

# **School Strategic Plan**

**(2020-2023)**



**School of Health and Allied Sciences**  
**Pokhara University**

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## Foreword

Pokhara University has made an endeavor to establish an institution of academic excellence, with an aim of producing academically sound and professionally efficient human resources in the field of medical and allied health sciences. To achieve this goal, “The School of Pharmaceutical Sciences” was established in 2001AD as one of the constituent schools of the Pokhara University having mandate of producing undergraduate, postgraduate and the research degrees graduates in health sciences. This school was renamed as **School of Health and Allied Sciences (SHAS)** with the start of undergraduate programs in laboratory sciences (2003), public health (2009) and nursing (2010).

Since its establishment, SHAS has been producing various undergraduates and postgraduate level human resources. We envision the expansion of academic horizons from its existing teaching learning methods to the research and development linking to service delivery that address national needs of human resource development. We aspire to be the center of excellence in interdisciplinary health sciences through the linkage of research, development and service delivery. Achieving these wider goals requires development of context specific flexible plans and their implementations through the harmonious use of available resources, creating organizational culture and enriching academic environment. In this context, we are developing the strategic plan of the school for the first time and plan has been developed in line with the strategic plan of the University. The current plan is prepared for 2020 to 2023.

**Strategic plan (2020-2023)** entails the information about vision, mission and goals of SHAS. It also describes the development trends of school, identifies the strengths, weakness opportunities and threats; developed strategies and proposed activities; and resource mobilization plan to cater the needs of school development.

I am very much thankful to the members of strategic plan development committee (Dr. Hari Prasad Kafle, Mr. Suresh Jaisawal, Mr. Nandram Gahatraj and Mr. Nim Bahadur Dangi) who have worked hard, made effective coordination and documented well. Similarly, I am indebted to Mr. Chiranjvi Adhikari, Atisammodavardhana Kaundinnyayana, Nirmala Neupane, Anil Giri and Sushil Adhikari for their contribution. I am also thankful to all the officials of Pokhara University, members of several committees of SHAS, faculty members and staff; and the

students of SHAS who have well understood the key quality concerns of the SHAS and acted accordingly in the path of achieving and sustaining quality education.

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## SECTION I: INTRODUCTION

### 1.1. Contexts and Rationale

School of Health and Allied Sciences (SHAS) is one of the pioneer constituent schools of Pokhara University. It was started in 2001 under the Faculty of Science and Technology, Pokhara University as “The School of Pharmaceutical Sciences”. Initially, there was only one undergraduate program-Bachelor of Pharmaceutical Science (B. Pharm.). Later, in 2003 with addition of Bachelor of Science in Medical Laboratory Technology (BSc MLT), the name of school was converted as “School of Pharmaceutical and Biomedical Sciences”. With the further expansion of academic programs in public health and nursing in 2009, the school was again renamed into "School of Health and Allied Sciences (SHAS)".

At present, the school has five undergraduate programs: Bachelor of Pharmaceutical Science (B. Pharm.), Bachelor of Science in Medical Laboratory Technology (BSc MLT), Bachelor of Public Health (BPH), Bachelor of Science in Nursing (BSc. Nursing) and Bachelor of Physiotherapy (BPT). In addition, six master level programs in pharmaceutical sciences (Master of Pharmaceutical Sciences in Natural Products Chemistry and Clinical Pharmacy), public health (Master of Public Health in Public Health Service Management and Health Promotion and Education) and medical laboratory sciences (M Sc. Medical Microbiology and M Sc. Medial Biochemistry). The School in planning to other undergraduate and graduate level programs in health and allied sciences.

The school is under the direct leadership of the School Director for all academic and financial activities. There are three buildings within academic complex of university where the programs are being run and there is also one additional physiotherapy block outside the academic complex. The school adopts diversified teaching learning pedagogy which includes significant fraction of practical, hospital trainings, field works as well as research work. The annual intake of the school is as much as 180 in undergraduate level and 47 in post graduate level. The current pass trend of the students is about 85%. There is the common central library and sports grounds for all of the schools of the University. The School is also conducting various activities

such as health camps, diagnostic camps, and community health diagnosis programs for benefit of the surrounding community.

## **1.2. Purpose of the Plan**

Being one of the pioneer school of Pokhara University, School of Health and Allied Sciences has a responsibility of producing highly knowledgeable and skillful human resources in health required for Nepalese as well as global market. Moreover, the school aims to be a center of excellence in South East Asia in teaching, research and innovation. It is impossible without clear strategic vision formulated in the light of the organizational constraints and environmental contexts.

Proposes of this strategic plans are:

1. To reform in entire dimensions of school to provide quality education in health sciences
2. To increase the participation of all stockholders in school management.
3. To determine the roadmap for continuous improvement teaching learning activities and research.
4. To adopt the latest technology in school for making teaching learning activities effective, novel and innovative.
5. To promote the culture of research and innovation in school among students and faculties.
6. To obtain the QAA (Quality Assurance and Accreditation) certificate from University Grant Commission (UGC), Nepal.
7. To obtain technical and financial support from university grant commission (UGC).

## **1.3. Process of Preparing the Plan**

This strategic plan of School of Health and Allied sciences (SHAS) is prepared systematically through extensive and in-depth scanning of internal environment in terms of strengths and weaknesses and external environment in terms of opportunities and threats.



The following steps are involved in preparing actual strategic plan of school.

- A committee having five members working in vital positions was formed under the chairmanship of school director to formulate the strategic plan of school.
- The committee reviewed and analyzed the important components/documents of school and university to collect background information.
- The committee organized series of interactions/meetings with all major stakeholders (school administration, finance section, faculties and students etc.) of school.
- The committee had drafted the strategic plan and presented it in capacity enhancement and skill development training organized by school for faculties.
- The committee made necessary modification and correction in the draft strategic plan and finalize it.
- The committee submitted the strategic plan to school administration.
- School administration approved the plan.

#### 1.4. Participants of Strategic Planning

Participants of strategic planning are:

- Strategic Action Plan (2020-2023) Formulation Committee:

Chairman	Dr. Damaru Prasad Paneru, School Director, SHAS
Member	Mr. Suresh Kumar Jayasawal, BSc MLT Program Coordinator
Member	Mr. Nanda Ram Gahatraj, BPH Program Coordinator
Member	Mr. Nim Bahadur Dangi, SAT Coordinator and B. Pharm. Program Coordinator
Member Secretary	Dr. Hari Prasad Kaphle, Assistant Professor (Public Health)

- Internal Quality Assurance Cell
- School Administration
- Program Coordinators of different programs
- Chair Person of different cell/units/committees

- Teaching faculties and employees

### **1.5. Stakeholders**

The major stakeholders of SHAS those consulted and contributed directly or indirectly for the formulation of strategic plan include the following:

- School Director
- Coordinators of different bachelor and master level programs
- Teaching faculties of the school
- School Administration
- Students
- Procurement management committee
- School placement cell
- Internal Quality Assurance Cell
- Extra-curricular activities cell
- Research management cell
- Journal publication committee
- Faculty of Health Sciences
- University central administration
- Examination controller's office
- Alumni Association
- Student quality circle etc.

### **1.6. Components of the Strategic Plan**

The components of this strategic plans includes:

- Institutional profile

- Development trends
- SWOT analysis of institution
- School vision, mission, goals, strategies and activities
- Plan for resource mobilization

### **1.7. Scope of the Plan**

This strategic plan is prepared for three academic years: 2020/2021, 2021/2022 and 2022/2023 to prepare the school strategic plan in accordance with Pokhara University Strategic Plan 2018-2023.

## SECTION II: INSTITUTION PROFILE

### 2.1. Overview of the Catchments Area

#### 2.1.1. Geographical Setting

Nepal is the landlocked country in the northern hemisphere sandwiched between two Asian giants: China and India. Nepal has the glory of having world's highest mountain- Sagarmatha (Everest) and being the birth place of Lord Buddha- Light of Asia. Country covers about 0.03 % and 0.3% of land of world and Asia respectively. The beauty of the country is extreme diversity within close proximity of topography, ecology, flora and fauna. The lowest altitude is 70 M and highest is 8848 M. There are three ecological belts; Tarai (plain area), Pahad (hill area) and Himal (mountain area) spanning east-west. The Tarai region lies in the southern part of the country. This area, being an extension of the Genetic plains of India, forms a low flat land. It accommodates 48.4 percent of population. This area includes most of the fertile land and dense forest of the country. There are five types of climates in Nepal; warm & humid, warm & dry, composite, cold & humid, cold & dry. The country is stretched eastwest with average length of 885 KM and north-south with average breadth of 193 KM. The world's eight highest peaks above 8000 M are situated in the mountain range of the country. Total population of the country according to the census 2011 is 266, 20,809. The gender ratio is 94.41 with males 129, 29,431 and females 136, 93,378. Apart from the ecological divisions, there are seven Provinces. For administrative purpose, the country is divided into 77 districts. Sixteen districts in the north constitute the Mountain region, 40 districts in the middle constitute the Hill and 21 districts in the south fall in the Terai Region. Districts are further divided into number of Village Committees and Municipalities. For several reasons number and size of these local units changes from time to time. Currently, there are 752 local levels including village committees and Municipalities. Local levels are sub-divided into smaller units, called the Ward.

School of Health and Allied Sciences (SHAS) is Located in Dhungepatan, Pokhara Metropolitan 30 of Kaski district, 13 km east of Pokhara city (Prithvi Chowk), i.e., 8 km from

Bijaypur bridge. It has built an academic complex in the serene and scenic location of Eight Lake City, Pokhara, in the lap of the Himalayan range and peaks such as Mt. Machhapuchre, Mt. Dhawlagiri and Mt. Annapurna. In addition, Dipang, Begnas and Rupa Lakes are within walking distance of its academic complex and central office.

### **2.1.2. Social, Cultural, Economic and Political Settings**

School of Health and Allied Sciences, Pokhara University has started its operation from rented premises. Laying foundation stone of the central office of the university was held at Khudi of Dhungepatan in Ward No 12 of Lekhnath Municipality in 2000. The university has been launching of its all activities, both academic and administrative, from its own building here in Lekhanath by the year 2007. The School takes arrogance in integrating people from different social, cultural, economic, and political backgrounds. The enrollment data of the school shows that our students come from different cultural, economic and social backgrounds that substitute a multicultural identity of the school. Our faculties and staffs also come from similar backgrounds. The School welcomes faculties, staffs and students from all backgrounds.

### **2.1.3. Educational Status and Scope**

SHAS has its own identity in the crowd of various academic of paramedical courses. It is a fusion of excellent teaching staffs, sound infrastructure and environment, energetic administrative body and curious students for learning. The school has such an excellent academic output that our graduates are capable of competing in the global job market. SHAS is the leading institution in the production of competent paramedical professionals in Nepal. The presence of our college graduates in leading roles in the governmental and non-governmental institutions proves that the school has maintained high degree of academic excellence. The school is under practice to update the faculty members in research and trainings. The school has forwarded in the QAA process as specified by the University Grants Commission of Nepal.

#### **2.1.4. Stakeholders and Scope of their Participation**

The major stakeholders of SHAS include the faculties, staff, students, School management committee, school administration, coordinators, guardians, and local community. Another element of school administration is the group of coordinators who are major players to implement the strategic plans. The most important players to implement the strategic plans are the faculties, who are responsible for implementing plans related to student community. Their voice and ideas are important in the process of planning and implementing them. The students' concerns are very important and their voice should get reflected in strategic plans. SHAS always invites student representatives (SHAS-Students Quality Circle) who making vital decisions concerning quality strategies. The local community is a major stakeholder for this school. As a constituent school of Pokhara University, the local community is deeply involved in our activities. Many members of local community are the guardians of our students as well. Their concerns of academic quality matter much in the process of decision making. As we are non-profit making institution, we take very little from our students, but we need much more to operate the school. In this regard, the required additional amount of money comes from central office of Pokhara University. The last but not the least, the policy guidelines of the Pokhara University are important landmarks for us. The spirit of the law, rules and regulations of Pokhara University get reflected in our policies and strategies.

