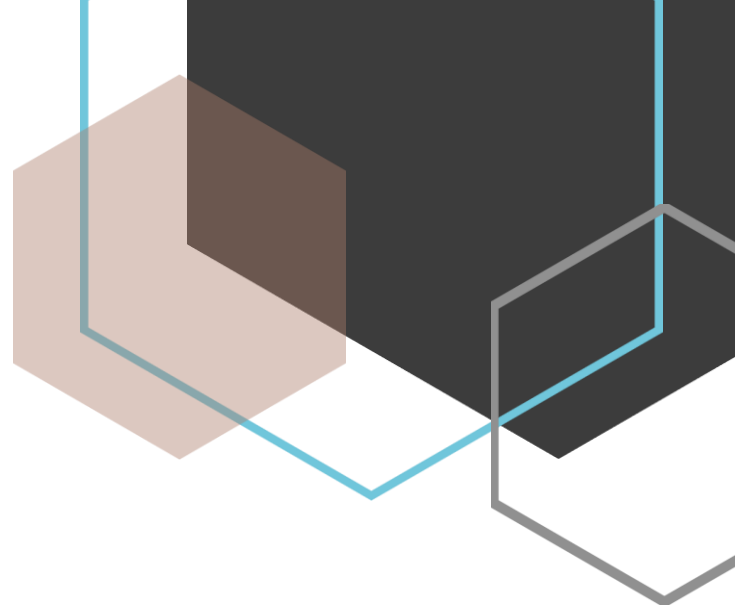




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FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS POSSIBILITY FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION

POKHARA UNIVERSITY, NEPAL

Integrating Talent Development into Innovation Ecosystems in Higher Education

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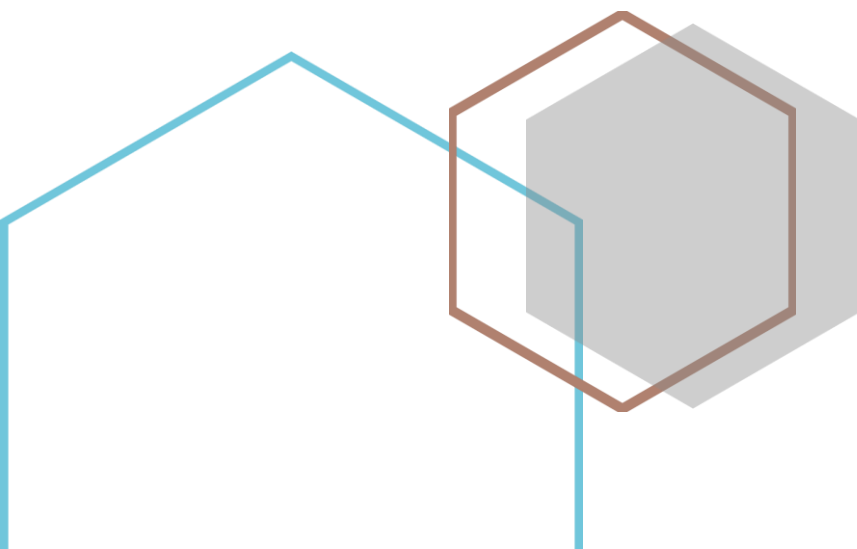




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The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.



OBJECTIVES OF THE STRATEGY

The national education policy of the government of Nepal emphasizes the employability of university and technical school graduates. All universities in Nepal, including Pokhara University, are aligned with this national education policy and need to formulate a strategy to increase employability capacity. The Nepal University Grants Commission (UGC) sets different performance indicators to measure the performance of universities. Job placement and employment capability of graduates has been considered as one of the main indicators.

The objective of the strategy is to increase the employability of graduates in all faculties through designing and delivering Entrepreneurship and Innovation curricula, designing and providing career orientation to students, involving students in research and innovation in collaboration with industry, and nurturing the talents.

CURRENT INEFFICIENCIES AND GAPS

Inefficiencies and gaps in entrepreneurship education and innovation training

Employability depends on the quality of education and the quality of education is determined by curriculum, pedagogy, opportunity for learning within industry, and teaching faculty members having a wide range of experience in industry. Even though courses at Pokhara University are well designed and entrepreneurship related reading and assignments are inserted in the curriculum, there still are deficiencies in the pedagogical aspects.

