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# SCREENING REPORT

# ENTREPRENEURSHIP, INNOVATION & STUDENTS TALENT DEVELOPMENT

## POKHARA UNIVERSITY, NEPAL

**Integrating Talent Development into Innovation Ecosystems in Higher Education**

**586227-EPP-1-2017-1-BG-EPP**

INNOTAL

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**The report aims at providing a clear picture of the University's starting conditions and capacities in the areas of graduates' employability, innovation capacity and talent development. The reports points out the strengths and weaknesses of the institution in these fields. It has been developed by external experts, representative of the INNOTAL partners.**

**The report can provide insights into the following broad elements of organizational performance of the University:**

- **organizational motivation, including mission, prevalent culture, incentive structures and support structures**
- **organizational capacity (structure, physical and financial resources, technology resources, human resources**
- **leadership, decision-making process, management and inter-organizational linkages); c) organizational performance (financial viability, efficiency, effectiveness, relevance)**
- **external environment (administrative, legal, social, cultural, economic, political, etc.)**


*Editor:*

**Steven Pollard, Ulster University (UK)**



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# Introduction

## CONTEXT

This Report sits within an overall project objective which is: To build the capacity of Partner Country universities to embed graduates' employability in their core activities and to facilitate the development of student talent through co-curricular and extra-curricular innovation activities involving key stakeholders.

The author met with the University representatives to discuss the purpose and use of the screening report. Particular care was taken to work through the scorecard to ensure clarity of understanding, in particular to ensure shared understanding of terms that might be unfamiliar to colleagues working outside a European Union context. Given the requirement for basing the conclusion on supporting evidence, a drop box was established to enable partner country colleagues to provide supporting documentation. It has been agree that in the absence of supporting documentation the author will be working on the presumption that mechanisms are not in place.

Follow up guidance was issued electronically requesting partner country Universities go question by question through all scorecard indicators. Where the answer is yes to anything, partners are expected to supply supporting paperwork or a web link to where it can be found. So for example:

- Support for entrepreneurship and entrepreneurship education are included in the mission or core strategy of the university (Yes/No) – Requires sight of the Mission or a copy of the strategy
- There is an institutional strategy on entrepreneurship education (Yes/No), please describe, and if there is one, can I please get a copy of it.

In meeting discussions it became evident that Partner Country colleagues were keen to emphasise that as a result of participation in the Project's First Collaborative Workshop they would begin immediately implementing new ideas. They further indicated that in some areas of the score card there are existing planned activities.

Colleagues were therefore encouraged to also highlight planned activities. Equally, they were encouraged not to over-state intentions given the importance at this screening stage of ensuring that this exercise accurately reflects where they are at as of right now rather than where they plan to be, as this will help down the line with development of a strategy both for their own institution and nationally.

Pokhara University completed the scorecard but without providing supplementary or supporting paperwork. The author then was faced with certain limitations in making this assessment. This Report is written based on information provided by the University, supplemented by secondary research.

## SCOPE

This Report is produced in the frame of the project's first stage, which is focused on preparatory research and understanding the context in which further capacity building activities shall take place. The purpose is to provide an external assessment of:

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- University capacity to provide entrepreneurship education across various disciplines
- University capacity for innovation
- University capacity for promoting graduates' employability and developing students' talent

The reports aims to provide a clear picture of the University's starting conditions and capacities related to graduates' employability, innovation and talent development. The report has been developed on the basis of the scorecards developed in the frame of the INNOTAL project.

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# Profile of the university

## ESTABLISHMENT

Nepal introduced the multi-university concept in 1983. The idea of Pokhara University was conceived in 1986 and established in 1997 under the Pokhara University Act, 1997.

Right Honorable Prime Minister of the Federal Democratic Republic Nepal is Chancellor, and the Honorable Minister for Education is the Pro-Chancellor of the University.

The Vice Chancellor is appointed by Right Honorable Chancellor and he is the principle executive officer of the University. He is assisted by the Registrar in financial management and general administration.

Pokhara University is a non-profit autonomous institution part financed by the Government of Nepal and part funded by the revenue raised from the students and affiliated colleges.

