

**SELF STUDY REPORT (SSR) OF
SCHOOL OF DEVELOPMENT AND SOCIAL ENGINEERING
(Faculty of Humanities and Social Sciences)**

Submitted to:
Quality Assurance and Accreditation Department (QAAD)
University Grants Commission (UGC)

Submitted by:
School of Development and Social Engineering
Faculty of Humanities and Social Sciences
Pokhara University

Pokhara
March, 2020

PREFACE

The School of Development and Social Engineering (SDSE), Faculty of Humanities and Social Sciences (FHSS) of Pokhara University has prepared the Self Study Report (SSR) of the School with the aim to submit to the University Grants Commission (UGC), Nepal for the participation in the quality assurance and accreditation (QAA) process.

The School of Development and Social Engineering (SDSE) was established as a constituent school under the Faculty of Humanities and Social Sciences (FHSS) of Pokhara University in 2007. In its initial stage, SDSE acquired ownership of two of the already existed Programmes; Post-graduate Diploma in Population, Gender and Development Programme (2004) and Master in Population, Gender and Development (2005). The School SDSE is committed to pursuing highly standard professional and academic excellence in the area of development and social engineering. Currently, four programmes: Master of Development Studies (MDEVs), Master in Population, Gender and Development (MPGD), Bachelor of Development Studies (BDEVs) and Bachelor of English and Communication Studies (BECS) are under operation.

The institution with its educational programmes took its pace as the pioneering institution for development and social engineering education in this region. In this regard, the school aims to lead the Nepalese and the South Asian society through teaching, research and publication, innovation, training and continuing education, outreach, intellectual leadership, and consultancy in the broad field of social sciences. The path to such leadership is different from the disciplinary approach that many schools around the globe are following. It is an approach to disciplinary clarity, multidisciplinary distinction and interdisciplinary comprehensiveness. The programmes are designed to maintain a balance between theories and practices and centered to humanity and sustainability of our education.

SDSE is committed to high quality teaching and research, promoting an intellectually stimulating interdisciplinary approach in its educational environment for its students. This is reflected in its strategic intent of remaining as 'the Center of Excellence in development and social engineering' education. We envisage engaging development 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 national and international requirements and standards with regional and local reflections. Consistent with its policy of contributing to higher education of the nation, the Pokhara University has also started PhD in Humanities, Social Science and Sustainable Development. The school is dedicated to equip the graduates with theories and applications of contemporary development, social engineering and related areas of studies to enhance students' comprehension on subject matters, 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 development and social engineering and make them good members of the society and responsible citizen of the nation.

Our mission is to create 'development leadership for the future' by leading to practical thinking and living for sustainable development with enhancement of professional and entrepreneurial spirit. We intend to instill useful skills, leadership, responsibility, and high ethics among our graduates.

The School of Development and Social Engineering (SDSE) adheres the four-pillar philosophy of teaching and learning: knowledge, technology, skill and practice as initiated and promoted by the founding Dean of Faculty of Humanities and Social Sciences (FHSS). The School is an institution, which is small in its stock, but very rich in human resources, i.e. with young, strong, energetic and self-driven faculty members. The School consistently focuses on academic comprehension and professional competence of individual students and is committed for continuous strengthening of the quality education.

Now the School is becoming a preferred destination for the students due to quality education, sophisticated infrastructure, robust teaching-learning practices and good employability. The SDSE with the four pillars (knowledge, technology, skill & practice) approach to education promotes all-round development of the students by providing various opportunities to showcase their talent in academic and curricular; technical; non-academic and extra-curricular activities including cultural programs 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 programme. It is an immense pleasure to submit SSR of our School to UGC, Nepal for the accreditation of this School. The report is an outcome of collective efforts of all faculties and staff. This report is prepared with honesty, sincerity and dedication as per the guidelines laid down by UGC, Nepal and it contains true and genuine information on the various parameters.

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

Director

School of Development and Social Engineering
Faculty of Humanities and Social Sciences
Pokhara University

SELF STUDY REPORT AND RELATED TEAMS

Internal Quality Accreditation Committee (IQAC)
Coordinator: Dr Ram Prasad Aryal Member: Dr. AjayaThapa Member Secretary: Dr Ananta Raj Dhungana Member: Rishi Ram Bastola Member: SwikritiAdhhikari
Self-Assessment Team (SAT)
Coordinator: Dr Ananta Raj Dhungana Member: SurendraTiwari Member: BadriAryal Member: PrakashWagle Member: RishiramBastola
Extension and Outreach Committee (EOC)
Coordinator: Dr Ananta Raj Dhungana Member: Arjun Kumar Thapa Member: Anita Dahal Member: Rajendra PrasadDhakal
Alumni, Employment and Placement Committee (AEPC)
Coordinator: Yuba RajTripathi Member: SurendraTiwari Member:Ramji Prasad Adhikari Member: PrakashThapa Member: SanuGhale
Education Management Information System Committee (EMISC)
Coordinator: Arjun Kumar Thapa Member: Rishi Ram Bastola Member: Rajendra PrasadDhakal
Student Counseling Committee (SCU)
Coordinator: SurendraTiwari Member: Bharat Raj Dhakal Member: PurusottamRanabhat

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LIST OF ABBREVIATIONS

BDEVS	Bachelor of Development Studies
BECS	Bachelor of English and Communication Studies
CDC	Curriculum Development Centre
CGPA	Cumulative Grade Point Average
EMIS	Education Management Information System
FHSS	Faculty of Humanities and Social Sciences
GPA	Grade Point Average
HEI	Higher Education Institution
IAC	Information Access Center
ICT	Information Communication Technology
IQAA	Internal Quality Assurance and Accreditation
IQAC	Internal Quality Assurance and Accreditation Committee
KU	Kathmandu University
MOE	Ministry of Education
MoU	Memorandum of Understanding
MDEVS	Master of Development Studies
MPGD	Master in Population, Gender and Development
NITEC	Nepal Innovation Techno Entrepreneurship Center
PRT	Peer Review Team
PU	Pokhara University
PURC	Pokhara University Research Centre
QAA	Quality Assurance and Accreditation
RMC	Research Management Cell
SAT	Self Assessment Team
SDGs	Sustainable Development Goals
SDSE	School of Development and Social Engineering
SSR	Self Study Report
SWOC	Strengths, Weakness, Opportunities, and Challenges
TRIPEP	teaching and learning, research and innovation, publication and dissemination, extension and outreach, and professional services
TU	Tribhuvan University
UGC	University Grants Commission

PART I

INSTITUTIONAL INFORMATION FOR SELF-STUDY REPORT (SSR)

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

SECTION A

INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Name of the Institution: ***School of Development and Social Engineering (SDSE), Faculty of Humanities and Social Sciences, Pokhara University***

Place: Dhungepatan, Pokhara 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
Executive Head of the Institution: Dr Ram Prasad Aryal	061-504038		director.sdse@pu.edu.np
Executive Assistant:			
Management Committee Chairperson: Prof Dr. Indra Prasad Tiwari	061-504032		dean.fhss@pu.edu.np

b. Residence

Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution: Dr Ram Prasad Aryal	9860799152		director.sdse@pu.edu.np
Executive Assistant:			
Management Committee Chairperson: Prof Dr. Indra Prasad Tiwari	9856028917		dean.fhss@pu.edu.np

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: **(Poush 10, 2064 B.S./ December 25, 2007 AD)**

- b) Date of commencement of the Bachelor or higher level Program(s) (Shrawan 12, 2066 BS/ July 27,2009 A.D.)
- c) University to which the Institution is affiliated: SDSE is the constituent school of Pokhara University
See Annex A-6.1 for the Decision of Executive Council

7. Date of Government /UGC approval (only for Institution affiliated to foreign universities):
 (dd/ mm/yyyy)

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

9. Institution's Land area in Ropanees/Bighas (Katthas)/Square Meters: **33.5 Ropani in a total land area of 114 ropani.**

Note: This land area houses the central academic complex of Pokhara University where four schools are located under four faculties including the **School of Development and Social Engineering**, Faculty of Humanities and Social Sciences.

The Pokhara University central campus is extended in an area of over 5 hectares (114 ropani) from east to west and surrounded by roads in all sides. The area is divided into four blocks and they are separated by three intersecting roads. Among the blocks, the administrative complex is located at block A (about 34 ropani) which is located at the west-end. Block B (25 ropani) is located to the east of block A and it is still vacant, but dedicated to sports complex. **The third or block C (33.5 ropani)** is the academic complex where the constituent schools of the university including the **School of Development and Social Engineering**, PU Central Library and some service buildings are located. Block D with 21 ropani size is allocated for student hostel.

See Annex A-9.1 for the Map of Land Plan

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	Programmes
Certificate course (PCL 2 years), 10+2 (HSEB), or CTEVT programs	-	-
Bachelors	2	BDEVS, BECS
Masters	2	MPGD, MDEVS
MPhil	-	
PhD	2	Humanities, Social Sciences and Sustainable Development
Any other (specify)		
Total	6	

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

Faculty of Science and Technology
Departments:
Faculty of Humanities & Social Sciences (FHSS)
<i>Departments/Schools: School of Development and Social Engineering (SDSE)</i>
Faculty of Management
Departments:
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)

For Teaching Staff: - Open Competition, Contract and Course Contract

For Non-teaching Staff: Open Competition and Contract

See Annex A-14.1 for Staff and Teacher Selection Regulation of Pokhara University

Pokhara University has its specific Rules and Procedures (Teacher Staff Rules, 2055 and Procedure for the Basis for Recommending Teacher Appointment and Promotion, 2057 and Procedure for the Basis for Recommending Staff Appointment and Promotion, 2057) that state the norms and procedures for recruitment of teaching and non-teaching staff of Pokhara University including the

School of Development and Social Engineering. There is also the provision of Pokhara University Service Commission under the Pokhara University Act, 2055. All the permanent teaching and non-teaching staff are recruited under the above-mentioned Rules and Procedures. To elaborate as stated in the Rules and Procedures, the Director of the School will submit the demand for teaching staff whereas the Central Office for the non-teaching staff based on its requirement with minimum qualification and level. This demand will be considered and endorsed by the Executive Council of the University. If a full-time permanent teaching or non-teaching staff is required for any Faculty or Office then the Executive Council requests the Pokhara University Service Commission for recommending a full-time teaching or non-teaching staff with specific position and level. The Pokhara University Service Commission publishes an advertisement in a national daily newspaper as well as Pokhara University website to announce the vacancy. The inclusion policy of the Public Service Commission of Nepal is applied in the Pokhara University as well. In the selection process, the Service Commission checks the eligibility of the applicants and calls for written test for the eligible candidates. Those who pass the test are called for interview. Required number of candidates is recommended for recruitment on the basis of merit and a certain number or percentage is declared as reserve candidates. The Executive Council appoints its teaching and non-teaching staff on the basis of recommendation.

For contract and part-time or course contract teaching staff or contract non-teaching staff, preapproval is acquired from the Registrar of the University and respective offices select the candidates following the basic rules and procedures of the Pokhara University Service Commission. 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.

See Annex A-14.2 for the Norms and Procedures as per the PU Teachers and Staff Selection act

15. Number of Full time and Part time teaching staffat present:

Particulars	Disadvantaged /Janajatis		Others		Grand Total
	F	T	F	T	
Full Time Teachers (Total)				13	13
No. of teachers with PhD				5	5
No. of teachers with MPhil				-	-
No. of teachers with Masters			1	8	8
No. of teachers with Bachelors				-	-
Part Time Teachers (Total)				4	4
Part-time teachers with PhD				1	1
Part-time teachers with MPhil				-	-
Part-time teachers with Masters				3	3
No. of teachers with Bachelors				-	-

See Annex A.15.1 for the List of the Faculty Members

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

Courses	Full Time Teachers (Total)	Part Time Teachers (Total)	Total
Science			
Management			
Humanities and Social Science	183 Credit Hour	24 Credit Hour	207 Credit Hour
Education			
Law			
Please add other courses if applicable			

Note: The minimum credit hour requirement for bachelor and master programs is 12 and 9 credit hour respectively.

See Annex A-16.1 for the Decision of the Executive Council about the minimum credit and workload assignment to the teachers

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Administrative Staff	2	2		4	6
Technical Staff				0	0

See Annex A-17.1 for the List of Non-Teaching Staff.

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	41	71	7	16	x	x	0	0
Other districts	11	16	1	3	x	x	1	4
SAARC countries	0	0	0	0	x	x	0	0
Other countries	0	0	0	0	x	x	0	0
Disadvantaged/Janajatis	14	24	3	8	x	x	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:			Batch 2:		
	Year: 2018			Year: 2019		
	Bachelors	Master s	Total	Bachelor s	Master s	Total
Admitted to the program	90	29	116	94	33	127
Drop-outs						
a. Within four months of joining	3	3	6	1	0	1
b. Afterwards	1	0	1	0	0	0
Appeared for the final year examinations	15	28	43	19	10	29
Passed in the final examinations	11	18	29	14	8	22
Pass % of number appeared(Total)	73.33	64.28	67.4 4	73.68	80.00	75.86
Pass % with distinctions	1	2	3	3	3	6
Pass %, (First class)	1	4	5	4	7	11
Pass %, (Second class)	9	5	14	7	3	10
Pass %, (Third class)	-	-	-	-	-	-
Number of students expelled from examination hall if any	-	-	-	-	-	-

Note: For other types of evaluation system such as grade point average (GPA), provide respective grades and brief explanation about their ranges in percentage.

Explanation to the Note: Pokhara University adopts semester system and employs letter-grading system for evaluation. A student's performance in a course is evaluated internally by the course coordinator/instructor and externally by the Office of the Controller of Examinations. The final grades are provided with cumulative grade point average (CGPA). For undergraduate level, a student with CGPA 4.0 is termed as Excellent, with CGPA 3.0 is Good, and with CGPA 2.0 but below CGPA 3.0 is Fair. For graduate level, the minimum CGPA for Excellent, Good and Fair grades are 4.0, 3.3 and 3.0, respectively. In the meantime, students obtaining 3.70 in the undergraduate level and 3.8 in the graduate level get Dean's List.

Explanation to the Letter Grade and Summary of Grade Percentage Conversion

Master Degree			Bachelor Degree			Range in percentage
Grade	Honor Point (CGPA)	Description	Grade	Honor Point (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 %
C	2.0	Pass in	C	2.0	Satisfactory	2.0 to 2.3 = 60 to 65 %

		individual course				
I	-	Incomplete	C-	1.7		
F	0.0	Fail	D+	1.3		
			D	1.0	Pass in individual course	
			I	-	Incomplete	
			F	0.0	Fail	

20. Give a copy of the last annual budget of the Institution with details of income and expenditure. (Attach separately) Total Income: 20,063,004.59 (including grants) and Expenditure (including the expenditure of Central Library): 26,821,313.95 (F.Y. 2075/76).

See Annex A-20.1 for the Last Annual Budget

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.

Total unit cost of education of SDSE (FY 2075/76) is as follows:

Total Expenditure = 26,821,313.95

Total number of students = 284

Therefore, unit cost of education = 26,821,313.95/284= 94441.25

Unit Cost excluding salary= 26,821,313.95-20,662,556.02/284= 21685.77

22. What is the temporal plan of academic work in the Institution?

Semester System Annual System Any other (specify)

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) Ladies room Sick room

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

See Annex A-23.1 for the decision of the Executive Council.

Sports facilities: The SDSE places utmost importance to overall development of its students and encourages them to participate in extra-curricular activities where sports come first without any doubt. The school provides good sport infrastructure and sufficient sets of equipment to the students, particularly for basketball, soccer/football, cricket and volleyball

See Annex A-23.2 for the Decision of the Executive Council.

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

See Annex A-23.3 for the Working Procedure of Girls Hostel

Computer center: SDSE has its own well-equipped computer and IT center. In addition, the Information Access Center which was developed with the support of the Government of the Republic of Korea, located at the SOB building is accessible to faculties, students, and staff.