The concept of entrepreneurship education and innovation was introduced in management education during the 1980s after the adoption of neoliberalisation policy in Nepal and due to the impact of the globalisation. The private sector has been gradually growing and expanding its activities and it needs efficient and innovating human resources. In order to meet the demand market, management education is gradually adapting to incorporate entrepreneurial education. However, this process is far from complete at Pokhara University.

Inefficiencies and gaps in the learning process

Practical training is one of the major conditions for improving student employability. Such training is not sufficiently developed at the university. Since its inception, the curriculum of technical education has included practical courses along with theory. Training opportunities are provided for a few days in the form of internship where students work outside the university i.e. industry, government office, social organisation, and development agencies. However, the duration of practical courses (credit hours) is not sufficient to fulfil the demand of the curriculum and to prepare graduates for insertion in industry. All in all, more technical and practical education is needed.

Inefficiencies and gaps in student talent development

Student talent development is recognized as a major activity to be performed by Pokhara University. Students are evaluated by academic



faculty as well as during extracurricular activities. However, talent needs to be nurtured. The University's Career Counselling Department should play an important role to identify the inherent talent of the students and to develop students' qualities through proper counselling and better environment. Currently, there is lack of proper counselling at Pokhara university. Students' talent development should be embraced as a continuous process which requires sufficient human resources, infrastructure, time and resources. The University struggles with shortcomings related to lack of faculty members having professional skills for counselling. In addition, the faculty members and staff do not have not sufficient time to interact with students.

Inefficiencies and gaps in relations with external stakeholders

The highest decision making authority of Pokhara University is the Senate. The Senate is formed by internal and external stakeholders. There is provision for the representation from various stakeholders such as Chambers of Commerce and Industry, local donors, education experts outside the university, University Grants Commission, Ministry of Education, other universities, industrialists, employers, social workers, local government (Municipalities and Rural Municipalities), politicians, and Principals from higher secondary schools. Thus, a wide range of external stakeholders are represented in the management body of the university, which ensures that the relationship between the university and external stakeholders is warm and functional. A non-exhaustive list of some major external stakeholders of university is presented below:

Faculty	External Stakeholders
Management	Inland Revenue Department, Department of Customs, Department of Industry, Department of Cottage and Small Industries, Office of the Company Registrar, Department of Co-Operatives
	Banks and non-bank financial institutions, insurance companies and capital markets
	Manufacturing companies
	Trading companies
	Cooperatives
	Small and medium size enterprises
	Chambers of Commerce and Industries, Chambers of Industries, Chambers of Small and Cottage Industries
	Profit-making colleges
	Nepal Tourism Board



	State owned enterprises
Humanities and Social Sciences	Development agencies, foreign and national non-governmental organisations
	Local government, municipalities, province government
	Forest Users Committee, Water Resources Users Committee, Farmers Users Committee
	Hospitals and shelters
Science and Technology	Ministry of Water Resources, Energy and Renewal Energy, Department of Information Technology
	Department of Mines and Geology,
	Nepal Academy of Science and Technology
	Department of Electricity Development, Department of Roads
	Department of Forests and Soil Conservation
	Department of Agriculture
	Department of Information and Broadcasting
	Construction and development agencies
	UNDP
	IT Park
	Telecommunications industry
	Consulting engineering firms and association
Health Sciences	Ministry of Health and Population, Department of Public Health
	Health Insurance Board
	Various specialised hospital, national hospital, regional hospital and local health institution
	National Public Health Laboratory
	National Health Research Council
	World Health Organization
	Department of Health Services
	UNICEF
	Family Planning Association of Nepal
Teaching hospitals of different universities	



Nepal Public Health Association
Public Health and Sanitation
Nepal Health Professionals Council

Inefficiencies and gaps in career orientation

Pokhara University provides career counselling to students in different stages: at the time of admission, during the study period and at the end of final year. The orientation program is implemented by professional institutions and professional experts. Student orientation is approached differently in different faculties.

Career orientation in the Faculty of Management

In the Management Faculty students are encouraged to be job creators rather than job seekers. Various role models (entrepreneurs and successful industrialists, SMEs operators) are invited to share their experience with the students. The University facilitates students in the search for a job.

