OPERATING REGULATIONS & IMPLEMENTION GUIDELINES FOR MID-WEST-UNIVERITY SCHOOL OF MANAGEMENT 2023

Operating Guide to Academic Excellence, Administration, Finance/Research/Innovation

MU SCHOOL MANAGEM

Approved by
Governing Council

2023

OPERATING REGULATIONS & IMPLEMENTION GUIDELINES FOR

MID-WEST-UNIVERITY SCHOOL OF MANAGEMENT 2023

Operating Guide to Academic Excellence

Administration/Finance/Research/Innovation

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MUSOM: Mid-Western University School of Management

FY: Fiscal Year

GRP: Graduate Research Project

IQAC Internal Quality Assurance Committee

RMC: Research Management Cell

QAA: Quality Assurance and Accreditation

SAT: Self-Assessment Team

SSR: Self Study Report

UGC: University Grant Commission

UGRP: Undergraduate Research Project

MIELTS: MUSOM International English Language Teaching and Testing

ECAC: Extracurricular Curricular Activities

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Section I
Structural Policy and Procedures

1 .1 Preamble

The MUSOM Operating Regulations and Implementation Guidelines, formulated as per Section 12, subsection 51 of MU Autonomy Bylaws 2075, first edition2023 and third edition of MUSOM Academic Development Implementation Guidelines, 2019, is the key to the MUSOM academic, administrative, finance, innovation and research development programs. It covers the all-academic and research projects of the Mid-West University School of Management (MUSOM) including research development and innovation support for the promotion of quality management education across the globe.

This document is referred to as "The MUSOM Operating Regulation" for the academic excellence 2023.

All policies, programs and projects presented in this document are referred to as the MUSOM Academic Support Programs with the relevant budget allocation. The budget allocations and support provisions may be addressed by the MUSOM in line with the contextual needs and the scope of the programs and budgetary conditions.

This is updated every year with new annual budget for the academic development programs as proposed by the university. It may be revised to address the changes to overcome emerging challenges and l in line with the Nurturing Excellence in Higher Education Program (NEHEP) by UGC Nepal. This Regulation and Guideline is prepared and proposed by MUSOM Management Council and approved by the MUSOM Governing Council for academic excellence in Nepal.

1.2 Definition of Key Terms

a) **MUSOM Organizational Structure:** It is referred to governance and structure of MUSOM as per Mid-West University Autonomy Bylaws, 2075 B.S. and Revised Autonomy Bylaws 2077.

b) **Professional Academic Programs:** Refer to MBA/BBA, entrepreneurship education and the proposed programs at MUSOM.

c) **Committee:** A group of members who are responsible for planning, leading, and monitoring MUSOM academic activities and programs.

d) **Faculty:** Faculty member in academic team with teaching and research responsibility.

e) **Investigator and Co-investigator:** Faculty members in the research program team.

f) **Research Categories:** Types of research such as Faculty Research Mini-research, Collaborative Research, Community Research, Institutional Research, Independent Research, Interdisciplinary Research, Research, Business Research, and Master Thesis, M.Phil. Thesis, and PhD dissertation.

g) **Faculty Category:** A quota of fellowship for faculty members who are awarded with fellowship.

h) **Faculty Members:** University teachers working as a faculty member.

i) **Collaborative Research:** A research focusing on a large collaboration with a research grant from MUSOM and UGC.

j) **Faculty Research:** This is the medium sized research to be conducted by collaborating faculty members with support from MUSOM and UGC.

k) **MUSOM Research Committee:** A research committee responsible for UGRP.

l) **Internship:** A research report prepared by graduate and undergraduate for fulfilling academic requirement and acquiring research knowledge and skills.

m) **Peer-reviewed Journal:** This is a refereed journal which uses the peer-review process to accept the article for publication.

n) **Principal Investigator:** A faculty member who is responsible to lead team and the project. **Research Fellow/Staff:** A researcher involved in conducting research with support from RMC/UGC.

o) **Research Monitoring Committee:** A committee formed by MUSOM to examine misconduct of research.

p) **Academic Misconduct:** Any wrongful action made by responsible people in terms of teaching, administration, and research.

q) **MUSOM Innovation Center:** This is a center for developing new ideas and implementing new ideas to contribute to social transformation.

r) **Students Fellowship:** This is a quota of fellowship open for all types of students: fresh and studying.

s) **Joint Academic Programs:** The programs refer to joint research, faculty and student exchange, joint publication and any other collaborative activities to be conducted with association to international business institute, research sectors and agencies.

1.3 A Brief Introduction to MUSOM Academic Perspective

The main mission of the MUSOM is to promote sound and constructive academic culture and practices in Mid-Western University as envisaged in Mid-Western University Act, 2010 and Mid-Western University Autonomy Bylaws 2075 B.S. The act of promoting sound academic environment is the fundamental part of advancing quality higher education in the country with support from UGC and other concerned agencies. Mid-Western University School of Management (MUSOM) located in the beautiful Surkhet valley of Karnali Province, Nepal, is the autonomous institution of Mid-Western University Nepal with full support from the government of Nepal. Also, this is the leading business school of the region led by Prof. Dr. Prem Raj Pant as the Chairman of Governing Council, former Rector of Tribhuvan University Nepal. MUSOM is committed to providing quality management education through BBA and MBA program. MUSOM engages its faculty members and students for a life time learning and discovery. The MUSOM, founded in 2015, has 350 students studying in undergraduate and graduate programs. Moreover, MUSOM intends to serve as a policy advisory, research and development consulting institution to various public, private and development sector organizations. The revenue surplus would be used for institutional, social, professional and graduate promotion activities.

Mid-Western University School of Management (MUSOM) became an autonomous institute of Mid-Western University in 2019 with the following guiding principles:

1.3.1 Vision

MUSOM sets the standard for community research based management education. We are committed to creating and sustaining the conditions that motivate MUSOM students to explore and experience an innovative educational journey that is intellectually, socially, and personally transformative.

1.3.2 Mission

The mission of MUSOM is to train students for our society through our commitment to the transformative power of a management education.

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1.3.3 Goals and Objectives

a) To develop MUSOM as an internationally Recognized Smart Business School in Nepal through QAA.
b) To enhance trained expertise in the upcoming five years.
c) To serve as a policy advisory, research and development consulting institution to various public, private and development sector organizations.
d) To promote world research, publication, undergraduate and graduate teaching.
e) To give new academic programs with the refinement of ongoing programs.
f) To develop collaboration with government and other organizations through MOU and other possible means.
g) To uphold production and industry based management education with focus on Agribusiness Management, Rural Entrepreneurship and development.
h) To provide new academic leadership to constituent campuses and university.
i) To help in conducting Executive BBA and MBA programs at suitable constituent campuses of Mid-Western University.
j) To review curriculum through involvement of concerned faculties and outside expertise.
k) To proceed participatory and advisory teaching approaches.

1.4 Core Institutional Values

The following are the core values of MUSOM:
1. Striving for excellence in all areas of its affairs for best professional practices
2. Respect of diversity in culture, opinions and expectations
3. Dedication, moral standards, mutual respect, result based efforts and honesty in faculties, employees and students at all levels
4. Collaborative and team based management

1.5 Structure and Governance

MUSOM consists of different committees for promotion of quality education within its structural governance that includes the following committees:

1.5 Institutional Arrangements

1.5. 1 MUSOM Governing Council
1.5.2 Management Council
1.5.3 Academic Committee
1.5.4 Financial Committee
1.5.5 Exam Conducting Committee
1.5.6 Selection Committee
1.5.7 Quality Assurance Sub-Committee
1.5.8 Department of Research, Innovation and Entrepreneurship (DRIE)
1.5.9 Department of Graduate Program (DGP)
1.5.10 Department of Undergraduate Program (DUP)
1.5.11 Exam Management Section (EMS)
1.5. 12 Department of Faculty Development, Training, Consultancy& Extension (DFDTCE)
1.5.13 Department of Information and Technology Management (DITM)
1.5.14 Admin and Finance Section
1.5.15 Teacher's Welfare Council

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1.5.16 Student's Welfare Council
1.5.17 Parent's Welfare Council
1.5. 18 Alumni
1.5.19 SAT Committee
1.5. 20 Internship Guidance and Placement Cell
1.5. 21 Procurement Committee
1.5.22 Extra-Curricular Committee
1.5.23 Primary Health Care Initiative
1.5.24 Quality Circle
1.5.25 Officials and Staff Structure of the MUSOM
     Chairman of Governing Council
     Dean/Director
     Head of DRIE
     Head of DGP
     Head of DUP
     Head of EMS
     Head of DFDTCE)
     Head of DITM
     Senior Admin and Finance Assistants

1.5.1 MUSOM Governing Council

Governing council is the top level managerial decision making body which is responsible towards university executive council in line with the MUSOM policy formation and approval.

