



Pokhara University  
**पोखरा विश्वविद्यालय**  
School of Business

# **Annual Report**

**2020/2021(2077/078)**

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## MESSAGE FROM THE DEAN



It gives me immense pleasure to know that School of Business, Faculty of Management Studies, Pokhara University has published the annual report for the fiscal year 2077/78. 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 in order to develop management professionals and entrepreneurs with a global perspective. It enhances knowledge, managerial skills, and exposure of the practicing managers, executives, and entrepreneurs, and to broaden the outlook of students by inculcating positive attitudes and by assisting them to become productive and responsible citizens of the world. FMS has been continuously progressing under this motto. We have led the development of management education in Nepal by designing our programs to meet the needs of Nepalese economy as well as the corporate sector across the globe. The faculty offers Bachelors, Master and Doctoral level programs. M. Phil program is also scheduled to commence in near future. The various courses have been designed to cater to the diverse needs of industries. We are also planning to introduce some new programs such as in Agro-business, Tourism and Hospitality Management sectors as prioritized by the Government.

We encourage our students to take part in seminars and workshops. We invite academicians and practitioners such as entrepreneurs and industrial leaders to share their experience and knowledge with the students. In order to prosper in this fastmoving job market, our students have been nurtured to be grounded in the reality and work effectively from the moment they are employed. It is our mission to cultivate those professionals who will become the next generation leaders.

It gives me great honor in welcoming you all prospective students to our constituent school, the School of Business, Pokhara and other affiliated colleges that are located different parts of the country.

**Prof. Hari Bahadur Khadka**  
**Dean, Faculty of Management Studies**  
**Pokhara University**

# DIRECTOR'S MESSAGE



Warm Greetings to one and all.

As the director of School of Business, Pokhara University, it gives me tremendous pleasure to serve our students and the school. The school's role in preparing students for professions in business and management remains critical. A substantial number of our alumni are in positions of leadership not just in Pokhara, but also throughout Nepal and the world. Our students, faculties, staff, alumni, and business partners' accomplishments and points demonstrate that their devotion, tenacity, and hard work has encouraged us to further improve the academic quality of the institution.

Our top priority is the achievement of our students. We want students to graduate with the greatest management education and business skills available. However, we are devoted to doing more than just delivering the technical instruction that students require. Our goal is to help students navigate their academic journey by offering chances for multidimensional growth. The evidence of our collective success is provided by the efforts and learning of pupils. Our goal is to guarantee that our graduates meet industry expectations and that the School of Business is the top option for both students and businesses.

This past year, we made considerable progress in building the systems and procedures required to assure excellent programming, as well as in Quality Assurance and Accreditation (QAA). The quality assurance framework is responsible for strengthening our students' basic knowledge and abilities and guaranteeing that our graduates perform to industry standards. It also provides a way to measure and improve quality. The school established the Internal Quality Assurance Committee (IQAC) and developed quality criteria and a five-year strategic plan. In order to institutionalize the strategic direction different cells have been formed namely Research Management Cell (RMC), Educational Management Information System (EMIS) unit, Alumni Cell, Corporate Relations and Placement Cell, Students Counselling and Professional Development Cell, and Student Welfare and Extension Activities Committee. Our key customers – the employers that hire our students, and the students themselves – will be judges of the quality that we produce.

Our faculty, of course, is critical to our success. Faculty members at the School of Business are already well-known throughout the province and the country as influential educators and researchers, and they continue to receive awards and recognition on a regular basis. This year, our faculty members have published research articles in major academic publications and attended national and international conferences. Eight research projects have been completed and five new grants have been awarded under the faculty research grant provision. The journal of Business and Management (JBM) has been added to the NepJol repository. Our school has always prioritized research, and we have been successful in achieving academic height.

To lessen the impact of COVID-19, the School of Business implemented an online teaching-learning approach. The shifting conditions have been met by prioritizing the health, safety, and well-being of our university campus community. We have been successful thus far because we have adhered to the necessary safety standards. We've come this far together, and we'll get through this epidemic safely and securely.

Congratulations to all of our students, faculty, staff, alumni, and business partners for their significant efforts cementing the School of Business's achievements and expanding our brand awareness. Last but not least, I'd like to thank the annual report preparation team for their unwavering devotion and efforts in bringing the report to completion.

I warmly invite you to visit us in person or via the school website ([www.pusob.edu.np](http://www.pusob.edu.np)) and be a part of our academic journey.

Sincerely,  
**Shrijan Gyanwali, PhD**  
Director  
School of Business, Pokhara University

# Executive Summary

The School of Business started its BBA program in 1999, MBA program in 2000 and BBA-BI program in 2009. The BBA, MBA and BBA-BI programs are four-year semester system programs and their primary aim is to prepare middle level managers to meet the needs of business industry, service-oriented industry, government and nongovernment organizations in different functional areas of management. The college also arranges guest lectures and training sessions of practitioners and reputed personalities and it conducts many skill development activities in and outside the college for the practical exposure of the students. The main objectives of the programs of school of Business are to create educated and skilled manpower throughout the country by making business education available to a large number of populations. Currently, School of Business (SOB) is offering programs at undergraduate and post graduate levels. It is offering two programs in the undergraduate level and one program in the graduate level.

## Student Enrolment

The student enrolment trend in BBA program for the last four years i.e 2016 to 2019 indicates that the year spring 2018 recorded the highest numbers of students ' enrolment (354) and the year spring 2017 recorded the lowest enrolment (330). With regards to the enrolment trend of fall semester, the year 2018 recorded the highest number of enrolment (343) and the year fall 2016 recorded the lowest enrolment (319). The result also indicates that male and female enrolment in the years between 2016 and 2019 is slightly fluctuating and similar is the case with overall enrolment pattern. The student enrolment trend in BBA-BI program for the last four years i.e 2016 to 2019 in both fall and spring semesters revealed that the year spring 2018 and fall 2018 recorded the highest numbers of students ' enrolment i.e 169 and 165 respectively. Similarly, the year spring 2016 and fall 2016 recorded the lowest numbers of student enrolment i.e 153 and 149 respectively. Further, the results indicate that male and female enrolment in the years between 2016 and 2019 is moderately fluctuating and similar is the case with overall enrolment pattern.

The enrolment pattern of students in the MBA program in the year 2019 show that the highest number of enrolled students (244) was recorded in winter 2019 trimester consisting of 120 males and 124 females. The lowest number of enrolled students 216 was recorded in spring 2019 trimester comprising of 97 males and 119 females. The results show that there is increasing trend in enrolment. Further, the results also indicate that number of female students enrolling to MBA program is higher than that of males in each session i.e spring, fall and winter.

## Pass Rate Trend

The pass percentage rate of students in BBA program for the academic year 2019/2020 revealed that the pass percentage by the end of the semester i.e eighth semester reached to 92.96%. Similarly, out of 71 exam appearing students in the final semester 66 students passed the examination. The result of pass percentage rate of students in BBA/ BBA-BI also depicted that the pass percentage by the end of the semester i.e eighth semester reached to 81.82%. Similarly, out of 33 exam appearing students in the final semester 27 students passed the examination.

## Graduate Trend

The result of graduate trend in BBA and BBA-BI program in 2019/2020 revealed that 194 students graduated in the academic year 2019/2020 out of which 109(56.0%) graduates were females and remaining 85(44.0%) graduates were male. With regards to the ethnicity of graduates 150(77.0%), 39(20.0%), 4(2.0%), 1(1.0%) were others ethnic group, Janajati, Dalits and Madhesi respectively. Table 9 and Figure 10 and 11 above presents the graduates in MBA program. The result reveals that 140 students graduated in the academic year 2019/2020 out of which 81(58.0%) graduates were males and remaining 59(42.0%) graduates were female. With regards to the ethnicity of graduates 102(73.0%), 33(24.0%), 5(3.0%) were others ethnic group, Janajati and Dalits respectively.

## Major Activities of IQAC, School of Business

- The student representation in IQAC was incorporated.
- The academic audit committee was formed.
- The placement cell is in functioning to place the students in various field of jobs.
- Feedbacks and opinions from the faculties and even from the students are collected for the improvements to be done in infrastructures.
- Sufficient teaching materials are used for classroom purpose; and faculty teaching-learning processes are inspected, discussed and counselled regularly.

- Multimedia teaching aid and computers along with other visual aids are used in classrooms.
- The faculties are involved in Faculty Research Grants (FRG) activities.
- Various orientation programs and research workshops are conducted to enhance the research capability of student and faculties.
- To ensure ICT ENABLED learning, computers lab with internet facility is provided.
- The corporate relation and employment cell is in functioning to place the students in various field of jobs. In the year 2019, the cell has signed the Memorandum of Understanding (MOU) with various corporate sectors namely Raastriya Beema Company Ltd., Kathmandu, Sipradi Trading Pvt. Ltd., Kathmandu and Om Development Bank, Pokhara. Similarly, the corporate relation and employment cell of School of Business, Pokhara University has signed the Memorandum of Understanding (MOU) with Laxmi Group, Pokhara and Batas Brothers Pvt. Ltd., Pokhara.

### **Research Journal**

JOURNAL OF BUSINESS MANAGEMENT (JBM) (ISSN:2350-8868) is an academic journal published by the School of Business. The Journal of Business and Management was indexed in NepJol in 2019. The detail link of the journal is available at <https://www.nepjol.info/index.php/jbm>.

### **Graduate Research Projects (GRP)**

The total GRPs disseminated in the year 2077/2078 was 32.