Some of the popular human resources development agencies like *Job Dynamics, Merojob* and several other job counselling organisations visit the University every year to interact with students concerning career choice. These organisations impart skills for developing Curriculum Vitae, writing applications, facing interviews, maximizing performance in organisations where they are newly recruited. They also improve the communication skills, interview skills and other interpersonal skills of the students. The interaction with job counselling organisations has contributed to better understanding of the job market among students, clarity about the expectation of employer, knowledge of important rules and regulations, and capacity to monitor the trends and dynamics of the job market.

Faculty members are expected to update the syllabuses of courses to reflect current affairs. Students are allowed to visit various places, countryside and cities, factories and organisations, and interact with people in the society and communities. They should also visit different commercial organisation to become aware of current marketing trends and changing customer behaviour.

Career orientation in the Faculty of Humanities and Social Sciences

Career orientation practices in the Faculty of Humanities and Social Sciences are similar to those in the Faculty of Management but some differences have been introduced during the last few years. Some students in this faculty intend to be social workers and social entrepreneurs but most of the students prefer to join government services or to work in the development sector. They are also interested to interact with role model of social leaders, to get input from high ranking officials from government and non-governmental organisations, political leaders and leaders of local government.



Sometimes they participate in orientation and training programs organising by the Public Service Commission.

Teachers are regular career counsellors and mentors to students. In many cases, the recommendation by teachers is also instrumental to get employment. Senior students also help junior students to find jobs or to move to better organisations.

Career orientation in the Faculty of Science and Technology

Technical education is more attractive than non-technical education in terms of employment opportunities inside or outside the country. Nowadays, technical education is as cheap as non-technical education and it is easy to get admission. As a result, student enrolment is gradually increasing over the last decade.

Still, employment opportunities are limited and a large number of technical graduates are facing unemployment problems on one hand, and on the other hand jobs are not well paid. In this context, career orientation is essential for technical students. There are various options for the students: establishing their own consultancy and starting construction works (contractor for the civil works), entering into government/public sector job, joining the private sector, and searching career opportunities abroad.

Students are interested in enhancing their skills (computer software, etc.) so that they could get better jobs and better remuneration. The university helps them by organising trainings and workshops. Visiting professors from foreign universities share ideas for further study opportunities under different projects. Practitioners teach about how to get and retain a job. Frequent exposure visits to foreign countries also boost the morale of the students.

Career orientation in the Faculty of Health Sciences

Among the four faculties, graduates from this faculty have the best opportunities for entrepreneurial career, self-employment or getting a job. The curriculum of the Health faculty is oriented towards entrepreneurship and innovation. A large number of health graduates have started own business in the profession, such as running a pharmacy, a medical laboratory, and clinics.

Employment opportunities are broader for health professionals also in the government, developmental and private sector. The University occasionally invites renowned health professionals, industrialist and practitioners to impart knowledge regarding the current market trends, employment opportunities and employer expectations from fresh employees.

Students get internships in hospitals, pharmacy, and health related organisations for 3-5 months. Some of the trainees join the same organisation as employees after completion of their study while some are able to get a better job due to the experience gained in internship.

The efforts of the University are not satisfactory even though attempts have been made to improve the situation. There are several reasons behind the slow progress on providing counselling to the students, orientation on exploring innovative ideas and training to develop skills. Some major improvements during the last few years are presented below:

Entrepreneurship courses and education

Until 2018, there was no program on entrepreneurship and innovation at Pokhara University. Only some papers (2 to 3 credit hours) were taught at Bachelors and Masters level at the Management department. In other faculties, entrepreneurial issues were discussed in a chapter to provide general information to students, but this was not enough to motivate them towards entrepreneurial activities. Realising the need for a separate course on entrepreneurship and innovation, a four-year program “Bachelors of Entrepreneurship Development” was approved by the university in 2018. The program will be implemented soon after issues related to faculty and spaces are solved. The program is new in the context of Nepal and it is expected that students will be interested in the course and a sufficient number will enrol. We plan for push forward with this program.

Similarly, in the revised syllabi at the Faculty of Science and Technology (especially in the engineering course) and the Faculty of Health Sciences, chapters related to entrepreneurship and innovations are included.