#### **2.2. Descriptions of the Institution**

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.



## **Salient Features**

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

### **2.2.1. Historical Background**

- 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 MM and MSc MB programs are of two years spread over four semesters. MSc MM and MSc MB programs are of three years duration spread over six semester.

### **2.2.2. Physical Infrastructures**

#### **a. Building and Classrooms**

SHAS owns four building with well-furnished rooms for conducting the teaching-learning activities. Construction related activities of the School are governed by the provisions laid down in the Pokhara University Act, regulations and by-laws.

Pokhara University has a big challenge to compete in equal terms with other established universities as well as create a niche for itself. Management has a big role in this onerous task. Accordingly, systematic management processes will be established. The existing rules, regulations and bylaws will be revised and amended as required. In addition, rules, and guidelines required for the institutional development will be prepared and implemented. Specific responsibility and accountability centers and norms will be established. The management practice will basically adhere to the principle of economy, efficiency, and transparency. The core management ideals will be commitment, sincerity, purposive and

efficiency. Accordingly, the management values and culture will be promoted, befitting the University by the following specific strategies.

- i. Continuous improvement and development of management processes will be adhered to in a participative way.
- ii. A culture of commitment, high achievement, uniqueness and social responsibility in all its programme offerings will be developed.
- iii. Infrastructure development will be done to maintain an attractive, ecologically sensitive and safe environment.
- iv. The process of consultation and communication will be strengthened.
- v. A purposive, responsive, cost effective, and efficiency oriented management system will be designed and implemented.
- vi. Responsible contribution of all stakeholders will be ensured.
- vii. Appropriate systems and processes will be institutionalized by revising and updating rules, regulations and procedures.
- viii. Mechanisms for regular review and monitoring will be strengthened.
- ix. Various divisions will be established as per the need for the change in the university's structure.

#### **b. Library**

The SHAS uses central library of Pokhara University (PUCL) which has sound collection of text books, reference books, journals, bulletins, and e-resources. It also has departmental library and its plans to establishment of school library in near future.

#### **c. Furniture and Accessories**

SHAS has well-equipped and well-furnished classrooms. We have enough desks, benches, chairs, and cabinets.

#### **d. Laboratory, Computer, and CCTV**

In order to enhance skills of students, the school established different laboratories as per the need of courses. 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. To support the security measures, the school is equipped with close circuit television (CCTV) system.

#### **e. Auditorium, Multimedia, and Research Management Cell**

The school do not have its own auditorium. 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. The classrooms are also equipped with modern teaching aids.

#### **f. Playground**

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.

#### **g. Power Backup**

For ensuring uninterrupted teaching learning activities, the school has installed one electricity generators. In addition, the school also has installed large batteries with inverters to support the backup for laboratories equipment's.

#### **h. Drinking Water**

SHAS has installed RO system for drinking water.

#### **i. Toilet Facilities**

The school building is decisively constructed for teaching learning activities. Clearly, each of the floor consists of clean toilets, separately for boys and girls. The constant supply of water to each of the toilets is provided.

#### **j. Roads and Transportation Facilities**

The school is connected with the public transportation which is easily accessible. In addition, the school has two buses one for staff and one for students especially internship, field and clinical exposure.

## **2.3. Academic Programs and Curricular Management**

### **2.3.1. Programs**

Currently Bachelor and Master level programs are running in school. School conducts extracurricular activities according to the calendar published by the school. Furthermore, campus is keen interested to launch new academic programs related to health and allied sciences.

#### **Bachelor level programs**

- 1) B. Pharm. (Bachelor of Pharmaceutical Sciences)
- 2) B.Sc. MLT (Bachelor of Science in Medical Laboratory Sciences)
- 3) BPH (Bachelor of Public Health)
- 4) BSc. Nursing (Bachelor of Science in Nursing)
- 5) BPT (Bachelor of Physiotherapy)

#### **Master Level Programs**

- 1) Master of Pharmaceutical Sciences in Natural Products Chemistry
- 2) Master of Pharmaceutical Sciences in Pharmaceutics (now, in hold)
- 3) Master of Pharmaceutical Sciences in Clinical Pharmacy
- 4) Master of Public Health in Public Health Service Management
- 5) Master of Public Health in Health Promotion and Education

- 6) MSc. in Laboratory Science Programs in Medical Microbiology
- 7) MSc. in Laboratory Science Programs in Medical Biochemistry

### **2.3.2. Students Enrollment and composition**

Co-education is the trend of SHAS. The number of female is more than male. Students from different areas of country are enrolled here for higher education. The annual intake of the School is as much as 180 in undergraduate level and 47 in post graduate level. The Pass trend of the students of last three years is around 85%. More than 120 students were graduated in each of the last three years.

### **2.3.3. Curricular Management and Support**

All academic programs under SHAS are run with Pokhara University curriculum. 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.

#### **2.3.4. Teaching Learning Management and Practices**

SHAS has effective teaching learning practices. This is followed by Practical's, tutorials, workshop. The methodology adopted in the bachelor and master level is multimedia projectors and white board. Interactions and group discussion are also applied in the class. The classrooms are dedicated to the students for a semester. Workshops and laboratories are prepared in accordance with the class-routine of the students.

School has been providing various types of seminars, workshops and has been encouraging teachers to take part in national and international level seminars, symposiums to improve the academic quality.

#### **2.3.5. Teaching Learning Resources and Support**

SHAS adopt modern methods for teaching and learning with the use of modern equipment's such as multimedia toolset in all classes. SHAS is able to manage a library consisting of reference books, text books, some research journals, newspapers, magazines, internet service and so on with the support from various sectors. The concept of e-learning system, in SHAS is being explored. Library will be enriched with added books, international journals and publications. The concept of video conferencing was introduced in IAC hall. It is planned to add more technical International journals in the collection. E-Learning system has been implemented to improve teaching learning environment.

#### **2.3.6. Examination System and Results**

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 this school has internal examination committee and internal examination cell, coordinator of internal examination cell is the member secretary of the committee. The cell publishes results of internal exam and coordinate with office of controller of examination in issues related to

examination. In the final examination the Pass trend of the students of last three years is around 85%. More than 120 students were graduated in each of the last three years.

## **2.4. Human Resource Management**

Quality of higher education depends largely on the quality of human resource particularly quality of academic staff and managerial skills of the administrative staff for managing support services required for quality higher education.

As per the record SHAS has a total of 90 faculties and staffs, of which 60 are trained teaching faculty members and rest are administrative, finance and support staff. The professional staffs have expertise in the areas of health and development, governance and research methods. SHAS also invites experts in relevant and necessary areas for capacity development programs.

### **2.4.1. Administrative Personals and Staffs**

University will have a HR strategy to recruit the academic staff with a high commitment to the academic career and strong academic background. Regarding the administrative human resource, it will have a strategy to recruit the young graduate who have the knowledge of higher education institutional management and are skillful in information technology.

It will have a strategy to develop paperless administration system and will transform the traditional administrative system to entrepreneurial administrative system. It will employ less regular administrative staff and employ more student assistants. This will reduce the permanent burden of administrative staff to the university.

### **2.4.2. Management Personals**

The Academic Council will set a minimum standard for the recruitment of the academic staff. It will have a strategy to employ the faculty with a minimum M.S/M. Phil degree. Faculties who have not earned PhD degree will be given the opportunity for their doctoral degree. In addition, the university will adopt the strategy to promote on the basis of the academic performance of the faculty.



### **2.4.3. Faculties**

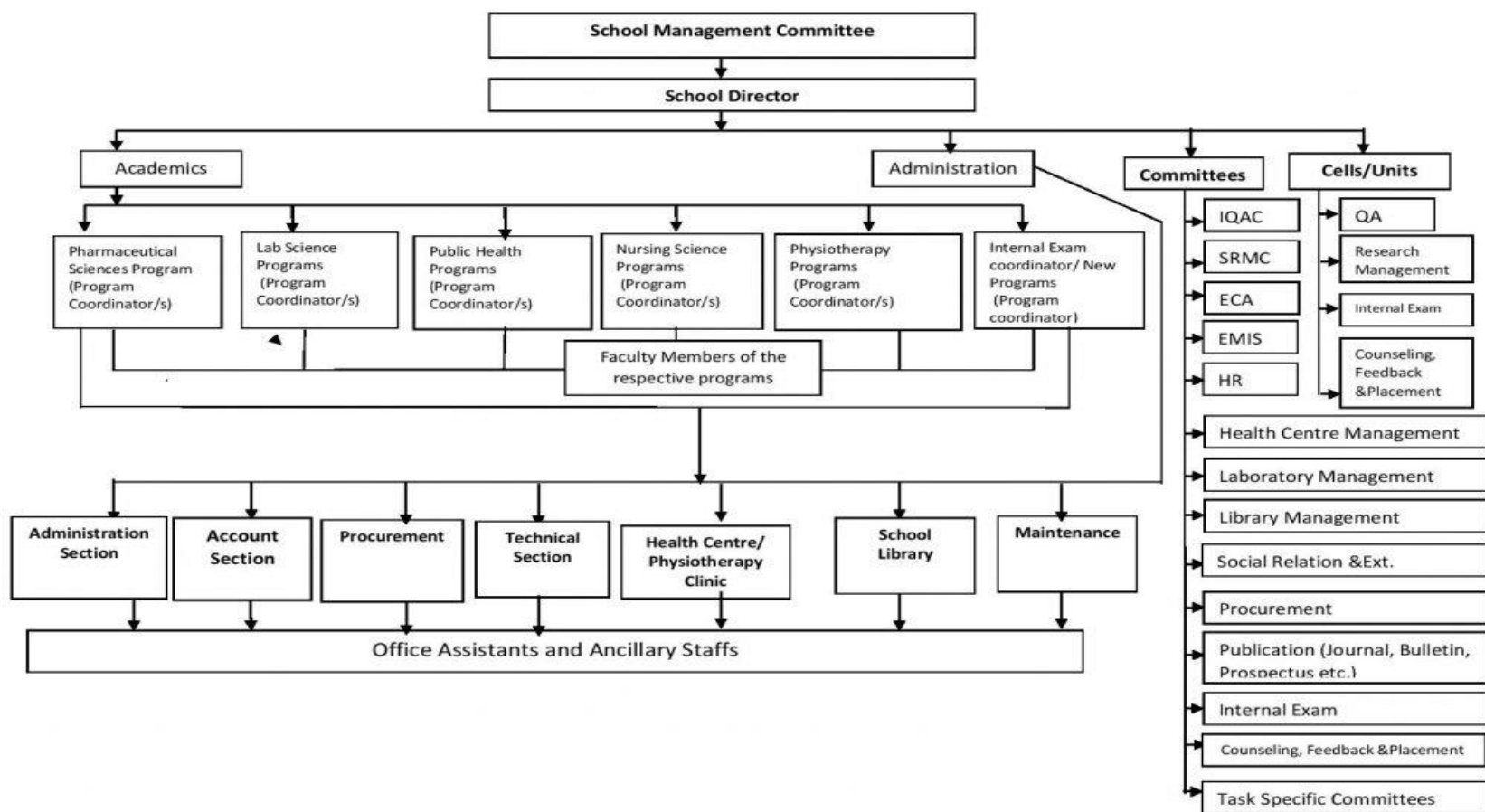
The Academic Council will prepare different indicators for measuring academic performance of the faculty members. For human resource development, the university autonomy will formulate the policy of faculty development and send them for advance study in Nepal as well as abroad. This will provide the opportunities to those teachers and administrative staff to promote their career.