Pokhara University is located in Lekhnath Municipality of Kaski district, thirteen kilometer east to the heart of the Pokhara city.

It is planning to develop the infrastructure for School of Engineering Sciences on the bank of Khudi River and a School of Medical Sciences on the bank of Seti River. Thanks to the local community endowment of land, consideration is being given to potential schools and research centres such as a School of Education and Sports, School of Tourism and Hotel Management, and a Herbal Research Centre.

Pokhara University has three faculties - Faculty of Science and Technology, Faculty of Management Studies and Faculty of Humanities and Social Sciences. It is in the process of establishing the Faculty of Health Sciences.

The University is highly international in its outlook even though it does not have international students. It has established partnerships (the nature of which requires further examination) with some 67 international institutions.

## SIZE OF THE UNIVERSITY

There are some 2020 students in the constituent colleges of whom:

- 1717 are undertaking undergraduate bachelor degree programmes
- 348 are undertaking postgraduate master degree programmes
- 15 are undertaking PhDs

The affiliated colleges (58 of them) deliver education to a greater number of students:

- 24,739 are undertaking undergraduate bachelor degree programmes
- 2208 are undertaking postgraduate master degree programmes
- 57 are working toward an M. Phil
- none yet undertaking PhD

The total student population is therefore 29,084 students.

The university has 150 faculty members.

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ROLE OF THE UNIVERSITY IN ITS REGION

The University sees its role as contributing to:

- raising of living standards
- improving quality of life of the people
- bringing about the permanent peace, prosperity, and wellbeing in the country
- creating gainful employment opportunities
- raising production and productivity
- promoting and using indigenous, local and appropriate technologies
- promoting and using sustainable energy
- changing the social psychology of the people towards sustainable development goals and social justice.

Most of these goals directly retain to the objectives of promoting graduates' employability and innovation in the economy.

The current strategy document plans until 2018 and so will be subject to revision. However until then the University has set itself the following Mission:

*"The mission of Pokhara University is to develop as a Centre of Excellence for Higher Education by excelling teaching and learning, research, and publication activities; contributing to the national development process by producing job market oriented, responsible, productive, service oriented and committed human resources; and linking the university system with the community services."*

Specifically, the following goals have been identified as central to institutional development:

- To build the university system into an advanced center of learning and research, including frontier approaches to study such as open learning;
- To produce high level human resources equipped with knowledge, skills, personality, leadership, and human values, who can meet present day work challenges, act as change agents, and give direction for the future;
- To serve as an institution that makes higher education accessible to the underprivileged section of the society;
- To make a positive contribution to academic scholarship, research and publication that will underpin and strengthen the teaching curriculum and generate knowledge;
- To build a dynamic institution capable of managing change;
- To pursue excellence and quality in all aspects of the university's activities and services;
- To link knowledge, research, and publication to productivity in order to serve the nation in the creation of a knowledge economy,

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especially the weaker section of the society; and

- To increase the competitiveness of the University at regional and international levels.

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# Capacity to provide and promote entrepreneurship education

PERFORMANCE IN THE AREA OF ENTREPRENEURSHIP EDUCATION

**2.1. Relative number of bachelor/master/post-graduate programs offering entrepreneurship courses/training =** [Number of bachelor/master/post-graduate programs offering entrepreneurship elective courses/training] / [Total number of students in bachelor/master/post-graduate programs] (%)

2.5% Bachelor

4.4% Masters

0% PhD

**2.2. Relative number of students in bachelor/master/post-graduate entrepreneurship programs =** [Number of students in bachelor/master/post-graduate entrepreneurship programs] / [Total number of students in bachelor/master/post-graduate programs] (%)

0%

This percentage refers to students enrolled in dedicated entrepreneurship programmes, not in courses offered within

**2.3. Relative number of staff teaching entrepreneurship courses =** [Number of staff teaching entrepreneurship courses] / [Total number of staff] (%)

10% (15 staff members)

**2.4. Relative number of entrepreneurship-related research projects =** [Number of entrepreneurship-related research projects] / [Total number of research projects] (%)

8%

The figure requires further examination considering that there are no case studies or study visits used (next question). These projects may relate to business & management rather than entrepreneurship. It is noted that a relatively substantial number of academic colleagues (10) are engaged in entrepreneurship teaching and therefore this may be the source.

