

Environmental and Social Development Unit

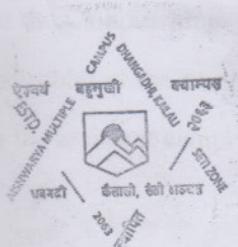
Guidelines 2024

Aishwarya Multiple Campus (AMC)
Affiliated to Tribhuvan University

Prepared by:

Environmental and Social Development Unit

Date: July 10 2025



Hant

Social and Environmental Development Unit Guidelines 2024

Aishwarya Multiple Campus (AMC)
Affiliated Tribhuvan University

1 Preamble

Recent works in social development have emphasised the need for a dynamic and more comprehensive way to develop the model. This is because of the inconsistency of the concept of the social development framework itself, along with its features, definitions and dimensions. Furthermore, most of the existing social development frameworks are not fully compatible and sufficient to reflect the dynamic of social development. One of the most significant current debates in developing a social development framework is focusing on the physical and material dimensions at the expense of non-material aspects. According to Midgley, "social development is the human interactions and the complex phenomena that arise from the specific interactions like a large number of groups and associations including the family, neighbourhood associations, formal organisations, communities, and even societies which also give rise to social networks, values, cultures, and institutions". From this perspective, it can be understood that social development is essentially concerned with not only the material aspect but also the non-material aspect of society and human life. Hence, the social development framework should take into account every aspect of social development including material and non-material.

This report critically examines the shortcomings and limitations of existing social development, along with its features, definitions and dimensions. The study also attempts to identify the shortcomings of social development frameworks and to recommend the direction towards developing a social development framework, which will be more comprehensive.

2 Formation of Social Development Unit (SDU)

To systematically plan, implement, and monitor social development activities, Aishwarya Multiple Campus shall establish a Social Development Unit (SDU) as an institutional mechanism.

3 Definitions

Unless the subject or the context otherwise requires, in this guideline:

- 2.1) "University" means Tribhuvan University.
- 2.2) "Campus" means the Aishwarya Multiple Campus.
- 2.3) "Management Committee" means the Campus Management Committee.
- 2.4) "Campus Chief" means the campus chief of the campus.
- 2.5) "Assistant Campus Chief" means the assistant campus chief of the campus.



Want
Campus Chief

2.6) "Cell" means the Research Management Cell as referred to by this guideline.

2.7) "Coordinator" means the coordinator of the Research Management Cell.

2.8 "IQAC" means Internal Quality Assurance Cell formed by the Campus Management Committee

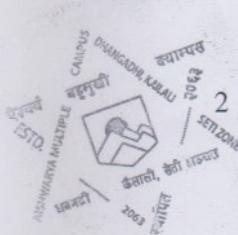
4 Objectives of the Unit

- Promote social inclusion, equity, and accountability across all campus activities.
- Engage in meaningful community outreach and support local development initiatives.
- Organize student-focused programs that enhance development, awareness, wellbeing, and leadership skills.
- Foster ethical values and strengthen civic responsibility among students.
- Provide services and support to vulnerable and marginalized groups, including Scheduled Castes, Scheduled Tribes, women, the elderly, persons with disabilities, and individuals in need.
- Advance green practices through waste management, environmental awareness, plantation, and conservation initiatives.
- Enhance campus sustainability by monitoring and promoting efficient use of energy, water, and other resources.
- Integrate safeguards, risk management, and sustainability principles into the institutional structures and interventions of Aishwarya Multiple Campus (AMC).

5 Structure of the Unit

The Social Development Unit (SDU) at Aishwarya Multiple Campus (AMC) will be structured as follows:

- **Coordinator** – A senior faculty member appointed by the Campus Chief
- **Members:**
 - Faculty representatives (minimum 2)
 - Administrative staff (1)
 - Student representatives (3–5) (may be invited)
- **Advisory Members** – Assistant Campus Chief, Campus Chief



H. S. S. S. S.
Campus Chief

Roles

Coordinator

- Lead all SDU activities and meetings.
- Prepare annual action plans and budgets.
- Coordinate with external partners and local bodies.
- Prepare the environmental development plan.