DRAFT

## 2.5. Institutional Management

### 2.5.1. Institutional Structure

**Organogram of the School of Health and Allied Sciences, Faculty of Health Sciences, Pokhara University**



### 2.5.2. Management Committee

**University Senate:** It is the supreme decision making body on policies, budget, and rules and regulations. Incumbent Honorable Prime Minister is the ex-officio chairperson of the Senate. Honorable Minister of Education chairs the Senate Meeting in the absence of Premier, and Vice Chancellor chairs it in the absence of Minister of Education. The Vice Chancellor, the Deans, four Campus Chiefs and three university teachers nominated by the Chancellor are also the members of the Senate. The Registrar is the member secretary of the Senate.

**Academic Council:** Chaired by the Vice Chancellor, Academic Council is an academic body of the university. The Council is comprised of the heads of the major academic bodies, such as the Registrar, Deans of different faculties, Chairmen of various subject committees, educationists, the Chief of Research Center, Controller of Examinations, Chief of Curriculum Development Center, experts and teachers appointed by the Chancellor on the recommendation of the Vice Chancellor. The Council formulates policies and practices on curricula, teaching, examination, and academic programs of the university.

**Executive Council:** Chaired by the Vice Chancellor, the Council executes decisions taken by the University Senate. It is composed of seven members—the Vice Chancellor, one person from among Deans, one person from among the Campus Chiefs who are members of the Senate, three persons from among members of the Senate including one teacher and the Registrar. The Registrar is the ex-officio member secretary of the Council

**School Management Committee:** There is also provision of school management committee to run constituent schools of Pokhara University. The committee is chaired by the dean of concerned faculty.

**Other Committees and Boards:** Faculty Boards, Subject Committees, and Examination Committee assist the university in designing academic programs, conduct examinations, and monitor decisions made by the university. University Service Commission recommends candidates to be recruited as per the requirement of the university.

## **Research Management Cell, SHAS**

The school has fully equipped and functional research management cell. The current members of research management cell are:

Prof. Dr. Bishnu Raj Tiwari	Chairman
Prof. Dr. Arun Kumar Koirala	Member
Assistant Prof. Dr. Nirajan Shrestha	Member

### **2.5.3. Administration**

In order to support academic activities, SHAS has been facilitated with different infrastructures such as administrative building, academic building, student union office and seminar halls, health center, teacher and staff association rooms and the rest rooms.

Administrative building is the main component which administers the entire academic and administrative activities of the campus. It has 65 rooms covering three buildings approximately 3600 square meter plinth areas.

### **2.5.4. Academic Management**

Pokhara University follows the semester system except BSc Nursing program. The university adopts the practice of continuous evaluation of a student's performance and allows the student, subject to the regulation of credit requirements, to progress at a pace suited to his /her individual ability and connivance. The instructor is responsible for internal evaluation of the student and the office of the Controller of Examinations conducts the semester -end examination. Each course has a certain credit hours assigned to it depending on the number of lectures, tutorials and practical work hours in a week. Normally one credit is equivalent to one hour lecture per week per semester. The minimum number of class hours for a course of three credit hours in a semester is, therefore, approx. 48. If a course is taught by more than one instructor, one of the instructors will coordinate that course.

The academic management is done through the school director which has various programs and specific program coordinators for each program which holds the responsibility of the different academic activities and management.

#### **2.5.5. Associations (Faculties, Staffs and Student)**

- Pokhara University Teachers' Association (PUTA): Being a part of Nepal University Teachers' Association (NUTA), Pokhara University Teachers' Association (PUTA) was established in 2002 AD. Since her establishment, 6th congress was organized in Jan 2019 and from the foundation, PUTA has been actively involved in prosperity and quality of the University's various issues, mainly academic ones. In addition, she is also lobbying and aligning solidarity in national educational and related matters. Current nine-membered executive committee is working with the legacy, and following the footsteps, of the previous ones.
- Pokhara University Staff Association (PUSA)
- Free Student Union (FSU): Under the Pokhara University, a Free Student Union (FSU) will be constituted in each Constituents and Affiliated College. The purpose of the formation of FSU is to create appropriate environment for reading, within the college, to develop and implement suitable programs for the intellectual and intellectual development of the student community, to continue continuously for the rights of the students, Students maintain discipline, Students have to be motivated in intellectual and creative activities and always remain active for the educational and institutional development of the college. Current eleven-membered executive committee is working in FSU.
- Pokhara University student of Pharmacy Association (PUSPA)
- Pokhara University Biomedical Association for students (PUBMAS)
- Pokhara University student of nurses association.

## 2.6. Economic and Financial Management

### 2.6.1. Fixed Assets

**Infrastructures:** There are three academic buildings of School of Health and Allied Sciences within the academic complex of Pokhara University at Dhungepatan, Kaski, Nepal. The central library is also located in the same campus which is used by all four schools of the Pokhara University. There is a common parking shed, basketball court and playground in the University area.

In addition to the three buildings within the main academic complex of Pokhara University at Dhungepatan, Pokhara-30, One additional Physiotherapy Block is there near academic complex, which is a rented building. There is a Girls Hostel within the campus of Pokhara University. This is common for all girl students of Pokhara University. Students from all faculties are selected to reside in the hostel as per the University criteria. There are three buses in the University. One of them is under the Faculty of Health Sciences.

The rooms, spaces and other equipment the School of Health and Allied Sciences are as follows:

Rooms and Spaces	Number
Class rooms	22
Laboratories (Pharmaceutics, Pharmacognosy, Pharmacology, Instrumentation, Biochemistry, Microbiology, Cellular Laboratory, Anatomy and Physiology, Nutritional Laboratory etc.)	21
Seminar hall	1
Faculty room	9
Administrative room	11
Model Pharmacy	1
Lavatories	11

**Educational Aids:** There are varieties of educational aids used in the school. Audio visual materials, educational posters, molecular models, skeleton and other body system models are the major educational aids used in the teaching learning activity.

**Educational Equipment (ICT, Lab Equipment, etc.):** There are 35 multimedia projectors 4 glass boards and 17 white boards. There are 101 computers (50 desktops and 51 laptops) being

used in the teaching learning process. There is one computer and Information Technology Laboratory within the School. There is facility of 6mbps unlimited internet access which is available through both LAN and Wi Fi technology. The Major Laboratory Equipment available in the Laboratories of the School of Health and Allied Sciences are

- High Performance Liquid Chromatography
- Gas Chromatography
- UV Spectrophotometer
- Rotary Evaporator
- Dissolution Apparatus
- Plate Reader

**Books/Journals/Reference Materials:** The availability of the number of books related to Health Sciences in the central Library is as follows:

<b>Subject wise Book Details in 2075/76</b>				
S N	Particulars	Book Purchased in the year 2075/76	Total Purchased books till date	Remarks
1.	Management Books	289	14,126	
2.	Engineering Books	1059	9508	
3.	<b>Health Science Books</b>	<b>286</b>	<b>7350</b>	
4.	Humanities & Social Science Books	107	2131	
5.	Total purchased books	1741	33,115	
<b>Total books in the library more than 33,115</b>				

Apart from more than 31 thousand books, there are 200 periodicals, 251 media (Audio books, CDs etc.) and 10 Newspapers that are available in the central library Pokhara University. There are 150 eBooks, 200 eJournals, and access to 18 different e resources in the library. The major e-resources available in the library include BioOne, HINARI, AGORA, OARE and ARDI.

**Furniture:** There are approximately 420 sets of desks and benches 150 sets of table and chairs in the School of Health and Allied Sciences. There are 61 Steel cupboards, 5 filing cabinets and 5 glass boards also.

## 2.6.2. Source of Incomes and Operational Expenditure and Trends

Income and expenditure of the school of Health and Allied Sciences (Last three fiscal years)

INCOME HEAD/FISCAL YEAR		Fiscal Year 2073/74	Fiscal Year 2074/75	Fiscal Year 2075/76
10100				
10101	Admission Fees	2,476,700.00	2,938,712.50	4,546,125.00
10102	Registration Fees	516,000.00	630,000.00	758,000.00
10103	Tuition Fees	30,114,612.50	32,511,887.50	37,800,292.50
10104	Examination Fees	1,572,675.00	1,867,375.00	1,718,675.00
10105	Services Fees	1,599,500.00	1,770,500.00	2,073,750.00
10106	Students Welfare Fee	877,500.00	908,500.00	638,300.00
10107	Laboratory Fees	12,346,502.00	13,121,375.00	15,142,625.00
10108	Library Fees	1,471,850.00	1,544,000.00	1,710,600.00
10109	Identity Card Fees	-	-	-
10110	Sports Fees	-	-	-
10111	Hostel Fees	-	-	-
10112	Transportation Fees	-	-	-
10113	PU Development Fees	300,000.00	939,025.00	1,935,000.00
10114	Accreditation Fees	197,825.00	251,925.00	604,775.00
10115	Other Charges	-	-	-
1) Total Income from Academic Activities (Student's Fees)		51,473,164.50	56,483,300.00	66,928,142.50
2) Grants And Donations Received (From UGC)		627,320.00	7,445,000.00	121,900.00
3) Interest Incomes		835,342.36	1,328,707.69	968,165.29
4) Miscellaneous Income		857,150.00	1,543,805.00	1,044,700.00
5) Grants from Central Office		9,333,071.16	5,484,207.87	20,688,152.08
<b>Total Income</b>		<b>63,126,048.02</b>	<b>72,285,020.56</b>	<b>89,751,059.87</b>



Expenses HEAD/FISCAL YEAR	Fiscal Year 2073/74	Fiscal Year 2074/75	Fiscal Year 2075/76
1) Operating Expenses	17,034,326.32	18,053,130.35	19,799,144.35
2) Employees Cost (Salary and other benefit)	46,911,916.06	53,903,856.52	58,602,655.25
3) Capital Expenditure	6,173,234.81	7,553,670.77	11,866,322.25
<b>Total Expenses</b>	<b>70,119,477.19</b>	<b>79,510,657.64</b>	<b>90,268,121.85</b>

### 2.6.3 Cost per Students

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

Total expenditure = Rs. 9,02,68,121.85

Total number of students = 649

Therefore, **unit cost of education** =  $44,237,000/708 = \text{Rs. } 139,088.015$

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

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

### 2.6.4 Financial System

School of Health and allied Sciences has the system of keeping its all financial records and income expenditures as per the rules of Pokhara University. All these activities have been operating under the financial rules and regulations. Besides this, school conduct internal audit and external audit every year.

### 2.6.5 Financial Sustainability Measures Adopted

Pokhara University manages its expenditures mainly from three sources: Nepal Government's grants, revenue from students and affiliated institutions. PU has been gradually reducing its dependence on government coffer in line with Nepal Government's fiscal policy of cost-effective sharing with private sectors. However, it fully depends on government grants for financing the capital expenditure, especially on building infrastructures for academic and

administrative purposes. With the local community-endowed land, PU provides spaces for Schools and Research Centers included in the University Plan. PU credits donors and contributors involved in the construction of infrastructures, such as hostel, library, stadium, and auditorium.