### **Activities of Students' Club in 2076/77**

- Sharing Harmony in New Environment (SHINE) organized Book Resale Program.
- SHINES' Event Management Committee organized BOOK FAIR.
- Job Interview and Communication Skill Workshop was organized by SHINE.
- Study Group for Banking and Insurance (SGBI) conducted a one-day seminar on insurance industry in Nepal: Prospects and Challenges. The program was sponsored by Ajod Insurance Company.
- Study Group for Banking and Insurance (SGBI) increased awareness among banking and insurance program launched by School of Business, Pokhara University and participated in Pokhara University Fair, 2020. The club also actively organized vision board competition, Book Stall and Product Design in the fair.
- Pokhara University Council of Management Students (PUCMS) organized one day cleanliness and sanitation program in and around Pokhara University Academic Complex Premises.
- As a part of community service, Pokhara University Council of Management Students (PUCMS) along with the joint support of Sunrise Bank conducted a program of account opening from the people of rural areas.

### **Faculty Research Initiative in 2019/2020**

During the fiscal year 2019/20, the Faculty Research Grants committee has conducted final viva voce /defense of eight (8) completed research projects and all the remaining installments of grants were released. The faculty research grants committee has also awarded faculty research grants in the year 2019/20 and paid first installment of the grants to five (5) of the projects. Besides, It has conducted the progress report presentation of research projects awarded in 2019/20 and it has called the proposal for new faculty research project in the year 2020/21.

# Acknowledgements

It is our privilege to present the Annual Report for the fiscal year 2077/078 of School of Business, Faculty of Management Studies, Pokhara University. We are thankful to the administration of School of Business, Pokhara University for providing information and responding to the Annual Report Preparation team in the course of preparing this report. Especially, we would like to thank Shrijan Gyanwali, PhD, Director, School of Business for the support and suggestion. This report would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable involvement in the preparation and completion of this report. We would like to thank all teaching and non-teaching staff of the school for cooperation and response.

The report is an outcome of collective efforts of the team involved in preparing the report and all faculties and staff of School of Business, Pokhara University. 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.

## Annual Report Preparation Team

Ghanashyam Tiwari, Assistant Professor,  
Program Co-ordinator, MBA Program,  
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### Co-ordinator

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Radha Parajuli, Assistant Administrator, School  
of Business, Pokhara University

**Background:**

Pokhara University School of Business established in 1999 is an institution rich in resources with a strong band of faculty and competitive graduate and undergraduate students. A leading constituent business school of Pokhara University, the Faculty of Management Studies, in effort to maintain quality education, consistently focuses on academic growth and professional competence of individual students. Its faculty and staff are committed to enhance students' communication skills by recognizing learners' challenges at the university and the workplace. School of Business runs Master of Business Administration (MBA), Bachelor of Business Administration (BBA), and Bachelor of Business Administration in Banking and Insurance (BBA-BI) programs. The School of Business started its BBA program in 1999, MBA program in 2000 and BBA-BI program in 2009. The BBA, MBA and BBA-BI programs are four-year semester system programs and their primary aim is to prepare middle level managers to meet the needs of business industry, service-oriented industry, government and nongovernment organizations in different functional areas of management. The teaching team of School of Business is highly competent, dedicated and renowned in the academic field. The college also arranges guest lectures and training sessions of practitioners and reputed personalities and it conducts many skill development activities in and outside the college for the practical exposure of the students.

**Vision**

To take a leading position in the 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.

**Goals**

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 home and abroad.

School of Business 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. With an aim of taking a leading position in the higher education in management in a competitive business world, School of Business firmly believes that effective dissemination of knowledge and skills to student is possible only when efforts of subject experts, learned teachers and researches are backed by much needed modern equipment and facilities. The twenty-first century has witnessed uninterrupted expansions in global economics, rapid changes in business systems and technologies, and increasing concerns in business ethics. Pokhara University, therefore, believes that it is the responsibility of any service-oriented private or public organization to respond to these global concerns. The School of Business has the vision to address these issues and, thus, serve the best interest of people and the global community. 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 programs. Skill up-gradation and training programs are conducted for the non-teaching staff members when required. The school constantly organizes Orientation and Faculty Development Programs. 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.

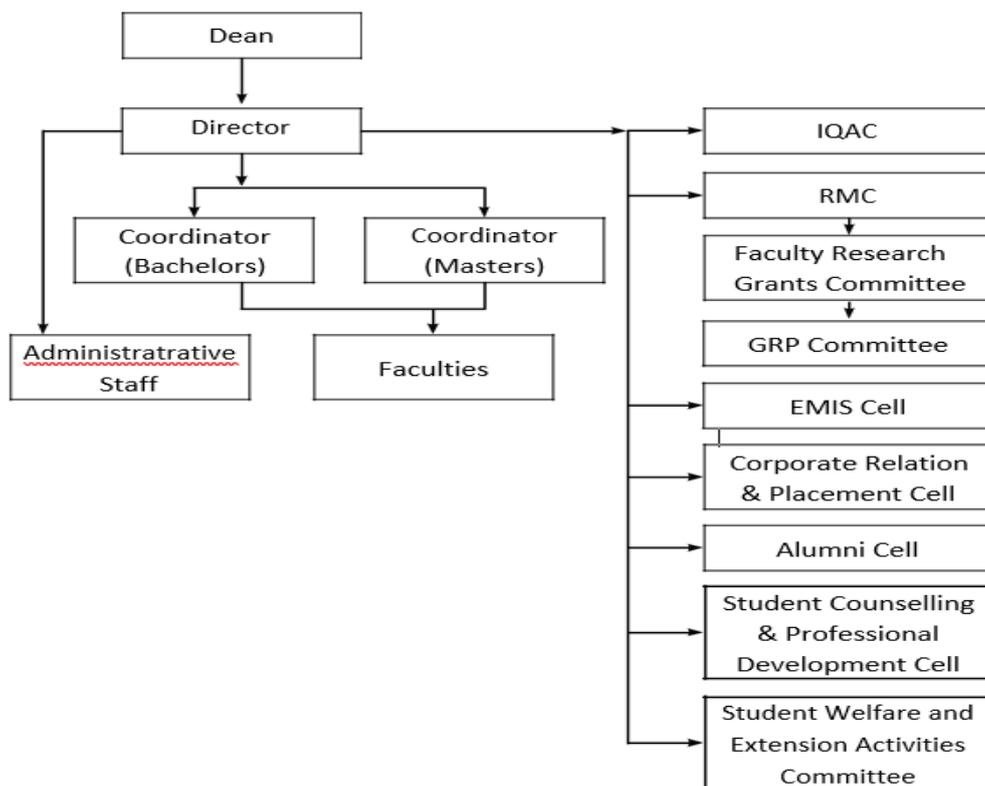


Fig.1 Organizational Structure

## 2. ACADEMIC PROGRESS

### 2.1 Programs

MBA (Master of Business Administration) is a general management degree taught from a global perspective that prepares students for a range of management careers. It is a full time, two-year program and stretched over six trimesters for the students. The MBA students are required to complete 66 credits including 27 courses, 3 practicum and seminars, 1 graduate research project and 8 weeks internship. However, the school also offers MBA part time program especially for job holders.

BBA program of School of Business, Pokhara University is designed to promote and prepare students for positions of leadership and responsibility in the areas of business and management. The degree is highly valued by reputed corporate houses and business enterprises. BBA opens many opportunities for its graduates both as managers and also as entrepreneurs. The BBA program has established itself as one of the widely accepted degrees in the country and abroad. Since its inception in 1999, the School of Business BBA program has been receiving overwhelming response from the concerned communities. The program covers a period of four academic years spread over eight semesters and 120 credit hours. The program also requires students to complete a project work and an internship. The first four semesters are devoted to build the fundamental concept of management. The last four semesters offer elective and specialization courses which enable the students to develop specialized and focused skills and knowledge in the area of their choice.

BBA-BI program is one of the most sought-after degrees in today's highly uncertain world where financial management and insurance mean a lot to most of us. BBA- BI can address students' needs to adequately understand these specific areas and acquire a competitive edge in shaping their career. BBA - BI attracts scholars from a wide range of academic disciplines who have dreams for a giant leap in their career. Recognized universally, BBA –BI is a challenging educational program that instils the basic management principles in students along with making them conversant in recent trends and practices in banking and insurance. After the completion of the course, students will be able to work as middle level manager in different bank, insurance and financial institutions.

### 2.2 Student Enrolment Trend

The main objectives of the programs of school of Business are to create educated and skilled manpower throughout the country by making business education available to a large number of populations. Currently, School of Business (SOB) is offering programs at undergraduate and graduate levels. It is offering two programs in the undergraduate level and one program in the graduate level.

Figure-4 shows that students' enrolment patterns of the programs of this school are mixed, some are increasing and some are decreasing. Total number of students enrolled in PGDM and CIM program in 1995 was 1487 and 294, respectively and in 2005 it was 313 and 10, respectively. Both PGDM and CIM programs are experiencing a decreasing rate of students' enrolment, which are 283 and 35 students per year respectively.