Innovation training

The benefits of such training are innumerable and the University recognizes the need for introducing it. Since 2015, Pokhara University and Hangdong Global University have been jointly implementing a project called Nepal Innovation Technology and Entrepreneurship Center (NITEC). This project offers orientation and trainings on different aspects of innovation and entrepreneurship for a large number of students and faculty members. Community representatives can also receive training. Efforts to develop new innovation training resources should be made, possibly by combining the expertise of NITEC and the resources developed in INNOTAL, and there should be an attempt to include more students and faculty members in these trainings.

Improving students’ learning experience

The learning experience can be enriched through practice-based methodologies, extra- and co-curricular activities, or more practical training and internships. Classroom study is not sufficient to learn something. Management students need internships in organisations outside the university in order to engage in experiential learning. Students in the Humanities and Social Sciences are also required to do internships in social and governmental organisations. Students in Health Science need to work for few months in a hospital or a health-related organisation. Students of Engineering (Faculty of Science and

PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

Technology) need to perform project works which is entirely field based. Students need to prepare reports after internships or field work. All in all, Pokhara University needs to increase the internship duration and to improve the quality of internships.

Innovation and research activities

The University is carrying out research activities. Currently, two innovation-focused projects are underway and new projects are being prepared. The University needs to carry out research and innovation related activities collaboration with external stakeholders, such as industrialists and research laboratories. The greatest issue to address is related to the financial resources for such activities.

Pokhara University has four faculties (Management, Social Science, Health Science and Science and Technology); three level of teaching: Undergraduate, Graduate and Research (PhD) and more than 60 programs under these faculties and levels. So far, only one Entrepreneurship Development related program at undergraduate level under the Faculty of Humanities and Social Science has been designed by Pokhara University. In the future, entrepreneurship courses need to be introduced also at the Faculty of Management and at the other two faculties.

At the first stage, the plan is to design the following courses:

- Masters in Entrepreneurship Management under the Faculty of Management
- MSc in Entrepreneurship and Design under the Faculty of Science and Technology
- MSc in Innovation and Entrepreneurship under the Faculty of Health Science
- Bachelors in Entrepreneurship Development (already designed) under Faculty of Humanities and Social Science

The entry criteria to enrol in each course should be similar to the entry criteria of other courses of the same faculty at the same level.

The distinct feature of these novel courses should be:

- One-year internship
- Project development
- Initiation of small business within the study period

Other faculty-specific features can also be included as deemed necessary. For example:

Faculty	Additional specific assignments to students
Management	Skills to support small and medium sized



PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD COLLABORATE WITH EXTERNAL STAKEHOLDERS

	enterprises
Humanities and Social Science	Skills to develop local social leadership
Science and Technology	Skills to innovate with local technology
Health Sciences	Skills to innovate in the area of food, nutrition, and health care

There are several priority areas for research, innovation and outreach under the different faculties of Pokhara University.

The Faculty of Management is a cross cutting faculty. Issues in other faculties are interrelated and integrated with management. The areas of research and innovation and the potential stakeholders that could collaborate with the university in such activities (research, innovation and outreach) are presented below, with indication of faculty-specific issues.

FACULTY OF MANAGEMENT

Priority areas of research, innovation and outreach	Potential stakeholders for collaboration
Causes of inefficiency of employees working in government services, public enterprises, and universities	Government and public enterprises
Effectiveness of distribution channels of agro products, manufacturing products, medicine, service products, etc.	Agriculture producers' association, manufacturers' association, pharmaceutical association, banks and insurers
Work-life balance, time management, stress management, green management, work force diversity management, waste management	Government of Nepal, FNCCI, Waste Management Corporation, Medical Association
Financial efficiency and transparency in organisations	Transparency International, Department of Auditor General, Ministry of Finance
Procurement capacity and its impacts on development works	
Road safety and traffic management	Department of Road, Road Board, Department of Transport Management, Banks and financial institutions, insurance companies



Risk management practices and their impact on enterprises	Nepal Productivity Council
Productivity in family business and public companies	Ministry of Industry and Commerce, FNCCI, CNI

FACULTY OF HUMANITIES AND SOCIAL SCIENCE

Priority areas of research, innovation and outreach	Potential stakeholders for collaboration
Changes in social structure and their impact on society	Ministry of Population and Health
Ageing, caring for elderly people, disintegration of family	Municipalities Ministry of Home Affairs,
Ethnicity, identity and social conflict	UNICEF, UNESCO and UNDP