1.5.1.1 Objective of Governing Council

1. To formulate, endorse, supervise academic and financial policy and monitor overall academic performance of MUSOM

1.5.1.2 Constitution of Governing Council

As per by Mid-Western University Autonomy Bylaws 2075 is as follows:

1	One person nominated by University Executive Council from amongst senior Prof. or renowned employees or social workers-Member
2	Director/Dean/Chief Executive Director of Autonomous Institution/Campus- Member
3	Three persons from amongst educationists- Member
4	Three persons from amongst head of department/Prof and Associate Prof-Member
5	Mayor of the Municipality (being senator of University Senate)- Member
6	One person from amongst employee, donors, social workers- Member
7	One Management Expert- Member
8	One male and one female from amongst Alumni-Member

1.5.1.3 Functions, Duties and Powers of the Governing Council

Functions, Duties and Powers of the Governing Council are as follows:
1. To formulate policies for managing quality teaching, research and publication.
2. To formulate policy for academic development, expansion, and improvement of autonomous institution.
3. To approve long-term policy, vision, mission, and programs.
4. To approve annual budget and programs and inform university about them.
5. To collaborate and sign MoU with national and foreign universities and academic institution and formulate policy for collaboration.

6. To appoint director/ dean of autonomous institution, evaluate and monitor director's functions and punish and reward on the basis of performance through legal process.
7. To implement and order to implement decisions made by university senate and academic council.
8. To constitute various committees, sub-committee or task-forces as per necessity.
9. To determine codes and conducts for students, teachers and staff working at autonomous institution.
10. To formulate and approve new policies and procedures for autonomous institution.
11. To recommend for evaluation of academic, management and financial report.
12. To determine and approve annual academic calendar, programs, admission policy.
13. To approve audit report of autonomous institution.
14. To be responsible towards university executive council.
15. To perform other functions as prescribed.

1.5.1.4 Policy and Procedure relating to Governing Council

1. Meeting of governing council shall be held at least thrice a year compulsory.
2. The meeting of governing council shall be held on the date and at the place and time prescribed by the Chairperson.
3. Member-secretary of the governing council shall give notice along with agenda to be discussed in the meeting at least fifteen days in advance than the date of meeting of the governing council.
4. As prescribed in subsection (3) meeting notice and letter must include meeting agenda to be decided at meeting along with other necessary documents.
5. In case at least fifty percent of the total members of the governing council are present, it shall be deemed to have constituted the quorum.
6. The meeting of the governing council shall be presided over by the Chairperson, and in absence of the Chairperson, one member from among members of governing council shall preside over the meeting.
7. Majority opinion in meeting of the governing council shall prevail and in case of tie the person presiding over the meeting shall exercise the casting vote.
8. The Chairperson and member-secretary of the governing council shall authenticate the decisions of the governing council.
9. If necessary Chairperson of the governing council can invite invitee to speak on the concerned topic and offer advice, but invitee does not have voting right.
10. Governing council chairperson, members, member-secretary and invitees.
11. Other procedures relating to the meetings of the governing council shall be determined by the governing council.

1.5.2 Management Council

Management council is to act as the executive body of the MUSOM.

1.5.2.1 Objective of Management Council

1. To implement overall academic and financial decisions made by governing council and other committees to enhance MUSOM as center of excellence under leadership of director.

1.5. 2. 2 Constitution of Management Council

As per by Mid-Western University   Autonomy Bylaws-2075 is as follows:

1	Director of Autonomous Institution/Campus- Chairperson
2	One person nominated by chairperson of governing council from amongst members of governing council as subsection (2) of bylaws 5-Member

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3	One person nominated by VC from amongst teachers of autonomous campus/institution according to decision made by executive council-Member
4	Head of Department of autonomous institution/campus-Member
5	One person nominated by chairperson of management council from amongst assistant dean/director or officials of autonomous institution/campus-Member

Tenure of nominated members shall be two years as subsection (2)

1.5.2.3 Functions, Duties and Powers of the Management Council

Functions, Duties &   Powers of the Management Council are as follows:
1. To execute and cause to execute directives and decisions made by governing council.
2. To prepare annual programs, budget, progress report, audit report, and other matters or resolutions of MUSOM and introduce them to the governing council for approval.
3. To operate, look after and protect the fund and movable or immovable property of autonomous institution.
4. To coordinate, look after and supervise the programs conducted by campus and submit the report thereof to the governing council
5. To implement matters relating to program curriculum, research and publication of autonomous campus as recommended through academic committee.
6. To regulate internal external resources well for sustainability of programs.
7. To appoint part time, contract and full time teachers and employees necessary for the campus on the recommendation of selection committee.
8. To determine salary and allowance of teachers and employees.
9. To punish teachers and students causing troubles as per policy.
10. To prepare annual action of plan and admission policy and submit it to governing council
11. To carry out matters relating to student's scholarship, teacher's self-study leave and fellowship and decide their leave and report them to university.
12. To collaborate and sign MoU with national and international academic institutions for joint and mutual academic programs, research and publication and report them to the university.
13. To draft policy and procedures relating to scholarship offer and submit them to governing council for approval.
14. To prepare policy and procedures relating to student extracurricular activities and conducting of the activities to be approved from governing council and implement them properly.
15. To create vacancy necessary for conducting programs of autonomous campus.
16. To determine fees of students.
17. To determine allowance for all kinds of meeting and activities.
18. To perform other activities as prescribed.
19. To be responsible towards governing council.

1.5.2.4 Policy and Procedure Relating to Management Council

1. The meeting of management council shall be held on the date and at the place and time prescribed by the Chairperson.
2. Member-secretary of the management council shall give notice along with agenda to be discussed in the meeting at least three days in advance than the date of meeting of the management council.
3. Despite subsection (2) of bylaws chairperson can call meeting if necessary and in such condition member-secretary shall provide necessary documents and agendas to members

4. In case at least fifty percent of the total members of the management council are present, it shall be deemed to have constituted the quorum.
5. Majority opinion in meeting of the governing council shall prevail and in case of tie the person presiding over the meeting shall exercise the casting vote.
6. The Chairperson of the management council shall authenticate the decisions of the management council.
7. Member-secretary shall provide copy of management council to all members and shall keep record of them properly
8. If necessary Chairperson of the management council can invite invitee to speak on the concerned topic and offer advice, but invitee does not have voting right.
9. Chairman, members, member-secretary and invitees shall receive allowance as determined by management council
10. Meeting policy and procedures shall be as determined by management itself

1.5.3 Academic Committee

MUSOM shall have one academic committee to design and revise program curriculum and supervise examination system to upgrade MUSOM academic programs in changing global context.

1.5.3.1 Objective of Academic Committee
1. To regulate all academic process and practices of MUSOM to meet values and changes of world academic community.

1.5.3.2 Constitution of Academic Committee

As per Mid-West University Autonomy Bylaws-2075 is as follows:

1	Director of MUSOM - Chairperson
2	One person from amongst heads of MUSOM departments -Member
3	One person nominated by VC-Member
4	Three persons nominated by Dean of faculty of management from amongst associate professors of the faculty and autonomous campus-Member
5	Three persons from amongst concerned subject experts from outside the university-Member
6	One person nominated by university academic council-Member

1.5.3.3 Functions, Duties and Powers of the Academic Committee

Functions, Duties &Powers of the Academic Committee are as follows:
1. To recommend to governing council through management council for conducting any new programs with study and evaluation of proposed programs and recommend for human capitals needed for the proposed programs.
2. To design, revise and determine curriculum, research and teaching plan of MUSOM.
3. To determine the qualifications, number of students to be admitted and grounds for admission as prescribed by university academic council in the subjects and programs which are taught in the MUSOM.
4. To give opinion and advice to the management council on academic matters for enhancing MUSOM as a center of excellence.
5. To give advice to the management council on annual academic calendar, academic programs, and admission procedures.
6. To recommend for quality teaching environment improvement and practices of academic honesty through analysis of the ongoing academic environment.
7. To give advice to MUSOM RMC on research development and extension.

8. To give advice to management council on collaboration for joint academic programs at national and international level.
9. To perform other functions as prescribed.

1.5.3.4 Policy and Procedure relating to Academic Committee

VC shall nominate members of academic committee on recommendation of director or dean of institution as prescribed subsection (2) part 5.

1. Chairman of academic committee shall nominate any member to work as member-secretary of academic committee.
2. Tenure of members of academic committee shall be two years.
3. Chairman and members of academic committee shall receive allowance as per decision of management council

1.5.4 Financial Committee

There shall be financial committee to prepare and manage financial plan of MUSOM.

