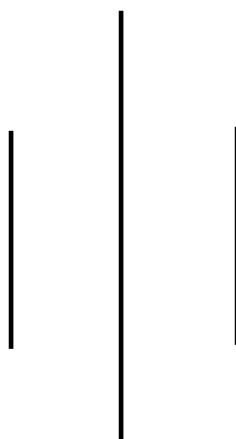# SELF STUDY REPORT (SSR) OF

SCHOOL OF BUSINESS, POKHARA UNIVERSITY

Submitted by:

School of Business

Faculty of Management Studies, Pokhara University

Submitted to:

Quality Assurance and Accreditation Department (QAAD)

University Grants Commission (UGC)

Nepal

Pokhara

7th February, 2020

PREFACE

It is our privilege to present the Self Study Report (SSR) of Pokhara University, Faculty of Management Studies, School of Business (SOB), Pokhara University to the University Grant's Commission (UGC), Nepal.

The FMS was founded in 1997 and has a proud history and heritage as the pioneering institution for management education in this region. FMS is committed to high quality teaching and research, promoting an intellectually stimulating multidisciplinary environment for its students. This is reflected in our strategic intent of remaining as 'the Center of Excellence in Management Education'. We envisage engaging business and society to influence the present and shape the future through our scholarly pursuits. The curricula of our programs offered are rigorously and continuously reviewed and updated by highly qualified academics in consultation with the key stakeholders with a focus on addressing local, regional and international requirements and standards. Consistent with its policy of contributing to higher education of the nation, the Pokhara University has also started PhD in Management. The Faculty is dedicated to equip the graduates with contemporary theories and applications of management and related disciplines to enhance their skills in critical thinking, analysis, problem-solving and communication and also to develop their personal qualities to meet the requirements of the dynamic and complex nature of business and make them good citizens for society. Our vision is to be one of the finest management schools and a leader in business education in the country. Our mission is to make a difference in the quality of management education and practices leading to superior thinking and living for sustainable development and enhancement of entrepreneurial spirit. We intend to instill useful skills, leadership, responsibility, and high ethics among our graduates.

With the dedication, enthusiasm and hard work, the faculty has been able to produce full-fledged graduates who are capable of addressing the needs and requirements of the 21st century. Our journey is towards excellence. We believe in delivering life skills and developing value. The School of Business takes pride in our outstanding faculty members, staffs, alumni and students who have continuously supported and guided us through the challenges of today's very complex business world. The SOB

offers MBA (trimester system), BBA and BBA-BI programs and adopts student-centric teaching pedagogy. It is committed for continuous improvement of all academic processes, strives to provide environment conducive to the pursuit of business knowledge, adhering to the ethical standards and professional integrity of the business fraternity to enhance the satisfaction level of all our stakeholders.

It has become a preferred destination of the students due to quality education, matching infrastructure, robust teaching-learning practices as well as holistic growth and good employability of the students. SOB promotes all-round development of the students by providing various opportunities to showcase their talent in academic, technical, cultural, and sports. The school has established the quality culture in teaching learning and administrative processes through the sustenance measures, which is apparent from the academic excellence and growing placements of the students.

It is a great opportunity for the institution to apply for the first cycle of UGC's QAA program. It is an immense pleasure to submit SSR of our school to UGC, Nepal for first cycle of accreditation. The report is an outcome of collective efforts of all faculties and staff. It contains true and genuine information on the various parameters. This report is prepared with honesty, sincerity and dedication as per the guidelines laid down by UGC, Nepal.

We now look forward of evaluation by Peer Review Team (PRT) of UGC, Nepal to provide us a gauge to measure our strengths and weaknesses and guide us on the path to progress in the near future.

Director
School of Business
Faculty of Management Studies
Pokhara University

SELF ASSESSEMENT TEAM AND SELF STUDY REPORT PREPARATION COMMITTEE

Coordinator

Dr. Surya Bahadur G. C.

Members

Dr. Umesh Singh Yadav

Mr. Santosh Gurung

Mr. Rabindra Baral

Mrs. Sita Devi Dhakal

Mrs. Radha Parajuli

SELF STUDY REPORT TEAM

Advisory Board	
Prof. Hari Bahadur Khadka, Dean, FMS Dr. Rabindra Ghimire, Director, SOB	
SSR Teams	
Team A	**Team B**
SSR Task: Section A of SSR Form (*Information for institutional profile)*	SSR Tasks: Section B (*Criterion 1: Policy and procedures; Criterion 2: Curricular aspects, Criterion 3: Teaching, learning and evaluation*)
Coordinator: Surya Bahadur G. C	Coordinator: Umesh S. Yadav
Faculty Members	Faculty Members
1 Durga Prasad Chapagain	1 Yograj Lamichhane
2 Ram Krishna Chapagain	2 Kripa Kunwar
3 Pradeep Sapkota	3 Deepesh Ranabhat
4 Ghanshyam Tiwari	4 Subarna JBR
5 Aashish Thapa	5 Balchandra Poudel
Staff Members	Staff Members
1 Yagyaraj Joshi	1 Rajani K. C.
2 Pramod Giri	2 Devaki Dahal
Team C	**Team D**
SSR Tasks: Section B (*Criterion 4: Research, consultancy and extension; Criterion 5: Infrastructure and learning resources*)	SSR Tasks: Section B (*Criterion 6: Student support and guidance; Criterion 7: Information system; Criterion 8: Public information*)
Coordinator: Santosh Gurung	Coordinator: Rabindra Baral
Faculty Members	Faculty Members
1 Dr. Dipak Bahadur Bhandari	1 Bishworaj Parajuli
2 Dipak Neupane	2 Bibek Karmacharya
3 Shanti Devi Chhetri	3 Hemkana Poudel
4 Sujita Adhikari	4 Deepak Ojha
	5 Bharat Wagle
Staff Members	Staff Members
1 Sita Dhakal	1 Toran Bahadur B. K.
2 Bandana Godar	2 Bimala Baral
3 Laxman Banstola	

TABLE OF CONTENTS

ABBREVIATIONS

CDC	Curriculum Development Centre
CIA	Continuous Internal Assessment
EMIS	Education Management Information System
FMS	Faculty of Management Studies
GRP	Graduate Research Project
HEI	Higher Education Institution
IAC	Information Access Center
ICT	Information Communication Technology
IQAAC	Internal Quality Assurance and Accreditation Committee
KU	Kathmandu University
MOE	Ministry of Education
MoU	Memorandum of Understanding
PG	Post Graduate
PRT	Peer Review Team
PU	Pokhara University
QAA	Quality Assurance and Accreditation
SAT	Self Assessment Team
SOB	School of Business
SWOC	Strengths, Weakness, Opportunities, and Challenges
TU	Tribhuvan University
UG	Under Graduate
UGC	University Grants Commission

DATA COLLECTION FORMAT FOR SELF-STUDY REPORT (SSR)
INSTITUTIONAL

SECTION A

INFORMATION FOR INSTITUTIONAL PROFILE

1.   Institutional Information

Name of the Institution: **School of Business (SOB), Faculty of Management Studies, Pokhara University**

Place: Dhungepatan, Lekhnath, Pokhara-Lekhnath Metropolitan City, Ward No. 30

P O Box: 427

District: Kaski

2.   Information for Communication

a.   Office

Name	Telephone with Extension Number	Fax	E-mail
Dean: Prof. Hari Bahadur Khadka	061-561547		dean.mgmt@pu.edu.np
Director: Dr. Rabindra Ghimire	061-504035		rabindraghimire@pu.edu.np
Coordinator (Masters Program): Mr. Ghanshyam Tiwari	9856032908		gtiwari104@gmail.com
Coordinator (Bachelors Program): Mr. Ramkrishna Chapagain	9869141417		ramkrishnachapagain@gmail.com

b.   Residence

Name	Telephone with Extension Number	Fax	E-mail
Dean: Prof. Hari Bahadur Khadka	061-400202		
Director: Dr. Rabindra Ghimire	9856061211		
Coordinator (Masters Program): Mr. Ghanshyam Tiwari	9856032908		

Corodinator (Bachelors Program): Mr. Ramkrishna Chapagain	9869141417		

3. Type of Institution
    Constituent ☑   Affiliated ☐   Degree Awarding Autonomous Institution ☐

4. Institutional Management:
    Public ☑   Community ☐   Private ☐   Other (please specify) ☐

5. Financial category of the institution:
    Government Funded ☑   Self-financing ☑   Community ☐ Other (please specify) ☐

6. a) Date of establishment of the Institution: **(July 1999)**
    b) Date of commencement of the Bachelor or higher level Program(s) (**Bachelors Program = August 1999, Masters Program = January, 2000)**
    c) University to which the Institution is affiliated: Constituent college

7. Date of Government /UGC approval (only for Institution affiliated to foreign universities):
   Not applicable

8. Is the institution autonomous in terms of
    Financing ☐ Administrative Management ☐ Academic Management ☐ None ☑

    The SOB's administrative, academic and financing procedures are carried out as per the Pokhara University regulations. The SOB has limited autonomy in these aspects.

9. Institution's Land area in Ropanees/Bighas (Katthas)/Square Meters:
    Academic complex = 33-8-2-1
    Playground   = 25-5-2-3
    Hostel   = 21-0-0-1

10. Location of the Institution
    Urban ☑   Semi-urban ☐   Rural ☐

11. Current number of academic programs offered in the Institution under the following categories:
    (Enclose the list of academic programs offered)

Academic Programs	Number of Program
Certificate course (PCL 2 years),10+2(HSEB), or CTEVT programs	
Bachelors	2 (BBA, BBA-BI)
Masters	1 (MBA)
MPhil	
PhD	1
Any other (specify)	
Total	4

12. List the Departments in the Institution (faculty-wise)

Faculty of Science and Technology
Departments:
Faculty of Humanities & Social Sciences
Departments:
Faculty of Management
Departments: MBA Department, BBA Department, BBA-BI Department
Faculty of Education
Departments:
Faculty of Law
Departments:
Institute of Engineering
Departments:
Institute of Medicine
Departments:
Institute of Agriculture
Departments:
Institute of Forestry
Departments:
Other Faculties:
Departments:

13. Give details of the self-financing/self-initiated courses, if any offered by the institution (for public institutions only).

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution. (Enclose the details)

All permanent faculty and staff positions are recruited through service commission of Pokhara University. The service commission is an independent body and has been constituted for appointment and promotion of teachers and administrative employees. The service commission will, while recommending for appointment and promotion of teachers and employees take the academic capacity and experience and administrative capacity and experience as main bases respectively. At present the service commission consists of a chairperson and two members. The chairperson is appointed by the chancellor. The two members of the commission comprise of a representative of public service commission, GoN and one professor. The service commission procedure for recruitment and promotion of faculties and administrative staff is undertaken as per the provisions of "Teachers and Staff Service By-laws' of Pokhara University. For lecturer position, a written examination and interview is undertaken for selection while for reader and professor position, only interview is conducted. The academic background, experience, research and other publications are given consideration during the selection.

For recruitment of the temporary and course contract faculties, the SOB has its selection procedure. A 3 to 5 member selection committee is formed by the dean which carries out all activities related to the teacher selection. A senior faculty of the school is chosen as the coordinator of the committee. The vacancy announcement is published in national daily. The faculties are selected on merit basis by marks they obtain for their academic background, research and other publications, conference presentations, experience, class observation and interview.

The norms and procedures as per the PU teachers and staff selection act is given in *Annex A-1*

5. Number of Full timer and Part timer teaching staff at present:

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F*	T*	F*	T*	
Full Time Teachers (Total)					**36**
No. of teachers with PhD	-	-	-	8	8
No. of teachers with MPhil	1	1	-	3	4
No. of teachers with Masters	-	3	3	24	27
No. of teachers with Bachelors	-	-	-	-	0
Part Time Teachers (Total)					**1**
Part-time teachers with PhD	-	-	-	-	0
Part-time teachers with MPhil	-	-	-	1	1
Part-time teachers with Masters	-	-	-	6	6
No. of teachers with Bachelors	-	-	-	-	-
Total Teachers					**42**
Full Time Teachers (Currently Doing PhD)	1	2	-	6	8
Full Time Teachers (Currently Doing Mphil)				2	2

    F^* = *Female Teachers, T^* = Total Teachers*
    See ***Annex A-2***

16. Give the details of average number of hours/week (class load)

Courses	Full Time Teachers (Total)	Part Time Teachers (Total)	Total
Science			
Management			
Bachelors	**244**	**12**	**256**
Masters	**103**	**34**	**137**
Humanities and Social Science			
Education			
Law			
Please add other courses if applicable			

    Note: The credit hour requirement for bachelors and masters program is 9 and 6 credit hours respectively.
    See ***Annex A-3***

17. Number of members of the non-teaching staff of the Institution at present:

Particulars	Disadvantaged / Janajatis		Others		Grand
	F	T	F	T	Total
Administrative Staff	1	4	6	11	15
Technical Staff					

See Annex A-4

18. Regional profile of the students enrolled in the institution for the current academic year:

No of Students Enrolment From …	UG		PG		MPhil		PhD	
	F	T	F	T	F	T	F	T
Same district where the institution is located	49	97	36	64				1
Other districts	28	47	9	26				4
SAARC countries		0						
Other countries		0						
Disadvantaged/Janajatis	16	29	8	23			1	2

Note: F= Female, T= Total in Table 15, 17 and 18.

19. Details of the last two batches of students:

Particulars	Batch 1: Year:			Batch 2: Year:		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	143	90	233	144	90	234
Drop-outs						
a. Within four months of joining	14	2	16	7	1	8
b. Afterwards	18	11	29	22	9	31
Appeared for the final year examinations	111	77	188	115	80	195
Passed in the final examinations	84	62	146	88	65	153
Pass % of number appeared (Total)	75.6%	80.5%		76.5%	81.2%	
Pass % with distinctions*	34.2%	68.6%		29.6%	69.3%	
Pass %, (First class)*	65.8%	31.7%		70.3%	30.7%	
Pass %, (Second class)						
Pass %, (Third class)						
Number of students expelled from examination hall if any	3	0		4	0	

* Percentage of distinction and first class as per CGPA of passed students only

.

Note: For other types of evaluation system such as GPA, provide respective grades and   brief explanation about their ranges in percentage.
*(The related documents are shown in **Annex A-5**).*

Pokhara University employs letter grading system for evaluation. The academic programs of SOB adopt the system for evaluation and grading. A student's performance in a course is evaluated internally by the

concerned faculty member and externally by the Office of the Controller of Examinations. The brief description of letter grades and their explanation is given below:

Explanation of Grade and Summary of Grade-Percentage Conversion

Masters			Bachelors			Range in Percentage*
Grade	Honor Points (CGPA)	Description	Grade	Honor Points (CGPA)	Description	
A	4.0	Excellent	A	4.0	Excellent	4.0 = 90 to 100 %
A-	3.7		A-	3.7		3.7 to 4.0 = 85 to 90%
B+	3.3	Good	B+	3.3		3.3 to 3.7 = 80 to 85%
B	3.0	Fair	B	3.0	Good	3.0 to 3.3 = 75 to 80%
B-	2.7		B-	2.7		2.7 to 3.0 = 70 to 75%
C+	2.3		C+	2.3		2.3 to 2.7 = 65 to 70 percent
C	2.0	Pass	C	2.0	Satisfactory	2.0 to 2.3 = 60 to 65 percent
F	0.0	Fail	C-	1.7		
			D+	1.3		
			D	1.0	Minimum	
			F	0	Fail	

Source: CGPA-Percentage conversion table approved by Academic Council, Pokhara University

20. Give a copy of the last annual budget of the Institution with details of income and expenditure. (Attach separately)

The details of income and expenditure in the fiscal year 2074/75 is given below:

Income	Amount (Rs. '000)	Expenditure	Amount (Rs. '000)
Revenue from constituent programs	37,757	Capital expenditure	2,105
Revenue from affiliated programs		Teacher and staff expenses	39,299
Grants and aid	1,496	Operating expenses	9,203
Interest earned	1,200		
Miscellaneous	1,068	Total expenditure	50,607
Deficit	(9,086)	Surplus	
Total	**50,607**	**Total**	**50,607**

*Source: Annual report 2075 (PU), Table 18, pp. 42 (**Annex A-6**)*

21. What is the institution's *'unit cost'* of education? [unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give unit cost calculated excluding salary component.

The unit cost of education of SOB is as follows:

Total expenditure = Rs. 50,607,000
Total number of students = 708

Therefore, **unit cost of education** = 50,607,000/708 = **Rs. 71,478**

Total cost (excluding salary component) = Rs. 11,308,000

Therefore**, unit cost of education (excluding salary component)** = Rs. 11,308,000/708 = **Rs. 15,971**

22. What is the temporal plan of academic work in the Institution?
    Semester System ☑   Annual System ☐   Any other (specify): Trimester

> *Note: The BBA programs of SOB run in semester system and MBA programs run under trimester system.*

23. Tick the support services available in the Institution from the following:

Central library	☑	Computer centre	☑	Health centre	☑
Sports facilities	☑	Press	☒	Workshop	☑
Hostels	☑	Guest house	☒	Housing	☒
Canteen	☑	Grievance redressal cell	☑	Common room for students	☑

Any other (specify): Information Access Center

Central Library: The SOB uses central library of Pokhara University which has sound collection of basic books, reference books, journals, periodicals, and e-resources.