**2.5. Relative number of bachelor/master/post-graduate entrepreneurship courses in which case studies or study visits are used to enhance learning =** [Number of bachelor/master/post-graduate entrepreneurship courses in which case studies or study visits are used to enhance learning] / [Total number of bachelor/master/post-graduate entrepreneurship courses] (%)

0%

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ENTREPRENEURSHIP -SUPPORTING POLICIES AND CULTURE

**2.6. Support for entrepreneurship and entrepreneurship education are included in the mission or core strategy of the** university (Yes/No)

The University indicates that Entrepreneurship and entrepreneurship education are included. However, the 2013-2018 strategy and additional online research by the author could not ascertain this claim as there is no explicit mention in the core strategy documents. It may well be

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that this is implicitly understood within the University.

**2.7. There is an institutional strategy on entrepreneurship education** (Yes/No), please describe

Pokhara University describes this as being "The objective of the course of university is to create entrepreneurs."

Reference to Entrepreneurship Education is not contained within the strategy or any publications available online. Again, it may be implicitly understood within the University. However, it is not explicitly stated and there is no strategy available.

**2.8. The university involves (officially or unofficially) employers or labour market institutions in:**

Employers are involved in curriculum development, which is taken to mean supporting the academic validation and revalidation processes. They are not involved in teaching but are used as guest speakers. There is no participation in decision-making or consultative bodies at institutional level. The high number of internships offered, and the specific reference to this by the Vice-Chancellor, indicate strong relationships with industry, which may be further strengthened through greater involvement / integration of employers in University teaching and research activities.

It should be noted, however, that the claimed high number of internships stands in contradiction with the lack of support services available to support internships.

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HUMAN RESOURCES CAPACITY FOR ENTREPRENEURSHIP EDUCATION

**2.9. Relative number of staff that has participated in entrepreneurship training** = [Number of staff that has participated in entrepreneurship training] / [Total number of staff teaching entrepreneurship courses] (%)

7% or 10 staff members.10% of the staff (or 15 staff members) provide entrepreneurship training.

**2.10. Relative number of industry or business practitioners involved in delivering entrepreneurship courses in bachelor's/master's/post-graduate degree =** [Number of practitioners involved in delivering entrepreneurship courses in bachelor's/master's/post-graduate degree] / [Total number of faculty teaching entrepreneurship courses in bachelor's/master's/post-graduate degree] (%)

0% (though there is evidence of the use of guest speakers and so this figure may be understated)

**2.11. Relative number of university employees who also have (temporary) work contracts in industry/business =** [Number of university employees who also have (temporary) work contracts in industry/business] / [Total number of faculty in bachelor's/master's/post-graduate degree] (%)

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0%

Based on the author's experience, there may be value in further examination of this figure as academic colleagues may be 'unofficially' involved in entrepreneurial activities, e.g. through a family business or even voluntary activities.

**2.12. Existence of opportunities for staff mobility (including adjunct faculty) across the university-business divide** (Yes/No)

No

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SUPPORT STRUCTURES AND LINKAGES FACILITATING ENTREPRENEURSHIP EDUCATION

**2.13. Existence of university entrepreneurship centres supporting university-business relations and entrepreneurship in general** (Yes/No)

No

**2.14. Provision of support to bachelor/master/post-graduate students for access to internship and/or placement schemes** (Yes/No)

No

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ADAPTATION OF TEACHING METHODS TO FACILITATE ENTREPRENEURSHIP EDUCATION

**2.15. Real case studies provided by business/enterprises are included in entrepreneurship teaching** (Yes/No)

No

**2.16. A competency-based approach is used to assess the results and impact of studies** (Yes/No)

Pokhara University has responded with "Yes".