1.5.4.1 Objective of Financial committee

1. To prepare and monitor annual and other financial plan and activities of MUSOM.

1.5.4.2 Constitution of Financial Committee

As per by Mid-Western University Autonomy Bylaws-2075 it is as follows:

1	Director of Autonomous Institution/Campus- Chairperson
2	One person nominated by university executive council-Member
3	One person nominated by governing council -Member
4	Head of central finance section of University- Member
5	Head of finance section of autonomous institution-Member

1.5.4.3 Functions, Duties and Powers of the Financial Committee

Functions, Duties and Powers of the financial committee are as follows:

1. To prepare annual budget and programs of autonomous institution and introduce them to management council.
2. To prepare investment, allowance, and salary policy and procedures and introduce them to management council.
3. To recommend to management council on extra-allowance, facilities and salary.
4. To give advice to management council on admission, tuition and other fees.
5. To give advice to management council on allowance and other benefits to be received by experts, staff, teachers, and examiners involved in examination.
6. To perform other functions as prescribed.

1. 5.4. 4 Policy and Procedure relating to financial committee

2. Tenure of nominated members shall be two years as subsection (2) part 2 and the meeting of management council shall be held on the date and at the place and time prescribed by the Chairperson.
3. If necessary Chairperson of the management council can invite invitee to speak on the concerned topic and offer advice, but invitee does not have voting right.

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4. Chairman, members, member-secretary and invitees shall receive allowance as determined by management council

1.5.4. 4.1 Arrangement of Fund

There shall be a separate revenue account of autonomous institution. Revenue account shall consist of the following revenue:

a) Revenue collected from various fees
b) Revenue received as donation and other support
c) Grant from Nepal government
d) Revenue received from consultancy, project, research, seminar, conference, and other programs
e) Fund received from investment of internal sources
f) Revenue received from other sources.

1.5.4.4.2 Operation of Account

a) According to needs, autonomous institution shall open current account in Nepal Rastriya Barnjiya Bank
b) Main revenue account shall be operated with signature of governing council chairperson and director of autonomous institution
c) Fund shall be transferred to current account from Main revenue account
d) Current account shall be operated with signature of director and head of account section of autonomous institution.

1.5. 4..4.2 Investment of Fund

Deposit account shall be used in the following activities:

a) To conduct academic programs of autonomous institution.
b) To provide salary, allowance, and benefits to officials, teachers, and staff.
c) To award scholarship, fellowship, prize, medal, donation and others as per policy.
d) To buy land for construction, pay rent and other tools for operation of academic programs.
e) To provide wages to audit and administrative function.
f) To pay visit and travel cost and buy land.
g) To pay for legal advice.
h) To deposit 15% amount to university current account collected from student's registration fee, and other fees.
i) Other expenditure as prescribed.
j) Audit: General auditor shall audit the fund.

1.5.5 Exam Conducting Committee

There shall be exam conducting committee to manage exam system of MUSOM. Exam conducting committee will be formed after completing all standards of exam as prescribed by university on recommendation of university exam committee

1.5.5.1 Objective of Exam Conducting Committee

2. To lead MUSOM exam in line with university exam policy and rules.

1.5.5.2 Constitution of Exam Committee

As prescribed by Mid-Western University Autonomy Bylaws 2075 it is presented as follows:

1	Director of Autonomous Institution- Chairperson
2	Two persons nominated by university exam committee -Member
3	Two persons nominated by management council from amongst teachers of autonomous institution-Member

1.5.5.3 Functions, Duties and Powers of the Exam Conducting Committee

Functions, Duties and Powers of the exam conducting committee are as follows:
1. To conduct all forms (written, oral and practical) of exam relating to academic programs of autonomous campus with scientific supervision and controlling mechanism.
2. To publish exam schedule, to conduct exam on the basis of exam schedule published and with reasons change and postpone exam schedule published.
3. To nominate experts, examiners, scrutiny and other experts on recommendation of head of departments.
4. To maintain standards of exam and manage manpower to regulate exam properly without questioning standards of exam.
5. To publish exam result and provide grade sheet.
6. To follow policy and rules as provided by central exam committee.
7. To prepare and provide annual exam calendar to central exam committee and management council.
8. To keep and provide record relating to student pass rate after result publication to examinations management office for original certificate.
9. To ask university to provide certificate in the name of autonomous institution.
10. To perform other functions as prescribed.

1.5.5.4 Policy and Procedure relating to Exam Conducting Committee

a) Tenure of nominated members shall be two years as subsection (2) part 2 and 3.
b) Three persons shall be full quorum of exam committee but meeting of the committee shall be held as subsection (2) of part a, b, and c at least presence of one person from.
c) Decision of exam conducting committee shall be based on majority.
d) If necessary Chairperson of the management council can invite invitee to speak on the concerned topic and offer advice, but invitee does not have voting right.
e) Chairman, members, member-secretary and invitees shall receive allowance as determined by management council.

1.5. 6 Selection Committee

There shall be the selection committee of autonomous institution.

1.5.6.1 Objective of Selection Committee

1. To recommend for the appointment term appointment/contract appointment and promotion of the teachers and employees of autonomous institution.

1.5.6.2 The Selection Committee shall be constituted as follows.

1	Person appointed by the governing council -Chairman
2	One person from amongst teachers- Member
3	One person from amongst teachers nominated by director of the school
4	Head of administration -Member Secretary

1.5.6.3 Policy and Procedure relating to Selection Committee

a) Management council as subsection 2 of part b can nominate Prof. in the place of head of concerned department.
b) Chairman, members, member-secretary and invitees shall receive allowance as determined by management council.

1.5.6 Quality Assurance Sub-Committee (QASC)

Main responsibility of Quality Sub-Committee is to assess and promote QAA related activities. It oversees policy and procedure for improving and addressing MUSOM SAT and quality assurance performance throughout the year. It maintains and controls integrity of quality management education with the support from all MUSOM functional committees, departments, sections, and stakeholders.

The Quality Assurance Sub-Committee will come into effect upon the endorsement of the provision and committee formation by the MUSOM. Structure of QASC is as per university Operational Policy and Guidelines on Quality Assurance 2019.

1.5. 8 Dean/Director of Autonomous Institution

MUSOM shall have dean/director as the administrative head with the responsibility and authority of executing all managerial and administrative jobs. The Director works by exercising all authority vested in him subject to MUSOM management policy.

1. With recommendation of Chairman Governing Council Vice Chancellor shall appoint Director/ Dean of institution as per provision set in Mid-Western University Autonomous Bylaws-2075.
2. Only candidate having received PhD in the respective field with relevant academic publication and experiences or PhD in any other subject with relevant publication and experiences would apply for the post of dean /Chief/Director of the autonomous institution.
3. Director/ Dean shall be responsible towards governing council and Vice Chancellor.
4. Tenure of director/dean shall be four years.

1.5.9 Director performs the following duties:

a) Execute leadership role, as the head of the institution, thereby formulating, imposing and promoting excellent academic climate based on core MUSOM values and guiding principles.
b) Design quality management model emphasizing effective outcomes of all units and work centers and performance measures for each unit and employees.
c) Approves the academic plans and activities of program directors.
d) Regularly organizes the meeting of MUSOM management committee and determines needs of resources and makes provisions for their acquisition
e) Oversee the functions of all units and employees and take corrective measures as necessary.
f) Maintains external relations for institutional development and credibility
g) Reviews and proposal of different committees of MUSOM and makes arrangement of their implementation.
h) Periodically measures the performance of each employee and take suitable steps to maintain and enhance institutional performance through feedback and right actions.
i) Works as the chief of financial management of institution and executes the affairs of financial administration including budgeting and control.
j) Explores new revenue streams there by formulating new academic and professional development programs at MUSOM.
k) Designs and implements marketing programs of MUSOM at institutional and program levels.
l) Conducts human resource audit, determine HR needs and recruitment policy and undertakes task of human resource acquisition based on Human Resource Policy of MUSOM.
m) Designs and implements faculty development programs preferably three times in a year.
n) CED has absolute authority of allocating responsibilities and authority to subordinates, approving new proposals from subordinates and taking correcting and control actions against the activities and individuals working under him or her.
o) To punish students going against campus rules and creating disturbance in campus.
p) To vacant hostels and campus if necessary due to strikes and other serious causes and report it to university executive council.
q) To follow directives of governing council and management council.
r) To perform other duties as prescribed.