FACULTY OF SCIENCE AND TECHNOLOGY

Low cost technology and its effectiveness and rural economy	Nepal Academy of Science and Technology
Employability of graduates and technical know	Employment Promotion Board
Infrastructure development and role of universities	Department of Road, FNCCI,
Industrialisation and role of technical resources	Ministry of Education, Science and Technology Engineering Associations

Priority areas of research, innovation and outreach	Potential stakeholders for collaboration
Low cost technology and its effectiveness and the rural economy	Nepal Academy of Science and Technology
Employability of graduates and technical know	Employment Promotion Board
Infrastructure development and the role of universities	Department of Road, FNCCI
Industrialisation and the role of technical resources	Ministry of Education, Science and Technology Engineering Associations



FACULTY OF HEALTH SCIENCE

Priority areas of research, innovation and outreach	Potential stakeholders for collaboration
Access to health care services in rural area	Ministry of Population and Health International development agencies working in the area of public health and population
Effectiveness of universal health coverage schemes and the role of universities	Health Insurance Board
Health awareness and health status	Public and private hospitals International development agencies working in the area of public health and population
Distribution of medicine through low cost technology	WHO International development agencies working in the area of public health and population
Government health expenditure and its impacts on mortality and morbidity of people	UNICEF International development agencies working in the area of public health and population
Management efficiency, technological efficiency and health status	Department of Health services International development agencies working in the area of public health and population

FINANCIAL AND ORGANIZATIONAL RESOURCES AVAILABLE TO IMPLEMENT THE NEW ACTIONS

The University’s financial and organisational resources are managed on the basis of the Pokhara University Act 1997. The university is mostly financed by the private sector. Government grants and support covers around 20 percent of administrative expenses and 50 percent of infrastructure development. Research and innovation related activities are administrative in nature, so funding from the government for such activities is not substantial. Due to the unique nature of the university in terms of government funding, it is difficult to carry out research and innovation, training and entrepreneurial activities with internal resources. We need support from external sources (either stakeholders, or donor, etc.) to implement the proposed strategy.

The constraints related to financial and organisation resources and their possible solutions are presented in the following table.



Proposed Activities	Financial and organizational resources constraints	Solution
<p>Entrepreneurship courses and education</p>	<p>Needs financial resources for curriculum development, including for advice by experts and for remuneration of administrative staff</p> <p>Teaching faculty members able to take on entrepreneurship courses are not easily available. Available faculty needs to be trained or retained, and to receive attractive remuneration and benefits, since the courses are new and require more practical skills and knowledge.</p>	<p>Financial support from external organizations to develop the curriculum, and to provide training for faculty members is essential.</p> <p>The fee from students will be a regular income for the sustainability of the program in long run.</p>
<p>Innovation training</p>	<p>Trainers in this field are limited and expensive</p> <p>Need to bring trainers from abroad for certain subjects.</p>	<p>Training fee from students is not sufficient for the remuneration of trainers, so the University needs external support.</p>
<p>Improving students' learning experience</p>	<p>The quality of internships needs to be enhanced through regular monitoring of the interns, close coordination between the university and the internship providers and adequate feedback by the internship providers regarding the qualities and skills of the students. There is the lack of sufficient human resources to look after the</p>	<p>It may be necessary to charge additional fees from students to improve the quality of internships. Although this is an option, it is not easy to increase the fee overnight. So, the university needs to find also other ways to provide the resources for such activities.</p>



	internship related activities.	
Innovation and research activities	<p>Research activities require highly qualified and experienced faculty with sound academic track record. PU has no such faculty members. Currently available faculty needs a lot of training in order to be able to engage in high quality research.</p> <p>External stakeholders may show interest in carrying out joint research and innovation activities with the university, but they are not ready to cover the entire cost of these activities. PU also needs to share the cost of research. The research budget is not sufficient.</p>	<p>PU needs external support to cover the remuneration of research faculty members in the initial stages of research and innovation. PU also needs to increase the budget on research and innovation, which is not easy.</p> <p>If research has been successful, the developed output can bring financial return for the university and the partner organization (external stakeholder / industry).</p>

POLICY REFORM

The proposed action plans - entrepreneurship courses and education, innovation training, improving students' learning experience, innovation and research activities - are strategically very important for the university. Proper implementation of the plans can dramatically improve the present position of the university. The current regulatory framework does not bar the implementation of the action plan, but the effectiveness of the actions may meet barriers. So, reforms in Acts, Rules and Regulations, and Bylaws of university are required to align them with the action plan. For example, the present regulation does not permit the faculty to work in industry and industry personnel are not allowed to teach classes at the university (one person one job policy). The University has no right to operate any kind of profitable business, the internship period for management students (excluding hotel management) cannot be longer than 8 weeks, etc. Such barriers need to be removed by policy reform.

The University needs to identify the barriers at the policy level and at the organisational level and to gradually change its regulations in order



to create an auspicious environment to increase the employability of the graduates. Current formal relationships with industry should become less formal and more focused on practical issues. The following key persons and institutions are responsible for policy reform at the university that can promote the implementation of the proposed plan.

Key Institutions / Persons	Roles	Expected Reforms
Senate	<ul style="list-style-type: none"> • Makes recommendation to Government for revision of the University Act • Revision of Rules and Regulations (operating business, engagement of faculty in industry, employing industry personnel as teaching faculty at the university) 	<ul style="list-style-type: none"> • The University will be allowed to operate business for profit • Nomination of senator as per the requirement of the university • Approval to establish research center, innovation centre, training center • Approval of tenure of internship • Exchange of faculty and industry staff • Improving the quality of internship
Executive Council <i>(responsible for financial and administrative matters)</i>	<ul style="list-style-type: none"> • Provision of additional remuneration to faculty and staff members for extra work in relation to the proposed plan • Establishment of relevant institutions and university support structures 	<ul style="list-style-type: none"> • Faculty and staff will engage in the new action plan • A training centre will be open • An innovation centre will be open • Research collaboration with external stakeholders will be initiated
Academic Council and Subject Committee(s) <i>(responsible for academic</i>	<ul style="list-style-type: none"> • Designing new courses / programs related to entrepreneurship and innovation • Increasing 	<ul style="list-style-type: none"> • New programs will be implemented • Students will have better possibilities to learn from industry through internships



<i>matter)</i>	<p>internship tenure</p> <ul style="list-style-type: none"> • Make it possible for internships to count toward credit hours • Enable exchange degree (dual degrees in collaboration with other universities) • Ensure that workload of faculty includes working in industry and supervising students engaged in internship 	<ul style="list-style-type: none"> • Students get more opportunities to learn in other universities • Students will be well supervised, and will receive adequate get feedback from faculty and industry
Deans	<ul style="list-style-type: none"> • Provide support to Subject Committee and Academic Council 	<ul style="list-style-type: none"> • The proposed action plan will be implemented on time
Curriculum Development Centre	<ul style="list-style-type: none"> • Proposes the new curriculum as per the new action plan 	<ul style="list-style-type: none"> • Subject committee will get sufficient input to design the new curriculum
PU Research Centre	<ul style="list-style-type: none"> • Facilitate the faculty, students and external stakeholders in research and innovation 	<ul style="list-style-type: none"> • Faculty, students and external stakeholders will be assisted to work in a more efficient manner
Office of the International Centre	<ul style="list-style-type: none"> • Get inputs from international experts, universities and institution 	<ul style="list-style-type: none"> • The Vice-Chancellor, Dean and other key persons and committee will get feedback and access to good practices to support the implementation of the proposed action plan
1. Campus Chiefs, Directors and	<ul style="list-style-type: none"> • Provide input to the Academic and Executive Council to perform their 	<ul style="list-style-type: none"> • Key institutions will get feedback, support and input



AVAILABLE HUMAN RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

Principals	task in time.
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The University has enough teaching staff to carry out some elements of the present strategy. Their expertise in teaching and student assessment is fairly good. As noted, however, further training of the available faculty is required to implement elements of the proposed strategy related to research and innovation.

Almost all faculty members join the university after completing their university education (master degree) and very few have Doctoral degrees before joining the university. An insignificant number of faculty have practical experiences of industry, government and non-governmental services. On the whole, there is the lack of industry experience among the teaching staff. Teachers need to be well informed about the dynamism and practices of industry, and about current trends and issues. They should have good relationships with the top-level management of industry so that mutual benefits would be possible. Considering the situation, the university could decide:

- a) to send the faculty member to a short term internship in industry
- b) to hire industry executives and managers as teaching faculty for one semester, to hire them to teach a specific course or chapter, or to hire them as resource persons for workshops, seminars, conferences, etc.

The University needs to provide adequate remuneration to any guest faculty from industry, i.e. no less than what they get in industry. Such remuneration would be higher than the remuneration of university faculty. Similarly, if faculty members are sent to do an internship, the University would need to provide additional remuneration since they would be working in a different setting.

Staff who will be tasked with implementing the proposed new action plan also have to receive additional remuneration in order to ensure that they are dedicated to carrying out the tasks. Besides financial rewards, staff and faculty involved in implementing the plan should also receive training and international and industry exposure.

GOVERNANCE AND MANAGEMENT OF THE IMPLEMENTATION OF THE PROPOSED NEW ACTIONS

The proposed action plan is a very important strategic document for the University. Its objectives are specific but comprehensive. The Vice Chancellor is the Chief Executive Officer of the university and he/she is also the Chairman of both the Executive Council (managing financial, administrative and human resource matters) and the Academic Council (responsible for all academic matters). The ultimate responsibility goes to the Vice Chancellor. The next person in the university hierarchy is the Registrar who is a full time executive responsible for both administration and finance. The other responsible persons at the University are the Deans of the Faculties. Deans are responsible for designing the curriculum, implementing the curriculum, evaluating the students, creating the position of faculties and defining their



qualification, experiences and other qualities. They also lead research activities.

The following institutional arrangement concerning a Governing Body and an Implementing Body have been proposed to carry out the implementation, supervision and monitoring of the action plan.

GOVERNING COMMITTEE

The Governing Committee (GC) is responsible for formulating the policy, for monitoring and supervision of the actions, and for providing proper guidance to the project implementation body (personnel). The GC will supervise the action by requesting periodic implementation reports. The committee will be chaired by the Vice Chancellor and will have the following seven members. The tenure of the members (except ex-officio) will be as per the decision of the VC.

Coordinator	Vice Chancellor
Member	Registrar
Member	One Dean appointed by Vice Chancellor (chosen among the Deans of Faculties)
Member	Director, Curriculum Development Centre
Member	Director, International Centre
Member	One faculty member appointed by Vice Chancellor
Member Secretary	Project Director

IMPLEMENTING BODY

The Implementing Body (IB) will be responsible for the day-to-day implementation of the new plans and for all related administrative, finance, human resources and research activities. It facilitates the involvement of faculty and students, as well as stakeholders, and coordinates activities among the related parties. A Project Director and other related staff will be appointed by Vice Chancellor. The Project Director shall be responsible and report to the Vice Chancellor, while the other personnel shall be responsible to PD. Office facilities, including required infrastructure, logistics, office equipment and human resources, and be made available. The tentative structure of human resources has been proposed as:

Position	Responsibility	Minimum Qualification and Experience
Project Director	Overall responsibility for implementing the proposed actions	PhD degree in Management or Engineering of Health Science, 15 years of experiences including teaching, research, training or administration



Project Manager	Activities related to curriculum design, career orientation and talent development	Master degree in Management or Engineering or Health Science, 10 years of experiences including teaching, research, training or administration
Project Manager	Activities related to research and relations with stakeholders, internships and placements	Master degree in Management or Engineering or Health Science, 10 years of experiences including teaching, research, training or administration
Finance and Admin Officer	Handle all financial and administrative issues, support the PD and PMs in report writing and activity design	Master degree in Management, 5 years of experiences in accounting, finance and administration
Procurement / Information / Documentation Officer	Responsible for procuring goods and services, keeping information, preparing reports	Master degree in Management, 5 years of experiences in office management
Computer operator / IT officer	Responsible for ICT related works, ensuring smooth operation of equipment, operating website, etc.	BCA or BCIS or BSC IT or equivalent degree with at least 2 years experiences in a relevant area
Driver	Transport the staffs as and when required.	SLC and 5 years of experience in driving of four wheeler, having driving skills of four and two wheelers with valid driving license
Office Helper	Responsible for office premises, providing support with	SLC and 5 years of experience in office support, driving skills of two wheelers with valid



LEADERSHIP IN THE PROCESS OF INSTITUTIONAL CHANGE

STAKEHOLDER ANALYSIS

some activities	driving license
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The Vice Chancellor shall be responsible for leading the institutional change. Faculty and staff members should support the proposed action plan under the leadership of the Vice Chancellor. Similarly, the Dean of each faculty should also be responsible for managing new developments at the Faculty and changes in the curriculum. Some staff members will be assigned specific responsibilities. Staff members can be engaged in the implementation of the action plan as full-time employees, or they can assume part-time responsibilities.

The stakeholders of the university are divided into internal (Senators, Dignitaries, faculty members, students and staff members) and external (UGC, Government, Industry, employers). Key stakeholders in the process of introducing the changes and implementing the new actions have been identified and analysed. Their possible impact on the new actions is presented in the following table.



Stakeholder	Stakeholder position toward the proposed actions	Stakeholder's level of influence – capacity, influence and power to oppose or facilitate the proposed actions	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
Internal Stakeholders				
Senate	Likely positive		Level of interest in the change depends on the convincing power of the Vice Chancellor. If they are convinced about the benefits from the new action plan, they will support it but will not engage in implementation, as they are high-level officials.	Need to be convinced with detailed proposals, clearly stating the benefits of the strategy to the university, the stakeholders and the nation.
Vice Chancellor	Positive	Very High	Will be strongly in favour, as the strategy can increase the employability of the graduates and thus enhance the image of the University and the VC; will support the strategy and engage as and when required.	Needs to be convinced by highlighting the benefits of the actions.
Registrar	Positive	Very High	Similar to VC, will be strongly in favour, support and engage as per requirement.	Needs to be convinced by highlighting the benefits of the actions to all stakeholders
Executive Council	Positive	Very High	Similar to VC, will be strongly in favour, support and engage as per requirement	Needs to be convinced by highlighting the benefits of the actions to all stakeholders

Stakeholder	Stakeholder position toward the proposed actions	Stakeholder's level of influence – capacity, influence and power to oppose or facilitate the proposed actions	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
Academic Council	Likely positive	Very High	Level of interest in the change depends on the convincing power of the Vice Chancellor	Need to be convinced with detailed proposals, clearly stating the benefits of the strategy to the university, stakeholders and the natio
Deans of all faculties	Positive	High	Have shown a lot of interest and are very positive; will support and get engaged in new initiatives	Engage in interaction and discussion, participate in INNOTAL activities and discuss with INNOTAL partners, should receive remuneration as per their contribution in the activities
Curriculum Centre	Positive	Medium	Have shown interest and are very positive; will support and get engaged in new initiatives	Should receive remuneration as per their contribution in the activities
International Centre	Positive	Medium	Have shown interest and are very positive; will support and get engaged in new initiatives	
Principals	Likely positive	Low	Will be interested if they see some actual implementation and results; likely to engage in new initiatives if results are positive	
Faculty members	Likely positive	Low	Will be interested if they see some actual implementation and results;	

Stakeholder	Stakeholder position toward the proposed actions	Stakeholder's level of influence – capacity, influence and power to oppose or facilitate the proposed actions	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
			likely to engage in new initiatives if results are positive	
Staff members	Likely positive	Low	Will be interested if they see some actual implementation and results; likely to engage in new initiatives if results are positive	
Students	Positive	Low	Will participate in the new initiatives if these initiatives are well integrated in their studies, if their views and needs are taken into account, and if there is sound organization of the activities	
External Stakeholders				
UGC	Likely positive	High	Will support in new actions and may provide funding if the rules are met and positive results are demonstrated	Need to be convinced by clear plans and demonstration of initial results from consultation with stakeholders and pilot implementation
Industry	Likely positive	High	Likely to show interest in joint research and in providing internships, but only if they are presented with clear plans and	Need to be convinced that there will be mutual benefits related to access to talent through internship, through research and

Stakeholder	Stakeholder position toward the proposed actions	Stakeholder's level of influence – capacity, influence and power to oppose or facilitate the proposed actions	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
			consulted on future activities; will be also very interested in initiatives that can improve the skills and attitudes of graduates	innovation and through overall support for the development of an entrepreneurial culture
Government	Likely positive	Very High	Is likely to support a well-argued strategy and may support the provision of resources, but only if the university can convince them that the initiatives are in harmony with current policy priorities	Need to be provided with information and engaged in discussions, focused on highlighting the benefits from the proposed programs
Parliament	Likely positive	Very High	Is likely to support a well-argued strategy and may change the current Pokhara University Act to enable implementation of the actions, but only if the university can convince them that the actions are in harmony with current policy priorities.	