

GRID Approach Aligned Programs Implementation

Submitted To

University Grants Commission Nepal

Submitted By

Sunkoshi Kalaika Multiple Campus

Sunkoshi-3, Okhaldhunga

(Affiliated to Tribhuvan University)



Fiscal Year: 2082/083 (2025/026)

GRID- Aligned Curriculum Implementation

1. Introduction

Green, Resilient, and Inclusive Development (GRID) is an approach that promotes environmentally sustainable growth, strengthens the capacity of institutions and communities to cope with shocks and risks, and ensures equitable participation and benefits for all groups of society. It emphasizes sustainable resource management, climate resilience, social inclusion, and balanced economic development.

To implement the GRID approach in higher education institutions, a strategic plan will be developed through two complementary approaches. First, relevant concepts of sustainability, climate resilience, and social inclusion will be incorporated into additional curriculum design, such as short courses, training modules, workshops, and research activities. Second, the existing curriculum will be implemented and enriched under the GRID framework by integrating green practices, resilience thinking, and inclusive perspectives into teaching, learning, research, and community engagement activities. This combined approach will help promote sustainable development awareness, strengthen institutional resilience, and ensure inclusive academic and community development.

2. Key Areas of GRID Approach for Positive Change

Integrating climate change topics into academic programs strengthens:

- **Health:** Promotes awareness of climate-related diseases, nutrition, and resilience.
- **Education:** Builds climate literacy, critical thinking, and problem-solving skills.
- **Research:** Encourages innovation in renewable energy, sustainable agriculture, and adaptation strategies.
- **Democracy & Human Rights:** Empowers citizens with knowledge to demand accountability and equitable climate policies.



- **Peace & Security:** Reduces risks of conflict over scarce resources like water and arable land.
- **Sustainable Infrastructure:** Advances solutions in water management, waste reduction, and clean energy.
- **Environment & Forests:** Supports conservation, biodiversity protection, and carbon sequestration.
- **Livelihoods:** Prepares communities for green jobs and climate-resilient economies.
- **Economic Indicators (HDI & GDP):** Enhances human development and fosters sustainable economic growth.
- **Institutional Governance:** Strengthens policy frameworks and accountability mechanisms.
- **Gender Equality:** Ensures women's participation in climate adaptation and leadership.
- **Carbon Emission Practices:** Promotes low-carbon lifestyles and institutional sustainability.

3. Existing Curriculum Implementation

- **Executed Curriculums:** Many HEIs (Higher Education Institutions) have begun embedding climate modules into:
 - a. Environmental science programs
 - b. Public health courses
 - c. Engineering and infrastructure design
 - d. Social sciences (politics, governance, human rights)
 - e. Economics and development studies
- **Approaches Used:**
 - a. Interdisciplinary teaching (linking climate change to multiple fields)
 - b. Practical projects (community-based adaptation, renewable energy prototypes)
 - c. Policy simulations and case studies
 - d. Research collaborations with NGOs and government agencies

3. Role of Participating HEIs

- **Capacity Building:** Training faculty to integrate climate knowledge into teaching.



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- **Student Engagement:** Encouraging climate clubs, innovation labs, and advocacy groups.
- **Partnerships:** Collaborating with local governments, international organizations, and industries.
- **Monitoring & Evaluation:** Reviewing curriculum effectiveness through student outcomes, research impact, and community projects.

4. Preparing for Mitigation & Adaptation

- **Mitigation:** Reducing emissions through renewable energy, sustainable transport, and green infrastructure.
- **Adaptation:** Equipping communities to cope with floods, droughts, heatwaves, and resource scarcity.
- **Resilience Building:** Embedding climate risk management into governance and development planning.

5. Approval Section

Prepared By:

Campus Chief



Recommended By:

GRID Committee Coordinator



Approved By:

Chairperson, Campus Management Committee



Date: 2022-09-26

Official Seal



Climate Change Mitigation and Adaptation

(A course for training)

Submitted to

University Grants Commission Nepal

Prepared by:

Sunkoshi Kalika Multiple Campus, Sunkoshi-3, Sisneri, Okhaldhunga



October 2025

Title of the Training: Climate Change Mitigation and Adaptation

1. Background/Rationale:

Climate change has emerged as one of the most pressing global challenges, affecting ecosystems, livelihoods, and development processes. Higher education institutions play a crucial role in promoting awareness and developing practical skills related to climate change mitigation and adaptation. This training aims to integrate climate change issues into academic programs and capacity-building initiatives.