1.5. 10 Department of Research, Innovation and Entrepreneurship (DRIE)

DRIE is to assist RMC functions such as collaborative research, faculty research and mini-research. It also includes support of research, innovation and entrepreneurship programs allied with community development and employment opportunities. Its main responsibility is to carry out day- to-day administration and research, innovation and entrepreneurship development implementation programs. It is responsible to Management Council and MUSOM director.

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1.5.10.1 The Structure of DRIE is presented as under.

	Job Position
1	Head of DRIEP appointed by Management Council
2	Member (1) from amongst Graduate Department nominated by DRIE
3	Member (1) from amongst Senior faculty members nominated by Director
4	Scientist or Innovator (1) as nominated by director-Member
5	Industrialist/entrepreneur (1) nominated by head of DRIE-Member

1.5.10.2 Responsibilities and Tenure of Head of DRIE and its members

a) To prepare annual action plan and activities-based-proposal for research, innovation plan and submit to Management Council for approval and implement approved action plan and activities.
b) Tenure of Head and members will be two years.

1.5.11 Department of Graduate Program (DGP)

Primary responsibility of DGP is to lead and control graduate programs. It looks after graduate admission, day-to-day operation.

1.5.11.1 The Structure of DGP is presented as under:

	Job Position
1	Head of GDP

1.5.11.2 Responsibilities and Tenure

a) To carry out day-to-day class operation and fully manage and lead admission, internal examination with responsible towards director. Tenure will be two years.

1.5.12 Department of Undergraduate Program (DUP)

Primary responsibility of DGP is to lead and control graduate programs. It looks after graduate admission, day-to-day operation. It will come into effect upon endorsement of the provision.

1.5.12.1 The Staff Structure of DUP is presented as under:

	Job Position
1	Head of GUP

2.5.12.2 Responsibilities and Tenure

a) To carry out day-to-day class operation and fully manage and lead admission, internal examination with responsible towards director.
b) Tenure will be two years.

1.5.13 Exam Management Section (EMS)

The primary responsibility is to conduct final examination of MUSOM as per University and MUSOM examination policy and guidelines 2019.

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1.5.13.1 The Staff Structure of EMS is as presented under:

	Job Position
1	Head of EMS appointed by Management Council
2	Lead MIS faculty member appointed by Management Council
3	MIS head assistant (1)
4	Head assistant (1)
5	Helper (1)

1.5.13.2 Responsibilities and Tenure

a) To carry out day-to-day class operation of EMS in line with the Exam Conducting Committee strictly following exam policy and guidelines of University and MUSOM.
b) Head will be responsible towards Exam Conducting Committee and other team members will be responsible towards head of EMS.
c) To keep the record of examination. Tenure of head and members will be two years.

1.5.14 Department of Faculty Development, Training, Consultancy& Extension (DFDTCE)

The main responsibility is to conduct faculty development program, training, seminar, and workshop as per annual plan of action and provide consultancy to the community development through research, innovation and entrepreneurship development projects.

1.5.14.1 The Staff Structure of DFDTCE is presented as below:

	Job Position
1	Head of DFDTCE appointed by Management Council
2	Faculty Member nominated by head of DFDTCE
3	MIS head assistant (1) Member

1.5.14.2 Responsibilities and Tenure

a) Lead program to implement annual plan of action being responsible to director and management council. Tenure of head and team members will be of two years.

1.5.15 Department of Information and Technology Management (DITM)

Primary responsibility of DITM is to prepare and implement all IT related activities. It also includes assistance to coordination and collaboration with IT national and International Network institutes and help managing IT training to faculty and student.

1.5.15.1 The Staff Structure of DITM is presented as below:

	Job Position
1	Head of DITM appointed by Management Council
2	MIS faculty member nominated by head of DITM
3	MIS Head Assistant

Specified responsibilities, procedures and policy are included in the later of part of the MIS policy and procedures.

1.5.16 Admin and Finance Section (AFS)

Primary function of AFS is to carry out administrative and financial activities of MUSOM as University administrative and financial procedures and regulations 2069 and MUSOM Operating and Implementation Guidelines. It assists all MUSOM committees and departments as per regulations.

1.5.16.1 Staff Structure of AFS is presented as below:

	Job Position
1	Head of AFS of MUSOM
2	Head assistant of admin
3	Head Assistant of IT Section
4	Front Desk Head Assistant
5	Library head assistant
6	Helpers

1.5.16.2 Responsibilities and Tenure

a) Maintain record of all administrative and financial decisions, programs and events being responsible towards director.

b) Help all MUSOM committees and heads of departments as per university rules and regulations.

c) Tenure of all staffs will be as per university policy and autonomy bylaws 2075.

1.5.17 Procurement Committee (PC)

Primary responsibility of PC is to carry out procurement related activities as per university procurement procedures and MUSOM procurement regulations and procedures as mentioned in Part Four of this guideline.

1.5.17.1 Structure of PC is presented as below:

	Job Position
1	Director -Chair of PC
2	One faculty member nominated by management council-Member
3	One faculty member nominated by financial Committee-Member
4	Engineer appointed by Management Council -Member
5	Head of Finance Section-Member

1.5.17.2 Responsibilities and Tenure

a) Lead procurement process as per regulations and procedures of University and MUSOM. Tenure will be of two years.

1.5.18 Teacher's Welfare Council (TWC)

Primary function of TWC is to help faculty members for their career development and coordinate with MUSOM administration and students for solving problems occurred.

1.5.18.1 Structure of TWC is presented as below:

	Position
1	President of TWC nominated by faculty meeting
2	One Faculty member nominated by director
3	One faculty member nominated by president of TWC

1.5.18.2 Responsibilities and Duties of Teacher's Welfare Council

They are as follows:

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a) To create harmonious network between faculty members and administration.
b) To lead teachers into academic and research activities.
c) Design the proposal for well-being of Teaching staff and work for it.
d) Settle down the disputes, if any, among the staff.
e) Deal with different problems related to teaching learning activities.
f) Assist in conducting programs.
g) To give advice to administration on academic and other aspects.

1.5.18.3 Policy and Procedure relating Teacher's Welfare Council
a) Tenure of Coordinator and Council shall be two years.
b) Meeting of the council shall be held as per need.
c) The Council shall be responsible towards academic accountability.

1.5.19 Student's Welfare Council (SWC)
Main function of SWC is to prepare policy of its own and plan for overall professional development of all students studying at MUSOM as per MUSOM policy with being responsible to director. It leads students into major functions and events organized by MUSOM and helps in arranging events for harmonious cooperation between administration, faculty and students.

1.5.19.1 Structure of SWC is presented as below:

	Position
1	President elected or nominated by assembly of MUSOM students
2	Three male students elected or nominated by assembly of MUSOM students –Member
3	Three female students elected by assembly of MUSOM students-Member
4	One student from undergraduate nominated by president-Member

1.5.19.2 Objectives of the Council
1) To conduct various academic and extra-activities to foster student-centered learning environment.

1.5.19.3 Responsibilities and Duties of Student's Welfare Council
a) Support administration for various programs.
b) Communication and cooperation with professors.
c) Involvement in school planning, quality control and school environment.
d) Having a say in school policies e.g. anti-bullying policy, homework, substance use, mobile phones, code of discipline, uniform, school tracksuit etc.
e) Optional activities: Making suggestions about improving school facilities like parking area, reference room, lab room, toilets and seminar hall.
f) Help ECA committee in planning, organizing and conducting the extra- curricular activities.
g) Help in fund-raising campaign.
h) Organize social events.
i) Carrying out survey and questionnaire.

1.5.19.4 Policy Relating to Student's Welfare Council
a) Meeting of the Council shall be held as per need of MUSOM programs.
b) Tenure of all members shall be two years.
c) Council shall be the voluntary body.
d) Council shall be responsible towards management council.

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1.5.20 Parent's Welfare Council (PWC)

Main responsibility of PWC is to help director and faculty for developing constructive among community, MUSOM administration, faculty and students. It involves in solving problems created and occurred.

1.5.20.1 Structure of PWC is presented as below:

	Position
1	President nominated by assembly of MUSOM parents
2	One female and one male parents associated with undergraduate students nominated by parents' assembly-member
	One male parents associated with graduate students nominated by parents' assembly

1.5.20.2 Objective
1. To help MUSOM management council for sound academic environment.

1.5.20. 3 Functions and Duties of Parent's Council
a) To give advice to management council and others on social networking.
b) To support MUSOM programs morally and other ways.
c) To help students and MUSOM administration in solving any disputes.

1.5.20.4 Policy Relating to Parent's Council
a) Meeting shall be held at least twice a year.
b) Tenure of all members shall be two years.
c) Council shall be responsible towards management council.