Members

- Support program implementation and monitoring.
- Maintain records and documentation.
- Conduct activities, provide support, and mobilize students.
- Participate in planning meetings and evaluations.
- Conduct plantation, clean-up, and awareness programs.
- Monitor waste management, energy use, and overall campus cleanliness.
- Organize training sessions (e.g., disaster preparedness, climate awareness).

Student Representatives

- Organize student-level activities.
- Communicate student needs, feedback, and suggestions.

Administrative Staff

- Assist with logistics, communication, and documentation.

Meeting and Reporting System

- The SDU holds monthly meetings and submits meeting minutes.
- An annual report is submitted to the IQAC.
- Monitoring and evaluation are conducted using defined evaluation indicators.



~~H. S. Sanyal~~
Campus Chief

Establishment of the Unit

- 3.1) The cell will be formed inside the campus to coordinate all the research activities.
- 3.2) The cell will be established after the approval of the management committee.
- 3.3) The benefits of the coordinator and cell members will be as per the facilities approved by the management committee.

5.1 Budgeting and Financial Management

RMC should utilize its budget. Campus Management committee should provide at least 5% of total campus budget for promoting research activities of the cell. It can have its own operating account. It can plan and conduct for research activities as guided by this guideline through out the year.

6 Responsibilities and Rights of the Unit (Cell)

The role, responsibilities, and rights of the cell are:

- 5.1) The development and enhancement of the Institute's research capacities.
- 5.2) Motivate all Faculties to pursue research in their respective areas of expertise.
- 5.3) The protection and commercialization of the Institute's intellectual property.
- 5.4) Consultancy activities related to training, research, and development.
- 5.5) The provision of research and development opportunities for academic staff to maintain enthusiasm, awareness of current scholarship, and relevance in teaching and other Institutional activities.
- 5.6) The development of infrastructure conducive to promoting the quality and quantity of research and development.
- 5.7) The establishment of research and development priorities and monitoring of the quality and quantity of campus research and development.
- 5.8) Disbursement of Campus Research Funds to researchers, both individually and in groups; including research infrastructure funds; higher degree by research candidates; seeding grants to beginning researchers
- 5.10) Monitor the application of Research Funds to ensure that the funds are properly and formally accounted for.
- 10.11 Promote emerging areas of research and development. 5.11) Development of mechanisms conducive to the best possible ways of engaging and motivating research staff.



- 5.12) To monitor and enhance the quality of research programs, projects, and the research infrastructure within the campus, including the training of research scholars.
- 5.13) To be responsible for the progression of research scholars.
- 5.14) To foster the development of multi-disciplinary research endeavours across faculties and departments.
- 5.15) Monitor the research and development performance of individuals, groups, students, and Faculties to encourage excellence and productivity through maintaining a database of research and development activities,
- 5.16) Oversee the application of the Code of Research Ethics for the responsible practice of research.
- 5.17) To formulate incentive schemes for promoting research activities with teachers and students/ scholars.
- 5.18) To promote building strategic, durable partnerships, and develop funding solutions with Industries and Research Institutions for steering, funding, and cooperation.
- 5.19) To conduct workshops, pieces of training, seminars, and conferences to promote the culture of research and enhance the research capacity of the faculties, students, and the campus.
- 5.20) To supervise and monitor the quality of the research work conducted by the students.
- 5.21) To publish academic journals on the campus regularly, upgrade the quality and process of the publication through peer review and indexing.

7 Terms of Office

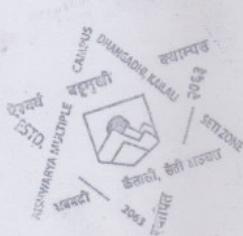
- 6.1) Members of the cell including the cell coordinator serve for terms of up to three years.
- 6.2) An appointed external member may be appointed to serve for additional terms as per the approval of the management committee of the campus.

8 Quorum

The quorum for meetings of the cell shall be above 50% of the membership of the cell.

9 Meeting Schedule

- 8.1) The cell should meet at least once a month.
- 8.2) The coordinator is responsible for determining if more meetings are required.