2. Objectives:

- To enhance understanding of climate change concepts, causes, and impacts.
- To promote knowledge of climate change mitigation and adaptation strategies.
- To develop participants' capacity to integrate climate-resilient and environmentally sustainable practices into development programs and institutional activities.

3. Training Contents:

- Introduction to Climate Change: Concepts, causes, and global and national perspectives
- Climate Change Impacts on Environment, Economy, and Society
- Climate Change Mitigation Strategies (low-carbon development, renewable energy, sustainable resource management)
- Climate Change Adaptation Approaches (community resilience, disaster risk reduction, climate-smart practices)
- Integration of Climate Change Issues in Development Programs and Institutional Planning
- Case Studies and Best Practices from Nepal and Global Context

4. Training Method/Modality:

Lectures, group discussions, case studies, presentations, and field-based learning.



5. Expected Outcomes:

Participants will gain knowledge and practical skills to address climate change mitigation and adaptation issues and incorporate them into academic programs, research activities, and development initiatives.

6. Duration:

Short-term training (1–3 days / as per institutional plan)

7. Approval Section

Prepared by:

Campus Chief



Recommended by:

Climate Change Mitigation Committee Coordinator



Approved by:

Chairperson



Campus Management Committee

Date: 2022-08-28

Official Seal:



**HRM/HRD DEVELOPMENT PLAN
(For Institutional Strengthening Support)**

**Submitted To:
University Grants Commission Nepal**

**Submitted By:
Sunkoshi Kalaika Multiple Campus
Sunkoshi-3, Okhaldhunga
(Affiliated to Tribhuvan University)**



Fiscal Year: 2082/083 (2025/026)

1. Executive Summary

This plan presents an integrated Human Resource Management and Development (HRM/HRD) Plan aimed at strengthening academic quality, research capacity, administrative efficiency, and institutional governance at Sunkoshi Kalaika Multiple Campus. The plan aligns with Tribhuvan University regulations and UGC quality assurance frameworks.

The plan seeks financial and technical support to implement structured faculty development programs, research enhancement initiatives, digital governance systems, leadership training, and performance management mechanisms.

2. Background and Rationale

As a community-based campus serving rural and semi-urban students of Okhaldhunga district, the campus faces several challenges:

- Limited research exposure among plan faculty
- Inadequate structured professional development
- Weak digital and MIS systems
- Need for leadership and governance strengthening
- To ensure academic excellence and institutional sustainability, a structured HRM/HRD intervention is essential.

3. Objectives

- Strengthen academic and administrative human resources.
- Improve teaching-learning effectiveness and research productivity.
- Institutionalize performance-based HR practices.
- Enhance leadership, governance, and digital management systems.

4. Program Components

4.1 Faculty Development

1. Employee Recruitment Plan
2. Faculty Development Programs (FDPs)
 - (a) Cognitive skills training programs
 - (b) Socio-economic skills training programs
 - (c) Technical skills training programs
 - (d) Digitization/digital skills programs
 - (e) Research methodology and academic writing training programs



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3. ICT-based teaching-learning training
4. Conference participation and publication support
5. Support for higher studies (MPhil/PhD)

4.2 Administrative Capacity Building

- Financial management and reporting training
- MIS and digital record management system setup
- Governance and student service training

4.3 Performance Management

- Annual performance appraisal system (360 performance appraisal)
- Performance-linked recognition
- Monitoring of teaching and research outputs

4.4 Leadership and Institutional Strengthening

- Leadership and governance workshops
- Succession planning and mentoring
- Participatory and transparent management practices

5. Implementation Plan

- Formation of HRD Implementation Committee
- Annual action plan with timeline and assigned responsibilities
- Quarterly monitoring meetings
- Annual progress report submission to UGC