Grievance redressal cell: The SDSE welcomes feedbacks and any grievances from its stakeholders including the students. The grievance redressal responsibilities are taken by the programme coordinators. They are regularly assessed by the School Director and the Dean.

Health center: Pokhara University has a **University Health Clinic** shared by all of its schools. It offers first aid and basic health services to the students. Health center has one full time assistant health worker who works.

See Annex A-23.4 for the Decision of the Executive Council

Common room: SDSE has a common room.

Ladies room: SDSE has Ladies' room to be used by the female-students, -staff and -faculty members as required.

See Annex A-23.5 for the Photographs of Ladies Room

24. Whether a duly formed Institution Management Committee in place?

Yes No , if yes provide the composition of the committee in separate sheet

School of Development and Social Engineering (SDSE) has the provision of School Management Committee (SMC). The SMC comprises of:

Chairperson	: Dean
Member	: One member from the employers
Member	: One member from faculty members of school
Member	: One member from academic expert
Member Secretary	: Director of the School

See Annex A-24.1 for PU Act/Regulation

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

Particulars	Year I F.Y.(2073/74)	Year II F.Y.(2074/75)	Year III (2075/76)
Working days of the institution	266	266	251
Working days of the library	266	266	251
Teaching days of the institution	191	206	191
Teaching days set by the university	178	189	189
Books in the library	31,556	32764	33115
<u>Journals/Periodicals subscribed by the library</u> National: International:	4 (e-Journal)	0 4	5 4
Computers in the institution	60	60	60
Research projects completed and their total outlay	3 300,000	4 400,000	5 250,000
Teachers who have received national recognition for teaching/research/consultancy	-	-	-
Teachers who have received international recognition for teaching/research/consultancy	4	4	4
Teachers who have attended international seminars	1	3	13
Teachers who were resource persons at national seminars/workshops	7	5	5
No. of hours of instruction against the plan (per semester)	240	236	236

Note: Please attach the annual calendar of operations of the institution.

See Annex A-25.1 for the Operation Calendar of SDSE.

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

S. No.	Name of the Faculty/Researcher	Title of the Project	Funding Agency	Total Outlay (NRs)
1.	Prof Dr Indra Prasad Tiwari (TL), Dr Surya Bahadur GC, Dr Umesh Singh Yadav, Devilal Sharma, Resham Lal Paudel, Indira Devkota, Gita Chochange	Financial Stability of Municipality	UGC	1,500,000
2.	Dr Ajay Thapa	Socio-Economic Impacts of Homestay Tourism in Nepal	SDSE	100,000
3	Dr Ram Prasad Aryal, Badri Aryal, Sakutala Soti, Saraswati Adhikari	Family Separation and Living Arrangement at Elderly Home in Pokhara Metropolitan City, Nepal	PURC	100,000
		Reconstruction of Identity in Disabled People in Pokhara Metropolitan City, Nepal	UGC, Nepal	300,000
4.	Dr Ananta Raj Dhungana	Depression among Elderly People Visiting Bidhabasini Jetha Nagarik Milan Kendra, Pokhara	SDSE	100,000
	Prof Dr Vikash Kumar KC, Dr Ananta Raj Dhungana, Dr Purna Bahadur Khand, Suryan Mani Dhungana	Climate change and its impact on agriculture sector: Evidence from Western Nepal	UGC	20,00,000
5.	Ramji Prasad Adhikari	Job Satisfaction among the Porters of Tourism Sector in Annapurna area, Nepal	SDSE	50,000
		Elderly people, living arrangement and life satisfaction: A comparative study between family setup and elderly care home	PURC	100,000
6.	Badri Aryal	Socio-Economic Changes Creating Generation Gap in Rural Nepal	SDSE	100,000
7.	Surendra Tiwari	Factors Affecting the Involvement of Youth in Social Entrepreneurship Development: A Case Study of Pokhara Metropolitan City	SDSE	100,000
8.	Anita Dahal	Contribution of women Dairy cattle Keeping to Household Food Security A Study of Pokhara Lekhnath Metropolitan City, Ward 5, 18 and 24	SDSE	50,000

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 has signed MoU with 57 national and international institutions in 15 countries, including the national ones. The country-wise list is presented below.

<i>Nepal (9)</i>	<i>India (7)</i>	<i>Bangladesh (2)</i>
<i>China (5)</i>	<i>The Republic of Korea(ROK) (10)</i>	<i>Japan (4)</i>
<i>Italy (2)</i>	<i>Poland (2)</i>	<i>Thailand (3)</i>
<i>Norway (2)</i>	<i>USA (6)</i>	<i>Others*</i>

** Others include, Australia (1), Bulgaria (1), Czech Republic (1), European and Asian University Consortium (2), Indonesia (2), Malaysia (1), Pakistan (1), Philippines (1), UK (1), Vietnam (1)*

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 collaborations are aimed at faculty exchange, student exchange, faculty development, technology transfer, research collaborations, academic conferences and seminars, joint training programmes and other avenues for academic cooperation and the University is developing its cooperative activities in this direction. At present, the University has cooperative agreements with 66 Universities and Organization.

The School of Development and Social Engineering under the Faculty of Humanities and Social Sciences of Pokhara University is working with those national and international institutions, which have common interest and matching academic and research activities. Since a couple of years, the School is affiliated to the Nepal Innovation Technology Center (NITEC) which is jointly operated by Pokhara University and Handong Global University of the Republic of Korea (South Korea) and funded by the Ministry of Science and Technology, ROK through National Research Council of ROK.

The School is working with the Arizona State University in the areas of sustainable development approach. Faculties, research scholars and students of that institution have visited the School and shared their work along with faculty members and students.

Similarly, the School of Development and Social Engineering jointly with the Western Queensland University organized a training program on Research Methodology Training.

MoU with NGO Federation Nepal: School of Development and Social Engineering (SDSE) and NGO Federation Nepal Kaski (NFN Kaski) has entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and NGO Federation of Nepal Kaski. The purpose of this MoU is to cooperate on student internship, expertise exchange, and other activities, including training, workshops, seminars, and conferences as well as other areas of mutual understanding between the two institutions.

MoU with Kulturstudier AS, Norway: School of Development and Social Engineering (SDSE) and Kulturstudier AS has entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and Kulturstudier AS, located at Markveien 35b, 0554 Oslo, Norway. The purpose of this MoU is to cooperate student exchange, faculty exchange, and other activities, including training, workshops, seminars and conferences as well as other areas of mutual understanding between the two institutions.

See Annex A-27.1 for the Details of National and International Collaborations

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	NRS. 126,000.00
Donations	0.00
Fund Raising drives	0.00
Alumni Association	0.00
Research and Consultancy	0.00
Fee from Self-financed/initiated courses	0.00
Fees from regular programs	NRS. 6,146,100.00
Any others, specify	NRS. 13,910,904.59(Head Office Grant 13,253,604.09, Other income 302,575 and Interest 354,725.50)

Grants from UGC

Details: Participation in QAA (LOI acceptance) – Rs. 400,000

New Programme starting Master of Development Studies (MDEVs) – Rs. 800,000

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)

1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?
Yes **No** If yes, mention and attach the document.

The School is one of the constituent colleges of Pokhara University. There are the University Acts, Rules and Procedures. This School is also established, operated, managed and regulated by the university common rules and regulations.

Vision, Mission, Goals and Objectives

With a view to provide/make access to quality education among interested persons and producing visionary and dynamic leadership on development and social engineering the vision, mission, goals and objectives of SDSE are as follow.

Vision

The School of Development and Social Engineering is to be developed as a Centre of Excellence by leading the contemporary academia in the higher education of development and social engineering thereby producing capable human resources with dynamic leadership capability which is dedicated to sustainable human development and social justice in accordance to the goal of Pokhara University of being one of the leading universities in South Asia.

Mission

The mission of the School of Development and Social Engineering is to advance, promote and propel the social, economic, political, cultural, governance, and environmental development of the Nepalese society through teaching, research and study, innovation, training, community and public services, and intellectual leadership in the field of development and social engineering by providing students, researchers and knowledge aspirants a window to the nation, South Asia region and the whole world through development and social engineering.

Goal

Both society and development take the path of evolution and their studies and stock of knowledge take scientific approach, i.e. achieving intellectual insights as well as technical and practical skills needed for the dynamic structure, process and behaviour of development and society through understanding, observation and experiment. Thus, the study of development and society will bring immense stock of knowledge from contemporary disciplinary subjects like economics, geography, law, management, political science, sociology and anthropology as well as natural and environmental sciences into contemporary focus on development and social engineering to address the future need of the professional and academic human resources for development and societal transfiguration. Considering this future requirement of the society, the goal of the School of Development and Social Engineering is to produce professional and academic leaders on development and social engineering with scientific knowledge, intellectual insight, technical know-how, and practical skill (SITP) by

cultivating among these leaders the capability and quality of independent thinking, critical analysis, self-awareness, professional competency and academic proficiency, which are based on disciplinary clarity, multidisciplinary distinction and interdisciplinary comprehensiveness. The path of the School of Development and Social Engineering (SDSE) to these goals is to develop it as a Centre of Excellence by excelling teaching, research, publication and outreach and produce junior, mid- and expert level quality human resources that is capable to provide leadership to the contemporary development and social engineering thereby enabling the nation to achieve the desired end of sustainable development and social justice.

Objectives

To bring the vision into reality by accomplishing the mission set and to achieve the goals, the objectives of the School are as follows.

1. To develop SDSE a Centre of Excellence in Nepal for development and social engineering.
2. To update and revise strategic plan and prepare and execute action plans accordingly.
3. To develop Physical infrastructure based on the requirements of the School.
4. To develop academic environment to quality teaching and learning, research and innovation, publication and dissemination and outreach services.
5. To achieve quality standards prescribed by the University and University Grants Commission and acquire Accreditation Certificate.
6. To strengthen quality of existing programmes and to expand new academic programmes based on demand of the nation and student community.
7. To make the administrative activities efficient and effective.
8. To establish and strengthen function network of all stakeholders.
9. To develop modern information system of the school and manage it properly.
10. To manage properly the innovation, research publication and recording system.
11. To strengthen the quality of services of the academic staff, non-academic staff and student by organizing regular conference, seminars, workshop training and refresher.
12. To explore, secure and utilize internal and external resources (for academic activities, particularly for scholarship, research, conference, publication endowment fund).
13. To stimulate educational, academic, industry partners and community contributors to the School activities.
14. To keep the academic premises green; clean, quiet and peaceful.
15. To keep the academic premises unaffected from negative thinking and hostile environment.

See Annex B-1.1 for Strategic Plan of SDSE

See Annex B-1.2 for University's Action Plan.

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.

The plans, programs and strategies of the School are the part and parcels of the University's plans, programmes and strategies, which are prepared to achieve goals and objectives of the university as a whole.

See Annex B-1.1 for Strategic Plan of SDSE

See Annex B-1.2 for University's Action Plan.

Note: Separate strategic plans and action plans are being prepared for the School of Development and Social Engineering and they will be presented in the next Pokhara University Senate.

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.

Till the date the policies of the Institution are formulated, reflected, reviewed and updated by the University Senate, Academic Council, Executive Council, and Subject Committees as recommended by respective Faculties, Schools committees formed a specific taskforce and so on. Now with the new updates of the structure, the Institution is also governed by the School Management Committee. Basically, the academic policies, rules, regulations are facilitated by the Faculty Board which is provisioned to facilitate the Dean's responsibilities and also a link between the Academic Council and various Subject Committees. Finally, the School Director implements related academic and management policies, which come through the aforementioned structure. The School Director is supported by respective Program Coordinators.

See Annex B-1.3.1 for Organizational Chart of the University.

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 Development and Social Engineering 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.

See Annex B-1.4.1 for Working Procedures and Mechanisms Booklet of Pokhara University, 2073; pp 21-34

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 responsibilities of the Dean, Schools Director, Coordinators and subject committees are clearly defined in the University's rules, regulations and procedures. Staff's job responsibilities are commonly defined by respective rules and regulations as well as the letter given by respective Dean or Director with specific assignments.

See Annex B-1.5.1 for the Responsibilities in the Act/Regulation of the University

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 functional progress of the departments and units are monitored regularly (basically quarterly) and they are reflected in the Annual Report of the University. Similarly, the job responsibilities of the individual staff are evaluated using a standard Performance Evaluation Form separately developed for the teaching and non-teaching staff.

See Annex B-1.4.1 for Working Procedures, Mechanisms Booklet and evaluation scheme of Pokhara University, 2073; pp 21-34

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

Yes No If yes, give details.

Pokhara University's strategies plan and action plan clearly define the Institution's strategies and action plans for various periods. As the constituent college of the University, the institution follows the strategic plan of the University and adheres to it. The responsibilities are given to certain office, yet various decisions are made collectively on team work and in participation of various stakeholders

***See Annex B-1.1 for Strategic Plan of SDSE
See Annex B-1.2 for University's 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 feedbacks and orientation" in its activities?

Yes No If yes, give details.

Yes, there is the provision to engage a representative from the job providing stakeholders, faculty members in the School Management Committee (***See Annex B-1.9.1***). The school also organizes interaction programs regularly with the students of bachelor level and master level separately where the students provide valuable feedbacks and suggestions (***See Annex B-1.9.2 for interaction program related evidences***). The date for interaction program is mentioned in the operation calendar of the school (***see Annex B-1.9.3***). Recently, the school has also formed Internal Quality Assurance Committee (IQAC), which includes one representative from the students of SDSE (***See Annex B-1.9.4***)

See Annex B-1.9.1 for School Management Committee Provision in the PU Act/Regulation

See Annex B-1.9.2 for the Interaction Related Documents

See B-1.9.3 for the Operation Calendar

See Annex B-1.9.4 for IQAC guidelines

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?

SDSE has formed the following committees and appointed coordinator and members to improve organization and management of the school:

1. Internal Quality Assurance Committee (IQAC)
2. Self-Assessment Team (SAT)
3. Research Management and Consultancy Committee (RMCC)
4. Education Management Information System Committee (EMISC)
5. Extension and Outreach Committee (EOC)
6. Student Counselling and Placement Committee (SCPC)
7. Internal Examination Committee (IEC)
8. Alumni Association (AA)

See Annex-B-1.10.1 for the committees and operational guidelines of each committee.

11. Are the students involved in institution management system and quality assurance?

Yes No If yes, give details.

SDSE has formed Internal Quality Assurance Committee (IQAC) comprising of one student member.

i.	School Director	Coordinator
ii.	One senior-most faculty member	Member
iii.	Chief of Account Section	Member
iv.	One student representative	Member
v.	Coordinator of Self-Assessment Team (SAT)	Member Secretary

See Annex B-1.11.1 for IQAC Appointment letters.

12. Has there been an academic audit? Justify it.

- a. by the university
- b. by the Institution

Please attach the copies

SDSE has formed an Internal Quality Assurance Committee to conduct academic audit and improve the quality of academic programs running under the school. The IQAC is working on the matter.

See Annex- B-1.12.1 for the IQAC Guidelines

13. Is there any specific mechanism to combine teaching and research?

Yes No If yes, give details

SDSE encourages faculty members to conduct research and publish the findings of the research in academic journals. SDSE has allocated NRs 1,000,000 (one million rupees) for faculty research projects (**See Annex B-1.13.1 for the Budget allocated for Research Projects**). The school has Research Management and Consultancy Committee (RMCC) to manage the faculty research

projects (*See Annex B-1.13.2 for the RMCC*). Currently, almost all the fulltime faculty members are involved in research project either as a principal investigator or co-investigator or mentor (*See Annex B-1.13.3 for the list of currently ongoing Research Projects supported by the RMCC*). Furthermore, the faculty members are also doing research projects supported from Pokhara University Research Centre (PURC) as well as the University Grants Commission (UGC), Nepal (*See Annex B-1.13.4 for the list of currently ongoing Research Projects supported by PURC and UGC*). In the meantime, the academic curriculum of Master in Population, Gender and Development (MPGD), Master of Development Studies (MDEVs), Bachelor of Development Studies (BDEVs) and Bachelor in English and Communication Studies (BECS) have dissertation/project work/field work as mandatory provisions where students and teachers work together and learn by observing, experiencing and doing research (*See Annex B-1.13.5*)

See Annex B-1.13.1 for the Budget allocated for Research Projects.

See Annex B-1.13.2 for the RMCC.

See Annex B-1.13.3 for the list of currently ongoing Research Projects supported by the RMCC.

See Annex B-1.13.4 for the list of currently ongoing Research Projects supported by PURC and the UGC.

See Annex B-1.13.5 for the curriculum of all the master and bachelor level programs running under SDSE.

14. Have you observed any positive outcomes of combination of teaching and research?

Yes No If yes, give details.

The combination of teaching and research has given the students an exposure to the real world research problem, state of affairs of the people or the places where the research is conducted, and understanding the local people by the students and vice-versa. Teachers and students can demonstrate the theoretical understanding with the real world. Teachers and students are further involved in research work with research funds from RMCC of SDSE, PURC and UGC. It is further expected that students will be benefitted academically. The research led activities have accelerated the Journal publications and publications in other national and international journals, where students are also substantially engaged.

See Annex -B-1.14.1 Research and Journal Publications where teachers and students are involved)

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

The SDSE has received grants from the UGC on institutional research grant, establishment of RMC. Involvement in Nepal Innovation Techno Entrepreneurship Center (NITEC) project has further enhanced the research capability of SDSE.

In the meantime, the institution has also incorporated innovative teaching and learning methods to deliver quality education to the students. From its inception the school has adopted modern pedagogical approaches such as:

- Planning Workshop
- Newspaper/Media Analysis and Article Writing
- Group Discussions
- Project Assignments
- Field Visits

- Class Presentations
- Seminars and Workshops
- Case Studies
- Interactive IT Laboratory
- Exposure Visits/Educational Excursions and Community/Locality Visits

See Annex B-1.15.1, Sample work plans, Sample seminars, Work Plans, and Planning Workshop Documents

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 courses are developed in harmony with the Vision, Mission, Goals, and Objectives of the School in such a way that teaching and learning ensure the academic goals and objectives of the School of Development and Social Engineering. 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 school 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.

See Annex B-1.1 for the Strategic Plan of the SDSE

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***

a) *Time frame matching student convenience:* 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 two different master programmes in two different intakes and they have wide arrays of relevant updated, elective and specialization courses on different themes. The undergraduate courses (BDEVS and BECS) in the School cater to the need of students aspiring to learn modern development and social engineering concepts and skills during the daytime and as per the flexible schedule. The master programmes are run in the morning shift as per the convenience of the students. The BDEVS program generally runs in the day shift. However, the 7th and 8th semester are run in the morning shift as per the convenience of the students.

See Annex B-2.17.1 for the class routine.

b) *Horizontal mobility:* SDSE has provisions for credit transfers to facilitate horizontal mobility of the students. A maximum of up to 25% of the total credit hours of course work completed in an equivalent program of a recognized institution may be transferred / waived for credit on the recommendation of the head of the faculty.

See Annex B.2.17.2 for Academic System/Semester Regulation.

c) **Elective Options:** All the programmes of SDSE offer sufficient number of elective and specialization courses from which the students can select the courses they prefer to register for as per their career aspirations(See Annex B-2.17.3 for the curriculum of Master and Bachelor level).

See Annex B-2.17.1 for the class routine.

See Annex B.2.17.2 for Academic System/Semester Regulation.

See Annex B-2.17.3 for the curriculum of Master and Bachelor level.

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

- a) **Capacity to learn:**The Master level programs include some specific courses such as Seminar on Contemporary Development in IV Semester where the students choose a topic of their interest, prepare paper on their topic and present the paper in the seminar. Similarly, in bachelor level, students do research on the area of their interest in Project Work II in the Eighth semester and do a field-based research. In the same way, students are also assigned to write term papers, and other assignments like preparing media file in various subjects. In all the cases, students do not only learn but also develop capacity to learn by themselves(See Annex B-2.18.1 for the course syllabus and sample workplan).
- b) **Communication skills:**Students are encouraged to participate in discussion and give presentation in the class seminars as a part of teaching pedagogy. In certain subjects, students also take part in debates (See Annex B-2.18.2 for sample workplan used in master level). Master of Development Studies (MDEVs) program has 3 credits course on Seminar on Contemporary Development where the students organize a seminar(See Annex B-2.18.3 for the syllabus of Seminar on Contemporary Development). Students also organize different programs where students themselves run the programs. All these techniques adopted in teaching pedagogy are expected to develop communication skills of the students. Furthermore, SDSE also offers Bachelor of English and Communication Studies, which has been especially designed to develop communication skills of students in English in this globalized world(See Annex B-2.18.4 for the curriculum of BECS program).
- c) **Numerical Skills:**The master and bachelor level programs offered in SDSE include subjects such as Applied Mathematics, Basic Statistics, Applied Statistics, Econometricsthat will improve the numerical skills of the students(See Annex B-2.18.5 for Syllabus of the subjects that focus on developing numerical skills).
- d) **Use of information technology:** The master and bachelor level programs offered in SDSE include subjects such as Information Technology for Social Sciences and Geo-Information Science that use information technology extensively thereby enabling students use information technology(See Annex B-2.18.6 for the syllabus that use information technology). Furthermore, SDSE has a well-equipped computer laboratory with high speed Internet.

e) **Work as a part of a team and independently:**The courses in both Master and Bachelor level include activities where the students work independently and in team. For example, in Master and Bachelor level there are some courses on Project Works, Planning Workshop where the students work in team in the field (*See Annex B-2.18.7 for the syllabus of Project works and Planning Workshop where students work as a part of team*). Furthermore, the students are assigned independent task basically to write proposal, conduct research, and write report for dissertation/thesis (6 credits) independently in Master level and do Internship (3 credits) in the eighth semester in bachelor level (*See Annex B-2.18.8 for the syllabus where students work independently*).

See Annex B-2.18.1 for the course syllabus and sample work plan.

See Annex B-2.18.2 for sample work plan used in master level.

See Annex B-2.18.3 for the syllabus of Seminar on Contemporary Development.

See Annex B-2.18.4 for the curriculum of BECS program.

See Annex B-2.18.5 for Syllabus of the subjects that focus on developing numerical skills.

See Annex B-2.18.6 for the syllabus that use information technology.

See Annex B-2.18.7 for the syllabus of Project works and Planning Workshop where students work as a part of team.

See Annex B-2.18.8 for the syllabus where students work independently.

19. Are there any additional focused programs and electives offered by the institution? (1)

Yes No If yes, give details.

In the both Bachelor and Master level, the programs offer optional themes and elective courses from which students can select as per their interest. For example, MPGD and MDEVS programs each have three optional themes from which students can select any theme per their interest (*See Annex B-2.19.1 for Master level curriculum*). Bachelor level students have a large number of elective subjects from which students select certain courses (*See Annex B-2.19.2 for Bachelor level curriculum*).

See Annex B-2.19.1 for Master level curriculum

See Annex B-2.19.2 for Bachelor level curriculum

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 MDEVS course was developed just in 2015. MPGD course which was officially launched in 2005 was further revised in 2015. There are three faculty members of SDSE in the Subject Committee of Development and Social Engineering. Other teachers also contribute in the curriculum development and revision. SDSE occasionally organizes special workshops to collect feedbacks on curriculum and course syllabus from faculty members. For example, SDSE organized Pedagogical and Curriculum Workshop was organized on 25-27 March 2017 at Sauraha Chitwara, Nepal where the faculty members actively participated in the workshop and provided valuable feedbacks for

further revision in the course (*See Annex B-2.20.1 for the evidence*). In the meantime, teachers are also asked to provide regular feedback which is provided to the Subject Committee for review through the Dean of the faculty.

See Annex B-2.20.1 for the detail documents Pedagogical and Curriculum Review Workshop organized by SDSE.

21. Is there any mechanism to obtain feedback from academic peers and employers? (1)

Yes No If yes, give details.

The School periodically holds meetings and discussions with the faculties and staffs of the school in academic agendas and developments concerned with the school and faculty. The School organizes workshops, seminars and interactions with faculties of other universities to obtain feedback. Various stakeholders from different government and non-government organizations as well as private sectors who are the current and potential employers are also invited in the workshop (*See Annex B-2-21.1 for the invitation letter to the experts from Government and Non-government organizations as well as private sectors*). Moreover, internship programs help the SDSE to get feedback from employers (*See Annex B-2-21.2 for the internship related documents*).

See Annex B-2-21.1 for the invitation letter to the experts from Government and Non-government organizations as well as private sectors.

See Annex B-2-21.2 for the internship related documents

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

- Faculty of Humanities and Social Sciences (FHSS) and NGO Federation Nepal Kaski (NFK) have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and NGO Federation of Nepal Kaski. The purpose of this MoU is to cooperate on student internship, expertise exchange, and other activities, including training, workshops, seminars, and conferences as well as other areas of mutual understanding between the two institutions (*See Annex B-2.22.1*).



- Faculty of Humanities and Social Sciences, Pokhara University and Kulturstudier AS (KULT) have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and Kulturstudier AS located at Markveien 35b, 0554 Oslo, Norway. The purpose of

this MoU is to cooperate student exchange, faculty exchange, and other activities, including training, workshops, seminars and conferences as well as other areas of mutual understanding between the two institutions(*See Annex B-2.22.2*).

- Pokahra University and Toni Hegan Foundation have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between Pokhara University and Toni Hegan Foundation. (*See Annex B-2.22.3*).
- Faculty of Humanities and Social Sciences (FHSS), Pokahra University (PU) and Ministry of Industry (MoI) have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between FHSS, PU and MoI. (*See Annex B-2.22.4*).

See Annex B-2.22.1 for the MoU between SDSE and NFN, Kaski Nepal

See Annex B-2.22.2 for the MoU between FHSS, PU and KULT

See Annex B-2.22.3 for MoU between FHSS, PU and Toni Hegan Foundation

See Annex B-2.22.4 for MoU between FHSS, PU and Ministry of Industry (MoI), GoN.

Note:The MoUs between FHSS and other organizations are applicable to SDSE as a school under the faculty. Furthermore, the Dean of the Faculty of Humanities and Social Sciences (FHSS) was the head of the School until Kartik 2074 BS.

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

Sometimes our students spontaneously take part in such programs. We also encourage them to take part in such activities. For example, one of our students of Bachelor of Development Studies (BDEVs) program had a stall in a street festival in 2019 at Lakeside, Pokhara strengthening awareness of people about menstruation hygiene (*See Annex B-2.23.1*)

See Annex B-2.23.1 for Photographs and necessary documents related to the event

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 are taught using modern tools, techniques and apparatus. The programmes under SDSE have blended professional and academic features. These will use a range of pedagogical inputs that includes on-campus learning through classroom discussions, seminars, presentations, group works, case analysis, laboratory tests, and guest lecture series, and off-campus learning through field studies and workshops, project works, on-line instructions, internet conferencing and so on. Demo station visits, field visits, sports meet participation in social seminar, organization, interaction and friendship visits etc. are the regular parts of the institution to develop all round personality development of the learners. Non-curricular activities including seminars, expert's lectures and sports are organized regularly.

See Annex B-2.24.1 for Documents of ECA, Field Visits, Internship, Activities Organized by Students.

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. Regular attendance of the students in the class is kept by the respective faculty members and is also considered as one of the 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 SDSE seeks to promote ethical values among the students by provided value based education by organizing workshop on development and social engineering ethics related issues like social responsibility and ethics. There are university rules and regulations, which guide students to hold certain ethics at the classroom, with teachers, on the overall matters concerned to students. In BECS, we have courses like Religion, Philosophy and Ethics, Humanities through Arts, Writing for Tourism, Culture and Country Promotion, Civic Responsibility, Diversity and Ethnicity, and Law and Society.

CRITERION 3: TEACHING LEARNING AND EVALUATION (15 MARKS)

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.

Note: The scholarship students are selected only on the basis of written entrance test, but use inclusive policy of its own along with a mandatory selection of 50 per cent female student in all programmes.

See Annex B-3.26.1 for Documents/Minutes related to Entrance Tests and Admission, admission announcements

27. Is there any provision for assessing students' needs and aptitudes for a course? (0.5)

Yes No If yes, cite examples.

The School holds the counseling and orientation class for the new entrants during the admission process and time. The faculties and staff 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.

See Annex B-3.27.1 for Interview, Documents/Minutes related to Entrance and Personal Interview

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).

Individual teachers provide access to the academically weak students with extra classes at inconvenient times.

29. Does the institution encourage the teachers to make a teaching plan? (0.5)

Yes No If yes, give details.

All faculties are required to submit their teaching plan/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. Before starting the semester, subject teachers make the teaching plan and start teach to students accordingly.

See Annex B-3.29.1 for Samples of Work plans/Teaching Plans

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.

All courses are designed for 48 hours teaching-learning schedule in general along with extra practical, field visit, project, and workshop hours. The University formulates academic calendar and monitors whether its respective constituent colleges implement the academic calendar as per the semester/s and rigorously monitors on the implementation of the calendar. The school complies with the calendar schedule and determines its working days as per it. The school also has its own operation calendar. The operation calendar of SDSE includes all the academic as well as co-curricular and extra-curricular activities.

See Annex B-3.30.1 for Academic Calendar of Pokhara University and Sample Course Syllabi

See Annex B-3.30.2 for Operation Calendar of SDSE.

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.

Individual teachers make their supplementary lectures with case studies, assignments, presentations, quiz, book/journal/newspaper review, working projects, field visit reports, in class problem solving etc. These supplementary methods are provided 10% weight at the minimum and 30% at the maximum. The faculties of the school are engaged in delivering the lecture incorporating the lectures with new teaching pedagogies as Planning Workshop, Project Assignments, Individual Assignments, Newspaper or Media Clipping and Article Preparation 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. Master level students are encouraged to manage discussion session and seminars on the contemporary development and social engineering issues with their faculties' assistance.

See Annex B-3.29.1 for Sample work plans. The work plans contain evaluation weightage for class attendance and participation, class presentations, project works, assignments etc.

32. Is there a facility to prepare audio visuals and other teaching aids? (0.5)

Yes No If yes, give details about the facilities.

Multimedia Projectors, Sound Speakers, Laptops, IP Protocol Conference (at IAC, Information Accesses Center) are available for the teachers and students for their audio-visual presentations.

33. Furnish the following for the last two years (1.5)

Teaching days per semester or per year against the requirement: **92 day per semester**

Working days per week against the requirement: **6/6**

Work load per week (for full time teachers): **10.8 Credit Hour**

Work load per week (for part time teachers): **3 Credit Hour**

Ratio of full-time teachers to part-time teachers: **3.5:1**

Ratio of teaching staff to non-teaching staff: **3:1**

Percentage of classes taught by full-time faculty: **92.8**

Number of visiting professors/practitioners:

See Annex B-3.33.1 for Operation Calendar of SDSE

See Annex B-3.33.2 for Workload Distribution

See Annex B-3.33.3 for sample guest/visiting faculty letter

See Annex B-3.33.4 for full time teacher list

See Annex B-3.33.5 for part time teacher list

See Annex B-3.33.6 for full time 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)

An Orientation Program is organized immediately after the enrolment and before the class start. Students are oriented towards the new Semester system education at the School, the classroom presentation, assignments, fieldwork, project work and planning workshop as applicable, the library and the use of Internet for e-resources, the examination system including the NQ and Marks Deviation between the Internal and External evaluation results, the GPA and CGPA along the provisions of Excellent performance and Deans' List.

See Annex B-3.34.1 for the PowerPoint presentation presented on orientation program to orient student to the program, evaluation system, codes of conduct, other relevant institutional provisions and requirements

b. Are evaluation methods communicated to students at the beginning of the academic session? (0.5)

Yes No If yes give evidence.

Each course instructor/coordinator provides the teaching plan, which includes the internal evaluation methods to be employed to a particular course. Board examinations are already explained in the PU Examination Rules. In the meantime, a representative of the Office of the Controller of Examinations is invited in the Orientation programme to explain the students about the examination system.

See Annex B-3.29.1 for the sample Work plan/s indicating the internal evaluation criterion that are provided at the beginning of the academic session/semester.

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

Yes No If yes, give details

Yes, it is done thorough the internal test, class test, assignments, and so on. As the internal evaluation flexibility (50 percent in undergraduate) and (60 percent in master level) 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 system the performance of students is monitored periodically by internal and external examinations.

See Annex B-3.29.1 for Work plan containing evaluation process for performance measurement and for Master/Bachelor level curriculum showing weightage and provisions for internal evaluation

See Annex B-3.35.1 for Sample exams taken in class

36. In the case of new appointment of the teaching faculty made by the institution itself, select among the following fundingcriteria 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	Yes	Yes	Yes	Yes	Yes	Yes
GovernmentFunded	No	No	No	No	No	No
Any other category:						
a.						
b.						
c.						

See Annex B-3.36.1 for Course contract teacher selection/appointment committee minutes

See Annex B-3.36.2for Teacher Selection Guidelines ofPokhara 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		Fromother districts
same institution	other institutions	
Year I: 2	Year I: 0	Year I: 1
Year II: 2	Year II: 5	Year II: 2

See Annex B-3.37.1 for the appointment of Teaching Staff recruited during the last two years

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 school has the authority to appoint teachers on part-time and course contract basis as the requirements. The part-time or course contract teacher's salary is defined by the executive council, yet it is at part to the salary or remuneration paid to the regular/permanent staff.

See Annex B-3.36.1 for Minutes of Teacher's Selection Committee

See Annex B-3.36.2 for Working Procedures of the Pokhara University

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

Yes No if yes give details (0.5)

There are provisions for inviting visiting/guest faculties on a regular basis as per the recommendation of the course instructor/coordinator. Normally the visiting/guest faculties is invited to deliver lectures on overview of the course, summing up the course, for specific chapter or section of a course, and to teach particular technique or skill. Guest faculties are also invited to share their practical experience on the matter of development. They are paid according to the PU decision on remuneration for guest faculties. Such honorarium is according to the level of programme (undergraduate, graduate and PhD) and well as the level of guest faculty (lecturer, reader or professor). For the orientation of the newly launched courses, the experts are also invited.

See Annex B-3.33.3 for Documents related to visiting/guest faculties

See Annex B-3.38.1 for List of guest faculties, School Brochure

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	13	5	
National level	3	3	
International level	14	3	

See Annex B-3.39.1 for List of faculties attending seminars/conferences/workshops as participants/resource persons.

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 School of Development and Social Engineering (SDSE) organizes review meeting after the

completion of a semester and reviews the performance during the last semester academic and administrative activities and plans for the next semester.

See Annex B-3.40.1 for Reports of the Review Meetings.

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 Humanities and Social Sciences, Office of the Dean has a formalized process and document on evaluating the performance of the teacher. 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-3.41.1 for Individual Feedback form used by Faculty of Faculty of Humanities and Social Sciences, Office of Dean

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?

43. Does the institution conduct refresher courses/seminars/conferences/symposia/workshops/programs for faculty development?(0.5)

Yes No If yes, give details.

Every year, the School organizes refresher trainings and other seminars/workshops as required.

See Annex B-3.39.1 for Samples of refresher training/seminars/workshops.

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

Faculty Development Programs	No. of Beneficiaries
Study Leave for PhD	2
Training (National and International)	13
Conference and Workshop (National and International)	14
Exposure visit and experiences Sharing	0

See Annex B- 3.39.1 for the list of beneficiaries of faculty development program (Research, Training, Conference, Workshop)

See Annex B-3.44.1 (Detail list of the beneficiaries of Faculty Development Program-PhD leave)

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 planning workshop, internship, field visit, project work and practicum course. In the planning workshop students prepare a detailed plan of geographical/politico-administrative unit, present to the local community at the field and give a seminar to the academic community thereby submit a report.

See Annex B-3.45.1 for Work Plans, Planning Workshop Documents, Photographs

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.

- Faculty of Humanities and Social Sciences (FHSS) and NGO Federation Nepal Kaski (NFN Kaski) have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and NGO Federation of Nepal Kaski. The purpose of this MoU is to cooperate on student internship, expertise exchange, and other activities, including training, workshops, seminars, and conferences as well as other areas of mutual understanding between the two institutions (**See Annex B-2.22.1**).



- Faculty of Humanities and Social Sciences, Pokhara University and Kulturstudier AS (KULT) have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between the School of Development and Social Engineering (SDSE) and Kulturstudier AS located at Markveien 35b, 0554 Oslo, Norway. The purpose of this MoU is to cooperate student exchange, faculty exchange, and other activities, including training, workshops, seminars and conferences as well as other areas of mutual understanding between the two institutions(**See Annex B-2.22.2**).



- Pokhara University and Toni Hegan Foundation have entered into a formal relationship by signing a Memorandum of Understanding (MoU) to establish cooperation between Pokhara University and Toni Hegan Foundation. (**See Annex B-2.22.3**).
- Faculty of Humanities and Social Sciences (FHSS), Pokhara University (PU) and Ministry of Industry (MoI) have entered into a formal relationship by signing a Memorandum of

Understanding (MoU) to establish cooperation between FHSS, PU and MoI(See Annex B-2.22.4).

- Furthermore, Pokhara University has signed MOU with 66 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 on the development of collaborative research and development platforms with those universities(See Annex B-3.46.1). Being a constituent school of the university, all the MoUs signed between Pokhara University and other national/international organization are also applicable to SDSE.

See Annex B-2.22.1 for the MoU between SDSE and NFN, Kaski Nepal

See Annex B-2.22.2 for the MoU between FHSS, PU and KULT

See Annex B-2.22.3 for MoU between FHSS, PU and Toni Hegan Foundation

See Annex B-2.22.4 for MoU between FHSS, PU and Ministry of Industry (MoI), GoN.

See Annex B-3.46.1 for MoU between PU and International Universities

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

47. Research budget of the institution in % of total operating budget. (1)

Total budget (F.Y. 2076-77): 10,399,000

Total research budget (F.Y. 2076-77): 2,000,000

Percentage of research budget in total budget = 19.23% (F.Y. 2076-77).

This school has allocated RS 20,00,000/- (Twenty Lakh Rupees) for conducting researches by the faculties. This budget covers 19.23% of total budget of SDSE. This budget is very high in comparison to the budget allocated in the previous years. Here is table showing the increased budget for faculty research.

Budget		
S.N.	2075/76	2076/77
1.	RS. 550,000/-	RS. 20,00,000/-

See Annex B-4.47.1 for Research Budget of the last three years

48. How does the institution promote research? (1)

- Encourage PG students doing project work: **Yes**. Dissertation is compulsory for master level students.
- Teachers are given study leave: **Yes**. This school encourages faculties for their further study. Five teachers have already completed their PhDs. Further two faculties are going to finish their PhD.
- Teachers provided with seed money: **Yes**. Instead of seed money, there is a budgetary provision for Faculty Research Fund, which provides teachers with research grant. There is now research budget increased from Rs 50,000 (Rs. Fifty Thousands Rupees) per faculty to Rs 100000 (One Lakh Rupees). School of Development and Social Engineering has been providing RS 50,000/- (Fifty thousand rupees) for each faculty member who goes to present paper or as a resource person (once in two years). If the hosting party/organizer bears all the costs of the faculty member, the school provides deputation.
- Teachers are provided 15 days additional leave in a year for their data collection.
- The school also provides leave (paid/unpaid) to the faculties to take part in research

workshops, training, national conferences etc. organized by other national as well as international institutions.

- Provision of Research Committee: **Yes**. There is the Faculty/School Research Committee who manages the research works in the School in accordance with the research guidelines given by executive committee of Pokhara University.
- Adjustment in teaching load/schedule: **No**.

See Annex B-4.48.1 for Faculty Research Guidelines.

49. Is the institution engaged in PhD level programs? (1)

Yes No If yes, give details

The PhD programme has been commenced from 2014 under the Council for Doctoral Studies. The FHSS offers PhD in Humanities, Social Science and Sustainable Development) and the programme is offered only on Research Only Track.

See Annex B.4.49.1 for the details on PhD program under FHSS, PU.

50. What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details. (0.5)

Active Research: **78.57%**

Publishing Regularly: **84.64%**

There is a provision of Doctoral Students Supervisory Committee under the council for doctoral studies who are involved in guiding research activities of PhD scholars. The faculties normally guide dissertation research projects, which are mandatory for master level students as well as project work for bachelor level.

See Annex B-4.50.1 for List of faculty publications

See Annex B-4.50.2 for List of faculties currently supervising students

See Annex B-4.50.3 for the list of ongoing research projects of faculties.

51. Mention the admission status of the MPhil/PhD graduates in your institution. (0.5)

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil	-	-	-
PhD	-	5	5

See Annex B-4.51.1 for the List of Students Studying in PhD Program

52. How many PhDs have been awarded during the last five years? (1)

Not awarded yet, since the programme was commenced only in 2014.

53. Does the institution provide financial support to research students? (0.5)

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

54. Provide details of the ongoing research projects: (0.5)

Total number of projects	Project Revenues (in NRs.)
8	45,00,000

The major project conducted by the faculties are the research granted by UGC. One Institutional research (1.5 million) doing by Prof. Dr. Indra Prasad Tiwari (Team Leader) and another

Collaborative research(2 million) doing by Dr Ananta Raj Dhungana(Member) are engaged in major research projects Three faculty members are engaged in institutional research project of PURC. Similarly, one other faculty member is engaged in the PURC individual project.

See Annex B-4.54.1 for the List of Research Projects

55. Give details of ongoing research projects funded by external agencies. (0.5)

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
UGC	35,00,000	-	
PURC	200,000	1 year	-

See Annex B-4.55.1 for the list of Ongoing Research Projects funded by External Agencies

56. Does the institution have research/academic publication? If yes, give details of publications in the last two years. (0.5)

Yes, the School has a Research and Publication Committee, which publishes/undertakes to publish the *Journal of Development and Social Engineering*. The latest version is *Journal of Development and Social Engineering*, Vol. III. with ISSN No. 2382-5332.

See Annex B-4.56.1 for the copy of the JDSE

57. Does the institution offer consultancy services? (0.5)

Yes No If yes, give details.

58. Does the institution have a designated person for extension activities? (0.5)

Yes No If yes, indicate the nature of the post as -
Full-time Part-time Additional charge

The School has established an **Extension and Outreach Unit** with the Coordinator of the Extension and Outreach Committee.

See Annex B-4.58.1 for the information about Extension and Outreach Unit committee.

59. Indicate the extension activities of the institution and its details: (0.5)

Community development Training in Disaster Management
Health and hygiene awareness Medical camps
Adult education and literacy Blood donation camps
AIDS awareness Environment awareness Any other

Our students sometimes take part in such activities. For example, one of our students of Bachelor of Development Studies (BDEVS) program had a stall in a street festival 2019 at Lakeside, Pokhara strengthening awareness of people about menstruation hygiene (**See Annex B-4.59.1**)

See Annex B-4.59.1 for Photograph and related documents.

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)? (0.5)
Yes No If yes, justify.

61. How are students and teachers encouraged to participate in extension activities? Any defined approaches? (0.5)

Students and Teachers are encouraged to participate in extension activities by the school. SDSE also provides technical supports to those who involve in such activities. For example, one of our students of Bachelor of Development Studies (BDEVs) program had a stall in a street festival 2019 at Lakeside, Pokhara strengthening awareness of people about menstruation hygiene. SDSE supported him financially in printing banner and managing tea/coffee and snacks **(See Annex B-4.58.1)**

See Annex B-4.58.1 for Photograph and related documents.

62. Does the institution work and plan the extension activities along with NGO's and GO's? Give details of last 3 years. (0.5)

The institution has undertaken Appropriate Technology based entrepreneurship Training for Community People (C-ATET) and for student (S-ATET) in collaboration with Nepal Innovation Technology and Entrepreneurship Center (NITEC) which is an South Korean INGO.

See Annex B-4.62.1 for the related documents.

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? (0.5)

Yes. The University has its comprehensive master plan for the existing academic complex. The master plan includes existing building of four different schools namely School of Development and Social Engineering, School of Business, School of Engineering, and School of Health & Allied Science. The present SDSE building is a part of this master plan. SDSE being the constituent school of Pokhara University, the master plan of the university is applied in the SDSE as well.

See Annex B-5.63.1 for the comprehensive master plan indicating the existing buildings and the projected expansion in the future.

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. (0.5)

The Pokhara University Central Office makes plans and implements them to facilitate new programmes and expansion of the existing programmes. The university has an existing Action Plan (July 2018 – June 2023).

See Annex B-5.64.1 for the Action Plan of Pokhara University

b. What support facilities are available for conducting the education programmers in the institution?(0.5)

Laboratory (Yes)

Library (Yes)

Others (Yes: Internet)

Give details: **Library space:** 1200 sq. m. (the Library is a central library of the University); computer lab (40 sq. m), seminar hall.

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 houses a recently established small (mini) library on its RMC and lab section. The basic books of development studies, methodology and related to Nepal's development are kept. The mini library also contains magazines and periodical newspapers and also one copy of each master thesis. Further it contains Journal of Development and Social Engineering. It also contains some journals from other institutions and organizations. There is ample space in front of the staircases for sitting and consultation by faculty and students in the spare time. Further, the central library of the university has a large scale of books and materials relevant to SDSE. Moreover, the University 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-5.64.2 for Strategic plan

See Annex B-5.64.2 for Annual budget growth

65. Does the institution have provision for regular maintenance of its infrastructure? Provide scheme. (0.5)

Yes, there is a clear budgetary provision for maintenance in its annual budget and maintenance is done regularly. The school regularly maintains its infrastructure for which a separate budget is allocated by the school.

All maintenance works are done by the procurement unit on contract basis, i.e. calling for proposal by firms and individuals, based on the nature and volume of maintenance work.

See Annex B-5.64.3 for The annual budget with budget allocated for maintenance.

See Annex B-5.65.1 for the procedure of maintenance by procurement unit

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan. (0.5)

The infrastructure (Building and rooms) is fully utilized. Classes are run in two shifts, in the morning and in the day sessions (from 6:15 AM to 5:00 PM). Computer labs are used on group basis within a shift to adjust the number of students. The RMC is located in the first floor with cabins for research scholars and working studio.

See Annex B-5.66.1 for Time Table/Class Routine of Morning Shift and Day Shift Programs

67. Does the institution encourage use of the academic facilities by external agencies? (0.5)

Yes **No** If yes, give clearly defined regulations.

A cabin/part of a room is provided to the Korean Professor - an expert for project development appointed from KOICA for his use. Other academic users other than university students, teachers and staff, can access library.

See Annex B-5.67.1 for the documents related to Korean Professor and his cabin.

68. What efforts are made to keep the institution clean, green and pollution free? Give details (0.5)
Cleaners and gardeners are provisioned. The institution has planted green carpet. Flowers and plants are planted and maintained. Recently the FSU and other student groups have started to make the premise clean and green as well. Two permanent gardeners are deployed at the academic complex.

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 20

Computer accessible to the faculty

Internet accessible to the faculty

Internet accessible to the students

All faculty and staff members are provided with individual PCs. All faculty and staff as well as students are provided with individual access to free internet to their laptop computer and smart phones through high speed Internet facility with 30 mbps.

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

Computer facility is open from 6.30am in the morning to 5.00pm (4.00pm in the winter season) in the afternoon on working days. Moreover, Internet is accessible on holidays and off hours as well.

See Annex B-5.56.1 for Time Table to use Computer Facility Center/Computer Lab and Class Routine

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

All departments, teachers and staff are provided with individual Desktop PC and the programme coordinator and higher-level authorities are provided with laptops (Notebook) computer.

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

Yes, Internet, Multimedia are used in classes and other presentations. CCTVs are installed in areas other than classrooms as well as faculty, staff working rooms. Similarly, CCTVs are installed in the library.

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

The students have better understanding of the concept and develop their skills as they do hands-on specific areas of learning techniques and skill development. In the meantime, students are required to submit their project works, group field works, dissertation and some other reports typed and well documented, which encourage the students to use the computer aided learning packages. Particularly, SPSS and GIS are taught with a view to use them extensively.

See Annex B-5.72.1 for the syllabus of SPSS and GIS and some sample work plans/teaching plans

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

There is an annual budgetary provision for and allocation of regular maintenance of computers and other equipment. Computers and other equipment are maintained and upgraded regularly, particularly overall maintenance twice a year, i.e. just before starting the semester. However, maintenance is done regularly on case by case as well.

See Annex B-5.64.3 for the maintenance budget of SDSE and related documents

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

Yes, the Pokhara University Central Library provides inter-university or inter-institution access to e-resources, and hard copies of books. Free access to journal databases that are specially hosted by TU Central Library/INASP are available to the students, teachers and staff of the university as well. Students and faculty members have access to Internet Protocol based Conference system in the Institution, which is used for various purposes.

See Annex B-5.74.1 for the list of resources hosted by TU library/INASP and are accessible from Pokhara University as well.

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

The students are provided with first aid box and basic health service only. Recently, the university has set up health center within the academic complex of the university to provide basic health services. Furthermore, Pokhara University offers insurance scheme to its teachers and staff.

See Annex B-5.75.1 for the Operational Guidelines of the Health Center

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

The Institute has a playground located in Block B. A standard basketball court is available inside the academic complex (Block C). Students and players however, use the playground complex for football and cricket. An open volleyball court is available.

See Annex B-5.63.1 for the Design Map and Photographs of the Infrastructure Facilities

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

There are no regular incentives given to outstanding sports persons, but tiffin is provided during practices for competition. Medals for winners and certificate for all participants are provided. Sport fest occurs at least once a year.

See Annex B-5.77.1 for the Proposal for Sports Tournament in SDSE submitted by the students

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		

National	ShushilKoirala Memorial Cup: 3 Third Inter-Technical Cup: 1 First Prime minister Cup: 3	Winner Winner Gold Medal
International		

Normally groups of students are interested in two sports: football and cricket. So they participate in various competitions for which the School provides basic financial support to participate in those competitions. Now the provision of insurance for injuries and accidents is made. Medals earned by the winning team are safely demonstrated at the library.

See Annex B-5.78.1 for Certificate of Participation and Photographs of the Medals

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

Girls hostel facility is available with a capacity of 60 students, including 4 seats reserved for foreign students and 6 seats for Indian pensioners' children as the hostel is built under the financial grant of the Indian Embassy.

See Annex B-5.79.1 for Working Procedure of Girls Hostel

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

Drinking water is supplied through the Small City Drinking Water project of formerly Lekhnath municipality (now PokharaLekhnath metropolitan city. This water is further treated using attached filter (Uroguard). Moreover, water from water-jar is regularly supplied to the teachers, staff and students. There is also the facilities of cold and hot water.

Uroguard : 2

Water dispensers (hot and normal water): 3

Number of toilets in the building is 18, allocated for both male and female. Particularly the status of toilets are as follow:

Boys per Toilets: $145/4 = 36.25$ boys students per toilet; Urinals: $145/6 = 24.1$ boys students per urinal.

Girls per Toilets: $176/8 = 22.0$ girls students per toilet.

B. Library as a Learning Resource

81. a. What are the working hours of the library? (0.25)

On working days - 6:00 AM to 6:00 PM. However, in Winter Season (3 months) the working hours are from 6:30AM to 5:00 PM.

On holidays __Off__ Prior to examinations ____

b. Does the library provide open-access to students? (0.25) Yes No

See website of Pokhara University: www.pu.edu.np

82. Mention the total collection of documents. (3.5)

➤ Books	(0.2)	33115
➤ Current Journals		
▪ Nepalese	(0.2)	5
▪ Foreign	(0.2)	

- Magazines (0.2) 2
- Reference Books (1.0) 11,000
- Text Books (0.2) 22115
- Refereed journals (0.4) -
- Back Volumes of Journals (0.2) 200
- E- Information Resources (0.4) -
 - CD's/DVD's 250
 - Databases -
 - Online Journals 10
 - AV Resources 1
- Special collection (0.5) -

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

Thesis and dissertation of the master level students of the university

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		1163525	1559	1603899.00
ii. Other books				71750
iii. Journals/periodicals				
Any others				
iv. e-Journal				
v.				

Note: E-journals are accessed through Nepjol, Hinari, Emerald and JSTOR, Project Muse.

84. Mention (1)

- (i) Total carpet area of the institution library (in sq.ft.) [12000] (0.25)
- (ii) Total number of departmental libraries [-] (0.25)
- (iii) Seating capacity of the Library [80] (0.25)
- (iv) Open student access to library [Yes] (0.25)

Note: Respective RMCs have small collection of research methodology books and small databank.

See Annex B-5.63.1 for Documents related to Area of the Institution and Seating Capacity of the Library

85. Give the organizational structure of the library. (0.5)

- (i) Total number of staff (0.3) 12
 - a. Professionals (List with qualifications) 3
 - 1. Hemanta Raj Kadel, BLibSc (Chief of the Library)
 - 2. Sangiata Gaire
 - 3. Minkumari Dallakoti, MLibSc
 - b. Semi-professionals
 - c. Others: 9

(ii) Library advisory committee (0.2), Give details

There is a provision of Library Management Committee at present

86. Staff development programs for library (0.5)

- (i) Refresher/orientation courses attended ✓
- (ii) Workshops/Seminars/Conferences attended ✓
- (iii) Other special training programs attended

See Annex B-5.86.1 for Related documents on Refresher Program/Workshops.

87. Are the library functions automated? (0.5)

Yes No If yes: Fully automated (0.5) Partially automated (0.25)

Name of the application software used in the library is **-LIBRA** (Library Management Software)

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

At present, there is no separate budget provisioned for the library rather the financial management is taken care by the School of Development and Social Engineering. However, the total operational budget for the library is about 1.5 per cent of the University. If the budget is calculated in reference to the four faculties, it comes to be around 3.0 per cent.

See Annex B-5.88.1 for the budget allocated for the library (FY 2076/77).

89. Does the library provide the following services/facilities? (10 x 0.1 = 1)

- 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
- PowerBackup facility

See Annex B-5.89.1 for the Library Rules, Regulations and Information, and related photographs

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 [1,500]
- (iii) Please furnish the information on no. of Log- ins in to the E-Library Services/E- Documents delivered per month. [500]
- (iv) Ratio of Library books to number of students enrolled [4:1]

Note: The statistics provided above is the total of all four schools under four faculties of Pokhara University.

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. [90%]
- Dropout rate (drop out from the course)[10%]
- Progression to further study: Yes, there are the provisions for further study (Bachelors to Master, Master to MPhil/PhD). Over 50 per cent of our Master level students are mainly from our own bachelor level and from other schools.
- Prominent positions held by alumni

Name of the Graduates	Degree	Year of Completion	Present Position
Ajay Thapa (PhD)	Master in Population, Gender and Development	2007	<ul style="list-style-type: none"> • Associate Professor at Pokhara University, • Member of Executive Council of Pokhara University • Member of Pokhara University Senate
Bidur Bastola	Master in Population, Gender and Development	2007	MEAL Manager, DCA Nepal (Danish Organization)
Madhu Kumar Thapa	Master in Population, Gender and Development	2007	Program Support Team Leader, United Mission to Nepal, Thapathali, Nepal
Pradeep Bhakta Acharya		2008	Director, Youth Facility Center, SOS CV, Gandaki
Amit Dhungel	Master in Population, Gender and Development	2009	Support Advisor, Reproductive Health Program, UNFPA Nepal
Yuba Raj Tripathi	Master in Population, Gender and Development	2009	Lecturer, School of Development and Social Engineering, Pokhara University
Surendra Tiwari	Master in Population, Gender and Development	2012	Lecturer cum Program Coordinator, School of Development and Social Engineering, Pokhara University
Anita Dahal	Master in Population,	2014	Lecturer, School of Development and Social

	Gender and Development		Engineering, Pokhara University
BhanuBhaktaAcharya	Master in Population, Gender and Development	2017	Head Assistant, Pokhara University, Nepal
Nupur Gupta	Master of Development Studies	2019	Officer, INSEC, Nepal

92. How many students have passed the following examinations in the last five years? (0.25 x 4 = 1)

- Nepal Civil Services Examinations **(4)**
 - DipendraPandit
 - HarikrishnaTimilsina
 - Nil Paneru
 - Sujan Tiwari
- Other employment related examinations**(10):**
 - Ajay Thapa, Pokhara University Service Commission Exam
 - Yuba Raj Tripathi, Pokhara University Service Commission Exam
 - SurendraTiwari, Pokhara University Service Commission Exam
 - Anita Dahal, Pokhara University Service Commission Exam
 - Tilak B.K., Pokhara University Service Commission Exam
 - RadhaParajuli, Pokhara University Service Commission Exam
 - Gita Paija, Pokhara University Service Commission Exam
 - TolmayaThapa, Pokhara University Service Commission Exam
 - BimalaBaral, Pokhara University Service Commission Exam
 - BhanuBhaktaPaudel, Pokhara University Service Commission Exam
 - Nupur Gupta, INSEC, Nepal
- International level entrance examination**(10)**
 - BikramDahal, Australia
 - HysopShrestha, South Korea
 - BindhesworiChalise, Unites States
 - BishalTiwari, Norway
 - KeshavTiwari, Australia
 - SagarKhadka, Australia
 - Narayan Baral, Australia
 - KuldipThapa, Australia
 - SunilKunwar, Norway
 - Rohit Pun, Australia
- Others (please specify)

Other alumni are employed in the private colleges as lecturers, in schools as headmasters/principals and teachers, NGO/INGO staff, entrepreneurs or employees in the private sector as well as freelancers. Some are studying in Nepal and foreign countries.

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/information brochure every year. The information brochure published last year includes a brief introduction of the School of Development and Social Engineering, the four courses offered along with their curriculum structure, teaching learning modalities of the School, good reasons to join the School, admission eligibility for various programmes, examination system and degree award and the facilities available at the School substantiated by some photographs along with the list of faculty members and guest faculties.

See Annex B-6.93.1 for Information Brochure, 2019 and 2020

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

- A 20 per cent scholarship is provided to the students who are economically poor and passed class 10 from public schools. However, one scholarship is provided for the semester topper on merit basis.
- Master level students receive financial aid in terms of research grants from various institutions including the UGC (Ms. Shakuntala Soti and Ms. Saraswati Adhikari)

See Annex B-6.94.1 for Pokhara University Scholarship Guidelines, pp. 109-127.

See Annex B-6.94.2 for UGC Grant Support to Ms. Shakuntala Soti and MS Saraswati Adhikari

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

Financial aid	2018	2019
i. Merit scholarship	BACHELOR: 21 MASTER: 9	BACHELOR: 26 MASTER: 8
Any others		

See Annex B-6.95.1 for Scholarship Letters of the Students

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)

- i. Employment cell: Role:
- ii. Placement officer: Role:

The School has managed Employment and Placement Committee with a Coordinator and the defined duties and responsibilities of the Committee.

Note: Most faculty members informally provide career-counseling service, particularly their dissertation advisees for master level students and bachelor students who worked under project works and/or internship. The opportunities are expert in local government, civil societies, NGOs and INGOs.

See Annex B-6.96.1 for the Appointment Letter and related documents

97. Do teachers participate in academic and personal counseling? (0.5)
Yes No If yes, give details as to how they are involved.

The Office of the Dean has assigned programme coordinator to the required programmes like master and bachelor. The programme coordinator takes the responsibility of all academic and personal counseling of the student. Teachers provide counseling to needy students on individual course basis, particularly on introduction to the programmes with their characteristics, features, facilities available, career opportunities, non-curricular activities, evaluation system. Similarly, counseling is done during the higher semesters particularly after the exam results as well as selecting optional subjects and selection of optional themes.

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

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

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)?

Employment cell motivates the students to seek self-employment, suggesting them to contact organizations working in the field of development. A few numbers of students have been employed on the request of organizations recommended by School of Development and Social Engineering.

100. Does the institution have an Alumni Association? (0.5)

Yes No If yes, indicate the activities of the Alumni Association.

A preparatory committee for the establishment of the Alumni Association was formed some years ago, but it did not materialize. Now another ad hoc committee is formed. This committee has drafted the Statute of Association and call for general assembly.

See Annex B-6.100.1 for Statute of Alumni Association and Meeting Documents

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

The policies and criteria of admission are made clear to prospective students through advertisement in newspapers, radio, television channels; distribution of School prospectus and programme leaflet, uploading the announcement at PU website, holding banners in appropriate places, and school/college visit by the admission committee and faculty members for the admission of each programme.

See Annex B-6.93.1 for information brochure,

See Annex: B-6.101.1 for leaflets, advertisement in newspapers, radio

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

The international students are enrolled on regular competition basis, i.e. they submit their application (can be online) with all academic credentials and a copy of their passport. However,

fees are higher compared to Nepalese students. The students are provided with the documentary assistance for the appropriate visa grant.

See Annex B-6.102.1 for International Students Admission Policy of Pokhara University

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

International student service office	<input checked="" type="checkbox"/>	Special accommodation	<input checked="" type="checkbox"/>	Induction courses	<input type="checkbox"/>
Socio-cultural activities	<input checked="" type="checkbox"/>	Welfare program	<input type="checkbox"/>	Policy clearance	<input checked="" type="checkbox"/>
				Visa Support	<input checked="" type="checkbox"/>

Note: *the special accommodation is provided only for female students, i.e. reserved seats for international female students in the Girls Hostel of the University.*

See Annex B-5.79.1 for working procedure and guideline of Girls Hostel

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: *Basketball court in open space*

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?

School of Development and Social Engineering has Education Management Information System (EMIS) Unit, 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. This unit has provided training to all the staff and faculty members of this School regarding EMIS. At present, the internal exam management team (Programme Coordinator/Exam Coordinator) analyzes the various academic records. Besides, there will be other cells like Employment and Placement Cell, Alumni Association Cell, which individually will collect record and analyze various academic updates of students.

See Annex B-7.105.1 for the Guidelines of EMIS Unit

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 are analyzed. The analysis is carried out in the internal and final board exam results. It also shows the total course allocations of all the faculty members of this School. So, it also analyses the work load allocation.

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

The analyzed data are kept both on the manual form with index file and on computer database by the EMIS unit.

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

The selected information is published through annual report and prospectus by School. The state of result and the state of student information including information related to inclusion is provided to UGC as well. The information is also made open to the stakeholders in the school notice board.

See Annex: B-6.93.1 for Information Brochure of the last 2 years

See Annex B-7.108.1 for the Annual Reports

109. Are the methods of study and analysis also open to the stakeholders? (1)

Yes No

If any stakeholders want to look at the methods of study and analysis, they can easily receive information from our respective staff.

School publishes the selected information through annual report and prospectus. The information is also made open to the stakeholders in the school notice board.

See Annex: B-6.93.1 for Information Brochure of the last 2 years

See Annex B-7.108.1 for the Annual Reports

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 welcomes feedbacks on published data. Feedbacks are received through public forum, meetings with stakeholders, and these days particularly through social networking sites, like Facebook. Moreover, suggestion Box is also placed in the School building as well.

See Annex B-7.110.1 for the Operation Guidelines for Suggestion box

111. What are the impacts of such information system on decision-making process? (1.5)

Produce in brief the impact analysis.

Those pieces of information have provided feedback for decision-making process. Better policies and decisions are made using those feedbacks. For example, the CBOs/NGOs provide feedbacks, which help us in placing the students for internship. 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.

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

Bothe teachers and students get information about the research work and other academic activities through research unit and public information cell. The information cell of the School has made stakeholders aware of necessary improvement in the School. The students' organization, guardians, political parties and social activists have suggested to improve the quality of education and physical infrastructure of the School. The number of students has been increased and two sections of BDEVS are running well. Similarly, the pass rate is also increasing.

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 university has a common public information cell known as PU Information Office. In the meantime, the School has also designated Mrs. Sanu Ghale the Administrative Officer as the Public Information Officer. The cell is basically responsible for publishing academic, administrative and financial information of the school.

See Annex B-8.113.1 for the Letter of Appointment of Public Cell 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: B-6.93.1 for Information Brochure of the last 2 years

See Annex B-7.108.1 for the Annual Reports

115. Where are these information published? (1.5)

Newspapers (0.5) Magazines (0.5) Institutional special magazine dedicated for this (0.5)

Like before, the prospectus of the school has already got published this year covering the features of the programs run under the school. Similarly, Journal of Development and Social Engineering (JDSE) is on the manuscript review stage which has been registered for online publication through Nepjol (the previous issue available online). Like before, the annual report of the school has been already finalized to send the digital copy to the press for printing.

See Annex: B-6.93.1 for Information Brochure of the last 2 years

See Annex B-7.108.1 for the Annual Reports

116. How often are these information published? (1)

Yearly (1) in 4 years (0)

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

Areas	Year 1, place of publication	Year 2, place of publication
Annual Report	2075, Pokhara	2076, Pokhara
Pokhara University Bulletin	2074, Pokhara	2075, Pokhara
Prospectus of SDSE	2075	2076

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.

See Annex B-7.110.1 for the Operation guidelines of Suggestion Box,

facebook address: Sdsepu

email address:director.sdse@pu.edu.np

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?

The public information are evaluated by the head of the school and faculty.

120. Mention some positive impacts made by the public information practice. (1.5)

- To provide feedback from concerned stakeholders
- To make future policy
- To make proper allocation of budget
- To increase in administrative transparency
- To improve academic environment through the feedback
- To make network for Internship which ultimately play role to provide employment for the students.

PART II

NARRATIVES

SECTION I

PREAMBLE

In 2001, soon after the academic programmes run by Pokhara University in 1999, two programmes: Master of Philosophy in English (MPhil English) and Master of Arts in English (MA English) were initiated by the Faculty of Humanities and Social Sciences at Pokhara University. However, they were not run under a constituent college, but under an affiliated college. The MPhil in English was the first programme of its type in Nepal. Similarly, the Master of Arts in English (MA English) was a programme, which was introduced with a different orientation and combined a host of courses that were essential to find cross-disciplinary solutions to contemporary problems. Similarly, in 2004, another programme: Master in Population, Gender and Development (MPGD) was launched under a tripartite agreement between Pokhara University, UNFPA and the Government of Nepal with a view to strengthen the university's capacity in teaching, research and training in the field of development incorporating crosscutting issues of population and gender.

The Faculty of Humanities and Social Sciences (FHSS) is one of the three start-up faculties of Pokhara University. Upon its establishment, the faculty acquired MPhil in English, MA in English and MPGD programmes under its jurisdiction and started initiating new programmes. This faculty has a vision to be the Centre of Excellence on Social Sciences in the South Asian region and as such academic programmes are initiated accordingly. The faculty focuses its academic programmes on contemporary and futuristic social sciences as we firmly believe that this Century has to be mainly dealt with social issues of development with a focus on bringing all social, economic, political and cultural groups in the mainstream of development, but retaining the individual identities, indigenous knowledge, cultural heritages, local diversities and the environmental status-quo ante for the people of Nepal (one of the least developed countries) and the rest of the whole world. This demands identity of all groups of people in the society and expects their inclusion not only in mainstream development, but also in decision making through participatory and democratic process. From the outset, the faculty has developed courses, which have high demand in the market, and are interdisciplinary, practical, and frontier subjects. New subjects will also be developed with the same orientation.

Though universities are known to cover all academic disciplines in their formal education, the widening scope of university education and the increasing number of disciplines have functionally enforced university faculties to establish Schools and to limit their academic programmes and to be selective. The faculty aims to lead the Nepalese and the South Asian society through teaching, research and publication, innovation, training and continuing education, outreach, intellectual leadership, and consultancy in the broad field of social sciences. The path to such leadership is different from the disciplinary approach that faculties in many universities are following. It is an approach to disciplinary clarity, multidisciplinary distinction and interdisciplinary comprehensiveness. The programmes are designed to maintain a balance between theories and practices and centered to humanity and sustainability of our education. The programmes are also designed in such a way that the graduates can distinctly show their entrepreneurial leadership, particularly a strong leadership in social enterprises. We are trying to create a habit of promoting professional comprehensiveness and competitiveness among our graduates and cultivating a culture of humanity and sustainability. The courses, teaching methods, research works, publications, training and community services have been, and will be designed to these directions. The end result is highly expected to the actual habits created and the culture cultivated along with the dedication and the zeal of the faculty members, support staff, students and the alumni.

The faculty runs some programmes under its only constituent School: School of Development and Social Engineering (SDSE). Some other programmes are run by affiliated colleges too.

The School Perspectives

Both society and development take the path of evolution and their studies and stock of knowledge take scientific approach, i.e. achieving intellectual insights, technical know-how and practical skills needed for the dynamic structure, process and behaviour of development and society through understanding, observation and experiment. Thus, the study of society and development has brought the immense stock of knowledge from economics, geography, natural and environmental sciences, sociology and anthropology, law, management, and political science into contemporary focus on development and social engineering, to address the future need of the professional,

entrepreneurial and academic human resources required for development and societal engineering.

Located at the heart of the former Lekhnath municipality, Dhungepatan-Khudi area and the present PokharaLekhnath Metropolitan City ward no. 30, and housed in the academic complex of Pokhara University, the School of Development and Social Engineering (SDSE) adheres the four pillar philosophy of teaching and learning: knowledge, technology, skill and practice as initiated and promoted by the founding Dean of Faculty of Humanities and Social Sciences (FHSS). The School is an institution, which is small in its stock, but very rich in human resources, i.e. with young, strong and energetic and self-driven faculty members. The School consistently focuses on academic comprehension and professional competence of individual students and committed for regularly strengthening the quality education. Its faculty members facilitated by its staff members, recognizing the student's challenges at the university and the workplace, are committed to enhance students' academic knowledge, technological updates, leadership and professional skills and readiness to work with organizations, institutions and communities as a professional, practitioner, or entrepreneur. The twenty-first Century global communities have shown very high concerns on economics, social engineering, environment, and governance across the globe, which have been strongly affected, based on issues positively or negatively, particularly through the expansion of social media and communication technologies. It is therefore, the responsibility of Pokhara University to address these concerns in programmes.

Within the above context, the School has thus based its vision, mission, goals, objectives, policies and programmes with a view to create competent human resources (professionals, practitioners, social entrepreneurs and academics) having sound academic foundation, technological insights, skillful hands and positive work ethics.

Vision

The School of Development and Social Engineering (SDSE) is established with a vision to lead the contemporary academia in the fields of social sciences particularly with a focus to sustainable development and social engineering and to gain a pioneering national position as well as a strong international position in order to contribute towards the goal of Pokhara University and high quality human resources of the country and beyond.

Mission

The mission of the School of Development and Social Engineering is to create “Development Leadership for the Future” by developing itself as the ‘Centre of Excellence’ in development and social engineering of higher education through teaching, learning, researching and providing outreach services the philosophy, theories and practices of development and society as well as providing training on development and social engineering.

The mission is also 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 with a mission to bridge the educational gap between the social divisions of rich and poor, rural and urban people by offering the benefits of education to the poor, marginalized, and needy, aiming to ameliorate their backwardness and empower them by enhancing among students competence building, professionalism, and leadership development with human values.

The School aims to produce junior, mid-level and expert-level human resources that are capable to provide leadership to the contemporary development and enabling the society and the nation to achieve the desired end of sustainable development and social justice.

The vision and mission are well reflected in the design of curriculum for each of the courses developed under FHSS and implemented under the School, 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 the promotion of quality education.

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 – based on the four pillar philosophy (knowledge, technology, skill, and practice) of Pokhara University,
- Contributing to national development,
- Fostering and rewarding research, innovation and publication,
- Fostering global competence among students,
- Promoting the use of technologies,
- Inculcating a value system among students,
- Making the institution a forefront agent of transformation with human face

Based on the vision and mission of the School and inputs from various stakeholders, the Strategic Plan of SDSE has been drafted.

Objectives

The overall objective of the School programmes is to culminate in the knowledge, techniques, skills and practices in the interdisciplinary study areas of development and society by offering market-demanded, emerging and frontier courses on development and social engineering. Specifically the School objectives are:

- to develop a Centre of Excellence and academia for development and society;
- to enable students and researchers to understand the philosophy, theories and concepts of development and society;
- to enable students and trainees to learn the skills and to practice the methods and techniques of policy formulation, planning and implementation for the sustainable development and societal transfiguration;
- to train students, researchers and trainees to fulfill the demand of professional human resources required for local, sub-national, national and international development;
- to train students, researchers and trainees to fulfill the demand of academic human resources required for higher education, research and training;
- to develop among students, researchers and trainees effective leadership qualities for managing development and societal transfiguration;
- to educate graduates, researchers and trainees to undertake leadership roles at all functional levels of development, that is local, sub-national (sub-regional and regional), national and international as well as formal levels of development colloquially known as rural/urban municipality, sub-district, district, regional, provincial/state, central/national and global/ international; and

Those objectives will be achieved by

- designing and delivering social sciences education and skills that are relevant and required to meet the evolving development and social changes of the 21st Century;
- imparting education in various branches of learning;
- undertaking research and innovation in various branches of learning;
- undertaking extension education programs;

- providing training to faculties to up-date their knowledge (reinvigorate the teachers as well as teaching, research, publication, outreach and academic services);
- organizing specially designed orientation programmes in teaching methodologies and pedagogy;
- undertaking updating and modernizing curricula and examination system; and
- taking up such activities as the School 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 line of the philosophy of Pokhara University, Faculty of Humanities and Social Sciences (FHSS) and the School of Development and Social Engineering (SDSE) are to provide the holistic and modern education in the field of development and social engineering in all aspects of teaching and learning, research and innovation, publication and dissemination, extension and outreach as well as professional services (TRIPEP) it desires to place itself as a premier institution of development and social studies. The School strives to spread education to everyone. Special provisions are made to those who belong to the marginalized or left-behind sections of the society irrespective of caste, creed, religion and gender.

The Dean is the Head of the institution and highly involved in the academic policy making process and in decision-making. The Dean is an ex officio member of the University Senate and Academic Council; chair of the Faculty Board, Chair of the School Management Committee and the management head of the respective Subject Committees as well. He/she delegates responsibilities to the Director, Coordinators, faculty members and staff. The Dean guides, facilitates, coordinates and supervises the implementation of various decisions. Accountability and transparency in the execution of duties is central to the administration at FHSS. The Faculty is organically involved in the decision making process. All academic and policy decisions are taken in consultation with the faculty members.

Now the University has placed its academic policies and procedures most in place. The major policy and procedural are presented below.

The School is the constituent college of Pokhara University. There is a set of the University Acts, Rules and Procedures. The University's general plans, programmes and strategies which are prepared to achieve goals and objectives of the university as a whole are applied to the School as well. This School is also regulated under the university rule and regulation. Moreover, Pokhara University has promulgated the

'Campus/School Operational Rule, 2060 and is in operational with necessary amendments (latest amendment on 2074-4-32). Under this Rule, there is a provision of School as an academic entity to operate academic activities in the prescribed faculty/discipline or specific field of studies. The Rule specifies the acts and duties of the School and its Management Committee. For the operational matters of the School, the responsibilities of the Dean, Schools Director and Coordinators as well as the subject committee and the School Management Committee are clearly defined in the University's rules, regulations and procedures.

The University's Strategies Plan and Action Plan contain all the details of the FHSS as well as the SDSE. However, separate strategic plans and action plans are being prepared for each school and they will be presented in the next Pokhara University Senate.

Till the date the policies of the Institution are formed by the University Senate, Academic Council, Executive Council, and Subject Committees. Now with the new updates of the structure the Institution will be governed under the School Management Committee. Basically the academic policies, rules, regulations are facilitated by the Faculty Board which is provisioned between the Academic Council and Subject Committees thereby facilitates the Dean on the Faculty academic matters. Finally, the School Director with assistance of Programme Coordinator implements related academic and management policies, which come through the aforementioned structure.

Under the School, there is an Internal QAA Committee for the internal quality checks and monitoring. To facilitate the IQAA, EMIS Committee and Tracer Study Committee have been formed and other committees that facilitate the QAA are being formed, including the Alumni Association, Employment and Placement Cell.

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 programmes under the School and the members of administration scrutinize the workload 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 public service 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 and learning, research and innovation, publication and dissemination, extension and outreach as well as

professional services (TRIPEP) activities. 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.

The main source of income of the university is students' fees, which contributes most to resource generation. The grants from the Government through the University Grants Commission are the second sources of income and resource generation. However, as per the UGC rules the performance of the university will have the opportunity to increased grants from the UGC. From the beginning of the fourth quarter in the Fiscal Year, various operational committees meet for the preparation of budget under different heads. The budget is prepared on the basis of the Pokhara University Strategic Plan and Five Year Action Plan and sent for approval to the University Authorities and Executive Council.

Effective efforts are also undertaken for resource mobilization. Periodic review of the budget expenses is made for optimal utilization. There is an internal auditor appointed by the University with a mandate to audit of the School's financial system for internal audit. Further, external audit is done in every Fiscal Year. Thus, the available resources are optimally allocated and utilized through efficient, transparent financial resource management. The dynamic leadership of the Dean, who also oversees the implementation of actions of the School along with responsibility sharing with the respective programme coordinators and the active participation of the staff, both teaching and non-teaching, in academics and administration together with effective internal coordination and monitoring by the University with its mechanism, based on the UGC provisions and guidelines make it possible for the School to achieve its goals.

The Dean ensures that the Programme Coordinators of various programmes are given autonomous decision-making powers with regard to academic functions. Faculty members are given equal autonomy and responsibilities in academic matters including teaching and evaluation matters.

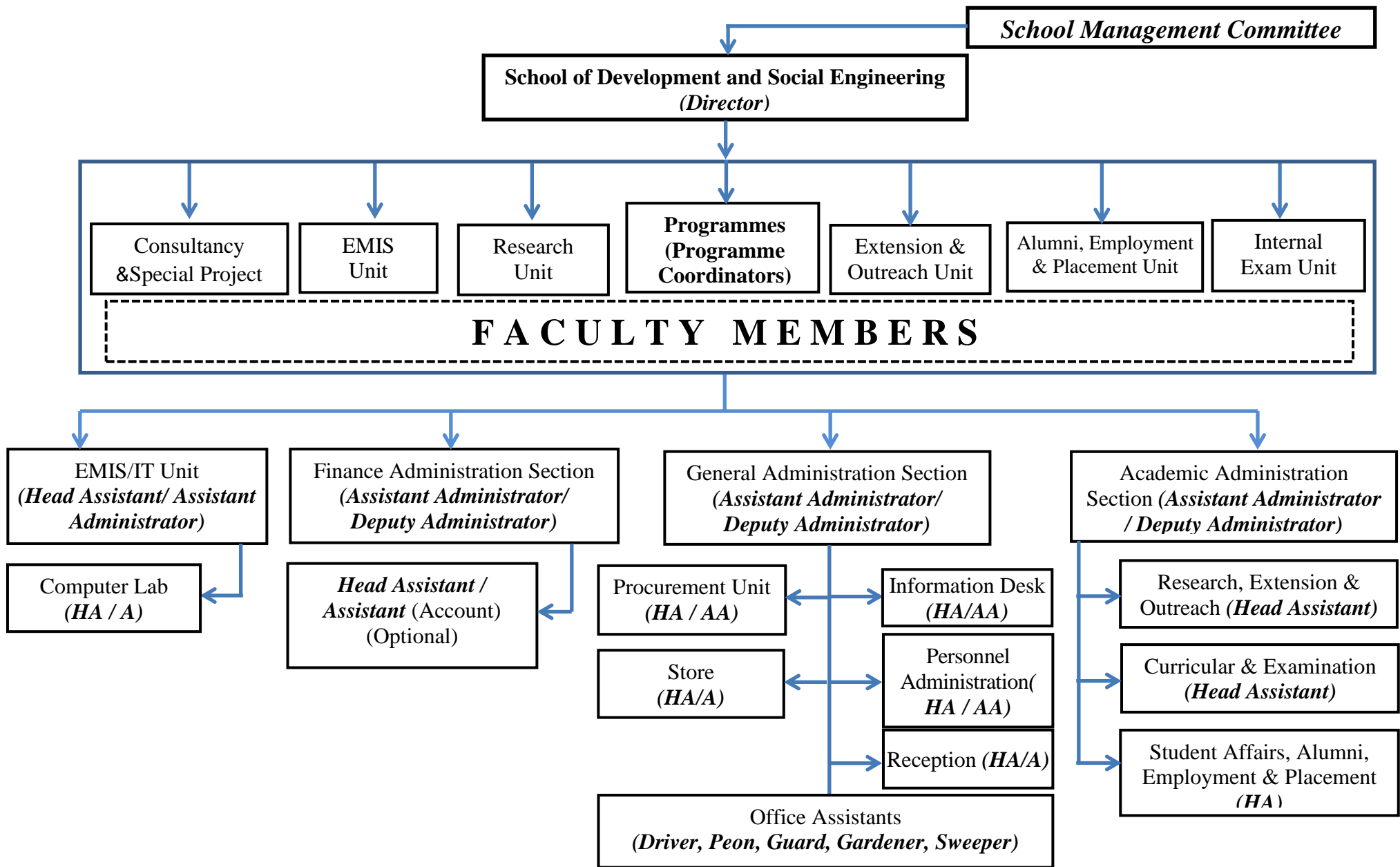
Decision-making and implementation structure: The academic decisions are made or prepared by the Office of the Dean in association mainly with the School through the hierarchy of academic administration. The Director, Co-coordinators, Heads of several committees and members of the Faculty actively participate in the decision

process 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 School. The School governance and leadership ensures formation of men and women for others can be agents of social change. The policies and procedures are further governed and assured of effective implementation through the attached organizational structure, below.

Despite all and a gradual policy shift towards providing more autonomy there is still restricted autonomy to the School particular lack of autonomy in formulating its financial policies as till now Schools in all financial matters need policy approval from the University. We have yet to identify effective mechanism to develop a sense of belonging among some staff, and the ex-students with their alma mater.

To run the School smoothly, there is the need to overcome political influence in the Schools as well as the whole University. There is also need to use prompt feedback mechanism in the various aspects of conducting administrative acts using a balanced distribution of workload.

Similarly, there is the need to further extension of collaboration at the national and international levels by SDSE to improve the overall quality of education.



B) Curricular Aspects

The university education has to be developed in a way to address the substantive challenges of the nation with mission in creating gainful employment; alleviating poverty; generating prosperity with green growth; reducing social and economic gaps and inequalities; strengthening national competitiveness, and attaining the Sustainable Development Goals (SDGs). Similarly, there is a need to produce human resources capable of blending scientific orientation and innovation with effective and efficient management to fasten the process of SDGs not only at present; but also for the future. The University system, besides the usual role of advancement and transmission of knowledge, technology and skill has to face challenges and create a foundation for solving local, regional, national and global problems, and contribute to the creation of a humane, knowledgeable, peaceful and prospering society. Increasing exposure to global values compounded by complexities of problems will require human resources to be more efficient, capable and of sound and positive attitude. For this, the University systems will have to design research-based curricula and avenue to address all these issues.

In these contexts, the curricular development at Pokhara University takes place with the involvement and functioning of six bodies: (i) University Senate; (ii) Academic Council; (iii) Dean; (iv) Faculty Board; (v) Subject Committee; and (vi) Curriculum Development Centre (CDC) with the full involvement of faculty members at various stages of curriculum development and implementation, right from demand surveys, course structure preparation, course detailing, course recommendation, approval, implementation and feedback.

New programmes at Pokhara University can be initiated by the Senate (with instruction to the respective bodies) and all the remaining five bodies, which have respective responsibilities of curriculum development. In addition, the School Director or any affiliated college through the workshop of the faculties can also initiate a curriculum development for a new programme or improvement or revision of an already operational course. Pokhara University will wholeheartedly accept and acknowledge the initiation of a new course by any Government agency, international organization, international agency, the private organization, or the civil society. The School runs all the programmes on self-financing basis. So far, there are no aided programmes in the Institute.

The Dean of Faculty of Humanities and Social Sciences, however, takes the major responsibilities of initiation new programme development and operation, based on the Pokhara University Strategic Plan (next step to be the School of Development and Social Engineering Strategic Plan and Action Plan). At present, the Senate approves the University's Strategic Plan and Five Year Action Plan along with their subsequent revisions. With the new institutional responsibility, the Strategic and Action Plan of the School of Development and Social Engineering will be considered and approved by the Faculty Board of Faculty of Humanities and Social Sciences.

The Dean in consultation with the School Director, Programme Coordinators and faculty members, based on the strategic vision, plans for vertical and horizontal expansion of academic programmes, identifies programme(s) to be launched. In this process, a preview is done what courses are in demand among the prospective students as well as demand in the market and the contribution of the course to the national/international, sectoral, or thematic demand of human resources, and the public institutions and agencies, the private sector, civic societies including NGOs and INGOs, international agencies, multinational organizations, and self-employee as an entrepreneur in particular.

The curriculum development at Pokhara University is directed in the above-mentioned mission and the courses are developed in such a way that teaching and learning ensure the academic goals and objectives of the Faculty of Humanities and Social Sciences and the School of Development and Social Engineering. The Faculty has followed the following four-pillar principles of teaching and learning:

- i. knowledge;
- ii. technique;
- iii. skill; and
- iv. practice.

The curriculum of each programme has followed these four components as in all courses and will clearly incorporate these components in all courses to be developed in the future. The faculties are oriented and trained accordingly and the learning environment of the students is geared to that direction.

All curricula developed under the Faculty of Humanities and Social Sciences aim students in achieving intellectual insights, technical know-how, and practical skills through disciplinary understanding, interdisciplinary comprehension, observation and

experiment of the concerned subjects. The outcomes would be knowledgeable, skilful and capable, human resources for profession and entrepreneurship as well as human resources for academia of its own level who shall profess theoretical comprehension and practical excellence in the area of contemporary development to enabling the society and the nation in achieving the desired inclusive sustainable development with social welfare and social justice.

The curricula (otherwise mentioned) are designed to provide students learning opportunities in contemporary and frontier fields of concerned subject with art, science and technology, thus, the students can take the leadership role in the field of humanistic, spatial and environmental development at the national human resources market and social enterprises, as well as be ready to accept the international professional academic and entrepreneurial challenges.

The curriculum of each academic programme is composed of coursework, laboratory demonstration and experiments, fieldworks and community interactions, internship, practicums, colloquiums, and research works provide students mastering ability with a holistic view of today's professional, entrepreneurial and leadership environment required for the faculty of social sciences as well as the foundation for teaching and research. The curriculum comprises the following five components: (a) foundation courses; (b) core courses; (c) research and analytical courses; (d) practicum courses; and (e) concentration or specialized courses offered as thematic or optional courses.

- a. Foundation Courses:** These courses are offered students to comprehend the base of knowledge on the subject/fields. They are basically composed of language, mathematics, society, foundation in social studies, and foundation courses or the academic programme proper. The curricula in these courses include principles, theories, models, concepts, and contemporary discourse in the study of social sciences in terms of art, science and technology yet with a segment on the on the particular insight of the subject.
- b. Core Courses:** These courses are offered students to comprehend the core knowledge of the individual academic programme through the studies of principles, theories, models, concepts and contemporary discourse in the field of study and the practical aspects of the courses.

- c. **Research and Analytical Courses:** These courses are offered with the aim of developing sound skill of students in the context of discovery with a view to link up with the context of justification and the context of utilization in the dedicated field of studies, using different concepts, frameworks, methods, tools and techniques to understand, comprehend, and enhance the practical skills and their utilization in research works.
- d. **Practicum Courses:** These courses are designed and offered with the aim of developing sound skill in practice among students in the dedicated field of studies through project work, internship, fieldwork, area and/or community planning, community services, and development services.
- e. **Concentration/Specialized Courses:** These core courses as the area of specialization provide students with an opportunity for in-depth and focused knowledge, which require the students to consolidate their comprehension in their field of studies. Though these courses are the extension of the core courses, they are developed on the basis of focused themes of related field of studies. Within this framework, students at the undergraduate level have a large number of elective subjects to select limited number of courses. At the graduate level, students can select one theme from the optional themes.

All curricula follow the semester system of academic calendar. The programmes and the courses are thus designed accordingly, and normally 15 to 18 credit courses are offered per semester. A course is assigned in a particular semester, which generally runs for 16 weeks of schedule. Each course is assigned a certain number of credit hours depending generally upon its lecture, tutorial and practical work hours in a week. In theory subjects, generally, 16 hours are assigned for one credit, thus one lecture per week is assigned to one credit hour as a general rule, that is, a three credit course has 48 class hours. For laboratory, fieldwork, practicum and practical courses, each credit can carry up to 48 hours of schedule, as specified in the course design. A faculty member is assigned to teach each of the courses. If the course is taught by more than one faculty members, then, one of the members is designated as the course coordinator of that particular course.

The School being the constituent college of Pokhara University, 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.

These curricula 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 prospectus, pamphlet and calendar. The School conducts various courses in two shifts.

Curriculum restructuring is a continuous process. The Office of the Dean and the Subject Committee along with the School undertake curriculum restructuring in facilitation of the CDC, which constantly works on curriculum restructuring and amendments and oversees the process. While restructuring, feedback from all stakeholders are analyzed and appropriate actions are taken for improvement. Through consultations with experts from academic and societal domains, relevance of the curriculum and programmes are ensured. Multi skill development programmes help in employability.

The curriculum for the courses are developed keeping in mind the requirements for the overall development in Nepal and the feedback from the stakeholders.

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.

Curricula are made flexible as there are the provisions of credit transfer from any university, up to 25 per cent of the credit earned by a student in another university. The School has assessed that the proportion of the transferred courses can be or should be increased to at least 50 per cent in general and up to 60 per cent on international exchange programmes, and of course 100 per cent on dual degree programmes.

Regular update of syllabus is done to meet the expectations of students and the need of the market. However, delivery of quality service and maintenance of the standard set in view of the increasing number of students; time and stress management; and qualitative and integrative developments as per the curriculum requirement are still the challenges on curricular aspect of the School.

C) Teaching-Learning and Evaluation System

The admissions in various programmes offered by the School has yet to be maintained through committed efforts of institute authorities to provide quality education in development and social engineering, excellent academics, good governance, excellent infrastructure and good track record of placement are intact. The students' needs therefore 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 academic calendar is prepared which outlines semester schedules and various academic related activities. Orientation is organized immediately after the enrolment and before the class start. Teachers prepare subject files related to their subjects before the commencement of the session. On the first day of the class, each course instructor/coordinator provides the teaching plan, which includes the daily schedule of the particular course and the evaluation methods to be employed to a particular course. Individual teachers make their supplementary lectures with case studies, assignments, presentations, quiz, book/journal/ newspaper review, working projects, field visit reports, in class problem solving etc. These supplementary methods are provided with 10 per cent weightage at the minimum and 30 per cent at the maximum.

The programmes under FHSS/SDSE have blended professional and academic features. All Courses are designed for 48-hour teaching-learning schedule in general along with extra practical, field visit, project, workshop hours. These use a range of pedagogical inputs that includes on-campus learning through classroom discussions, seminars, presentations, group works, case analysis, laboratory tests, and guest lecture series, and off-campus learning through field studies and workshops, project works, on-line instructions, internet conferencing and so on. Demo station visits, field visits, sports meet participation in social seminar, organization, interaction and visits, etc. are the

regular parts of the institution to develop all round personality development of the students. Non-curricular activities including seminars, expert's lectures and sports are organized regularly. Students are taught using modern tools, techniques and apparatus. Teachers access Internet and use as applicable. Multimedia classes, PowerPoint presentation, IP Protocol Conference (at IAC, Information Accesses Center) are the common ones.

The School has the authority to appoint teachers on part-time and course contract basis as the requirements. The part-time or course contract teacher's salary is defined by the Executive Council, yet it is at par to the salary or remuneration paid to the regular/permanent staff.

There are provisions for inviting visiting or guest faculties on a regular basis as per the recommendation of the course instructor. Normally the visiting/guest faculties are invited to deliver lectures on overview of the course, summing up the course, for specific chapter or section of a course, and to teach particular technique or skill. Guest faculties are also invited to share their practical experience on the matter of content, methodology, or practice. They are paid according to the PU decision on remuneration. Such honorarium is according to the level of programme (undergraduate, graduate and PhD) as well as the level of a guest faculty (lecturer, reader or professor).

Every year, the institution organizes refresher trainings and other seminars and/or workshops as required.

Planning workshop, internship, field visit, project work and practicum course are well placed in each programme. In the planning workshop students prepare a detailed plan of geographical or politico-administrative unit, present to the local community, academic community and submit a report. Similarly, the field visit, project work and practicum strengthen the practicality of the course.

Apart from the classroom teaching, other learning methods are adopted such as video lectures, Webinars, peer learning, case studies, mini and major projects, internships, community and development visits, development 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 the growth of the institute. The institute has recruited number of qualified and competent teachers to handle all the courses for all

areas of studies. 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).

Evaluation System

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 including the internal and external evaluation systems, alphabet grading system with grade point average (GPA) and cumulative grade point average (CGPA), maximum duration of the course, not qualified (NQ) for final examination, marks deviation between internal and board examinations, retake examination, re-registration and so on are clearly communicated to the newly admitted students. Similarly, students are also informed about the specific recognitions provided by the University when a student secures outstanding performance in the total evaluation.

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 in case they are not satisfied with the grade they secured. Performance and academic progress of the students is monitored employing continuous internal assessment process in its various components and various tests for internal assessment are conducted during the semester. Identification of slow and advanced learners is made by the faculty on the basis of classroom interactions. Teachers devote extra time for slow learners to solve their difficulties and remedial and tutorial classes are arranged for them. 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 classroom seminars, periodical tests and seminars.

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.

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 School organize seminars. All graduate programmes have incorporated a seminar course with one or two credits and students learn all the due process of a seminar, and finally present a seminar paper in one of their preferred subjects of study. In other courses, respective subject teacher generally allocates different topics from one unit to the students and they conduct 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 better understand the topics by themselves and improves self-learning ability and teamwork.

The School is very rich in terms of the academic quality and qualification of the faculty members, as most have acquired PhD or MPhil and some others are in the process and the rest will be facilitated to pursue MPhil and/or PhD. All faculty members are committed to undertake research, continuously engaged in research and publication.

The student-teacher ratio is quite standard at the School with about 15:1. This is stronger than the KU and TU ratios. Similarly, this ratio is well below the ratios set by the UGC India for social sciences in the central universities, i.e. 15:1 for graduate programmes and 25:1 for undergraduate programmes.

However, we have yet to make full use of ICT in the classroom along with the state-of-art technology pedagogies as well as strengthen research and publication.

Despite various strengths, there are few challenges for the school to cater the needs of students with same degree of perseverance and commitment, increase readiness and ability to innovate in classroom teaching methods, and to create environment conducive for teaching, research, publication, academic as well as consultancy services as the way of life among teachers and similarly, the way of life during students' study period.

D) Research, Consultancy and Extension

Pokhara University has two organizational structures concerned with research for promoting and encouraging research among teachers. First is the Pokhara University Research Centre (PURC) at the centre, and second a School Research Centre at the School level. The PURC is headed by an Executive Director whereas the School Research Centre facilitated by the Dean himself/herself, or the Director, or a senior faculty member. All faculty members at Pokhara University are eligible to apply for a research grant at their individual or institutional capacity. Similarly, all faculty members at the School can also compete for the research grant at individual or institutional capacity as well. The School envisages that alike teaching all teachers should involve in research throughout the year and the School through its Research Committee nurtures research culture among faculty members with maximum engagement of students through team efforts.

Financial provisions for research and publication are made under the budget, both at the centre and the School.

The School has recognized well the extended research interest of the faculty members and leaves the thrust areas of research to the faculty members. They normally focus their projects in continuation to their academic degree research area yet synchronize mainly with the graduate research projects and the undergraduate field works, internships and project works. To grasp the relevance of boundary, sustained efforts are made in interdisciplinary projects, graduate research projects of interdisciplinary nature are offered by the School during the Master level dissertation research. Local issue based development and inclusion projects along with cross-cutting issues like population, gender, poverty alleviation, prosperity dynamics and other social, economic and environment related projects have been the important aspect of research culture development.

The School singly or jointly with other schools and/or the Pokhara University Research Centre arranges expert lectures of researchers of eminence based on the research needs and availability of experts. Senior Professors from various institutes as well as professionals and practitioners from Government, public organizations and civil societies are invited under this scheme. They facilitate faculties and guide students during their expert talks. Their interaction in the past has laid the path for streamlining research by faculties and enhanced quality of research based graduate and undergraduate projects. To understand the dynamisms of development and social engineering 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 members 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 up to five years' study leave with full pay. The faculty members are also provided with sabbatical leave of one year at a time to conduct specific research every six years during their service period. Faculty members are granted special leave for attending conferences in general and to present full research papers with financial support in particular. Similarly, faculty members are also provided with research field survey leave during the semester if an urgency is seen.

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.

Teachers and students are further involved in research work with research funds from UGC or PURC. The FHSS/SDSE has received grants from the UGC on institutional research grant, establishment of RMC and operation of other seminars and training programmes. Involvement in Nepal Innovation Techno Entrepreneurship Center (NITEC) project has further enhanced the research capability of FHSS/SDSE.

Faculty members provide consultancy services on an individual or a group basis, but the School has so far not provided any consultancy service to any public institution, civil society or private organization though a procedure for PU Consultancy Service has already formulated.

The School under the Faculty of Humanities and Social Sciences has a clear provision to develop the Extension Service in the areas of its study programme and the allied where the School has its capability and there is the demand, particularly from the public institutions and civil societies.

The School located at PLMC and the capital of Province 4 has immense opportunities for research and consultancy service as the provincial and local governments have numerous research works to be conducted and consultancy services to be provided on development and social engineering.

E) Infrastructure and Learning Resources

At present Pokhara University is located at Dhungepatan-Khudi of PokharaLekhnath Metropolitan City, ward no. 30 in an area of over 5 hectares (114 *ropani*) extended from east to west and surrounded by roads in all sides. The area is divided into four blocks and they are separated by three intersecting roads. Among the blocks, the administrative complex is located at block A, which is located at the west-end. Block B is located to the east of block A and it is still vacant, but dedicated to sports complex. The

third or C block is the academic complex, which was planned to locate all the academic buildings, PU Central Library and some service buildings. The DSE School building is one of them which at present is about 1,100 sq. m floor area and houses, the Office of the Dean, Office of the Director of the School of Development and Social Engineering, administrative, finance, store, academic administration offices, offices of the coordinators, RMC and classrooms.

The rooms allocated for the School and the Office of the Dean are sufficient for the present requirement and will also be sufficient for two more programmes. However, classrooms and faculty rooms and work space are required when new programmes are added under the School.

Pokhara University has a comprehensive master plan indicating the existing buildings and the projected expansion in the future. To meet the need for augmenting the infrastructure to keep pace with academic growth the Pokhara University Central Office makes plans and implements them to facilitate new programmes and expansion of the existing programmes. The university has an existing Action Plan (July 2013 – July 2018). A new Action Plan (July 2018 – July 2023) will be prepared and implemented by the university. This plan will manage the infrastructure needed for new programmes. In the meantime, in case buildings and classrooms are not sufficient, the Executive Council of Pokhara University has authorized the respective Dean to rent a building and start new programme(s).

The infrastructure (building and rooms) is fully utilized. As the classes are run in the morning and day sessions (from 6:15 AM to 5:00 PM), optimum utilization of its infrastructure facilities is ensured. Computer labs are used on shift basis, normally one class is divided into two groups. Computer facility is open from 6.30 AM in the morning to 5.00 PM (4.00 PM in the winter) in the afternoon on working days only. The Research Management Cell (RMC) and Information Access Centre (IAC) are allowed for external institutional and organizational users with clear provisions for their usage. Classrooms and other facilities are provided for academic and professional activities upon request. Library can be accessed by other academic users as well.

Cleaners and gardeners are provisioned at the Institute. The institution has planted green carpet. Flowers, ornamental and general trees are planted and maintained.

The Institute has budgetary provision for regular maintenance of its infrastructure and general maintenance is done regularly whereas special maintenance is done periodically. An insurance policy is bought to protect the School property from disaster, theft and damage caused by terrorism, moves and so on.

All faculty and staff members are provided with individual PCs whereas the programme coordinators and higher level authorities are provided with a lap-top computer. All faculty and staff as well as students are provided with individual access to free internet to their laptop, computer and smart phones. Moreover, Internet is accessible on holidays and off hours as well. There is the limited coverage of CCTV, as the classrooms are also under surveillance.

A standard basketball court and dirt football/Volleyball, cricket courts are available. Students organize sport-fests regularly, at least once a year and particularly during spring semester. There are no regular incentives given to outstanding sports persons, but tiffin is provided during the practices for competition including faculty or interfaculty sport competitions. Medals for winners and certificate for all participants are provided.

A girls' hostel facility is available (located at the D block of the main university location) with a capacity of 60 students, including 4 seats reserved for foreign students. Six seats are reserved for the children of Nepalese working in India or the Indian pensioners in Nepal as the hostel is built under the financial grant of the Indian Embassy. Similarly, the hostel working procedure has allocated rooms by year. A modest fee is charged for the facility. Rooms are provided with plain beds and furniture, however, mattress and quilt is to be managed by the students. Water, electricity and Internet is provided free of charge. A Hostel Management Committee manages the operation of the hostel. Students have formed a boarding committee, which has outsourced the management of daily meals.

Drinking water is supplied through the Small City Drinking Water project of formerly Lekhnath municipality (now PokharaLekhnath metropolitan city). This water is further treated using attached filter (Uroguard) for general usage including boiling and cooking purposes. However, jar-water is used for drinking. Water is provided through each floor of the building. A shallow well is also constructed for water supply in case, during the dry season water is deficient for the toilets, which are distributed in all floors and separately constructed for male and female users.

The academic complex has high-speed broadband Internet facility with dedicated connection for each School and the central library. The computer laboratory is well equipped with latest high-end desktops. Teaching-learning is being enhanced by implementing video lectures and by arranging workshops, seminars. There is a solar power supply system for uninterrupted use of multimedia projectors in the classrooms and staff working rooms to smoothly operate office aids. A power backup through generator is also maintained.

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 Institute has an excellent library facility with easy access to all its constituent schools. The central library has good ambience with an adequate seating capacity. It has large number of books and subscriptions of national and international journals. The library comprises above 30,000 books on various disciplinary and interdisciplinary subjects. The library is accessible from 6 am to 6.00 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.

The Pokhara University Central Library provides inter-university or inter-institution access to e-resources, and hard copies of books. The library houses the Thai Corner, which provides audio-visual facilities, particularly to access information on Thailand and its higher education system. Students and faculty members have access to Internet Protocol based Conference system in the Institution, which is used for various purposes.

The library has a policy to lend five books for a one month in minimum and up to three months depending on the programme and level. The library is investing one to two million rupees on procuring books and other library resources. Now it has started procuring e-Books as well.

Despite all efforts, infrastructural requirements are continuously growing and require construction of new buildings at the present location and additional building

elsewhere, particularly faculty-oriented infrastructure. As a constituent college, it has possibility to generate resources for expansion of its physical infrastructure.

F) Student Support and Guidance

Admission at various programmes at the School are called and made clear to prospective students through the advertisement in newspaper, radio, television channels, prospectus, PU website (www.pu.edu.np/edu), SDSE Facebook, banners, and School college visit by the admission committee and faculty members for the admission in each programme. Prospective students and other visitors are also provided with a pamphlet of the programme, which is in interest to them. The international students can be enrolled on competition basis; however, fees are higher compared to Nepalese students.

The School publishes its updated prospectus annually and provides all the information regarding admission, various programmes, 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.

Pokhara University 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 co-curricular and extracurricular activity, entrepreneurial skills are developed through individualized attention.

The Office of the Dean has assigned programme coordinator to the required programme like master and bachelor. The programme coordinators take responsibilities of all academic and personal counseling of the student with the help of all teachers as well as administrative staff individually and in group as well. The teachers provide counseling to students needed for individual course.

A culture of mentoring is followed at 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 students are provided guidance and counselling 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.

Career Oriented Courses and soft skill training equip the students for technical vocations. There are facilitating mechanisms to support students. Guidance and counselling are provided by all faculty members to weaker students. Alumni provide assistance in the placement of students and organize various programmes for both past and present students. The School makes an earnest and extensive effort to provide necessary assistance to students for facilitating their holistic progression.

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. Most faculty members informally provide career counseling service, particularly their dissertation advisees of master level students and bachelor students who worked under project works and/or internship. The opportunities are expected in local government, civil societies, NGOs and INGOs.

Feedbacks from students on faculty, syllabi and infrastructure are taken in the form of interaction, which helps to improve the academic standards and infrastructural facilities of the School. There is a Free Students' Union, which takes care of students' welfare across four schools. 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 makes an earnest and extensive effort to provide necessary assistance to students for facilitating their holistic progression. Similarly, to help needy students the School has the provision of employing students on part-time basis under

PU procedures on Student Assistance, 2065. It has provision that students can be employed with standard remuneration in manual jobs, library, office assistance, labs, transport as well as classes at junior level, research assistance, and conference and workshops organization. The students can be employed up to 18 hours (bachelor level) and 24 hours (master level) per week.

Alumnus are employed as lecturer at Pokhara University, Regional chief in NGOs, government officials, schools headmasters and teachers, NGO/INGO professionals, college teachers and at the private sector as well as freelancers. Some are studying in Nepal and foreign countries.

G) Information System

The School abides to the policy of establishing itself as the School of Development Leadership for the Future 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.

H) Public Information

Pokhara University has a common public information cell known as PU Information Office, which basically collects, processes and disseminates all major public information. The daily public information including the admission, scholarship, exam schedule and results, faculties and Schools, research, curriculum, international affairs, general notice, upcoming events and news are contained in the website. (www.pu.edu.np/sdse). Pokhara University regularly publishes major information like Annual Report, Bulletin, Newsletter, Brochure and Calendar.

Academic calendar applicable to all Schools and all affiliated colleges of Pokhara University is prepared and endorsed by the Academic council. 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 pursue. 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.

When considered the specific public information the School lacks proper structure for dissemination through Annual Report, Bulletin, Newsletter, Brochure and Calendar. However, the School is working specific modes of public information, their dissemination and creating good awareness about the School and its activities.

SECTION III

SUMMARY

School of Development and Social Engineering (SDSE), Faculty of Humanities and Social Sciences, Pokhara University, had submitted SSR to the UGC; and it was accepted with some recommendations in the process of acquiring QAA. The recommendations have been addressed categorically with a view of enhancing higher quality of education at SDSE. The criteria-wise recommendations given by UGC pre-visit team with reference to policy and procedure, curricular aspects, teaching-learning and evaluation system, research, consultancy and extension, infrastructure and learning resources, student support and guidance, information system and public information have been addressed. Its summary is mentioned below.

The School's strengths include modern means of teaching and learning pedagogy using multi-media projectors, research and innovation, publication and dissemination, extension and outreach, and professional services based on the teaching-learning philosophy: knowledge, technology, skills and practice of and by doing, be counted as the institution of Development Leadership for the Future in Nepal. The fact that this vision is shared by the University and more importantly by our faculty members and staff who are the life and blood of this institution, remains a major support.

Our core strengths comprise of the devoted, dedicated, determined and disciplined faculty members as the backbone of the School, well equipped laboratories, strong and consistent academic performance in the University examinations, and good infrastructure and comprehensive teaching learning environment. Similarly, the School is sound in providing students with holistic education on development and social engineering including personality development and communication skills etc. In addition, the merit-based scholarship provided to diligent students and need based scholarship given to the economically weaker students are also the major strengths of the School. Similarly, the infrastructure criterion inside the School is also competent.

Major opportunities that are capitalized by the School are improving the institution's relation with Government agencies, civil societies, international organizations and bilateral and multilateral institutions and development partners for commissioned research and study projects, resources, assistance and training to the students to increase their professionalism and employability. The School has emphasized in producing competent human resources to cater the needs of public agencies, civil societies, international organizations, bilateral and

multilateral institutions, and development partners by offering more aligned courses with various public development stakeholders, which has increased the marketability of the graduates along with the establishment of Employment and Placement Cell. This action is very crucial to bring other affirmative changes in the school. 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 challenge faced by the School is the increased efforts to collaborate with reputed Schools/universities to promote student and faculty exchange programmes. 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 the public agencies because of political preferential practices or even nepotism in selecting needed human resources as well as referential practices in civil societies and international development partners.

The SSR assessment finally portrays that the School is in satisfactory position in performing all the dimensions. The precisely crafted strategies, plans, policies and guidelines of the School in adherence with the University's objective of generating knowledge, technology, skill and practice based human resources has been found well integrated in the curriculum and syllabus of the institution. The dynamic and rich curriculum in all four programmes and their 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 student-centered teaching and learning environment of the School and its continuous effort in imparting skill and practice based education through the use of emerging pedagogies is found to be tending towards high performance. The primary focus of the School in bridging the gap between the relationship of the academia with the public agencies and all development partners to better design and cater the specific national, regional and local necessities by producing competent individuals has precisely driven the academic pursuits of the School.

The high priority of School towards upgrading 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 quality education 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 still needs improvements.

However, for the prosperous future of the School it should emphasize and orient itself towards imparting qualitative education through the expansion of new programmes in professional areas of social sciences education and its extensions with the amalgamation of new developments and dynamics in the development and social engineering academia. It seems plausible if the University precisely integrates and incorporates development in this dimension in its strategic plan and supports the School with related policies in it.

There are high number of students enrolled in the past two years, especially in the Bachelor of Development Studies (BDEVs) as we have added another section of the students in the last year and this year. SDSE has two sections of BDEVs students that consist of more than 80 students in each year. Likewise, numbers of students at Bachelor of English and Communication Studies (BECS), which was run from 2017 onwards, are still low. It may be due to lack of publicity about the programme. We are now intending to publicize strengths of BECS programme so that the number students is more likely to increase at SDSE. The number of students at Masters' levels for both MPGD and MDEVs is satisfactory.

The weaknesses of the School are the limited number of student applications in some of the programmes, One of the responsible factors for this situation may be the poor English language competence of the students in the secondary levels. The institute needs to strengthen the research activities by taking initiatives for formation of Centre of Excellence and Research Centres.

Although the School is enriched with all the requirements for imparting the quality education to the students and enabling them to deal with every challenges of future, the School is still working for fulfilling some of the benchmarks. It has also dedicated to achieve them within the shortest possible time with the sufficient allocation of human, financial and capital resources.

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 dimensions. 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

Annexes

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