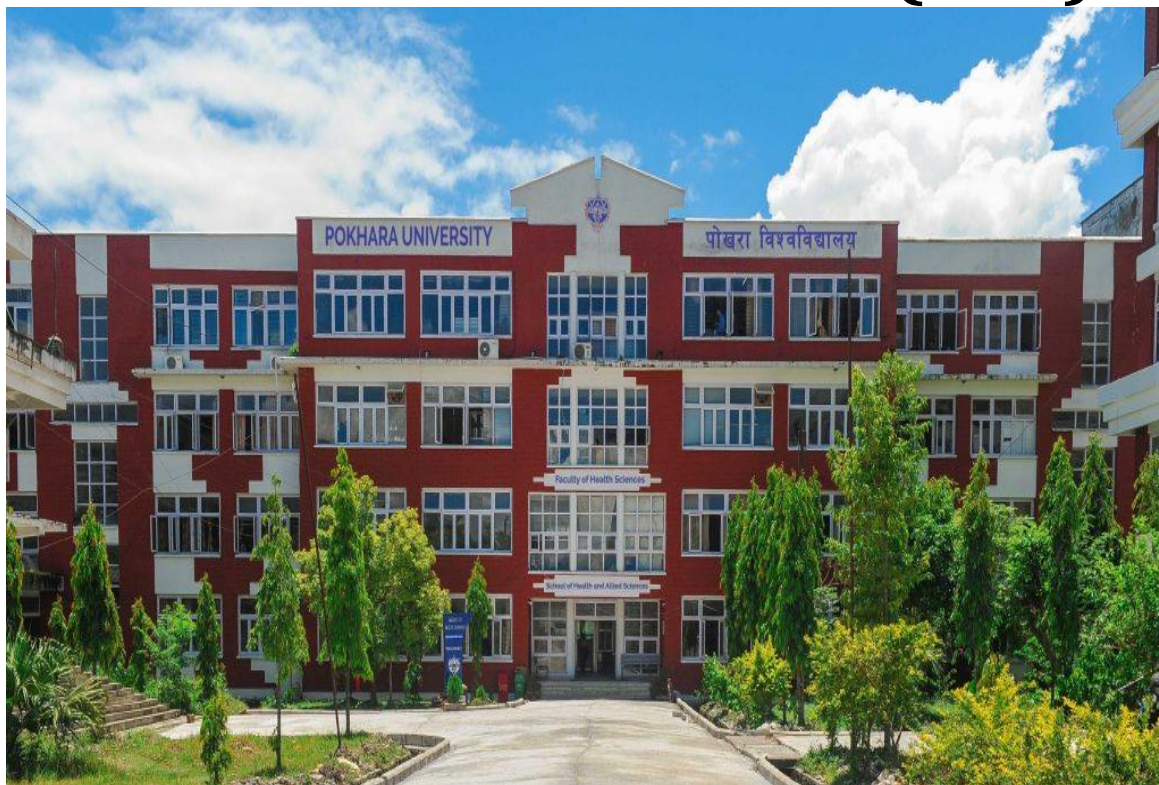


SELF STUDY REPORT (SSR)



Prepared and Submitted by:
School of Health and Allied Sciences,
Faculty of Health Sciences,
Pokhara University
Pokhara-30, Kaski, Nepal

Submitted to:
Quality Assurance and Accreditation Council
University Grants Commission
Sanothimi, Bhaktapur

2019 AD/2076 BS

December 30, 2019

To
The Chairperson
Higher Education QAA Council
UGC, Sanathimi, Bhaktapur, Nepal

Sub: Submission of the Revised and Updated SSR

Dear Sir,

We, hereby, inform you that the School of Health and Allied Sciences has prepared this SSR report based on the recommendations and comments given by the Peer Review Team (pre-visit) visited here from 2075/05/03 to 2075/05/05 (August 19 to 21, 2018).

We have incorporated the updated data and information about the Institution on our best knowledge. Along with this, the progress report based on the eight criteria of the SSR has also been prepared and submitted as we have been informed.

.....

Dr. Damaru Prasad Paneru
School Director
School of Health and allied Sciences,
Pokhara University

DECLARATION

I hereby declare that the data included in this SSR are genuine and no part of the data is copied or reused from other sources by any means. This SSR has been revised and updated by the SAT of the School based on the guidelines we got from Peer Review Team. We organized workshop and internally discussed with all the stakeholders. Without their diligent help during the preparation, the report would not take this shape.

This revised and updated SSR assimilate the recommendation and comments given by the PRT of the UGC. We will be happy to provide any information you may need.

.....
Dr. Damaru Prasad Paneru
School Director
School of Health and allied Sciences,
Pokhara University

.....
Nim Bahadur Dangi
SAT Coordinator

Official Seal
School of Health and allied Sciences

SELF ASSESSMENT TEAM

The preparation, revision, and finalization of the SSR has been done by the following team of for the purpose of assessment for Accreditation of the School.

1) Nim Bahadur Dangi	Co-ordinator
2) Sunita Sharma	Member
3) Bijay Subedi	Member
4) Bhupendra Sharma	Member
5) Sharada Bastola	Member

Table of Contents

SN	Description	Page no.
1	Covering letter	i
2	Declaration	Ii
3	Self-Assessment Team (SAT)	Iii
4	Table of Contents	Iv
5	Acknowledgements	V
6	Abbreviations	vi
7	Part I: Data Collection Format For The SSR (Institutional)	1
8	Section A: Information for Institutional Profile	1
9	Section B: Benchmark-wise Inputs for Institutional SSR	13
10	Criterion 1: Policy and Procedures	13
11	Criterion 2: Curricular Aspects	18
12	Criterion 3: Teaching Learning and Evaluation System	22
13	Criterion 4: Research, Consultancy and Extension	29
14	Criterion 5: Infrastructure and Learning Resources	32
15	Criterion 6: Student Support and Guidance	39
16	Criterion 7: Information System	44
17	Criterion 8: Public Information	45
18	Part II: Analysis of the Data	49
19	Preamble	49
20	Criteria-wise Analysis	56
21	Summary	71
22	Annex	73

ACKNOWLEDGEMENT

We are immensely grateful to Dr. Khem Raj Joshi, former dean, Faculty of Health Sciences (FHS), Pokhara University (PU), for initiating the concept of QAA at FHS, PU. As a single constituent school under FHS, PU, School of Health and Allied Sciences (SHAS) got the privilege of positive procedure for QAA certification. We would like to extend our deep gratitude to the school director Dr. Damaru Prasad Paneru, for his critical and constructive suggestions and invaluable supervision during the all stages of preparation this report to reflect the multi-faceted aspects of the School. His determination and resolution to acquire QAA has encouraged us to be sticky upon the process and stimulate us for the endurance workouts for bringing this SSR in this form.

We would sincerely acknowledge the Vice Chancellor Prof. Chiranjeebi Prasad Sharma, Registrar Govinda Prasad Sharma, All the deans and other officials of the University for their encouragement and support. We are indebted to all the coordinators of M. Pharm., MPH, M.Sc. MM/MB, B. Pharm., B.Sc.MLT, BPH, B. Sc. Nursing, BPT, and Internal Examination Cell for untiring efforts and readiness at the minute level in each and every instants for bringing about this report. We are equally obliged to all the coordinators and members of various committees and sub-committees for their valuable time and efforts to prepare the specific reports with proper scrutinization on specified matter.

We express warm appreciation for the unconditional support from all the faculty members, heads and staffs of various sections of school; general administration, account, store, procurement, laboratories. We sincerely acknowledge the contribution from other constituent schools, Dean's offices, PU central office and PU Examination Control Office.

Last but not the least; we would like to put our sincere vote of thanks to all the officials from the QAA division of UGC-Nepal for their valuable support, co-operation, encouragement and concern for bringing this SSR report into the present form.

SSR Report Preparation Team, SHAS, PU

ABBREVIATIONS USED IN THE REPORT	
PU	Pokhara University
FSH	Faculty of Health Sciences
SHAS	School of Health and Allied Sciences
B. Pharm.	Bachelor of Pharmaceutical Sciences
MLT	Medical Laboratory Sciences
BPH	Bachelor of Public Health
BSN	BSc. Nursing
BPT	Bachelor of Physiotherapy
M. Pharm.	Master of Pharmaceutical Sciences
MPH	Master of Public Health
MM	Medical Microbiology
MB	Medical Biochemistry
CDC	Curriculum Development Centre
NA	Not Applicable
GoN	Government of Nepal
UG	Undergraduate
PG	Post graduate
CGPA	Cumulative Grade Point Average
RMC	Research Management Cell
SRMC	School Research Management Cell
IAC	Information Access Centre
PURC	Pokhara University Research Centre
MoU	Memorandum of Understanding
SSR	Self-Study Report
SAT	Self-Assessment Team
IQAC	Internal Quality Assurance Committee
HEMIS	Higher Education Management Information System
PUSPA	Pokhara University Students Pharma Association
PUBMAS	Pokhara University Bio-Medical Association Of Students

APPS	Association of Pokhara University Public Health Students
CR	class representative
DPH	District Public Health Office
SHP	School Health Program
TPP	Term paper presentation
PSD	Practical Skill Development
PAHS	Pokhara Academy of Health Sciences
MTH	Manipal Teaching Hospital
FSU	Free Student Union
GMP	Good Manufacturing Practice
GLC	Good Laboratory Practice
SDGs	Sustainable Development Goals
UGC	University Grants Commission
JHAS	Journal of Health and Allied sciences
PUCL	Pokhara University Central Library
NITEC	Nepal-Korea Innovation Technology and Entrepreneurship Council

PART ONE

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

SECTION A:

INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Name of the Institution: School of Health and Allied Sciences

Place: Dhungepatan, Pokhara-30

PO Box: 427

District: Kaski

2. Information for Communication

1. Office

Name	Telephone with Extension Number	Fax	E-mail
Executive Head of the Institution: Dr. Damaru Prasad Paneru School Director	061-504036 /37 Ext: 122	061-561697	director.shaas@pu.edu.np director@pushas.edu.np
Executive Assistant: Anjana Bhattarai	061-504036		bhattaraianjana7@gmail.com
Management Committee Chairperson: Dr. Khem Raj Joshi, Dean, FHS	061-504072		deanhs@pu.edu.np

2. Residence

Name	Telephone with Extension Number	Fax	E-mail
Executive Head: Dr. Damaru Prasad Paneru School Director	9856069276	-	damaru.paneru@gmail.com
Executive Assistant: Anjana Bhattarai	9847241898		bhattaraianjana7@gmail.com
Management Committee Chairperson: Dr. Khem Raj Joshi	9856061009		deanhs@pu.edu.np

3. Type of Institution

Constituent ☒ Affiliated ☐ Degree Awarding Autonomous Institution ☐

4. Institutional Management:

Public ☒ Community ☐ Private ☐ Other (please specify) ☐

5. Financial category of the institution:

Government Funded ☒ Self-financing ☐ Community ☐ Other (Students fee) ☐

6. a) Date of establishment of the Institution: (dd/mm/yyyy)

B.S	14	11	2057
A.D	25	02	2001

b) Date of commencement of the Bachelor or higher level Program(s) (dd/mm/yyyy)**i) Bachelor of Pharmaceutical Sciences (B. Pharm.):**

B.S	29	11	2056
A.D	12	03	2002

ii) Bachelor of Science in Medical Laboratory Technology (B.Sc. MLT):

B.S	27	03	2060
A.D	11	07	2003

iii) Bachelor of Public Health (BPH):

B.S	31	05	2065
A.D	16	09	2008

iv) Bachelor of science in Nursing (B. Sc. Nursing):

B.S	31	03	2066
A.D	15	07	2009

v) Bachelor of Physiotherapy

B.S	24	04	2075
A.D	28	07	2018

vi) Master of Pharmaceutical Sciences in NPC

B.S	18	12	2061
A.D	31	03	2005

vii) Master of Pharmaceutical Sciences in Clinical Pharmacy

B.S	17	12	2067
A.D	31	03	2011

viii) Master of Pharmacy in Pharmaceutics *(It is on Hold)*

B.S	18	12	2061
A.D	31	03	2005

ix) Master of Public Health in Public Health Service Management.

B.S	16	10	2072
A.D	30	01	2016

x) Master of Public Health in Health Promotion and Education.

B.S	16	10	2072
A.D	30	01	2016

xi) Master of Science in Medical Microbiology (M.Sc. MM):

B.S	06	03	2075
A.D	20	06	2018

xii) Master of Science in Medical Biochemistry (M.Sc. MB):

B.S	06	03	2075
A.D	20	06	2018

c) University to which the Institution is affiliated: (attach the certificate of affiliation)

N/A (Note: The School is one of the constituent Schools of Pokhara University.

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

N/A

8. Is the institution autonomous in terms of

Financing ☐ Administrative Management ☐ Academic Management ☐ None ☒

9. Institution's Land area in Rapines/Bighas (Katthas) /Square Meters:

33-8-2-1 Ropanis (Note: This Area covers academic complex where other 3 schools are also located).

10. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐

11. Current number of academic programs offered in the Institution under the following categories: (Enclose the list of academic programs offered)

Academic Programs	Number of Program
Bachelors	5 (B. Pharm., B.Sc. MLT, BPH, B.Sc. Nursing and BPT).
Masters	7 (M. Pharm. (3), MPH (2), M.Sc. MM & MB (2))
M. Phil	-
PhD	-
Any other (specify)	-
Total	12

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

Faculty of Science and Technology
Department:
Faculty of Humanities & Social Sciences
Faculty of Management
Faculty of Education
Faculty of Law
Departments:
Institute of Engineering
Departments:
Institute of Medicine
Departments:
Institute of Agriculture
Departments:
Institute of Forestry
Departments:
Other Faculties: Faculty of Health Sciences, School of Health and Allied Sciences.
Programs: B. Pharm., B.Sc. MLT, BPH, B.Sc. Nursing and BPT, M. Pharm. (3), MPH (2), M.Sc. MM & MB (2).

13. Give details of the self-financing/self-initiated courses, if any offered by the institution (for public institutions only).

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)
NA			

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution. (Enclose the details)

Response: All permanent faculty and staff positions are recruited through service commission of Pokhara University. The service commission is an autonomous body and has been established for appointment and promotion of teachers and administrative employees. The PU service commission recommend for new appointment and promotion being transparent on written exam, interview, academic achievements, publications, professional experiences on respective subjects of applicants.

At present the service commission consists of a chairperson and two members. The chairperson is appointed by the chancellor of University. Of the two members, one is the representative from public service commission-GoN and another is from among the professors. The service commission procedure for recruitment and promotion of faculties and administrative staff is undertaken as per the provisions of "Teachers and Staff Service By-laws" of Pokhara University. For lecturer position, a written examination and interview is undertaken for selection while for reader and professor position, only interview is conducted. The academic background, experience, research and other publications are given consideration during the selection.

For recruitment of the temporary and course contract faculties, the School has its selection procedure. A three to five member selection committee (especially School Director and Program Coordinators) is formed by the dean which carries out all activities related to the teacher selection for course contract faculties but for full time faculties registrar will appoint the expert for interview. The vacancy announcement is published in national daily. The faculties are selected on merit basis by marks they obtain for their academic background, research and other publications, conference presentations, experience, experts marks and interview.