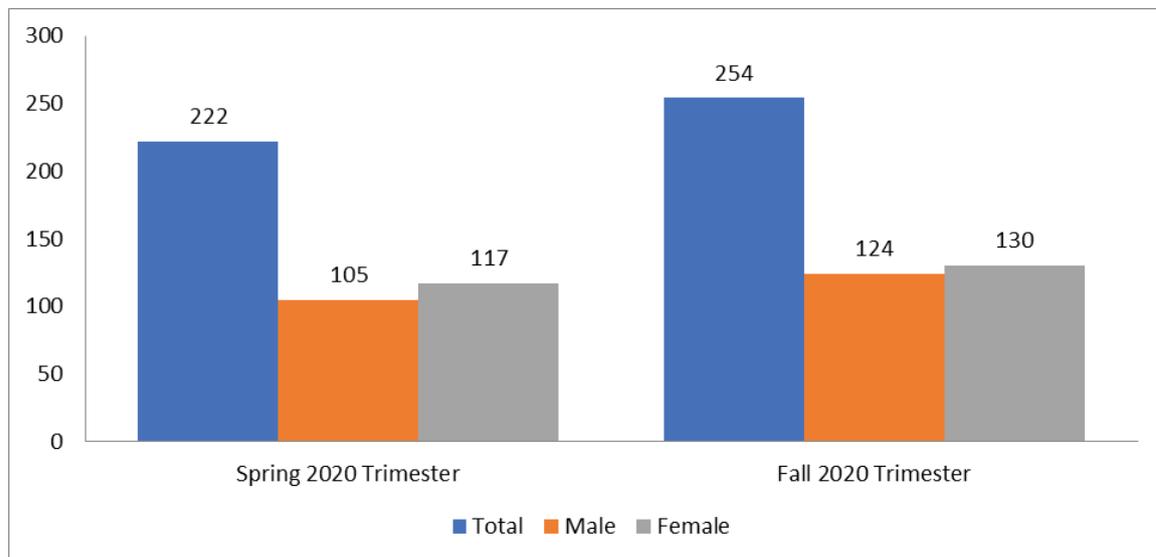
#### 2.2.1 Student Enrolment Trend (MBA Program)

**Table1: Student Enrolment Trend of MBA Program in 2020/2021(Fall and Spring Trimester)**

Spring 2020 Trimester				
Detail of Enrolment	Session	Total	Male	Female
I (2020 March Intake)	Full time	60	28	32
III ( 2019 August Intake)	Full time	30	18	12
IV (2019 March Intake)	Full time	51	20	31
VI (2018 August Intake)	Full time	28	10	18
III (2019 August Intake)	Job holder	28	18	10
V I (2018 August Intake)	Job holder	25	11	14
<b>Total</b>		<b>222</b>	<b>105</b>	<b>117</b>

**Table2: Student Enrolment Trend of MBA Program in 2020/2021(Fall and Spring Trimester)**

Detail of Enrolment	Session	Total	Male	Female
I (2020 August Intake)	Full time	30	9	21
II (2020 March Intake)	Full time	60	28	32
IV (2019 August Intake)	Full time	30	18	12
V (2019 March Intake)	Full time	51	20	31
I (2020 August Intake)	Job holder	30	20	10
IV (2019 August Intake)	Job holder	28	18	10
VII (2018 August Intake)	Job holder	25	11	14
<b>Total</b>		<b>254</b>	<b>124</b>	<b>130</b>

**Fig 1: Bar-Diagram Representing Student Enrolment of MBA Program in 2020/2021 (Spring and Fall Trimester)**

The table 1,2 and Figure 1 above depict the enrolment pattern of students in the MBA program in the year 2020/2021. The results show a trend of student enrolment between spring 2020 trimester and fall 2020 trimester. The highest number of enrolled students (254) was recorded in fall 2020 trimester consisting of 124 males and 130 females. The lowest number of enrolled students (222) was recorded in spring 2020 trimester comprising of 105 males and 117 females. The results show that there is increasing trend in enrolment. Further, the results also indicate that number of female students enrolling to MBA program is higher than that of males in each session i.e spring and fall.

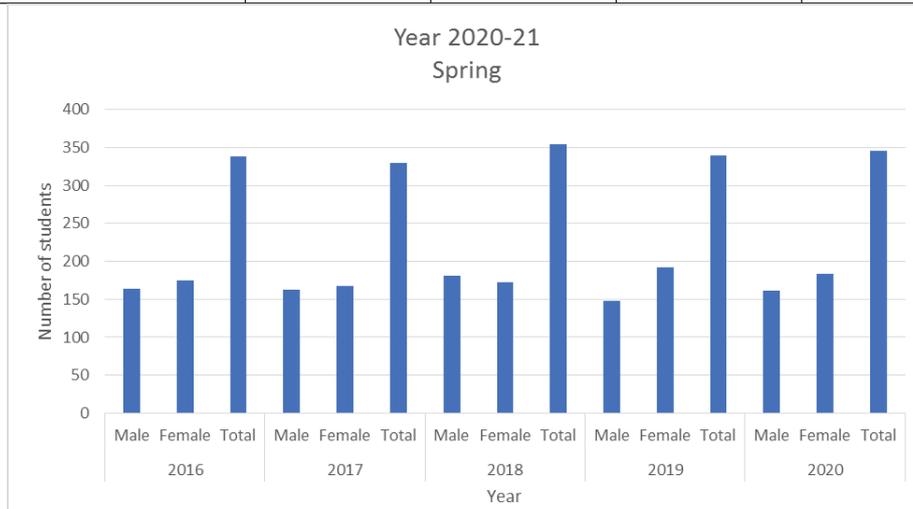
### 2.2.2 Student Enrolment Trend (BBA Program)

**Table 3: Student Enrollment Trend of BBA Program in 2020/2021(Spring Semester)**

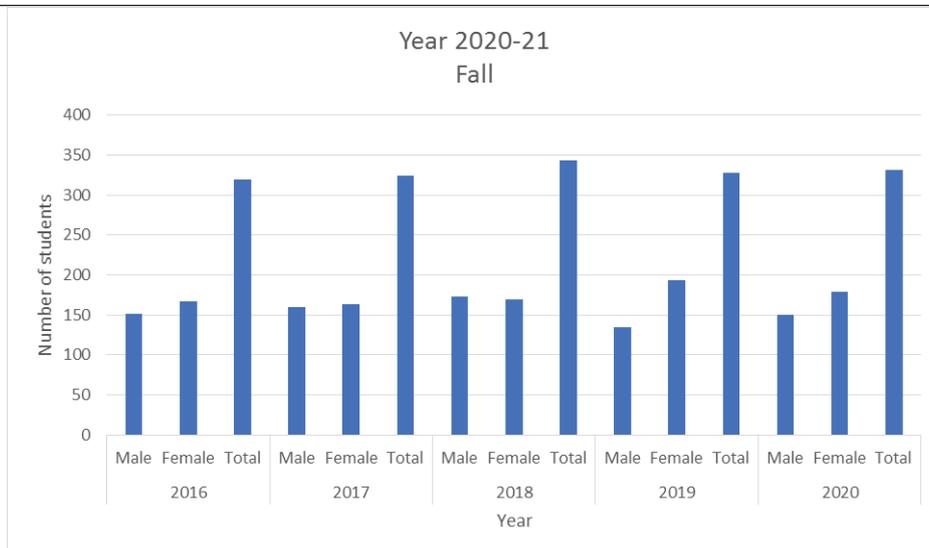
Semester (Spring)	Year				
	2016	2017	2018	2019	2020
I Semester	91	92	96	97	97
III Semester	93	85	92	90	90
V Semester	75	81	85	82	82
VII Semester	80	72	81	71	77
<b>Total</b>	<b>339</b>	<b>330</b>	<b>354</b>	<b>340</b>	<b>346</b>

**Table 4: Student Enrollment Trend of BBA Program in 2020/2021(Fall Semester)**

Semester (Fall)	Year				
	2016	2017	2018	2019	2020
II Semester	89	91	91	90	85
IV Semester	81	79	91	85	88
VI Semester	73	82	79	82	82
VIII Semester	76	72	82	71	77
<b>Total</b>	<b>319</b>	<b>324</b>	<b>343</b>	<b>328</b>	<b>332</b>