## **2.7 Research, Documentation and Publications**

### **2.7.1 Research & Development**

The School promotes faculties and students for their active involvement in research activities. There is a provision of research management committee/cell in the school. The cell calls for research proposals from the faculties, evaluates the submitted proposals, provides grants up to one lakhs to accepted proposals and supports throughout the study. Similarly, there is separate unit for research and development at university named as Pokhara University Research Centres. The center also calls for research proposals from the faculties, evaluates the submitted proposals, provides grants to accepted proposals and supports throughout the study

The School also provides study leave for perusing doctoral to the faculties. There are more than 31 research projects of more than 48,0000 lakhs are undergoing funded by school itself, Pokhara University Research Centre, NHRC and UGC. The school also provides financial support to under graduate and graduate students.

In addition the school also publishes its journal on regular basis under the name of “Journal of Health and Allied Sciences” since 2010. Many faculties of the school are providing consultancy services to many health related organizations including ministry of social development of Gandaki Province.

**Faculty Research Grant Status ongoing only (2014-2019)**

SN	Faculty Member	Year	Research Topics	Amount (Nrs)	Grant Agency
1.	Anil Giri	2018	Self-Harm Behaviour among adolescent of Higher Secondary School of Kathmandu Valley.	1,00,000	PURC
		2017	Screening of Abnormal Liver Enzyme in HIV Positive Patients without HBV and HCV Co-Infected Receiving Anti-Retroviral Therapy	4,00,000	UGC
		2017	Study of Medicine take back concept in Nepal	85000	FHS
2.	Atis. Kaudninnya yana	2018	Pharmacy Students' Knowledge and Attitude towards Complementary and Alternative Medicine	85000	RMC, SHAS, PU
3.	Nim DC	2018	Determination of Lead, cadmium and arsenic in selected cosmetic products sold in Nepal	300000	PURC
		2017	'Prevalence of Abnormal Liver Enzymes in HIV Positive Patients without HBV and HCV Co-Infection Receiving Anti-Retroviral Therapy in Pokhara City'	400000	UGC
		2017	Study of The Medical Abortion Kit Dispensing Practices of Community Pharmacies in Pokhara Valley of Nepal	80000	FHS
4.	Parbati Thapa	2017	Pharmacy Practice in Community Pharmacies of kaski District	80000	FHS
5.	Dr. Renu Karki	2018	Assessment of factors associated with safety and efficacy of Digoxin.	1,00,000	FHS (SHAS)
6.		2018		1,00,000	PURC

			Prevalance of H.pylori infection and hygienic condition in pepole with active gastritis in people of lekhnath community		
	Suresh Jaiswal	2017	Indicator of Myocardial infraction in HIV infected individuals:A case control study on CRP	4,00,000	UGC, Nepal
		2016	Rheumatoid Arthritis in HIV infected individuals:A crossectional study	1,00,000	FHS,PU
7.	Santosh Kumar Gupta	2017	Identification and serotyping of salmonella spp. Serotype Typhi and Paratyphi A from blood sample of suspected enteric fever patients.	1,00,000	FHS, PU
8.	Bipin Chapagain	2018	Phentypic Detection of Metallo-Betalactamase in Acinetobacter spp Isolated from Clinical Samples.	87,000	PURC, PU
9.	Dr. Damaru Prasad Paneru et al.	2018	Social Health Insurance in Baglung, Kailali and Illam: Adherence and Perception	300000	UGC
10.	Chiranjivi Adhikari	2016	Effectiveness of School Based NCD Risk Factor Intervention in Basic level Adolescents of Kaski and Tanahun, Nepal	296000	UGC
11.	Rojana Dhakal	2018	Breast Cancer Screening	400000	UGC
12.	Dr. Seela Gurung	2018	Phytochemical Analysis and TLC Profiling in Ethanol Extracts of Nepalese Plant	100000	FHS
13.	Chiranjivi Adhikari	2018	Predicting Breast Feeding Intention of Mothers from Socially Marginalised and	75000	FHS

			Financially Hardship in the selected district of Province no 4, Nepal		
14.	Rojana Dhakal	2018	Effect of an Educational Intervention to increase the uptake of early cervical cancer screening	75000	FHS
15.	Rasmi Thapa	2018	Ethno botanical survey of medicinal plant used for prevention of dental caries in Kaski District Nepal	85000	FHS
16.	Puspa Poudel	2018	Health Problem and factor affecting health seeking among the elder population in Rampur Municipality Palpa	75000	FHS
17.	Bhupendra Sharma	2018	Sero-prevalence of Herpic Simplex Virus 2 in Pregnant Women of Lekhnath Municipality	100000	FHS
18.	Pooja Bhandari	2018	Maternal and Foetal Outcome in uncompleted Postnatal Dated in Tertiary Care Centre	75000	FHS

### 2.7.2 Documentation and Publication

- ✓ Establishment of research management cell to promote research activities
- ✓ Research guideline prepared
- ✓ Annual report published
- ✓ Bulletin published
- ✓ Tracer study report published
- ✓ DLI-2 report published
- ✓ Academic audit report published
- ✓ Prospectus published annually
- ✓ Infrastructure report published
- ✓ Stakeholder's satisfaction survey report published
- ✓ Regular issues of Journal published

- ✓ Many articles are published in national and international journals

## **2.8 Extra-Curricular Activities**

SHAS conducting some indoor and outdoor extra-curricular activities to develop overall performance of the students. Different kinds of games are organized by free students union and other student's professional associations. Games and literature activities are the parts of extra-curricular activities. There are also other activities that support the academic performances of the students. These activities are PU fair, PU fest, technical Seminars, professional talk programs, awareness programs etc. Students' participation in some schools programmes and programmes organized by other institutions is satisfactory. Now, the school has already formed an extra-curricular committee for extra-curricular development.

There is a common football ground, basketball and volleyball court for students of all constituent schools. There is also a separate table tennis court for students of SHAS. Students are encouraged to organize and participate in different sports tournaments and cultural programs. Students are involved in various clubs and associations related to their future professional career to enhance the leadership and teamwork skills.

## **SECTION III: DEVELOPMENT TREND**

### **3.1 Physical Infrastructure Development**

The physical infrastructures of the SHAS were developed by the capital investment of the Pokhara University in 2000 at Khudi of Dhungepatan in Ward No 12 of Lekhnath Municipality. The university has been launching of its all activities, both academic and administrative, from its own building here in Lekhanath by the year 2007. Altogether there are 4 academic and administrative offices of SHAS. There is separate block for Central Office, Office of University's Service Commission, Office of the Controller of the Examinations and Central Library, are into full-fledged operation.

Pokhara University fully depends on government grants for financing the capital expenditure especially for infrastructure development. University has policy to mobilize the private sector and donors to develop the university infrastructure such as hostel, school building and residential facilities, and credit the infrastructure by the name of the concerned donor. Some academic building has built from matching grants of second higher education project under through by the University Grants Commission, Nepal. The Girls Hostel is constructed by Indian Government. The space is not enough for its regular activities and need to extend it very soon.

### **3.2 Program/Academic Development**

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). Later, additional programs like BPH (Bachelor of Public Health) and BSc. Nursing (Bachelor of Science in Nursing) were started. 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.

### 3.3 Student Enrolment

The student enrollment system is very competitive in SHAS. It conducts entrance for bachelor and master program. Students from all over country take part in this entrance examination. The entrance exam is conducted based on predefined guideline of the university.

SN	Program	Students enrolment in 2019
1	Bachelor of Pharmaceutical Sciences	40
2	Bachelor of Science in Medical Laboratory Sciences	40
3	Bachelor of Public Health	40
4	Bachelor of Science in Nursing	40
5	Bachelor of Physiotherapy	20
6	Master of Pharmaceutical Sciences in Natural Products Chemistry	03
7	Master of Pharmaceutical Sciences in Clinical Pharmacy	10
8	Master of Public Health in Public Health Service Management	10
9	Master of Public Health in Health Promotion and Education	10
10	Master of Science in Medical Microbiology	05
11	Master of Science in Medical Biochemistry	05
12	Master of Pharmaceutical Sciences in Pharmaceutics	Program On Hold
	<b>Total</b>	<b>223</b>



### Enrollment Trend Analysis of the Last Three Years

Program Name	2016/17 Intake					2017/18 Intake					2018/19 Intake				
	Total	Girls	EDJ*	Dalits	Madhesi	Total	Girls	EDJ*	Dalits	Madhesi	Total	Girls	EDJ*	Dalits	Madhesi
B Pharm	40	24	11	2	2	40	26	14	1	0	40	30	6	0	1
BSc. MLT	25	21	7	2	1	40	27	16	2	2	40	31	10	1	2
BPH	40	26	9	3	1	40	28	8	2	0	40	32	8	0	2
BSc.Nursing	29	29	3	0	0	40	40	14	1	1	40	40	15	2	0
BPT	-	-	-	-	-	-	-	-	-	-	20	17	4	0	3
M.Pharm.(CP)	10	6	6	0	3	10	5	1	0	0	10	6	1	0	0
M.Pharm (NPC)	2	1	0	0	0	3	1	0	0	0	1	0	0	0	0
MPH (HPE)	7	3	1	0	0	7	4	4	0	1	6	3	3	0	2
MPH (PHSM)	7	4	1	0	0	7	3	1	0	0	7	4	1	0	1
MSc MM	-	-	-	-	-	-	-	-	-	-	5	1	1	0	0
MSc MB	-	-	-	-	-	-	-	-	-	-	5	2	2	0	1

EDJ= Educational Disadvantaged Ethnic/Cast Groups Pass Rate Trend Analysis of the Last Three Years

### 3.4 Human Resource Development

Right from the beginning, Pokhara University had formulated concrete human resource development plan. According to which, numbers of teachers and staffs were sent for higher studies in nationally and internally renowned universities. As a part of career development, many faculties and staffs were given opportunity to present their paper in different national and international platforms.

### 3.5 Student – Teacher Ratio

Student teacher ratio is as per the ruled of professional councils i.e. 1:10.

### 3.6 Institutional Development

Pokhara University was established in the year 1997. The study of Pharmaceutical Sciences at Pokhara University began in the year 2001 under the School of Pharmaceutical Sciences at its Nayabazar Pokhara Campus with the Bachelor of Pharmaceutical Sciences (B Pharm) Program. The School was shifted to Shwet Bhavan campus at Simalchaur in the year 2003 and the name of the school was changed to the School of Pharmaceutical and Biomedical Sciences with the introduction of Medical Laboratory Technology study in the School.

M Pharm program in Natural Products Chemistry and Pharmaceutics started in the year 2005 in the School but for only a single batch until it resumed in the year 2011.

The School was finally shifted to its current location at Dhungepatan in the year 2007 and the name of the School was finally changed into the School of Health and Allied Sciences after the introduction of the Public Health and Nursing Courses. In the year 2011, the M Pharm program in Natural Products Chemistry resumed and the new major in Clinical Pharmacy was also started. Recently the course on Physiotherapy is also started.

The pioneers of the Pharmaceutical education in Pokhara University were Prof. Purusotam Basnet and Prof. Natasha Skalko-Basnet. Prof. Purusotam Basnet served as the program director (2001-2004) of the school and later as the dean (2004-2008) while Prof Natasha Skalko-Basnet served as the program director (2004-2008) of the school.