Sports facilities: The SOB places utmost importance to overall development of its students and encourages them to participate in extra-curricular as well as sports activities. The school provides abundant sport infrastructure and equipments to the students.

Hostels: Pokhara University provides hostel facility for its female students. The hostel has been constructed with aid from Indian embassy. It has state-of-art infrastructure and offers superb hospitality as well as sound academic environment to the students.

Computer center: The SOB has well-equipped computer and IT center. The computer center is located inside Information Access Center which has been developed with the support of the Government of South Korea.

Grievance redressal cell: The SOB welcomes comments, feedbacks and any grievances from its stakeholders including the students. The grievance redressal responsibilities are taken by the program coordinators.

Health center : Pokhara University has a health center shared by all of its faculties. It offers first aid and basic health services to the students.

24. Whether a duly formed Institution Management Committee in place?
    Yes ☐   No ☑, If yes provide the composition of the committee in separate sheet

25. Furnish the following details (in figures) for the last three years:

Particulars	Year I	Year II	Year III
Working days of the institution	249	262	255
Working days of the library	249	262	255
Teaching days of the institution	194	205	200
Teaching days set by the university	194	205	200
Books in the library	26,745	29,845	31,556
Journals/Periodicals subscribed by the library National: International:	7 5	8 5	8 5
Computers in the institution	57	61	64
Research projects completed and their total outlay			
Teachers who have received national recognition for teaching/research/consultancy			
Teachers who have received international recognition for teaching/research/consultancy			
Teachers who have attended international seminars	3	4	3
Teachers who were resource persons at national seminars/workshops	1	5	6
No. of hours of instruction against the plan (per year or per semester)	Masters: 264 TH/Trimester Bachelors: 550TH/Semester	Masters: 264 TH/Trimester Bachelors: 550TH/Semester	Masters: 264 TH/Trimester Bachelors: 550TH/Semester

*Note: Please attach the annual calendar of operations of the institution. Source: **Annex A-7, Annex A-8, A-9***

26. Give the number of recent/ongoing research projects and their total outlay.

S.N.	Name	Title	Grants	Year	Grants	Status*
1	Associate Professor, Umesh S. Yadav and	Factors affecting financial condition of urban municipalities in Nepal	UGC	2018	1500,000	O
	Associate Professor, Surya Bahadur G. C.	Feasibility analysis of disability village in Gandaki province	LGU	2019	450,000	C
2	Associate Professor, Dr. Bharatram Dhungana	Behavioral factors affecting individual Investors Awareness and Investment Performance: A survey at NEPSE	PURC (coll.)	2017	3,00,000	C
3	Associate	Impact of employee	PURC	2018	90,000	C

8

		Professor, Dr. Dayaraj Dhakal	involvement culture on performance of hotel business in Pokhara				
4	Associate Professor, Deepak Raj Paudel	Phd Fellowship	UGC	2017	6,52,000	C
5	Associate Professor, Dr. Surya Bahadur GC	Corporate governance, ownership structure and performance	PURC		1,00,000	C
6	Associate Professor, Dr. Umesh Singh Yadav	Impact of Homestay tourism on livelihood status of homestay operators in Gandaki Province	PURC (coll.)	2017	3,00,000	C
7	Lecturer, Ashish Thapa	Impact of organizational culture on employee performance	PURC	2018	93,000	C
8	Lecturer, Bharat raj Wagle	Identification of Bottle neck problems in Hospitals with the help of Queuing Simulation	FRG		80,000	O
9	Lecturer, Bibek Karmacharya	Structural Equation Modelling approaching measuring perceived service quality and customer satisfaction of Nepalese financial intuition	FRG	2018	80,000	O
10	Lecturer, Bishow Raj Parajuli	Content Analysis of Language and Communication Courses	FRG		80,000	O
11	Lecturer, Deepak Ojha	Impact of leadership style on organizational culture at educational institution of Pokhara	FRG	2019	80,000	O
12	Lecturer, Deepmala Shrestha	Phd Fellowship	UGC	2015	3,52,000	C
13	Lecturer, Dipak Neupane	Influence of Parental Socio-economic status on Students Academic Performance.	FRG	2018	80,000	O
14	Lecturer, Dipesh Ranabhat	Awareness and Usage of Internet Banking facilities	FRG	2018	80,000	O
15	Lecturer, Ghanashyam Tiwari	Knowledge and Compliance behavior	PURC	2018	96,000	C

		towards rental tax in Pokhara	FRG	2019	80,000	O
		The Role of Cost Information and accounting system for pricing decision in hotel industry of Pokhara				
16	Lecturer, Kripa Kunwar	Influence of Behavioral Factors on Investment Decisions of Individual Investors in Nepal Stock Exchange	FRG	2018	80,000	O
17	Lecturer, Pradip Sapkota	Job Satisfaction of Teachers of Pokhara University	FRG	2018	80,000	O
18	Lecturer, Ramkrishna Chapagain	Effect of Micorfinance Intervention on livelihood status of Household in Kaski District	UGC	72/73	2,00,000	C
		Factors affecting Investment decisions of Employees	FRG	2018	80,000	O
19	Lecturer, Santosh Kumar Gurung	Socio-cultural, Economic and Environmental Impact of Tibetan Refugee Settlements in Host Communities	UGC	72/73	2,00,000	C
20	Lecturer, Shanti Devi Chhetri	Factors affecting women career progression at higher educational intuitions in Pokhara	FRG	2019	80,000	O
21	Lecturer, Srijan Gyawali	Business Student Perception towards their Professional Career: A case study of Pokhara University	PURC	2015	1,00,000	C
22	Lecturer, Subarna Bir JBR	The Demand for Logistics and Supply Chain Management Jobs: A Study of Nepalese Job Markets	FRG	2018	80,000	O
23	Lecturer, Sujita Adhikari	Impact of social security allowance on socio-	PURC	2018	1,00,000	O

		economic status of people in Kaski				
24	Lecturer, Yograj Lamichhane	Rhetorical Analysis of brand slogans of commercial banks of Nepal	FRG	2019	80,000	O
25	Assoc. Prof. Rabindra Ghimire	Willingness to pay for community health insurance	PURC	2017	100,000	C

* O = Ongoing projects, C = Recently completed projects

27. Does the Institution have collaborations/ linkages with international institutions?

    Yes ☑   No ☐ If yes, list the MoU signed and furnish the details of active MoU along with important details of collaborations.

Pokhara University strives to advance its teaching and research efforts to meet global standards of excellence. The University has successfully developed many collaborative links with different Universities and Institutions from Nepal and abroad and still aiming to develop more international collaborative links. The University is also developing cooperative activities including student and faculty exchange programs, joint training programs, organizing academic conferences and seminars, as well as other types of academic activities with its collaborative Universities and Organizations. At present, the University has cooperative agreements with 68 Universities and Organization. Additionally, 8 the school has conducted 8 MoUs with Nepali corporate entities.

The collaborations are aimed at faculty exchange, student exchange, faculty development, technology transfer, research collaborations and other avenues for academic cooperation.

*Details of collaborations and MoUS is provided in **Annex A-10** (Source: Table 9, Annual Report, Pokhara University, pp. 26)*

28. Does the management run other educational institutions besides the institution?

    Yes ☐   No ☑ If yes, give details.

29. Give details of the resources generated by the institution last year through the following means:

Source of Funding	Amount(NRs.)
UGC/Government grants	23,099,000
Donations	
Fund Raising drives	
Alumni Association	
Research and Consultancy	
Fee from Self-financed/initiated courses	
Fees from regular programs	40,931,000
Any others, specify: International conference sponsorship (from affiliated colleges):	2,200,000

DETAILS:

UGC Funded Programs:

- RMC = Rs. 1,000,000

- International Conference = Rs. 100,000

- Case Writing Workshop =Rs. 80,000

- Tracing Study: Rs. 3,69,000

- Participation in QAA (LOI accepted) = Rs. 2,00,000

- Mixed Methods Research Workshop = 150,000

- Simulation Based Teaching Method Workshop = 100,000

- SSR Report Preparation = 4,00,000

SECTION B

The marking scheme except otherwise specified in the criteria will be as follow:
  Yes with justification and with evidence =1(full marks); justification without full evidence=0 .75;
  apparent justification without record = 0.5 apparent initiatives =0.25; No= 0)

 (The marking division applies proportionately to the allocated marks where necessary.)

BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1: POLICY & PROCEDURES (15 MARKS)

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1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?
   Yes ☑   No ☐   If yes, mention and attach the document. (*See **Annex –B 1.1: VMGO School of Business (SOB), Annex B 1.2 (a): Strategic Plan 2019-2024, School of Business**)*

The School of Business has been established with a clear sense of purpose to enhance the academic quality through the design and delivery of qualitative education. The school has determined its Vision, Mission, Goals and Objectives (VMGO) in congruence with the Pokhara University's VMGO which are succinctly/briefly written below:

Vision:

The School aims to develop itself as a premier institution by designing, maintaining and delivering high standards of academic excellence through innovative quality education, learning, research and development in order to prepare the youth of today in creative and productive ways for the growing challenges of the business world, both locally and globally. It further strives to provide diversified and value based quality education incorporating world class and novel opportunities to students to become successful entrepreneurs and leaders. Hence, the school envisions:

To take a leading position in higher education in management in a competitive business world.

Mission:

- Provide quality based programs in different areas of administration and management to meet needs and demands of an increasing global market and complex business world.
- Focus on the "real" world of employment, underpinned by an international research capability based on academic excellence and practical business relevance.
- Offer business and management courses that combines a thorough grounding in both management theory and practice with the opportunity to specialize in accounting, finance, human resource management, marketing and international business.
- Provide functional academic environment through practical and updated curriculum to motivate and sharpen creativity and interactive ability.
- Design programs emphasizing on hands-on trainings that are relevant to employers and focus on areas that offer strong, long term employment opportunities.

Goals and Objectives:
- Produce market-driven and service-oriented managers and executives with various level of

competence through teaching, learning and research.

- Link the PU system with the community and the business world by preparing business graduates with positive attitudes and constructive minds.
- Equip youths with managerial skills and professional expertise to face unprecedented levels of complex operational challenges both at national and international level.

(Source: Annual Report of School of Business, 2020, pp. 1 &2; Strategic Plan of School of Business, 2019-2024, Annual Report of Pokhara University , pp. 1 & 2)

2. Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives?
Yes ☑   No ☐   If yes, mention and attach the document [*See **Annex- B 1.2 (a): Strategic Plan SOB, Annex- B 1.2 (b): Strategic Plan, Pokhara University (PU), Annex- B 1.2 (c): Action Plan PU***].

Being the constituent college of Pokhara University, the School of Business has formulated clear plans, program and strategies in alliance with the strategic plans and policies of the University. Strategically the School prioritizes qualitative education through research and publications that contributes largely to the nations' development and the fraternity involved in it. The School through its diversified programs has planned to develop itself as a center of excellence that develops management professionals and entrepreneurs with a global perspective. The school has formulated and approved its five year strategic plan 2019-2024. The strategic plan of the school is formed within plan and policies specified in strategic plan and action plan of Pokhara University.

3. Are there duly formed organizational structures where the policies of the Institution are formulated, reflected, reviewed and updated?
Yes ☑   No ☐   If yes, mention the organizational chart and member compositions. (*See Annex – A6 (Annual Report, pp.2): Organogram PU and Annex – B 1.3: Organogram SOB)*

In order to implement the determined strategies, plans and policies the University has a well-defined organization structure which clarifies the structural framework. Similarly, the School of Business has also devised its organization structure reflecting its line of authority and its compositions.

4. Has the Institution adopted any mechanism/process for internal quality monitoring and checks?
Yes ☑   No ☐   Justify with supporting documents.

As the constituent college of Pokhara University, the School of Business abides by the rules and regulations of Pokhara University's mechanisms and working procedures. Thus the School follows the internal quality control and monitoring mechanism as stated in the revised Working Procedure of Pokhara University, 2073.

Internal Quality Assessment Committee (IQAC) has been established in the school and the IQAC guidelines prepared and approved by the faculty meeting dated 28th Kartik, 2075. The IQAC developed internal quality policy of the school which was approved from faculty meeting dated 14th Mangsir, 2075. Additionally, the IQAC prepared guidelines for academic and administrative audit and audit form which were approved from faculty meeting dated 26th Mansir, 2075. The academic audit form has been developed to assess the academic quality of the school and academic audit committee has been formed which is conducting the audit. Six different cells have been formed in the school and their guidelines prepared. The cells are operational and are important mechanism of the school which function for improving internal quality of the school. The cells established are:

i. Internal Quality Assessment Cell (IQAC) (*Annex PVRR 1: IQAC Guidelines*)
ii. Research Management Cell (RMC) (*Annex PVRR 4 (a): RMC Guidelines*)
iii. Education Management Information System Cell (EMIS) (*Annex PVRR 4 (b): EMIS Guidelines*)
iv. Corporate Relations and Placement Cell (CRPC) [a.k.a. Employment Cell] (*Annex PVRR 4 (d): CRPC Guidelines*)
v. Student Counselling and Professional Development Cell (SCPD) (*Annex PVRR 4 (c) : SCPD Guidelines*)
vi. Student Welfare and Extension Activities Cell (SWEA) (*Annex PVRR 4 (e): SWEA Guidelines*)
vii. Alumni Cell (*Annex PVRR 4 (f): Alumni Constitution*)

(*Source:* *Annex PVRR 1: IQAC Guidelines[1], Annex PVRR 2: Internal Quality Policy, Annex PVRR 3(a): Academic Audit Guidelines, Annex PVRR 3 (b): Academic Audit Form, Annex A-10: Working Procedures PU*)

The monitoring of the School is conducted as per the School Monitoring and Supervision guidelines (*Annex A-12: School Monitoring and Supervision Guidelines*)

5. Is there any document of the institution to specify the job responsibilities of departments, units and individuals?
   Yes ☑   No ☐   If yes, give details/reference.

   The school being the constituent college of Pokhara University follows the act of the University regarding the job responsibilities of individuals, departments and units. The procedures and guidelines of the university has availed the school with the basic description of the job responsibilities. The responsibilities of various departments, units and faculties are as per the provisions specified in the "PU Rules, Regulations and Working Procedures 2055 (Amended 2073)". The School of Business has established different cells, viz; Research Management Cell (RMC), EMIS cell, Student Counselling Cell, Corporate Relation and Placement Cell, Student Welfare and Extension Activities Cell, and Alumni Cell. The responsibilities of the cells and duties of the cell coordinators have been specified. The job descriptions of the staff and other authorities of the school has been formulated. Finally, the operational guidelines of the school and responsibilities of the school authority is specified in the School operating regulations.

   (*See Annex A-10: Working Procedure PU, Annex PVRR 5: Job Descriptions of Teachers, Program Coordinators, and Staffs, Annex A-11: School Operation Regulations*)

6. Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff?
   Yes ☑   No ☐   If yes, produce those schemes and examples of some practices

   The Dean Office of the Faculty of Management Studies evaluates the pre-defined job responsibilities of departments, units and individual staff. The performance appraisal procedure is specified by the university regulations. The promotion of the faculty and staff is based on performance evaluation

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[1] *Various units, plans and policies, and operating guidelines have been formulated in the school as per the suggestions of the Pre-vist Review Team (PRT). A Pre-visit Response Report (PVRR) have been submitted to the UGC, Nepal. The suggestions provided by the PRT have been incorporated and the documental evidence have been kept as Annexes prefixed with PVRR.*

procedure specified in the 'Faculty and Staff Recruitment and Promotion Guidelines'.

(*See **Annex- B 1.4: Job Performance Appraisal Form, Annex A-13: Faculty Recruitment and Promotion Guidelines, Annex A-14: Staff Recruitment and Promotion Guidelines**)*

7. Does the institution have strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing?

Yes ☑   No ☐   If yes, give details.

As the constituent college of the University, the institution follows the strategic plan of the University and adheres to it. Besides the institution has strategically oriented itself to deliver quality education through the expansion of new programs on management studies with the primary focus on skills enhancement and infrastructural development.

(*See **Annex-B 1.2 (a) and Annex B 1.2 (b): Strategic Plan of SOB and PU**), **Annex 1.2 (c): Action Plan***

8. Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others?

Yes ☐   No ☑   If yes, give details.

9. Are there any formal provisions under which the institution brings "stakeholders or community feed backs and orientation" in its activities?

Yes ☑   No ☐   If yes, give details.

As the constituent body of the University, the authorities of the institution and the university stay in constant discussion with community while designing curriculum and also during the formulation of plans, policies and strategies. Stakeholder feedback is collected through stakeholder interaction programs and stakeholder surveys. The school has developed forms to collect feedback from major stakeholders like alumni, employers, students, staff and teachers. Feedback is generally focused on academic quality, curriculum relevance, and extension activities of the school. Based on the feedback analysis report, actions are undertaken for further improvement. Furthermore, the college has the tradition of appointing a 'class representative' from students studying in recent (running) semesters whose feedback is then considered as one of the essential feedback for qualitative improvement.