1.5.21 Alumni

Primary responsibility is to keep continuous connectivity and collaboration between MUSOM passed out students and administration. It organizes events for promotion of MUSOM in nation and beyond nation being responsible towards director.

1.5.21.1 Structure of Alumni is presented as below:

	Position
1	President nominated by assembly of ex-MUSOM students
2	Two Ex-students passed out Master nominated by assembly-Member
3	Two Ex-students (One Male and One female) passed out undergraduate nominated by assembly-Member

1.5.21.2 Objective of Alumni
1) To enhance the cordial relationship among the students from the past and the present for support and care.

1.5.21.3 Responsibilities and Duties of Alumni
a) Play a crucial role in finding financial- physical aid for the institution.
b) Help in fund- raising for the scholarships and other support for the students of MUSOM
c) Organize and conduct the skill-based programs for the professional development (career) of the students and provide counseling to the students.
d) Help students getting employment and self- employment.
e) Perform other tasks having the coordination with the head of the institution.

1.5.21.4 Policy Relating to Alumni
a) Meeting shall be held least twice a year.
b) Alumni shall be responsible towards management council.
c) Tenure of all members shall be two years.

d) Alumni shall be a voluntary body.

1.5.22 Internship Guidance and Placement Cell (IGPC)

Primary responsibility is to guide and support MUSOM students in preparing research-based-internship report for fulfilling academic requirements and students passed out in getting job and develop career as the time changes. Cell is fully responsible to director for creating job and self-employment through entrepreneurship projects.

1.5.22.1 Structure of IGPC is presented as below:

	Position
1	Head of IGPC appointed by Management Council
2	Faculty member(1) nominated by head of IGPC -Member
3	MIS assistant head -Member

1.5.22.2 Responsibilities and Tenure

Head: Prepare plan of action with relevant policy guidelines and carry out relevant activities. All team members are to help head for better performance. Tenure of head and team members will be two years.

1.5.23 Extra-Curricular Committee (ECC)

Primary responsibility is to help student's welfare council and MUSOM administration for arrangements of extracurricular functions throughout the year.

1.5.23.1 Structure of ECC is presented as below:

	Position
1	Coordinator appointed by Management Council from among faculty members
2	Administrative staff (1) -Member
3	President of Student's Welfare Council-Member

1.5.23.2 Objective of the ECA Committee:

1) To organize various programs with the aim to nurture student's talent.

1.5.23.3 Responsibilities and Duties of ECAC

Functions and Duties of ECAC shall be as follows:

a) Determine the overall annual activities with comprehensive work-plan and recommend to the institution head for the publication.
b) Manage the sport related materials.
c) Maintain all the records of the activities and submit it to the MUSOM administration.
d) Organize various intellectual and sport related contests as inter- semester and inter-campus competitions.
e) Formulate and implement various plan and policies for the internal and external sports and intellectual contests.

1.5.23.4 Policy and Procedures Relating to ECAC

a) Meeting of ECAC shall be held as per need.
b) Tenure of the members shall be two years.
c) ECAC shall be responsible towards Management Council.

1.5.24 Primary Health Care Management Cell (PHCM)

Primary responsibility is to manage basic medical care and counseling to MUSOM students. It helps in organizing major health camp and events at MUSOM and in the community.

1.5.24.1 Structure of PHCM) is presented as below:

	Position
1	Head of PHCM-Medical doctor of Provincial Hospital appointed by Management Council
2	Staff Nurse (1) appointed by Management Council-Member
3	Administrative Staff-Member -Member
4	MIS head assistant-Member -Member

1.5.24.2 Objective
1) To provide basic medical support and service to MUSOM and its stakeholders.

1.5.24.3 Responsibilities and Duties
a) To provide basic medical service to students and others.
b) To develop plan for community health support.
c) To give advice to management council on medical service.
d) To responsible towards management council.

1.5.24.4 Policy Relating to Primary Health Care Initiative
a) Meeting shall be held as per need.
b) Tenure of all members shall be two years.
c) Follow international health provision.

1.5.25 Quality Circle (QC)
Primary reasonability is to create a strong network among MUSOM students for periodic events for their professional career development. MUSOM Quality Circle (MUSOM QC) meets voluntarily, on a regular basis, to discuss problems, seek solutions, and cooperate with management in the implementation of those solutions. Quality circles operate on the principle that employee participation in decision-making and problem-solving improves the quality of work. Through the circle, members generate mutual respect and trust as they work on solutions to common, on-the-job problems.

MUSOM QC organizes the meetings at least in every two months and provides feedbacks on the basis of the comments and feedback from the students, teachers, and other stake holders for the betterment of the institutional performance.

1.5.25.1 Structure of QC is presented as below:

	Position
1	Coordinator of QC nominated by assembly of MUSOM students
2	Two girl students (1 BBA and 1 MBA) nominated by assembly of MUSOM students - Member
3	Tow boy students (BBA) nominated by assembly of MUSOM students-Member
4	Other members and subcommittees as required

1.5.25.2. Responsibilities and Duties
a) To give feedback to management council
b) To collect information on MUSOM status from market and report it to MUSOM.
c) To give advice to management council on academic quality improvement.

1.5.25.3 Working Procedure of MUSOM Quality Circle
1. MUSOM working procedure of MUSOM QC is based on the IQAC rules and regulations.
2. The comment, feedback, suggestions are received from the students, parents and other related stake holders.

3. The received comment, feedback and suggestions are discussed and forwarded to the respective departments.
4. The circle meets regularly to identify, analyze and solve work-related problems.
5. The Quality Circle prepares the complete report of each department and programs of MUSOM.
6. This Circle works in a voluntary basis.
7. The feedbacks and comments are forwarded in a formal process by means of meeting minutes.
8. The circle follows up on the previous feedbacks and comments.
9. The meetings of QC should be held at least 6 times in a year.
10. The comments and feedback should not be indicted to a specific person or department.
11. Tenure of coordinator and members will be two years.

1.5.26 Officials and Staffs of the MUSOM

      Chairman of Governing Council
      Dean/Director
      Head of DRIE
      Head of DGP
      Head of DUP
      Head of EMS
      Head of DFDTCE)
      Head of DITM
      Senior Admin and Finance Assistants

Section II
MUSOM Faculty Regulations

2.1.1 MUSOM Faculty Categories
1. Permanent full time faculty: these are the full time permanent faculties of deployed from the University and work as a full time teacher at MUSOM. MUSOM has right to send back them to respective central campuses if it no longer requires them.
2. Contract based full time faculty: MUSOM can recruit full time faculty to be managed from its internal resource. MUSOM has right to discontinue them if they fail to show satisfactory performance based on expected result or behavior.
3. Chapter contract based faculty: MUSOM can hire subject or chapter based instructors whenever deemed necessary.

MUSOM shall appoint full time permanent or temporary employees to fill administrative vacancies subject to approved organization structure.

Rather than permanent and fulltime faculty, attention should be on competent and dynamic faculty.

2.1.2 Creation of Vacancy:
Executive Head of MUSOM shall determine number and nature of vacancies along with job description and recommend management committee for fulfillment indicating deadline of fulfillment. Vacancies will be officially declared by the decision of management committee within 15 days.

2.1.3. Selection committee
Management committee shall form a selection committee including selection procedure, required budget and deadline of selection immediately after approving vacancy. He selection committee shall accomplish selection process within 30 days. If the committee fails to select a candidate for a specified vacancy within the stipulated deadline, Executive Head will undertake selection process.

2.2 Job Description:
Every employee shall have clear job description indicating major duties, responsibilities and authority. MUSOM management or executive head may extend or modify job descript ion of any employee at any time.

2.2.1 Head of Graduate and Undergraduate Program
a) Job Specification
The Head of Graduate and Undergraduate Program is expected to exhibit a sound personality disposition showing favorable level of cognitive, psycho-social and physical fitness. Head of BBA program coordinator should have graduate degree from recognized university and should be a full-time faculty of MUSOM. Such a person should have willingness to provide sufficient time for the development of organization.

b) Job description
The BBA and MBA head manages BBA and MBA programs actively involves in semester planning, regular class management and supervision, student communication, recording and reporting the affairs of academic concerns and provide personal and class-wise assistance for supporting quality focused teaching learning system of the institution. The coordinator

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provides educational advocacy and interacts with guardian community as necessary, develops profile of experts and make plan for guest class. The person involves in active supports to management in academic administration.