**Fig 2: Bar-Diagram Representing Student Enrolment of BBA Program in 2020/2021 (Spring Semester)**



**Fig 3: Bar-Diagram Representing Student Enrolment of BBA Program in 2020/2021 (Fall Semester)**

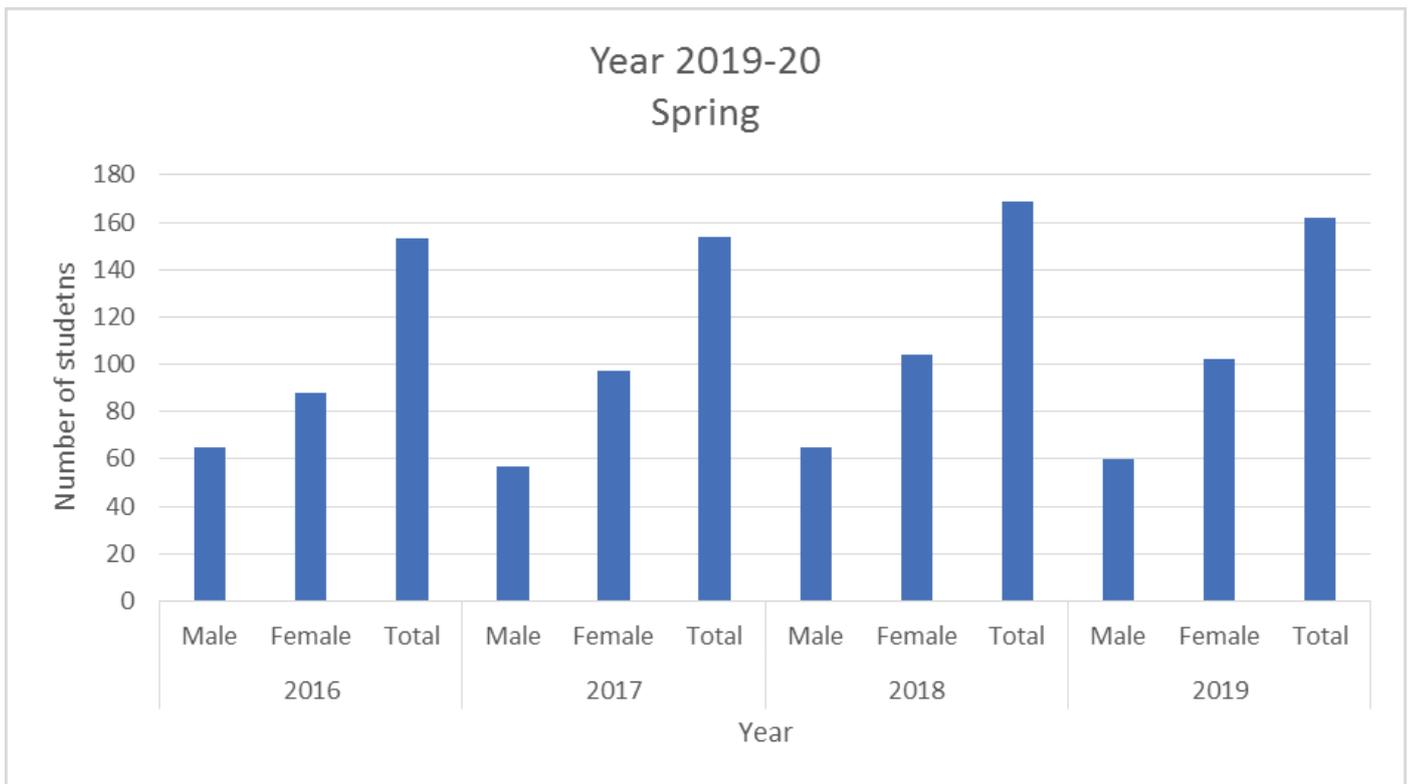
Table 3,4 and Fig.2 ,3 depicts the student enrolment trend in BBA program for the last five years i.e 2016 to 2020. From the table, it is observed that the year spring 2018 recorded the highest numbers of students ' enrolment (354) and the year spring 2017 recorded the lowest enrolment (330). With regards to the enrolment trend of fall semester, the year 2018 recorded the highest number of enrolment (343) and the year fall 2016 recorded the lowest enrolment (319). Further, fig.2 and 3 above indicates male and female enrolment in the years between 2016 and 2020. The result show that students' enrolment patterns with regards to gender is slightly fluctuating and similar is the case with overall enrolment pattern.

**Table 5: Student Enrollment Trend of BBA-BI Program in 2020/2021(Spring Semester)**

Semester (Spring)	Year				
	2016	2017	2018	2019	2020
I Semester	44	47	48	47	47
III Semester	42	36	47	37	37
V Semester	35	38	36	45	28
VII Semester	32	33	38	33	36
<b>Total</b>	<b>153</b>	<b>154</b>	<b>169</b>	<b>162</b>	<b>148</b>

**Table 6: Student Enrollment Trend of BBA-BI Program in 2020/2021(Fall Semester)**

Semester (Fall)	Year				
	2016	2017	2018	2019	2020
I Semester	44	46	47	42	47
III Semester	38	35	46	37	35
V Semester	35	37	35	43	28
VII Semester	32	33	37	33	36
<b>Total</b>	<b>149</b>	<b>151</b>	<b>165</b>	<b>155</b>	<b>146</b>



**Fig 4: Bar-Diagram Representing Student Enrolment of BBA Program in 2020/2021 (Spring Semester)**

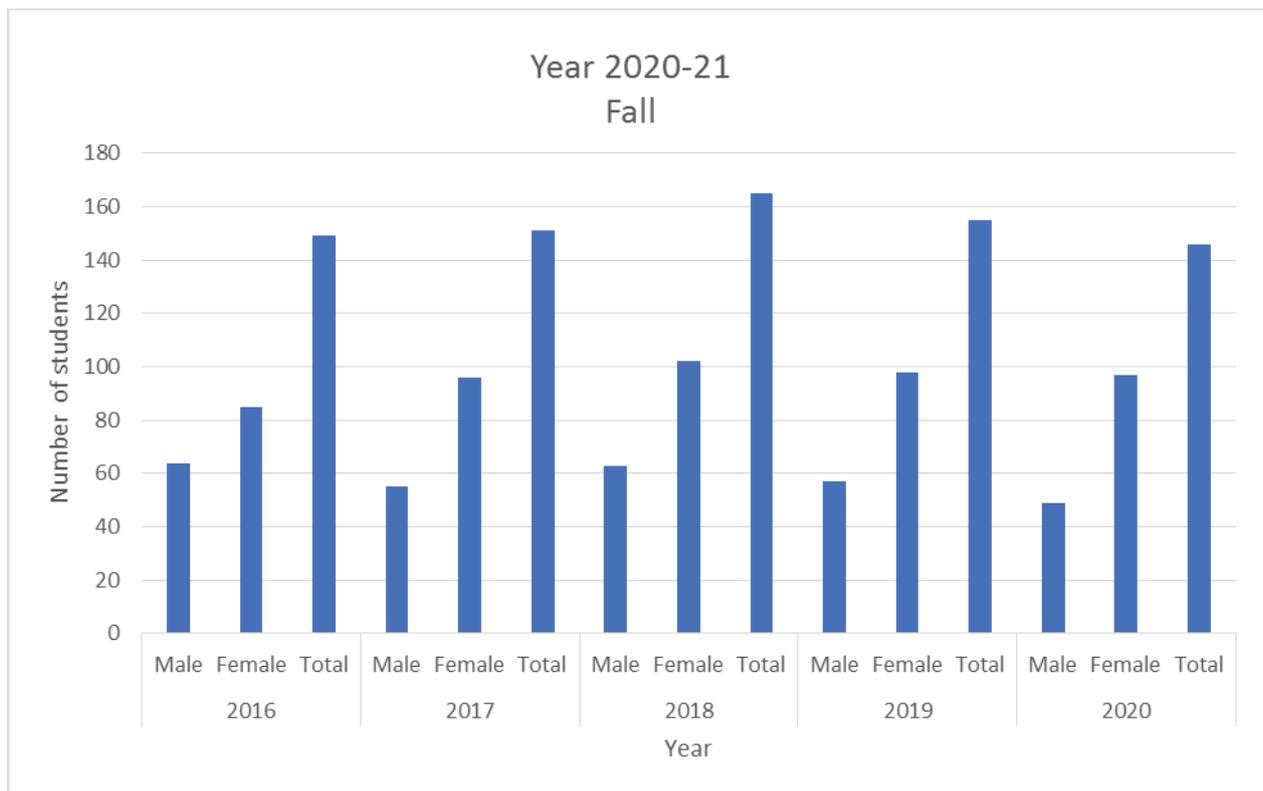


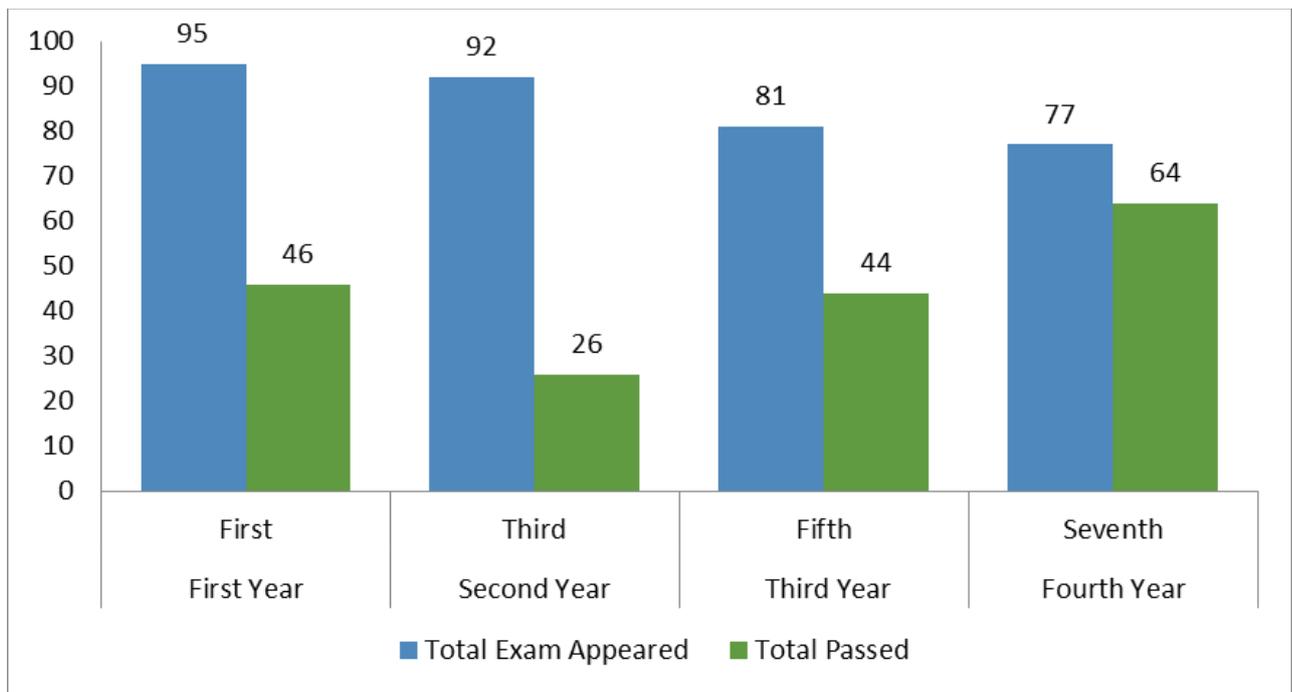
Fig 5: Bar-Diagram Representing Student Enrolment of BBA-BI Program in 2020/2021 (Fall Semester)

Table 5,6 and fig. 4,5 presents the student enrolment trend in BBA-BI program for the last five years i.e 2016 to 2020 in both fall and spring semesters. From the table, it is observed that the year spring 2018 and fall 2018 recorded the highest numbers of students ' enrolment i.e 169 and 165 respectively. Similarly, the year spring 2020 and fall 2020 recorded the lowest numbers of student enrolment i.e 148 and 146 respectively. Further, fig.4 and 5 above indicates male and female enrolment in the years between 2016 and 2020. The result show that students' enrolment patterns with regards to gender is significantly higher among females and overall enrolment pattern is moderately fluctuating.

