**: Maintain a high standard of performance leading to the achievement of academic and professional goals.
c) **Collaboration**: Seeking input from all sectors of the college and the community.
d) **Diversity**: Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported.
e) **Life-Long Learning**: Serving enthusiastic, independent thinkers and learners striving for personal growth.
f) **Integrity:** Behaving ethically in all interactions at all levels.
g) **Technological Advancement**: Keeping pace with global technology trends and enhancing traditional instruction with technology to prepare students for success in work place.

## 1.8 Institutional Objectives

a) Introduce market-oriented academic programs.
b) Enhance support for professional development of faculty and staff**.**
c) Seeking input from concerned stakeholders to keep the institution updated and deserving.
d) Creating a multi-ethnic, multi-cultural learning environment that respects every individual's values, goals and learning styles.
e) World class education shall be at door step to foster talent and make courses accommodating and qualitative those match society and labor market.
f) Communicate about the distinct image of the institution in clear and unambiguous words to all stakeholders.
g) Ensure extensive use of modern technology in teaching-learning and increase administrative efficiency

## 1.9 Institutional Current Academic Programs

As of 2020-21 academic session, the college has admitted students in under-graduate and master levels in education and management streams only. Over the years, the institution has obtained affiliation and approval in running various programs including BCA and BSW although various reasons have played their crucial influences and lack of prospective/interested students compelled the administration to cancel the program for the current academic year. About Master program, it offers and retains students in MBS in accountancy and finance whereas in MEd there are Health, English and Nepali specializations.

**2. SWOT Analysis**

**2.1 Strengths:**

a) It is generally felt that our infrastructure is reasonable if not superior.

b) Quality of instruction, examination, extra and co-curricular activities are satisfactorily conducted.

c) The college enjoys a positive reputation in the community/with similar colleges in the nation if not with the competitors in the locality.

d) It represents fairly sound strength in number of faculty and staff in comparison to the existing enrolment. Moreover.it has always been keeping pace with new recruitment as and when necessary.

e) Single Girls'-only College in the region that can be counted among the fingers of one hand only.

f)  Fairly satisfactory academic achievements in national average

g) Well-defined organizational structure with clear motto, vision, mission, goals and objectives

h) Distinguished personalities representing diverse fields from education, politics, social work, medicine, para-medicine, minorities, ethnicity, women in decision-making bodies

i) Regular support in financial assistance for infrastructure and institutional measures forthcoming from UGC, provincial and local government

j) Ready charity forthcoming from altruistic initiatives of College assembly and management committee members particularly for instituting scholarship fund. Almost 10 % of annual tuition fees being given back to needy and deserving students as fee-waivers. The existing tuition being the lowest in Chitwan which is below Rupees 1000 per month for yearly programs.

k) Sound academic environment in peaceful setting although it is located in a prime location of ward 10 of Bharatpur Metro.

l) Well-equipped computer lab, and effective teaching with projector

m) Comfortable, convenient, spacious and bright   classrooms with curtains

n) Playground for indoor games with volley ball court and tennis court

o) Quiet and attractive lush green garden well-maintained by an attendant on daily basis

**2.2 Challenges:**

The challenges of the institution are stated as follows:

a) Untrained non-teaching staff hampering efficiency in library, examination, administration and maintenance sections and also excessive rely on part-timers for major class load

b) Large class size particularly in undergraduate first year classes

c) Insufficient technological equipment like projectors, CCTVs etc.

d) Rising unhealthy competition particularly from private education providers
e) Rising cost to launch new market-savvy programs
f) Lack of regular financial support from government leading to excessive dependence on students' fee
g) Periodic increment on salaries of teaching and non-teaching staff
h) Lack of College bus to ferry to and fro for off-location students
i) Majority of students on roll belonging to lower economic class
j) Lack of owned hostel service
k) Lack of updated and resourceful auditorium hall and library
l) Unwanted interventions/interruptions by student leaders demanding undue attention and privilege.

## 2.3 Opportunities:
a) Introduction of market-savvy programs/ courses as per the need of time
b) Application of modern technology in teaching, learning and other activities.
c) Improvement of relation with community in seeking collaboration
d) Development of alternative economic resources by building relationship with stakeholders
e) Opportunities for the developing relationship with different commercial, industrial and financial institution for academic internship
f) Rising numbers of feeder higher secondary schools to supply prospective students for undergraduate admission
g) Increase in migration rate in Chitwan rising to demand of institution of higher education
h) Wide coverage due to geographical and climatic suitability

## 2.4 Threats
Threats for the college are:
a) Increasing migration rate may encourage private entrepreneurs to invest in private colleges that can pose threat to its sustenance and growth
b) Interests of students are rapidly changing to vocational short-term courses rather than the conventional liberal arts and management subjects which can drastically affect enrolment
c) Threat of insufficient infrastructure which is necessary to serve increasing no. of students.
d) Open environment and changed socio-cultural mores motivating girls towards co-education.

**3. Key Performance Indicator:**

**3.1 Academia**

a) **Graduation Rate**: This KPI determines the number of students who completed their undergraduate or post-graduate degree course within the normal time frame. We ensure to have Tracer study Report to be prepared to implement this criterion and also comply necessary provisions for tracking transfers in and out of the institution. EMIS cell will maintain automated and integrated annual institutional record.

b) **Graduate Satisfaction**: Graduate satisfaction data are collected through telephone surveys conducted by an external consultant or active cell within an HEI preferable some months after the students graduate. The results of this survey provide valuable information on graduate outcomes and the graduates' satisfaction with their college education.

c) **Employer Satisfaction**: After graduate satisfaction survey, a suitable procedure may be undertaken on the graduates' authorization, their employers are contacted by the same external consultant or active cell within an HEI to survey to their satisfaction with the colleges' preparation of graduates in order to meet employers' needs.

d) **Awards**: This metric looks at the number of awards granted to students and/or faculty and staff during each academic calendar year.

e) **Research Grants**: This metric examines the percentage of the grant students and/or faculty received versus those that were applied for. Update record will also be maintained about total annual grants.

f) **Student Attendance Rate**: Determining the number of students that have achieved, say, 90% attendance during a given semester or academic year is vital to track. We have practices to target and measure daily attendance accordingly.

**3.2 Finance**

a) **Percentage of Students on Scholarship**: This metric calculates the number of students receiving some kind of financial assistance, like scholarship /fees waivers or government aid. In an HEI, it is rational to identify those students who obtain financial assistance being disadvantaged community members as government follows such reservationist and protectionist policy.

b) **Grant Money**: It's important to track fundraised for an institution through endowments, donations, forthcoming as charity particularly for instituting scholarship fund.

c) **Tuition Costs**: This metric examines the cost to each student in a given scholastic timeline (i.e. a year or semester) to attend the institution and also in comparison to the tuition fees charged for similar program in the HEis in the local, regional and national level.

d) **Student to Faculty Ratio**: HEI may want to examine this metric to ensure students are receiving the proper attention. In most cases, the lower the student to faculty ratio is, the better.

e) **Cost Per Student**: This metric calculates every cost an institution incurs to educate each student. This might include infrastructure maintenance, teacher and staff salaries, books and stationary costs, food and refreshment costs, and much more.

f) **Faculty to Administration Ratio**: If this ratio is too low—say, if an HEI has only two administrators for 50 faculty members—there may be issues with scheduling, organization, and finances and overall management.

## 3.3 Curriculum

a) **Percentage Students in market-oriented Programs**: This metric reveals information about the number and percentage of students taking, say, a market-savvy academic program like BCA in comparison to number and percentage of students taking conventional academic course. The higher the enrolment in market-oriented program, the higher students' satisfaction and consequently intuitional success.

## 3.4 Faculty

a) **Percentage of Faculty with Advanced Certifications or Degrees**: In higher education, this metric may be important for recognition, grant money, or simply the reputation of the HEI in the local, regional or national arena,

b) **Number of Training Sessions Per Year:** Ensuring faculty members are in touch with the latest teaching methods or technologies helps ensure that students receive the best educational experience.

c) **Faculty & Staff Attendance Rates**: If a given institution has a low attendance rate from faculty and staff members, this can have a negative effect on the organization as a whole. Timelines can be thrown off, and time and money are spent finding substitutes or temps.

d) **Faculty & Staff Retention Rate**: Not only does a high retention rate help students and professors build better rapport, but education management also doesn't have to retrain new employees as regularly.

## 3.5 Facilities

a) **Classroom Utilization Rate**: This metric examines whether an organization is making the best use of your campus space and keeping classes as full as possible. For better utilization time shifts may be introduced to make full potentiality of the existing infrastructures.

### 3.6 Technology

a) **Percentage of Classes Using Technology**: With the changed modes in teaching-learning delivery methods, it is desirable the high the number/percentage of classes in HEI using the technologies/e-learning devices that have been provided to students, the better.

b) **Percentage of Administrators Using Technology**: Both teachers and administrators should be using the e-learning/ classroom-based technologies they've been provided for lessons, projects, or activities—and this metric should make one aware of whether that is happening or not.

c) **Social Media Engagement**: The analytics that you often track through social networking platform like Facebook, for example, will reveal how well your public information cell is performing to engage stakeholders if the feedback of the HEI in its overall performance.

### 3.7 Transportation

a) **Percentage of Students Who Take Public Transit**: A large organization will want to track whether students are using the transportation options that have been provided to them by the institution, municipality, or state.

b) **Percentage of Self-Commuting Students**: Month-to-month or year-to-year, the admissions office will likely want to track what percentage of students commute—as this is directly tied to how much parking and on-campus housing may be needed.

c) **Cost of Transit**: Tracking your cost per student of busses will allow you to analyze if you have an appropriate bus route or if you need to get creative about getting your students to class.

### 3.8 Housing

a) **Housing Infrastructures:** The overall student satisfaction is impacted by factors like if you have housing/dormitories for your students. On-campus or off-campus housing facilitated by shuttle service greatly amounts to add safety, convenience and satisfaction of students. Tracking of the Percentage of students living on college housing rate allows administrators to ensure that there is enough room (or too much room) for students on college infrastructure and that this stays in line with the long-term strategy of the institution.