- To support them to achieve their education goals, as well as supervision of the education programs and services.
- S/he builds professional relationship among stake holder, conduct and monitor and evaluate all the activities related to the program.

c) Duties
a) Academic administration of the BBA and MBA program
b) Record management
c) Coordination with faculties and students
d) Communication with faculties and students
e) Institution representation
f) Reporting to director

d) Personnel management
a) **Develop** the roster of faculties for the semester.
b) **Coordinate** for the training and development of faculties.
c) **Develop positive working relationships** with the faculties.
d) **Being proactive** in the support of faculties in both academic and behavior-related matters (when the behavior is particular to the specific subject area)
e) **Supervise** performance and progress of faculties
f) **Promote** professional development of faculties and staff
g) **Introduce** new faculty members with the coordination of Director.
h) **Assist and mentoring** pre-service faculties
i) **Participate** in appraisal processes
j) **Delegate** tasks as necessary and/or appropriate

e) Curriculum and pedagogy
a) Determining annual goals and related targets
b) Set appropriate standards and benchmarks in curriculum areas, and analyze, prepare and present data to demonstrate achievements of partners in test and tasks, and leanings
c) Demonstrate exemplary teaching practice
d) Recognize and provide for a diversity of learning styles
e) Demonstrate a thorough understanding of the syllabus requirements for all relevant subjects
f) Assists to develop a responsive and appropriate curriculum
g) Supervise the preparation and implementation of work programs, study plans and other courses of study within the relevant subject areas
h) Plan, implement and supervise assessment
i) Confirm the requirements of admission of the students.
j) Ensure student records are maintained.
k) Ensure the provision of supportive and challenging environments that optimize learning.

Resources management
a) Prepare and monitor the program budget
b) Plan, maintain, build and organize resources
c) Take responsibility for textbooks and stationery requirements

a) **Communication and Motivation.**
   a) Ensure that teaching resources are made available to colleagues
   b) Organize regular meetings, circulating information
   c) Identify and monitoring students at risk
   d) Encourage and promote positive relationships with staff, students and parents
   e) Being proactive in conflict resolution.
   f) Meeting regularly with staff
   g) Meet the Director with minutes of curriculum area meetings

f) *Represent the institution.*
   a) Participate in professional activities outside the college.
   b) Represent the MUSOM in different program in coordination with Director.

g) *Accountability and responsiveness.*
   a) BBA and MBA head is accountable for effective curriculum delivery, the achievement of departmental goals, learning outcomes and the meeting of targets and benchmarks.
   b) They have a key responsibility in the development of a positive work environment – one that is innovative and responsive to student needs. They are expected to be careful agents of college assets and effective managers of budgets. They work with the leadership team to achieve the college vision and mission

h) *Work space and resources available.*
   a) The BBA and MBA head has provided working station with sufficient technical equipment. i.e. laptop, printer, cupboard etc.

i) *Line of reporting.*
   b) The BBA and MBA head collects the information through the various cell of the program i.e. faculties, exam section, account section, MIS section etc. and report to the Director.

j) Reward and benefit. Get rewarded as per performance.

2.2.2 Head of Department of Faculty Development, Training, Consultancy& Extension (DFDTCE)

1. Job Specification

The head of DFDTCE is expected to exhibit the assertive and sound personality having the leadership qualities with the advanced skills of communication, public relation and community research. Head is required to have minimum Master degree in any discipline along with minimum 1-year of related work experience.

2. Job Description

The outreach and extension coordinator makes connectivity and builds professional relationship with various organizations, conducts various required activities, and follows up the impact of those activities periodically. Specifically, the head explores and accesses various institutions for sustainable collaborations in various areas of mutual benefits through inclusive community empowerment and resource sharing, particularly focusing on student learning, exposure, networking, placement as well as research for bilateral and multilateral benefits.

3. Duties

The head has to do the following duties and activities:

A. Project development and planning
   a. Explore the various programs of short, mid and long term periods in different areas of collaborations
   b. Searches various institutions at local, provincial, national and international level and approaches them with clear areas of mutual collaboration.

B. **Resource search and acquisition**
   a. Identifies resource requirements for institution and coordinates between the institution and sources of financial, technical and skill based resources.

C. **Communication and public relations**

Identifies the key officials of those institutions and establishes and maintains communication with the stakeholders

D. **Monitoring and supervision**
   a) Maintains the records of all functions and proceedings undertaken based on respective institutional policy and continuously report the senior authority about the status and progress underway.

1. **Accountability and responsiveness**
   a. The candidate is accountable for all community based activities and building communication with the institutions based on institutional values
   b. The person is answerable to formulation, administration, monitoring and control of programs being initiated under the candidate.

2. **Resources available**
   a. The candidate resourcefully works in the respective work cabin and is provided with stable office system with need based external workstation.

3. **Line of reporting**
   a. The head collects information from the project leaders, institutional partners and agencies as necessary.
   b. The candidate reports to program directors, works in coordination with department heads and coordinators as necessary.

4. **Rewards and benefits**
   a. The head receives the regular remuneration as well as the extra payment and certificate on the basis of his positive performance.

2.2.3 Full Time Faculty Member

1. *Job Specification*

The job incumbent of position of lecturer on full contract is expected to exhibit a sound personality disposition showing favorable level of cognitive, Psycho-social, and physical fitness.

The job incumbent should have minimum Master degree educational qualification in related field with a minimum of two years teaching experience.

2. *Job Description:*

Lecturer has to be involved in course detailing, course planning, conducting classes, performing evaluation, providing feedback, counseling and linking students with research and industry.

3. *Duties:*

a. *Develop semester-based Plan of action on course delivery.*
   a) Perform course detailing of the assigned course.

b) Develop and communicate session plan with specification of contents, resources, teaching-learning methods and assessment system.

b. Develop and generate teaching-learning resources
   a) Determine text books, reference books to be followed.
   b) Develop additional sources of resources to support students learning
   c) Collect short and long cases.
   d) Develop and administer local level cases.
   e) Select and recommend guest lecturers to the program coordinator.

c. Mange the class room and learning instructions.
   a) Take classes as per schedule ensuring maximum level of student participation
   b) Maintain record of attendance of students.
   c) Provide take home-assignment and communicate deadline for submission.
   d) Make arrangement for the individual presentation and group discussion
   e) Provide feedback to the students.
   f) Provide necessary suggestions to program coordinator when any facilities in classroom are not working properly.
   g) Report any behavioral issues that can arise in the classroom, to the concerned Program coordinator.

d. Administer graduate assessment and feedback
   a) Keep record of assignments given and submitted within deadline and beyond.
   b) Keep timely evaluation score of each students
   c) Develop model questions to make students familiarize with the questions that can be asked in the exams.
   d) Provide feedbacks to the students in areas needing improvement.
   e) Provide students with 3-4 mini cases to test their conceptual skills.
   f) Provide support as GRP/UGRP director to provide guidance to students in completing their GRP/UGRP in time.

e. Link students with the industry and community
   a) Motivate students to participate in various workshop and seminars.
   b) Encourage students to participate in various social works serving the community.
   c) Arrange industrial visit at local and national level to acquaint them with the real life business scenario.
   d) Provide students with trending events occurring in the global business.
   e) Encourage students to work as young researcher under the senior researcher of the MUSOM.

f. Provide general administrative support.
   a) Besides teaching, full time faculty are expected to provide support in general administration.
   b) They should be present in the office for at least six hours.
   c) Attend visitors visiting MUSOM and address any queries from their side regarding MUSOM.
   d) Attend and participate in different meetings.

g. Provide with personalized counseling and support to the students.
   a) Provide career counseling to students, guiding them out of various dilemmas.
   b) Provide individualized support to differently able students.

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h. **Involve in self-professional development.**
- a) Each faculty member is expected to stay current in the subject by undergoing self-study and research.
- b) Attend the training program needed to enhance owns skills.
- c) Participate in various workshops and seminar organized by MUSOM.
- d) Involve in experience sharing to learn from the senior faculty.
- e) Publish at least two research articles in a year.

4. *Accountabilities and responsiveness*
- a) The lecturer is accountable for managing effective teaching-learning in the assigned courses.
- b) Faculty should continuously motivate students to improve their learning skills by developing positive attitude towards career and life.

5. *Work space and resources available*
- a) Full time faculties are provided with separate cabin, laptop, and internet to carry out their duties in a convenient way.

6. *Line of reporting*
- b) The full time faculty is responsible to report to the Program coordinator.

7. *Rewards and benefits*
- a) Remuneration will be given as per MUSOM provision.
- b) Salaries are provided at the end of the month.
- c) Promotion on the basis of performance appraisal
- *d)* Provision of "Teacher of the year award".

2.2.4 Part Time and Visiting Lecturer
1. Job Specification
The lecturer on contract basis is expected to exhibit sound personality disposition showing favorable level of cognitive psycho-social and physical fitness having at least Master's degree in the respective discipline. In addition, the person must have at least two-year teaching experience in related field.

2. Job Description
The prime responsibilities of lecturer on contract are to demonstrate standard classroom delivery and to report to the respective head about the overall classroom ambience. Furthermore, to enhance the performance of students the person also should focus on regular assignment and assessment as well as linking teaching with research activities. For the differently able students customized services should be explored and implemented.

3. **Duties**
- a. **Develop a detailed plan of action on course delivery.**
  - a) Perform course detailing of the assigned course.
  - b) Develop session plan with allocation of teaching-learning activities and tools for assessment.
- b. **Develop and generate the teaching-learning resources**
  - a) Manage the textbook, reference books and other study material
  - b) Facilitate in using virtual material from MIS system
  - c) Manage guest lecture.
- c. **Manage the classroom and instructional activities**
  - a) Ensure whether the multimedia instruments are working properly or not and report to the administration.
  - b) Maintain the regular attendance and conducive environment for teaching learning activities.
- d. **Provide individual support to the students**
  - a) Motivate the students and provide them individual feedback.

      b) Provide extra classes for the academically weak and slow witted students consulting with administration.

e. Link the teaching with research
      a) Discuss case studies of other organizations or individuals referencing the topic of the course
      b) Engage the students in some research works. E.g. report, project works, field visits, etc.

f. Assessment and reporting
      a) Conduct frequent tests, e.g. unit test, class test and presentations.
      b) Assess the holistic development of students regarding academic performance, extracurricular activities and discipline and communication skills.

g. Perform other tasks as per the need of institution
      a) The tasks other than mentioned above may have to perform as assigned by the institution.

h. Accountability and responsiveness
      a) The candidate should be accountable and responsive regarding the performance and Final result.

i. Work space and resources available
      a) Internet
      b) Teaching resources
      c) Syllabus

j. Line of reporting
      a) Report the holistic environment of class room and performance of students to the respective program coordinator

k. Rewards and benefits
      a) Remuneration will be provided as per the MUSOM provision.
      b) Extra benefits will be given as per the decision of management committee.

2.2.5 Account Officer

1. Job Specification

The candidate is required to have team work skills, effective communication ability, be go-getter and able to work under pressure occasionally for extended hours.
The candidate must have Bachelor's Degree in Management preferably BBA/BBS.

The candidate is required to have minimum of two- year work experience in any reputed organization (public, INGOs or private sector) with best management practices.

2. Job Description:

The account officer must be responsible for financial planning, monitoring and control. The candidate will execute day to day financial activities and be accountable for all financial matters of the institution.

3. Duties

a) Plan the budget
      a) Prepare the annual budget as required by the organization
      b) Breakdown the budget into sub categories like BBA program, MBA program, Salary & benefits, Travel & tour, Research, Miscellaneous, etc

b) Involve in all financial activities of the institutions0
      a) Prepare monthly payment of salary
      b) Collect fees from students
      c) Provide scholarship to respected students
      d) Maintain provident fund, citizen investment trust fund, gratuity fund
      e) Make exam related expenses

c) Deal with different stakeholders, partners and suppliers
      a) Deal with suppliers for maintenance and payment

b) Deal with stakeholders regarding an academic programs, and fee/scholarships related issues

d) Management of various resources within and outside the institutions
   a) Managed training/seminar and required resources
   b) In-house management of resources
   c) Managed resources outside the organization too

e) Report the revenue and expenses report monthly, quarterly, semi-annually and annually to respected authority
   a) Prepare monthly, quarterly, semi-annually and annually reports of revenue and expenses

f) Helps in internal & external audit
   a) Coordinate with internal auditor by providing all required documents
   b) Coordinate with external auditor by providing all required documents

g) Involvement in procurement
   a) Engaged in procurement as suggested by financial committee

4. **Accountability and responsiveness**
   a) The account officer is accountable for effective financial management and discipline in the organization. The incumbent is responsible for concerned authorities.

5. **Work space & resources available**
   b) Healthy work station with energized colleagues to work in team. Necessary equipment mandatory for accomplish the target as such table, chair, computer, laptop, printer etc.

6. **Line of reporting**
   c) The account officer collects information from different stakeholders, parties, suppliers, staffs, faculties, coordinators and disseminates that information to director and concerned authorities.

7. **Rewards & benefits**
   d) Provide career based training as required. Overtime payment according to the work load and high performance. Participate in exposure visit organized by the institutions.

2.2.6 MIS Senior Assistant

1. **Job Specification:**

MIS is short for management information system. MIS used in a organization to evaluate data in a electronic format. MIS Senior Assistant needs to monitor the information system which was in the form of software. MIS person has given all the access of data and information of an organization to provide security.

a) **Personality:** The candidate needs to be proactive with right workplace attitude to support team based culture of the institution. The person must have effective communication and problem solving skills.

b) **Education:** Person need to have at least Bachelor Degree in a Computer science or related field and also should have a prior experience in related fields.

c) **Experience:** MIS Senior Assistant must have a good Software/Technical skill (1+ years Preferred Certified in a MIS Technology/ software)

2. **Job Description**

Main actives of MIS Senior Assistant is to handle the organizational data like - student profile, teacher profile, staff profit and soon and also flexible in office time.

3. **Duties**
   a) Data Creation
   b) Storage of data
   c) Edit or Modification of data
   d) Information Retrieval and sharing system
   e) Data Backup and System Security

Data Creation:

Data needs to be collect or create from various fields in an organization and once the data collect from them, MIS person need to keep the data in a secure site. Some of the information is listed below.

a)   Faculty Member
b)   Administrative staff and students
c)   Teaching learning activities
d)   Library/Digital books purchased record etc.
e)   Example of data creation ->   College setup Tab:
f)   College - The College details can be viewed edited from this section from MIS.
g)   Management Stream - Type of employee working with the organization
h)   Department - academic discipline can be added and altered.
i)   Position - Designation of staff and teacher

Storage of Data:

a)   Data are stored in a network hosting server. According to the availability data can be retrieved.

Edit or Modification of Data:

a)   Edit or Modification accesses are provided only to MIS head. If any kind of data loss these people need to come up with solution.

Retrieval and Sharing System:

a)   Data can be share to faculty member, staff and student according to their needs. The performance of data search can be faster compare to traditional system.

Data Backup and System Security:

a)   Keep the data secure from unauthorized access and stop from the Hackers. Data backup tools helps us to back up the data in case of system failure

4. **Accountability and Responsiveness**:

a)   MIS person need to keep track of all the information technology with long term basis.

5. **Work Space and Resources Availability:**

a)   Provide the uninterrupted internet services
b)   Provide the digital library access
c)   Provide the ID card
d)   Provide the digital attendance access

6. Line of Reporting:

a)   MIS senior assistant will receive the information form teacher, staff, students and report to the program coordinator and director.

7. Rewards and Benefits:

a)   Best Employee Award
b)   Yearly Appraisal Benefit

2.2.7 Workload and Office Hours

MUSOM classes start at 6:30 a. m. every working day and closes at 4:30 p.m. the office runs in two shifts – morning and day. Morning shift starts at 6:30 a.m. and shuts at 11:00 a.m. The day shirt starts at 11:00 a.m. and closes at 3:30 p.m. however; class hours can be altered depending upon season and conditions. Administrative hour however starts at 8 a.m. and closes at 4 p.m. Daily administrative duties shall be of six hours. If any administrative employee is to be deployed for any official duty beyond the specified hour, additional hourly allowance must be given to him or her.

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Faculty may be given additional duties which they need to carry out at the time beyond that allocated for academic duties. Additional remuneration shall be provided for such additional responsibilities.

Workload for Faculties
1. The basic workload for MBA: 8 Credit
2. Basic workload for BBA: 12 credits
3. Depending upon the command over subject matter, additional 3 credits may be offered. However, beyond the basic work load, credit for a subject may be allocated to more than one teacher.

2.2.8 Teacher's Duties, Authority and Responsibilities:
1. Full time teachers are required to work full time either in morning or day shift. Normally, no faculty will be assigned full time jobs for both shifts during a semester.
2. As the fulltime commitment, the teachers engage in teaching, tutoring, assignment check, counseling, and other jobs related to teaching learning activities.
3. They must submit all required documents concerning daily teaching activities. They are required to submit detail course plan at least one week before the semester begins.
4. They must issue assignments based on subject related policy.
5. All assignments must be thoroughly checked and given back to students within deadline.
6. All the specified reports must be filled and submitted to management on time.
7. Teacher should follow all mandated activities in the prescribed ways.
8. Delivery of class will be strictly in English language.