(*See **Annex PVRR 6: Stakeholders Feedback Forms, Annex PVRR 7 (a): Stakeholder Interaction Report), Annex PVRR 7 (b): Stakeholder Feedback Report***

10. Were any committees/external agencies appointed during the last three years to improve the organization and management?

Yes ☑   No ☐   If yes, what were the recommendations?

The institution has formed several committees during the last three years to improve the organization and management in different dimensions. Recently, Research Management Cell (RMC) has been formed for smooth planning and functioning of research related activities inside the organization. Similarly, the school has also formed committees such as Internal Quality Assurance Committee (IQAC), Graduate Research Project Committee, Faculty Research Grants Committee, EMIS unit, Employment Cell and others to foster the management of academic and

students' related activities in it. An academic audit committee has been formed for academic audit of the school. Additionally, committees like annual report publication committee, journal publication committee, conference organizing committee, project work committee, etc. have been formed.

The school has also established Information Access Center (IAC) in co-operation with the Korean government for the constructive development of academic activities. The IAC aims to create an environment that enhances IT literacy among the students and teachers as well as public. The IAC consists of an IT training laboratory, an internet lounge, two seminar rooms, and an administrative office.

(See *Annex PVRR 8: Committee Formation Letters and Committee Minutes*)

11. Are the students involved in institution management system and quality assurance?
    Yes ☑   No ☐   If yes, give details.

    The college has the tradition of appointing a 'class representative' from students studying in recent (running) semesters whose feedback is then considered as one of the essential feedback for qualitative improvement. The school also has an Alumni Cell which provides constant feedback to the college for academic improvement. Student feedback is collected using various survey forms. Moreover, the IQAC guidelines of the school ensures representation of student in the IQAC as student representative.

    (See Annexes - B 1.7 (a) : Minutes of CR Formation and B 1.7 (b) :Alumni Cell Formation and B 1.7 (c) : Student Feedback Forms, Annex PVRR 1: IQAC Guidelines, pp. 4)

12. Has there been an academic audit? Justify it.
    a. by the university ☑
    b. by the Institution ☑

    The Pokhara University conducts academic audit as per its working procedure. (*See Annex A-10: PU Working Procedures)*. The dean office, Faculty of Management Studies has formed Academic Audit committee for academic audit of the school as per the internal audit policy and guidelines of the school. The academic audit is in progress. (*See Annex PVRR 3(c) : Academic Audit Committee Formation, PVRR 3 (a): Academic Audit Guidelines, PVRR 3 (c): Academic Audit Form*)

13. Is there any specific mechanism to combine teaching and research?
    Yes ☑   No ☐   If yes, give details

    The Research Management Cell (RMC) guidelines developed in congruence with the Pokhara University Research Center (PURC) offers provisions to integrate teaching and research. The school research and consultancy guidelines also contains guidelines for combining faculty teaching with their research work. The formation of RMC has fostered the development of research activities inside the organization. The internal research funding of the faculties and students are organized through RMC and in the same manner the Pokhara University Research Centre (PURC) also provides research grants to the faculties and monitors the research skill development of concerned faculties and programs. The school also offers Faculty Research Grants (FRG) as per the faculty research guidelines of the school. Students are incorporated in the faculty research projects as per provision in FRG guidelines.

*(*See ***Annex - B 1.8:*** *RMC Formation Letter,* ***Annex - PVRR 4 (a):*** *RMC Guidelines,* ***Annex - B 1.9:*** *PURC Research Guidelines,* ***Annex - B 1.10:*** *School Research and Consultancy Guidelines PU PU,* ***Annex - B 1.6:*** *Faculty Research Guidelines SOB)*

14. Have you observed any positive outcomes of combination of teaching and research?
    Yes ☑   No ☐   If yes, give details.

    The institution and University as a whole has significantly observed positive outcome on research activities inside the organization assisted through RMC and PURC. Recently, 80 percent of the faculties are involved in research related activities either through internal or external funding. The research led activities have accelerated the Journal publications and other research related publications of the faculties nationally and internationally. The research experience of faculties has resulted in enhancement of their teaching quality in the classroom.

    *(See **Annex –B 1.11:** Faculty Publications and Research Projects)*

15. Provide institution specific other innovations which have contributed to its growth and development.

    The institution has incorporated innovative teaching and learning methods to deliver qualitative education to the students. Student participative and experiential learning has been encouraged in the school. The participation of students in various activities through different student clubs has resulted in their multidimensional growth. From its inception the school has adopted modern `pedagogical approaches such as:

    - Case Studies
    - Group Discussions
    - Project Assignments
    - Field Visits
    - Class Presentations
    - Seminars and Workshops
    - Interactive IT Laboratory (IAC)
    - Educational Excursions and Industrial Visits

    *(See **Annex - B 1.12 (a) :** Sample work plans, **Annex - B 1.12 (b) :** Sample seminars, **Annex A-15:** Annual Report of SOB, pp. 25-34)*

CRITERION 2: CURRICULAR ASPECTS (10 MARKS)

16. Is there any provision for ensuring   consistency of teaching and learning with the academic goals and objectives of the institution? (0.5)
    Yes ☑   No ☐   If yes, give details.

    The School follows the amendments and improvements as suggested by the academic council, subject committee and curriculum development centre of the University as it is the constituent college of the University. The constant and updated revisions on the curriculum and academic activities are governed by the University and the college adheres to it. The curriculum are revised as per the vision, mission, goals and objectives set in strategic plan of the school. The course

syllabus are formulated to achieve curricular goals.

*(See **Annex A-3:** Curriculum of Academic Programs, **Annex B1.12 (a)** : Sample Work plans)*

17. Are programs flexible enough to offer students the following benefits? (0.5 x 3 = 1.5)
    a. Time frame matching student convenience ☑
    b. Horizontal mobility ☑
    c. Elective options ☑

Academic programs and the courses offered by the School have accommodated the students' convenience and mobility options as per the requirement of the students. The School has offered MBA in Trimester system which has wide arrays of relevant updated courses, elective and specialization courses. The School also offers BBA and BBA-BI program that specially caters to the need of students aspiring to learn modern business and banking and insurance related concepts and skills during the day time and as per the flexible schedule. The MBA programs are run in morning shift as per the convenience of the students. Provisions for credit transfers to facilitate horizontal mobility of the students. All the programs of SOB offer sufficient number of elective and specializations courses from which the students can select the courses they prefer to register for as per their career aspirations.

*(See **Annex B 2.1:** Course Structure of Academic Programs)*

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as (0.5 x 5 = 2.5)
    a. Capacity to learn ☑
    b. Communication skills   ☑
    c. Numerical skills ☑
    d. Use of information technology ☑
    e. Work as a part of a team and independently ☑
    Please give evidence

The School has continuously emphasized on promoting efforts needed for skills transfer among the students. From its beginning years the pedagogical difference the school has followed   to impart the knowledge among the students itself focuses on effective diffusion of skill and knowledge among the pupil. Despite some of the major activities are as below:
- The faculties in the School adopts interactive learning methods through the implementation of case based lectures, presentation methods, project assignments, field visits, seminars and workshops to enhance the learning and communication capability of the students.
- The students are encouraged and assisted to make use of the IAC laboratory to integrate and share their knowledge with the global as well as national community. In the same manner, the students organize and participate in various workshops related to their courses and research methodologies which particularly have been fruitful in enhancing the communication as well as numerical skills of students.
- The organization and management of various extra-curricular activities such as sports meet, farewell and welcome program, oratory and debate competitions organized by the students' themselves has fostered team work and participative management approaches among the students.
- Students organize and participate in different workshops, trainings, seminars and industrial visits.

- The teaching pedagogy adopted in the school encouraged student centered and participative learning which has been fruitful in skill transfer.

*(See **Annexes B 1.12(a):** Sample Work Plans, **B 1.12(b):** Sample Seminars**), Annex A-15:** Annual Report of SOB, pp. 14-16 (Teaching pedagogy), pp. 25-33 (Student participation in various activities)*

19. Are there any additional focused programs and electives offered by the institution? (1)
    Yes ☑   No ☐   If yes, give details.

The Faculty of Management Studies offers several career-focused concentration courses. These courses allow students to gain additional knowledge and skills on specific concentration areas. Particularly, in MBA the faculty offers elective courses such as Tourism and Hospitality Management, Real Estate Management, Social Entrepreneurship, Business Tax Planning, Project Management, Rural Marketing and Agribusiness and several others. In the same manner, the electives offered by the faculty in BBA and BBA-BI are Society and Politics, Econometric, Media and Public Relations, Technology for Developments, Corporate Finance, Microfinance, Trade Finance, Investment Management, IT for Banking and Insurance and others.

*(See **Annex B 2.2:** Information Brochure of SOB, pp. 10-15; **Annex B2.3:** School Prospectus, pp. 6; **Annex B 2.1:** MBA, BBA and BBA-BI Course Structure)*

20. Has the institution taken any initiative to contribute/feedback to the curriculum of the university? Give evidence with the examples of last 4-5 years (1)

The Curriculum Development Centre (CDC) of the University has supported the institution regarding this and has organized several workshops and orientation programs to get the continuous feedback on the implementation issues of curriculum. Recently the CDC has organized the Teachers' Orientation Program on March 08, 2016 as a feedback session on the new curriculum execution. Feedback on curriculum is taken periodically from employers, students and alumni.

*(See **Annex B 2.4 (a) :** Programs for Feedback on Curriculum; **Annex B 2.4 (b):** Curriculum and Course Feedback Forms)*

21. Is there any mechanism to obtain feedback from academic peers and employers? (1)
    Yes ☑   No ☐   If yes, give details.

The School, under the Faculty of Management Studies of the University is headed by the Dean and occasionally the school holds meetings and discussions with the faculties and staffs of the school in academic agendas and developments concerned with the school and faculty. The SOB organizes workshops, seminars and interactions with faculties of other universities to obtain feedback. The Industry-academia dialogue organized to get feedback from employers. Moreover, internship programs help the SOB to get feedback from employers. Additionally, a system of feedback system by conducting feedback surveys periodically is under progress with integration to EMIS of the school.

*(See **Annex PVRR 6:** Feedback Forms; **PVRR 6 (b):** Sample of Completed Employer forms; **Annex 2.4 (c):** Academic Industry Dialogue)*

22. Give details of institution-industry-neighborhood networks if any? (1)

The School formally assigns team of faculty members to work for the internship programs of the students. Besides that, the school has recently formed Corporate Relations and Placement Cell (CRPC) to establish industry network and it also assists to organize and manage the industry-academia dialogue. The cell has conducted eight MoUs with industries in Nepal. The CRPC also organized a program on Academia Industry Dialog on 19th Poush, 2076. Moreover, the internship committee also assists in creating institution-industry network. The school conducts regular interaction with its community and undertakes programs to fulfill its social responsibility. Recently, interaction program with community was held on 8th Magh, 2076.

The SOB has organized industry academic dialogue with support from UGC Nepal.

*(See **Annex PVRR 9 (a):** Report of Corporate Relations and Placement Cell; **Annex PVRR 9 (b):** MoU documents; **Annex 2.4 (c):** Academia Industry Dialog; **Annex PVRR 7 (a):** Community Interaction Program Report)*

23. Does the institution inculcate civic responsibilities among the students? Give brief explanation in terms of activities (0.5)

The School facilitates and supports its students in organizing social events and charities. Students organize Fresher's Welcome Program, Blood Donation Campaign, Cleanliness Campaign, Tree Plantation Program and several others to create the social awareness. The Student Welfare and Extension Activities Cell (SWEA) coordinates the social work of the students. Recently, the cell has organized Financial Literacy Program and Grand Sanitization Program.

*(See **Annex PVRR 10:** Report of Student Welfare and Extension Activities Cell; **Annex A-15:** Annual Report, pp. 25 to 34)*

24. What are the efforts of the institution towards all-round personality development of the learners? Give brief explanation in terms of activities. (0.5)

Students form various clubs and committees and organize several social and personality development events and conduct the activities accordingly. The Student Welfare and Extension Activities Cell encourages the students to voluntarily organize extra-curricular activities by collecting funds and necessary aids from the concerned authorities. Students are taken to industrial visits and encouraged to participate in extra-curricular activities. Additionally, students are required to participate in internship program.

*(See **Annex B 2.5 (a):** ECA documents; **Annex B 2.5 (b):** Industrial visit documents; **Annex B 2.5 (c):** Internship documents; **Annex PVRR 10:** Report of Student Welfare and Extension Activities Cell; **Annex A-15:** Annual Report, pp. 25 to 34)*

25. What are the practices of the institution to impart moral and ethical value based education? Give examples of some practices (0.5)

The School emphasizes on the ethical and value based education since its inception. As a practice, students themselves have designed the uniform and the regular attendance of the students in the class is observed by the respective faculty members and is also considered as one of the major

evaluation criteria of students. Students are also asked to comply with the standard routine and academic calendar of the institution. Students are not only evaluated academically but the internal evaluation flexibility provided to the faculties help them to assess the students ethically and personally. The SOB undertakes seeks to promote ethical values among the students by provided value based education by organizing workshop on business ethics related issues. It has recently organized international conference on Business, Society and Governance in which students participated. The students have to adhere to the provisions of Code of Conduct Guidelines of the university. Moreover, in order to produce human resources with integrity and sound ethical standards seminars on topics like corporate governance, corporate social responsibility, and social entrepreneurship are conducted on regular basis. Ethical practices in research activities of the school are promoted.

*(See **Annex B 2.6 (a)**: Seminar on Corporate Governance; **Annex B 2.6 (b)**: Conference on Business and Society; **Annex A-16**: Code of Conduct Guidelines for Students, Section -6; **Annex B 2.6 (c)**: Ethical guidelines for research; **Annex B 2.6 (d)**: Research ethics assessment form)*

CRITERION 3: TEACHING LEARNING AND EVALUATION   (15 MARKS)

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26. Which of the following methods do you apply in admitting the new graduates? Select as many as apply. (1)
Yes with justification = 0.25, Yes without justification = 0.10 No = 0, otherwise stated

☐ through academic records
☐ through written entrance tests
☐ through group discussions
☐ through interviews
☑ through combination of above all

The School has a formal process of admitting new graduates. Firstly, the school releases the admission notice before the commencement of the session/program through the formation of formal Admission Cell. Secondly, a written examination is conducted which comprises of various sections as Verbal Ability, Quantitative Ability, Logical Reasoning and General Awareness. Finally, the students are assessed through personal interviews and group discussion sessions as a part of their personal assessment.

*(See **Annex B 3.1:** Documents/Minutes related to Entrance and an Evaluation Scheme of Gropu Disccusson and Personal Interview)*

27. Is there any provision for assessing students' needs and aptitudes for a course? (0.5)
Yes ☑   No ☐   If yes, cite examples.

The Admission Cell of the school holds the counseling and orientation class for the new entrants in the school during the admission process and time. The faculties and staffs are requested to counsel and monitor the students (new entrants) during the personal interview session. The students are individually assisted and counseled on how they need to undertake their career and academic progress before and after the admission. The specialization and elective courses selected by students are based on their interest and aptitude and guidance is provided by faculties.

28. Does the institution provide bridge/remedial courses to the academically weak and disadvantaged students? (0.5)
Yes ☑   No ☐   If yes, cite examples (UGC or other supports received in this regard may be indicated).

Weak students are provided opportunity to take extra time with course faculties and take necessary tutorial and guidance. Students can retake the courses in which they get low marks in order to upgrade their overall CGPA. The School being the constituent program of the University offers scholarship to the poor and underprivileged students each year which is centrally governed and undertaken by the University itself. Besides, that the academic system and culture the school have practiced since its establishment focuses on rigorous academic support to the students. Faculties take remedial classes in their convenient hours and students are free to discuss queries related to their subjects during office hours with the faculties.

29. Does the institution encourage the teachers to make a teaching-plan? (0.5)
Yes ☑   No ☐   If yes, gives details.

Every faculties are required to submit their work plan with detailed outline of the activities and course contents they are going to follow during a semester. The work plan should clearly include the course objectives, methodology faculty applies, contents, details of works and activities, basic and reference books to be followed and the evaluation criterion.

30. Are syllabi in harmony with the academic/teaching calendar? (0.5)
Yes ☑   No ☐   If yes, give details of implementation in terms of monitoring, coverage, correction, etc

The University formulates academic calendar and monitors whether its respective constituent colleges implement the academic calendar as per the semester/s and trimester/s courses   and rigorously monitors the implementation of the calendar. The school complies with the calendar schedule and determines its works days as per it.

31. How does the institution supplement the lecture method of teaching with other teaching methods with specific weightage in terms of hours? (directed studies, assignments, presentations) (0.5)
Produce some examples.

The faculties of the school are engaged in delivering the lecture incorporating the lectures with new teaching pedagogies as Case Studies, Project Assignments, Individual Assignments, and Discussion Sessions. Faculties assign group works in the form of project assignments and they also involve case studies to supplement their lectures with the rational and dynamic knowledge base. Students of MBA are encouraged to manage discussion session and seminars on the evolving and changing

management scenario with their faculties' assistance.

*(See **Annex B 3.2**: Sample work plans. The work plans contain evaluation weightage for class presentations, project works, assignments, case studies etc. **Annex A-15**: Annual Report, pp. 14 to 16, Description of teaching learning methods used at SOB)*

32. Is there a facility to prepare audio visuals and other teaching aids? (0.5)
    Yes ☑   No ☐   If yes, give details about the facilities.

    The well-furnished IAC centre in the school is one of the major centre that contributes in preparing IT and IT related supplements to the faculties. Besides, each individual faculty is availed with the internet facility, printing and publishing facility in order to assist students with supplementary teaching aids.

    *(See **Annex B 3.3**: IAC Resources (The audio visual resources at the center are used to develop teaching materials))*

33. Furnish the following for the last two years (1.5)
    Teaching days per semester or per year against the requirement: 132 and 127 days
    Working days per week against the requirement: 6 days
    Work load per week (for full time teachers): 12 Credit Hrs (BBA)/ 9 Credit Hrs (BBA/MBA)/ 6 Credit Hrs (MBA)
    Work load per week (for part time teachers): 12 Credit Hrs (BBA)/ 9 Credit Hrs (BBA/MBA)/ 6 Credit Hrs (MBA)

    Ratio of full-time teachers to part-time teachers: 6:1
    Ratio of teaching staff to non-teaching staff: 2:1
    Percentage of classes taught by full-time faculty: 92 percent
    Number of visiting professors/practitioners: 5

    *(See **Annex A-7** : Academic calendar, **Annex B 3.4**:Work Load Distribution Table, **Annex B 3.5**: Sample guest/visiting faculty letter, **Annex A- 2**: Teachers list, **Annex A-4**: Staff list)*

34. a. Are the students oriented to the program, evaluation system, codes of conduct other relevant institutional provisions and requirements? If yes give evidence. (0.5)

    The school organizes the Orientation Program before the commencement of formal classes right after the new enrollments which particularly emphasizes on creating students awareness on the nature of the program/s, evaluations systems and the provisions and requirements. Primarily, the orientation program aims in generating awareness of students regarding the codes of conduct and evaluation system.

    *(See **Annex B 3.6** : Details of the Orientation Program)*

    b. Are evaluation methods communicated to students at the beginning of the academic session? (0.5)
       Yes ☑   No ☐   If yes give evidence.

    The faculties involved in teaching the courses provide students with the work plan revealing the internal evaluation parameters and evaluation criterion that they will be following during that semester.

*(See **Annex B 3.2** : Work plan/s indicating the internal evaluation criterion)*

35. Does the institution monitor the overall performance of students periodically? (0.5)

      Yes ☑ No ☐   If yes, give details

As the internal evaluation flexibility (50 percent in BBA) and (60 percent in MBA) is assigned to the concerned school/s by the Office of Controller of Examinations, the School formally conducts 'Final Internal Examination' at the end of semester through the support and coordination of the Internal Examination Committee and evaluates students' academic performance. Despite, the faculties are also provided the flexibility to conduct quizzes, class test or other related examinations during their semester. Moreover, in semester and trimester system the performance of students is monitored periodically by internal and external examinations. In MBA 60% weightage is given to internal examination.

*(See **Annex B 3.4** : Sample quiz exams taken in class, **Annex B 3.2**: Work plan containing evaluation process for performance measurement, **Annex A-3**: MBA/BBA curriculum showing weightage and provisions for internal evaluation)*

36. In the case of new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evidential in your institution. (1.5)

Vacancy Category	Operational Mechanism					
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	√	√	√	√	√	√
Government Funded						
Any other category: a. b. c.						

The appointment of permanent faculty is undertaken by the service commission of the university as per the Teacher Selection Regulations. The course contract teachers are appointed by the school adopting all the process specified above.

*(See **Annex B 3.8** Course contract teacher selection documents and **Annex A-13**: Teacher Selection Guidelines, Pokhara University,)*

37. Provide the following information (in number) about the teaching staff recruited during the last two years. (0.5)

Teaching staff recruited from …		
the same district it operates		from other districts
same institution	other institutions	
Year I: 6	Year I: 0	Year I: 6

Year II: 1	Year II: 6	Year II: 2	

38. a. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc teaching staff? Are such provisions defined in the institution act/board decision/minute?

Yes ☑   No ☐   If yes, give details of their salary structure and other benefits. (0.5)

The institution has the flexibility to appoint and pay temporary/ad hoc teaching staff. The school formulates a formal team of faculty members and experts to recruit teaching faculty on that basis. The committee formally advertises the vacancy and shortlists the needed candidates as per the pre-requisite. Then a formal interview and class observation method is conducted to select the best candidates among   them.

The course contract teacher's salary are as :
Bachelors Level: Rs. 15,000 per credit (Each course has 3 credit)
Masters Level: Rs. 19,000 per credit (Most courses have 2 credit)
No other benefits are provided.

(See **Annex B 3.8:** *Teacher selection documents and* **Annex A-13:** *Teacher Appointment Guidelines)*

b. Does the institution have provision and practice for inviting visiting/guest faculty on regular basis?

Yes   ☑   ☐ No if yes give details (0.5)

The school regularly invites visiting faculties and guest faculties of national and international repute in both MBA and BBA to keep the pupils aware of updated and relevant changes in the management   discipline and arena.

(See **Annex B 3.5:** *Documents of visiting/guest faculty)*

39. Number   of   teaching   staff   who   have   attended   seminars/conferences/workshops   as participants/resource persons/organizer in the last two years: (1.5)

	Participants	Resource persons	Organizer
Institutional level	104		PUSOB
National level	2	4	Different
International level	2	3	Different

(See **Annex B 3.9 (a):** *List of Recent Seminars/Conference and Workshops attended;* **Annex B 3.9 (b)**: *Conference workshop certificates*)

40. Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program? (0.5)

Yes ☑   No ☐ If yes, how are teachers encouraged to use the feedback? Provide justifications.

The faculties use self-appraisal feedback form with the students after they deliver their lectures/sessions during a semester. Self-appraisal guideline and form has been developed for both faculties and staff. The individual feedback then is monitored and appraised by the concerned authorities and the faculties are supported by the institution in the areas of their weaknesses.

*(See **Annex PVRR 11 (a):** Faculty self appraisal guide and form; **Annex PVRR 11 (b):** Staff self appraisal form)*

41. Does the institution follow any other teacher performance appraisal method? (0.5)
    Yes ☑   No ☐   If yes, give details of the same and state how the results of the appraisal are used.

The Faculty of Management Studies, Office of the Dean has a formalized process and document on evaluating the performance of the teacher. The performance appraisal form has been developed. The school follows the provisions of Faculty Recruitment and Promotion Guidelines of the university for faculty appraisal. Faculty feedback survey from students is undertaken periodically. The results generally are entertained to improve the area   of weakness and also for the purpose of internal promotion and further recommendations.

*(See **Annex B 1.4:** Performance Appraisal Form, Faculty of Management Studies, Office of Dean); **Annex PVRR 11 (c):** Faculty feedback survey; **Annex A-13:** Faculty recruitment and promotion guidelines, PU)*

42. Does the institution collect student evaluation on institution experience? (0.5)
    Yes ☑   No ☐   If yes, what is the significant feedback from students and how has it been used?

The school organizes an interaction program with the students regarding the feedback of academic programs and its implementations after the semester end examinations. Feedback from current students as well as Alumni is undertaken employing feedback surveys. Feedback is collected on curriculum effectiveness, teaching pedagogy, academic quality and student amenities. The direct access of the students with   the program coordinators, directors and faculties avail platform for the students to have discussion on such issues. It collects feedback of the student during farewell ceremony and the school also conducts tracing study which contains student feedback of the institution.

*(See **Annex 3.10 (a, b, c, & d):** Tracing study report, 2010, 2015, 2017, 2018; **Annex 3.11:** Student survey forms)*

43.   Does   the   institution   conduct   refresher   courses/seminars/conferences/symposia/ workshops/programs for faculty development?(0.5)
    Yes ☑   No ☐   If yes, give details.

The school continuously encourages its students and faculties to organize seminars/conferences/ symposia and workshops in their related area of study. The faculties and students of the school have organized several national conferences and workshops on Research Methodology, Case Method of Teaching, Modern Teaching Pedagogies and similarly students keep on being engaged with seminars in areas such as Corporate Governance, Human Resource Management, International Business and others. The list of recent programs are:

SN	Program	Date
1	Application of mixed methods in management and business research	1st – 3rd June 2019

2	Simulation and experiential learning in management education	29th -31st May 2019
3	Contemporary approaches to mixed-method research in business and management	30thNov-1stDec, 2018
4.	Faculty Development Program in Risk Management and Insurance	17th- 22nd Sep 2018
5	Pedagogy, evaluation tools and scoring techniques in higher education	13rd - 15th Sep 2018
6	Business Research Methodology workshop	15th- 21st Aug 2018
7	International Conference on Business, Society and Governance	26th - 28th Feb 2017

*(See **Annex B 3.12 (a)**: International conference report; **Annex B 3.12 (b):** Simulation workshop report; **Annex B 3.12 (c):** Mixed methods research workshop report*

44. Give details faculty development programs and the number of teachers who benefited out of them, during the recent years. (0.5)

Faculty Development Programs	No. of Beneficiaries
Mr. Bishwo Nath Lamichhane and Mr. Nirajan Bam (June 9-Sep 27, 2014)/IIM-Ahemadabad, India	2
Dr. Bharat Ram Dhungana and Mr. Bishwo Raj Parajuli (June 8-Sep 26, 2015) /IIM-Ahemadabad, India	2
Mr. Santosh Gurung (May 15 – Aug 31, 2018), IIMA, India	1
Ms. Kripa Kunwar and Mr. Ramkrishna Chapagain (May 15 – Aug 31, 2019), IIMA, India	2

The school regularly conducts workshops, trainings and seminars for faculty development. Faculties are encouraged to attend conferences and workshops. Faculties are provided Rs. 50,000 for participation in such programs. Most importantly, every year two faculties are sent to FDP program at IIMA, India. Additionally, faculties are provided paid leave for their higher studies.

*(See **Annex 3.19:** Faculty development program participation)*

45. Furnish information about notable innovations in teaching. (0.5)

The school has incorporated innovative teaching and learning methods to deliver qualitative education to the students. From its inception the school has adopted modern pedagogical approaches such as:
- Case Studies
- Group Discussions
- Project Assignments
- Field Visits
- Class Presentations
- Seminars and Workshops
- Interactive IT Laboratory (IAC)

- Educational Excursions and Industrial Visits
- Internship Program

*(See **Annex A-15:** Annual report, pp. 14-16, Teaching pedagogies adopted; **Annex B 3.3:** IAC resources; **Annex 2.6 (a):** Student seminar; **Annex B 2.5 (b):** Industrial visit; **Annex B 2.5 (c):** Internship program*

46. What are the national and international linkages established for teaching and/or research? (0.5)

The school being the constituent college of the Pokhara University has the increased capability of enhancing its network with several international universities. The University has signed MOU with 68 renowned international universities in which the school is working with close cooperation and relationships for students' transfer and skills transfer of the faculties. Despite that it is also focusing in the development of collaborative research and development platforms with those universities. It has linkages with IIM, Ahmedabad for faculty development program. The school has conducted MoUs with eight corporations of Nepal.

*(See **Annex B 3.14:** National and international collaborations; **Annex B 3.13:** FDP participation at IIMA, India)*

CRITERION 4: RESEARCH, CONSULTANCY AND EXTENSION (10 MARKS)

47. Research budget of the institution in % of total operating budget.

Total Budget NRs 76,036,000
Research Budget NRs 1,500,000
Percentage of total budget is 1.97%

(*See* **Annex A-15:** *Annual Report, SOB, pp. 43, Financial statement*)

48. How does the institution promote research?
   ▪ Encourage PG students doing project work: Master level students are encouraged to do thesis, various project work, field study report and business development project work. Students are also involved in faculty research report as a team member.
   (*See* **Annex B 4.1:** *Graduate Research Project (GRP) guidelines*)

   ▪ Teachers are given paid study leave: This school encourages faculties for their further study. Currently, seven faculties are on Ph.D. leave, and eight teachers have completed their Ph.D.
   (*See* **Annex B 4.3:** *PhD leave approval letters*)

   ▪ Faculties are provided Faculty Research Grants (FRG) to promote research. Every year, eight faculty grants of Rs. 80,000 each is offered.
   (*See* **Annex B 4.2 (a, b, c ,d):** *FRG documents*)

   ▪ Provision of Research Committee: There is a Graduate Research Committee who looks after the thesis work of PG students.

   ▪ Establishment of Research Management Cell (RMC): The school has established RMC to coordinate and promote research activities of the school. The RMC undertakes organization of research workshops, conferences, faculty research grants, and publication of journal.
   (*See* **Annex B 4.4:** *RMC activities report*)

49. Is the institution engaged in PhD level programs?
   Yes ☑   No ☐   If yes, give details

The Ph.D. level program of the University commenced from 2014 **(Research only Track)** and it is supervised, control and monitored by an independent body of the university named Council for Doctoral Studies. Currently, 15 PhD scholars are enrolled in two different programs of humanities and management.
   (*See* **Annex B 4.5:** *PhD curriculum*)

50. What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details.

Faculties of the school are actively engaged in research activities like supervision of research work of students, participation in conferences, seminars and workshops, research projects, and research publications. The percentage of faculties engaged in active research is 80 percent approximately.

(*See* **Annex B1.11:** *Research projects of faculties and publications;* **Annex B 4.5** *– Some list of faculties*

currently supervising student research)

51. Mention the admission status of the MPhil/PhD graduates in your institution.

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil	NA	NA	
PhD	15	0	**15**

*(See **Annex A-6**: Annual Report, PU, pp. 20, Number of PhD scholars)*

52. How many PhDs have been awarded during the last five years?

Since the PhD program commenced, none of the scholars have been awarded with PhD degree. However, some scholars have submitted their thesis and waiting for final viva-voce.

53. Does the institution provide financial support to research students?

Yes ☐   No ☑   If yes, give % of financial support from recurring cost.

54. Provide details of the ongoing research projects:

Total number of Projects	Project Revenue (in NRs.)
15	Rs 27,00,000

*(See **Annex B 1.11**: List of faculty research projects)*

55. Give details of ongoing research projects funded by external agencies.

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
UGC	Rs 15,00,000	3 Years	Collaborative
PURC	Rs 8,00,000	1 and 2 Years	Collaborative(2 Projects)
FRG, SOB	Rs 4,80,000	1 Year	

*(See **Annex B 1.11**: List of faculty research projects)*

56. Does the institution have research/academic publication? If yes, give details of publications in the last two years.

The school has not published any research journal since the last two years. However, the school publishes the research journal in the name of The Journal of Business and Management. The last issues published were Vol.IV and Vol.V with ISSN No. 2350-8868. The journals have been indexed in NepJol. The school is also in the process of   publishing the new issue (vol. VI) and will be published soon.

*(See **Annex B 4.7 (a)**: JBM Vol V, **Annex B 4.7 (b)**: Call for paper, JBM, Vol VI, **Annex B 4.7 (c)**: Peer review guidelines, JBM; **Annex B 4.7 (d)**: Peer review form)*

57. Does the institution offer consultancy services?

Yes ☐   No ☑ If yes, give details.

58. Does the institution have a designated person for extension activities?

Yes ☑   No ☐   If yes, indicate the nature of the post as –

Full-time   Part-time ☑ Additional charge ☐

The school has established Student Welfare and Extension Activities Cell (SWEA). The cell coordinator coordinates the extension activities.

*(See **Annex PVRR 12**: SWEA coordinator appointment letter, **Annex PVRR 10**: SWEA Activities Report)*

59.Indicate the extension activities of the institution and its details:
Community development☐ Training in Disaster Managemen☐ Health and hygiene awareness ☑ Medical camps ☐ Adult education and literacy ☑ Blood donation camps ☑
AIDS awareness☐ Environment awareness ☐ Any other ☐
*(See **Annex PVRR 10:** Student Welfare and Extension Activities report)*

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)?
Yes ☑ No ☐ If yes, justify.

The school has five student clubs which are actively engaged in outreach programs. The cells are Aspiring Entrepreneur's Club (AEC), Society of Entrepreneur and Educational Development (SEED), Study Group for Banking and Insurance (SGBI), Pokhara University Council of Management Students (PUCMS) and Sharing Harmony in New Environment (SHINE). Some of the outreach programs conducted are financial literacy, entrepreneurship development, sanitization etc.

*(See **Annex B 2.2:** School prospectus, pp. 19; **Annex PVRR 10:** Extension activities report; **Annex PVRR 13:** SGBI report)*

61. How are students and teachers encouraged to participate in extension activities? Any defined approaches?

The school has been organizing various extension activities specially in the nearby area of Pokhara. There is a part time committee of teachers and staff to organize such activities. The students are motivated and encouraged to participate by directly involving them along with the supervision of committee members. The school has recently conducted two different social activities like Blood donation camps and Adult literacy program.
*(See **Annexes PVRR 10, PVRR 13**)*

62. Does the institution work and plan the extension activities along with NGO's and GO's? Give details of last 3 years.
Yes☑ No
The institution has undertaken Community based appropriate technology based entrepreneurship training (C-ATET) in collaboration with Nepal innovative technology based entrepreneurship center (NITEC) which is an South Korean INGO.