## SECTION IV: SWOT ANALYSIS OF INSTITUTION

### 4.1. Strengths

- a) School provides full scholarship to 20% students with special priority to girls, disadvantaged ethnic minorities and students from remote hills and mountains each year
- b) Provides higher education with most economical in comparison to other public and private institutions in the country
- c) School have sufficient competent faculties graduated from different national and international universities
- d) 30% faculties with PhD degree and 10% are pursuing PhD degree
- e) Availability of faculties as per requirements of university and professional council
- f) Faculty refreshment and capacity enhancement programme in every year
- g) Provision and functional of faculty research grants since 2016
- h) Regular publication of school journal since 2010
- i) Well-equipped laboratories in all programs
- j) School Research management cell
- k) Power backup system
- l) School conducts national and international level seminars / symposium with active participation of students

### 4.2. Weakness

- a) Lack of own (teaching) hospital
- b) Lack of faculties and support staff residency
- c) There is no canteen within the school premises
- d) Insufficient classroom (for newly started programs)
- e) Lack of technical/hazards incentives
- f) Inadequate linkage with health and pharmaceutical sector

### 4.3. Opportunities

- a) Single constituent health science school of Pokhara university
- b) UGC support
- c) National and International collaboration for academic, research and other activities
- d) High possibility to upgrade as center of excellence in teaching learning and research

### 4.4. Threats

- a) Increasing academic institutions offering same courses
- b) Increasing affiliation to private colleges (other and own affiliated)
- c) Not recognized for government scholarship program for students and faculty members
- d) Increasing no of students for abroad studies
- e) All constituent schools are located in single premises
- f) Nonacademic political influence
- g) Fee structure could not be revised timely
- h) Frequent deviation from the academic calendar due to numerous factors
- i) Insufficient monitoring and supervision from the higher authorities
- j) Professional councils may hinders the programs for further accreditations due to lack of own hospital

### 4.5. Synthesis of alternative strategies

#### **Maxi-Maxi Strategies (SO): Maximizing internal strengths with maximizing external opportunities**

- a) Establish central model health science school of university.
- b) Establish for center of excellence (Research).
- c) Develop proposal for the research with international collaboration.
- d) Increase the number of applicant for entrance.
- e) Increase the number of faculty research grants/ Institutional grants from UGC and other organizations.
- f) Conduct the evidence based and innovative research with national and international collaboration.

- g) Maximum utilization of available human resources and infrastructure for effective teaching, learning as well as research.
- h) Strengthening the laboratories with appropriate existing modern technology.
- i) Increase the scope of research activities including innovation in health sector.
- j) Regularize and increase the frequency of national and international health seminar.
- k) Maintenance and ensure regular power backup system.
- l) Conduct the capacity development programme for needy faculty.
- m) Conduct the refreshment programme for the faculty and staff at the end of each semester.
- n) Preparing more realistic SHAS semester, work plan and action plan.
- o) Introduce new health science programme.
- p) Update the existing health science programme as per need of community and market.
- q) Encourage faculty and students to publish research article in JHAS and higher indexed journal.
- r) Provide consultancy service for health programme for project, review, monitoring and evaluation.
- s) Promoting faculty members to perceive PhD and Post-doctoral studies with paid leave.
- t) Grabbing the opportunities of development/research grants from developed organization/partners.
- u) Increase the faculty involvement in research and innovation

**Maxi-Mini Strategies (ST)- Utilize internal strengths to minimize external threats**

- a) Provide quality education in an economical way
- b) Lobbying for provision of recognition for government scholarship program for students and faculty members
- c) Construction of new school building (or relocation of the existing ones) in other available premises
- d) Further recruitment of qualified and skilled academicians
- e) Provision of timely revision of fee structure for all the academic programs
- f) Mitigate the non-academic political influence by improving the quality of school education and by promoting student quality circle (SQC)

- g) Cover up the delay in academic schedule through additional in-person or virtual interactions

**Mini-Maxi Strategies (WO): Minimize internal weaknesses by taking advantage of external opportunities**

- a) Developing 25-bedded hospital that was already inaugurated
- b) Collaborating with any public and/or community hospital nearby University approaches
- c) Developing proposal for hospital construction with national/international initiation
- d) Incorporating hospital development proposal as a part of Center of Excellence (CoE)
- e) Developing landscape and architectural map for teacher and staff quarter in *Musetunda* or any available place provided
- f) Upgrading existing pantry into a canteen and run in a sustainable way
- g) Develop short-term and long-term plan for management of teaching learning classroom
- h) Developing guideline with approval from authorities for technical/hazard incentives
- i) Mapping study of health and pharmaceutical industry for internship/OJT, research, professional non-credit credit courses/packages
- j) Incorporating skills and knowledge gap between industries and academic programs with long-term and short-term provisions
- k) Developing/submission of proposals regarding community partnership with various programs
- l) Developing/strengthening research management cell (RMC) as a proposal development and consultation unit
- m) Rendering School Management Committee (SMC) for approval and ownership of school quality improvement process
- n) Creating Faculty Development Board for faculty capacity development and enhancing academic and research excellence

### **Mini-Mini Strategies (WT): Minimizing internal weaknesses and external threats**

- a) To establish at least 25 bedded hospital within 3 years
- b) To study possibilities of building residence for faculties and support staffs within 3 years
- c) To establish the schools canteen within 3 years
- d) To manage insufficient class rooms by running multiple shifts within one year
- e) To study possibilities of building additional academic blocks
- f) To request the higher authorities to implement the government incentives for health hazards and incentives
- g) To establish MOU between the school and health and pharmaceutical industries
- h) To approach the government through the higher authorities to get listed in government scholarship
- i) To start the new and applied courses
- j) To request the higher authorities to relocate the constituents located in the same premises
- k) To promote the students quality circle

### **4.5 Basis and Core Priorities for the Institutional Development**

- l) Being leading school in providing health and medical education
- m) Concentrating efforts for establishing specialized teaching hospital
- n) Establishing reference clinical laboratory in school
- o) Starting additional bachelor and master programme based on health care market need
- p) Enforcing university central administration to run PhD/D Phil. programs in health science
- q) Running new market oriented short term diploma programs in health science
- r) Establishing school as innovation, research, development and academic center
- s) Concentrating efforts to establish and run school of medicine

## SECTION V: STRATEGIC PLAN

### 5.1. Vision, Mission, Goal and Objectives

#### **Vision**

- *To be a leading institution to provide quality education in health and allied sciences at national level.*

#### **Mission**

- *Knowledge enhancement, innovation and production of competent human resources in health.*

#### **Goals**

- *To produce highly knowledgeable, skillful, competent and responsible human resources in health by providing sound, scientific, innovative and novel environment for teaching learning and research”.*

#### **Objectives**

The set of objectives of School of Health and Allied Sciences (SHAS) are as follows:

1. To develop the new infrastructures and upgrade in existing infrastructure to meet the current and future need to run academic programmes.
2. To reform in teaching learning and evaluation system of school to establish the sound teaching learning environment.
3. To further enhance the academic activities of school to achieve academic excellence.
4. To strengthen the culture of research and publication in school among faculties as well as among all undergraduate and graduate level students.
5. To strengthen the educational management information system (EMIS) of school to collect, analyze and use relevant information effective educational management
6. To adopt the available information and communication technology in school to make teaching learning more innovative and effective.
7. To develop the system for effective human resource management in school



8. To initiate administrative reform in school to carry out all administrative activities effective, efficient, systemic and timely manner.
9. To reform the financing system of school to cope with financial crisis in school
10. To develop the physical, mental, social and intellectual aspect of students through the extracurricular activities.
11. To provide support to local community in maintaining health and wellbeing through extension services.

## 5.2. Core Values and Norms

Followings are the core values and norms of school.

- **Excellence:** Our motto is obtain excellence in all academic activities of school.
- **Student Centered:** We focus our efforts on student centered teaching learning for the holistic professional development of all students imparting essential knowledge, skill, personality and leadership ability.
- **Research:** We focus our efforts for the creation of research environment in school not only among the faculties but also among the students. We also emphasize students and faculties on sharing of research findings through the publication of articles in school, national and international journals.
- **Technology:** We focus our efforts for adoption of latest technology in school to make teaching learning more effective and innovative.
- **Inclusion:** We promotes gender equity and social inclusion in all matters related with school.
- **Market oriented:** We focus all our efforts for the production of market oriented health human resources to fulfill the human resource gap in health.

## 5.3. Strategies

The set of strategies for each objective of School of Health and Allied Sciences (SHAS) are as follows:

**Objective 1:** To develop the new infrastructures and upgrade in existing infrastructure to meet the current and future need to run academic programmes.

Following strategies will adopted to achieve the objective 1.

- a. Maximum utilization of available infrastructures through their alternative use as for example running some program in morning, some programme in day shift.
- b. Searching the financial resources for construction of additional academic buildings
- c. Establishing well equipped auditorium hall to conduct various seminar, workshop and other academic activities
- d. Urging university central administration to establish and run tertiary level teaching hospital
- e. Concentrating efforts to establish and run a cafeteria within the school premises
- f. Developing well managed parking for two wheel and four wheel vehicles within the academic complex
- g. Urging university central administration to develop the infrastructures for residential propose for employees and faculties who are belonging to other part of the countries than Pokhara
- h. Lobbying university central administration to add the additional infrastructures in the existing girl's hostel to cope the student load.
- i. Urging university central administration to develop the infrastructures for boys hostel
- j. Promoting plantation and botanical garden within the school premises as far as practical.

**Objective 2:** To reform in teaching learning and evaluation system of school to establish the sound teaching learning environment.

Following strategies will adopted to achieve the objective 2.

- a. Updating the existing guideline to facilitate transparent admission process
- b. Adopting wide range of student centered teaching learning strategies to gain the essential knowledge as well as to acquire the necessary skills among students
- c. Adopting innovative teaching learning activities in classroom teaching and teaching outside the classroom

- d. Adopting the available information and communication technology in each classroom to make teaching learning more effective and innovative
- e. Strengthening the mechanism of recruiting and sustaining qualified faculties and empowering them with modern pedagogical skills.
- f. Strengthening the laboratories for making them well-equipped
- g. Making academic calendar more realistic, practical and achievable
- h. Preparing more realistic semester plan, work plan and action plan
- i. Strengthening internal examination cell of school to run internal exam independently
- j. Developing guidelines and SOPs (standard operating procedure) to conduct theory and practical examinations.

**Objective 3:** To further enhance the academic activities of school to achieve academic excellence.

Following strategies will be adopted to achieve the objective 3:

- a. Adding new bachelor and master level courses in school based on market analysis
- b. Urging the university central administration to run doctoral programs in health sciences
- c. Initiating efforts for coordination and collaboration with national and international institutions
- d. Emphasizing on exposure visits and faculty exchange among national and international institutions/universities
- e. Providing opportunity to faculties to participate in national and international conference
- f. Making suitable environment for signing MOUs and establishing the relation with health care industries and markets
- g. Accelerating the activities of school's student placement cell by creating the suitable environment by establishing the relation with health care industries and markets.
- h. Supporting the internal QAA unit to identify the area of improvement for providing the quality education

- i. Enhancing the activities of extracurricular activity (ECA) unit of school for providing the opportunities to all students to participate in various ECA activities within the university and outside the university
- j. Effectively running the school counseling unit for career counselling to the present and prospective students.
- k. Conducting frequent interaction among the stakeholders of school to determine the areas for improvements
- l. Conducting regular staff meeting to identify the academic problems and taking corrective action in time
- m. Conducting the frequent review and evaluation to identify the performance of students and faculties

**Objective 4:** To strengthen the culture of research and publication in school among faculties as well as among all undergraduate and graduate level students.

Following strategies will adopted to achieve the objective 4.