The word 'competence' in this context has multiple meanings. Competence to undertake work based on the learning gained from a degree programme and articulated at programme / module level through learning outcomes. It is likely that this is in place at the University. . Competency-based learning on the other hand often focuses on 'competencies' understood as observable skills. It is traditionally thought of in terms of skills and vocation, but it can be entirely "academic" as well. The University is advised to further clarify which aspect of the competency-based approach is being used.

**2.17. The university monitors the development of students' soft skills (leadership, teamwork, communication, etc.)** (Yes/No)

Yes – though the mechanisms are unknown and so this will require further examination at institutional, programme and module level to be able to inform strategy development.

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**RECOMMENDATIONS**

Additional developmental goals and elements that the University should consider in its future development:

- Plan to develop or adopt guidance and standards for entrepreneurship education
- Plan to develop a strategy to address real-world challenges in the teaching process
- How can students meet and learn from experienced young entrepreneurs?

What are the options to create competitive opportunities for students?

- business plan competitions
- prizes
- free participation in business incubator for period of time
- combination of seminars, courses, and mentorship to assist in advancing student ideas through stage-gated business plan competition.

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# Innovation capacity and university-business interactions

**3.1. R&D expenditures as a share of total university's budget =** [R&D expenditures - local currency] / [Total university budget - local currency] (%)

1%, but the total budget is unknown

**3.2. Ratio of total grant funding and funding from external sources to full-time employed academic staff**

0.67% which equates to one faculty member. However, this figure requires further examination as Pokhara University has identified 40% of faculty members holding international and national research grants. Clearly, the value of those grants affects the proportion. However, this is a high base from which to build and would appear to offer significant opportunity.

**3.3. Relative number of spin-off firms supported by the university per full-time employed academic staff** [Number of spin-off firms supported by the university] / [Total number of full-time employed academic staff] (%)

0%

**3.4. Proportion of academic staff holding international and national research grants** [Number of full-time employed academic staff at the university holding international and national research grants] / [Total number of full-time employed academic staff] (%)

40%

**3.5. Proportion of academic staff holding industry research grants** [Number of full-time employed academic staff at the university holding industry research grants] / [Total number of full-time employed academic staff] (%)

0%

**3.6. Number of weighted publications per full-time employed academic staff (averaged over the last 3 calendar years)** [Average number of publications of full-time employed academic staff at the university over the last 3 calendar years] / [Total number of full-time employed academic staff] (%)

33%

**3.7. Number of citations in Scopus and Google Scholar database per full-time employed academic staff (averaged over the last 3 academic years)** [Average number of citations in Scopus and Web of Science database of full-time employed academic staff at the university over the last 3 academic years] / [Total number of full-time employed academic staff] (%)

333%

The level of research activity is high, as is the level of citation. This research base, if aligned with the objectives of the INNOTAL project, would appear to offer significant opportunity to increase research

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impact as well as to seek to integrate entrepreneurship and innovation activities.

**3.8. Relative number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc. per full-time employed academic staff** [Number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc. of full-time employed academic staff and the university] / [Total number of full-time employed academic staff] (%)

0%

INNOVATION-SUPPORTING POLICIES AND CULTURE

**3.9. Support for innovation and regional development is included in the mission or core strategy of the university** (Yes/No)

Pokhara University identifies this as being the case. Regional Development is certainly very strongly articulated. Innovation, it is maintained, is implicitly considered to be part of the mission of the University. However, this is not explicitly stated.

**3.10. There is an institutional strategy on innovation, innovation support or knowledge transfer to the external environment** (Yes/No), please describe

Pokhara identifies this as being the case. No supporting documentation has been found and the author is unable to locate evidence of it through secondary research. There is clearly relevant activity underway, which in turn indicates an innovation strategy.

Most notable is The Nepal Innovation Technology and Entrepreneurship Center (NITEC) which is part of a program initiated by South Korea's Ministry of Science and ICT to provide science and technology assistance for developing countries. NITEC is based in the Pokhara University (PU) campus.

NITEC aims to promote the science and technology capacity of PU through the development of appropriate technology that can be commercialized. It is pursuing projects to improve the quality of life of local community through appropriate technology based business. NITEC is supported by South Korea's Ministry of Science, ICT and Future Planning (MSIP). NITEC has been supporting and managing numerous joint projects between Handong Global University (HGU) in South Korea and Pokhara University (PU) in Nepal.