(*See **Annex B 4.8:** SATET project with NITEC*)

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES (20 MARKS)

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future?

The University has a separate section called Technical Section who is headed by an Engineer. The section is responsible for preparing comprehensive master plan of existing building and the projected expansion in the future. The master plan includes existing building of four different schools namely school of business, school of engineering, school of health science and school of social engineering and development. The master plan also consists of expansion of girl's hostel. The action plan of the university also covers infrastructure development plan.

*(See **Annex B 5.1 (a):** Master Plan; **Annex B 1.2 (a):** Strategic Plan, SOB; **Annex B 1.2 (b):** Strategic Plan, PU; **Annex B 1.2 (c):** Action Plan, PU*

64.a. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth? Produce plan, if any.

The school is currently running three major programs like BBA, BBA-BI and MBA. The school is planning to run EMBA program in a very near future for which necessary arrangements have been processed and it is going to run the program by march, 2020. Besides, the school is also planning to expand its bachelor programs to meet the needs of the students. The school is planning extend its infrastructure to support it future academic programs.

*(See **Annex B 1.2 (a):** Strategic plan, SOB; **Annex B 1.2 (b):** Strategic plan, PU ; **Annex B 1.2 (c):** Action Plan and **Annex B 5.1 (b):** Land plans)*

  b. What support facilities are available for conducting the education programs in the institution?
   Laboratory ☑
   Library   ☑
   Others : information access center, multimedia
   Give details

The school has a well sophisticated computer laboratory accommodating more than 50 students at a time with high speed internet facilities. The students use computer lab for conducting different project works. The school uses service of central library of the university. The school has separate library at the RMC. Moreover, the school has well equipped seminar hall along with the facility of video conferencing which was built with support from the Government of Korea. The school also has the facility of high speed wi-fi services and power backup.

*(See **Annex B 3.3:** IAC resources; **Annex B 5.3:** Online resources; **Annex A. 6:** Annual report, PU, pp. 34, Library resources; **Annex B 5.4:** Books at school RMC library)*

65. Does the institution have provision for regular maintenance of its infrastructure? Provide scheme.

The school regularly maintains its infrastructure for which a separate budget is allocated by the school. The school has recently painted the whole academic complex. Regular maintenance of building, classroom furniture and other school equipment are undertaken. Budget is allocated in school budget for maintenance work.

*(See **Annex A-15:** Annual report SOB, pp. 34, Annual budget allocated for maintenance)*

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan.
   The fourth floor of the school building has recently been constructed and it now used as classrooms but as there are number of rooms remaining to be utilized so, the school has planned to use the fourth floor by allocating rooms for internal examination section, Research Management Cell, EMIS unit and Public Information Cell.

67. Does the institution encourage use of the academic facilities by external agencies?
   Yes ☑   No ☐   If yes, give clearly defined regulations.

   The institution has information access center (IAC) established with support of South Korean government.

The center can be used by external agencies as per the working procedures of the IAC.
(See **Annex B 5.5:** *IAC center resource sharing*)

68. What efforts are made to keep the institution clean, green and pollution free? Give details (0.5)

The institution makes efforts to keep its premises clean, green and pollution free. It undertakes tree plantation programs periodically. There are two permanent gardener position who work for preserving greenery and clean environment. The institution has "go green" policy and banes use of plastic bags.

Name of permanent gardeners: Mr. Dhanpati Subedi, Mr. Lilanath Poudel.

69. Are there computer facilities in the institution that is easily accessible to students and faculty? (0.5)

Number of computer accessible to the students   80
Computer accessible to the faculty 28
Internet accessible to the faculty   ☑
Internet accessible to the students   ☑

Computer facility is accessible for all the teachers and students. The computers installed are branded and of good configuration. The internet and wi-fi facility is available freely in the school premises. The bandwidth of the internet is 30 mbps.

(*See **Annex B 3.3:** IAC computer lab resources; **Annex A-6:** Annual report, PU, pp. 33, Internet service at the university*)

70. Give the working hours of the computer centre and its access on holidays and off hours. (0.5)

The working hours of the computer center is 10:00 AM to 5:00 PM. It opens only on working days. However, it can be opened in holidays with prior approval.

71. a. How many departments have computers of their own? Give details. (0.5)

All the departments have their own computers as well as laptops. All the faculties have been offered laptop by the school.

b. Does the institution have provisions of internet/intercom/CC TV/other facilities Give details (0.5)

The SOB has following resources:
        Internet: Wifi facilities (30 mbps) available on campus premises
        CC TV : The college premises are observed through CC TV system.
        Multimedia and video conferencing system.

72. Explain the output of the centre in developing computer aided learning packages in various subjects during the last three years? (0.5)

The computer center (IAC) conducts workshops to upgrade the computer skills of students as well as offers presentation skill enhancing trainings to faculties. The faculties can use the infrastructure to conduct needed video conferencing for enhancing learning and knowledge of the students.

(*See **Annex B 3.3:** IAC computer lab resources*)

73. Is there any provision for maintaining/updating the computer facilities? Provide the details of the system. (0.5)

    The computer are maintained properly under the Annual Maintenance Contract (AMC).
    (*See **Annex 5.5:** AMC document)*

74. Does the institution make use of the services of inter-university facilities? (0.5)

    The inter-university facilities used by the school are as follows:
    i.   Health center
    ii.   Central library
    iii.   Play ground
    iv.   Information Access Center
    v.   Hostel

75. What are the various health services available to the students, teacher and other staff? Give details. (0.5)

    The health facilities provided to the students, teacher and other staff are:
    i.   Health center provides first aid and basic health services.
    ii.   The institution offers insurance scheme for its faculties and staff.
    iii.   A health center has been established in the school. It contains first aid health facilities.

76. What are the physical and infrastructural facilities available in the sports and physical education centre? Give details. (0.5)

    The facilities are:
    i.   Playground (Basket ball, Football, Volleyball, Cricket, Table Tennis)
    ii.   Indoor games (Chess, carom board etc.)
    iii. Sports equipment (Cricketing Kit, Football Kit etc.)

77. What are the incentives given to outstanding sports persons? (0.5)

    The students who participate in sports are given incentives like travel expenses, diet expenses, and leave from classroom. Outstanding sports persons are honored during college functions. The school organized ECA (Extra-curricular Activities) week every year. The outstanding sports persons are awarded with medals and certificates.
    *(See **Annex B 2.5 (a):** ECA documents)*

78. Give details of the student participation during the last year at the university, regional, national and international meets. (0.5)

	Participation of Students	Outcomes
District	75	Students organize inter-college sports meet
National		
International		

79. Give details of the hostel facilities available in the institution? (0.5)

    Female students of the school are provided hostel facilities. The hostel was constructed from support of

the Indian embassy.
(See ***Annex B 5.7:*** *Hostel operation procedure***)**

80. Give details of the facilities for drinking water and toilets. (0.5)

      The school has following sanitation and hygiene facilities:

      Number of Toilets (Students): 36

      Drinking Water Facilities : Euroguard water purifier

B. Library as a Learning Resource

81.   a. What are the working hours of the library?

     On working days: 12 hours

     On holidays : Opens on special case only (during examination)

The library opens in all days except public and local holidays. Generally, library opens at early in the morning to late evening.

Reference section opens at 6:00 AM to 8:00 PM in summer season and it opens at 6:00 AM to 6:00 PM in winter.

Circulation section opens at 7:00 AM to 4:30 PM in summer season and it opens at 7:00 AM to 3.30 PM in winter.

    b. Does the library provide open-access to students?   Yes ☑   No

    (See ***Annex B 5.8:*** *Library rules*)

82. Mention the total collection of documents.

- ➢ Books: 31,728
- ➢ Current Journals
  - ▪ Nepalese: 10
  - ▪ Foreign: 3
- ➢ Magazines: 7
- ➢ Reference Books: 11,438
- ➢ Text Books: 20,290
- ➢ Refereed journals
- ➢ Back Volumes of Journals: 200
  - ▪ E- Information Resources
  - ▪ CD's/DVD's : 250
  - ▪ Databases
  - ▪ Online Journals: 10
  - ▪ AV Resources: 50
- ➢ Special collection

          Please specify for example ; UNO Depository center, World Bank Repository, Competitive Examinations, Book Bank, Old Book Collection, Manuscripts

(See ***Annex A-6:*** *Annual report PU, pp. 33-34, Library information*)

83. Give the number of books/journals/periodicals that have been added to institution library during the last two years and their cost. (1)

	The year before last		The year before	
	Number	**Total cost**	**Number**	**Total cost**
i. Text books*	346	2,12,548	394	Rs. 2,56,100

ii. Other books				
iii. Journals/periodicals	13	5,850	14	6,920
Any others				
iv.				
v.				

* Management books and journals only

84. Mention (1)
   i) Total carpet area of the institution library (in sq.mts.)   [1200 sq.mt]
   (ii) Total number of departmental libraries   [1 (SOB RMC library)   ]
   (iii) Seating capacity of the Library   [80 students at a time (50sq.mt)]
   (iv) Open student access to library   [Yes]

The users of PUCL are students, teachers, researchers and staff of the University. Currently, PUCL has more over 3,000 users.

85. Give the organizational structure of the library. (0.5)
      (i) Total number of staff
         a. Professionals: 3 Librarian (Masters=2, Bachelor =1)
         b. Semi-professionals: 10 support staffs
         c. Others:
     (ii) Library advisory committee (0.2), Give details

86. Staff development programs for library
      (i) Refresher/orientation courses attended: 10
      (ii) Workshops/Seminars/Conferences attended: 4
      (iii) Other special training programs attended: 3

The staffs of the library attend workshops and trainings regularly. The library has organized 10 orientation programs in the current year (*See **Annex A-6:** Annual report, pp. 34*).

The Librarian, Pokhara University Central Library, Mr. Hemanta Raj Kandel participated on the Steering Committee Meeting from 18th -21st June 2012, The program was Organized by INASP and it was held on Thames Suite, Hawkwell House Hotel, UK.

Pokhara University Central Library and Tribhuvan University Central Library had jointly organized the three days workshop on **Working Together for Research.** The program was supported by PERII/ INASP and it was conducted on Information Access Center Pokhara University , Librarian form different college and researcher were taken participate for the program.

The Asst. Librarian (Library officer), Pokhara University Central Library, Ms Mina. K. Dallakoti participated on the **Nepal Conference on Improving Research Infrastructures with Social Media** on 31st oct to 1 Nov 2011 at ICIMOD Office Kathmandu. The program was Jointly Organized by FOCUS, ICIMOD and Nepal Library Association.

Nepal Country Coordinator Team Development Workshop 22/23 Sept, 2011 Pokhara University Central library had organized **two days Workshop on Nepal Country Coordinator Team Development,** Program Supported by PERII, INASP.

Pokhara University Central Library has organized an **Workshop on Scientific Journal Publication and E-resource**s Which was supported by PERII INASP, UK and organized by

PUCL on 25 June, 2011.

87. Are the library functions automated? (0.5)

    Yes ☑   No ☐   If yes: Fully automated ☐ (0.5) Partially automated ☑

  Name the application software used: LIBRA software

The library is automated with LIBRA software from which all internal tasks such as book and patron management are being carried out by the software. For security purpose library is using CCTV cameras.

88. What is the percentage of library budget in relation to the total budget of the Institution? (0.5)

The budget allocated for the library for fiscal year 2074/75 is Rs. 3,580,000. It is 8.5 % of the total budget of the institution.

(*Source: Annual Report, PU*)

89. Does the library provide the following services/facilities?
- Circulation Services ☑
- Maintenance services ☑

    Reference/referral service ☑
- Information display and notification services ☑
- Photocopying and printing services ☑
- User Orientation/Information Literacy ☑
- Internet/ Computer Access ☑
- Inter-Library Loan services ☐
- Networking services   ☑
- Power Backup facility   ☑

90. Furnish details on the following (1; *to be equally distributed*)
    (i)   Average number of books issued/returned per day.   [300]
    (ii) Average no. of users visited / Documents consulted per month [1500]
    (iii) Please furnish the information on no. of Log- ins in to the   [500]
         E-Library Services/E- Documents delivered per month.
    (iv) Ratio of Library books to number of students enrolled   [10:1]

CRITERION 6: STUDENT SUPPORT AND GUIDANCE (10 MARKS)

91. Furnish the following details: (0.25 x 4 = 1)
- Percentage of regular students appearing for the exam: 96.4%
- Dropout rate (drop out from the course): 18%
- Progression to further study: As per the recent tracing study conducted by school of business, pokhara university 86% of the students who passed BBA degree and 71% of the students who passed BBA-BI degree pursued Masters degree and 15% of the students who passed MBA degree pursued higher studies. However, among the unemployed MBA graduates 100% of the graduates pursue higher studies.

    (See **Annex B 3.10**: *Tracer studies, 2010, 2015, 2017, 2018*)
- Some Prominent positions held by alumni:

    Mr. Umesh Psd Acharya: CEO, Green Development Bank

    Mr. Chaitanya Adhikari: Principal, Pokhara College of Management

    Mr. Amrit Banstola: Managing Director, Adarsa Samaj National Daily

    Mr. Dipendra Sharma: Regional Manager, NICASIA Bank Ltd.

    Mr. Samir K C.: Regional Manager, Mega Bank Ltd.

92. How many students have passed the following examinations in the last five years? (0.25 x 4 = 1)
    o Nepal Civil Services Examinations: According to the recent tracing study conducted by School of Business, Pokhara University 25 students who graduated in the year 2015 to 2018 have successfully passed Nepal civil service examinations.
    o Other employment related examinations: Besides, graduates passing the Nepal civil service examinations few graduates from school of business have also joined university level teaching and learning. Moreover, few graduates have joined government banks in different positions.
    o International level entrance examination: According to the results of tracing study conducted by School of Business 33 students who passed during 2015 to 2018 have successfully passed international level entrance examinations.
    o Nepal Rastra Bank examination: 14

    *(See **Annex B 3.10:** Tracer studies, 2010, 2015, 2017, 2018)*

93. Does the institution publish its updated prospectus annually? (1)
    Yes ☑ (1)   No ☐ (0)   If yes, what are the contents of the prospectus? (attach a copy)

    The school publishes prospectus every year. The prospectus published this year includes a brief introduction about the university, faculty of management studies and school of business. It provides information of activities of different cells in the school as well as other extension activities. Besides, the prospectus also includes major program offered, introduction of Pokhara University Research Center, International and Corporate Relations, Graduate and Undergraduate Curriculum, Faculty and Administrative strength along with academic activities and related photographs.

    (*See **Annex B 2.2**: School Prospectus,2020; **Annex B 2.3:** Information Brochure*)

94. What kind of financial aids are available to students from the government, the institution and others? Give details. (0.5)

    The School of Business offers scholarships as prescribed by Pokhara University Scholarship Guidelines. The school offers merit based scholarships to toppers of each programs every year. In addition to this, the school also offers merit-cum-mean scholarship, differently able and educationally disadvantaged student scholarship. The scholarship is inclusive based on gender, ethnicity, remote districts, marginalized etc.
    The constituent programs of the university offer 20% scholarship while affiliated colleges have to offer 10% scholarship as per the Pokhara University scholarship guidelines. Besides, scholarship other benefits are provided to students as per the Student Welfare Guidelines of the university.
    *(See **Annex B 6.1:** Pokhara University Scholarship Guidelines; **Annex B 6.6:** Student welfare guidelines)*

95. Mention the number of students who have received financial aid during the last two years. (0.5)

Financial aid	Year before last	Year before
i. Merit scholarship*	17	17
ii. Merit-cum-Means**	40	40
Any others	-	-

*Merit based scholarship is granted to toppers to entrance examination and semester/trimester toppers of both graduate and undergraduate programs.
**Merit-cum-Means scholarship is offered to marginalized, disadvantaged and needy students as per the Pokhara University scholarship guidelines.
*(See **Annex B 6.1**: Pokhara University Scholarship Guidelines).*

96. Does the institution have an employment cell and a placement officer who offers career counseling to students? If yes, give details of the cell and its office. (0.25 x 2 = 0.5)

The school has established Corporate Relations and Placement Cell (CRPC) which undertakes all activities related to professional development, employment and placement of the graduates. The cell also maintains network and collaboration with corporate houses and other institutions to facilitate student employment. The roles of employment cell and placement officer are mentioned below:

i) Employment cell: ☑ Role:
ii. Recording keeping of BBA, BBA-BI and MBA Graduates and prospective employer and organization
iii. Career Counseling
iv. Job Placement
v. BBA, BBA-BI, MBA Graduates profile
vi. Employability enhancing skill based training
vii. Identification of prospective employers and building linkages.

b. Placement officer:☑ Role:
- The placement officer has a role of achieving the above mentioned goals as the chief authority of the placement cell. He make plans to implement the above mentioned activities. He also explores and update the prospects of vacancies and possibility of employability of students.