6. Expected Outcomes

- Improved teaching quality and student performance
- Increased research publications and academic engagement
- Digitally strengthened administrative systems
- Transparent and accountable institutional governance

7. Integrated Budget Estimate (1 Fiscal Year)

S.N.	Activities	Total Cost (NPR)
1	Faculty Development Programs (2)	300,000
2	Research Methodology & Academic Writing Training	200,000



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S.N. Activities	Total Cost (NPR)
3 ICT-Based Teaching & LMS Training	150,000
4 Conference/Seminar Support (5 Faculty)	200,000
5 Research & Publication Support Fund	250,000
6 Administrative & Financial Management Training	120,000
7 MIS/Digital Record System Setup	300,000
8 Leadership & Governance Workshop	150,000
9 Monitoring & Evaluation	100,000
10 Contingency (Approx. 5%)	88,500

Total Estimated Budget: NPR 1,858,500

8. Sustainability Plan

- Gradual institutionalization of HRD practices
- Cost-sharing model in future fiscal years
- Integration into annual campus strategic plan
- Resource mobilization from internal and external partners

9. Approval Section

Prepared By:

Campus Chief

Recommended By:

HRD Committee Coordinator

Approved By:

Approved by CMC decision and forwarded by

Chairperson of Campus Management Committee

Date: 2022-08-29

Official Seal:



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(For UGC Serial 5.2)

**Contents of Individual HEIs Level / Collaborative Training
(Physical / Online / Blended Mode)**

**Submitted to
University Grants Commission Nepal**

**Prepared By
Sunkoshi Kalaika Multiple Campus
(Affiliated to Tribhuvan University)**



2025

5.2.1 Training Title

Comprehensive Capacity Enhancement Training Program for Faculty and Administrative Staff

5.2.2 Nature of Training

- a. Individual HEIs Level
- b. Collaborative (with other HEIs)
- c. Physical Mode
- d. Online Mode
- e. Blended Mode

5.2.3 Approved Training Contents

The training will cover the following approved areas as required by UGC Nepal:

A. Cognitive Skill Development

- Critical thinking and analytical reasoning
- Problem-solving and decision-making
- Curriculum design and Outcome-Based Education (OBE)
- Academic writing and scholarly communication
- Innovation and reflective teaching practices

B. Socio-Economic Skill Development

- Leadership and institutional governance
- Communication and interpersonal skills
- Team building and participatory management
- Conflict management and negotiation
- Gender Equity and Social Inclusion (GESI)
- Ethics, transparency, and accountability in HEIs
- Community engagement and local development linkage

C. Technical Skill Development

- Modern pedagogical techniques (student-centered learning)
- Classroom management strategies
- Examination, evaluation, and moderation systems



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- Academic documentation and reporting
- Financial management and reporting procedures
- Quality assurance and accreditation preparation

D. Digitization/Digital Skill Development

- ICT-integrated teaching-learning practices
- Learning Management System (LMS) operation
- Digital content development (PPT, video lectures, e-resources)
- Online assessment tools
- Plagiarism detection software use
- MIS and digital record management
- Cyber security awareness

E. Research Methodologies

- Fundamentals of quantitative and qualitative research
- Mixed-method research approach
- Sampling techniques and data collection tools
- Data analysis using SPSS/Excel (basic level)
- Research proposal writing and grant application
- Academic publishing process and peer-review system
- APA 7th edition referencing
- Research ethics and plagiarism prevention

5.2.4 Target Group

- Teaching Faculty
- Administrative Staff
- Campus Management Representatives (where applicable)
- Students of Bachelors and Masters

5.2.5 Duration

- Short-term intensive training: 2–5 days per module



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- Total training period: As per annual HRD action plan

5.2.6 Expected Outcomes

- Improved cognitive and analytical teaching competencies
- Enhanced research productivity and publication output
- Strengthened digital and technical capacity
- Improved governance and institutional accountability
- Increased institutional readiness for quality assurance processes

5.2.7. Approval Section

Prepared by:

Campus Chief



Recommended by:

RMC Committee



Approved by:

Chairperson



Campus Management Committee

Date: 2022-08-29

Official Seal:

