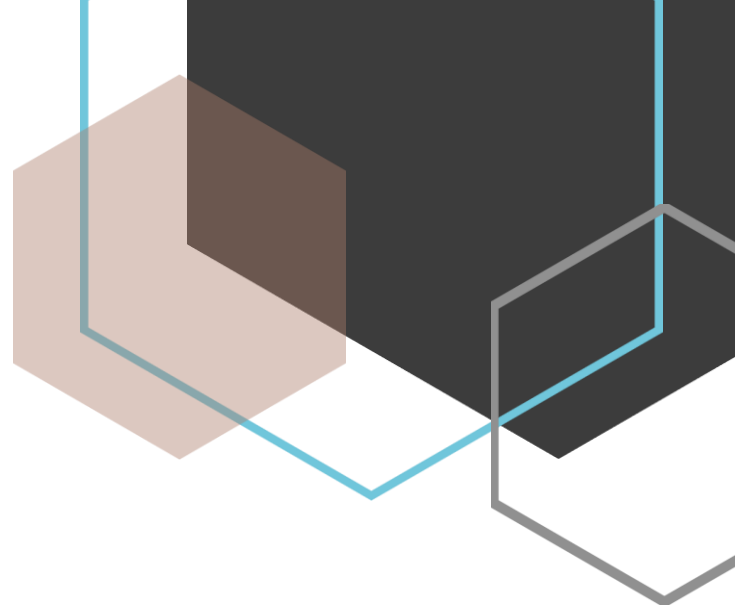




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FINAL STAKEHOLDER PERCEPTION SURVEY Results

POKHARA UNIVERSITY, NEPAL



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

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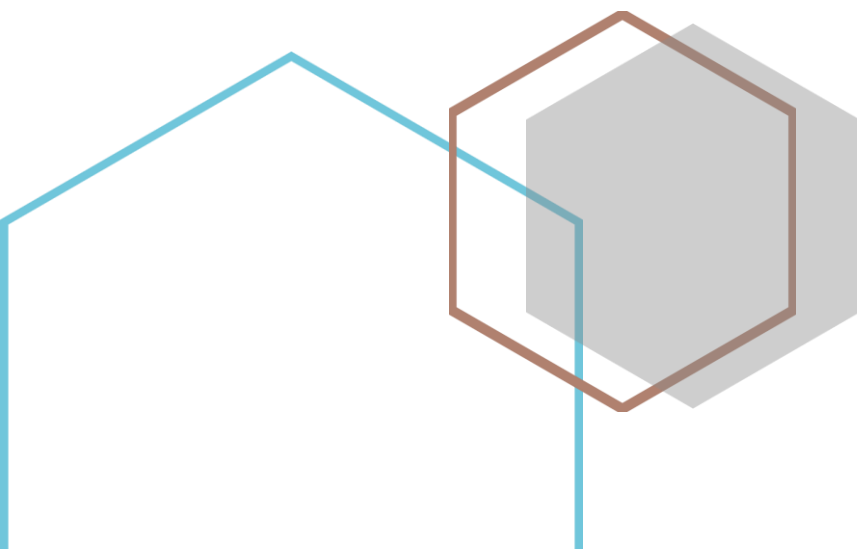




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Each INNOTAL Partner University in Asia has carried out a final survey campaign aimed at mapping the perceptions of key University stakeholders on issues of relevance to the project. The survey has also aimed at analysing the perceived impact of the project at the institution and making conclusions about sustainability actions.

The survey has reached students, faculty members and representatives of University Management and Administration.

This document presents and analyses the results from this survey.

Prepared by Dr. Rabindra Ghimire, Associate Professor, Research Associate, INNOTAL Project at Pokhara University

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Similarly, I thank from the core of my heart to Ms. Grishma Adhikari and Students' Volunteering team for collecting the responses as much as possible amidst final examination of the students.

Likewise, I would like to highly acknowledge Dr Gergana and Prof Ivan for encouraging us to collect responses.

Finally, I'd like to thank all the students, the administrative and academic staff who participated in this survey and provided valuable input for the future of the project.

Thank you.

Sincerely,

Tek Bahadur Chhetry
INNOTAL Project Manager
Pokhara University



BACKGROUND

The project INNOTAL (Integrating Talent Development into Innovation Ecosystems in Higher Education) is implemented in the framework of the Erasmus+ Programme, Action - Capacity Building in Higher Education. The duration of the project was 48 months, starting in October 2017 and ending in October 2021. The project partnership involves 5 EU partners (including 4 universities) from Bulgaria, Greece, Finland and the UK, and 10 universities from partner countries: 4 from India, 2 from the Philippines, 2 from Nepal and 2 from Sri Lanka. This Project deals with Entrepreneurship and Innovation for Graduates' Employability.

The project is one of the international projects focusing on entrepreneurship and innovation that are currently being implemented at Pokhara University. The project aims to build the capacity of universities in the Philippines, Nepal, Sri Lanka and India to embed graduates' employability in their core activities and to facilitate the development of student talent through co-curricular and extracurricular innovation activities involving key stakeholders, to contribute to youth employment, inclusive growth and sustainable development.

This project envisages empowering and motivating the faculty members, administration and students of Pokhara University to create a sustainable ecosystem to foster talent and to ensure graduates' employability. A Talent Co-creation Lab has also been set up to provide a platform for fostering talent, implementing innovation with the help of internal and external stakeholders and the students. The space is “student-oriented” and is made technologically friendly as we have laptops, tablets, color printers; we have a space to explore creativity; we have very experienced facilitators.



RATIONALE OF THE STUDY

As the project is in its final stage, a short online survey was conducted to examine the impact of the project based on the responses collected. They were discussed and analyzed both quantitatively and qualitatively to obtain information that reflects the perceptions of the students, administrative members and academic staff of Pokhara University.

Pokhara University has already established a Talent Co-Creation Lab (TCCL). Despite the second hit of Covid-19, the lab provides online services and program activities that connects our students and external stakeholders to bring out, nurture and upskill student talent. Specifically, the Lab will offer training on entrepreneurship and innovation, skills training - soft skills and professional skills, internship and traineeship training, industry and academia dialogue, career counselling, training on incubation, business plan writing courses, etc.

The opinion of stakeholders will help ensure continuous impact and sustainability, and will allow to further strengthen the university's innovation capacity and strategy for improving graduates' employability. The survey is a means to measure whether the following objectives have been achieved during the implementation of the project:

- a) Support the introduction and mainstreaming of entrepreneurship education and innovation training in Partner Country universities and promote the integration of talent development in research and innovation activities in collaboration with external stakeholders (enterprises, non-profit organizations, public sector)
- b) Create sustainable institutional structures and ICT tools enabling student co-creation in research and innovation and stakeholder co-creation in talent development
- c) Build Partner Country universities' capacity to deliver innovation and entrepreneurship training in view of building students' employability skills.

The study aims to examine the extent to which internal stakeholders of the Pokhara University understand the objectives of the projects and the extent to which they are willing to continue the mission of the project in the days to come.



METHODOLOGY

The study is descriptive in nature and follows the positivist paradigm. It has collected the stakeholders' understanding, their perception and satisfaction from the INNOTAL project. For this purpose, quantitative data was collected using a structured questionnaire. A questionnaire was prepared by ECQ and sent to the INNOTAL project office in Pokhara University.

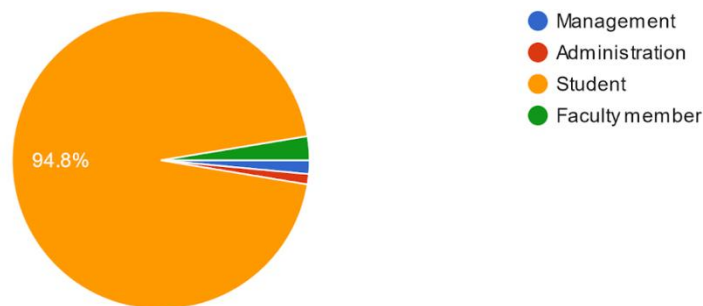
There are 44 different questions out of which 17 are targeted at representatives of management and administration, 11 are targeted at students and 16 are targeted at 6 faculty members. Most of the questions are multiple-choice where one can choose one option. A few questions are open.

The questionnaire was administered via online methods by Project staff in Pokhara University. The opinion of administrative staff, teaching staff and students has been obtained within 3 months starting from May 2021 to August 2021. The online questionnaire was emailed to 50 administrative staff and faculty members and 400 students. The questionnaire was answered by 6 faculty members, 6 administrative staff and 254 students.

The data have been analyzed based on frequency and percentage. Pie charts, bar diagrams, and tables are used to describe the opinion of the respondents.

Your position at the University:

270 responses



FINDINGS AND DISCUSSION

The section displays the findings and discusses the results with the help of frequency, percentage.

Out of the total number of respondents, 6 represented the faculty members and 6 represented the management of the university while 254 (95.5%) of the respondents were students.

Table 1: Position of respondents

Position	Number	Frequency
Management / Administration	6	2.25%
Student	254	95.5%
Faculty member	6	2.25%
Total	266	100.0%



MANAGEMENT AND ADMINISTRATION

Some questions were asked to the managerial staff of the university. The answers to each question are presented in this section.

GLOBAL TRENDS AND BEST PRACTICES

The question "do you think that the INNOTAL project has made our university generally more aware of global trends and best practices for promoting graduates' employability and university-business cooperation?", received the following responses (Table 2).

Table 2 : Global trends and best practices

Response	Number	Frequency
Yes, it raised awareness of the issue and it was helpful in providing new ideas	4	66.30%
To some extent	2	33.70%
No	0	
Total	6	100%

Out of 6 respondents, two-thirds agreed that the project raised awareness on the issue and it was helpful in providing new ideas while one-third agreed that the project raise awareness to some extent. None of the participants disagreed with the statement.

COOPERATING WITH EXTERNAL STAKEHOLDERS

Another question was "has the INNOTAL project resulted in better understanding within the university of the benefits of cooperating with external stakeholders in the design and delivery of education and in the development of students' talents" and the responses are presented on Table 3.

Table 3 : Cooperating with external stakeholders

Response	Number	Frequency
Yes, the INNOTAL Talent Co-Creation Lab has created impetus for change and improvement	4	66.30%
To some extent yes, but the effect is not sufficiently visible at this time	2	33.70%
No	0	
Total	6	100%

Two-thirds of the respondents agreed that INNOTAL Talent Co-Creation Lab has created impetus for change and improvement while one-third agreed to some extent, but indicated that the effect is not sufficiently visible at this time. There is no negative opinion.

COOPERATION WITH BUSINESS TO PROMOTE STUDENTS' EMPLOYABILITY

Similarly, the question "has the INNOTAL project made our university more aware of any weaknesses in our cooperation with business and in our efforts to promote students' employability" received the answers, presented in Table 4.



Table 4 : Awareness of weaknesses in cooperation with business and in our efforts to promote students' employability

Response	Number	Frequency
Yes, we identified some weaknesses and areas of future improvement	2	33.70%
We are relatively happy with our performance in these areas, but the INNOTAL project brought ideas for further improvements	4	66.30%
We were already doing enough in this area, so the INNOTAL project was not very relevant	0	
No	0	
Total	6	100%

Two-thirds of the respondents agreed that "we are relatively happy with our performance in these areas, but the INNOTAL project brought ideas for further improvements" while one-third answered "we identified some weaknesses and areas of future improvement". No one agreed with the statement "We were already doing enough in this area, so the INNOTAL project was not very relevant".

INNOTAL PROJECT HELPED OUR UNIVERSITY

Likewise, the respondents' views were obtained on the question "has the INNOTAL project helped our university better understand and monitor the external conditions in the economy and society that may affect the employability of our graduates". There were four different options in the question and the results are presented in frequency and percentage.

Table 5 : Cooperation with business and in our efforts to promote students' employability

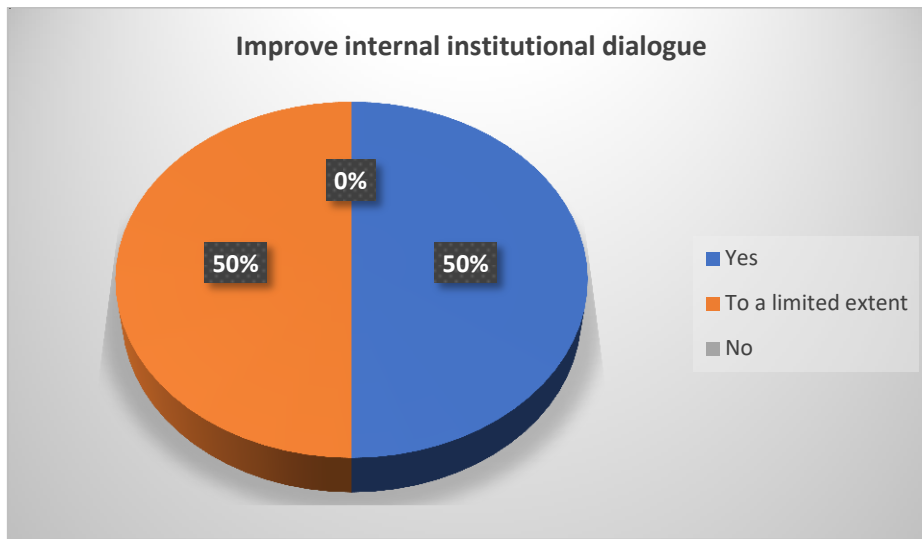
Response	Number	Frequency
Yes	2	33.70%
We are doing this anyway, but the INNOTAL project brought some further improvements	4	66.30%
No	0	0
Total	6	100%

On this statement, one-third of the respondents completely agree, and two-thirds say that they are doing this anyway, but the INNOTAL project brought some further improvement. No one disagrees.

IMPROVED INTERNAL INSTITUTIONAL DIALOGUE

The following question was asked to the respondents "did the INNOTAL project activities manage to improve internal institutional dialogue and make institutional culture more in favor of stronger university engagement with external organizations". The respondents' views are presented in figure 1.

Figure 1: Improved internal institutional dialogue



Half of the respondents completely agree while the other half partially agrees. None of the respondent disagrees.

INNOTAL PROJECT CONTRIBUTED TO DEVELOPING A UNIVERSITY STRATEGY AND ACTION PLAN

The question "has the INNOTAL project contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry?" received the answers presented in Table 6.

Table 6 : INNOTAL project contributed to developing a university strategy and action plan

Response	Number	Frequency
Yes, it helped us develop a new strategy that was not in place before	1	16.70%
Yes, it helped further develop our existing strategy	5	83.30%
No	0	0
Total	6	100%

5 out of the 6 respondents felt that INNOTAL helped to further develop their existing strategy and only said that INNOTAL helped to develop a new strategy that did not exist before. Notably, all answers were positive.

SUPPORT FOR THE INNOTAL PROJECT'S PROPOSED STRATEGY

The respondents were asked "do they support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation". Fifty percent of the respondents totally agreed and fifty percent partially agreed saying that the strategy is a good one but they are not yet entirely clear what its concrete implications would be. None of the respondent said they do not support such strategy (Table 7).

Table 7 : Support for the INNOTAL project's proposed strategy

Response	Number	Frequency
Yes	3	50%

I think the strategy is a good one but I am not yet entirely clear what its concrete implications will be	3	50%
I do not support such strategy	0	0
Total	6	100%

INVOLVEMENT IN IMPLEMENTING THE STRATEGY

The strategy, developed under the project, is formulated by the university’s bodies and implemented by the different departments and institutions in the university. There was a question whether the respondents are involved in the implementation the above-mentioned strategy. Two-thirds are involved in the strategy implementation and one-third says they are interested to see what exactly this strategy will entail before they get involved (Table 8).

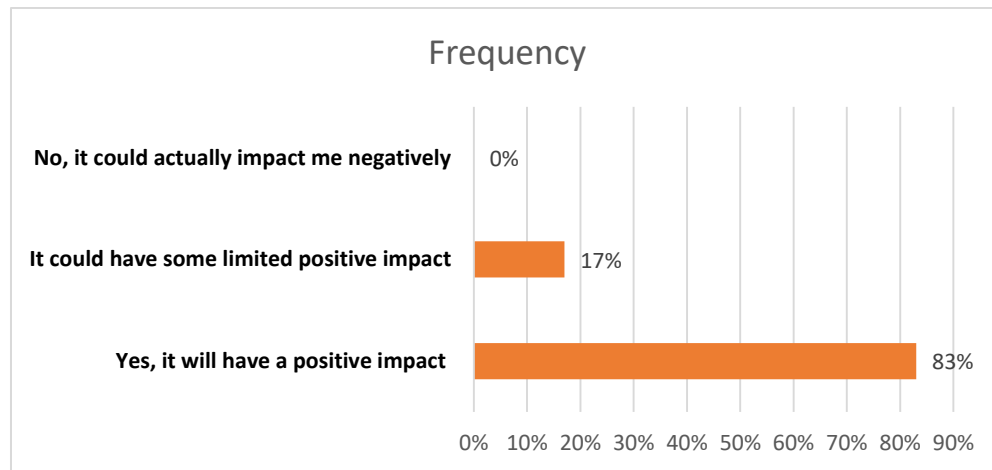
Table 8 : Involvement in implementing the strategy

Response	Number	Frequency
Yes	4	66.30%
I would like to see what exactly this strategy will entail before I get involved myself	2	33.70%
No	0	
Total	6	100%

STRATEGY IMPACT ON JOB

Another question was "do you think that the implementation of the above strategy will impact you and your job positively". The responses are as follows (Figure 2).

Figure 2: Strategy impact on job



The majority (83%) agreed on "yes, it will have a positive impact" and few (17%) said that it could have some limited positive impact. This shows that the objective of the INNOTAL project is fulfilled as people have accepted the importance of the strategy.

VIABILITY AND RELEVANCE OF ENTREPRENEURSHIP AND INNOVATION TRAINING

The theme of the project is entrepreneurship and innovation but to what extent these ideas have been internalized by the partner institutions is something that the project participants would like

to know. To explore this, the management of the Pokhara University was asked to give their opinion. The question was "do you think that the INNOTAL plans for facilitating the uptake of entrepreneurship and innovation training across more disciplines and through extra-curricular activities are viable and relevant at our university". 5 out of the 6 respondents agreed these plans were both relevant and viable, and only one stated these plans were timely and relevant, but they might be difficult to implement at the university in the near future.

Table 9 : Viability and relevance of entrepreneurship and innovation training

Response	Number	Frequency
Yes, these plans are both relevant and viable	5	83.00%
These plans are timely and relevant, but they might be difficult to implement at our University in the near future	1	17.00%
No, these plans are neither relevant nor viable for our university	0	
Total	6	100%

STUDENT-CENTERED APPROACH IN TEACHING AND LEARNING

One impact of the project can be seen in the number of students that start learning in the student-centered approach. The question "has the INNOTAL project facilitated the promotion and the acceptance of a more student-centered approach to teaching and learning at our university" was asked to the respondents and the results are presented below (Table 10).

Table 10 : Student- centered approach to teaching and learning

Response	Number	Frequency
Yes, it gave impetus to such an approach where it was not sufficiently accepted at our university before	0	0
Yes, it supported already existing efforts to promote student-centered approaches	6	100%
No, the INNOTAL project did not help much	0	0
We are not ready to modify the existing teaching and learning process unless this is the formal requirement of the accreditation agencies or the government	0	0
Total	6	100%

All the respondents agreed that it supported already existing efforts to promote student-centered approaches. The rest of the options, given in the questionnaire, have not been chosen. This means Pokhara University has already initiated the student-centered teaching approaches. The approach has been strengthened after the introduction of INNOTAL project.

STUDENT PARTICIPATION IN UNIVERSITY RESEARCH AND INNOVATION PROJECTS

The sustainability of the project depends on the policy of the university. After completion of the project, student-centered teaching, research and innovation should be continued. The role of management is crucial in this matter. Considering the major role of the management, one of the questions was aimed to understand whether the respondents support future efforts to promote more student participation in university research and innovation projects, and if these projects

should involve external stakeholders. All respondents answered that the project supported already existing efforts to promote student-centered approaches.

Table 11 : Student- participation in university research and innovation projects

Response	Number	Frequency
Yes, it gave impetus to such an approach where it was not sufficiently accepted at our university before	0	0
Yes, it supported already existing efforts to promote student-centered approaches	6	100%
No, the INNOTAL project did not help much	0	0
We are not ready to modify the existing teaching and learning process unless this is the formal requirement of the accreditation agencies or the government	0	0
Total	6	100%

UNIVERSITY IMPROVES THE EMPLOYABILITY OF OUR GRADUATES

After the project completion, it is important to know if the university would continue implementing the new strategy in the future. The question "will the INNOTAL project results be sustainable and will they continue to help the university improve the employability of our graduates and our cooperation with business" was posed to the respondents. The results are presented below (Table 12).

Table 12 : University improves the employability of our graduates

Response	Number	Frequency
Yes, the project brought new ideas and created brand new initiatives that are likely to be sustainable	5	83%
Yes, the project supported already existing efforts and brought some improvements in existing policies that will have a sustainable impact	0	0
The results will be somewhat useful, but we still have limited capacity to carry out such activities	1	17%
No	0	0
Total	6	100%

5 out of 6 respondents replied that the project brought new ideas and created brand new initiatives that are likely to be sustainable. Only 1 respondent answered that the results would be somewhat useful, but there is limited capacity to carry out such activities.

The study supports the belief that that in the future university graduates will develop their employability as the cooperation with business will improve.

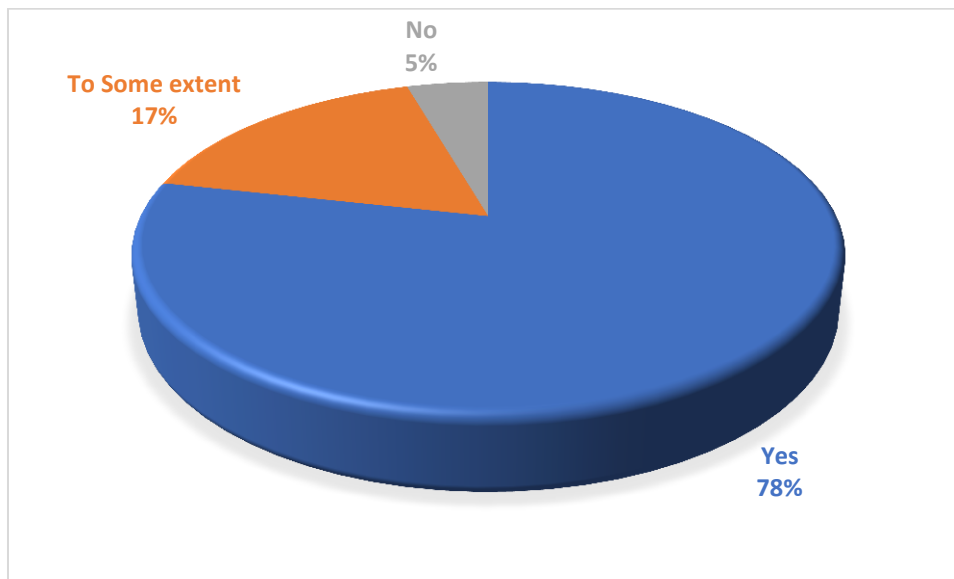
STUDENTS

The opinion of 246 students on different issues have been discussed and presented in this section

IMPORTANCE OF TALENT CO-CREATION LAB

The Talent Co-creation Lab (TCL) is dedicated to the students' career development and employability. The perception of the students regarding the importance of the TCL has been tested by the question "do you think the INNOTAL project and the Talent Co-Creation Lab have been important and useful initiatives for students at this university". The results are presented on figure 3.

Figure 3: Importance of Talent Co-Creation Lab



More than third-fourths of the respondents agreed with this statement, while 17% agreed to some extent and 5% disagreed. The data shows that most of the students believe the Talent Lab is essential for their better employability and career opportunities.

IMPROVED EMPLOYABILITY OR LEARNING

The perception of the students regarding the activities of the Talent Co-Creation Lab was explored by the question "did the INNOTAL project and the Talent Co-Creation Lab give you an opportunity to improve your employability or learning?". Almost two-thirds of the respondents answered positively. One-fourth agreed to some extent and only 10% said that the lab does not improve the employability or learning (Table 13).

Table 13 : Improved employability or learning

Response	Number	Frequency
Yes	162	65%
To Some extent	63	25%
No	26	10%
Total	251	100%

IMPROVED LEARNING EXPERIENCE

The importance of students' extra-curricular activities is increasing and when the industry is involved, learning is easier. Students were asked: "do you think that more opportunities for



participation in extra-curricular activities involving industry or the public sector would improve your learning experience at the university or your employability after graduation". The answers are presented in Table 14.

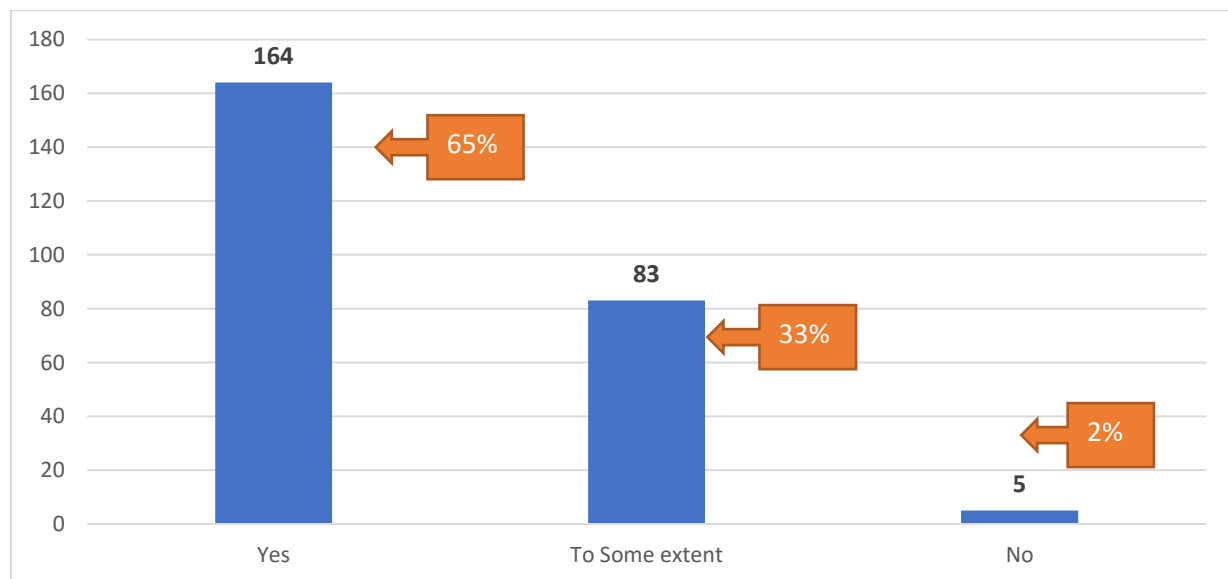
Table 14 : Improved learning experience

Response	Number	Frequency
Yes, such opportunities will improve both the learning process and my employability	189	76%
To some extent; it depends on the nature of my participation	49	20%
They could only improve learning but not employability	9	4%
No, they cannot improve the learning process or my employability	2	1%
Total	249	100%

Of the four different options, the most common response (76%) was "Yes, such opportunities will improve both the learning process and my employability", followed by "to some extent; it depends on the nature of my participation" (20%). Very few students disagreed (1%).

USEFULNESS OF INNOTAL TALENT CO-CREATION LAB

The TCL aims to increase students' employability and innovation. The evaluation by students of Pokhara University was assessed by asking the respondents "do you think that the INNOTAL Talent Co-creation Lab can be useful for you?". The answers are presented below.



INVOLVEMENT IN INNOVATION OR RESEARCH PROJECTS

Students' willingness to get involved in innovation and research projects gives a measure of students' future employability as well as the university's reputation and ties to the business community. The question "do you feel confident and prepared to become involved in an innovation or research project" revealed the following status of students' state of mind regarding their enthusiasm to participate in an innovation and research project.

Table 15 : involvement in innovation or research projects

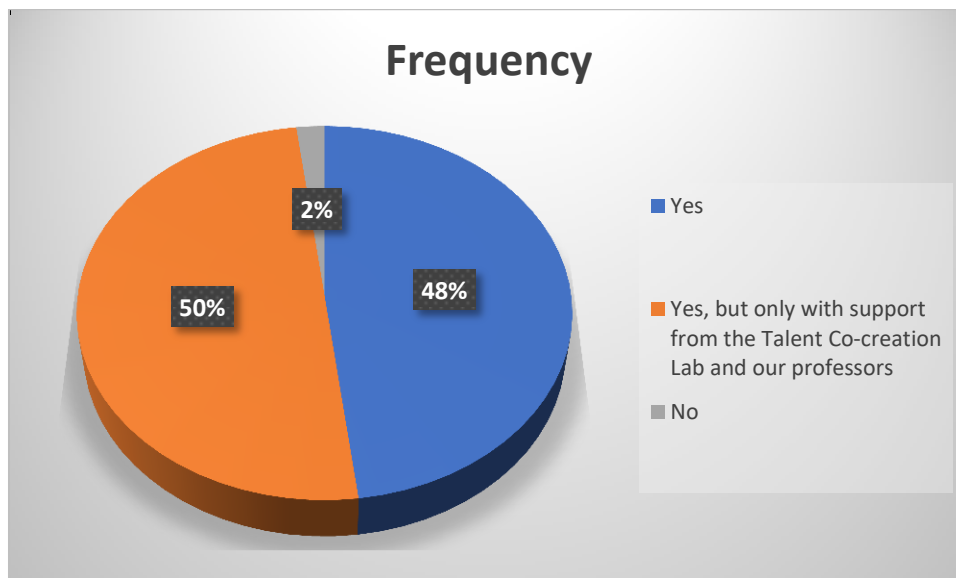
Response	Number	Frequency
Yes	120	45%
Yes, but only with support from the Talent Co-creation Lab and our professors	126	47%
No	20	8%
Total	266	100%

Of the 266 students, 45% feel confident and ready to participate in an innovation or research project, while most (47%) say they can only participate with the support of the Talent Co-creation Lab and our professors. Only a few (8%) students do not feel confident at all. Professors' responsibilities are increased to support the students to get involved in TCL.

CHALLENGES AND TASKS PROVIDED BY EMPLOYER ORGANIZATIONS

Employer's organization may offer challenges and task to university to be performed by the students. The question arises whether the students can accomplish such tasks independently or whether they need the professors' assistance. Students were asked "Do you feel confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations?" and the answer was given in the following three options, presented in figure 4.

Figure 4 : Challenging tasks from employer organizations



Half (50%) of the respondents are willing to accept challenging tasks with the support of the Talent Co-creation Lab and their professors, while almost half (48%) are willing to handle the challenging tasks independently. Few (2%) are not willing to handle the tasks despite the support from the professor and the TCL. The study suggests that almost all the students are willing to engage in learning powered by real-life challenges by themselves or with the support of the professor and TCL.

RESEARCH AND INNOVATION PROJECTS

Student participation in research and innovation projects designed by employers is essential for increasing the employability of students. This is the core idea behind the INNOTAL project, which aims to improve students' ability to manage a challenging task. Students' abilities were

assessed using the question "do you feel confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations". The results are presented below.

Table 16 : Research and innovation projects

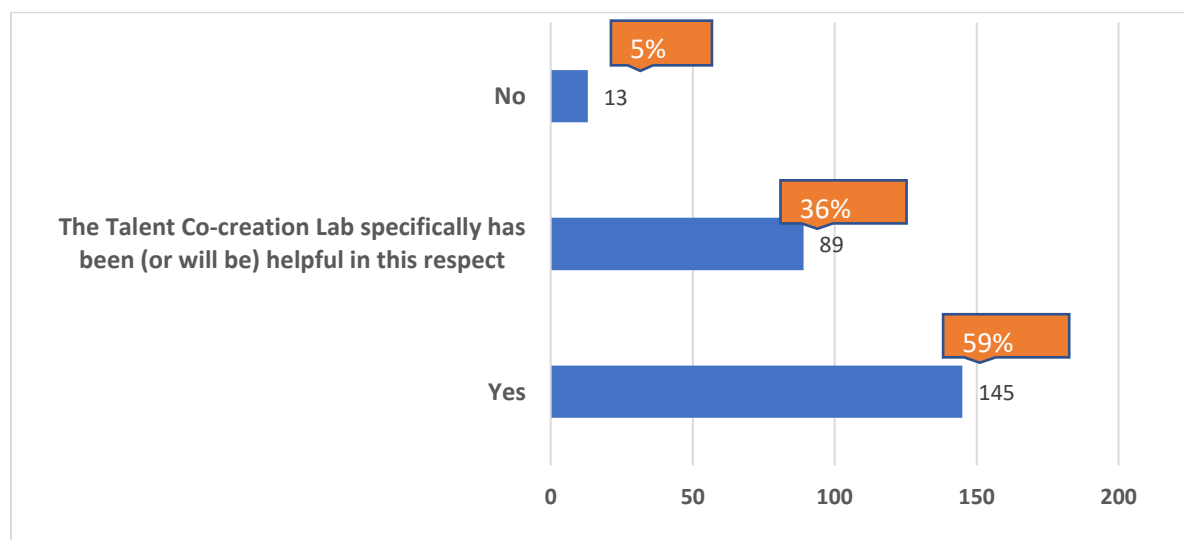
Response	Number	Frequency
Yes	148	59%
Yes, but only with support from the Talent Co-creation Lab and our professors	98	39%
No	3	1%
Total	249	100%

Out of the 249 respondents, 59% feel confident and prepared to accept challenging assignments related to research and innovation projects proposed by employers, while 39% said they are only prepared to do so with support from the Talent Co-creation Lab and our professors. A negligible 1% of students said "no".

MORE CONFIDENT AND PREPARED TO COOPERATE

The impact of the INNOTAL project was explored by asking students "did INNOTAL project activities make you more confident and prepared to cooperate with employers and to accept challenging tasks related to research and innovation projects?" and the results are presented in Figure 5. The figure shows that 59% of the respondents are confident that the Talent Co-creation Lab was (or will be) helpful specifically in working with employers and accepting challenging assignments related to research and innovation projects, while more than one-third of the respondents believe that the Talent Co-creation Lab was (or will be) helpful specifically in this regard. Only 5% do not support the above statement.

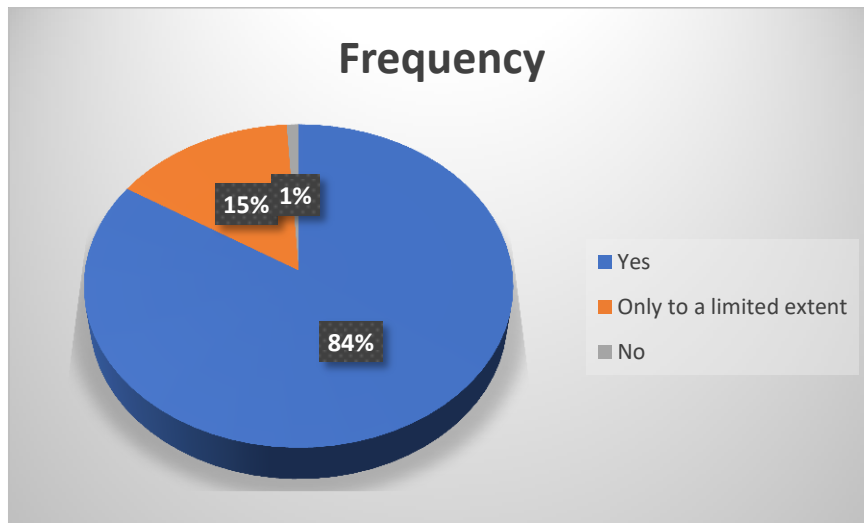
Figure 5 : More confident and prepared to cooperate



IMPROVED SKILLS AND EMPLOYABILITY

Students' skills and employability are positively related to their experiences working in the community, and this work helps to improve their skills. Students' perceptions were determined by the question "Do you think that volunteering and community work could improve your skills and employability". The results are presented in Figure 6.

Figure 6 : Improved skill and employability



Put of the 252 respondents, 84% agreed, while 15% said volunteering and community work could improve their skills and employability only to a limited extent. An insignificant number of respondents (1%) said “no”.

INTEREST TO ENGAGE IN VOLUNTEERING ACTIVITIES

Students’ interest to participate in volunteering activities was also explored. Most of them (90%) are willing to volunteer and 10% show no interest in doing so (Table 17).

Table 17 : Interest of the students to engage in volunteering activities

Response	Number	Frequency
Yes	224	90%
No	26	10%
Total	250	100%

The table shows that Pokhara University has ample opportunity to engage its students in volunteering activities and has to work harder on finding ways to link such activities to employability and life skills.

ADDITIONAL COMMENTS

Students were asked to provide additional feedback for improving the university strategy in the future. The variety of responses collected from the students was classified in four categories: 52% of the responses are positive, followed by neutral feedback (24%) and 12% are constructive and want to get further involved in INNOTAL-related activities.

Positive comments included “it’s a very good initiative, helping students to be innovative.” “in my view participating in the innovation-related project can make me participate in improving the society”, “it is useful for innovation and creativity and also helps us to learn technical skills.”

Constructive feedback included comments such as: “in my opinion, besides the current program which is great, INNOTAL should also conduct competitions to solve problems at local level, as well as use locally available resources so that students can solve local problems at low cost, before completing their Bachelor’s degree. This will engage more students in technological advancement and will also help solve local people’s problems , which we can also share with INNOTAL affiliated universities”

Also, 12% of the respondents were keen to know more about INNOTAL, which included comments like: “I would love to be engaged in such activities if I am given a chance.” “I would love to participate in such activities.” “It would be a great opportunity for me to participate in such a project.”

In conclusion, students are interested in the INNOTAL project. The university needs to continue the program on an even wider scale so that interested students can be involved in the TCL and participate in research and innovation work with the business community.



FACULTY MEMBERS

The 6 faculty members who participated in the survey engage in different areas of research and teaching, namely Medical Botany, Covid-19, Nursing, Management Communication, Technical Communication and English.

CONTRIBUTION OF INNOTAL PROJECT TO THE STRATEGY OF THE UNIVERSITY

The objective of the INNOTAL project is to influence the decision making of the partner universities, and to encourage them to include employability and innovation issues in the curriculum as much as possible or to improve the existing curriculum in this respect. The impact of the project could be observed by raising awareness among the faculty members. The question “do you think that the INNOTAL project activities have contributed to the strategic plans, ability and capacity of our university to guarantee the employability of our graduates” was asked and the answers are tabulated below.

Table 18 : Contribution of INNOTAL project to the strategy of the University

Response	Number	Frequency
Yes, it gave impetus to new initiatives that did not exist before, and resulted in a coherent strategy	5	83%
Yes, it supported and strengthened already existing initiatives and improved the existing strategy	0	0%
This project had no relevant impact in this respect	1	17%
Total	6	100%

Of the 6 faculty members, 5 agree that “yes, it gave impetus to new initiatives that did not exist before, and resulted in a coherent strategy”, but 1 says that “this project had no relevant impact in this respect”.

DEVELOPMENT OF STUDENT TALENT AND IN THE DESIGN AND DELIVERY OF EDUCATION

The INNOTAL project has several objectives: a) to raise awareness, b) to improve understanding and, c) to increase the University’s readiness to cooperate with external stakeholders in developing student talent and providing education. The same was verified by asking the faculty to examine whether they are aware of these issues with the question “do you think the INNOTAL project raised awareness and increased the understanding and the willingness of the university to cooperate with external stakeholders in the development of student talent and in the design and delivery of education”. The results are tabulated in Table 21.

Table 19 : Development of student talent and in the design and delivery of education

Response	Number	Frequency
Yes, it had an overall positive impact	5	83%
It had a limited positive impact	0	0%
There was no real impact in this respect	1	17%
Total	6	100%

Of the 6 faculty members, 5 indicated that the project had an overall positive impact while 1 denied that the project had any real impact on the target group.

ROLE OF EXTERNAL STAKEHOLDERS BENEFICIAL FOR STUDENTS

The role of external stockholders in benefiting students is another issue of the INNOTAL project. If external stakeholders are involved in the design, delivery and evaluation of study programs and courses or in the development of students, then this would be beneficial for the students. Faculty members’ opinion was tested by the question “Do you yourself think that at involving external stakeholders more actively in the design, delivery and evaluation of study programs and courses or in the development of student talent would be beneficial for your students?”. The responses are presented in Table 20.

Table 20 : Role of external stakeholders beneficial for students

Response	Number	Frequency
Yes, it would make sure they are better prepared for work and it is worth some additional efforts	4	67%
Yes, but it would disrupt the teaching process and should not be overdone	0	0
Yes, but only if there are clear rules and limits to external involvement, so that academics retain their academic freedom	1	17%
No, it would reduce academic freedom	0	0%
No, it would disrupt the teaching process	1	17%
Total	6	100%

4 of the respondents agree and say it would ensure they are better prepared for work and it is worth some additional efforts, while 1 agrees only if there are clear rules and limits to external involvement, so that academics retain their academic freedom. Another respondent thinks that it would disrupt the teaching process.

CONTRIBUTED TO FUTURE UNIVERSITY EFFORTS

The role of the faculty members is to increase the employability of the students and to enhance the development of their talents. The faculty members’ willingness to contribute to the University’s future efforts to increase students’ employability and to improve the development of their talent was assessed through the question “would you be willing to contribute to future University efforts to increase the employability of students and to improve the development of their talent?”. The results are presented in Table 21.

Table 21 : Contributed to future university efforts

Response	Number	Frequency
Yes	4	67%
Yes, but only if my workload is not significantly increased	0	
Yes, but only if these efforts count toward my attestation at the university	1	17%
I would like to see what exactly these efforts will entail before I get involved myself	1	17%

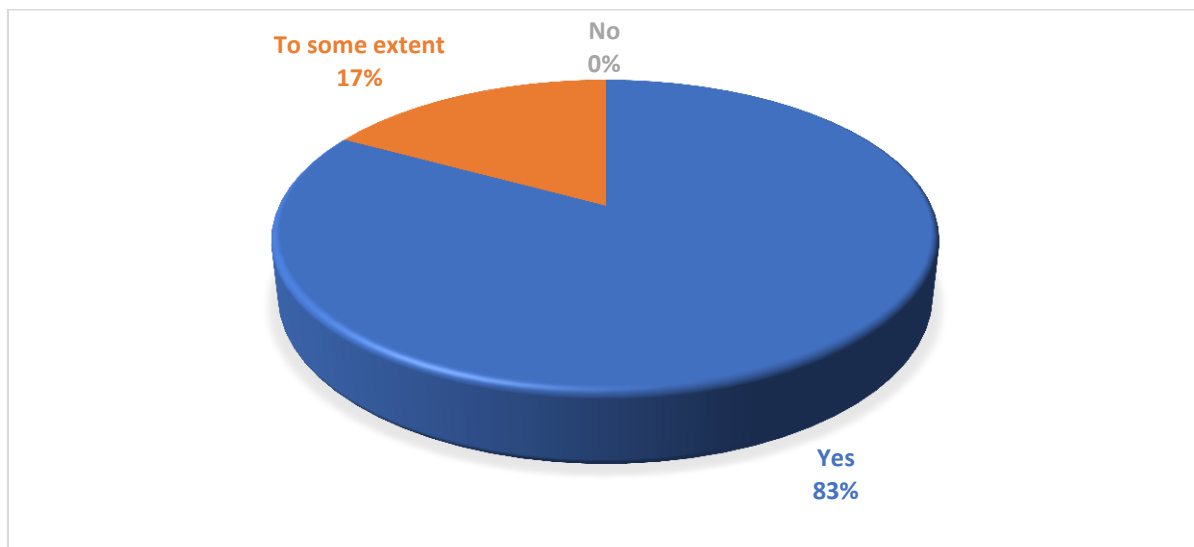
No	0	0%
Total	6	100%

4 of the respondents agree to contribute to the University’s future efforts to increase students’ employability and to improve the development of their talent while 1 believes that these efforts should count towards their evaluation at the university. 1 respondent is cautious and would like to see what exactly these efforts entail before they get involved.

INCREASED MOTIVATION, WILLINGNESS OR ABILITY

The objective of INNOTAL project is to positively influence the University’s employability strategy. At the same time the project aims to increase the faculty’s motivation, willingness or ability to contribute to this matter. The answers to the question “did the INNOTAL project events or results increase your motivation, willingness or ability to contribute to the University’s employability strategy” are presented in figure 7.

Figure 7: Increased motivation, willingness or ability



83% (5 respondents) agree that INNOTAL project events or outcomes increase their motivation, willingness or ability to contribute to the university’s employment strategy and of the respondents agrees to some extent.

SUPPORT FOR THE INNOTAL PROJECT’S PROPOSED STRATEGY

The INNOTAL project’s proposed strategy aims to embed employability in all institutional activities (curriculum, teaching, research & innovation) which is an ideal strategy in the academic sector. If the university implements this strategy, the development process would be accelerated within a short time. The support of the faculty is crucial for the success of the strategy. In this context, the opinion of the faculty was explored through the question “do you support the INNOTAL project’s proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation)”. The answers are presented in Table 22.

Table 22 : Support for the INNOTAL project’s proposed strategy

Response	Number	Frequency
Yes	4	67%
I think the strategy is a good one but I am not yet entirely clear what its concrete implications will be	1	17%

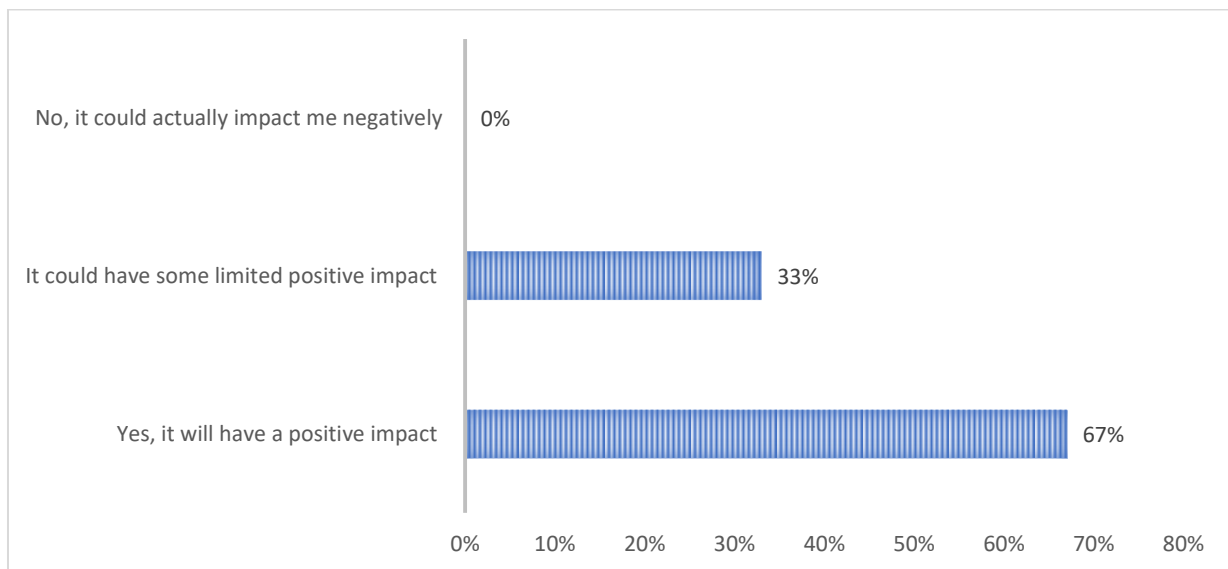
I do not support this strategy	1	17%
Total	6	100%

Two-thirds of the respondents agreed, while 17% said that the strategy was good but not entirely clear what concrete impact it would have. Another 17% disagreed with the strategy and said that they would not support it.

IMPACTED THE JOB POSITIVELY

If the strategy is successfully implemented, the image of the university will improve, and thus the work of the teachers will be enriched and respected. The same question was asked to the faculty “do you think that the implementation of the above strategy will impact you and your job positively”, and the responses are shown in the Figure 8. Two-thirds of the respondents agree that the strategy will have a positive impact while one-third said the strategy could have some limited positive impact. No one thinks that the strategy will have a negative impact.

Figure 8: Impact the job positively



INTRODUCED A STUDENT-CENTERED APPROACH IN TEACHING

The theme of the INNOTAL project is that pedagogy should be focused on students and they need to learn by working with industry already while studying. Students should gain experience during their studies to enhance their employability. The project also aims at motivating the teachers to focus on the students while teaching them in the classroom or outside the classroom. Faculty should understand the objective of the project properly. The responses of the faculty on the question “has the INNOTAL project motivated you or helped you to introduce a more student-centered approach in your teaching” are presented in Table 23.

Table 23 : Introduced a student-centered approach in teaching

Response	Number	Frequency
Yes	5	83%
Yes, but to do this, I still need more university support	1	17%
Only to the extent that it does not significantly increase my workload	0	0%
It was not necessary because I had already adopted such an approach	0	0%

No, such an approach would disrupt the teaching process	0	0%
Total	6	100%

Of the 6 respondents, 5 agreed that the INNOTAL project motivated or helped to introduce a more student-focused approach in the teaching while 1 person expressed their opinion as “Yes, but to do this, I still need more university support”. None of the respondent felt that such an approach would disrupt the teaching process, or feared that it would significantly increase their workload.

In addition to the above view, some of the respondents felt that INNOTAL project should be sustained and well managed in the future.



CONCLUSION

The survey examines the views of internal stakeholders - management staff, teaching staff and students. The study concludes that the respondents have an overall positive view on the performance of the INNOTAL project. Faculty members are eager to support the students, students are eager to work with business for innovation and research assignments, and administration is willing to improve the university strategies and to support the INNOTAL project in the long run in the future. There are very few unfavorable responses from the respondents, and we should focus on identifying and addressing the reasons for those negative perceptions.

A small number of students show confusion about the goals of the INNOTAL project. The INNOTAL team needs to continue making efforts to disseminate the importance of the project and create a positive impact among all internal and external stakeholders for the employability of the graduates of Pokhara University.