**2.3 Pass Rate Trend Analysis**

Table 7: Pass Rate Trend of BBA Program for the Academic Year 2020-2021

Year	Semester	Male		Female		Total		
		Exam Appeared	Passed	Exam Appeared	Passed	Exam Appeared	Passed	Pass %
First Year	First	56	23	39	23	95	46	48.42%
	Second	NA	NA	NA	NA	NA	NA	
Second Year	Third	36	10	56	16	92	26	28.26%
	Fourth	NA	NA	NA	NA	NA	NA	
Third Year	Fifth	32	12	49	32	81	44	54.32%
	Sixth	NA	NA	NA	NA	NA	NA	
Fourth Year	Seventh	32	23	45	41	77	64	83.12%
	Eighth	NA	NA	NA	NA	NA	NA	

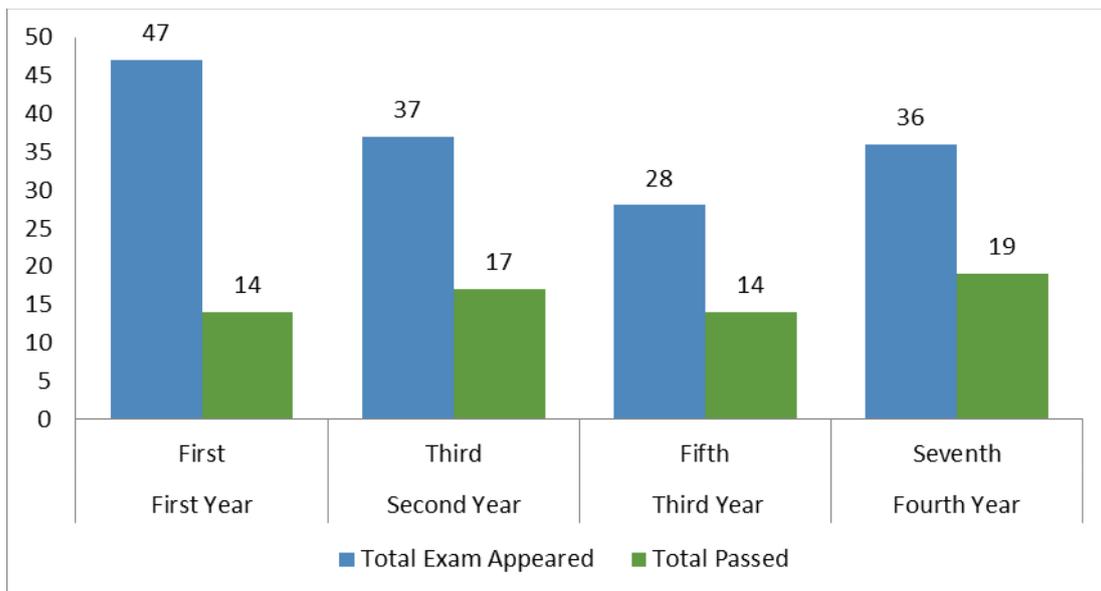


**Fig 6: Bar-Diagram Representing Student Pass Rate Trend of BBA Program in 2020/2021**

School of Business, Pokhara University is envisioned to significantly increasing equitable access to relevant, affordable and flexible tertiary education and training through a wide variety of demand-driven continuing, undergraduate and postgraduate programs. Below is the pass percentage of students in both undergraduate and post graduate level for the academic year 2020/2021. Table 7 and Figure 6 above presents the pass percentage rate of students in BBA program for the academic year 2020/2021. The result reveals that the pass percentage by the end of the semester i.e seventh semester reached to 83.12%. Similarly, out of 77 exam appearing students in the final semester 64 students passed the examination. Likewise looking at the pass percentage, the trend of student passing the exam has significantly increased.

**Table 8: Pass Rate Trend of BBA-BI Program for the Academic Year 2020-2021**

Year	Semester	Male		Female		Total		
		Exam Appeared	Passed	Exam Appeared	Passed	Exam Appeared	Passed	Pass %
First Year	First	16	3	31	11	47	14	29.79
	Second	NA	NA	NA	NA	NA	NA	NA
Second Year	Third	10	5	21	12	37	17	45.95
	Fourth	NA	NA	NA	NA	NA	NA	NA
Third Year	Fifth	12	6	16	8	28	14	50.00
	Sixth	NA	NA	NA	NA	NA	NA	NA
Fourth Year	Seventh	11	3	25	16	36	19	52.78
	Eighth	NA	NA	NA	NA	NA	NA	NA



**Fig 7: Bar-Diagram Representing Student Pass Rate Trend of BBA- BI Program in 2020/2021**

Table 8 and Figure 7 above presents the pass percentage rate of students in BBA-BI program for the academic year 2020/2021. The result reveals that the pass percentage by the end of the semester reached to 52.78%. Similarly, out of 36 exam appearing students in the final semester 19 students passed the examination. Likewise looking at the pass percentage, the trend of student passing the exam has increased.

#### **2.4 Educational Pedagogy**

Teaching pedagogy at School of Business is a combination of various techniques such as tutorials, guest lectures, seminars, conferences, independent works, internship, field works, project works, researches, case studies, presentations, discussions, and many more...

##### **Regular Lectures**

With the combination of senior professors and young dynamic lecturers, the school provides pleasant & regular lectures as per the need of the curriculum along with session plan they have prepared in advance. Lecture sessions are interactive and facilitated by the faculty members to deliver in depth in the business studies. The class discussions are complemented with case analysis and presentations, reviews, and feedback of presentations, action learning through project works involving studies of real organization and practical internship.

##### **Guest Lectures**

The college regularly manages guest lecturers of professionals, practitioner, experts and experience personalities of various areas. The college arranges guest lecturers in four modalities: Pre- planned guest lecturers to support the course and curriculum which should be spread over each and every semesters/ trimester. Guest lecturers of the practitioners who reflect their practical experiences and exposures from their working life. Guest lecturers arranged to develop the students' soft skills and life skills. The guest lectures on the contemporary and emerging issues in business, management and economics. The speakers for the guest lectures are invited from domestically and foreign countries.

##### **Group Work**

Students are exposed to group works of various kinds on regular basis with in and off the class hours. The faculty retain full authority to assign in-and off class group assignments as a part of internal evaluation in line with daily lesson-plan based on individual assessments. Groups are generally given special problems on various topics for the members to actively unfold solutions which are often analytical, survey based, literature review, and assessment types.

##### **Presentation**

With a view to complement the class discussions and lectures on varying topics, the study report presentation by students is a key pattern of teaching pedagogy at School of Business. Initiation is taken by the faculty members for the presentation on special topics in their subject areas when needed and every presentation is designed with the help of multimedia technology. The students are provided with technical and logistic support to prepare power point presentations on the topics assigned to them by the faculty as a part of

internal evaluation.

### **Project Work**

Project making is a core subject area for students to work individually as well as in groups at School of Business. Data based learning and research works are the key components of project work that help them search, compile, analyze and interpret the data on the one hand and design the business plans, conduct SWOT analysis and present reports on running programs on the other hand. The projects are generally related to the areas of banking, finance, industries and trading companies, and other enterprising institutions.

### **Internship**

The MBA, BBA and BBA-BI students are compulsorily required to undertake internship during their study. The internship is accredited in the main course areas over the fixed tenure given to each individual student. The aim is to grant the students an exposure to practical and professional learning through internship program.

### **Event Management**

The school provides opportunity to manage events like international/national seminars, conferences, sports, cultural programs and competitive events so that the students learn how to work with responsibility. Besides, the students' club also organizes various events.

### **Case Study**

Among various teaching methods, Campus emphasizes in using case study method both in bachelor and master level classes. Case studies are real business situations that are used as a teaching tool to show the application of a theory or concept to real situations. Dependent on the goal they meant to fulfill, cases can be fact- driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible. The instructors can create their own cases or can find cases that already exist in order to enhance the students' learning through active participation. It largely enhances problem solving and decision- making skills of students.

### **Group Discussion**

Another teaching tool adopted by the school is group discussion where students debate in particular issue in structured way. They create and discuss on possible solutions and their effects on certain issues. Sometime, articles are reviewed before starting discussion. It enhances conceptual and communication skills.

### **Article Review**

Under this method students are provided articles related to their syllabus, they study it and present to each other. Presentation, discussion and idea generation is centered to particular article. Instructor searches and provides relevant articles from different journals.

### **Role Play**

Teachers are trained to use role play method to make learning effective and interesting. This method could be used along with group discussion, where students give ideas from the view point of particular character only, with article review and lecture. It enhances expression skill in different way.

### **Educational Tour**

Educational tours are occasionally organized for students and academicians as well where they can meet different people and situation. Such tours are combined with study and research activities of students as well. The school provides budget for educational tours.

## **3. PHYSICAL PROGRESS**

### **3.1. Infrastructural Development**

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 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.

### 3.2 Educational Aid

S.N.	Particulars	Quantity
1	Office Room	10
2	Class Room	12
3	Computer Lab	3
4	Seminar Hall	2
5	Three Faculty Rooms ( With Separate Cubical )	23
6	First Aid Room	1
	Furniture	
1	Bench	185
2	Desk	210
3	Cupboard	38
4	White Board/Smart Board	15
5	Office Table	40
6	Computer Table	25
7	Chair	90
8	Book Shelves	12
9	Sofa Set	6
10	File Cabinet	15
	Equipment	
1	Desktop	40
2	Laptop	45
3	Multimedia Projector	20
4	Server	1
5	Printer/Multifunctional machine	24
6	Photocopy machine	1

### 3.3 Books/ Journal/ Reference Materials

Pokhara University Central Library (PUCL) was established along with the academic programs of University in 1999. It began with a collection of 200 volumes of books. Now, the collection exceeds more than 33,000 volumes of books. In addition, there are the collection of periodicals, thesis and CDs, journals, e-journals, magazines and newspapers. This 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. This library is an academic library so it is responsible to disseminate information, store

information for the use of users.

The main function of this library is to provide, information, resources and research support for its members. Apart from more than 33, 115 books, there are 200 periodicals, 251 media (Audio books, CDs etc.) and 10 Newspapers that are available in the central library Pokhara University. There are 150 eBooks, 200 e Journals, and access to 18 different e resources in the library. The major e-resources available in the library include Bio One, HINARI, AGORA, OARE and ARDI.

#### Area wise Book Details in 2077/078

S N	Particulars	Book Purchased in the year 2076/77	Total Purchased books till date	Remarks
1.	Management Books	289	14,126	Including the gifted books
2.	Engineering Books	1059	9508	
3.	Health Science Books	286	7350	
4.	Humanities & Social Science Books	107	2131	
5.	Total purchased books	1741	33,115	
Total books in the library is more than 33,115				

## 4. FINANCIAL PROGRESS

### 4.1 Analysis of Financial Resources

#### School of Business

Financial Analysis of last Three Year

Income Head/financial Year	2075/076	2076/077	2077/078
<b>Fee from Academic Activities</b>			
Income from Academic Activities	44,522,215.00	37,079,482.00	39,245,724.00
Miscellaneous Income	445,712.00	375,910.00	607,440.00
<b>Grants And Donation</b>			
Grants received from Pokhara University	528,587.12	519,180.48	524,521.60
Grants & Donation received from UGC	400,000.00	700,000.00	5,035,570.66
Grants & Donation from Other Grants	142,500.00	-	
<b>Other Income</b>			
Interest Income	3,308,888.75	2,400,828.43	1,473,955.35
<b>Total Income</b>	<b>49,347,902.87</b>	<b>41,075,400.91</b>	<b>46,887,211.61</b>
Expenses Head/financial Year	2075/076	2076/077	2077/078
<b>Regular Operating Expenditure</b>			

Employee Cost	37,677,744.53	42,045,553.24	44,242,605.36
Operating Cost	7,193,355.00	4,241,545.00	3,047,455.27
<b>Capital Expenditures</b>			
Vehicle	-	-	-
Furniture & Fixture	21,750.00	22,500.00	65,065.00
Equipment	2,917,700.00	80,040.00	96,062.00
Books	154,053.00	-	-
Other Fixed Assets	1,216,796.00	432,120.00	-
Software	405,000.00	145,205.00	-
<b>Total Expenses</b>	<b>49,586,398.53</b>	<b>46,966,963.24</b>	<b>47,451,187.63</b>

## 5. SOCIAL PROGRESS

### 5.1 Major Activities of IQAC, School of Business

- The school has carried out Peer- Evaluation of faculties using online survey and the final report has been submitted to University Grants Commission (UGC), Nepal.
- The school has uploaded all necessary documents relating to QAA.
- The Peer Review Team (PRT) of University Grants Commission (UGC), Nepal made its first PRT visit through online.
- The feedback provided by first PRT visit including policy and procedure, Student Quality Circle (SQC), Pedagogical Certification and strategy to reduce dropout rate and improvement in infrastructure and learning resources were incorporated.
- The final Peer Review Team (PRT) of University Grants Commission (UGC), Nepal was organized from 21st – 23rd December, 2020 and Peer Review Team's virtual assessment was made. The virtual PRT visit was attended by Faculty members, Student Representatives, SAT, IQAC members and staff of School of Business, Pokhara University.

### 5.2 Changes in Examination and Evaluation System (2077/2078) due to COVID-19 Pandemic

The school follows continuous evaluation system of the students in all the academic programs. Entering into the premises of the college, Daily class room activities performed in the college, and personal behavior of the students are closely monitored and taken as a part of evaluation.

The faculty members and the college management have designed a format of internal evaluation comprising the components based on activities and academic performance. The internal marking is entirely controlled by the concerned teaching faculty and for this purpose, the bases are attendance, class participation, homework completion and submission, assignments, field works, project works, case analyses, and presentations are taken into consideration. In order to give emphasis to the written examinations, the college conducts regular unit tests, quizzes, mid-term and preboard examinations. In undergraduate level, the feedback of the academic performance of the students is also communicated to the guardians and the concern faculty also provides advice for improvement in the case of slow learners. Even extra classes, tutorials and re-examination provisions are arranged for needy and slow learners. Finally, the students have to appear the University Board Examinations controlled by the Office of the Controller of Examinations of Pokhara University.

Assessment or evaluation of students' knowledge and skills is an integral part of the education system all over the world. The assessment system needs to find out what exactly the students have learnt and to what extent they have mastery over the subject matter and skills they have learnt. The evaluation system is equally important for all levels of students i.e. from school to university. Evaluation system may include different methods such as formal physical examination, practical examination, assignment, interview, observation etc. which are generally used in practice. However, a formal physical examination has been most commonly used

assessment system before the outbreak of the COVID-19 pandemic. The pandemic has forced the educational institutions of the world to perceive the evaluation system differently as it has limited the applications of the physically proctored mode of the examination system. Now, therefore, upon the recommendation of Pokhara University Academic Council from, its 87th meeting, "Pokhara University Directives for Alternative Evaluation, 2021" is enacted by the Executive Council of Pokhara University in order to regulate and guide the process of alternative evaluation of the students of Bachelor, Master and MPhil level.

### **Alternative Evaluation Framework (COVID-19 Pandemic)**

#### **Time-Bound Hybrid Examination**

Time-Bound Hybrid Examination refers to the written examination conducted by the Office of the Controller of Examinations, Pokhara University. During examination, students are strictly prohibited to use reference materials such as books, notebooks, handouts, websites, etc. except the necessary materials prescribed by the Office of the Controller of Examinations. Time-Bound Hybrid Examination aims to assess students' understanding of the subject matter and application of knowledge to construct an argument to answer the exam question(s). Students shall download the question set and write answer on the answer sheet. Upon completing the answer, students shall upload the scanned copies of their answer sheets within the certain time frame prescribed by the directives. Time-Bound Hybrid Examination carries 70 percent weightage of the total evaluation of the students.

#### **Online Interview/Viva-Voce**

Online Interview/Viva-Voce is similar to face-to-face interview or viva-voce. The difference lies in the mode or medium of the interview. It takes place through online methods using a certain online platform such as Microsoft Teams, Zoom, or any other platforms that can record audio and video of the online interview/viva-voce. Online Interview/Viva-Voce carries 30 percent weightage of the total evaluation of the students.

### **5.3 Faculty Development Initiative (2077/2078)**

The three-day E- workshop entitled Data Envelopment Analysis (DEA) for Performance Evaluation and Benchmarking organized by Faculty of Management Studies, Pokhara University in collaboration with Nepal Tourism and Hotel Management College, Pokhara from 25th - 27th August, 2020 has been concluded. The inaugural session of the workshop was chaired by Prof. Hari Bahadur Khadka, Dean, Faculty of Management Studies, Pokhara University. Prof. Dr. Radheshyam Pradhan, Central Department of Management, Tribhuvan University was the Chief Guest of the inaugural session. The inaugural session was addressed by Prof. Dr. JB Komaraiah, Department of Economics, Faculty of Social Sciences, Banaras Hindu University, Prof. Anand Kumar Jaiswal, Indian Institute of Management, Ahmedabad (IIMA) and Dr. Lokanandha Reddy Irala, Associate Professor, School of Management Studies, Central University of Hyderabad. Dr. Joyeeta Deb Mazumdar, Associate Professor, Department of Business Administration, Assam University facilitated the workshop as the Resource Person. The workshop comprised of 76 participants where 60 participants represented 14 different higher education institutions of Nepal and 16 participants represented various higher education institutions of India.

The workshop focused faculties and PhD Scholars in the area of economics, management and allied disciplines. This online-based workshop emphasized on basic DEA models for efficiency and productivity measurement. The contents of the workshop were designed meticulously with the objective to provide a healthy balance between theory and hands-on applications. The three-day e-workshop was conceived as a task oriented exercise platform where participants learned from the experts and practitioners by solving real problems confronted in different arena. The workshop basically emphasized on fundamental concept of Data Envelopment Analysis (DEA), Technical Efficiency and Estimation and Productivity Growth Analysis. The three-day e-workshop was conducted through electronic platform (Zoom) and was interactive in nature where participants freely raised questions and participated in real life exercises. Exposure to software was also provided. The sessions were conducted from 11:00 am to 1:00 pm.

The five-day online workshop on "Time Series and Panel Data Analysis" was successfully organized by Faculty of Management Studies, Pokhara University in Academic Partnership with Uniglobe College, Kathmandu from 15th August – 19th October, 2020. Prof. Hari Bahadur Khadka, Dean, Faculty of Management Studies, Pokhara University deserves warmest appreciation for the constructive suggestions, guidance, and support to improve quality of the workshop. The workshop was facilitated by Prof Dr. Debasish Acharya, Professor, School of Economics, Central University of Hyderabad, Prof Dr. Chandra Prakash Gupta, Professor, Department of Finance and Business Economics, University of Delhi, Prof. Dr. Nav R. Kanel, Professor(Retd), Central Department of Economics, Tribhuvan University, Dr. Ananya Ghosh Dastidar, Associate Professor, Department of Finance and Business Economics, University of Delhi, Dr. Surya Bahadur GC, Associate Professor, School of Business, Pokhara University and Dr. Namrata Gulati, Asst. Professor, South Asian University, New Delhi. The workshop organizing committee extend our humble gratefulness to chief guest Prof Dr. Prem Narayan Aryal, Vice-Chancellor, Pokhara University in the inauguration for their remarkable presence, opening and closing remarks. We are indebted to all our affiliated colleges and colleagues at School of Business, Pokhara University, who provided valuable assistance and suggestions on style and content of the workshop and supported us throughout the workshop. We would like to express our thanks to all the participants from various higher education institutions from Nepal as well as India for participating and providing useful feedback. We would also like to thank Uniglobe College, Kathmandu (Affiliated to Pokhara University) for Academic Partnership and supporting us technically in successful organization of online workshop. Finally, we welcome comments and criticism from all and expect their support for organizing such workshop in future.

School of Business Alumni Relations, Faculty of Management Studies, Pokhara University organized 3 days webinar on Emerging Concepts in Marketing from 15th – 17th September, 2020. Prof. Hari Bahadur Khadka, Dean, Faculty of Management Studies, Pokhara University inaugurated the program as the chairperson of the organizing committee. Prof. Dr. Sujit Kumar Dubey, Professor (Marketing), Director, Institute of Management Studies (IMS), Banaras Hindu University, India was the Key Note Speaker and he spoke on Changing Dimensions in Retailing due to COVID-19. Similarly, Prof. Dr. Ruppal Walia Sharma, Professor (Marketing), SPJIMR, New Delhi, India spoke on the title Building Brands in a Network Economy. Likewise, Prof. Dr. Mohua Banerjee, Professor (Marketing), International Management Institute (IMI), Kolkata, India spoke on Paradigm Shift in Marketing during the Pandemic. Moreover, Dr. Akshaya Vijayalakshmi, Assistant Professor (Marketing), Indian Institute of Management, Ahmedabad (IIMA), India spoke on One Click at a Time: Impact of Social Media Use on Empowerment and Well-Being. Furthermore, Dr. Satish Chandra Ojha, Assistant Professor (Marketing), Department of Management Studies, STEP-HBTI, Kanpur, India spoke on the title Digital Branding: A way Forward in Marketing Planning. The three days webinar was moderated by Pradeep Sapkota, Assistant Professor (Marketing), School of Business, Faculty of Management Studies, Pokhara University.

#### **5.4 Research and Publications**

Research is an important proposition of School of Business. It is compulsory for each MBA student to conduct an original research at the final trimester followed with scientific research methods and present the study report in the prescribed format of thesis to be acceptable by the university. This research project comprises of 3 credits. The committee assigns supervisors to the students and frequently organizes seminars, trainings and workshops to both faculties and students under the theme of scientific research methods. The school aims to develop the research skill of the students from very beginning. In MBA, BBA and BBA-BI students prepare

research papers and they have to present it in the viva-voce organized as a compulsory part of curriculum. The students prepare many research papers based on primary and secondary data during their study period in the college. In order to strengthen the research capacity, the school offers Econometrics course which is rarely offered by other management colleges in Nepal. The school also organizes separate training on statistical software operations for data analysis. Graduate Research Project (GRP) is a partial requirement for the fulfillment of the MBA degree and Project Work and Report Writing is compulsory in BBA and BBA-BI program. The GRPs are supervised by the experienced professors. The college also invites the experts from organizations related to the research work for feedback and suggestions and also disseminates the findings to the concerns. The total GRPs disseminated in the year 2077/2078 was 32.

### 5.5 Faculty research Grants

The Faculty Research Grants committee has called for the proposal for new faculty research project in the year 2020/21.

## 6. ISSUES AND CHALLENGES

### 6.1 Issues

- Lack of autonomy in formulation of its policies and strategy as the school has to get university approval in all major activities.
- Yet to identify effective mechanism to develop a sense of belonging among some staff, and the ex-students with their alma mater.
- Reluctance in accepting leadership.
- Bureaucratic structure of the University
- Restricted autonomy to the School by the University
- Non-reflective curriculum as per the business changes and developments in the nation Opportunities
- Non-optimal utilization of ICT facilities
- Propensity of faculties to use conventional teaching pedagogies
- Involvement of both teachers and students in research couldn't be enhanced simultaneously. • SOB is an old building damaged by earthquake shocks, therefore we have constraints with new construction.
- 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.
- Limitation of space for recreational facilities.
- Insufficient IT infrastructures
- Unavailability of smart classes
- Limited IT integration on the knowledge management approaches

### 6.2 Challenges

- Employment of prompt feedback mechanism in the various aspects of conducting administrative acts.
- Furthering of delegation of tasks for a balanced distribution of work load.
- Scope for better time management and prioritization of work.
- Overcome political influences in school and university
- Scope to procure financial support and resource mobilization.
- Further extension of collaboration at the National and International levels to improve the overall quality of education.
- To identify motivators who will involve the staff more in institutional activities, research and responsibility
- Lack of focus towards studies amongst students due to external distraction.

### 6.3 Mitigation Measures Taken to Address the Issues and Meet the Challenges

- Providing autonomy and decentralization of authority
- Frequent revision in the existing curriculum
- Acquainting faculties with modern teaching pedagogies
- Enhancing ICT infrastructure
- Planning for construction of new building as the existing building is not sufficient for existing programs.
- Space management is made through the shift system class timings.

- Immediate shortages of the human resources are managed through course contract and full-time contract faculties.
- Planning for launching city-based programs
- Planning for adequate space for sports and recreational activities.

#### **6.4 Plan for Addressing the Issues and Challenges**

- Creating more opportunities for the marginalized sections of society to improve the existing option of the proper policy. Breaking the barrier between urban and rural students – spreading education to everyone.
- Delivery of quality service and maintenance of the standard set-in view of the increasing number of students.
- Ensuring optimum utilization of existing facilities (including ICT facilities)
- Qualitative and integrative developments as per the curriculum requirement
- 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
- 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
- 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.
- To handle students from diverse backgrounds with greater sensitivity.
- Our 'option for poor and marginalized' challenges us to give greater attention to students from these strata of society.
- 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.
- Creating conducive environment for public information disclosure.
- Creating trained manpower for public information management.

**Annex 1:  
Budget for the fiscal year 2078/79**

पोखरा विश्वविद्यालय

स्कूल अफ बिजनेस, व्यवस्थापन अध्ययन संकाय

आ. ब. २०७८/७९ को स्वीकृत बजेट

रु हजारमा

बजेट कोड नं.	बजेट शिर्षक	आ. ब. २०७६/७७ को वास्तविक खर्च	आ. ब. २०७७/७८ को संशोधित अनुमान	आ. ब. २०७८/७९ को स्वीकृत
५०१००	पूँजिगत खर्च			
५०१०१	जग्गा			
५०१०२	जग्गा विकास			
५०१०३	भवन			
५०१०४	सवारी साधन	-	-	
५०१०५	फर्निचर	२२	४५०	१,०१२
५०१०६	कार्यालय उपकरण	-	३७१	३७१
५०१०७	वैज्ञानिक तथा शैक्षिक उपकरण	८०	४५०	१,५००
५०१०८	सडक, ढल, पर्खाल	-	-	-
५०१०९	विद्युत तथा पानी	-	-	-
५०११०	विविध सम्पत्ति	४३२	५५०	१,५००
५०१११	सफ्टवेयर निर्माण, खरिद	१४५	-	-
५०२०१	पुस्तक	-	-	१००
	<b>जम्मा</b>	<b>६७९</b>	<b>१,८२१</b>	<b>४,४८३</b>
२०१००	संचालन खर्च			
२०१००	शिक्षक, कर्मचारी खर्च			
२०१०१	तलब शिक्षण	२१,८२४	३३,०००	३५,०००
२०१०२	तलब र खर्च: गेष्ट फ्याकल्टी	७३	८०	६००
२०१०३	तलब प्रशासन	५,६६८	६,०५०	८,६१०
२०१०४	संचयकोष अनुदान	२,३२२	२,६५०	३,२५०
२०१०५	उपदान पेन्सन	२,०७४	२,३५०	३,०१०
२०१०६	दक्षता अभिवृद्धि सुविधा	५,०१४	५,१५०	५,८५०