- a. Encouraging faculties and students to conduct quality research and publish their results in relevant national and international journals
- b. Encouraging faculties and students to seek national and international grants for the support of their research work
- c. Regular publication of school journal and concentrating efforts to make it indexing in national and international databases
- d. Further strengthening research management cell of school to coordinate all activities related with research, publication and consultancy services.
- e. Encouraging faculties and students to participation in national and international conference/workshops
- f. Conducting trainings and workshops on proposal development, proposal review, data management and analysis, manuscript writing, manuscript review etc.
- g. Providing consultancy service for program, project review and evaluation.

- h. Promoting faculty participation in consultancy works.

**Objective 5:** To strengthen the educational management information system (EMIS) of school to collect, analyze and use relevant information effective educational management.

Following strategies will be adopted to achieve the objective 5:

- a. Establishing a complete electronic profile of each student to measure the students educational progress and success rate
- b. Establishing a complete electronic profile of each faculty and employee
- c. Conducting students satisfaction survey with their programs on regular basis
- d. Conducting tracer studies in regular basis
- e. Establishing the performance indicators for school activities and determining the targets
- f. Continuous monitoring the academic activities of the school and performance of students
- g. Providing opportunities to students, faculties and general public to access the information

**Objective 6:** To adopt the available information and communication technology in school to make teaching learning more innovative and effective.

Following strategies will be adopted to achieve the objective 6:

- a. Equipping classroom with appropriate information and communication technology including multimedia for effective teaching learning
- b. Equipping all laboratories with appropriate modern technology available
- c. Providing laptop to each faculties to make teaching learning more effective
- d. Provision of high-speed board band internet 24\*7 days in school premises to facilitate teaching learning and research activities of students and faculties
- e. Further strengthening monitoring and surveillance system with installing additional CCTV cameras
- f. Strengthening telecom intercom and related facilities in all units, sections and departments.

- g. Adopting biometric attendance system for faculties and conducting pilot study to adopt biometric attendance among students.

**Objective 7:** To develop the system for effective human resource management in school.

Following strategies will be adopted to achieve the objective 7:

- a. Further strengthening the performance appraisal system of the school
- b. Providing emphasis on performance based incentives to increase the performance of faculties and other employees
- c. Providing equal opportunity to all for training and management development through involving faculties and employees in task force groups, committees, subcommittees; assigning the additional responsibilities to manage different units, sections etc.
- d. Motivating the faculties and employees to work with full enthusiasm by providing various financial and non-financial supports such as personal laptops to each faculties and employee working in vital positions.
- e. Promoting faculty members to peruse PhD and postdoctoral studies through paid study leave
- f. Provision of national and international mobility for training, research and academic exposure to the faculties
- g. Providing separate compartment for each faculty with basic infrastructures and essential commodities
- h. Advocating for more practical approach for hiring human resources

**Objective 8:** To initiate administrative reform in school to carry out all administrative activities effective, efficient, systemic and timely manner.

Following strategies will be adopted to achieve the objective 8:

- a. Timely preparation and appropriate implementation of action plan/academic calendar
- b. Proper division of work among various section, units and cells of school
- c. Providing job description letter to each employee and faculty of school

- d. Strengthening system of performance appraisal based on 360 degree appraisal of employees and faculties
- e. Strengthening the unit to keep electronic database of all administrative activities of the school
- f. Initiating performance based incentives in school to increase the performance to employees and faculties.

**Objective 9:** To reform the financing system of school to cope with financial crisis in school.

Following strategies will be adopted to achieve objective 9.

- a. Advocating university central administration to reform in fee structure of each program based on cost recovery approach
- b. Making each financial activity of school transparent and monthly publish of financial progress report of school in notice board
- c. Concentrating the efforts to establish electronic/web based transactions in school
- d. Establishing separate entity for determination, bidding, procurement and approval of essential commodities and reagents required to conduct practical classes and research for students
- e. Strengthening the system for timely preparing budget and financial plan
- f. Regularly conducting internal and external audit and publishing audit report and disseminating the audit report to all stakeholders
- g. Preparing the environment for establishing school audit system in school at least once in a year

**Objective 10:** To develop the physical, mental, social and intellectual aspect of students, faculties and staffs through the extracurricular activities.

Following strategies will be adopted to achieve objective 10.

- a. Further strengthening extracurricular cell of school

- b. Publishing the separate calendar of extracurricular cell of school in each semester
- c. Regularly organizing sport meet (sport week) in each semester
- d. Developing infrastructures for various indoor and outdoor games
- e. Encouraging the students to participate in sports organized by other institutions/colleges.
- f. Encouraging the students to participate in sports organized at regional, provincial and national level
- g. Involving quality circle of students for planning, organizing sports activities.
- h. Organizing motivational classes for students, faculties and staffs regularly.
- i. Organizing meditational classes for students, faculties and staffs regularly.
- j. Organizing physiotherapy/fitness campaign for students, faculties, staffs and local community regularly.

**Objective 11:** To provide support to local community in maintaining health and wellbeing through the extension services.

Following strategies will be adopted to achieve the objective 11:

- a. Conducting awareness in disaster management in local community through the involvement of school students
- b. Organizing health and hygiene awareness campaigns at community level
- c. Organizing health promotion and education camps regularly in local community with community participation and support
- d. Promotion of health literacy at community level involving school students
- e. Organizing blood donation camps within the school premises and at community through the involvement of school students
- f. Conducting awareness camps on HIV/AIDS and other sexually transmitted diseases
- g. Conducting screening programme for non-communicable diseases in local community
- h. Environment awareness for promotion of healthy living environment



- i. Conducting free physiotherapy camp on periodic basis with initiation of Physiotherapy program of school
- j. Celebration of various health day in community through the initiation of school students
- k. Conduction of community diagnosis and health promotion intervention with involvement of public health and nursing student
- l. Health education during outbreak of different communicable diseases
- m. Strengthening public information cell of school.

#### **5.4 Provisions for Monitoring and Evaluation**

Besides regular review, monitoring and evaluation of academic activities, the school will form separate body for regular and periodic review, monitoring and evaluation of progress, outputs and outcomes of the proposed programs in this plan comprising representative from faculties, school administration and students. The body will regularly review and monitor the implementation status of planned programs and evaluate outputs and outcomes and will submit the report to school director. Based on this, essential feedback will be provided to concerned programs, sections and persons to ensure the achievement of stated objectives of the plan.

#### **5.5. Assumptions/Limitations**

This strategic plan is made based on the following assumptions and/or limitations:

- There will be full support from the university central office and dean's office for the implementation of this plan.
- There will be effective consultation, cooperation, coordination, collaboration among all stakeholders for effective implementation of this plan.
- The school will be able to necessary resources from internal and external sources in time for the implementation of this plan.

- The University Grant Commission (UGC) will provide continuous assistance, support and guidance in the pathway to quality assurance and accreditations.

DRAFT

## Annex I: Logical Framework and Three Years Action Plan (2020-2023)

**Objective 1:** To develop the new infrastructures and upgrade in existing infrastructure to meet the current and future need to run academic programmes

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Assessment and review of infrastructures and facilities	No of assessments and reviews	0	1	1	1	3	√	-	-	Director's office	Will be conducted within first month of every fiscal year.
2.	Construction cafeteria building	Cafeteria Building constructed	0	-	-	1	1	-	√	PU	Director's office	Requested to central office
3.	Establish health center	Health center established	0	1	-	-	1	√	-	-	Director's office/ HCMC/Employee	Model Pharmacy and Health Center management committee will be responsible under the directive of school director
4.	Manage vehicle parking space	Parking space managed	0	1	1	1	1*	√			Director office	* Upgrading gradually every year
5.	Installation of RO purifier system with cooler	RO purifier installed	0	3	-	-	3	√	-	-	Procurement	Procurement head will manage to buy and install
6.	Install partition for proper space management	Partition completed	0	4	-	-	4	√	-	-	Procurement	Procurement head will manage the proper space management and install partition as required in the school
7.	Built Table tennis court	Built Table tennis court	0	1	-	-	1	√	-	-	Director office	School head will take the initiative for the construction of a table tennis court
8.	Build bad Minton court	Build bad Minton court	0	-	1	-	1	√			Director office	School head will take the initiative for the construction of a badminton court
9.	Upgrading Basketball court	Upgraded	1	-	1	-	1		√	PU	Director office	PU central office will be requested for upgrading court.

10.	Additional Academic Building Construction	No of Building Constructed	4*	-	-	1	1		√	PU	Director office	*1 building on rented. PU central office will be requested for construction of academic building.
11.	Lobbing PU central office for university hospital establishment	Hospital established	-	-	-	-	-			PU	Director's office	Continuous lobbying to run university hospital with 300-500 bed as soon as possible.
12.	Construction of Auditorium Hall	Auditorium Hall Constructed	0	-	-	1	1		√		Director's office	Director's Office will lead the action.
13.	Lobbing for Girls Hostel establishment	Hostel constructed	1	-	-	1	-	-	-	PU	Director office	PU central office will be requested for construction of girl's hostel.
14.	Lobbing for Boys Hostel establishment	Hostel constructed	0	-	1	-	-	-	-	PU	Director office	PU central office will be requested.
15.	Residence of Employee and Faculty	Residence of Employee and Faculty	-	-	-	-	-	-	-	PU	Director office	PU central office will be requested.
17.	Beautification of medicinal plant garden	Beatification completed	1	1	-	-	2	√	-	-	Atis Kundinnyayann	The site will be at in front of School building and Director office will appoint a respective person for the work
18.	Vehicle Purchase	No. of vehicle purchased	?	3	3	3	9	√	√		Director's Office	7 Motorbikes/scooters for program coordinators. 1 Four Wheel for School Director. 1 Bus transportation

**Objective 2:** To reform in teaching learning and evaluation system of school to establish the sound teaching learning environment.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	SWOT analysis of school	Performed SWOT analysis of school	1	1	1	1	3	√			Director's Office	SWOT analysis will performed every year
2.	Preparation of strategic plan of school	0	1	-	-	-	1	√			School strategic plan formulation committee	The committee coordinate with all stakeholder for formulation of plan.
3.	Industry dialogue with relevant I/N/GOs & stakeholders	# of dialogue		1	1	1	3	✓			BPH program	BPH Program coordinator will lead the action.
4.	Establishment of Reference Laboratory with other facilities	Laboratory established	Initial process	1			1	2000000.00			LMC/Pr. Coordinator SHAS Director	# Some Activities have been taken from baselines
5.	Establishment of Animal Lab with other facilities	Laboratory established	0		2			4000000.00			LMC/Pr. Coordinator SHAS Director	
6.	Establishment of Cell culture lab	Laboratory established	Initial process	1				2000000.00			LMC/Pr. Coordinator SHAS Director	
7.	Clinical Lab for Physiotherapy	Laboratory established	Initial Process	1				2000000.00			LMC/Pr. Coordinator SHAS Director	
8.	Laboratory for production of sanitizers, disinfectant, surfactants products in Pharmacy lab	Laboratory established	0		2	3		4000000.00			LMC/Pr. Coordinator SHAS Director	
9.	Establishment for lab for detection of purity of water and production of drinking water by distillation water plant.	Laboratory established	0		2	3		4000000.00			LMC/Pr. Coordinator SHAS Director	
10.	Establishment for Pilot plant for Pharmaceutical Lab		0			2			√	√		LMC/Pr. Coordinator SHAS Director