For further details, Please see Annex- 5, Act and regulations of PU

15. Number of Full timer and Part timer teaching staff at present:

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Full Time Teachers (Total)	3	10	19	55	65
No. of teachers with PhD	1	4	1	11	15
No. of teachers with MPhil				1	1
No. of teachers with Masters (with course contract)	3	10	19	54	64
No. of teachers with Bachelors				1	1
Part Time Teachers (Total)	2	3	3	14	17
Part-time teachers with PhD					
Part-time teachers with MPhil					
Part-time teachers with Masters	2	3	3	14	17
No. of teachers with Bachelors					

For further details, Please see Annex-4, Prospectus of SHAS, faculty details- 2018, 2019

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

Courses	Full Time Teachers (Total)	Course Contract Teachers (Total)	Total
School of Health and Allied Sciences.			
Bachelor Programs	12 periods/week	As per the contract.	12
Master Programs	9 periods/week	As per the contract.	9
Management			
Humanities and Social Science			
Education			
Law			
Please add other courses if applicable			

For further details, Please see Annex-3, Routine of different programs, Page no. 1-59

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

Particulars	Disadvantaged / Janajatis		Others		Grand Total
	F	T	F	T	
Administrative Staff	1	4	7	13	17
Technical Staff	1	4	2	4	8

For further details, Please see Annex-4, Prospectus and Annual Report of SHAS

18. Regional profile of the students enrolled in the institution for the current academic year:

No of Students Enrolment From ...	UG		PG		MPhil			PhD	
	F	T	F	T	T	F	T	F	T
Same district where the institution is located	213	266	25	35					
Other districts	260	313	15	34					
SAARC countries	-	-	-	-					
Other countries	-	-	-	-					
Disadvantaged/Janajatis	104	124	4	8					

Note: F= Female, T= Total in Table 15, 17 and 18.

For further details, Please see Annex – 2, SHAS students details page no 1-4

19. Details of the last two batches of students:

Particulars	Batch 1:			Batch 2:		
	Year:2074			Year:2075		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program						
Drop-outs						
a. Within four months of joining						
b. Afterwards						
Appeared for the final year examinations						
Passed in the final examinations						
Pass % of number appeared (Total)						

Pokhara University employs letter grading system for evaluation. The academic programs of SHAS adopt the system for evaluation and grading. A student's performance in a course is evaluated internally by the concerned faculty member and externally by the Office of the Controller of Examinations. The brief description of letter grades and their explanation is given below

Explanation of Grade and Summary of Grade-Percentage Conversion

Masters			Bachelors			Range in Percentage*
Grade	Honor Points (CGPA)	Description	Grade	Honor Points (CGPA)	Description	
A	4.0	Excellent	A	4.0	Excellent	4.0 = 90 to 100 %
A-	3.7		A-	3.7		3.7 to 4.0 = 85 to 90%
B+	3.3	Good	B+	3.3		3.3 to 3.7 = 80 to 85%
B	3.0	Fair	B	3.0	Good	3.0 to 3.3 = 75 to 80%
B-	2.7		B-	2.7		2.7 to 3.0 = 70 to 75%
C+	2.3		C+	2.3		2.3 to 2.7 = 65 to 70 percent
C	2.0	Pass	C	2.0	Satisfactory	2.0 to 2.3 = 60 to 65 percent
F	0.0	Fail	C-	1.7		
			D+	1.3		
			D	1.0	Minimum	
			F	0	Fail	

**Source: CGPA-Percentage conversion table approved by Academic Council, Pokhara University*

For further details, Please see Annex -4, Annual report of SHAS.

20. Give a copy of the last annual budget of the Institution with details of income and expenditure. (Attach separately)

Response: The last annual budget of the institution with details of income and expenditure is annexed in internal audit report Annexed in Annex 1.

21. What is the institution's 'unit cost' of education? [Unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give unit cost calculated excluding salary component.

a) The unit cost of education of SHAS is as follows:

Total expenditure = Rs. 9,02,68121.85

Total number of students = 649

Therefore, **unit cost of education** = 44,237,000/708 = **Rs. 139,088.015**

b) Total cost (excluding salary component) = Rs. 3,16,65,466.60

Therefore, unit cost of education (excluding salary component) = Rs. 48,791.16

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

Semester System ☒

Annual System ☒

Any other (specify)

Response: The School follows annual system for B.Sc. Nursing program and semester system for all other programs.

For further details, Please see Annex -4, SHAS Prospectus

23. Tick the support services available in the Institution from the following:

Central library	<input checked="" type="checkbox"/>
Computer centre	<input checked="" type="checkbox"/>
Health centre	<input checked="" type="checkbox"/>
Sports facilities	<input checked="" type="checkbox"/>
Press	<input type="checkbox"/>
Workshop	<input checked="" type="checkbox"/>
Hostels (for Girls)	<input checked="" type="checkbox"/>
Guest house	<input checked="" type="checkbox"/>
Housing	<input type="checkbox"/>
Canteen	<input type="checkbox"/> in process
Grievance redressal cell	<input checked="" type="checkbox"/>
Common room for students	<input type="checkbox"/>
RMC Hall	<input checked="" type="checkbox"/>

Any other (specify) Information Access Center (IAC)

Response:

Central Library: The SHAS uses central library of Pokhara University (PUCL) which has sound collection of text books, reference books, journals, bulletins, and e-resources.

Sports facilities: The academic complex and its surrounding space is common for all the schools where students can participate in extra-curricular and sports activities. The school provides adequate sport materials to the students.

Hostels: Pokhara University provides hostel facility for its female students. The hostel has been constructed with support from Indian embassy. It has state-of-art infrastructure and offers superb hospitality as well as sound academic environment to the students.

Computer center: The School has well-equipped computer lab. The computer lab is located inside the block A of SHAS. Additionally school has parallel access to sophisticated audio visual lab with high band width internet service at 'Information Access Center-IAC' which has been developed with the support of the Government of South Korea.

Grievance redressal cell: The Cell welcomes and respond any comments, feedbacks and grievances from stakeholders in respect of the services rendered by the school.

Health center: The School has 'Model Pharmacy and First Aid' facilities with adequate space and technical skilled manpower. It offers first aid and basic health services to the staff and students.

Research Management Cell: Except for the 'First Aid room' all other spaces of ground floor of 'Block C' is occupied by RMC which constitutes waiting lobby, meeting hall, separate

room for chairperson and member secretary of RMC. The cell is well furnished with a large meeting hall equipped with multimedia projector, high band width internet access.

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

Yes ☐

No ☒

If yes provide the composition of the committee in separate sheet.

Response: The School has the provision of Institution Management Committee. The Dean is the chair of the committee but till date it is not formed, school is being directly monitored by executive committee of the university.

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

Particulars	Year 2074	Year 2075	Year 2076
Working days of the institution	268	269	261
Working days of the library	249	262	255
Teaching days of the institution	194	205	200
Teaching days set by the university	194	205	200
Books in the library	26,745	29,845	31,556
Journals/Periodicals subscribed by the library			
National:	7	8	8
International:	5	5	5
Computers in the institution	20 laptops 94 desktops	40 laptops 99 desktops	50 laptops 102 desktops
Research projects completed and their total outlay			
Teachers who have received national recognition for teaching/research/consultancy			5
Teachers who have received international recognition for teaching/research/consultancy		4	
Teachers who have attended international seminars			3
Teachers who were resource persons at national seminars/workshops		4	
No. of hours of instruction against the plan (per year or per semester)			

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

For further details, Please see Annex -6: Annual Calendars, Annex 2: Academic Survey report.

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

Response: The School has allocated Rs.1500000 for research projects in this fiscal year 2076/77 BS. Faculties are also involved in the research granted by Pokhara University Research Centre (PURC) and UGC.

For further details, Please see Annex -1, School RMC related documents.

27. Does the Institution have collaborations/ linkages with international institutions?

Yes ☒

No ☐

If yes, list the MoU signed and furnish the details of active MoU along with important details of collaborations.

Response: Pokhara University endeavors to advance its teaching and research activities to meet global standards of excellence. The University has successfully developed many collaborative links with different Universities and Institutions from Nepal and abroad and still aiming to develop more international collaborative links. The University is also developing supportive activities including student and faculty exchange programs, joint training programs, organizing academic conferences and seminars, as well as other types of academic activities with its collaborative Universities and Organizations. At present, the University has cooperative agreements with 66 Universities and Organization. The collaborations are aimed at faculty exchange, student exchange, faculty development, technology transfer, research collaborations and other paths for academic cooperation. For international collaboration, the School has to proceed through 'International Relation Center' of Pokhara University.

For further details, Please see Annex -4, SHAS Bulletin, Newsletter of PU.

28. Does the management run other educational institutions besides the institution?

Yes ☐

No ☒

If yes, give details.

NA

29. Give details of the resources generated by the institution last year through the following means:

Source of Funding	Amount(NRs.)
UGC/Government grants	12,929,207.9
Donations (Gorkha Welfare)	
Fund Raising drives	
Alumni Association	
Research and Consultancy	
Fee from Self-financed/initiated courses	
Fees from regular programs	56,483,300
Mahayagya Surplus (on cash basis)	
Any others, specify (miscellaneous)	1,543,805
Total Income	70,956,312.9/-

For further details, Please see Annex -I, internal audit report of FHS

SECTION: B

The marking scheme except otherwise specified in the criteria will be as follow:

Yes with justification and with evidence = 1(full marks); justification without full evidence = 0.75; apparent justification without record = 0.5 apparent initiatives = 0.25; No = 0)

(The marking division applies proportionately to the allocated marks where necessary.)

BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1: POLICY & PROCEDURES (15 MARKS)

1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?

Yes ☒

No ☐

If yes, mention and attach the document.

Response: Yes, the school has its own written **VMGO** to promote the overall development of the institution. The major vision of school is to produce skilled human recourses in the field of health sciences.

For further details, Please see Annex-4: SHAS Prospectus-2018,2019 and school website www.pushas.edu.np

2. Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives?

Yes ☒

No ☐

If yes, mention and attach the document.

Response: Yes, The school has its plan, programs and strategies to achieve its specific goals and objectives. To achieve the specific goals and objectives, the school has its own mechanism. The program coordinators, subject committees and academic council are involving in preparation of the academic plans. Well defined plans and programs to achieve mentioned goals and objectives have been directed by the strategic plan. The school director and IQAC monitor the implementation of plans. The ultimate goal for maintaining the quality health education in School would be attained through the QAA. The plans and programs would be set as per the guidelines of the QAA division of the UGC, Nepal.

For further details, Please see Annex-: Strategic Plan (2018-2023) and Annex4: Annual report of PU.

3. Are there duly formed organizational structures where policies of the Institution are formulated, reflected, revised and updated?

Yes ☒

No ☐

If yes, mention the organizational chart and member compositions.

Response: Yes, the school has developed an organizational structure, where the policies of the institution are formulated, reflected, reviewed and updated. The school is directed by the School Director and programs are monitored by Program Coordinators/Chiefs. There is an 'Internal Examination Cell' which is responsible for the activities related to internal examination and coordination to controller of examination of Pokhara University.

For further details, Please see Annex-2: organizational structure, page no 1-2 and school website www.pushas.edu.np.

4. Has the Institution adopted any mechanism/process for internal quality monitoring and checks?

Yes ☒

No ☐

Justify with supporting documents.

Response: Yes, As the constituent School of Pokhara University, the SHAS bears the rules and regulations of Pokhara University's mechanisms and working procedures. The school follows internal quality control and monitoring mechanism as stated in the revised Working Procedure of Pokhara University, 2073. For instance school has formed Internal Quality Assurance Committee (IQAC) for quality monitoring and checks. The committee comprised 3 member led by the school director and inviting the program coordinators, different cell heads as per the need. Besides running the regular activities, the member of committee hold frequent meeting to monitor and control the quality of health sciences education within the school.

For further details, Please see Annex-2: Minutes of various committees (IQAC) page no. 1-15 and Job responsibilities and school operational guideline-2076.

5. Is there any document of the institution to specify the job responsibilities of departments, units and individuals?

Yes ☒

No ☐

If yes, give details/reference.

Response: Yes, the school is one of the constituent school of Pokhara University. There are some of the job responsibility developed by university itself in "PU Rules, Regulations and Working Procedures 2055 (Amended 2073)" and school also developed its own job responsibilities of programs, unit and individuals.

For further details, Please see Annex-2: Job responsibilities and school operational guideline-2076 and Annex-3: Copy of Appointment letter with job responsibilities page no. 1-285.

6. Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff?

Yes ☒

No ☐

If yes, produce those schemes and examples of some practices

Response: The, the school director is responsible for overall monitoring the pre-defined job responsibilities. The program coordinators are responsible to monitor activities and responsibilities of faculties and lab assistant. If any irregularities seen, coordinators will report to director and action will be taken by school.

For further details, Please see Annex-2: class log book and CR monitoring form, page no. 1-7 and Annex-3, routine of different programs, page no. 1-59.

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

Yes ☒

No ☐

If yes, give details.

Response: Yes, it does, the University has well defined strategic plan and action plan to engage the stakeholders of the school such as teaching and non-teaching staffs, students, parents, local people and local government bodies. The school has formed different cell/ committee like internal examination cell, RMC, journal committee, first aid and model pharmacy committee, account, procurement, store, administration section, career counseling and placement cell etc. The school has installed HEMIS software. The school has the culture of making decisions after the meeting and the decisions are disseminated by the representatives.

For further details, Please see Annex-3: List of faculties, different committees and their appointments, page no. 123-169.

8. Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others?

Yes ☐

No ☒

If yes, give details.

Response: No. The School do not have any other self-sustaining courses but the school run the extra classes for needy students without any cost.

9. Are there any formal provisions under which the institution brings “stakeholders or community feedbacks and orientation” in its activities?

Yes ☒

No ☐

If yes, give details.

Response: Yes it does, the school has a policy of receiving and using its stakeholders feedback and orientation in its academic activities. For instance the school has set ‘suggestion box’ at the entrance of school. The mechanism is, school administration collect the suggestion from the suggestion box every Friday and submitted to IQAC. The IQAC discuss, analyze in meeting and appropriate action will be taken by the school. The school has also used its official website and other social media platform to interact with its stakeholders and community for obtaining feedback and orientation. Recently the school has also conducted stakeholder’s satisfaction survey. The survey report was concluded that one fourth of the stakeholders were very satisfied with the availability of different facilities in School.

For further details, Please see Annex-1: Stakeholders satisfaction survey report and Annex-2: Minutes of various committees (IQAC) page no. 1-15 and orientation program documents, page no. 1-46.

10. Were any committees/external agencies appointed during the last three years to improve the organization and management?

Yes ☒

No ☐

If yes, what were the recommendations?

Response: Yes, the school has installed 'HEMIS' software to improve the organization and managements system. The agreement has been signed between the company and school to keep the record of administration and other activities of school up to date. The school has signed MoU with different hospitals to improve the academic exposure of students. The international relation center of Pokhara University has also made collaborations with different international universities.

For further details, Please see Annex-1: Agreements and MoUs of SHAS and Annex-4: Newsletter of PU.

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

Yes ☒

No ☐

If yes, give details.

Response: Yes. The students are involved in institution management system and quality assurance in many ways. For instance, the university has 'Free Student Union' and student's representatives from SHAS is there. President of FSU can submit different letters demanding, requesting, suggesting for enhancing the overall quality of the school. The school also have different student's professional associations from different programs like PUSPA from pharmacy, PUBMAS from MLT, APPS from public health etc. These associations also help to maintain clean and green of the surrounding of the SHAS. The School selects the 'class representative (CR)' from students of each classes. The CRs are responsible for responding the 'class monitoring form' prepared by school. The school also has an Alumni Cell which provides valuable feedback to the School for academic improvement.

For further details, Please see Annex-1: SHAS students professional associations and Alumni documents.

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

a. by the university ☐

b. by the Institution ☒

Response: Yes, SHAS has formed an Academic Audit Sub-committee under the leadership of Mr. Raju Pandey. The sub-committee has completed the academic survey and submitted the report to IQAC for the running academic year.

For further details, Please see Annex-1: Academic Audit Report.

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

Yes ☒

No ☐

If yes, give details

Response: Yes, it is there. The school provides students the opportunities of field/project work and internship which help them to learn and work under professional fields. The school has the 'Research Management Cell' that is working for various research activities within and outside the school. The school has offered 'Faculty

Research Grant' every year through this cell.

Apart from the engagement of faculty and students in research activities the bachelors and masters students have to involve in project work and thesis writing as part of their curricular requirements of the university. The concerned programs of school are responsible to conduct the proposal defense, viva defense for the students.

For further details, Please see Annex-1: School RMC related documents and Annex-3: student's thesis preparation guidelines.

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

Yes ☒

No ☐

If yes, give details.

Response: Of course, Yes, the combination of teaching and research has enabled teachers and students to expose their skill and potentiality in the society. Different organizations have been being benefited from the research experience of the students. So many articles have been published by students and some of the students got higher education opportunity in different countries a due to their research work background for different levels of academic programs. These publications by faculty and students in national and international journals of different ranks of various sectors can be taken as positive outcomes of combination of teaching and research.