२०१०८	भत्ता तथा सुविधा	९९५	-	१,३००
२०११०	लुगा भत्ता	४१०	५९०	५५०
२०१११	चाडपर्व खर्च	१,९५३	२,१२७	२,७७५
२०११२	ग्रूटिलिटि । उपयोगिता खर्च	२८	८५	९०
२०११३	औषधि, उपचार खर्च	-	-	-
२०११४	जीवन बीमा खर्च	२५९	२६२	३१०
२०११५	विदा वापत रकम	१,४०८	२,४५०	२,६५०
२०११७	पत्रपत्रिका तथा टेलिफोन सुविधा खर्च	११	८	१२
२०११८	घर भाडा भत्ता	-	-	४०
	<b>जम्मा</b>	<b>४२,०३९</b>	<b>५४,८०२</b>	<b>६४,०४७</b>
२०२०१	परीक्षा संचालन खर्च	७१३	७५०	१,५९१
२०२०३	परीक्षा केन्द्र संचालन खर्च	-	-	-
२०२०४	घर भाडा	-	-	-
२०२०५	विद्युत तथा पानी	३५	६०	७२
२०२०६	सेवा शुल्क खर्च	-	१००	४५०
२०२०७	विज्ञापन तथा प्रचार	१९	१००	२७५
२०२०८	अतिथी सत्कार	६	२०	२००
२०२०९	छपाई तथा मसलन्द	१८२	१००	३०४
२०२१०	संचार तथा हुलाक महशुल	२६	८०	१११
२०२११	कानुनी तथा ब्यबसायिक परामर्श खर्च	-	-	-
२०२१२	सवारी साधन ईन्धन खर्च	२७३	४००	९५२
२०२१३	सवारी साधन मर्मत खर्च	११७	६५०	२,२४९
२०२१४	मर्मत तथा सम्भार	२००	३५०	१,०५५
२०२१५	पत्र पत्रिका खर्च	६	१०	६५
२०२१६	विमा खर्च	-	७५	१८०
२०२१७	भ्रमण खर्च	१७१	१००	१,१४३
२०२१८	लेखा परिक्षण शुल्क तथा खर्च	८	२०	५०
२०२१९	बैठक तथा भत्ता खर्च	२१८	१७५	४५२

२०२२०	शुल्क तथा फि	-	-	-
२०२२१	बैंक चार्ज	१	५	१०
२०२२३	इनाम तथा पुरस्कार	-	१०	१०
२०२२४	दीक्षान्त, उत्सव तथा समारोह खर्च	९	१०	५०
२०२२५	कार्यालय खर्च	११८	३९०	५३२
२०२२६	प्रकाशन खर्च	४६	६०	१४७
२०२२७	विद्यार्थी कल्याण	७६९	५००	१,९४६
२०२२८	अनुसन्धान खर्च	४३३	१,२००	१,५००
२०२२९	छात्रवृत्ति खर्च	४३९	१,२८०	१,३०२
२०२३०	शैक्षिक सामग्री	९२	१००	१६९
२०२३१	मानव संसाधन विकास	१५	१००	८००
२०२३२	गोष्ठी तथा सम्मेलन	२५१	१५०	१,४००
२०२३३	पाठक्रम निर्माण र परिमार्जन	-	-	-
२०२३४	विविध खर्च	६८	१,०३५	५०
२०२३५	प्रयोगशाला सम्बन्धी खर्च क्षत्र	-	-	-
२०२३६	अन्य भाडा खर्च	-	१०	५०
२०२३७	मूल्याङ्कन तथा निरिक्षण खर्च	-	-	-
२०२३८	कर खर्च	-	-	-
२०२३९	नयां कार्यक्रम संवन्धन तथा सम्बन्ध बिस्तर खर्च	-	-	-
	संचालन खर्चको जम्मा	४,२१५	७,८४०	१७,११५
	शिक्षक कर्मचारी खर्च जम्मा	४२,०३९	५४,८०२	६४,०४७
	पूँजीगत खर्च	६७९	१,८२१	४,४८३
	कुल व्यय जम्मा	४६,९३३	६४,४६३	८५,६४५

## पोखरा विश्वविद्यालय

## स्कुल अफ विजनेश, व्यवस्थापन अध्ययन संकाय

## आ. ब. २०७८/७९ को स्वीकृत आय

बजेट कोड नं.	आय शिर्षक	आ. ब. २०७६/७७ को बास्तविक आय	आ. ब. २०७७/७८ को संशोधित अनुमानित आय	आ. ब. २०७८/७९ को स्वीकृत
१०१००	आंगिक कार्यक्रमबाट	३७,०६३	४१,०२०	५३,५६१
१०२००	सम्बन्धन कार्यक्रमबाट आय	-		-
१०३००	अनुदान तथा सहयोग	१,२१९	५,०५३	७,०००
१०४००	ब्याज आय	२,४००	१,२००	८००
१०६००	बिबिध आमदानी	३७५	३४४	३१०
	आय जम्मा	४१,०५७	४७,६१७	६९,६७१

## Annex 3

## List of Faculty

SN	Name	Academic Degree	Subject	Designation	Remarks
<b>Professor</b>					
1	Prof. Hari Bahadur Khadka	MBA	Finance	Dean, FMS	Permanent
<b>Associate Professor</b>					
2	Bal Ram Bhattarai	PhD ongoing	Marketing, Sociology	Associate Professor	Permanent
3	Bharat Ram Dhungana	PhD	Finance/ Economics	Associate Professor	Permanent
4	Deepak Bahadur Bhandari	PhD	Finance	Associate Professor	Permanent
5	Deepak Raj Paudel	PhD	Statistics	Associate Professor	Permanent
6	Daya Raj Dhakal	PhD	Management	Associate Professor	Permanent
7	Gyaneshwor Sharma	PhD	Accountancy	Associate Professor	Permanent
8	Rabindra Ghimire	PhD	Finance	Associate Professor	Permanent
9	Surya Bahadur G.C	PhD	Finance	Associate Professor	Permanent
10	Umesh Singh Yadav	PhD	Marketing	Associate Professor	Permanent
<b>Lecturer</b>					
11	Aashish Thapa	PhD (Ongoing)	General Management	Lecturer	
12	Bal Chandra Poudel	MM	General Management	Lecturer	
13.	Bharat Raj Wagle	PhD (Ongoing)	Mathematics	Lecturer	Permanent
14	Bibek Karmacharya	MBA	Finance	Lecturer	Permanent
15	Bishwo Nath Poudel	PhD Ongoing	M.Phil English	Lecturer	Permanent
16.	Bishwo Raj Parajuli	PhD Ongoing	M.A	Lecturer	Permanent
17.	Deepmala Shrestha	PhD Ongoing	MBA	Lecturer	Permanent
18	Deepak Neupane	PhD Ongoing	M.A Economics	Lecturer	Permanent
19	Deepanjali Shrestha	PhD Ongoing	Service Engineering	Lecturer	Permanent
20	Deepak Ojha	MBS	Accountancy	Lecturer	Permanent
21	Deepesh Ranabhat	PhD Ongoing	Finance Economics /	Lecturer	Permanent
22	Durga Prasad Chapagai	MBS	G e n e r a l Management	Lecturer	Permanent

23	Ghanashyam Tiwari	MBS	Accountancy	Lecturer	Permanent
24	Hem Kanta Poudel	MBS	Accountancy	Lecturer	Permanent
25	Kripa Kunwar	MBS	Finance	Lecturer	Permanent
26	Nirajan Bam	PhD Ongoing	Statistics	Lecturer	Permanent
27	Pradeep Sapkota	PhD Ongoing	MBA, Marketing	Lecturer	Permanent
28	Purna Bahadur Khand	PhD	Economics	Lecturer	Permanent
29	Ram Krishna Chapagain	MBA	Finance	Lecturer	Permanent
30	Rabindra Prasad Baral	MBA	Accountancy	Lecturer	Permanent
31	Santosh Kumar Gurung	MA	Sociology	Lecturer	Permanent
32	Shrijan Gyanwali	PhD	Marketing/ Entrepreneurship	Lecturer	Permanent
33	Subarna Bir Jung bahadur Rana	MBA/MBS	Marketing	Lecturer	Permanent
35	Sujita Adhikari	MBA	Marketing	Lecturer	Permanent
36	Yog Raj Lamichhane	PhD Ongoing	English	Lecturer	Permanent
37	Suraj Gharti	Masters in MIS	MIS	Lecturer	Course Contract

## Annex 4

## List of Administrative Staff

Administrative Staff				
SN	Name	Designation	Academic Degree	Type of service
1	Sita Devi Dhakal	Deputy Administrator ( Account)	MBA	Permanent
2	Radha Paudel	Assistant administrator (Admin)	MPGD	Permanent
3	Pramod Giri	Assistant administrator (Admin)	MA Economics / Political Science	Permanent
4	Debaki Dahal	Head Assistant (Admin)	MA	Permanent
5	Bandana Godar (Thapa)	Head Assistant (Admin)	MA	Permanent
6	Laxman Bastola	Assistant (IT)	B.Ed	Permanent
7	Shobha Acharya Pandit	Assistant	M.Ed	Permanent
7	Toran Bahadur B.K.	Assistant	BBS	Permanent
Support staff				
1	Ananda Paudel	Office Helper		Permanent
2	Jogiram Sarki	Office Helper		Permanent
3	Nirmala Nepali	Office Helper		Permanent
4	Shanta Devi Tiwari	Office Helper		Permanent
5	Dhan Bdr Gurung	Driver		Permanent