*(See **Annex PVRR 4 (d)**: CRPC cell guidelines (It also contains provisions related to roles and responsibilities of the cell coordinator who undertakes the role of placement officer; **Annex PVRR 9 (a)** Activities report of CRPC)*

97. Do teachers participate in academic and personal counseling? (0.5)
Yes ☑   No ☐   If yes, give details as to how they are involved.
- Motivating the students to be involved in academic activities like field work, workshop, conference and project work along with the regular classroom activities
- Enhancing disciplinary environment
- Encouraging the students to develop academic, behavioural and social skills.
- Provide counseling for pursing future career
- MBA and BBA Coordinator continuously provide students counseling
- Student Counselling and Professional Development (SCPD) cell has been established.

(*See **Annex PVRR 4(c)**: Guidelines of SCPD cell*)

98. How many students were employed through placement service during the last year? (1)

	UG students	PG students	Research scholars
i. Local firms/companies	9	12	2
ii. International firms/companies	-	-	-
iii. Government	-	-	-
iv. Public (semi-government) sector	-	3	-
v. Private sector	7	9	-

99. Does the employment cell motivate the students to seek self-employment? (1)
Yes ☑No ☐   If yes, how many are self-employed (data may be limited to last 5 years)?

The employment cell frequently motivate to seek self employment during and after their academic courses

through their self-help activities in business firms, agri-business, small business, social entrepreneurship. According to the tracer study, 5 percent of the students have started self-employment by engaging in different business activities.

*(See **Annex B 3.10:** Tracer studies, 2010, 2015, 2017, 2018)*

100.   Does the institution have an Alumni Association? (0.5)
       Yes ☑ No ☐   If yes, indicate the activities of the Alumni Association.

The school has an Alumni Association lead by one of the faculty of School of Business as a coordinator of Alumni cell. The Alumni cell comprises of 5 students for this purposes. The Alumni constitution (*bidhan*) has been drafted and approved from Alumni meet. The Alumni association has been registered. The main activities carried out by the Alumni Association are as follows:
- Social activities (blood donation program, community environmental awareness program)
- Helps in placement of the students as well as internship opportunity for the students
- Provide feedback to the students

*(See **Annex PVRR 4 (f):** Alumni constitution; **Annex B 6.2:** Alumni committee meeting; **Annex B 6.3:** Alumni registration certificate)*

101.   How the policies and criteria of admission are made clear to prospective students? (0.5)

The school provides information regarding the admission in different programs through mass media such as school and university websites, F.M., radio, local and regional newspapers along with the social media like facebook, twitter. The school notices, informal counseling from the administration and school prospectus are the other policies undertaken by the school to the prospective students. The prospectus and information brochure also disseminate the admission information.
.
*(See **Annex B 6.5** : Admission notice; **Annex B 2.3:** Information brochure; **Annex B 2.2:** School Prospectus)*

102.   State the admission policy of the institution with regard to international students. (0.5)

The campus adopts an admission policy to international students by providing relevant information and verifying their institution, mark sheets and certificates as per Pokhara University rules prior to admission. For the students of SAARC countries the applicable total fee is 1.5 times of the total fee of Nepalese students. The applicable total fee is 2 times of the total fee of Nepalese students for other international students (other than that of SAARC countries)

103.   What are the support services given to international students? (0.5)

International student service office ☐ Special accommodation ☐	Induction courses	☑
Socio-cultural activities ☑ Welfare program ☑	Policy clearance ☑	Visa Support☑

104.   What are the recreational / leisure time facilities available to students? (1)

Indoor games☑   Outdoor games ☑   Nature Clubs ☐   Debate Clubs ☐
Student Magazines ☐   Cultural Programs   ☑ Audio Video facilities ☑
 Any others : Educational Tour

CRITERION 7: INFORMATION SYSTEM (10 MARKS)

105.   Is there any cell in the institution to analyze and record various academic data? (2)

Yes ☑ (2)   No ☐ (0)   If yes, mention how does the cell work along with its compositions?

The school has recently established Education Management Information System (EMIS) cell which is working to collect all data derived from Office of the Controller of Examinations and Academic Administration of the school and analyze them for academic and institutional development. EMIS has been developed and installed in the school server and school database is being created. Faculties and staff have been trained to use the system. Besides it, there are other cells like Employment and Placement Cell, Alumni Association Cell which individually collect, record and analyze various academic updates of students.

(*See **Annex PVRR 4 (b)**: EMIS cell guidelines; **Annex B 7.1**: EMIS cell formation minute; **Annex B 7.2**: EMIS completion report; **Annex B 7.3**: EMIS technical evaluation report; **Annex B 7.4**: EMIS screen shot samples; **Annex B 7.5**: ToR EMIS; **Annex B 7.6**: EMIS documents*)

106.   What are the areas on which such analysis is carried out? (1.5)

The analysis of the academic data is carried out on the basis of students pass out rate, dropout rate, subject wise academic performance, employability of graduates, administrative, financial and institutional area in the school. The student diversity, faculty student ratio, and staff support as well as infrastructural support required is analyzed. The data is also used in tracing study.
(*See **Annex B 7.7**: EMIS cell report*)

107.   How these analyzed data are kept in the institution records? (1)

The analyzed data are kept by EMIS unit of the school. Besides, the employment and placement cell, educational administration section also keep the computerized data of the above mentioned areas.

(*See **Annex PVRR 4(b)**: EMIS guidelines; **Annex B 7.7**: EMIS cell report*)

108.   Are these information open to the stakeholders? (1)
    Yes ☑ (1)   No ☐ (0)   If yes, explain how they are disclosed?

This cell has made all data and information open to the stakeholders. The cell organizes discussion and dissemination programs, interaction programs with faculties, students and parents to give the above mentioned information to the stakeholders. Besides these, the information is made open to the stakeholders in the school website, notice board and annual report of the school and university. Similarly, the tracer study which is also a part of information is disseminated to its stakeholders.

(*See **Annex A-5**: Annual report, PU; **Annex A-15**: Annual report, SOB; **Annex B 3.10 (d)**: Tracer study 2018*)

109.   Are the methods of study and analysis also open to the stakeholders? (1)
    Yes ☑ (1)   No ☐ (0)

The methods of study and analysis are open to the stakeholders. The enrollment of students, dropouts, exam form fill up, examination attendance , results (pass/fail) data of male/ female students , data of indigenous and marginalized students are also informed and open to the stakeholders. The reports published contain the

methodology used for data collection and analysis.

*(For example, see **Annex B 3.10 (d):** Tracer study 2018)*

110.   Is there any mechanism to receive comments or feedbacks on the published data? (1)
    Yes ☑ (1)   No ☐ (0)   If yes, explain how does it happen?

The school data and reports are made public in the school website. The website contains section to receive comments and feedbacks. There is a mechanism to receive comments or feedbacks on the published data through face to face interaction programs so that suggestion and feedback are noted down and improved in the coming days. There is no provision of formal grievance rehearsal cell however feedbacks are collected through program coordinators of the concerned program, school director and educational administration section of the school. There is also a provision of suggestion box access to everyone. The feedback can also be posted in university website.

(*Feedback   URL: https://pusob.edu.np/index.php;   URL   for   feedback   on   SSR:* https://pusob.edu.np/index.php/?r=site/feedback&sub=Feedback%20on%20self%20study%20report)

111.   What are the impacts of such information system on decision making process? (1.5)
    Produce in brief the impact analysis.

The educational management information system provides input for effective decision making. The Dean, Director and Coordinators are provided with results of the analysis of the academic data periodically. The information assists for planning and decision making in the area of academic quality improvement, curriculum enrichment and design, support activities for the students, identify the area where faculty training is required, and formulate strategic plan of the school. Additionally, the information helps us to improve the teaching, learning and evaluation system currently employed. The information system has proved to be crucial for providing inputs required to make timely and prudent decisions, which in turn, has significantly contributed for achieving the goal of maintaining academic excellence in the institution. The positive impact of the information system has encouraged the school to improve the ICT infrastructure and information analytical capabilities of the school in future. Various actions to enhance academic quality of the school has been taken as per the report of stakeholder feedback analysis.

(*See **Annex PVRR 7 (b):** Stakeholder feedback report (It contains information on actions taken based on the feedback analysis))*

112.   Give examples of quality improvements initiated due to the use of information system. (1)

Education Management Information System (EMIS) is a central data depository system of School which store, analyze, and report the information of students, faculties, staffs, administration, and academic activities. EMIS cell at the School of Business is specially designed to monitor the performance of education programs offered by the school and to manage the distribution and allocation of educational resources. The EMIS data and reports have provided significant information on the status of academic quality like attendance, student performance, faculty engagement and effectiveness in school administration. The EMIS has initiated different quality improvements like:
i. Attendance management of students is now online. It is undertaken with help of mobile application integrated with the EMIS system.
ii. Monitoring of student assignment submission and other records is automated.
iii. Monitoring and evaluation of student performance has become efficient and effective.

(*See **Annex B 7.3:** EMIS technical evaluation report; **Annex B 7.7:** EMIS cell report)*

CRITERION 8: PUBLIC INFORMATION (10 MARKS)

113. Is there public information cell within the institution? (2)

Yes ☑ (2)　　No ☐ (0) if yes, give details.

The school has the provision of public information cell. The information cell comprises of three members including one coordinator and two members. The cell is basically responsible for publishing academic, administrative and financial information of the school. The information cell is coordinated by the information officer.

(*See **Annex B 8.1 (a):** Information officer appointment letter; **Annex B 8.1 (b):** Duties and responsibilities of information officer*)

114. What are the areas of information published by the cell? (1)
Academic ☐(0.25)　　Administration ☐ (0.25)　Financial ☐ (0.5)　　All ☑(1.0)

(*See **Annex A-15:** Annual report, SOB; **Annex B 2.2:** School prospectus; **Annex B 2.3:** Information brochure; **School website:** www.pusob.edu.np*)

115. Where are these information published? (1.5)
Newspapers ☑ (0.5)　Magazines ☑ (0.5)　 Institutional special magazine dedicated for this ☑(0.5)

(*See **Annex A-15:** Annual report, SOB; **Annex B 2.2:** School prospectus; **Annex B 2.3:** Information brochure; **Annex B 6.5:** Admission notice; **Annex B 8.4 :** Newsletter; **School website:** www.pusob.edu.np*)

116. How often are these information published? (1)
Yearly ☑ (1)　　in 4 years ☐ (0)

The school publishes its prospectus, annual report, newsletter, information brochure yearly. The information on the school website is updated on regular basis.

(*See **Annex A-15:** Annual report, SOB; **Annex B 2.2:** School prospectus; **Annex B 2.3:** Information brochure; **Annex B 6.5:** Admission notice; **Annex B 8.4 :** Newsletter; **School website:** www.pusob.edu.np*)

117. Mention all such publications of last two years (1)

Areas	Year 1, place of publication	Year 2, place of publication
Newsletter	2018, Pokhara	2019, Pokhara
Annual Report	2018, Pokhara	2019, Pokhara
Prospectus	2018, Pokhara	2019, Pokhara
Information brochure	2018, Pokhara	2019, Pokhara

(*See **Annex A-15:** Annual report, SOB; **Annex B 2.2:** School prospectus; **Annex B 2.3:** Information brochure; **Annex B 6.5:** Admission notice; **Annex B 8.4 :** Newsletter*)

118. Does the cell also collect responses, if any, on the published information? (1)

        Yes ☑ (1)   No ☐ (0)   If yes, give details

Responses are collected through suggestion box, university website, electronic mail and social networking sites like facebook. The feedback is also collected from the school website.

(See Feedback URL: https://pusob.edu.np/index.php)

119. Is there any system to evaluate the impact of public information on quality improvements? (1)

        Yes ☑ (1)   No ☐ (0)   If yes, how these impacts are measured?

There is a team under institutional head of the institution to evaluate the impact of public information on quality improvement. The impacts are measured by past and present situation of the institution. It is measured in terms of increase in flow of students to get admission. The IQAAC also facilities incorporation of public feedback for quality enhancement.

120. Mention some positive impacts made by the public information practice. (1.5)
- Provides feedback from concerned stakeholders
- To make future policy
- To make proper allocation of budget
- Increase in administrative transparency
- To improve academic environment through the feedback

SECTION I

PREAMBLE

The Faculty of Management Studies is the pioneer faculty of Pokhara University. It aims to develop executives and managers for various areas of economic and social life of the country with a high level of competence. It also aims to develop management professionals and entrepreneurs with a global perspective. The programs offered in this faculty aim to enhance knowledge, both soft and hard managerial skills, and provide exposure of the practicing managers, executives, and entrepreneurs to broaden the outlook of students by inculcating positive attitudes and by assisting them to become productive and responsible citizens of the world. Currently, the faculty offers Bachelors, Master and Doctoral level programs. The School of Business, constituent school of the Pokhara University, is running some popular management programs like MBA (Full timers and Job Holders), BBA and BBA-BI. In the near future, FMS is commencing much awaited programs like EMBA (Executive MBA) to cater the needs of all the aspirants from corporate sectors and professional world willing to pursue further education in order to cope with emerging opportunities, challenges of business and management realm and ultimately furnish themselves with the most updated tools and paradigms.

Pokhara University School of Business is an institution rich in resources with a strong band of young and energetic self-driven faculty and competitive graduate and undergraduate students. The school strives for maintaining quality education consistently focusing on academic growth as well as professional competence of individual students. Its faculties and staffs are committed to enhance students' managerial and communication skills by recognizing learners' challenges at the university and the workplace. The twenty-first century has witnessed uninterrupted expansions in global economics, rapid changes in business systems and technologies, and increasing concerns in business ethics. The university, therefore, believes that it is the responsibility of any service-oriented private or public organization to respond to these global concerns. Primarily, the vision of the school is to create competent professionals having sound academic foundation and to achieve this; the mission of the school is well articulated. Based on the Vision and Mission of the school and inputs from various stakeholders, the Strategic Plan of SOB has been drafted. The vision,

mission and goals of the school are achieved through strategic action plan, schedule for future development, effective leadership and participative decision making process.

In addition, the strategic directions for the future instilled and communicated through extended future directions are evidently significant in the growth of the organization. The SOB therefore essence fully complies to the following extended vision to address these issues and, thus, strives to serve the best interest of people and the global community.

Vision

The School of Business aspires for a developed and organized Nepal by imparting holistic business and management education. To achieve this pristine goal it envisions:

• To aspire and motivate students towards the realms of evolving management developments and semantics and avail them with an exposure of management related subjects which will make them more pragmatic and analytical in approach to the life and its problems.

• To create individuals imparting diversity, specialty and specialized knowledge of management disciplines they learn as per the requirements of today's technology driven business enterprises as we understand that the business community today move on enhanced management concepts with the amalgamation of the wheels of technology.

• To establish itself as a premier management institution not only in Nepal but in whole South Asian periphery and significantly contribute in creating business leaders with astounding business and management acumen needed to address the changes and dynamisms required to foster the economic development of Nepal.

The Vision and Mission is reflected in the design of curriculum for each of the courses the school offers, the student support structure that is in place, the facilities available to faculties, the academic programs and additional academic support available to the students and the overall quality environment for promoting quality education.

Our Mission:

To become a center of excellence in Higher Education;

To excel in all areas of teaching-learning, evaluation, research, consultancy and extension activities;

To contribute to the creation of knowledge and to search for the meaning of life;

To provide education which is at par with international standards;

To bridge the gap between the rural-urban divide and offering the benefits of education to the poor, marginalized, and needy, aiming at their amelioration and empowerment;

To ensure access to and equity in higher educational opportunity to all deserving and meritorious students with a preferential option for the poor and marginalized, irrespective of caste and creed;

To inspire and challenge all segments of the school to improve its standard to higher goals;

To offer subjects for competence building and motivate / animate a work force imbued with human values.

To achieve the mission and work in alignment with its vision, the various thrusts of the School as presented in the seven criteria are:

- Quest for excellence – emphasis on quality education.
- Contributing to national development by forming men and women for others.
- Fostering and rewarding research.
- Fostering global competence among students.
- Promoting the use of technologies.
- Inculcating a value system among students.
- Promotion of transparent and participatory governance.
- Ongoing promotion of new innovative practices to make the institution relevant in its mission as an agent of social transformation.

The School as a higher educational institution is highly concerned about and proactive in its response to the changes that are taking place at the local, national and the global scenario.