Projects range from the development of appropriate technology to commercialization, and encourage the active participation of Nepalese experts and local communities.

NITEC intends to foster the appropriate technology-based manufacturing industry and spread local business models to other communities in order to raise their economic self-sufficiency. By developing appropriate technology items based on local needs into sustainable profit-making businesses, NITEC seeks to promote

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community-specific regional development that resolves the problems of poverty in each community.

This project alone illustrates a commitment to innovation and entrepreneurship and is an excellent platform on which to build.

There is also evidence of a strong commitment to entrepreneurship and innovation at faculty level. Such commitment is notable, for example, at the Faculty of Humanities and Social Sciences, which arguably might be less oriented than the MBA, engineering or medical faculties.

This indicates a strong commitment to innovation and entrepreneurship with potential for INNOTAL to support further development:

*"The research, innovation and publication objectives of the Faculty are to increase and strengthen research activities in all schools/colleges, programmes and units; to enhance research capacity of all faculty members, research scientists, and students. The Faculty also has the objective to publish all research works on contemporary national and international journals and contribute to the stock of knowledge. Ultimately, research works and publications have to contribute to teaching, research and community services.*

*The training and continuing education objectives of the Faculty are to train academics, professionals and entrepreneurs thereby to continue refreshing and reinforcing the trained ones with a view to meet the working challenges in, and to continuously lead, the fields of social sciences and societal development.*

*The outreach objectives (also known as community and public service objectives) of the Faculty are to increase visibility of the Faculty's activities with social responsibility in general, to focus more research projects towards community betterment and to disseminate actual research contributions to be benefit of the community as well as the local level development and social engineering organizations.*

*The consultancy objectives of the Faculty are to provide expertise as well as technical, professional and policy advise services in general and specific fields of society and development with a focus to policy studies and advice, planning (including implementation, monitoring and evaluation) and project management to community level; local, state and centre level Governments and their line agencies; bilateral and multilateral agencies; United Nations system; and NGOs/INGOs at local, state and central levels in Nepal and outside Nepal."*

**3.11. Implementation of research and research training planning and policy** (Yes/No)

Yes

**3.12. The University provides financial resources in the form of seed funding** (Yes/No)

No

**3.13. There is a clear IPR policy followed by the university in its relations with economic agents** (Yes/No)

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University indicates that this is in place. The author has not seen evidence of such policy or the policy itself.

**3.14. Do the faculty attestation rules envisage rewarding of applied research for industry/local development** (Yes/No)

No

**3.15. Existing rules about modernization of curricula in view of new challenges, national priorities and business needs** (Yes/No)

Yes. There is evidence for this, e.g. through applied research centre; university strategy; curricula developments and innovation programme in collaboration with S. Korea.

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**SUPPORT STRUCTURES AND LINKAGES FACILITATING INNOVATION AND UNIVERSITY-BUSINESS INTERACTIONS**

**3.16. Existence of university structures facilitating links with industry and local community or structures in which the university is collaborating with external economic actors or the local community**

There is a University Research Centre that recognises the importance and relevance of applied research which provides a strong base from which to develop the impact of the INNOTAL project. Other than project based activities, there are no structures in place.

**3.17. Legal possibility for researchers to become engaged in research supported by industry** (Yes/No)

No. In the context of this project and its impact, this is an important area for further analysis.

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**HUMAN RESOURCES CAPACITY FOR INNOVATION AND UNIVERSITY-BUSINESS INTERACTIONS**

**3.18. Proportion of students in bachelor's/master's/post-graduate programs involved in research projects (averaged over the last 3 academic years)** [Average number of bachelor/master/post-graduate students involved in research projects over the last 3 academic years] / [Total number of bachelor/master/post-graduate students] (%)

1%

**3.19. PhD degree completions per full-time employed academic staff (averaged over the last 3 academic years)** [Average number of PhD students at the university over the last 3 academic years] / [Total number of full-time employed academic staff] (%)

12%

**3.20. Proportion of PhD completions within planned schedule (averaged over the last 3 academic years)** [Average number of PhD students, who defended their PhD thesis within planned schedule at the university over the last 3 academic years] / [Number of university PhD students, who defended their PhD thesis, and students, who were not able to defended their PhD thesis] (%)

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7%

RECOMMENDATIONS

Consideration that Pokhara University might want to take into account:

- Innovation culture at the university
  - research for solving real-world problems
  - comprehensive innovative process that incorporates technology development and commercialization efforts
- Rewarding faculty innovation and entrepreneurship
  - celebrating faculty achievements
  - updating tenure and sabbatical leave guidelines
  - supporting, rewarding, and funding the work of faculty members
- Public-private partnerships in which the university is engaged
  - sharing of best practices and new ideas for developing and commercializing new products
  - involving community leaders and local entrepreneurs in the development of technology and start-up companies
  - cooperation with foundations or NGOs
- Stepping up engagement with industry
  - Planning of collaborations aimed at obtaining research and technology development ideas, capital, and other types of support
  - licensing policy
  - long-term partnerships with large corporations
  - industry presence on campus
  - multi-disciplinary projects
  - internships with industry
- Planning for and initiating university technology transfer function
  - technology transfer functions - hiring skilled staff, improving technical support to researchers, and increasing access to capital for researchers
  - licensing and start-up activity
  - greater focus on the triple bottom line (environmental, social, and economic)
- Planning for and initiating the protection of intellectual property
  - developing strategies to protect intellectual property
  - development of procedures for filing of provisional patent applications.

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# Student talent development policies

CAPACITY TO ATTRACT AND RETAIN TALENT

**4.1. A marketing strategy for attracting talented students exists at the university** (Yes/No)

A response of "Yes" has been indicated with particular focus on the use of bursaries. No Marketing Strategy has been supplied as evidence.

**4.2. Share of foreign students in total number of students enrolled** [Number of foreign bachelor/master/post-graduate students enrolled at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

0%

**4.3. Share of students that started work in their field of study within 6 months after graduation/or board exam** [Number of students that graduated during last academic year and started work in their field of study within 6 months after graduation/or board exam] / [Total number of graduated students during last academic year at the university] (%)

No response provided. This requires further analysis to understand the extent to which learner destinations are monitored and tracked.

**4.4. Student-teaching staff ratio** [Total number of students] / Total number of faculty and staff involved in teaching]

University indicates 1:16.5 which based on the 150 academic colleagues enumerated and the 2200 students seems conservative. It might indicate a current population closer to 2500.

The figure may be in the range 1:15 to 1:17.

**4.5. Existing students' enrolment and services office** (Yes/No)

Yes

**4.6. Existing quality management system for academic excellence** (Yes/No)

Yes

**4.7. Existing options for part-time/distance /flexible learning at the university** (Yes/No)

Yes, indicated with 80% of course study required to be in attendance. This requires further examination and is subject to interpretation / differing definitions.

An examination of programme offering and student population indicates the majority of delivery requires attendance at scheduled classes.

STUDENT WELFARE SUPPORT

**4.8. Existing strategy for residential environment improvement, including dormitories for students, active student welfare office, sport facilities** (Yes/No) – please specify

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Yes. For example, a new dormitory for females, an office for student welfare, and new sport facilities

**4.9. Existing health service at the university premises** (Yes/No)

No

**4.10. Share of approved applications for university dormitories or for provision of support for student accommodation** [Number of approved applications of bachelor/master/post-graduate students for university dormitories or for provision of support for student accommodation] / [Total number of applications for university dormitories or for provision of support for student accommodation submitted by bachelor/master/post-graduate students at the university] (%)

Bachelor 50%

Other 0%

**4.11. Existing support service for reducing debt load of students** (Yes/No)

No

**4.12. Share of students who receive financial support (scholarships, student loans, etc.)** [Number of bachelor/master/post-graduate students who receive financial support] / [Total number of bachelor/master/post-graduate students at the university] (%)

Bachelor 20%

Master 20%

**4.13. Existing options for legal advice for students** (Yes/No)

No

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**CAPACITY TO ATTRACT AND RETAIN STUDENT TALENT FROM DISADVANTAGED GROUPS AND THE GROUP OF NON-TRADITIONAL LEARNERS**

**4.14. Share of mature student entrants in total number of students enrolled** [Number of mature (over 29 years of age) bachelor/master/post-graduate student entrants enrolled at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

Masters 3%

PhD 1%

**4.15. Share of students with disabilities in total number of students enrolled** [Number of bachelor/master/post-graduate students with disabilities at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

A figure of 0.06% at Bachelor level and 0% at higher levels is provided. Definitions of disability may vary between a local context and an EU context.

However, Uttam Narayan Malla Director General of the Central

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Bureau of Statistics presentation of the 2011 census statistics would indicate a prevalence rate in and around 2% which makes the identified rate within the University low by nationally recognized levels.

**4.16. Existing specialized support for disadvantaged groups of students (students with disabilities, mature students, minority groups, etc.)** (Yes/No)

No

**4.17. Existing built environment with universal design for students with disabilities** (Yes/No)

No

**4.18. Existing adapted teaching process for disadvantaged students** (Yes/No)

No

**4.19. Existing adapted assessments and examination process for disadvantaged students** (Yes/No)

No

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PERFORMANCE IN DEVELOPING STUDENT TALENT

**4.20. Share of students engaged in practicing entrepreneurship skills (e.g. teamwork, leadership, project management, business plan development and competitions, idea competitions for solving community and social issues, elevator pitch contests, public speaking, network creation)** [Number of bachelor/master/post-graduate students engaged in practicing entrepreneurship skills at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

The Pokhara University response to this question identifies no students engaged in practicing entrepreneurship skills. This is assessed as being an accurate response despite the earlier references to entrepreneurship training in this report. It reflects a clear distinction between business & management training and even innovation activities with or without industry partners and the structured practice of engaging students in entrepreneurship and innovation skills. Further a distinction should be made between entrepreneurship and entrepreneurial thinking, as well as innovation and innovativeness, which is not evident in the author's research of available University communications, plans and programmes.

**4.21. Share of students who participated in internships in professional settings** [Number of bachelor/master/post-graduate students who participated in internships in professional settings] / [Total number of bachelor/master/post-graduate students at the university] (%)

63% Bachelor

52% Master

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This requires further analysis and understanding as it is high and would appear to offer very significant potential for entrepreneurship and innovation activities involving the student population.

**4.22. Share of students included in coaching/mentoring programmes** [Number of bachelor/master/post-graduate students included in coaching/mentoring programmes at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

26% Bachelor

11% Masters

This is a high percentage. It requires further analysis to understand the scope of the application in practice.

**4.23. Share of students who participated in study tours** (domestic and/or international) [Number of bachelor/master/post-graduate students who participated in study tours (domestic and/or international)] / [Total number of bachelor/master/post-graduate students at the university] (%)

100% at all levels other than PhD which is very impressive and offers considerable opportunity for development in relation to the intended impact of the INNOTAL project.

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**POLICIES/STRUCTURES FOR DEVELOPING STUDENT TALENT**

**4.24. Public financial support is provided to (partially) cover the costs of practical training** (Yes/No)

No

**4.25. Existing policy/structure in support of student talent development (e.g., initiatives for business/product development, local and/or global community partnership, arts-based ventures, etc.)** (Yes/No) – please specify

No

**4.26. Existing dedicated place to showcase and collect innovative ideas from students, staff, faculty, community members** (Yes/No)

No

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**EMPOWERING STUDENTS AS STAKEHOLDERS IN UNIVERSITY GOVERNANCE**

**4.27. Student participation in official decision-making bodies at the university (e.g. Academic Council, Department Council, Student Council, etc.)** (Yes/No) – please specify

Yes (Senate) and Student Council, where Chairman of the students' council is ex officio member of the supreme decision making body of the university i.e. the Senate.