*For further details, Please see Annex-2: students project work and school website
www.pushas.edu.np/publication.*

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

Response: Yes, the school organizes different interactive programs with national and international personnel's to find out the renovated solutions in the related field. The school have organized Academia Dialogue to incorporate the relation and responsibility for the contribution between institutions. Time and again school has organized Symposium, Seminars connecting the institutions to community. The school requests intellects from various academic and non-academic organizations for such programs. Students of different academic programs publish articles based on their project work.

To promote the growth and development, school has adopted different teaching learning approaches such as: Case Studies, Group Discussions, Project Assignments, Field Visits, Class Presentations, Seminars and Workshops, Educational Trips and Industrial/botanical/community/hospital Visits.

*For further details, Please see Annex-3: Appointment of Guest lecture and school website
www.pushas.edu.np*

CRITERION 2: CURRICULAR ASPECTS (10 MARKS)

16. Is there any provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution? (0.5)

Yes ☒

No ☐

If yes, give details.

Response: To meet and synchronize the goals and objectives of the University, the School has developed academic strategic plans and has specified the protocols for various academic activities of each programs as per the curriculum. Before the commencement of each semester, Academic Calendar for particular semester is formulated by the Director, with extensive discussion among the coordinators/chiefs of each program and internal examination cell. This calendar is self-explanatory to specify the dates for different teaching learning activities which include classes for both theory and practical, internal assessment examination, field visit, laboratory/hospital/industries/botanical garden visit and posting, seminars, presentations, guest lectures, and extra-curricular activities. Being based on the calendar, each of the coordinators/chief prepare the academic plan for particular week which will be disseminated (via email) prior to first weekday to Director, coordinators/chief of other programs, concerned faculty members, laboratory heads and class representatives (CRs) of each semester of each programs. At the same time there is a provision of filling a standardized form called “**CR monitoring form**” which is filled by CR autonomously and will send to Director & Coordinator. This form help to scrutinize the consistency of teaching learning activities with the calendar in weekly basis.

For further details, Please see Annex-2: Class log book and CR monitoring form, Annex-3: Routines

17. Are programs flexible enough to offer students the following benefits? (0.5 x 3 = 1.5)

a. Time frame matching student convenience ☒

b. Horizontal mobility ☒

c. Elective options ☒

Response: a) Different programs of the School have MoU with different Hospitals at distant site from the School premises. Students going for the clinical posting (B.Sc. Nursing, B.Sc. MLT, M.Sc. MM/MB, BPT, B. Pharm.) are facilitated with well-furnished class room at the site where our faculty member or equivalent expert from the same institute take theory classes/demonstration/briefing for bridging theories with clinical/technical aspect. **So students needn't to come back to School premises for theory classes at the time of posting.** On request of students, if some topics of particular subject matter is to be understood in-depth (may not be covered in syllabus), provision of special extra classes by our own faculty or guest faculty could be **arranged in the morning/evening or even on holidays.**

b) There is a special provision of participation of our students (Program Topper from Semester End Exam) at international forum for exchanging ideas, culture, social issues, knowledge and skills through non-degree programs, International Competition like HULT Prize etc. (e.g. Summer School in Japan, Thailand, USA, Dubai, Korea). So with the same level of academic status, students are benefited with innovative ideas which could thrive other students to do well in academia for such type of horizontal mobility. If the seat in any program of the school happen to be vacant, there is the provision of transferring/switching from other program based on the merit list of common entrance examination before the course registration.

c) M. Pharm. program has this thype of module.

For further details, Please see Annex-1: MoUs, Annex 3: Routine, Annex-4: SHAS bulletin, Prospectus (course structure of M. Pharm).

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as (0.5 x 5 = 2.5)

- a. Capacity to learn** ☒
- b. Communication skills** ☒
- c. Numerical skills** ☒
- d. Use of information technology** ☒
- e. Work as a part of a team and independently** ☒

Please give evidence

Response:

a) Capacity to learn

Students are allotted with different home/class assignments for understanding the theme, history, present condition & future perspectives of particular subject matter through the maximum utilization of resources. Then they are asked to present their work (assignment has some weightage on internal marks) among their peer in presence of faculty member, which could motivate each others for enhancing the capacity to learn and beautify the presentation.

b) Communication skills

Organizing different talk program, debate, essay writing competition, literary activities, poetry competition, socializing program like blood donation, health camp, tree plantation within the school & societies have obviously develop and maintain the communication skills which would make the students compatible with professional & social life after the graduation.

c) Numerical skills

There are different societies related to particular program which operate various academic & extra-curricular activities at School and around with the help from School. After completion of the activities, students have to prepare and submit the report which include tabulation, interpretation, data analysis etc. Every students to be graduated should complete the research work & thesis writing, which obviously enforce them to be aware on numerical skills.

d) Use of Information Technology

High speed internet connection is available to students in School & library, which has very encouraging impact for excelling & collecting the materials for notes, presentations, seminar, thesis etc. User ID & password for different scientific paper search engine (HINARI) are available to students for accessing the high class journal for writing thesis & manuscript of articles. Separate computer room is allocated to students. Audio-visual system is incorporated in each classes to facilitate the effective teaching learning module which ultimately develop the skills to be adjusted in new world.

e) Work as a part of a team and independently

Different student societies (PUSPA, PUBMAS, APPS, SNA) organise different academic & social activities with the combined efforts from number of students which can be evident from involvement of students at different sub-committee. Students at the final semester (B.Sc.MLT, B. Pharma.) combinely perform the research work for thesis & dissemination. Also students of BPH, B.Sc. Nursing, MPH, M.Pharma. are divided into different groups for accomplishing the different project works like School Health Program (SHP), community diagnosis, DPHO, Term paper presentation (TPP), Practical Skill Development (PSD)

For further details, Please see Annex-1: MoUs, Annex 3: Routine, Annex-4: SHAS bulletin, Prospectus (course structure of M. Pharm).

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

Yes ☒

No ☐

If yes, give details.

Response: Understanding the scenario of present and future market in health sciences, very recently we have put effort to conduct new program; Bachelor of Physiotherapy “BPT” (4.5 years course). We are the second institute after Kathmandu University to run the same course in Nepal.

At the same time we have established 3-years program; Master in medical Microbiology & Medical Biochemistry with maximum hours of hospital posting, high level of thesis work and compulsory internship in reputed laboratories of Nepal for one year.

For further details, Please see Annex-1: MoUs, Annex 3: Routine, Annex-4: SHAS bulletin, Prospectus (course structure of M. Pharm).

20. Has the institution taken any initiative to contribute/feedback to the curriculum of the university? Give evidence with the examples of last 4-5 years (1)

Response: Curriculum Development Centre (CDC) in association with Dean’s office and subject committee, prepare the list of distinguished academic professional and specific subjects experts and invite them to workshop for comprehensive interaction regarding the strength and weakness of existing curriculum to beautify it as per the demand of time.

This cycle is usually repeated after the time period of one batches at particular program. All the faculty members of our School are invited at the workshop for discussion over the curriculum and consent from the expert committee is taken to modify or not and is brought to Academic Council

For new program, CDC requires for a committee consisting of distinguished academic professionals and subject experts for formulating proposal of syllabus which will be disseminated at workshop. Hence, our curriculum is dynamic with involvement of respective faculty members of our School as well.

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

Yes ☒

No ☐

If yes, give details.

Response: School organizes two days residential capacity enhancement and refreshment program once a year in which all the faculty members are to be mandatorily present, where all the academic peer has the equal right of flooring the problems, scenario and suggestions for improvement of particular program.

On the same day one of the education expert is called as resource personnel for the growth of faculty members. Similarly, the Director calls up meeting time and again with specific program’s faculty members & employers for collecting the feedback & suggestions.

There is suggestion box within the lobby of School through which different suggestions and feedback are obtained.

Recently, school has also conducted stockholders satisfaction survey and report has submitted to IQAC.

For further details, Please see Annex-4: Workshop report-Capacity enhancement and refreshment program documents, Annex-2: Academic audit report, Photos of different activities.

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

Response: Various programs establish the bilateral understanding with different hospitals of country (PAHS (Pokhara Academy of Health Sciences), MTHS (Manipal Teaching Hospital of Health sciences) of Pokhara, BP Koirala Memorial hospital, Himalaya Eye Hospital, INF Green Pasture Hospital & some other private hospital for super specialization medical services), Pharmaceutical Industries (Times, Lomus, Chemi drug, Biogyan, DJPL etc.), Provincial Health Directorate office- Gandaki.

The School has a close relation with other constituent School of University. Different programs organized by any of the School is notified and requested to show the gracious presence at the program. Student's society in association with local clubs, social institutions like Geriatric Homes, Orphanages and NGOs around the School organize different programs to address the social, health, environment issues in which the representative from the local governing body is invited at the program so that there could be enough interaction.

For further details, Please see Annex-1: Agreements and MoUs of SHAS, Annex-2: Students field visit report, Health camp and training documents, Annex-4: SHAS bulletin.

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

Response: Yes, School has the policy of stimulating the students with the traits for good human being before he/she is professional manpower. With above policy, School is concerned about sensitizing the moral activities, behaviors, discipline, positive vibration, civic rights & responsibilities to the students via different oration program by motivator speakers and even the faculty members of our School.

Also, School has promoted the establishment of different student's Societies which are accountable to various health, social, cultural, religious, natural disaster/ calamities, disease outbreak issues of the country, in which they work voluntarily.

For further details, Please see Annex-2: orientation program documents.

24. What are the efforts of the institution towards all-round personality development of the learners? Give brief explanation in terms of activities. (0.5)

Response: School conducts different symposium, conference, talk program by involving students as volunteer for successful completion which aid in developing leadership in students, and expanding the professional relationship by students which could help the students for better placement and opportunities after graduation. At the same events students can present their research work which will boost up the confidence to stand and talk in front of distinguished personalities.

Apart from the academic activities, School in association with Free Student Union (FSU) conducts sport week which includes the events like football, volleyball, basketball, cricket, table tennis, chess competition, badminton (for both boy & girl team) for about 10 days per year. These activities encourage the students to be aware on physical fitness.

Different student societies in co-ordination with School, conduct talent expo, talk show, Mr/ Miss fresher competition, dancing, singing, debate, oratory, essay writing, poetry competition, quiz contest which favors the all-round personality development of learners. At the same time school favors the participation to different district, provincial and national level competition.

For further details, Please see Annex-2: Health camp and training documents.

25. What are the practices of the institution to impart moral and ethical value based education? Give examples of some practices (0.5)

Response: School's rules & regulations strictly stands for Code of Conduct to be followed by each and every members of it. School has set the uniform code for faculties, staffs and student of respective program. School organize an orientation program for its new intake students in presence of their parents and orients its students about discipline, punctuality, examination rules and regulations.

School has recently generated self-declaration form upon which the students should fill & which would demotivate them to be deviated from moral and institutional ethical issues. All the faculty members are always encouraging the students to be morally and ethically sound onward today for better future of themselves. Students are always fed up with the beauty of bearing moral and ethical responsibilities.

For further details, Please see Annex-6: Code of conduct and school website www.pushas.edu.np

CRITERION 3: TEACHING LEARNING AND EVALUATION (15 MARKS)

26. Which of the following methods do you apply in admitting the new graduates? Select as many as apply. (1)

Yes with justification = 0.25, Yes without justification = 0.10 No = 0, otherwise stated.

- ☒ Through academic records
- ☒ Through written entrance tests
- ☐ Through group discussions
- ☐ Through interviews
- ☐ Through combination of above all

Response: The School has developed guideline for admission process. Firstly, the school forms an admission committee and announces the admission notice in school website and national newspapers before the commencement of the session. Secondly, a written examination is conducted, published the merit list and on the basis of merit list, admission process will take place.

For further details, Please see Annex-1: Admission procedure of SHAS.

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

- Yes** ☒
No ☐

If yes, cite examples.

Response: Yes, after admission into the academic Programs, students are given orientation by the School which covers almost every concerned areas such as academic administration, account, internal examination cell, career counselling and placement cell, curriculums etc.

Likewise, students are also oriented by the respective programs on the basis of course nature, objectives and course contents. Even at the time of admission, students are given counseling individually regarding the scope of the course.

For further details, Please see Annex-2: Orientation program documents, Annex-4: Prospectus (curriculum structure of different programs)

28. Does the institution provide bridge/remedial courses to the academically weak and Disadvantaged students? (0.5)

Yes ☒

No ☐

If yes, cite examples (UGC or other supports received in this regard may be indicated).

Response: Yes, it does. Usually, remedial classes are conducted in the programs for weak and disadvantaged students. Such classes are conducted after the completion of regular classes known as extra classes or revision classes. In addition, when the students need extra classes, they are called at morning time also. The University offers scholarship to the poor and disadvantaged students each year which is governed and undertaken by the University itself.

For further details, Please see Annex-4, Prospectus (curriculum structure of different programs), Annex-1, PU Scholarship Regulations.

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

Yes ☒

No ☐

If yes, gives details.

Response: Yes, The School prepares academic calendar at the beginning of the each academic session which includes teaching learning activities of whole semester/year. Teachers are encouraged to prepare lesson plans on the basis of academic calendar. It is also mandatory to keep log books of respective courses and submit to school at the end of semester.

For further details, Please see Annex-6: Academic calendar and Annex-2: Class log book.

30. Are syllabi in harmony with the academic/teaching calendar? (0.5)

Yes ☒

No ☐

If yes, give details of implementation in terms of monitoring, coverage, correction, etc.

Response: Yes, the syllabi is adjusted with the academic calendar prepared by School. The activities such as conduction of internal exams and result publications, different professional training, proposal presentation, thesis defense, guest lectures are incorporated in academic calendar. The school holds different meeting to monitor the various activities.

For further details, Please see Annex-6: Academic calendar, Annex-2: Semester end report of internal examination cell.

31. How does the institution supplement the lecture method of teaching with other teaching methods with specific weightage in terms of hours? (directed studies, assignments, presentations) (0.5)

Produce some examples.

Response: School follows the lecture method primarily by incorporating new teaching pedagogies such as Case Studies, Project Assignments, and Individual Assignments as student centered pedagogy. The teachers are encouraged to use multimedia projector using ICT in Teaching learning activities. The individual presentations of students is in practice after the completion of each chapter in all subjects based on the logbook detail. That has provided flexible opportunity to replace traditional lecture method.

For further details, Please see Annex-6: Evaluation tool.

32. Is there a facility to prepare audio visuals and other teaching aids? (0.5)Yes ☒No ☐**If yes, give details about the facilities.**

Response: Yes, School facilitates its faculty to use easily available teaching aids including multimedia and smart board. Similarly, the teachers normally also produce other teaching aids such as posters, play cards, charts, etc. out of locally available materials. Further, each individual faculty is provided with the internet facility, printing facility in order to assist students with supplementary teaching aids. Similarly the access of HINARI, NEPJOL, NEPMED and other online sources of journals have special support for the teachers in teaching in competitive manners.

For further details, Please see Annex-6, Academic calendar, photos of multimedia and glass board.

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

Particulars	Academic Year	
	2074/2075	2075/2076
Teaching days per semester or per year against the requirement	96 days/sem.	96 days/sem.
Working days per week against the requirement	6 days	6 days
Work load per week (for full time teachers)	12 hrs/week	12 hrs. / week
Work load per week (for part time teachers)	As per contract	As per contract
Ratio of full-time teachers to part-time teachers		4:1
Ratio of teaching staff to non-teaching staff	2:1	2:1
Percentage of classes taught by full-time faculty	90	90
Number of visiting professors/practitioners		6

For further details, Please see Annex-3: Class Routine, Annex-4: SHAS Bulletin, PU newsletter.

34.**a. Are the students oriented to the program, evaluation system, codes of conducting other relevant institutional provisions and requirements? If yes give evidence. (0.5)**

Response: Yes. The school organizes the orientation program before the commencement of formal classes' right after the new enrollments which particularly highlights on creating students' awareness on the nature of the programs, evaluation systems and the provisions and requirements. Primarily, the orientation program aims in generating awareness and alert to students regarding the codes of conduct and evaluation system.

b. Are evaluation methods communicated to students at the beginning of the academic session? (0.5)Yes ☒No ☐ **If yes give evidence.**

Response: Yes, All newly enrolled students will receive orientation program organized by SHAS. In this program, Internal Examination Coordinator clarifies the evaluation system of Pokhara university with the clear format of grading and scoring system of Pok U. Therefore, the students get familiar with evaluation system.

For further details, Please see Annex-2: Orientation program documents, Annex-5: PU Rules and

Regulations.

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

Yes ☒

No ☐

If yes, give details

Response: Yes, it does. SHAS monitors the overall performance of its students periodically. It is done by conducting two internal examinations for semester system and three internal examination for annual system in the presence of both internal and external evaluators/examiners.

For further details, Please see Annex-2: semester end report of internal examination cell.

36. In the case of new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evidential in your institution. (1.5)

Vacancy Category	Operational Mechanism						
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter	
Self-Funded	√	√	√	√	√	√	
Government Funded	-	-	-	-	-	-	
Any other category:							
a.							
b.							
c.							

Response: All new appointments of the full time teaching faculties are appointed by the process of Pokhara University Service Commission. The SHAS also follows the criteria of selecting full time contract faculty and part time faculty as per the university's guidelines.

37. Provide the following information (in number) about the teaching staff recruited during the last two years. (0.5)

the same district it operates		from other districts		
same institution	other institutions			
Year I: 10	Year I: 7	Year I: 5		
Year II: 9	Year II: 9	Year II: 6		

38.

a. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc teaching staff? Are such provisions defined in the institution act/board decision/minute?

Yes ☒

No ☐

If yes, give details of their salary structure and other benefits. (0.5)

Response: Yes, The school has the flexibility to appoint and pay temporary/ad hoc teaching staff. The school formulates a formal team of faculty members and experts to recruit teaching faculty. The committee formally advertises the vacancy and shortlists the required candidates as per the pre-requisite. Then a formal interview or class observation method is conducted to select the best candidates among them.

The course contract teacher's (lecturer level) salary are as :

Bachelors Level: Rs. 51000 per 3 credits

Masters Level: Rs. 65000 per 3 credit

Guest lecture: 1300/hrs. (bachelor level)

Guest lecture: 1500/hrs. (Master level)

No other benefits are provided.

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

Yes ☒

No if yes give details (0.5)

Response: The school regularly invites visiting faculties and guest faculties of national and international level in both bachelors and masters level programs. It is a good opportunity to acquire the experiences of experts in respective fields.

For further details, Please see Annex-3: Appointment of Guest lecture.

39. Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years: (1.5)

	Participants	Resource persons	Organizer
Institutional level	56	6	
National level	1	2	2
International level	7		1

For further details, Please see Annex-6: Certificates of participation.

40. Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program? (0.5)

Yes ☒

No ☐

If yes, how are teachers encouraged to use the feedback? Provide justifications.

Response: Yes, School has a provision of self-evaluation. The school conduct different meeting to discuss on the issues raised from students and other stakeholders. The research activities of the faculty is evaluated by

research management cell of the School.

41. Does the institution follow any other teacher performance appraisal method? (0.5)

Yes ☒

No ☐

If yes, give details of the same and state how the results of the appraisal are used.

Response: Yes. Recently, the school has conducted academic survey where teachers performance are also assessed like recent publications, thesis guidance, book published, conference/ seminar/ workshop attained etc. School also follows the Log Book System which has been filled by respective teachers as well as students. Those log books are evaluated by program coordinators and reported to Director's office.

Dean's office has a formalized process and document on evaluating the performance of the teacher. The results generally are entertained to improve the area of weakness and also for the purpose of internal promotion and further recommendations.

For further details, Please see Annex-2: Academic survey report, Class log book.

42. Does the institution collect student evaluation on institution experience? (0.5)

Yes ☒

No ☐

If yes, what is the significant feedback from students and how has it been used?

Response: The school organizes an interaction program with the students regarding the feedback of academic programs at the end of semester. Though the school lacks formal process of collecting students' evaluation on institution experience, the direct access of the students with the faculties, program coordinators and director which is also one of the good platforms for sharing such issues. Recently, school has conducted stakeholder's satisfaction survey where the students are also participated and expressed their views.

The Free Student Union also collects the perceptions from students because each student feels more comfortable to keep in touch to FSU rather than to administration directly. The union collects the voice of the students and submits to the administration to reform the institutional performance.

Graduate students involving in different sectors, drop their experiences, feelings and provide feedbacks in the tracer study form at the time they were studying in the school.

For further details, Please see Annex-1: Stakeholder's satisfaction survey report.

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

Yes ☒

No ☐

If yes, gives details.

Response: Yes, the School conducts Capacity Enhancement Workshops every year for faculty. The school continuously encourages its students and faculties to organize seminars/conferences/symposia and workshops in their related area of study. Recently, the school has organized 'National Conference on Revitalizing National Health System of Nepal in Federal Era: Pathway to Achieve Sustainable Development Goals (SDGs)' in the support of UGC. Previously school had organized an international conference and also planning for next international conference in 2020.

For further details, Please see Annex-4: Conference books, Workshop report-Capacity enhancement training.

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

Faculty Development Programs	No. of Beneficiaries
International Symposium	10
PhD Completed (Recently)	6
PhD study leave	3
PhD Processing and got pre-permission	5

For further details, Please see Annex-6: The copies of certificates of participants of different programs.

45. Furnish information about notable innovations in teaching. (0.5)

Response: School has adopted some notable innovations in teaching. For instance, some faculties' conducts classes where students give short Presentations, followed by questions from their peers and then the overall summing up by the teacher. In this way, students attend seminar-type classes on pre-defined topics, group discussions are conducted frequently.

The school has incorporated innovative teaching and learning methods to deliver qualitative education to the students. From its inception the school has adopted modern pedagogical approaches as per syllabus such as:

- Case Studies
- Group Discussions
- Project Assignments
- Field Visits
- Class Presentations
- Seminars and Workshops
- Educational Excursions and Industrial Visits
- Bench work practice
- Hospital internship

For further details, Please see Annex-2: students field visit report.

46. What are the national and international linkages established for teaching and/or research? (0.5)

Response: The SHAS is one of the constituent schools of the Pokhara University, it has increased capability of enhancing its network with several international universities. The University has signed MOU with different international universities in which the school can work with close collaboration and relations for students' transfer and skills transfer of the faculties. Despite that school has also signed MOU with different national organizations where students can perform their curricular activities.

For further details, Please see Annex-4: Newsletter of Pokhara University, Annex-1: MoUs and agreements.

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

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

Response: About 1.212 % of total operating budget is allocated for research. The total operating budget of the fiscal year 2075/2076 is Rs 8,25,08,000 and the amount allocated for research is Rs. 10,00,000.

For further details, Please see Annex-4: Financial Report of SHAS 2075/76

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

- Encourage PG students doing project work ☒
- Teachers are given study leave ☒
- Teachers provided with seed money ☒
- Provision of Research Committee ☒
- Adjustment in teaching load/schedule ☒

Response: "Yes" to all above responses. The school has been taking many steps to promote research in various fields. The post graduate students are encouraged to conduct project works as well as field work researches. Orientations on proposal and thesis writing are given to them. The research management committee has been providing faculty research grant to faculties. One lakh to wet research and eighty thousand rupees to dry research are given to every selected faculties as faculty research grant which is a seed money to conduct research. Many teachers are given leave for higher study such as and Ph.D. study.

The school has formed a research management committee to do research activities in the institution. Currently, the school has 3 member research management committee chaired by Professor Dr. Bishnu Raj Tiwari.

There is a provision of adjustment in teaching schedule for faculties during data collection period in research study under the faculty grant of school.

For further details, Please see Annex-1: School RMC related documents.

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

Yes ☐

No ☒

If yes, give details

Response: No. The school does not have any PhD level programs.

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

Response: Most of the teachers are actively involved in guiding the masters and bachelors level students in their research for their academic fulfillment. Some teachers have been completed their PhD recently. Some nominated teacher representatives of this school have participated, competed and contributed in R & BD Project for Innovative Business Model for new entrepreneurs led by Hangdong Global University of South Korea in support of Pokhara University under NITEC (Nepal Innovation Technology Entrepreneurship for Communiy) Project between 2014 to 2019. Likewise, As the school has recently conducted M.Sc. Medical Biochemistry and Microbiology programs, the research work will be further accelerated in future.

For further details, Please see Annex-2: Academic survey report.

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

Level	Enrollment Status		Total	
	Full Time	Part Time		
MPhil				
PhD				

Response: Not Applicable

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

Response: Not Applicable

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

Yes ☒

No ☐

If yes, give % of financial support from recurring cost.

Response: Yes. The school provides financial supports to the research students of bachelor and master level. The school financially supports for the data collection expenditure, travelling, procurements of chemicals and instruments. The school buys the different types of Dummy, kits, special chemicals that are needed for the laboratory studies. Similarly, the school also manages the study setting in different hospitals for their research study.

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

Total number of projects	Project Revenues (in NRs.)
31	4800000/-

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

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
FHS	1000000/-	1 years	
SHAS	3500000/-	1 years	
PURC	1000000/-	1 years	With CIST college (1 project)
UGC	2800000/-	2 years	

For further details, Please see Annex-1: School RMC related documents

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

Response: Yes. The school has academic publications. The school publishes the research journal in the name of Journal of Health and Allied sciences (JHAS). The issue published was on 2010 vol. 1 with ISSN No. 2091-2587 and latest on 2019. The school is also in the process of publishing new issue and will be published by the end of June 2020.

Similarly, the school also publishes its Annual Report annually and updated prospectus before starting of Academic Programme every year.

For further details, Please see Annex-4: Journals, Annual Report, Prospectus.

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

Yes ☒

No ☐

If yes, gives details.

Response: Yes, the school has offered consultancy services to various organizations in health sectors.

School Director, Dr. Damaru Prasad Paneru has given consultancy services as a trainer in “Disaster Preparedness and response planning” for different hospitals of Gandaki Province organized by Ministry of Social Development.

Professor Dr. Arun Kumar Koirala, Dr. Damaru Prasad Paneru, Dr Dipendra Kumar Yadav, and Dr. Tulsi Ram Bhandari were appointed as research expert for “Research Proposal Evaluation and selection process” of Ministry of social Development, Gandaki Province.

Recently School has also provides its consultancy service in Dengue management in the 67 school of Gandaki Province.

For further details, Please see Annex-2: Consultancy services documents, health camp and training documents.

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

Yes ☒

No ☐

If yes, indicate the nature of the post as –

Full-time ☐

Part-time ☒

Additional charge ☐

Response: Yes. The School has been running different activities related to the several dimensions. So, program coordinators are responsible for such extension activities.

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

Community development ☒

Training in Disaster Management ☒

Health and hygiene awareness ☒

Medical camps ☒

Adult education and literacy ☒

Blood donation camps ☒

AIDS awareness ☒

Environment awareness ☒

Any other ☐

a) Free physiotherapy camp,

b) Emergency awareness camp during dengue outbreak (Targeting the students of Secondary Level Schools of Pokhara Metropolitan City ward no 26 to 32).

Response: Yes, the school has different extension activities. Nursing students are involved on community development programs. School mobilizes the students in Disaster Management in needy time. Public health students frequently organizes health and hygiene awareness programs. Blood donation camps have been

conducted in collaboration with Red Cross Society. The school is highly sensitive in keeping pollution free environment within its premises. For this the school regularly runs sanitation programs frequently as well as plantation program yearly in PU day.

For further details, Please see Annex-2: Health camp and training documents.

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)? (0.5)

Yes ☒

No ☐

If yes, justify.

Response: Yes, to conduct outreach programs, the school mobilizes its faculties and different students association like 'SHAS youth Red Cross Circle', PUSPA, PUBMAS, APPS etc.

For further details, Please see Annex-2: SHAS-Students professional associations.

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

Response: The school has been organizing various extension activities especially in the nearby area of Pokhara. The faculties and students are motivated and encouraged to participate by directly involving them. The school has recently conducted different social activities like Blood donation camps, dengue management program, physiotherapy camp, student's awareness and Adult literacy program.

For further details, Please see school website www.pushas.edu.np/news

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

Response: The institution has been working with NGO's and GO's for extension activities for more than a decade. The School has provided one laboratory room of SHAS for the research work to 'Nepal Innovative Technology based Entrepreneurship Center (NITEC) which is a South Korean INGO'.

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES (20 MARKS)

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future? (0.5)

Response: Yes, the University has a comprehensive master plan that explains the existing buildings and the projected expansion in the future. The master plan clearly envisioned the expansion of the present institution into the university.

For further details, Please see Annex-1: Master plan of PU

64. a. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth? Produce plan, if any. (0.5)

Response: The school claims that it has enough infrastructures for its existing programs. The School has rented building at Powerhouse for physiotherapy program in Pokhara 30, Gogangauda at the distance of

approximately 2.5 km from the school building). All the programs are accredited from respective council.

For further details, Please see Annex-6: Photos of school premises, Annex-1: Professional councils documents.

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

Laboratory ☒

Library ☒

Others

Give details.

Response: The support facilities available for conducting the education programmers in the institution are as follows:

- a) Centralized Library with number of books and other reference resources
- b) Reading room with enough reading materials like newspapers, magazines and journals
- c) Internet facility with sufficient speed
- d) Class room with Multimedia Projectors
- e) Well-equipped Laboratories for practical classes
- f) Free and easy access to computer lab and
- g) Spacious playground for basketball and badminton.
- h) Enough space for football and cricket.
- i) Girls hostel
- j) IAC hall
- k) Water fountain

For further details, Please see Annex-2: photos of different activities, Annex-1: MoU and agreements, Annex-6: Photos of different facilities.

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

Response: Yes it has. The school has procurement section which is also responsible for the regular maintenance of the infrastructure. The school has maintained the annual budget in its expenditure.

For further details, Please see Annex-4: financial report, annex-2: school operational guideline, consultancy services documents, health camp and training documents.

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

Response: The school has different types of resources: Manmade and Natural. The school is making maximum utilization of the resources by running the academic programs. Female students are getting hostel facilities those who are from remote areas and merit basis. The program hall is specially used for different programs of school without any charges. The library is being extensively used for various purposes i.e. study, research, record, reading etc. The university has a wide and enough playground to strengthen students' sports activities for their healthy body.

For further details, Please see Annex-6: Photos of school premises, Annex-5: SHAS infrastructure Report, Page no. 1-138.

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

Yes ☒

No ☐

If yes, give clearly defined regulations.

Response: Yes. The school has been regularly providing its infrastructures to students other than SHAS especially for laboratories and research. Every year students from school of engineering doing the practices in the laboratories this school. Recently few of the students from Pokhara Engineering Campus completed the research at our laboratories. The school has allowed the Office of the Examinations of Controller of Pokhara University to use its classrooms for examination purposes for other constituent and affiliated colleges. Many external agencies like colleges, industries, academic institutions, business firms and other government to non-government organizations are getting benefit from the academic members of this school.

For further details, Please see Annex-2: SHAS facilities used by other institution.

68. What efforts are made to keep the institution clean, green and pollution free? Give details (0.5)

Response: The school has assigned its administration to keep its area clean, green and pollution free. The school has appointed one 'mali' to cut the bushes and collect the wastages on the daily wage and regular basis. The school has also assigned some staff to maintain the gardens. The school also called the municipality garbage disposal truck time to time to collect degradable garbage and waste materials. In addition, the school also called and allowed some local farmers to remove unnecessary grass and use it for farm animals free of cost. The FSU of PU periodically conducts clean, green and pollution free activities at school surroundings. Different student's professional associations regularly conducts sanitation program, gardening, plantation and trimming.

For further details, Please see Annex-5: university budget, Annex-2: SHAS students professional associations.