11.	Establishment for LCMS Lab for research		0				3		√	√		LMC/Pr. Coordinator SHAS Director
12.	Health Center Established	Established	0	1				√			H C Committee	
13.	Procurement of required equipments (bed,IV stand,Cupboard, Weighing scale,BP set etc) and Drugs	No of items procured	0	√				√			H C Committee	
14.	Provision of First Aid and Basic Health Care Services to the University's Students , Staffs and Community People	No of beneficiaries served	1	√	√	√		√			H C Committee	
15.	Conduction of Health Camp	No of. camp conducted	1	1	1	1	3	√			School	
16.	Health Education and Awareness Programmes in Community	No. of sessions conducted	1	√	√	√		√			School	
17.	Selection of appropriate site for hospital construction	Site selected	0		√						PU	
18.	Construction of Hospital building	No of building constructed	0			√			√		PU	
19.	Establishment of different departments within hospital (In-Patient , Out-Patient, EMR, OT, Lab, Pharmacy, CSSD ,etc)	Departments established	0			√		√	√		PU	
20.	Recruitment of required staffs in all departments/health centre staff	No. of staff recruited	1			√		√			PU	
21.	Procurement of consumable and non-consumable items as required	No of items' procured	1			√		√	√		Health center	
22.	Establishment of own dissection anatomy lab (cadaver study: dead body or parts), Museum for organs/specimen	Established	NA	NA	√	√	1	√	-	-	School Director	This is the recommendation from NHPC visit in Kartik 2076
23.	Establishment of clinical laboratory recommended by guideline of NHPC	Established	NA	1	1	1	3	√	-	-	School Director	Complete establishment as per the NHPC guideline & curricular aspect is continuous process which must be

												completed within this 3 years duration
24.	Establishing Physiotherapy clinic at Power-house to provide the clinical service	Established	NA	NA	√	√	1	√	√	-	Director office	- Potential place for the students to learn the clinical education cum social accountability of the school to society. -One more faculty & assistant physiotherapist required - Clinic should be gradually equipped with newer technology
25.	MoU with super-specialty center outside of Pokhara	MoU established	NA	NA	√	-	1	√	-	-	Director Office	-As per the syllabus & NHPC requirement.
	Separate store management for keeping examination related goods	Separate store established	0	0	0	1	1	√			Internal Examination section	Internal Examination section will lead the action
	Proposed for a separate examination unit office with a wide space	Office established	0	0	0	1	1	√			Internal Examination section	Internal Examination section will lead the action
	Proposed for a separate hall with a wide space for ex	Hall constructed	0	0	0	1	1	√			Internal Examination section	Internal Examination section will lead the action
12.	Formulation of school library committee	School library committee formulated	0	1	-	-	1	√			Director's Office	Separate school will be established.
13.	Establishment of school library	School library established	0	1	-	-	1	√			Director's Office	School library will established in BPT Block
14.	Establish separate reference section	Reference section established	0	1	-	-	1	√			Library section	Library section will lead the action.
15.	Establish separate circulation counter	Circulation counter established	0	1	-	-	1	√			Library section	Library section will lead the action.
16.	Purchase barcode reader	Barcode reader purchased	0	-	-	1	1	√			Library section	Library section will lead the action.
17.	Purchase library software	Library software purchased	0	-	-	1	1	√			Library section	Library section will lead the action.
18.	Purchase computer and printer	No of Computer and printer purchased	??	??	??	??	??	√			Library section	Library section will lead the action.

19.	Purchase books	Number of book purchased	??	??	??	??	??	√			Library section	Library section will lead the action.
20.	Develop e library	E library developed	0	-	-	1	1	√			Library section	Library section will lead the action.
21.	Separate staffs for library management	Post created	1	1	1	1	4	√			Library section	Library section will lead the action.
22.	Installation of separate internet in school library	Internet installed	0	-	-	1					Library section	Library section will lead the action.
23.	Library workshop	Workshop conducted	NA	2	2	2	6	√	-	-	School Director	Library head will coordinate to conduct workshop.



**Objective 3:** To further enhance the academic activities of school to achieve academic excellence and quality advancement.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Initiating new bachelor program in nursing	No. of bachelor programs in nursing	1	-	1	-	1	√	√		Director's Office	BNS program will initiated
2.	M Sc Nursing curriculum development	Curriculum Developed	0	-	1	-	1	√	√		Director's Office	Director's Office will coordinate all stakeholders to develop M Sc Nursing Curriculum.
3.	Initiating MSc Nursing	MSc Nursing program initiated	0	-	-	1	1	√	√	PU	Director's Office	Director's Office will lead the activity.
4.	Initiating Post Graduate Diploma courses under Public Health Programme	No of diploma Courses	0	0	1	1	2	√	√	SOB/ Hospitals/ HFs	MPH Pr. Coordinator/ SHAS Director	PGDHPE program initiated PGDHPE program initiated
5.	Initiating MPH in Health Policy Research	MPH in Health Policy Research initiated	2	-	-	1	3	√	√	PU central Office	MPH Pr. Coordinator/ SHAS Director	MPH in Health Policy Research will be initiated
6.	MOUs with health care industries/institutions	No of MoUs signed	0	3	5	5	13	√	√		SHAS Director/ Placement cell	Director's Office will lead the action.
1.	QAA Accreditations	QAA Accredited	-	√	-	-	-	√		UGC	IQAC and SAT	SSR & Response Report
2.	Update report of QAA	No of reports updated	*	*	*	*	*	√			IQAC and SAT	Report will be updated as per need
3.	Establishment of different cells/committee	As per School operational guideline		√				√			Director's Office	Director's Office will lead the action.
4.	Full digitalization of the data's	Fully digitalized			√	√		√			School, EMIS	EMIS will lead the action
5.	IQAC Guideline	QAA guideline prepared			√						School, IQAC	In Collaboration with central office
6.	Collection of all reports	No of reports collected		√	√	√		√			IQAC	IQAC coordinates with all stake holders

7.	Policy formation and update	Policy formulated and updated		√	√	√		√			School, IQAC	In Collaboration with central office
8.	SAT formation	SAT formed				√					Director's Office	Director's Office will lead the action.
9.	IQAC Meetings	Minimum once in month		√	√	√					IQAC	IQAC coordinates with all stake holders
10.	IQAC office	Well furnished		√							IQAC, Procurement committee	IQAC coordinates with all stake holders

**Objective 4:** To strengthen the culture of research and publication in school among faculties as well as among all undergraduate and graduate level students.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Publication of Journal	No. of published issues	2	2	2	2	6	√			Journal Publication Committee, RMC	Journal Publication Committee will coordinate to lead the action.
2.	Installation and Operating Online Journal System	Installed and well operated online journal system	0	1*	1*	1*	1*	√			Journal Publication Committee, RMC	Journal Publication Committee will coordinate to lead the action.
3.	Orientation to Faculties on OJS	No. of orientations	0	1	1	1	3	√			Journal Publication Committee, RMC	Journal Publication Committee will coordinate to lead the action.
4.	Orientation on online journal system to students	No. of orientations	0	1	1	1	3	√			Journal Publication Committee, RMC	Journal Publication Committee will coordinate to lead the action.
5.	Indexing journal in national and international data bases	Indexed in DOAJ	5	3	3	3	9	√			Journal Publication Committee, RMC	J Gate, Index Copernicus, DOAJ, semantic scholar, Medline etc.
6.	Training health proposal development for faculties	No. of training conducted	0	0	1	1	2	√			RMC, Journal Publication Committee	Research management cell will coordinate with programmes coordinators and lead the action.
7.	Training health proposal development for final year students	No. of training conducted	4	4	4	4	12	√			Programme Coordinators and RMC	Programme coordinators will coordinate with RMC and other stake holders.
8.	Training on data management and analysis for faculties	No. of training conducted	0	0	1	1	2	√			RMC, Publication Committee	Research management cell will coordinate with programmes coordinators and lead the action.

9.	Training on data management and for final year students	No. of training conducted	4	4	4	4	12	√			Programme Coordinators and RMC	Programme coordinators will coordinate with RMC and other stake holders.
10.	Promotion faculties for proposal writing and submission for seeking fund	No. of proposal submitted No. of proposal accepted	-	6 3	8 4	10 5	20 10	√	√	UGC, NHRC	RMC, Publication Committee	Research management cell will coordinate with programmes coordinators and lead the action.
11.	Promotion bachelor and master students for proposal writing and submission for seeking fund	No. of proposal submitted No. of proposal accepted	-	20 10	30 15	40 20	20 10	√	√	UGC, NHRC	RMC, Publication Committee, Programme Coordinators	Research management cell will coordinate with programmes coordinators and lead the action.
12.	Organizing national/internal seminar/workshop/conferences	No. of seminar/workshop/conferences organized	-	2	2	2	6	√	√		Director's Office, RMC	Research management cell will coordinate with programmes coordinators and lead the action under guidance of school director.
13.	Promoting faculties to publish article in international journal	No. of article published in internal journals	-	3	6	9	18	√	√		Director's Office, RMC	Financial incentive for each article published in reputed high index journal
14.	Promoting undergraduate students to publish article from their research	No. of article published by undergraduate students	-	20	40	60	120	√	√		Director's Office, RMC	Financial incentive for each article published in national and internal journal.
15.	Promoting all master students to publish article from their research	No. of article published by graduate students	-	30	30	40	100	√	√		Director's Office, RMC	Financial incentive for each article published in national and internal journal.
16.	Purchasing original research and data management software	No. of software purchased	0	-	2	2	4	√	√		Director's Office, RMC, Procurement committee	SPSS, Endnote, Epi data etc.
17.	Establishing separate office for journal publication committee	Office established	0	-	-	1	1	√			Director's Office, Journal Publication Committee	Journal Publication Committee will coordinate to lead the action.
18.	Publication of SHAS Bulletin	No. of issues	4	4	4	4	16	√		Surabi Offset, Pokhara	Bulletin Publication committee	Approx. 34,000/- per issues
19.	Develop IEC material on current Health issue	# of IEC	0	2	3	4	9	✓			BPH program	BPH program coordinator will lead the action
20.	Health Information Technology Training	# of event		1	1	1	3	✓			BPH program	BPH program coordinator will lead the action

**Objective 5:** To strengthen the Educational Management Information System (EMIS) of school to collect, analyze and use relevant information for effective educational management.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	EMIS development and upgrading	Plan developed	1	1	1	1	1*	√		EraSoft Nepal	EMIS Committee	Upgrading gradually. 2020/21: piloting, 2021/22:scale up, 2022/23: fully running
2.	EMIS unit Establishmet	Unit established	0	1	0	0	1	√		EraSoft Nepal	School Director	Full time staff allocation for the data entry and management Team of era soft Nepal will provide the training
3.	Lunch an mobile application	Mobile application lunched	0	-	-	1	1	√		EraSoft Nepal	School Director	EMIS unit celebrate with supporting partner after the success of EMIS success
4.	Full time staff allocation for the handling EMIS	Staff Allocated	0	1	0	0	1	√			Director Office	IT Professional of school will be adjusted.
5.	Annual Progress Report generation	No. of reports	0	1	1	1	3	√			EMIS Staff	The report should be produced in accordance with UGC guideline.