**4.28. Existing clear and transparent procedures for student involvement in decision-making bodies at the university** (Yes/No)

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Yes, as above

**4.29. Students are expert members of quality assurance bodies at the university** (Yes/No)

Not indicated. However, it is noteworthy that the Students Council has a responsibility to maintain the quality of the education provided at the University

**4.30. Students are asked to provide information (e.g. through surveys) on the following core aspects of student experience:**

- design of the curriculum (No)
- quality of the teaching (Yes)
- student learning (Yes)
- assessment methods (Yes)
- student resources available to support them (Yes)

**4.31. Students are asked to provide information (e.g. through surveys) on additional aspects of student experience:**

- student support services (Yes)
- university social life (Yes)

**4.32. The information about quality assurance (procedures, schedules, results) is published and available to students** (Yes/No)

Yes, but not presented as evidence to the author

**4.33. Motivation for student involvement with quality assurance:**

- Monetary compensation (No)
- Credits (Yes) – worth further analysis as an incentive for student engagement with this project
- Other types of motivation (Yes) – Student Council has curriculum quality responsibilities

**4.34. Training and support materials/database/web portal etc. about quality assurance, are provided to students** (Yes/No)

Yes (but no evidence has been provided)

**4.35. Events (briefings, discussions, quality forums) are organised to inform students about the practice of quality assurance** (Yes/No)

Yes, but no supporting information has been provided.

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**SUPPORTING STUDENTS' CAREERS**

**4.36. The university monitors the career paths of former students** (Yes/No)

Yes. However, no learner destination statistics were provided and so

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this may be worth further analysis in the development of the INNOTAL strategy.

**4.37. The university carries out or uses student and graduate surveys, where students and/or graduates provide details on their transition to the labour market** (Yes/No)

Yes. However, no learner destination statistics were provided and so this may be worth further analysis in the development of the INNOTAL strategy.

**4.38. Career guidance is available throughout the whole student lifecycle** (Yes/No)

No

**4.39. Career guidance is available during certain stages of the student lifecycle** (Yes/No)

Yes, but only at latter stages of their programme of study.

**4.40. Career guidance is available to all** students (Yes/No)

Yes: Employment and Placement Cell provides = career guidance

**4.41. Career guidance specifically targeted at disadvantaged students is provided** (Yes/No) – please specify

No

**4.42. Career guidance services are provided for graduates/alumni (Yes/No) – please specify any eligibility period**

The University indicates "Yes, they may be eligible". This issue would be worth further analysis as employed alumni engagement may prove useful in the development of a strategy for innovation and entrepreneurship.

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# Conclusions and recommendations

**CONCLUSIONS**

This is a relatively new and ambitious university that has built core competencies around the needs of the region. In addition to its constituent colleges, it has a wide network of affiliated colleges making the potential for impact on the national economy highly significant. There is evidently modernization work undergoing, in particular around innovation (applied research and civic engagement) but less so on Entrepreneurship where - though articulated - there is more of a business and management focus.

Articulation of ambition in relation to innovation and entrepreneurship is most often implied or implicit. At the university, there are excellent platforms on which to build, including research excellence, a strong focused and relevant curriculum, an evident openness to curricula development, strong governance and top level political support, developed international networks and industry engagement through internships.

**RECOMMENDATIONS**

The university does not appear to have a strong capacity for technology transfer and market-relevant research linked to patents. Indeed, it does not report patents, spin-offs, incubators or other structures that serve as interfaces between business and higher education and strengthen the national and regional innovation systems. This is obviously a university that is mostly focused on teaching and skills development than on ground-breaking research. This is alright but nevertheless a lot more could be done to strengthen links with business and intensify knowledge flows between the university and the local and regional economies and societies. In view of this focus on skills development, a lot more could also be done to promote talent development and student satisfaction.

Given Pokhara University's stated commitment to this project, it is likely that significant impact can be derived with relatively modest changes. Much of the changes are likely to involve no additional resources – rather refocusing of existing resources such as innovation and entrepreneurship activities that actively engage both students and academic colleagues across a triple nexus of research excellence, teaching excellence and civic engagement.

There are areas in the capacity assessment that require further analysis in the development of a strategy. However this is to be expected and will inform further discussion.

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