OBJECTIVES

To accomplish its vision, the University has set following objectives:

- Designing and delivering management education and skills that is relevant and required to meet the evolving economic and managerial changes of the nation.
- Imparting education in various branches of learning
- For the advancement of learning, undertake research in various branches of learning.
- Undertake extension education programs
- Train faculties to up-date their knowledge (Reinvigorate the teachers and teaching)
- Organize specially designed orientation programs in teaching methodologies and pedagogy
- Undertake updating and modernizing curricula and examination system, and
- Take up such other work or activity or project as the University may deem proper to undertake in order to achieve its objectives
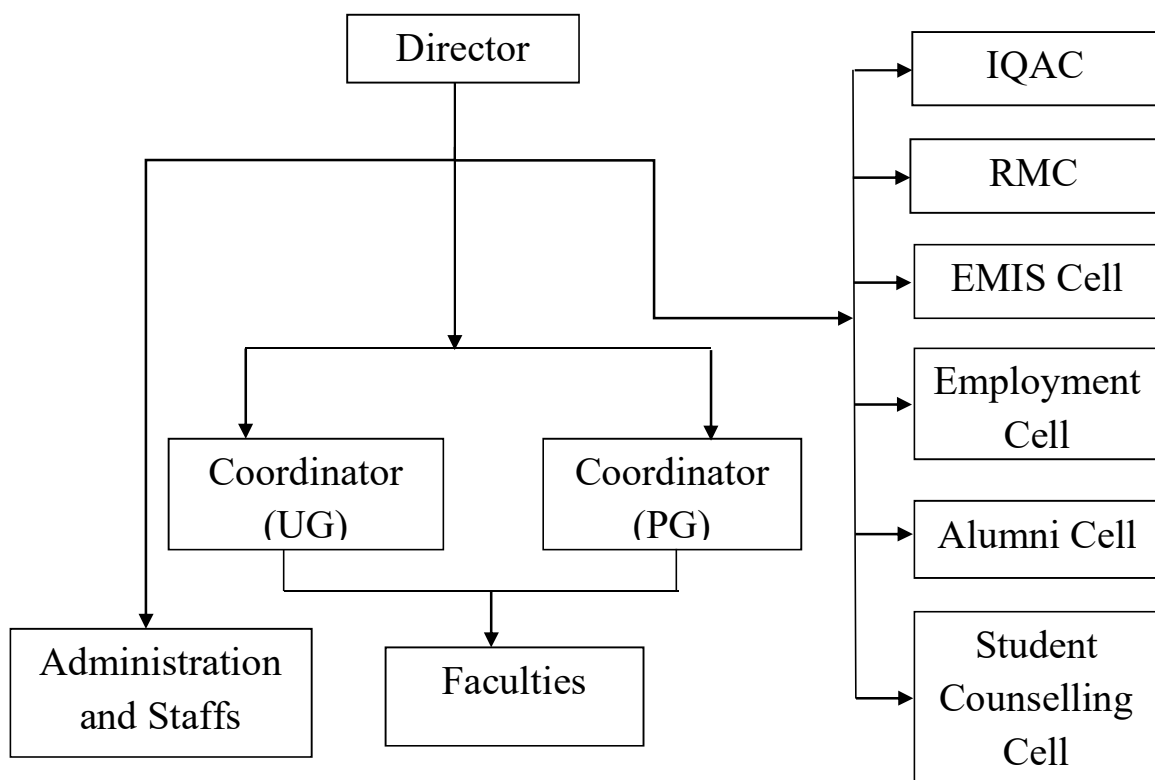
SECTION II

CRITERION-WISE REPORT

A) Policy and Procedures

The vision, mission and goals of the institution are achieved through strategic action plan, schedule for future development, effective leadership and participative decision making process. Based on the philosophy of SOB to provide the holistic and modern management education in all aspects of teaching, learning, evaluation, research and extension services it desires to place itself as a premier business institution. Breaking the barrier between urban and rural students, the school strives to spread education to everyone. Special focus is given to those belonging to the marginalized sections of society irrespective of caste, creed, religion and gender. The Dean is the Head of the institution. He delegates responsibilities to the Director, Coordinators, faculty members and staffs. He guides, assists and co-ordinates the implementation of various decisions. Accountability and transparency in the execution of duties is central to the administration at SOB. Faculty is intimately and organically involved in the decision-making process. All academic and policy decisions are taken in consultation with the faculty members.

All administrative bodies have faculty representation. Thus academic and administrative planning in the institution is well coordinated. At the beginning of the academic year, various departments and the members of administration scrutinize the work load and assess the need for staff recruitment and other infrastructural requirements. This is further scrutinized by the Dean. New recruitments are done through a selection process satisfying the government criteria for both substantive posts and school created posts. The institution has a self-appraisal method to evaluate the performance of the faculty in teaching, research and extension programmes. Skill up-gradation and training programmes are conducted for the non-teaching staff members when required. The school constantly organizes Orientation and Faculty Development Programmes. The faculty is encouraged for research and project work leading to their academic development. Thus the management of human resource is meticulously planned and executed.

Effective efforts are also undertaken for resource mobilization. The main sources of grants are the Government and the UGC. This apart, Alumni/ae contributes substantially towards institutional development. The students' fees contribute to resource mobilization. At the beginning of each financial year, the finance committee meets for budget allocation under different heads. The budget is sent for approval to the University Authorities and Executive Council. Periodic review of the budget expenses is made for optimal utilization. There is an internal auditor appointed by the school for internal audit. Further, external audit is done in every financial year. Thus, the available resource is optimally allocated and utilized through efficient financial resource management. The dynamic leadership of the Dean, the active participation of the Staff, both teaching and non-teaching, in academics and administration together with effective internal coordination and monitoring by University and UGC make it possible for the school to achieve its goals.