**Objective 6:** To adopt the available Information and Communication Technology (ICT) in school to make teaching learning more innovative and effective.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Sustaining of multimedia in each class room	No. of functional multimedia	35	5	5	5	50	√			Program Coordinators	Gradually increasing the number of multimedia.
2.	Installing Smart Board	No. of classroom with smart board installed	0	0	3	4	7	√			Director's Office	At least one smart board will be installed in one classroom of each programme.
3.	AC installation in Class Room	No. of classroom with smart board installed	0	2*	0	4**	6	√			Procurement cell BMLT Coordinator	*AC installation in BMLT programme **AC installation in master programmes.
4.	Sound System installation in Class room	No. of classroom with sound system installed	0	2	2	2	6	√			Director's Office Procurement cell	Gradually increasing the number of classroom with sound system.
5.	CCTV installation in Class room	No. of classroom with CCTV installed	0	7	7	8	22	√			Director's Office Procurement cell	Gradually increasing the number of multimedia.
6.	Increasing the strength of Internet board brand	strength of Internet board brand	??	??	??	??	??	√			Director's Office Procurement cell	Increasing as per need.
7.	Advanced Auditory and Visual Class room for distance/ virtual learning	No. of classroom with advanced Auditory	0	0	0	1	1	√			Director's Office	MPH Programme
8.	Extension of CCTV camera monitoring	No of CCTV camera installed	??	10	10	10	30	√			School administration	School administration will lead for additional CCTV Camera installation
9	Extension of Telephone inter cum	No. of Telephone intercom	??	??	??	??	??	√			School administration	School administration will lead for additional telephone inter cum installation

10.	Extension of Biometric attendance to student attendance	No. of programme with biometric	0	6	2	3	11	√			School administration	2020/21: Master Programme, 2021/22: B Sc Nursing and BPT 2022/23: BPH, BMLT, B Pharmacy
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**Objective 7:** To develop the system for effective human resource management in school.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Formation of HR management committee and office establishment	Committee formed Office established	1	1	1	1	1*	√			Director's Office	HR Management Committee will gradually strengthen. Necessary infrastructures, furniture and logistic will gradually provide.
2.	SWOT analysis of HR Management System of School	SWOT performed	NA	1	-	-	1	√			HRM committee	Every year SWOT analysis will be performed within first month of the fiscal year.
3.	Assessment of HR needs of School	No. of assessment done	0	1	1	1	3				HRM Committee	Every year assessment will be performed within first month of the fiscal year.
4.	Academic survey performed	Survey performed	1	??	??	??	??				School director/Committee	
5.	Projecting HR requirements	No. of projection plan formed	0	1	1	1					HRM/Coordinators and Director	Revisions made Every year assessment will be performed within first month of the fiscal year.
6.	Selection of HRs on contract basis	Selection done	NA	-	-	-	-	√		PU	Selection committee	Selection of HR will be based on the need of the school.
7.	HR capacity development needs identification	Needs identified	0	1	1	1		√			Selection Committee	Every year assessment will be performed within first month of the fiscal year.
8.	Initiating action on change in current HR recruitment policy on contract basis/permanent to sustain the selected teachers	Reform in HR recruitment policy	1*	1*	1*	1*	1*	√		PU	Director's office	*Autonomy in recruiting HR in contract basis and Practical HR Policy and Regulation
9.	Demanding HR requirements for permanent	HR demanded	√	√	√	√		√		PU	Committee/ Director's Office	Demand for HR requirements will be sent to PU central administration frequently as necessary.
10.	Capacity development training/workshop	# training organized	2	2	2	2	2	√			Directors office	Capacity development/enhancement training/workshop for faculties.



11.	Training health proposal development for faculties	No. of training conducted	0	0	1	1	2	√			RMC, Journal Publication Committee	Research management cell will coordinate with programmes coordinators and lead the action.
12.	Training on data management and analysis for faculties	No. of training conducted	0	0	1	1	2	√			RMC, Publication Committee	Research management cell will coordinate with programmes coordinators and lead the action.
13.	Organizing national/internal seminar/workshop/conferences	No. of seminar/workshop/conferences organized	?	2	2	2	6	√	√		Director's Office, RMC	Research management cell will coordinate with programmes coordinators and lead the action under guidance of school director.
14.	Promoting faculties to publish article in international journal	No. of article published in internal journals	?	3	6	9	18	√	√		Director's Office, RMC	Financial incentive for each article published in reputed high index journal

**Objective 8:** To initiate administrative reform in school to carry out all administrative activities effective, efficient, systemic and timely manner.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Development of job description	Job description developed	-	1	-	-	1	√			JD Development committee	JD Development Committee will coordinate with all sections, units, employee and PU central administration to develop JD.
2.	Distribution of job description letter to each employee	No. of employees job description letter provided	-	All employee	-	-	All employee	√			School administration	School administration will provide job description letter to each employee
3.	Distribution of TOR letter to different unit, cell, program, committee head	No. of unit received TOR letter	-	All units	-	-	All units	√			School administration	School administration will provide job description letter to each employee
4.	Orientation on JD/TOR	Orientation conducted/no. of events	-	1	-	-	1	√			School administration	School administration will organize orientation programme.
5.	Review of existing administrative documents	No. of reviews	-	1	1	1	3	√			School administration	Every fiscal year within first month existing administrative documents will be reviewed.
6.	Digitalization of all administrative activities	Digitalized all administrative activities	1	1	1	1	1*	√			School administration	Gradually digitalize all administrative activities for storage, retrieve and future uses.
7.	Extension of CCTV camera monitoring	No of CCTV camera installed	??	10	10	10	30	√			School administration	School administration will lead for additional CCTV Camera installation
8.	Extension of Telephone inter cum	No. of Telephone intercom	??	??	??	??	??	√			School administration	School administration will lead for additional telephone inter cum installation
9.	Extension of Biometric attendance to student attendance	No. of programme with biometric	0	6	2	3	11	√			School administration	2020/21: Master Programme, 2021/22: B Sc Nursing and BPT 2022/23: BPH, BMLT, B Pharmacy

**Objective 9:** To reform the financing system of school to cope with financial crisis in school.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Financial Statement Analysis	# of analysis	1	1	1	1	3	√			Finance Head	Will be conducted within first moth of every FY to know the status.
2.	Fee Structure Reform	Fee Structure Reformed	NA	1	-	-	1	-	-	PU	Director's Office	Director's office will request to the PU central office to reform current fee structure based on cost recovery approach.
3.	Annual Fee increment	Decision on annual fee increment	NA	1	-	-	1	-	-	PU	Director's Office	Director's office will request to the PU central office to decide on % of annual fee increment.
4.	UGC Grant	# of Grant received	1	1	1	1	3	√		UGC	Director's Office	Every year proposal will be submitted to UGC to seek the grants.
5.	Deficit financing from PU central office	# of Grant received	1	1	1	1	3	√		PU	Director's Office	Director's office will lead to see the grant from central office as deficit financing.
6.	Starting of non-credit/professional course	Fee generated from non-credit/professional course	0	??	??	??	??	√		PU	Director's Office	Director's office will lead to start non- credit/professional course to increase the finance.
7.	Starting reference laboratory	Finance generated by reference laboratory	0	??	??	??	??	√			B Sc MLT, M Sc MM and MB Program Coordinators	Director's office coordinate to start reference laboratory to increase the finance.

**Objective 10:** To develop the physical, mental, social and intellectual aspect of students and faculties through the extracurricular activities.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Office setup for ECA cell	Set ECA office	0	1	-	-	1	√			Director's office	Separate room and required furniture & supplies will be provided to ECA cell.
2.	Appointment of Chairperson for ECA cell	Chairperson appointed	0	1	-	-	1	√			Director's office	One of the fulltime permanent faculty member will be appointed as ECA chair person.
3.	Publication of ECA calendar	No. of ECA calendar published	0	2	2	2	6	√			ECA cell	ECA Calendar will be published regularly once in each semester.
4.	Construction of Bad Manton Court	Bad Manton court constructed	0	-	1	-	1	√			Director's office	School head will take the initiative for the construction of a table tennis court
5.	Construction of Table Tennis Court	Table Tennis Court constructed	0	1	-	1	1	√			Director's office	School head will take the initiative for the construction of a badminton court
5.	Conduction of Sport meet	No. of Sport meet	2	2	2	2	6	√			ECA cell	ECA cell of school organize sport meet in each semester in coordination with other schools and student quality circle.
6.	Procurement of sports materials	Frequency of sports materials procured	NA	2	2	2	6	√			ECA cell, Procurement cell and Store section	ECA cell will prepare demand and coordinate with procurement cell and store section of school.
7.	Motivational class/camps to students, faculties and staffs	No of motivational class conducted	0	2	2	2	6	√			ECA cell, SCFPC	ECA cell will coordinate with SCFPC and director's office to conduct motivational classes/camps hiring motivational speakers.
8.	Meditation class/camps to students, faculties and staffs	No. of meditation class conducted	0	2	2	2	6	√			ECA cell, SCFPC	ECA cell will coordinate with SCFPC and director's office to conduct meditation classes/camps hiring motivational speakers.
9.	Establishment of physiotherapy clinic	Clinic established	0	-	-	1	1	√	√		BPT program,	Physiotherapy clinic will be established in BPT block.
10.	Physiotherapy camp	No. of camps conducted	1	1	1	1	3	√	√	NPA	BPT program	Free Physiotherapy camp will be conducted in coordination with Nepal

												Physiotherapist Association (NPA)- Gandaki province
11.	Cultural exchange event conduction	No of event conducted	0	1	1	1	3	√	√		ECA cell	Event will be conducted in coordination with national and international institutions.
12.	Social volunteering and service donation	No of event conducted	0	1	1	1	3	√	√		ECA cell	Event will be conducted in coordination with local community.
13.	Community empowerment campaigns	No of event conducted	0	1	1	1	3	√	√		ECA cell	Event will be conducted in coordination with local community.
14.	Exposure visits for faculties, staffs and Students	No of event conducted	0	1	1	1	3	√	√		ECA cell	Event will be conducted in coordination with all stakeholders.

**Objective 11:** To provide support to local community in maintaining health and wellbeing through extension services.

SN	Activities	Indicators	Baseline data (2019)	Targeted data				Budget		Partners	Lead Responsibility	Remarks
				2020/21	2021/22	2022/23	Total	Internal	External			
1.	Blood donation camp	# of Camp conducted	NA	1	1	1	3	✓	✓	NRCS	School	Program coordinators and ECA cell will take responsibility.
2.	Physiotherapy camp	# of Camp conducted	NA	1	1	1	3	✓			BPT program	BPT faculties and students
3.	Non communicable disease and risk factors screening program	# of Program conducted	NA	1	1	1	3	✓	✓	Province Health Directorate	BPH program	BPH faculties and students
4.	Community Health Diagnosis	# of CHD conducted	NA	2	2	2	6	✓			BPH and BSc Nursing Program	BPH and BSc nursing faculties and students
5.	Laboratory Screening Program	Screening Program conducted	NA	1	1	1	3	✓			BSc MLT Program	BSc MLT faculties and Students
6.	Novel Corona virus awareness program	# of Program conducted	NA	6	-	-	6	✓			Primarily Public health program & SHAS	Awareness program in six schools of local community
7.	Mobile Health Camp	# of conducted camp	NA	1	2	2	6	✓			BPH, BSc. Nursing, B. Pharm, BPT	Provide health service with primary treatment, lab service, counselling and awareness, physiotherapy (SHAS, Faculty & students)
8.	Health profile of a selected municipality	# of municipality	NA	0	1	1	2	✓	✓	Municipality	BPH program	Prepare health profile of selected municipality on the basis of criteria of health profile (BPH faculty and
9.	Promoting healthy lifestyle	# of people	NA	50	75	100	225	✓	✓	Municipality	BPH & BPT program	BPH and BPT faculty member and students

## Reference materials

1. Rules and regulations of Pokhara University
2. Annual Report of SHAS (2073/74, 2074/75, 2075/76)
3. Prospectus of SHAS (2074, 2075, 2076)
4. Audit Report of SHAS (2074/75, 2075/76)
5. Bulletin of SHAS
6. Journal of Health and Allied Sciences
7. School Operational Guideline of SHAS
8. Self-Study Report (SSR) of SHAS
9. Infrastructure Report of SHAS
10. Tracer Study Report of SHAS (2017, 2018).

**.....End of the Documents.....**