Want
Campus Chief

10 Planned Activities

The following activities will be conducted:

1. Student Mobilization for Social Work
2. Activities for Livelihood Promotion
 - (a) Improved agriculture practices
 - (b) Training for enhancing entrepreneurship
 - (c) Poultry farming
 - (d) Mushroom preparation
 - (e) Floriculture
3. Awareness Programs
 - (a) Value-based education
 - (b) Psychological counselling
 - (c) Placement activities and career counselling
4. Activities for Skills Development
 - (a) Computer training
 - (b) ICT-based activities
 - (c) Job placement skills
5. Health, Nutrition, and Sanitation
 - (a) Increasing awareness about health, nutrition, and water, sanitation, and hygiene services at campus
 - (b) Awareness of sanitation and nutrition at the village level and in the community
 - (c) Hunger relief programs

Detail Action Plan for Social Development Framework

A. Student Mobilization for Social Work

We have planned the following activities aimed at ensuring the inclusion of the poorest households. Strong and socially inclusive mobilization is key to participation in subsequent interventions.

B. Activities for Livelihood Promotion

AMC provides skill-based training and market linkage support to strengthen traditional livelihoods.

Activities Area	Number of Students	% of Ethnic Group	Disabled	Responsible Person
Value Base Education				
Positive Thinking Counseling				
Speech				
Games				
Quiz				
Awareness				

Table 1: Participation of Students in social work

Activities Area (Intervention)	Number of Participants	% of Ethnic Groups	Responsible Cell and Person
Improved Agriculture Practices			
Poultry Farming			
Mushroom Preparation			
Training for Detailed Business Plan			
Floriculture			

Table 2: Participation in Livelihood Interventions

SN	Activities	Number of Participants	Responsible Cell and Person
1	Value Base Education		
2	Psychological Counselling		
3	Job Placement and Career Counselling		

Table 3: Participation in awareness programs



~~Haut~~
Campus Chief

C. Awareness Programs

D. Activities for Skills Development

SN	Activities	Number of Students	Responsible Person	Cell and
1	Computer Training			
2	ICT-Based Activities			
3	Job Placement Skills			

Table 4: Skills development activities

E. Health, Nutrition and Sanitation

SN	Activities	Number of Students Participated	Responsible Person	Cell
1	Awareness as mentioned in 5(a)	550	Health Unit	
2	Awareness as mentioned in 5(b)	350	Om Pandey	
3	Hunger Relief Program	120	Outreach Cell	

Table 5: Health, nutrition and sanitation Activities

8. Components of Social Development Framework

AMC has made continuous efforts to facilitate higher access to entitlements and benefits available for rural people under various extension activities. Collective action and participation in public institutions are emphasized. The AMC Social Development Framework (SDF) includes four key components:

Components of Social Development Framework

AMC has made continuous efforts to facilitate higher access to entitlements and benefits for rural communities through various extension activities. These efforts emphasize **collective action** and active participation in public institutions. The AMC Social Development Framework (SDF) comprises four key components, described below:

Component 1: Community Institutional Development

This component focuses on strengthening community institutions such as Self-Help Groups (SHGs), federations, and Producer Organizations.

- Mobilization of households into SHGs and formation of higher-level federations.



~~Want~~
Campus Chief

- Capacity building in financial literacy, bookkeeping, internal lending, and credit linkage.
- Preparation of micro-investment plans and adoption of SHG quality-monitoring tools.
- Formation of Producer Organizations for high-value crops, livestock, and non-farm products, with support for technology, credit, and market access.

Component 2: Community Investment Funds (CIF)

This component provides financial support to expand livelihood opportunities and leverage bank credit.

- Revolving funds for Village Organizations to support SHG lending and livelihood activities.
- Support for agriculture, livestock, and skill development based on micro-investment plans.
- Financing of community-level health, nutrition, and sanitation initiatives.
- Investment in value-chain activities through Producer Organizations, including inputs, processing, storage, and market linkages.

Component 3: Access to Nutrition and Sanitation Services

This component leverages SHG platforms to improve awareness and access to government health, nutrition, and sanitation programs.

- Community awareness activities to promote health, nutrition, and sanitation.
- Capacity building for collaboration and convergence with government service providers.

Component 4: Innovations, Partnerships, and Technical Assistance

This component promotes strategic partnerships to enhance skills, financial inclusion, and value-chain development.

- Collaboration with technical agencies, private sector, and social enterprises.
- Market-oriented skills training programs for youth.
- Establishment of systems for technical appraisal, monitoring, and performance measurement.



11 Environment Management Framework

Preamble

The Environment Management Framework (EMF) provides Aishwarya Multiple Campus (AMC) with a structured approach to create a clean, safe, and sustainable learning environment. It promotes resource-efficient infrastructure, environmentally responsible practices, and continuous improvement in line with CQAA quality standards. The EMF defines key environmental requirements, planning procedures, and management measures to minimize environmental impact and ensure long-term campus sustainability.

11.1 Need for an Environmental Management Framework

The EMF ensures that AMC:

- Maintains a safe, clean, and healthy learning environment.
- Complies with national environmental health and safety norms.
- Identifies strengths, gaps, and areas for improvement in environmental practices.
- Implements corrective and preventive measures to enhance environmental performance.

Key aspects reviewed: campus planning and building layout; structural safety; classroom design; disaster-risk management; accessibility for persons with disabilities; water supply, sanitation, and hygiene; energy use and efficiency; waste management; exposure to pollution; fire and electrical safety; and overall operation, maintenance, and cleanliness.

11.2 Structure of the EMF

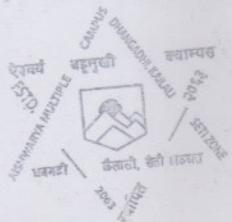
The EMF establishes procedures for planning, implementing, and monitoring environmentally responsible activities, emphasizing:

- Avoiding, minimizing, and mitigating environmental impacts.
- Allocating resources and defining accountability.
- Integrating environmental considerations during design, construction, and operation.
- Conducting regular evaluations to ensure continuous improvement.

11.3 Procedure for Improving Campus Environment

Stakeholder consultations with faculty, students, and staff identified implementation challenges and gathered feedback. Field assessments focused on:

- Campus design and facility conditions.



Want
Campus Chief

- Availability of safe drinking water and sanitation.
- Hygiene and waste-handling practices.
- Safety, electricity supply, and environmental protection measures.
- Monitoring and maintenance mechanisms.

These assessments helped identify priority areas for improvement.

11.4 Key Requirements

11.4.1 A. Policy

AMC shall maintain a clear Campus Environment Management Policy and communicate it campus-wide. The policy guides actions to reduce environmental impact and promote sustainability.

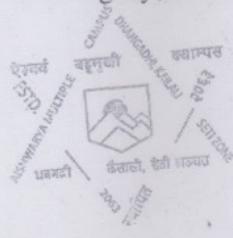
11.4.2 B. Environment Officer

A designated Environment Officer shall:

- Provide training and awareness programs.
- Ensure compliance with relevant laws and approvals.
- Conduct periodic environmental audits.
- Monitor adherence to environmental procedures.

11.4.3 C. Site and Infrastructure Requirements

- **Plantation & Greenery:** Expand plantations and maintain green spaces.
- **Heat Reduction Measures:** Shade at least 40% of hard surfaces; use light-colored/high-reflectance pavement.
- **Campus Boundary:** Secure boundary walls to ensure safety and prevent encroachment.
- **Renewable and Efficient Energy:** Install solar panels, solar lights, solar water heaters, LED lighting, and energy-efficient appliances.
- **Water Management:** Implement water treatment/recycling systems and rainwater harvesting.
- **Waste Management:** Ensure proper collection, segregation, and disposal; promote waste minimization.
- **Safety and Building Standards:** Follow National Building Code for safety, emergency exits, and structural integrity; avoid hazardous materials such as asbestos.



~~Haut~~
Campus Chief

- **Resource-Efficient Materials:** Use environmentally friendly alternatives (e.g., fly ash cement, composite doors).
- **Sanitation Facilities:** Ensure adequate, clean, and separate toilets for all.

11.5 Conclusion

The EMF provides AMC with a concise, actionable framework to maintain environmental quality, ensure sustainability, and meet CQAA standards. It supports safe, resource-efficient campus development that promotes high-quality learning.