The Dean ensures that members of the faculty are given autonomous decision making powers with regard to their academic and administrative functions. Decision making structure: The Principal supervises the decision making structure of the school through the hierarchy of academic administration. The Director, Co-coordinators, Heads of several commitees and members of the Faculty actively participate in the decision making procedures of the institution. Members of the non-teaching staff are included as members of different committees in order to participate in the governance and administration of the College. The school governance and leadership ensures formation of men and women for others who would be agents of social change. The policies and procedures are further governed and assured of effective implementation through following organizational structure:

```
                    ┌──────────┐                    ┌──────────────┐
                    │ Director │          ┌────────→│    IQAC      │
                    └────┬─────┘          │         └──────────────┘
                         │                │         ┌──────────────┐
         ┌───────────────┼────────────┐   ├────────→│    RMC       │
         │               │            │   │         └──────────────┘
         │         ┌──────┴──────┐     │   │         ┌──────────────┐
         │         │             │     │   ├────────→│  EMIS Cell   │
         │    ┌────┴────┐   ┌────┴────┐ │   │         └──────────────┘
         │    │Coord.   │   │Coord.   │ │   │         ┌──────────────┐
         │    │ (UG)    │   │ (PG)    │ │   ├────────→│ Employment   │
         │    └────┬────┘   └────┬────┘ │   │         │    Cell      │
         │         └─────┬───────┘      │   │         └──────────────┘
         │               │              │   │         ┌──────────────┐
         ▼               ▼              │   ├────────→│ Alumni Cell  │
  ┌─────────────┐  ┌──────────┐         │   │         └──────────────┘
  │Administration│  │Faculties │        │   │         ┌──────────────┐
  │ and Staffs  │  └──────────┘         │   └────────→│   Student    │
  └─────────────┘                       │            │ Counselling  │
                                                     │    Cell      │
                                                     └──────────────┘
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- Director
- IQAC
- RMC
- EMIS Cell
- Employment Cell
- Alumni Cell
- Student Counselling Cell
- Coordinator (UG)
- Coordinator (PG)
- Administration and Staffs
- Faculties

SWOC Analysis of the School:

Strengths	Weakness
• The Constituent college of Pokhara University • Large composition of young and dynamic faculties with research orientation. • Institution prioritizing in development of research and innovation through increased engagement of faculties in research and development. • One of the first educational institution to launch BBA program (semester system) in Nepal with pedagogical difference. • The only higher educational institute to offer Trimester based MBA in Pokhara. • State-of-the art Information Access Centre (IAC) inside the premises to promote research, innovation and networking capabilities. • Presence of well-trained and skillful faculties from recognized global higher education institutions such as IIMA, MsM, BHU and others. • Organization having rich business networks and MOUs with renowned business organizations of the country for better placement and academic bridging.	• Lack of autonomy and policy interdependence with the University for Approval in major of its academic and administrative activities. • Scanty mechanism to connect the ex-students with their alma mater. • Reluctance in accepting leadership. • Sluggish work environment because of the centralized and Bureaucratic mechanism of the University. • Constrained autonomy to the School by the University • Increasing political interference and influence from the University authority and student union. • Inadequate and scanty infrastructure

Opportunities	Challenges
• Policy decisions are undertaken in consultation with the faculty members.	
• Students' participation at different levels and in all major activities of the school. Constant process of assessment to improve all kinds of services offered to the student community.	
• School situated aloof from the disturbances at city.	
• Cohesive and very friendly environment in the school.	
Opportunities	**Challenges**
• Enhanced possibility of recruiting skillful and qualified human resources in academic fraternity.	• Employment of prompt feedback mechanism in the various aspects of conducting administrative acts.
• Increasing interest and enthusiasm of faculty members to participate in leadership programmes.	• Improvement in delegation and decentralization of tasks for improved efficiency.
• Growing opportunities for more collaboration/s with other Universities and Institutions at the National and International levels.	• Scope for better time management and prioritization of work.
• Keen involvement and participation of the stakeholders.	• Overcoming political influences in school and university
• Increasing charm and attraction among the students towards the trimester system MBA.	• Developing enhanced financial support with several global projects/organizations that further strengthens the academic and administrative capability of the organization.
• Growing interest of business organizations to hire and recruit academically qualified pupils.	• Implementation of precise policy aimed at effective resource mobilization.

	- Further development of extensions of collaboration at the National and International levels to improve the overall quality of education. - Breaking the barrier between urban and rural students – spreading education to everyone. - Constant improvement and development of infrastructure for imparting quality education.

B) Curricular Aspects

The School being the constituent college of Pokhara University, it adapts to the syllabi prescribed by the University. However, the school plans innovative and creative methods for delivery of the curriculum. Vision and mission of the school are given due emphasis while implementing the curriculum. Faculties are encouraged to attend Faculty development programs organized by the University and the School to enhance their knowledge. Faculties are deputed to attend workshop conducted for designing curriculum. To fill the identified gaps in curricula value added courses are planned. The academic calendar issued by the University is followed for the planning and implementation of the action plan. The syllabus is completed as per University and students expectations. The institute obtains feedback from various stakeholders which is studied and analyzed in the direction of content, syllabus design, faculty involvement, quality of teaching and conveyed to the concern faculty for further necessary action.

The objective of the school is not to create graduates with bookish knowledge; instead, we aim to create trained manpower in accordance with global perspective. The school runs all the programmes on self-financing basis. There are no aided programmes in the institute. The admissions to UG and PG programmes are done as per the directives of the Government and the University.

The School aims to inculcate the highest intellectual standards through rigorous academic commitment and discipline. Students are inspired to aspire to higher level of

academic achievement by mastering the management disciplines they have chosen to study. These are in tune with the goals and objectives of the institution which are made available to its stakeholders through the University's website, the School calendar and prospectus. The School conducts various courses in two shifts.

Curriculum restructuring is a continuous process. The School has a CDC which constantly works for the curriculum restructuring and amendments to oversee the process. While restructuring, feedback from all stakeholders are analyzed and appropriate actions are taken for improvement. Through consultations with experts from academic and industrial domains, curriculum and relevance of the programmes and curriculum are ensured. Multi skill development programmes help in employability. Training through internships, project work, Career Oriented Programmes and participation in various society activities help to develop leadership skills and competence.

The curriculum for the courses are developed keeping in mind the Nepalese industry requirements and the feedback from the stakeholders. Initially the proposed curriculum is developed by the faculties of the individual departments by taking into consideration the stated objectives of the courses and its basic academic requirements. The CDC also takes feedback from subject committee, academic council, faculties, students and a suggestion box installed at the Dean's office. To assess the outcome of the stated objectives of curriculum, the school conducts unit tests, selection tests and collects informal assessments/observations from the faculties and students from time to time.

SWOC Analysis: Curricular Aspects

Strength	Weakness
• Student enrichment program with the help of special lectures, workshops, seminars with external experts. • ICT enabled / Smart Classrooms. • Restructured curriculum accommodating national, regional and global relevance of the academic dimensions of the courses.	• Student-teacher ratio needs improvement. • Periodic revision of the curriculum • Non-reflective curriculum as per the business changes and developments in the nation. • Lack of effective mechanisms to monitor and control the

	implementation of academic calendar.
• Foundation course on Inter Disciplinary Studies and Personality Development • Credit Transfer for International Exchange Programmes. • Academic Extension Program • Academic Collaboration and Exchanges with some global institutions • Practical Learning through Internship programmes and summer projects.	
Opportunities	**Challenges**
• Necessity of post graduate and doctoral programmes of study for management is imperative in order to properly utilize the teaching and research facility of capable faculties. • Flexible syllabus and trimester system to meet more modern needs of students. • Well-equipped library resources and e-resources to meet new academic expansions.	• Delivery of quality service and maintenance of the standard set in view of the increasing number of students. • Time and stress management of the faculties involved in facilitating courses at MBA. • Ensuring optimum utilization of existing facilities (including ICT facilities and research output/s of academic sorority) • Qualitative and integrative developments as per the curriculum requirement

C) Teaching-Learning and Evaluation System

The admissions in various programmes offered by the school has been maintained because of committed efforts of institute authorities to provide quality management education, excellent academics, good governance, excellent infrastructure and good track record of placement. The student's needs are catered by the institute at every step

during their graduation period and are fulfilled through remedial, add-on, enrichment, co-curricular and extra-curricular activities. Extra lectures are conducted for the identified subjects, which are difficult to the students. The Institute identifies the advanced learners who are exceptionally gifted in academics and are mentored by the departmental as well as institutional teams for shaping their career.

The academic calendar is prepared which outlines semester schedules, various academic related activities. Teachers prepare subject files related to their subjects before the commencement of the session. Apart from the classroom teaching, other learning methods are adopted such as Video lectures, Webinars, Peer learning, Case studies, Mini and Major projects, Industrial Training/Internships, Industrial Visits, Industry based projects, Seminars, Guest Lectures and Workshops. To counsel students regarding academic, personal and other problems faced by the student. A qualified counselor is also appointed by the school to deal with the problems faced by the students in their general life. In every academic institute faculty plays a major role in growth of the institute. The institute has recruited number of qualified and competent teachers to handle all the courses for all departments. The school extends its support in all aspects to improve the quality of the faculty members. The faculty members are encouraged to participate in training programmes/ workshops/ seminars/ conferences / FDPs to update/ develop their skills. Faculties are also motivated to undertake research work and higher studies (PhD).

Student's performance is assessed through transparent and continuous evaluation process and it is conveyed to the parents time to time. The school also takes feedback from all of its stakeholders to evaluate the teaching-learning process, analyses the feedback and takes corrective measures, if required. The School stands committed to make teaching and learning "Student-Centric" which makes the students to think, analyze, be independent, original and creative. Their individual needs are properly addressed. The School ensures the competence of staff and helps the faculty to develop continuously. It promotes social awareness among students leading to commitment and action and ensures a just and scientific evaluation process.

The teaching-learning process being student-centric, the curriculum endeavors to integrate knowledge with skill which will sustain an environment of learning and creativity. Learning methods encourage students' participation through project work,

field work based projects, action research, case study, classroom seminars by the students, microteaching, internships, guided library work, training in relevant software and e-learning. Teaching innovations through modern teaching aids and ICT facilities make the learning process more student-friendly. The faculty is recruited through a selection process in accordance with the directives of the Pokhara University.

Evaluation processes are clearly communicated to the newly admitted students. There is a system of double evaluation. The marking scheme is made jointly by the external and internal examiners for uniformity in evaluation. There is a provision for the students to see their answer scripts. The academic progress of the students is monitored through Continuous Internal Assessment (CIA) in its various components. Identification of slow and advanced learners is made by the faculty on the basis of classroom interactions. Remedial and tutorial classes are arranged for slow and differently-abled learners. Advanced learners are encouraged to present papers in seminars and conferences, and attend research institutes during summer recess for projects. From the feedback obtained from the various stakeholders and the experience of the faculty, the school makes effort to restructure and update the syllabi so as to make it contemporary and relevant.

Performance and progress of students is monitored through class room seminars, periodical tests and seminars. Teachers devote extra time for slow learners to solve their difficulties. Tests for Internal assessment are conducted during the semester.

The school has a structured mentoring programme where the different needs of the students are analyzed by the mentors through informal interaction with the students. The faculties, in the course of taking regular classes for the students, identify special requirements of the students. The class representatives of every class also communicate specific needs, if any. In case a specific need is identified, appropriate actions are taken to address it immediately.

SWOC Analysis: Teaching-Learning and Evaluation System

Strengths	Weakness
• Quality of Faculty (Majority of them are PhD holder both nationally and internationally)	• Non-optimal utilization of ICT facilities

• Commitment of the faculty (Continuous research, study and preparation for teaching, mentoring of students and remedial and tutorial assistance) • Contemporary and modern execution of syllabus. • Personal attention for weak students and advanced learners beyond routine contact hours. • Student Career Counseling • Online access to e-journals and databases. • Mentoring, remedial and tutorial classes.	• Prolonged time for publication of results • Propensity of faculties to use conventional teaching pedagogies due to limited time and resources
Opportunities	**Challenges**
• Improving the student-teacher ratio • Increasing awareness of pupils towards contemporary education systems.	• Continuing to cater to the needs of students with same degree of perseverance and commitment. • Room for increasing our readiness and ability to innovate in classroom teaching methods

Innovations in Teaching Learning

Learning is a continuous process so teachers must learn new technologies, hardware and software tools to keep updated with the changing technological world. These learning create new teaching methodologies and approaches, among the teachers apart from traditional teaching. The school always promotes and appreciates new, efficient, innovative teaching methodologies adopted by the Faculty members.

The Faculty members in every department organize seminars. Respective subject teacher allocates different topics from one unit to the students. These students prepare power point presentation and related notes on the assigned topics. The Students

conducts seminars on the given topics in the class and the teacher also assists them. The students share the prepared PPT and notes among other students. This practice helps the students to better understand the topics by themselves and improves self learning ability and teamwork.

D) Research, Consultancy and Extension

Walking on the path of vision and mission, the school is committed to promote research and development by involving research activities. The school has separate committee for research to nurture research culture among faculty members and students through team efforts.

The school has identified thrust areas of research, faculty members are focusing on the UG/PG projects in the thrust areas, where ever possible experts from reputed institutions and industries are invited to improve quality of projects. To grasp the relevance of boundary, sustained efforts are made in interdisciplinary projects, UG/PG projects of inter-disciplinary nature are offered by departments during Graduate Research Project (GRP). Industry based projects have been another important aspect of research culture development.

The school arranges expert lectures of researchers of eminence based on the disciplinary needs and availability of experts. Senior Professors from various institutes and industry personals are invited under this scheme. They guide faculty and students every year during their expert talks. Their interaction in past has laid the path for streamlining research by faculty and enhanced quality of research based UG and PG projects. To understand dynamisms and developments of business environment in the country and abroad the school organizes National and International conferences as per its convenience.

The School believes that an institution can become a center of academic excellence only when a research culture exists and proliferates amongst faculty and students. The School plays a very proactive role in promoting this culture. The faculty is encouraged to pursue and complete doctoral and post-doctoral work for which they are granted study-leave with full pay. The faculty is granted special leave for attending conferences to present papers. The School provides financial assistance in the form of TA, Registration fees etc.

The library is equipped with a large number of research journals for the faculty. Both PG and UG students participate in research programmes organized by various Universities, Research Institutes and Organizations. The institution encourages research projects and publications by the faculty. Faculty members support and encourage pupils as guides and co-guides on graduate research projects. Community and extension service is integrated with the curriculum as extended opportunities to help, serve and learn.

SWOC Analysis: Research, Consultancy and Extension

Strength	Weakness
• State of the art laboratory infrastructure and ICT facilities for research. • Good coordination between Teacher – Laboratory Staff – Students. • Many faculty members have doctoral research experience both in Nepal and abroad – hence teaching / research standards are very high. • UG / PG Curriculum oriented towards research.	• Involvement of both teachers and students in research couldn't be enhanced simultaneously. • Social orientation in research – research should be more application oriented
Opportunities	**Challenges**
• Expansion of research activities in the school and the region. • Students' participation in more inter-disciplinary programmes and access to better exposure to research problems and methodology. • Students desire to continue contributing towards the scientific community and industries. • Increased exposure of students to research problems and methodology	• To attract even better quality faculties. • Tie-ups for collaborative research with industries and foundations. • To attract funds from UGC, NGO/INGO's and International funding agencies. • Enhance capabilities to conduct Policy level research

through project work and publication of departmental magazines.	

E) Infrastructure and Learning Resources

The Institute has well-furnished Lecture Rooms, Laboratories, Common Rooms, and Independent Computer Labs. School has a tie up with hostels for students. The campus has high speed broad band Internet facility. Central library has good ambience with an adequate seating capacity. It has large number of books and subscriptions of National and International journals. The computer laboratories are well equipped with latest high end desktops. Teaching-learning is being enhanced by implementing video lectures and by arranging workshops, seminars. There is a generator power backup availability.

The School monitors the adequacy and optimum use of facilities available in the institution to maintain the quality of academic and other programmes. The development of the infrastructure and the physical facilities available thus keep pace with the overall development of the institution. There is an effective mechanism for the maintenance of the infrastructure facilities.

The school has an excellent library and computer facilities with easy access to all its constituents. Approximately the library comprises of 30,000 books on several disciplines. The library is accessible from 7 am to 5.00 pm. Spacious reading room, open access to to e-learning, foreign and Nepali research journals/magazines and research cubicles with internet connections cater to the needs of students and staff. ICT facilities are adequately available in the institution for academic purposes.

SWOC Analysis: Infrastructure and Learning Resources

Strength	Weakness
• Excellent Laboratory Infrastructure.	• Sub-optimal use of ICT facilities.
• ICT facilities for teaching-learning.	• Increasing pressure on available space.
• Inputs from industry and use of state of the art technology.	• SOB is a old building damaged by earthquake shocks, therefore we have constraints with new construction.
• Better opportunities for research and facilities to contribute to the scientific community.	

• Regular maintenance, upkeep and upgrading of facilities. • Information Access Centre with well furnished computer lab and lounge	• Shared infrastructure with other faculties of Pokhara University • Architecture that hardly addresses the needs and requirements of academic infrastructures • Bottleneck in program extension because of lack of classrooms and other amenities.
Opportunities	**Challenges**
• Requirement to integrate the infrastructural plan are resources for effective implementation of the curriculum. • Necessity of the new kind of academic programs and extensions.	• To ensure quality research facilities for all professors and students. • Infrastructural requirements are continuously growing and require continuous updating. • As a constituent college, it has possibility to generate resources for expansion of its physical infrastructure.

F) Student Support and Guidance

The school publishes its updated prospectus annually and provides all the information regarding admission, various programs, student facilities and placement information, etc. There are students from various backgrounds. Thus to meet the requirements of those students, the school with its team takes several efforts and strives hard to facilitate the progress of the students, may it be academic, may it be Co-curricular or may be extracurricular activities. The students receive financial assistance especially for need based scholarship for economically weaker students and marginalized community. Twenty percent of the students receive scholarships as per the provision of PU scholarship scheme. In addition, through the 'Teacher-Guardian Scheme' academic and personal counseling is provided by the respective teachers. The school norms and regulations about the category wise admission of the students is also been portrayed.

The school motivates students to participate in various extra & co curricular activities, entrepreneurial skills are developed through individualized attention.

A culture of mentoring is followed in the school through which a parental approach is applied by the faculty members and the students get benefit in various academic, personal, careers and psycho-social issues faced by them. The school has a well-defined structured mechanism for career guidance and placement of its students which provides requisite training and motivates the students for research and higher studies. The school has a employment cell, through which the students are trained and informed about the various professional avenues available to them. The students are guided and counseled in terms of their personal and career perspective, through mentoring and counseling sessions. Remedial lectures are conducted for slow learners. The institute encourages the students to participate in various events, sports, cultural activities etc and strives to interact with alumni for their academic support. Continuous feedback is obtained from alumni.

The assorted committees and bodies in the form of forums/cells are established to ensure the effective and efficient functioning of the institutional functions, like Student's Representative Council, for organizing cultural events, conflict resolution, and solving other relevant issues. The School makes an earnest and extensive effort to provide necessary assistance to students for facilitating their holistic progression.

Career Oriented Courses and soft skill training equip the students for technical vocations. There are facilitating mechanisms to support students. Guidance and counselling is provided by all faculty members to weaker students. Mentoring, Remedial classes and tutorial classes are also offered to students. Alumni/ae provides assistance in the placement of students and organizes various programmes for both past and present students.

Extracurricular and co-curricular activities are strongly encouraged by members of the faculty. The motive of encouraging students to participate in cultural activities organized by the various student societies/student associations and departments is to foster the holistic personality development of students.

Feedbacks from students on Faculty, Syllabi and Infrastructure are taken in the form of questionnaire which help to improve the academic standards and infrastructural

facilities of the School. There is a apolitical Students' Council which takes care of students' welfare. It is the activity center of the students which promote co-curricular and extracurricular functions. It is run by the students' body elected through a democratic process. The School encourages 'earning while learning' by offering Job Holders MBA that particularly emphasizes on this notion.

SWOC Analysis: Student Support and Guidance

Strengths	Weakness
- Individual attention for weak students and advanced learners beyond routine contact hours. - Student Counseling - Employment cell. - Effective mentoring to individual students. - Skill Based Training - Fostering entrepreneurial skills	- Health Insurance for students not yet offered - Limitation of space for recreational facilities.
Opportunities	**Challenges**
- To create scope for more placement. - To improve student support system through Health Insurance. - To further improve infrastructural facilities in students' common rooms. - Further enhancement of competency development programs through co-curricular activities.	- To handle students from diverse backgrounds with greater sensitivity. - Our 'option for poor and marginalized' challenges us to give greater attention to students from this strata of society

G) Information System

The school abides to the policy of establishing itself as the premier business schools by practicing the innovative teaching and learning approaches through the use of enhanced ICT infrastructures and support. From its inception the school has prioritized in combining the widespread global knowledge in its major curricula and non-curricula events through the best use of technology in the teaching learning process. With this

objective as the primary pursuance the school has formulated EMIS cell that manages all the ICT related activities through the effective data maintenance and management. The EMIS maintains record of all the academic and other information. The EMIS is also established with the purpose to contribute data on effective strategic and policy level planning of the school and university both.

SWOC Analysis: Information System

Strength	Weakness
• Well equipped IAC centre • Actively functioning information cell • Sufficient ICT resources • Information based policy formulation • Faculties and staffs willingness and acceptance towards IT applications	• Insufficient IT infrastructures • Unavailability of smart classes • Limited IT integration on the knowledge management approaches • Budget constraints on ICT development
Opportunities	**Challenges**
• To develop national and international networks for ICT development • Creating enhanced learning experience and academic quality through ICT • Knowledge management opportunities	• Increasing trend of ICT use and its amalgamation in our teaching pedagogies • Level of ICT exposure among the faculties, staff and students • Financing ICT initiatives

H) Public Information

The school emphasizes in the accountability and transparency of the activities inside the institution. The school authorities are in constant dialogue with all the stakeholders for precise planning and strategic direction that is needs to purse. The school operates in close cooperation with public information cell of the University to disseminate and communicate plans, policies, major activities and future directions of the school. All important information is disseminated through the University's website.

SWOC Analysis: Public Information

Strength	Weakness
• Integrated Public Information System of the University • Regular publication of academic documents • Frequently updated information • User-friendly website	• The school lacks proper structure for dissemination of public information. • Low level of awareness about need and significance of public information disclosure.
Opportunities	**Challenges**
• Fulfill social responsibility by creating efficient public information disclosure system • Build sound stakeholder relationship via timely disclosure of public information	• Creating conducive environment for public information disclosure • Creating trained manpower for public information management

SECTION III

SUMMARY

The University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) program as an important aspect of reform in higher education in Nepal. QAA system ensures that institutions of higher education fulfill a set of criteria, not only at institutional level but also in their academic programs to offer better results to the society. QAA has been taken as a mission of improving quality of education in Nepal. Completion of self assessment and submission of Self Study Report (SSR) is an important step of the QAA process. School of Business, PU received a Letter of Intent for the QAA and had been granted eligibility status. The Dean of Faculty of Management Studies, PU formulated a SSR team with the objective to prepare SSR report. The SSR team collected and analyzed information required for completion of the report. Based on the information self assessment of the current status of the institution has been made. The effectiveness and efficiency of the institution is explored and core strengths and weaknesses identified. It has provided the opportunity for self-realization for improvement of the institution's performance in order to make it more competitive and sustainable. The institutional assessment has been undertaken in eight generic criteria, viz., policy and procedures, curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and guidance, information system and public information disclosure.

The SWOC analysis as given in subsequent paragraphs encapsulates major points and issues which are considered to be the School's intrinsic Strength and Weaknesses, Opportunities and future Challenges. The school's biggest Strength emanates from our determination to excel in academic repute and outshine in the quality of research, and by so doing, be counted as the Premier management institution in Nepal. Adding objectivity to this ambitious vision, strategic plan has been drafted accordingly. The fact that this vision is shared by the University and more importantly, by our faculty and staffs who are the life and blood of this institution, remains a major support.

Our core strengths comprises of the dedicated and committed management, devoted, dedicated, determined and disciplined faculty members as the backbone of the institute,

well equipped laboratories, strong and consistent academic performance of the pupils in the University examinations, and good infrastructure and comprehensive Teaching-Learning environment. Similarly, the school is sound in providing students with holistic management education including personality development, placement training, communication skills etc. In addition, the merit based scholarship given to students and need based scholarship given to the economically weaker students are also the major strengths of the school.

The weaknesses of the school are the socio-economic background of many of the students admitted in the department that is responsible for poor language competence, which leads to an unsatisfactory level of comprehension and communication. The institute needs to strengthen the research activities by taking initiatives for formation of Centre of Excellence and Research Centres, and it lacks of faculty integration with industry experience. In addition, industry-institute interaction and nexus is low. In the same manner, consultancy work in collaboration with national agencies and industries needs improvement.

Major opportunities that can be capitalized by the school are improving industry-institute interaction for quality projects and industrial trainings to the student to increase their employability. The increasing charm and attraction of students towards trimester system MBA, which includes large number of course exposure and has practical orientation through pedagogical differences, are also noteworthy opportunities that the school can capitalize. The school needs to emphasize in producing competent manpower to cater the needs of the industries by offering industry aligned courses which increases the marketability of the graduates. It has opportunity to increase the quality of research publications. Moreover it has opportunity to excel in academics as maximum faculties are young and dynamic. It can further explore benefits of funding agencies for advanced research facilities.

The major challenges faced by the school are the retention of qualified and competent faculty, increased efforts to collaborate with reputed schools/ universities to promote student and faculty exchange programs. It is facing tough competition from other management institutions and autonomous schools in the region that are providing similar kind of education in Pokhara. Besides, the increasing political interferences in the school and university have existed as a major challenge. In addition, the hard-

pressing necessity of frequent and fast changing technology and its incorporation in teaching-learning process has also evolved as a challenge to the school. The school is also facing challenge to place its graduates in good business organizations and companies of repute because of the minimal existence of such organizations in the periphery.

The following table depicts the summary of the outputs of our school's self-assessment with regards to the criterion as prescribed by SSR guidelines:

SN	Criteria	Highly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Highly Satisfied
1	Policy and procedures				✓	
2	Curricular aspects				✓	
3	Teaching-learning and evaluation system					✓
4	Research-consultancy and extension				✓	
5	Infrastructure and learning resources			✓		
6	Information system			✓		
7	Public information			✓		

The SSR assessment finally portray that we are in satisfactory position. The outcomes reveal that the school is satisfactorily performing in the dimensions of policy and procedures and curricular aspects. The concise and eminently crafted strategies, plans, policies and guidelines of the school in adherence with the University's objective of generating skilled and knowledgeable manpower has been found well integrated in the curriculum and syllabus of the institution. The dynamic and rich curriculum of BBA and MBA and its focused implementation through the provision of sound academic environment has placed the institution as the aspiring place to learn among the competitive spheres of academia.

In the same manner, the teaching and learning environment of the school which is student-centered and the school's continuous effort in imparting skill based education through the use of emerging pedagogies is found to be highly satisfactory. The primary focus of the school in bridging the gap between the industry-academia relationship to better design and cater the specific business necessities by producing competent individuals has precisely driven the academic pursuits of the school.

The high priority of school towards the up-gradation of the research skills of the faculties and increasing the number of research publications and their qualitative improvement has also been observed in satisfactory level. The young and dynamic faculties who actively engage themselves in the research related activities have profoundly contributed to the education quality of the institution. However, the improvement on the research knowledge and the institutionalization of research attitude and culture through the integration of research networks both nationally and globally is still needs improvements.

The infrastructure and learning resources, information system and public information dimensions inside the school is relatively less competent. It has been observed that the school and University still needs increased attention for the improvement of these dimensions. It seems plausible if the University integrates and incorporates developments in these dimensions in its strategic plan and supports the school with related policies in it. In addition, for its prosperous future, the school has emphasized and oriented itself as the institution focused towards imparting qualitative education through the expansion of new programs in management education and its related extensions with the amalgamation of new developments and dynamics in the management academia and business world.

Similarly, based on the observation, assessment, and interaction with the pre-visit team during the pre-visit has remarkably identified SWOC of the school. The pre-visit team identified ICT enabled smart classrooms, research integration of teaching, quota-based student enrollment, good number of students graduation, faculty engagement in research works and functional cells inside the school as major strengths of the school. Whereas, minimal number of senior faculties in higher posts, limited physical infrastructure and lack of our own library is the major weaknesses of the school.

Despite that, the development scope of employability and global networking with increased research activity and consultancies may serve as an opportunity to our organization. The increasing scope of research based teaching that the institute applies is one of our major opportunity. Additionally, the increased attention of engaging teachers and students in extension and outreach activities both locally and globally can pave a sustainable academic future to our school.

Lastly, the team pointed the increasing competitiveness in business market and growth of global competitive organizations as major challenges. The influence of political interventions and external affairs are also major challenges the team have indicated. Finally, the SSR has assisted the school in identifying its major strengths and weaknesses and also contributed to appraise the clear picture of the current status of the institution in different dimension. It further assists the school in strategically planning and paving the clear and concise direction for the school in the days to come.

PART III: ANNEXES