69. Are there computer facilities in the institution that is easily accessible to students and faculty? (0.5)

Number of computer accessible to the students: ☒

Computer accessible to the faculty ☒

Internet accessible to the students ☒

Internet accessible to the faculty ☒

Response: The school provides individual laptops to the faculty members. The school has installed desktop computers in the every class rooms. The students use the computers for study and other purposes. A virtual computer lab is in regular service for the use of the students, staff and teachers. The campus has managed free Wi-Fi zone to faculty members and the students as well.

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

Response: The computer center is in operation from 7 A.M. to 5 P.M. daily except holidays. However, the free Wi-Fi internet facility can be accessed by all teachers and students around the campus surrounding for 24 hours.

For further details, Please see Annex-5: Infrastructure report, page no. 1-189

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

There are eight programs in the school:

- a) Bachelor of Pharmaceutical Sciences
- b) Bachelor of Public Health
- c) Bachelor of Nursing
- d) BSc. Nursing
- e) Bachelor of Physiotherapy
- f) Master of Pharmacy
- g) Master of Public Health
- h) Master of Medical laboratory sciences

The school has provided a computer for each program and laptop for individual faculty members.

For further details, Please see Annex-5: Infrastructure report, page no. 1-189.

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

Response: Yes, it has the provision of internet, intercom, CCTV, HEMIS Software and own dynamic website. The also has the biometric attendance services for its teaching and non-teaching staff.

For further details, Please see Annex-2: Photos of intercom and CCTV, Annex-5: Infrastructure report, page no. 1-189.

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

Response: Yes, our faculty members are using computers and multimedia on their teaching and learning activities.

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

Response: Yes, the school has an official contract with computers technician for maintaining / updating the computer facility Mr. Raju Gurung is appointed to fix the problems of computers, printers, projectors, CCTV, intercom, telephone etc. The school has also collaborative task with the technical help from school of engineering to fix the minor computer related problems.

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

Response: Yes, the school encourages the use of its facilities y other universities. For instance, students of Western Regional Engineering Campus and PN Campus of TU uses its laboratories for research purposes.

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

Response: The school runs the technical programs like Nursing, Pharmacy, Public Health, Physiotherapy, Lab sciences. As the part of their curriculum ‘First Aid Room’ ‘Model Pharmacy’ and other basic health facilities must be maintained within organization, from these facilities students and staffs also benefited. The school has also signed on agreements with different organizations like MTH, WRH, BG hospital, Himalayan Eye Hospital etc. from these hospitals our staff and students get benefited.

For further details, Please see Annex-1: MoUs and agreements.

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

Response: The University has separate Extracurricular Committee that organizes different sports in collaboration with schools. There is a playground where students can play football, cricket, basketball and badmintons, There is a public playground and open auditorium at nearby school. Where our students can play the different sports.

For further details, Please see Annex-6: Photos of playground, Sport documents.

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

Response: The campus is very sensitive enough to motivate and preserve such types of talency in sports the ECA committee will award the outstanding sportsperson with different prizes.

For further details, Please see Annex-6: Sport documents.

78. Give details of the student participation during the last year at the university, regional, national and international meets. (0.5)

Level	Participation of Students	Outcomes
Regional	Our students of bachelor level participated in regional level intercampus football competition in Pokhara.	1. The participants got chance to be more socialized and found their shortcomings for further improvement. 2. It helped to extend the identification of the school.
National	N/A	
International	N/A	

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

Response: The university has separate hostel for girls only. The hostel has a healthy kitchen and spacious dining room. It is compounded with the wall and railing. The hostel has provided them double decors to sleep with comfortable beds with windy windows. The hostel was constructed from support of the Indian Embassy for Nepal.

For further details, Please see Annex-1: PU girls hostel documents.

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

Response: The school provides the facilities of drinking water and toilets for its staffs, students and visitors. The toilets are available in two sides of the building in every floor and easily accessible to males and females separately. There are two types of toilets: one type of toilets is for staff and another is for students. The school has again two types of water supply: one type is the main water supply provided by the municipality and another type is the deep boring water supply managed by the school itself. The students, teachers and non-teaching staff are provided with clean drinking water while they are in the school. The toilets are cleaned in regular basis by maintenance staff.

For further details, Please see Annex-: Photos of RO, toilets

B. Library as a Learning Resource**81. a. What are the working hours of the library? (0.25)**

On working days ____10 hours____ On holidays ____N/A____ Prior to examination_
NA

b. Does the library provide open-access to students? (0.25)

Yes



No



Response: Yes, the students have open access to read magazines, newspapers and periodicals and use free internet. They can access books and materials by themselves directly. There is a separate reference section.

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

- Books 31374 (0.2)
- Current Journals
 - Nepalese 05 (0.2)
 - Foreign (English) (0.2)
- Magazines (Varieties) 2 (0.2)
- Reference Books 10,100 (1.0)
- Text Books 21274 (0.2)
- Refereed journals - (0.4)
- Back Volumes of Journals 200 (0.2)
- E- Information Resources (0.4)
 - CD's/DVD's 300
 - Databases -
 - Online Journals 10
 - AV Resources -
- Special collection (0.5)
Please specify for example; Thesis collection, Competitive examinations etc.

83. Give the number of books/journals/periodicals that have been added to institution library during the last two years and their cost. (1)

Details	The year before last 2073		The year before 2074	
	Number	Total cost	Number	Total cost
i. Text books	1066	10,00000/-	900	9,00,000/-
ii. Other books	-	-	-	-
iii. Journals/periodicals	2	70,000/-	2	25000/-
iv. Dissertation	500	-	-	-
iv. Reference Books	200	2,00,000/-	139	139000/-
v.				

See Annual report of PU page no 29

84. Mention: (1)

- i) Total carpet area of the institution library (in sq.mts.) [1200 sqm] (0.25)
 (ii) Total number of departmental libraries [0] (0.25)
 (iii) Seating capacity of the Library [80 students at a time] (0.25)
 (iv) Open student access to library [05] (0.25)

For further details, Please see Annex-2: Photos of different activities.

85. Give the organizational structure of the library. (0.5)**(i) Total number of staff 13 (0.3)**

- a. Professionals (List with qualifications) 3
 b. Semi-professionals (1)
 c. Others 9

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

Response: NA. The library is autonomous which does not have any advisory committee.

86. Staff development programs for library (0.5)

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

Response: Yes, the library itself took necessary training and other development programs for the staff to promotion of the library.

87. Are the library functions automated? (0.5)

Yes ☒

No ☐

If yes:

Fully automated ☐ (0.5)

Partially automated ☒ (0.25)

Name the application software used: LIBRA software

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

S.N	Fiscal year	Total budget	Library budget	Percentage
01	2076/2077			

Response: The budget allocated for the library for fiscal year 2074/75 is Rs. 3,580,000. It is 8.5 % of the total budget of the institution.

In fiscal year 2076/77 budget also allotted for the departmental library.

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

- Circulation Services ☒
- Maintenance services ☒
- Reference/referral service ☒
- Information display and notification services ☒
- Photocopying and printing services ☒
- User Orientation/Information Literacy ☒
- Internet/ Computer Access ☒
- Inter-Library Loan services N/A
- Networking services ☒
- Power Backup facility ☒

90. Furnish details on the following (1; to be equally distributed)

- (i) Average number of books issued/returned per day [300 per day]
- (ii) Average no. of users visited / Documents consulted per month [1500/month]
- (iii) Please furnish the information on no. of Log- ins in to the [N/A]
E-Library Services/E- Documents delivered per month.
- (iv) Ratio of Library books to number of students enrolled [10 books /students]

CRITERION 6: STUDENT SUPPORT AND GUIDANCE (10 MARKS)**91. Furnish the following details: (0.25 x 4 = 1)****a) Percentage of regular students appearing for the exam.**

Semester End Exam Spring 18: From various programs of School (Bachelor & Master) total of seats allocated is 517, among which 479 seats are occupied of which all appeared in semester end examination 2018 Spring which represents 100% being appeared for exam.

b) Dropout rate of students

There are hardly any established data to represent the dropout rate in our School as its rate is very negligible in the School.

c) Upgrade to further studies

Many of the graduates from the school have already completed and have been pursuing their higher studies in the renowned University of Nepal as well as the globe. Some of the representation for the same has been mentioned below:

SN	Name of graduates from SHAS	Program/passed year	Further study at
1	Saraswoti Dangol	B.Pharm./2006	M. Pharm (Industrial Pharmacy) from Kathmandu University, Nepal

2	Rajendra Karki	B.Pharm./2005	Ph.D Biological Sciences (Pharmacology) Mokpo National University, South Korea
3	Hari Devkota	B.Pharm./2005	PhD in Pharmaceutical Sciences, Kumamoto University, Japan
4	Arjun Poudel	B.Pharm./2007	PhD in Pharmaceutical sciences, University of Queensland, Australia
5	Nirakar Rajbhandari	B.Sc.MLT/2007	PhD in Biochemistry & Molecular Biology at University of Nebraska Medical Center, USA
6	Manoj Sigdel	B.Sc.MLT/2007	M.Sc. Medical Biochemistry at Institute of Medicine, Nepal
8	Niraj Dhakal	B.Sc.MLT/2008	M.Sc. Medical Biochemistry, BP Koirala Institute of Health Sciences, Dharan
9	Amrit Bastola	BPH/ 2012	MPH at University of the West of England, Bristol
10	Sabita Ojha	B.Sc.Nursing/2013	M.Sc. Nursing at Institute of medicine, Pokhara
11	Rashmita Regmi	B.Sc.Nursing/2013	M.Sc. Nursing at Institute of medicine, Pokhara

d) Prominent Position hold by Alumni

Hundreds of alumni from the School have been already reached to various prominent position at various prestigious institutions

SN	Name of graduates from SHAS	Program/passed year	Prominent position at present
1	Saraswoti Dangol	B.Pharm./2006	Under secretary, MoHP, Government of Nepal
2	Rajendra karki	B.Pharm./2005	Lab-Director at St. Jude Children's Research Hospital, USA
3	Hari Devkota	B.Pharm./2005	Professor (Assistant) Graduate School of Pharmaceutical Sciences, Kumamoto University, Japan
4	Arjun Poudel	B.Pharm./2007	Lecturer, Faculty of Health, School – Clinical Sciences
5	Nirakar Rajbhandari	B.Sc.MLT/2007	Postdoctoral Researcher, University of California San Diego
6	Manoj Sigdel	B.Sc.MLT/2007	Assistant Professor at Manipal College

			of Medical Sciences
7	Niraj Dhakal	B.Sc.MLT/2008	Lecturer at Gandaki Medical College, Pokhara
8	Amrit Bastola	BPH/ 2012	Research Associate at University of the West of England, Bristol
9	Sanjog Timilsina	B.Sc.MLT/	Medical Technologist officer, MoHP, GoN
10	Kamala Subedi	B.Sc.MLT	Medical Technologist officer, MoHP, GoN
11	Sabita Ojha	B.Sc.Nursing/2013	Lecturer at Karnali Academy of Health Sciences, Jumla
11	Rashmita Regmi	B.Sc.Nursing/2013	Lecturer at Karnali Academy of Health Sciences, Jumla

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

- **Nepal Civil Services Examinations**

The tracer study of SHAS is vigorously putting its effort to trace its graduates with updated and reliable information, which will exactly figure out the numbers of graduates being involved in Nepal Civil Services.

- **Other employment related examinations**

Besides, graduates passing the Nepal civil service examinations many graduates of SHAS have also joined higher education institutions for academics, research activities, hospitals, industries, communities, NGOs and INGOs.

- **International level entrance examination**

In 2019 few students have been selected among many international students for different governments and universities scholarships like KGSP (Korea), Mahidol University (Thailand). More detail will be covered by tracer study.

- **Others (please specify)**

Many students have secured good score in skill test examinations like GRE, IELTS, TOEFL, SAT, GMAT, PTE etc.

93. Does the institution publish its updated prospectus annually? (1)

Yes ☒

No ☐

If yes, what are the contents of the prospectus? (attach a copy)

Response: Yes, It does. The school publishes prospectus annually. The prospectus published this year includes a brief introduction about the university, School of Health and Allied Sciences, organogram of school, major program offered, message from Director, program coordinators, list of faculties and staffs, curriculum structures, fee structures, academic activities and related photographs.

For further details, Please see Annex-4: SHAS prospectus-2075 and 2076.

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

Response: The School offers scholarships as prescribed by Pokhara University Scholarship Guidelines. The

school offers merit based scholarships to toppers of each programs every semester. As our school is one of the constituent school of the university, we offer 20% scholarship in each programs.

For further details, Please see Annex-1: PU Scholarship Regulations.

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

Financial aid	Year Before Last (2075/2076)	Year before (2076/2077)
i. Merit Scholarship	31	31
ii. Merit cum means	18	18
iii. Disabled		
iv. Woman		
Total		

96. Does the institution have an employment cell and a placement officer who offers career counseling to students? If yes, give details of the cell and its office. (0.25 x 2 = 0.5)

Response: Yes, School has an employment and placement cell. The cell looks into the possibility of employment in the job market, collects the CV of the potential students and refers the needy students for different jobs placement officer listens to students' voice, their areas of interest and refers for jobs, internship and other potentialities. One of the faculties of SHAS Mr. Bijay Subedi is the person in charge of the cell.

For further details, Please see Annex-2: SHAS Placement Cell Documents.

97. Do teachers participate in academic and personal counseling? (0.5)

Yes ☒

No ☐

If yes, give details as to how they are involved.

Response: Yes, the school the teachers of SHAS directly participate in academic and personal counseling upon requirement of the students and parents besides teaching. As a mentor or counselor, this type of counseling is reflected in the forms of orientations given at the beginning of the new session, after internal examination (by showing Answer sheets and explaining about weaknesses of students personally), during the proposal and thesis writing, seminars/workshops on curriculum, and project works.

For further details, Please see Annex-2: Orientation Program Documents

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

Category	UG Students	PG Students	Research Scholars
i. Local firms/companies	14	-	-
ii. International firms/companies	0	1	3
iii. Government		-	-
iv. Public (semi-government) sector	4	-	-
v. Private sector	09	-	-

Response: There is no official data on the employment status of the graduates of the School, but the Tracer

Study Report- 2019 shows that many students are employed during the last year.

For further details, Please see Annex-6: Tracer Study Report 2017 and 2018

99. Does the employment cell motivate the students to seek self-employment? (1)

Yes ☒

No ☐

If yes, how many are self-employed (data may be limited to last 5 years)?

Response: The school has termed the employment cell as placement cell that frequently motivates to seek self-employment during and after their academic courses through skills in business, service, NGOs, INGOs, social entrepreneurship.

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

Yes ☒

No ☐

If yes, indicate the activities of the Alumni Association.

Response: Yes, SHAS has an alumni association, which is named “*SHAS Alumni Association*”. It was established on 4th May 2019 by a group of passionate ex-students of the School. Its purpose is to foster, maintain and support a mutually beneficial relationship between the School and its alumni. The executive committee that comprises of 9 members governs the organization by setting policy, providing guidance for the organization's programs and activities, and represents the interests of alumni to the School. Since its establishment, the Alumni has been working in the development of the School. For instance.

For further details, Please see Annex-2: Alumni Documents, Annex-4: SHAS Prospectus

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

Response: SHAS makes its policies and criteria of admission clear to the prospective students through its website, prospectus, notices and advertisements on Local and National newspapers. School has also used social media such as Facebook to advertise its call for admission.

For further details, Please see Annex-4: SHAs Prospectus, Annex-1: Admission Procedure of SHAS

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

Response: The University adopts an admission policy to international students by providing relevant information and verifying their institution, mark sheets and certificates as per Pokhara University rules prior to admission. For the students of SAARC countries the applicable total fee is 1.5 times of the total fee of Nepalese students. The applicable total fee is 2 times of the total fee of Nepalese students for other international students (other than that of SAARC countries).

For further details, Please see the website: www.pu.edu.np / www.pushas.edu.np

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

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

104. What are the recreational / leisure time facilities available to students? (1)

Indoor games ☒

Outdoor games ☒

- Nature Clubs ☒
- Debate Clubs ☐
- Student Magazines ☐
- Cultural Programs ☒
- Audio Video facilities ☐
- Any others -----

Response: The students are encouraged to use the above recreational/ leisure time facilities available in the School. For the instance, Students from Some Programs have form the non-political, non-profitable organizations e.g. PUBMAS, PUSPA, APPS. For utilization of recreational/ leisure time for their professional development.

CRITERION 7: INFORMATION SYSTEM (10 MARKS)

105. Is there any cell in the institution to analyze and record various academic data? (2)

Yes ☒ (2)

No ☐ (0)

Response: The school has recently established Higher Education Management Information System (HEMIS) Unit which is working to collect all data derived from Office of the Controller of Examinations and Academic Administration of the school and analyze them for academic and institutional development. Besides it, there are other cells like Employment and Placement Cell, Tracer study, Alumni Association which individually collect, record and analyze various academic updates of students.

106. What are the areas on which such analysis is carried out? (1.5)

Response: The analysis of the academic data is carried out on the basis of students pass out rate, dropout rate, subject wise academic performance, employability of graduates, in administrative, financial, instructional area in the school. The student diversity, faculty student ratio, and staff support as well as infrastructural support required is analyzed. The data is also used in tracing study.

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

Response: The analyzed data are kept by HEMIS unit of the school. Besides, the employment and placement cell, educational administration section also keep the computerized data of the above mentioned areas.

108. Are this information open to the stakeholders? (1)

Yes ☒ (1)

No ☐ (0)

If yes, explain how they are disclosed?

Response: This cell has made all data and information open to the stakeholders. The cell organizes discussion and dissemination programs, interaction programs, and with faculties, students and parents to give the above mentioned information to the stakeholders. Besides these, the information is made open to the stakeholders in the school notice board and annual report of school. Similarly, the tracer study which is also a part of information is disseminated to its stakeholders.

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

Yes ☒ (1)

No ☐ (0)

Response: The methods of study and analysis are open to the stakeholders. The enrollment of students, dropouts, exam form fill up, examination attendance, results (pass/fail) data of male/ female students, data of

indigenous and marginalized students are also informed and open to the stakeholders.

110. Is there any mechanism to receive comments or feedbacks on the published data? (1)

Yes ☒ (1)

No ☐ (0)

If yes, explain how does it happen?

Response: There is a mechanism to receive comments or feedbacks on the published data through face to face interaction programs so that suggestion and feedbacks are noted down and improved in the future days. These feedbacks are collected through the meetings of Programme coordinator of concerned programmes, classrooms from students, school director and educational administration section of the school. There is also a provision of suggestion box which is accessible to all its stakeholders in lobby. In this way, the school receives feedbacks on the published data.

Similarly, the school has a provision to receive comments or feedback on the published data through its website. The feedback can also be posted in school website.

For further details, Please see Annex-2: Photos of Suggestion Box and website of school www.pushas.edu.np.

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

Produce in brief the impact analysis.

Response: The educational management information system provides input for effective decision making. The Dean, Director and Coordinators of different departments are provided with results of the analysis of the academic data periodically. The information assists for planning and decision making in the area of academic quality improvement, curriculum enrichment and design, support activities for the students, identify the area where faculty training is required, and formulate strategic plan of the school. Additionally, the information helps the school to improve the teaching, learning and evaluation system currently employed. The information system has proved to be crucial for providing inputs required to make timely and genuine decisions, which in turn, has significantly contributed for achieving the goal of maintaining academic excellence in the institution.

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

Response: The use of information system can be effective to improve the quality education. For instance, if the stakeholders have the information about the importance of e-library facilities, regular research activities, infrastructure and other facilities that are provided by the institution, then they may pressurize the school to improve its facilities so that the students can be benefitted from these facilities and have the quality education from the institution.

CRITERION 8: PUBLIC INFORMATION (10 MARKS)

113. Is there public information cell within the institution? (2)

Yes ☒ (2)

No ☐ (0)

If yes, give details.

Response: School has spacious reception section at its entrance with log book, record keeping of queries/information, telephone, standby fully updated receptionist for informing/answering the issues asked by concerned people/institution. At the side by it, there is a public notice board through which different information are disseminated.

Recently we have launched our own website www.pushas.edu.np through which all the notices, news, events

and gallery can be accessed with few clicks.

Publication cell publishes the annual report and prospectus which is comprehensive to inform the public regarding all-round aspects of the School.

For further details, Please see Annex 6: Photo of reception, Screenshot of school website, Annex 4: Annual report, Prospectus

114. What are the areas of information published by the cell? (1)

Academic ☐ (0.25) Administration ☐ (0.25) Financial ☐ (0.5) All ☒ (1.0)

Response: There are specific sections (Administration, Finance, Academic record section, procurement section, and reception) which keep the specific data on Excel, MS word, pdf or even in the hard copy.

Academic information regarding courses offered at School, number of seats per course, entrance examination detail, eligibility criteria for entrance, procedure for applying to study, scope of courses, fee structure of courses, their objectives, are accessed through annually published brochure which are usually issued to the students and parents who come to School for the query.

As HEIMS is on the process of data input from various programs, it will accurately and easily publish on a click regarding the academic and administrative information even at the level of each students.

Financial Audit Report has been published by the Finance division annually and is disseminated to concerned stakeholders.

For further details, Please see Annex 4: SHAS bulletin and Prospectus, Annex 2: Financial Audit Report

115. Where are these information published? (1.5)

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

Response: Public concerning issues like detail of entrance examination, vacancy announcement for faculty members and staff, course-contract vacancies, announcement of convocation ceremony, procurement of scientific equipment, furniture, laboratory reagents, logistics etc. are always published through the national daily newspaper. At the same time, academic and social issues/task for the benefit of society being initiated by School is well covered by the national daily.

PU Newsletter is the magazine published by the University which has the specific column for faculty of Health Sciences, under which we are the only constituent college. Bulletin is highly dedicated to cover the news, events, national/international visit/conference by faculty members of our School. This bulletin is published just before the convocation and disseminated to thousands of students being convocated and their parents.

We are dedicated and highly energized team as “Research Management Cell- RMC” recognized by University Grant Commission (UGC), which consistently insist the faculty members to conduct the research work & publish the innovation in our own Journal “Journal of Health and allied Sciences (JHAS). This journal try to circulate the message regarding public health issues, environmental & lifestyle modification for prevention of disease & promotion of health through the established data & findings.

Recently SHAS bulletin publication committee has been formed and the committee is vigorously working for the publication of its bulletin.

For further details, Please see Annex 4: Newsletter of PU, SHAS Bulletin, Journal of Health and allied Sciences, Annual Report.

116. How often is this information published? (1)Yearly ☒ (1)In 4 years ☐ (0)**Response:**

- JHAS is published biannually
- PU Newsletter is published yearly
- SHAS Bulletin is published in quarterly
- Annual report is published annually
- Prospectus is published annually

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

Areas	Year 1, place of publication	Year 2, place of publication
Newsletter	Every year	
Annual Report of SHAS	Published, 2018	
Annual Report of University	Every year	
Prospectus	Every year	
Bulletin	Quarterly	

118. Does the cell also collect responses, if any, on the published information? (1)Yes ☒ (1)No ☐ (0)**If yes, give details**

Response: Obviously cell eagerly waits for the response of the input. There is a provision of mailing to the Cell by respondents directly.

Basically, reviews of the journal are most welcome, which is considered as the positive feedback mechanism to highlight the charm of journal.

119. Is there any system to evaluate the impact of public information on quality improvements? (1)Yes ☒ (1)No ☐ (0)**If yes, how these impacts are measured?**

Response: The School continually and periodically evaluates the impact of public information, which has direct relation with quality of academia. The School focuses the measures the impact by assessing the ratio of number of seats available to students applying for the entrance examination to total number of applicants. Also, this institution observes the coverage on social media regarding the goodwill of our school and popularity among the public choices.

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

Response: Some of major impacts of public information are as follows:

- Provides feedback from concerned stakeholders
- The Provincial government and local government and have been taking consultancy services from the school.
- It helps to make future policy

- Medias are paying their due attention for the recent activities of the School.
- It also helps to make proper allocation of budget
- Increase in administrative transparency
- Guardians are taking their children as one of the selective destinations of this area.
- Different social organizations are intently eager to work with school.
- To improve academic environment through the feedback

PART TWO

ANALYSIS OF THE DATA

Preamble

Pokhara University was established with enactment of the Pokhara University Act 2053 BS and Pokhara University regulation 2055 BS with the mandate to produce high level human resources in different disciplines in partnership with the private sectors. In line with the stipulated concepts, Pokhara University has started undergraduate and postgraduate programs at its own constituent management campus and others through affiliated colleges. Later, it was realized that the constituent campuses are essential to provide the sustainable leadership to the university, supervise the affiliated colleges and harmonize the quality education in both the constituent and affiliated colleges. Furthermore, university has realized its responsibility to society as the major mass of the population are of average or below economic families who cannot afford the private sector's cost of the academic degree. Thereafter, the university has modified the strategy to initiate and extend constituent programs, schools and strengthen the affiliated campuses too.

With the advent of this strategy, the initiatives were taken to establish the constituent schools in each of the existing faculties of the universities. The then School of Pharmaceutical Sciences, later modified as School of Health and Allied Sciences is a as a constituent School of the Pokhara University. This school has following vision, mission, objectives and academic features.

Vision

- To produce skilled and qualified human resources in the field of medical and paramedical Sciences
- To conduct cutting-edge research in the field of medical and paramedical sciences
- To provide sophisticated medical facility to the community

Mission

- To aid and encourage students' development into competent professional career and life-long learning
- To provide the modest Integrated Medical Services to the community
- To produce scientists equipped with high-tech skills and profound ethical values

- To conduct an array of effective and useful programs at both national and international standard among the professionals in various disciplines of Health Sciences
- To design and develop the curriculum of new courses in best consideration of global demand
- To collaborate with industries and institutions to extend the collaborative services.

Developmental Milestones of School of Health and Allied Sciences

- The Health Science programs in Pokhara University were started in 2001 AD (2058 BS) under the school banner of Pharmaceutical Sciences.
- The first program introduced was Bachelor of Pharmaceutical Sciences. Later, in 2003, the name was modified as ‘School of Pharmaceutical and Biomedical Sciences with the start of Bachelor of Science in Medical Laboratory Technology.
- In 2005, Postgraduate program in Pharmaceutical sciences with specialization in Natural Products Chemistry and Pharmaceutics was launched.
- In 2009, the name of school was changed into ‘School of Health and Allied Sciences’ with the start of Bachelor of Public Health and Bachelor of Science in Nursing.
- In 2011, Master of Pharmaceutical Sciences in Clinical Pharmacy was launched.
- In 2016, Master of Public Health in Health Service Management and Health Promotion Education were started.
- In year 2018 School has started Bachelor of Physiotherapy program
- In year 2019 School has started the Master of Science programs in Medical Microbiology and Medical Biochemistry.
- All the under graduate programs of this school are of four years academic duration spread over eight semesters; however, BSc Nursing program is running in annual basis. All the post graduate programmes except MSc programs are of two years spread over four semesters. MSc programs are of three years duration spread over six semester.

Management and functional structure

School of Health and Allied Sciences is a constituent school run under the direct leadership of the Director of the School, who is the executive head of the school. In addition to the director the program coordinators of each of the program look after specific activities of the program. School’s activities are administratively supported by coordinators at

implementation level and director at liaison level. All the programs under this school follow the code of conduct ruled by the director's office.

This report has been prepared with the support of director, program coordinators, and staff. SSR team was developed and the same team has coordinated for the development of this report.

Major Highlights

1. General features of the schools are enlisted below:

- Sound and peaceful learning environment
- Extensive and unlimited use of technology in teaching learning process with high speed internet
- Updated variety of teaching learning methods:
 - In-course seminars
 - Fully equipped laboratories
 - Community exposure
- National and international conferences and symposium
- High academic records and glorious public record
- Professional, highly dedicated research and result oriented faculty with strong background carrying extensive technical experience and high academic achievements
- Extensive feasible programs designed and developed under the national strategy and priority of the government of Nepal.

2. Achievements

- Every year, more than 180 graduates are produced
- Frequently we organize the training, workshops and seminars
- Organized international conferences periodically.
- Nearly a dozen of Postgraduate holder faculty members of the school have upgraded their academic degrees (M.Phil and PhD)
- Awareness programs and sanitation camps
- Health camp at different communities
- Number of faculties engaged in in house and externally funded research products
- Growing and extension of new programs
- Journal publication

- Refresher course trainings
- Outstanding performances in research by faculties and Students (achieving Nepal Vidya Bhusan Ka, Kha, Ga, Young scientist Award from NAST)
- Winning of from Research Grants by students and faculties from UGC, NHRC and other originations.

Challenges

- Management of human resources
- Poor retention of human resources
- Difficulty in accessing senior faculties
- Delegation of authority
- Development of infrastructure
- Complicated procurement procedure for the reagent and consumables
- Difficulty in mobilization of established human resource structures
- Overload of works among the faculties and staff
- External influences like the changing political instability and political entertainment
- Development of its own hospital
- External dependency for hospital practicum
- No reward and punishment system

SSR preparation

Being one of the constituent colleges of pioneer University (Pokhara University), in western Development Region of Nepal, we are dedicated consistently to prove ourselves as the ideal academic platform through imparting higher academic and research activities along with skill development and behavior change in the societal aspect for the overall progress of nation. It is an established fact that the mechanism should be dynamic along with adequate updates to newer version and technique for smooth running of academia and research, which insure the quality of education with positive attitudes. In line to above fact, for the Quality Assurance and Accreditation process (QAA) of our School, we have been taking strong initiative for fulfilling different standard parameters set by Higher Education Reform Project (HERP) under University Grant commission (UGC) Nepal. As required in the QAA process, the School had been engaged in documentation and Self Study Report (SSR) preparation through formation of first Self-Assessment Team (SAT) by the respected dean of Faculty of Health Science, Pokhara University. Nim Bahadur Dangi as a coordinator of first SAT prepared the

SSR and submitted to UGC, Nepal, which was approved by UGC. Pre-visit to our School was completed by higher authority team formulated by UGC which recommended various aspects of School for the better improvements in coming days. As per the valued commendation, Director of the School, Dr. Damaru Prasad Paneru reformed SAT which was 5-membered team with co-ordinatorship of Mr. Nim Bahadur Dangi, members as: Bijay Subedi, Sunita Sharma, Bhupendra Sharma and Sharada Banstola. The School organized 2-days workshop (residential) addressing to all faculty members regarding the importance of QAA and its establishment in presence of experts related to QAA from Prithvi Narayan Campus, Pokhara. The workshop put insight regarding the value and matter of pride of QAA to all the core concerned stakeholders of school. After this 2nd SAT was significantly supported from the concerned division, programs, coordinators, faculty members and staffs for accelerating the updates of SSR. Thus updated SSR was resubmitted to UGC, Nepal.

This Self-study report (SSR) contains overall information of School of Health and Allied Sciences, Pokhara University, from its foundation through present day situation to future perspective. So this SSR can be considered as the window to look upon the history, present and upcoming plans/strategy of SHAS. It has immensely facilitated the school in conducting various academic programs in systematic and scientific way through proper documentation. Thus this SSR is comprehensive for the study/analysis of hardware and software of the school dedicated for the production of civilized and skilled human for the better future of nation.

Core Committees for QAA

SN	Name of Committee	Name	Designation
1	IQAC	1. Dr. Damaru Prasad Paneru	Coordinator
		2. Nim Bahadur Dangi	Member
		3. Hom Bahadur Thapa	Member
		4. All coordinators	Invited member
2	Tracer Study	1. Chiranjivi Adhikari	Coordinator
		2. Parbati Thapa	Member
		3. Aditi Gurung	Member
		4. Ramesh Gywali	Member
		5. Santosh Gurung	Member

3	Laboratory management	1. Dr. Amar Nagila	Coordinator
		2. Dr. Niraj Chaudhary	Member
		3. Dr. Jay Prakash Sah	Member
		4. Bhupendra Sharma	Member
		5. Chandrakant Yadav	Member
4	Job Specification Preparation	1. Dr. Nirmala Jamrkattel	Coordinator
		2. Hari Prasad Kafle	Member
		3. Pramesh Poudel	Member
		4. Sarada Banstola	Member
		5. Sharmila Balkuti	Member
5	Stakeholder's Satisfaction Survey	1. Suresh Jaiswal	Coordinator
		2. Jenny Ojha	Member
		3. Deepak Joshi	Member
6	Prospectus and Academic Brochure Development and Publication	1. Nandaram Gahatraj	Coordinator
		2. Anil Giri	Member
		3. Sarada Banstola	Member
7	Journal Publication Committee	1. Dr. Damaru Prasad Paneru, SHAS	Chief Editor
		2. Dr. Dipendra Kumar Yadav, SHAS	Editor
		3. Dr. Rajendra Karki, BPKIHS	Editor
		4. Dr. Bishnu Prasad Chaulagain, IOM, TU	Editor
		5. Dr. Amar Nagila, SHAS	Editor
		6. Dr. Archana Pandey Bista, Maharajgunj Nursing Campus, TU	Editor
		7. Dr. Niranjan Shrestha, SHAS	Editor
		8. Dr. Sushil Panta, SHAS	Editor
8	Self-Assessment Team (SAT)	1. Nim Bahadur Dangi	Coordinator
		2. Bijay Subedi	Member
		3. Sunita Sharma	Member
		4. Bhupendra Sharma	Member
		5. Sharada Banstola	Member
9	Thesis Evaluation and Management guideline	1. Dr. Bishnu Raj Tiwari	Coordinator
		2. Dr. Arun Kumar Koirala	Member
		3. Kalpana Parajuli	Member
10	Performance Progress Monitoring Committee	1. Chirinjivi Adhikari	Coordinator
		2. Anil Giri	Member
		3. Anjana Bhattarai	Member

11	First Aid, Model Pharmacy	1. Jeeny Ojha	Coordinator
		2. Renu Karki	Member
		3. Nandaram Gahatraj	Member
		4. Bhupendra Sharma	Member
		5. Sharada Banstola	Member
12	Academic Audit Committee	1. Raju Pandey	Coordinator
		2. Shreejana Wagle	Member
		3. Santosh Kumar Gupta	Member
		4. Prabha Karki	Member
		5. Durga Bahadur B.K.	Member
13	HEMIS Committee	1. Anil Giri	Coordinator
		2. Renu Karki	Member
		3. Shalikram Adhikary	Member
		4. Anjana Bhattarai	Member

Criteria Wise Narratives and SWOC Analysis

Criterion 1: Policy and Procedures

This criterion explains how the school has defined its vision, mission, goal and objectives (VMGO) for its quality monitoring. School of Health and Allied Sciences (SHAS) has its own written legislation that includes well defined VMGOs on the basis of University's strategic plans. The school director, program coordinators, teaching and non-teaching staffs all are responsible towards their respective duties and responsibilities. There are various duly formed organizational structures where the policies of the school are formulated, reflected and updated as per the rules and regulations of Pokhara University. There is an Internal Quality Assurance Committee (IQAC) for monitoring and checking internal quality of School.

The school has the programs, committees, cells and individuals with their clearly defined written job responsibilities that are monitored by IQAC. On the basis of the strategic plan, academic calendar of SHAS is working in team approach.

The School has adopted various mechanisms for internal quality monitoring and checks. The school has developed its own website to provide necessary information and to obtain feedback from the stakeholders and public. There is the provision of publication of annual report which gives information about the annual progress and receives necessary feedback from the stakeholders.

The school has healthy relationship with nearby banks, hospitals, industries and local government so that all the students could be benefited by internship as well as industrial/community/hospital related observational visits. The school also organizes conferences, seminars, workshops and interaction programs to promote the quality education. Teachers are frequently sent to participate in such seminar and workshop so that they could refresh their potentiality as well as participate in research activities. For the information of the school and university system, the school organizes orientation programs in the beginning of each academic session. Beside this respective programs also organizes the orientation and interaction programs separately.

The school has formulated different cells/committees to improve the internal quality of the school. For this School Research Management Committee (SRMC) has been formulated, which manages researches carried out by the faculties. In addition, students are encouraged to apply for research grant in local and national related organizations. There is the provision of

study leave to the faculty for further study. The internal examination cell is responsible for conducting and monitoring the internal exams and also publishes the results of internal exams.

The students are also involved in institution management system and quality assurance in many ways. For instance, the university has 'Free Student Union' and student's representatives from SHAS also have membership. President of FSU can submit different letters demanding, requesting, suggesting for enhancement of the overall quality of the school. The school also having different students professional associations from different programs like PUSPA from pharmacy, PUBMAS from MLT, APPS from public health etc. These associations, in addition to carrying out different health and service related social activities, help to maintain clean and green of the surrounding of the SHAS. The School select the 'class representative (CR)' from students of each classes. CRs are responsible to maintain the 'class monitoring form' prepared by school. The school also has an Alumni Cell which provides valuable feedback to the School for academic improvement.

Being a constituent school of Pokhara University, it has many challenges. Instable leadership, students strikes due to political influence, lack of sufficient fund, managements of human resources, recruitment process are some of them. Besides, lack of sufficient budget the school is unable to provide good facility to its teaching and non-teaching staffs. Moreover, there are also limitations to the faculties to participate in national and international workshops, seminars and other professional development trainings. Still, the school has opportunities to launch various paramedical and medical academic programs as per the demand of general public by providing academic excellence.

SWOC Analysis of Policies and Procedures

Strengths	Weakness
<ul style="list-style-type: none"> • Constituent school of Pokhara University • Five years strategic plan • Defined plans and strategies • Formation of IQAC and other committees based on participatory approaches • System of promoting communitarian initiatives • Appreciation and recognition of achievements of Teaching and Administrative Staff • Accountability and transparency in the execution of duties at all levels • Encouragement for research culture • Policy decisions are undertaken in consultation with the faculty members • Students' participation at different levels and in all major activities of the school • Formed committees and cells have working consistently and submitting the timely reports • Formation of the alumni association • Appraised research capacity of the faculties 	<ul style="list-style-type: none"> • Lack of autonomy in formulation of its policies and strategy as the school has to get university approval in major decision • Lack in strengthening academic rigor in leadership positions • Partially autonomous school • Lacking proper implementation of punishment and reward system
Opportunities	Challenges
<ul style="list-style-type: none"> • Support and guidance of the UGC • Collaborations with national and international Universities • Model institution in the field of health and allied sciences • Remarkable grant from PURC • Better recognition of the faculties and staffs • Adherence to QAA system in strategic plan 	<ul style="list-style-type: none"> • Frequent ad-hoc decisions by higher authorities • Formulation and revision of the policies and procedures • Implementation of rapid and 360 degree feedback mechanism • Personnel threats for the implementation of the policies • Lacking proper office time utilization • Political influences in school and university

Criterion 2: Curricular Aspects

This section reflects the institutional action plan about how the courses are designed, possibilities about the diversity and flexibility, as well as the information on the practices of the institution in commencing and remodeling courses consistent with the national and international needs. The school is being a constituent school of Pokhara University, it adapts

the syllabi prescribed by the university. However, the school plans inventive and creative methods for delivery of the curriculum.

The school calls the meetings of the programs in the beginning of the session, prepares semester plan for teaching and tutoring effectively for ensuring reliability of teaching and learning with its academic goals and objectives. The school restricts the permanent and full time staffs to work in any other institutions with permission.

To develop the overall activities of the school besides the course, the school encourages the students to participate in extracurricular activities. The school encourages and inspires all the pupils to participate in field work, academic cum industrial tour to be familiar with modern technology and develop their potentiality.

For the revision of curriculum, Curriculum Development Centre (CDC) in association with Dean's office and subject committee, prepare the list of distinguished academic professional and specific subject's experts and invite them to workshop for comprehensive interaction regarding the strength and weakness of existing curriculum to beautify it as per the demand of time.

This cycle is usually repeated after the time period of one batch at particular program. All the faculty members of our School are invited at the workshop for discussion over the curriculum and consent from the expert committee is taken to modify or not and is brought to Academic Council

For new program, CDC request to a committee of distinguished academic professionals and subject experts for formulating proposal of syllabus which will be disseminated at workshop. Hence, our curriculum is dynamic with involvement of respective faculty members of our School as well.

The school has MoU with various organizations where the students use their theoretical knowledge in the different areas. Orientations and welcome programs are major functions to give message related to the professional responsibilities to the students. Students organize the campaign for blood donation and sanitation activities as well as others. School also manages the Field trips, Educational tour, Industrial tours etc.

SWOC Analysis of Curricular Aspects

Strengths	Weakness
<ul style="list-style-type: none"> Clearly outlined academic calendar formation and implementation of the School for annual/semester programs. Weekly class routine and its implementation and substitute of classes if any period is vacant CR class monitoring form and its implementation Extra classes and/or individual coaching for poor students Floods of evaluation system More weightage for internal exams (50% for UG and 60% for PG programs) Multimedia in every classrooms Capacity enhancement program for faculties and staff 	<ul style="list-style-type: none"> Teacher centered T/L approaches by some faculties Theory focused curriculum, less focus on practical aspects Field activities less prioritized (field coordinator not available for any program) Less involvement of the faculties during the curriculum development phase Curriculum detailing workshops are organized in a hush-hush way
Opportunities	Challenges
<ul style="list-style-type: none"> MOU between SHAS and different institutions and organizations Concurrent theory classes in practical sites (E.g., hospitals) Horizontal mobility of merit students for non-degree courses to abroad Access to e-books and journals e.g., HINARI Innovative programs and curriculum, e.g., MSc MM/MB, BPT 	<ul style="list-style-type: none"> Growing number of similar programs and curriculum by other Universities, to which SHAS has to compete Increasing graduate under employability for longer durations

Criterion 3: Teaching-Learning and Evaluation System

The practices of teaching and learning in the school are reflected in this section, along with the information about the competence and proficiency of the faculty handling various activities here. The School has developed guideline for admission process. Firstly, the school form the admission committee and announces the admission notice in school website and national newspapers before the commencement of the session. Secondly, a written examination is conducted, published the merit list and on the basis of merit list, admission

process will take place. After admission into the academic Programs, students are given orientation by the School which covers almost every concerned areas such as academic administration, account, internal examination cell, career counselling and placement cell, curriculums etc. Likewise, students are also oriented by the respective programs on the basis of course nature, objectives and course contents. Even at the time of admission, students are given counseling individually regarding the scope of the course.

The School prepares academic calendar at the beginning of the each academic session which includes teaching learning activities of whole semester/year. Teachers are encouraged to prepare lesson plans on the basis of academic calendar. It is also mandatory to keep log books of respective courses and submit to school at the end of semester.

New appointments of the full time teaching faculty are appointed by the process of Pokhara University Service Commission. SHAS also follows the criteria of selecting full time contract faculty and part time faculty as per the university's guidelines.

Recently the school has conducted academic survey where teachers performance are also assessed like recent publications, thesis guidance, book published, conference/ seminar/ workshop attained etc. School also follow the Log book system which has been filled by respective teachers as well as students. Those log books are evaluated by program coordinators and reported to Director's office.

Dean's office has a formalized process and document on evaluating the performance of the teacher. The results generally are entertained to improve the area of weakness and also for the purpose of internal promotion and further recommendations. The school organizes an interaction program with the students regarding the feedback of academic programs at the end of semester. Though the school lacks formal process of collecting students' evaluation on institution experience, the direct access of the students with the faculties, program coordinators and director which is also one of the good platform for sharing such issues. Recently, school has conducted stakeholder's satisfaction survey where the students are also participated and expressed their views.

The Free Student Union also collects the perceptions from students because each student feels more comfort to keep in touch to FSU rather than to administration directly. The union collects the voice of the students and submits to the administration to reform the institutional performance.

Graduate students involving in different sectors, drop their experiences, feelings and provide feedbacks in the tracer study form at the time they were studying in the school.

School has adopted some notable innovations in teaching. For instance, some faculties' conducts classes where students give short Presentations, followed by questions from their peers and then the overall summing up by the teacher. In this way, students attend seminar-type classes on pre-defined topics, Group discussions are conducted frequently. The school has incorporated innovative teaching and learning methods to deliver qualitative education to the students. From its inception the school has adopted modern pedagogical approaches as per syllabus such as: Case Studies, Group Discussions, Project Assignments, Field Visits, Class Presentations, Seminars and Workshops, Educational Excursions and Industrial Visits, Bench work practice, Hospital internship.

SWOC Analysis of Teaching-Learning and Evaluation System

Strengths	Weakness
<ul style="list-style-type: none"> • Qualified and well trained faculty members • Extra courses for weak and needy students • Academic calendar is followed. • Well-furnished classrooms with multimedia projectors • Modern teaching techniques used (Audio visual teaching aids, use of e-resources) • Mandatory provision of at least two internal exams for semester courses and three internal exams for annual courses. 	<ul style="list-style-type: none"> • Tight semester schedule • Short time duration for evaluation • Sometimes lack of uniformity in evaluation
Opportunities	Challenges
<ul style="list-style-type: none"> • Collaboration with other national and international institutions • Provision of guest faculties for specialized subjects • Faculty and student exchange programs • Pedagogical trainings to the faculties 	<ul style="list-style-type: none"> • Attraction more qualified faculties and of retention of available faculties. • To get more national and international research grants.

Criterion 4: Research, Consultancy and Extension

The focus on expediting the aspects of the school to promote research, consultancy and extension and its outcomes are reflected in this criterion. The school has been providing opportunities to its faculty members and students to carry out research activities. Faculties and students are encouraged to take advantage of a wide range of research facilities available in the school. The school provides financial supports to the research students of bachelor and master level. The school financially supports for the data collection expenditure, travelling, procurements of chemicals and instruments. The school buys the different types of kits, special chemicals that are needed for the laboratory studies. Similarly, the school also manages the study setting in different hospitals for their research study

Each programs provides support to students and orient about how to conduct research and write reports. The students have the opportunity to work alongside experienced faculty members in a variety of settings. The school has allocated the budget Rs. 1500000/ in the fiscal year 2076/077. The school research management committee has been providing faculty research grant to faculties. One lakh to wet research and eighty thousand rupees to dry research are given to every selected faculties as faculty research grant.

The faculty is encouraged to pursue and complete doctoral and post-doctoral work for which they are granted study-leave with full pay. The faculty is granted special leave for attending conferences to present papers. The School provides financial assistance in the form of Travel Allowance, Registration fees etc.

The school has academic publications. The school publishes the research journal in the name of Journal of Health and Allied sciences (JHAS).The issue published was on 2010 vol. 1 with ISSN No. 2091-2587 and latest on 2019.The school is also in the process of publishing new issue and will be published by the end of June 2020.

The school has offered consultancy services to various organizations in health sectors. School Director, Dr. Damaru Prasad Paneru has given consultancy services as a trainer in “Disaster Preparedness and response planning” for different hospitals of Gandaki Province organized by Ministry of Social Development. Professor Dr. Arun Kumar Koirala, Dr. Damaru Prasad Paneru, Dr Dipendra Kumar Yadav, and Dr. Tulsi Ram Bhandari were appointed as research expert for “Research Proposal Evaluation and selection process” of Ministry of social Development, Gandaki Province. Recently School has also provides its consultancy service in Dengue management in the 67 school of Gandaki Province.

SWOC Analysis of Research, Consultancy and Extension

Strengths	Weakness
<ul style="list-style-type: none">• Research/academic Publication• Formation of Research Management Cell• Promote the academic/professional mini research (both wet and dry lab)• Provision for higher level research by adjusting faculties time schedule• Research environment and coordination• PG/UG curriculum oriented towards research• Funds for human resource development (for training, Workshop participation as well as dissemination of research work at national and international level)• MOU with different international universities for students, faculties and their skill transfer.	<ul style="list-style-type: none">• Inadequate budget allocation for research• Research time frame• Engagement and enrolment of Ph.D. level program within school for research program• Quality Lab set up• MOU renewal and its implementation process.
Opportunities	Challenges
<ul style="list-style-type: none">• Encourage faculties and PG students to do research• Financial support for mini research• Encourage to participate and take a grant (application call out annually as well as biannually)• Collaborative and extensive research opportunities• Community participation for preparedness and awareness campaign	<ul style="list-style-type: none">• Tie/ups for collaborative research academia/industry, academia/clinical settings• To attract funds from national and internal funding agencies• Enhance capabilities to conduct policy level research• Procurement of advance instruments for lab setting• Inadequate resource (both human and material) mobilization• Maintenance and proper utilization of available lab instruments

Criterion 5: Infrastructure and Learning Resources

The analysis of this section highlights the adequacy, optimal use and maintenance of the facilities in the institution to enhance the quality of the academic and other aspects. The University has a comprehensive master plan that explains the existing buildings and the projected expansion in the future. The master plan clearly envisioned the expansion of the present institution into the university. School claims that it has enough infrastructures for its existing programs. All the programs are accredited from respective council. The school established procurement section which is also responsible for the regular maintenance of the infrastructure. It have different types of resources: manmade and natural. The school is making maximum utilization of the resources by running the academic programs. Girl's students are getting hostel facilities those are from remote areas and merit basis. The program

hall is specially used for different programs of school without any charges. The library is used for multidisciplinary purpose i.e. study, research, record etc. The university has a wide and enough playground to strengthen students' sports activities. The school has appointed one 'mali' to cut the bushes and collect the wastages on the daily wage and regular basis. The school also called the municipality garbage disposal truck time to time to collect degradable garbage and waste materials. In addition, the school also called and allowed some local farmers to remove unnecessary grass and use it for farm animals free of cost. FSU regularly conducts clean, green and pollution free activities at school surroundings. Different student's professional associations regularly conducts sanitation program, gardening, plantation and trimming. School provides the high bend of internet, intercom, CCTV, HEMIS Software and own dynamic website.

SWOC Analysis of Infrastructure and Learning Resources

Strengths	Weakness
<ul style="list-style-type: none"> • Comprehensive master plan • Enough infrastructure for existing programs • Adequate support facilities available for conducting educational program • Hostel facilities • Provision of internet, intercom, CCTV, HEMIS software as well as own website • Service of inter/university facilities • Health Service (school health centre, clinical laboratory for students, faculties and staffs) • Central library • Sports (Regular Sports week annually and participation of students in national and provincial level sports) • ECA • Establishment of school library 	<ul style="list-style-type: none"> • Insufficiency of space for library • Lacking auditorium and stadium • Lacking canteen
Opportunities	Challenges
<ul style="list-style-type: none"> • There is a chance of developing the infrastructure for betterment of Program. • There is the condition of constructing more physical infrastructure from UGC and others sources. • There is an opportunity for establishment of school library automated. 	<ul style="list-style-type: none"> • Inadequate infrastructures for extension of programs and student enrollment • Fully automated library • Establishment of inter library loan service

Criterion 6: Student Support and Guidance

This section focuses on the analysis of the efforts of the institution to provide the necessary assistance for good students and to facilitate them for their progression. The school publishes prospectus annually. The prospectus published this year includes a brief introduction about the university, School of Health and Allied Sciences, organogram of school, major program offered, message from Director, program coordinators, list of faculties and staffs, curriculum structures, fee structures, academic activities and related photographs. The School offers scholarships as prescribed by Pokhara University Scholarship Guidelines. The school offers merit based scholarships to toppers of each programs every semester. As our school is one of the constituent school of the university, we offer 20% scholarship in each programs.

A culture of mentoring is followed in the school through which a parental approach is applied by the faculty members and the students get benefit in various academic, personal, careers and psycho-social issues faced by them. The school has a mechanism for career guidance and placement of its students which provides required training and motivates the students for research and higher studies. The school has an employment cell, through which the students are trained and informed about the various professional avenues available to them.

SWOC Analysis of Student Support and Guidance

Strengths	Weakness
<ul style="list-style-type: none">• Placement cell and documentation started• Psychosocial counseling corner• First aid• Academic and Career counseling• Alumni association• Provisioning Class Representative (CR)	<ul style="list-style-type: none">• Incomplete Student Database• Limited Space• Incomplete Alumni Database
Opportunities	Challenges
<ul style="list-style-type: none">• Career counseling by the expert professional• Organizing interaction with alumni occupying prominent nation and international positions• MoA with relevant organizations	<ul style="list-style-type: none">• Specialized training for HR• Poor follow-up of

Criterion 7: Information System

It required for developing the institutional efficiency in the management system. The school has its own committees that are responsible for analyzing and recording various academic data. They prepare and submit the analyzed data to the IQAC for discussion. The school has

recently established Higher Education Management Information System (HEMIS) Unit which is working to collect all data derived from Office of the Controller of Examinations and Academic Administration of the school and analyze them for academic and institutional development. Besides it, there are other cells like Employment and Placement Cell, Tracer study, Alumni Association which individually collect, record and analyze various academic updates of students.

The analysis of the academic data is carried out on the basis of students pass out rate, dropout rate, subject wise academic performance, employability, administrative, financial and instructional area in the school. The student diversity, faculty student ratio, and staff support as well as infrastructural support required is analyzed. The data is also used in tracing study.

There is a mechanism to receive comments or feedbacks on the published data through face to face interaction programs so that suggestion and feedback are noted down and improved in the future days. These feedbacks are collected through the meetings of Programme coordinator of concerned programmes, classrooms from students, school director and educational administration section of the school. There is also a provision of suggestion box which is accessible to all its stakeholders. In this way also, the school receives feedbacks on the published data.

Similarly, the school has a provision to receive comments or feedback on the published data through its website. The feedback can also be posted in school website. The use of information system can be effective to improve the quality education. For instance, if the stakeholders have the information about the importance of e-library facilities, regular research activities, infrastructure and other facilities that are provided by the institution, then they may pressurize the school to improve its facilities so that the students can be benefitted from these facilities and have the quality education from the institution.

SWOC Analysis of Information System

Strengths	Weakness
<ul style="list-style-type: none">• EMIS software installed• Updating information of staff, faculty members and students in EMIS• Group email IDs and using social media for teaching learning activities• 	<ul style="list-style-type: none">• Reluctance of repositioning the information (from conventional to electronic)• Lacking deputation of trained HR
Opportunities	Challenges
<ul style="list-style-type: none">• Developing strategic and long-term plan by the University• Data bank	<ul style="list-style-type: none">• Sustainability• Data security

Criterion 8: Public Information

This is the section in which the analysis is reflected to highlight on how the institutional information is published, and the impact of such information towards the quality assurance process of the institution.

School has spacious reception section at its entrance with log book, record keeping of queries/ information, telephone, standby fully updated receptionist for informing/answering the issues asked by concerned people/institution. At the side by it, there is a public notice board through which different information are disseminated.

Recently we have launched our own website www.pushas.edu.np through which all the notices, news, events and gallery can be accessed with few clicks. Publication cell publishes the annual report and prospectus which is comprehensive to inform the public regarding all-round aspects of the School. There are specific sections (Administration, Finance, Academic record section, procurement section, and reception) which keep the specific data on Excel, MS word, pdf or even in the hard copy.

Academic information regarding courses offered at School, number of seats per course, entrance examination detail, eligibility criteria for entrance, procedure for applying to study, scope of courses, fee structure of courses, their objectives, are accessed through annually published brochure which are usually issued to the students and parents who come to School for the query. As HEIMS is on the process of data input from various programs, it will accurately and easily publish on a click regarding the academic and administrative information even at the level of each students.

Financial Audit Report has been published by the Finance division annually and is disseminated to concerned stakeholder. Public concerning issues like detail of entrance examination, vacancy announcement for faculty members and staff, course-contract vacancies, announcement of convocation ceremony, procurement of scientific equipment, furniture, laboratory reagents, logistics etc. are always published through the national daily newspaper. At the same time, academic and social issues/task for the benefit of society being initiated by School is well covered by the national daily.

PU Newsletter is the magazines published by the University which has the specific column for faculty of Health Sciences, under which we are the only constituent college. Bulletin is highly dedicated to cover the news, events, national/international visit/conference by faculty members of our School. This bulletin is published just before the convocation and disseminated to thousands of students being convoked and their parents.

We have dedicated and highly energized team as “Research Management Cell- RMC” recognized by University Grant Commission (UGC), which consistently insist the faculty members to conduct the research work and publish the innovation in our own Journal “Journal of Health and allies Sciences (JHAS). This journal try to circulate the message regarding public health issues, environmental and lifestyle modification for prevention of disease and promotion of health through the established data and findings.

SWOC Analysis of Public Information

Strengths	Weakness
<ul style="list-style-type: none"> • Active front desk/reception • Appointment of Information Officer • Continuation of Annual Report • Initiated Bulletin of SHAS • Launched School's website • Publication of Financial Audit Report • Publication of Academic Audit Report • Journal of School of Health and Allied Sciences (JHAS) indexed in NepMed, Google Scholar including others 	<ul style="list-style-type: none"> • Documentation in the infancy stage • Growth phase of stakeholders • Less engagement of guardians • Improper waiting hall for visitors
Opportunities	Challenges
<ul style="list-style-type: none"> • Bulletin of Pokhara University (PU) • Linking JHAS into global scientific community • Developing repository system for archived academic assets of the school • Use of discussion forum in research network and social media (Research gate and Facebook) 	<ul style="list-style-type: none"> • Regularity and sustainability • Deputation of trained staff

Summary

School of Health and Allied Sciences is one of the constituent schools of Pokhara University under the Faculty of Health Sciences. In the early days, the School was established as the school of pharmaceutical sciences in the year 2001 with the commencement of B. Pharm. (Bachelor of Pharmaceutical Sciences) program at Nayabazar, Pokhara in a rented house. In 2003, the school started B.Sc. MLT (Bachelor of Science in Medical Laboratory Sciences) program and changed the name as School of Pharmaceutical and Biomedical Sciences at Simalchaur, Pokhara. Later, additional programs like BPH (Bachelor of Public Health) and BSc. Nursing (Bachelor of Science in Nursing) were started and the name of the school was renamed as School of Health and Allied Sciences (SHAS) that is to the present. In year 2007, the school was shifted in its current academic complex (Area around 17000 square meters) of Pokhara University located at Dhungepatan, Pokhara, Kaski. The premise is shared by the school with other three constituent's schools of the University and the Central Library. There are four academic blocks of SHAS at the moment, among which three blocks are in the academic complex whereas the fourth block is rented outside the complex at Powerhouse, Pokhara-30, Kaski.

Recently, the school has launched BPT (Bachelor of Physiotherapy) program in the year 2018. Altogether, there are five undergraduate programs and six graduate programs running in the school. The Master's programs in Pharmaceutical Sciences in Natural Products Chemistry and Pharmaceutics were started in year 2005. In the year 2011, the M. Pharm. in Clinical Pharmacy program was also started. There are currently two MPH programs (Master of Public Health in Public Health Service Management and Master of Public Health in Health Promotion and Education) and two MSc. in Laboratory Science Programs (Master of Science in Medical Microbiology and Master of Science in Medical Biochemistry). Thus there are seven master programs in the school. The curriculums are being regularly updated by the University and as a constituent school, the School actively participates in the curriculum updating program. The school is planning to start master programs in Nursing and Physiotherapy sooner. There are total of 60 faculties and 28 supporting staff in School. The annual intake capacity of the school is 227 students in total including all programs.

Currently, the School is following the Strategic Plan 2018-2023 of the University. All the activities of the School are governed by the provisions laid down in the Pokhara University Act, regulations and by-laws.

The School publishes its own scientific journal as the 'Journal of Health and Allied Sciences (JHAS)'. Other than the Journal, School periodically publishes SHAS Bulletin, Prospectus and Academic Calendars. The information of the school is managed by the Information Officer and updated on its own webpage (<https://pushas.edu.np>) regularly.

The School has Memorandum of Understandings (MoUs) with other academic, research and professional organizations and institutions. The students are benefitted from these MoUs in their training and internships.

Research is the major priority of the school. Apart from facilitating faculties and students to conduct externally funded researches at the School, the School itself provides small grants to the faculties annually. All the terms, conditions and job responsibilities of individuals/committees/ cells working in the school in different capacities are well defined.

The entrance based intakes, seasonal assessments of the students, external examinations, hospital exposures, live experiences, community exposures, technology-aided teaching, and student support programs like disbursement of scholarship to economically disadvantaged students, merit scholarship, provision of technical and financial support to organize the curricular and extracurricular activities are the major efforts made to maintain the quality of education among the students. Similarly, provision for opportunity to involve in teaching, research, extension, publication, presentation of papers in national and international conferences, promotional avenues for staff and faculties is in priority. Likewise, the organization of refreshment tours and competency-based programs, provision of additional allowances are the initiatives to promote the faculty enhancement in this school as extra focus.

Provisions for development of skilled human resources, its own infrastructure and building, own landholding, well-equipped laboratories, resourceful library, and technology-aided teaching-learning methods are the key strengths of the school. It has sufficient opportunities to grow its programs, faculties and staff by involving them in different competency based programs. Being a constituent School of the university, it has discretion for the financial viability, pooling of the human resources and applications from prospective students. In addition to this, this institute has the chances to be one leading and pioneer higher education institution of this country.

Recently this School has participated in the QAA program of UGC Nepal and it has established its own committees and cells such as IQAC, SAT, EMIS and SRMC etc. The School is committed to regularly enhance its quality in all aspects in the years to come.

ANNEXES

All the related supportive documents that are necessary to produce the proofs of the arguments given in each indicator have been annexed in this section. For the convenience of the presentation, the annexes have been systematized well. The table of content of annexes is as follows:

Annex: 1

SN	Contents	Remarks
1	Strategic Plan	
2	Action Plan	
3	Master Plan	
4	Admission Procedure of SHAS	
5	Agreements and MoUs of SHAS	
6	School RMC Related Documents	
7	Faculty Research Status	
8	Working Procedure of Mode Pharmacy	
9	Internal Audit Report of FHS	
10	PU Girls Hostel Documents	
11	PU Scholarship Regulations	
12	Library Related documents	
13	Stakeholders Satisfaction survey Report	
14	PU Service Commission Documents	
15	Professional Counsels	

Annex: 2

SN	Contents	Remarks
1	Organogram of SHAS	
2	Academic Audit Report	
3	ToR/ Job Responsibilities	
4	School Operational Guideline-2076	
5	SHAS- Students Details	
6	Consultancy Service Documents	
7	SHAS- Placements Cell Documents	
8	Master Plan of BSc. Nursing	
9	Students Project Work	
10	Students Field Visit Report	
11	SHAS- Students Professional Associations	
12	SHAS- Facilities Used by Other Instructions	
13	Minutes of Various Committees	
14	Class Log book and CR Monitoring form	
15	Semester End Report of Internal Examination Cell	
16	Orientation Program Documents	
17	Alumni Documents	
18	Common Facilities of PU	
19	Health Camp and Trainings Documents	
20	Photos of Different Activities	

Annex: 3

SN	Contents	Remarks
1	Routine of Different Programs	
2	Students Thesis Preparation Guidelines	
3	List of Faculties, Different Committees and their appointments	

Annex: 4

SN	Contents	Remarks
1	Prospectus of SHAS (2018 and 2019)	
2	SHAS Bulletin	
3	Annual Reports of SHAS	
4	Annual Report of PU	
5	Abstract book- Revitalization of SDGS	
6	Workshop Report-Capacity Enhancement	
7	Abstract book- Symposium of Medicinal Recourses in Pokhara	
8	Conference Report- Poly-Char 2019	
9	Abstract book- Symposium on Current trends and Future Prospects in Pharmaceutical Sciences	
10	Recent Issues of Journal of Health and Allied Sciences (JHAS)	
11	Comparative Study on the Role of Pharmacist in Nepal and Japan	
12	Newsletter of PU	

Annex: 5

SN	Contents	Remarks
1	Decisions of Executive Committee	
2	Act and Regulations of PU	
3	PU Budget and Planning (2075/76)	
4	SHAS Infrastructure Report	

Annex: 6

SN	Contents	Remarks
1	Tracer Study Report	
2	Annual Report-2074 & 76	
3	Study Leave Documents	
4	Clinical Laboratory Related Documents	
5	Research Budget	
6	Financial Audit Report	
7	Capacity Enhancement Documents (II)	
8	PU Regulations- 2076	
9	Internal Exam Related Documents	
10	Miscellaneous Documents	

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