2.2.9 Subject Teaching Policy
Management must issue guideline for teaching each subject. The guideline should contain:
   a) Number of hours
   b) Lecture duration
   c) Assignment number and format
   d) Assignment checking criteria
   e) Case analysis defined in terms of number, size, and analysis model
   f) Project work defined in terms of number, structure and reporting format.
   g) Presentation structure and evaluation criteria
   h) Examination and other assessment methods
   i) Seminar design for each level and mode of conduction
   j) Every teacher must have clear understanding of these activities and evaluation criteria. Therefore, there must be a faculty workshop on pedagogy and evaluation prior to starting a semester.
   k) In every semester will be trained on assignment format, project report format and presentation format,

2.2.10 Faculty Development
   a) Faculty development focus on their core competencies, professional behavior and commitment, management skills, research skills, academic writing skills, teaching and presentation skills, student evaluation skills, question design and answer checking skills. Every year, there will be three faculty development programs.
   b) Each faculty must complete at least two research projects every year and at least have an article on any level of recognized research journal.

2.2.11 Faculty Code
   a) MUSOM Faculties involved directly and indirectly at MUSOM are responsible to review the curriculum of their concerned and respective subjects of MBA and BBA

program as per the changing business and environment. While reviewing the courses faculties need to examine and consult the contemporary development in the subject matter and also need to examine the latest course structure of the respective subjects in other Nepalese universities and universities across the world and adjust the curriculum accordingly and prescribe the latest edition of the basic text. Faculties are requested to submit and present the revised course in the faculty board/subject committee meeting, and will introduce the change in the class room as per the need of the course.

b) MUSOM faculty need to submit the detail course plan of the respective subject, as agreed on the previous meeting as well, on or before the starting date of the classes and those who have not submitted the detail course plan need to submit by next one week.

c) Total minimum of 24 classes of 2 hrs is designed for the MBA program for 3 Cr hr courses and minimum of 48 classes of 1 hrs for the BBA program for 3 Cr hr courses. Faculty themselves are responsible to maintain regularity inside the class room and at least prior notice of absence is mandatory in case of emergency absence. Concern Faculty would be held responsible to take the make-up classes with the prior approval of respective coordinators and program heads and to complete 24 classes of 2hrs of MBA and 48 classes of 1hrs of BBA and also complete the assigned course on scheduled time with all the basic requirement case study, project report, assignments, conducting internal evaluation on the respective task as per the course requirements. Respective faculty is held accountable to present and submit the internal grade of students 3 week before the end semester exam to the concerned coordinators. Respective faculty would be held accountable and answerable in case of none fulfillment of above activities. MUSOM administration will not allocate the classes for those faculties who default and exhibit negligence on the above allocated task and responsibility.

d) MUSOM Faculty need to take prior written approval of their leave from MUSOM management at least 3 days before the planned leave and in case of emergency faculty need to send message at least on the emergency as well to the respective program heads.

e) MUSOM full time faculty members need to extend additional services to MUSOM at least 1hour beyond their regular classes, within their normal official working hours, on supervising students for their group discussion, semester paper, project and research work, case analysis and discussion and exploring guest lecturer for their course is the responsibility of the faculty. Faculty in consultation with the MUSOM management will plan and explore the potential visiting or guest lecturer on their own discipline. MUSOM full time faculty members will engage on productive academic activities including publications of articles, books, conducting training, workshop, and seminar within the MUSOM premises and also outside the MUSOM premises. All the MUSOM full time faculty members will remain engaged on inspiring and counseling the students for the academic advancement and growth and should also engage on developing good academic and professional culture inside the MUSOM during their official tenure at MUSOM.

f) Faculties are responsible to assign in class project work and field work, he is responsible to conduct scheduled in-class test, mid-semester exam, and regular

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evaluation and grading of the paper and assignments and timely submission of grade sheet to the MUSOM Management.

g) Faculties are responsible to use the in class Medium of instruction in English language.

h) MUSOM Faculties are responsible to maintain their own attendance on Biometric Electronic Machine and update the attendance in line with their presence in the class room, and MUSOM administration will only validate the Biometric Electronic attendance for the purpose of their performance reporting and reward and financial incentive systems.

i) Faculty will maintain the suitable dress and behavioral etiquette inside the MUSOM premises.

j) MUSOM faculty will publish at least 1 article or case study report in the local/national and international Journals/Periodicals and newspaper within a one-year academic cycle. MUSOM will provide incentives for such publications. MUSOM encourages faculty to attend national and international seminars, workshops and conferences for their self-development and advancement.

k) MUSOM faculty in collaboration with MUSOM Management are responsible to organize at least 1 guest lecturers and 1 business seminars/work-shop in each semester in each class of MBA and BBA batch inviting national and internationally acclaimed professors.

l) MUSOM faculty is responsible to assign and evaluate 1 weeks of compulsory field visit, social innovation (SI) activities for BBA and MBA students in addition to their regular internship and project work. RSE will be organized during the 6th semester in BBA program and 3rd semester in MBA program.

m) MUSOM will revise, update and recommend to the MUSOM Governing Council, to raise at sustainable basis, the existing level of incentives and reward system commensurate with their work load and performance, and outcome and contribution in revenue generation to the MUSOM either through the consulting and research or through the business incubation at MUSOM. As per the current provision of MUSOM, full time faculty members should take minimum of 15 Cr hrs. courses on BBA Program and 10 Cr Hrs. courses on MBA Program as a full teaching load during the one-year academic course cycle. Respective Program coordinators should consider that provision while allocating the course load to the MUSOM

n) Full time faculty members. Each full time faculty members are required to contribute their services at MUSOM, beyond their minimum regular teaching load, within their regular normal working hours.

o) Respective MUSOM coordinators should take their full ownership of the respective assigned official program to assign the faculty on the respective courses in consultation with the program director. MUSOM coordinators are responsible to manage, monitor, and evaluate the respective assigned program and should report on the office 15 minute before the scheduled time of the program and are responsible to update the progress reporting of every week performance to the program director.

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Section III
MUSOM Performance Appraisal System

MUSOM has performance appraisal system to ensure quality in terms of teaching and administration. Department, unit, each individual faculty member, administrative staff are being evaluated every year. This system supports to receive feedback and ways to reform academic and administrative functions of the MUSOM. Different appraisal works are as follows:

a) Form for performance appraisal of department or section is listed in the appendix 1.1.
b) Performance Overview of Department or Section is listed in the appendix 1.2.
c) Overall Appraisal Rating of Department or Section is listed in the appendix 1.3.
d) Form for Head of Department or Section Performance Appraisal with profile and performance overview is listed in the appendix 2.1.
e) Rating of Head of Department or Section is listed in the appendix 2.2.
f) Self-administered performance appraisal form is listed in the appendix 3.1
g) Second Person Administered Performance Appraisal Form is listed in the appendix 3.2.
h) Student Appraisal Form is listed in the appendix 4.

Section IV
Curricula, Research Policy and Procedures

4.1 MUSOM Policy and Procedure on Curriculum Development and Revision

MUSOM Academic Committee is responsible to design and revise the curriculum applying participatory approach to curriculum development and revision. With views to address students' expectation, to deal with emerging business trend and issues, and to motivate students for qualitative and quantitative reasoning skills, MUSOM academic committee specifies Bloom's Taxonomy as the main instrumental process for development and revision of curriculum. Academic committee derives suggestions and feedback from national and international experts on management education. Students, concerned stakeholders, and faculty member's experiences are highly welcome and valued in terms of developing and revising curriculum. The key actors of the curriculum development and revision are as follows:

a) Faculty Members
b) Students
c) Local and National Entrepreneurs/business men and women
d) Corporate people
e) Experts
f) Existing body of knowledge /changing technology

Responsible Committee	MUSOM Academic Committee
Responsible Chairperson	MUSOM Director
Dates of First and Subsequent Committee Approvals	2019
Revision History	
Review Cycle (Every 2 years	2 years
Next Review Date	

4.2 Policy Title

Policy Title	Policy & procedure on Curriculum Development and Review
Policy Statement	• The mandate of this policy is to ensure that MUSOM curriculum development and review project takes all multiple purposes and issues of higher education into account to achieve vision and mission of MUSOM. • Having realized goals and objectives of quality education, curricula at all levels should shape qualitative and quantitative reasoning concepts, skills and practices in graduates who could work for social and economic development of Karnali province and Nepal.
Reason for Policy	• This policy contributes to the advancement of the quality curricula at MUSOM. • This is to ensure that curricula are able to respond to the needs and expectations of students, the disciplines and the socio-cultural context within which they operate. Curricula need to be accountable to the students, government, parents, industry, and the wider society. • At the same time, purpose of this policy is to ensure that there are rooms and spaces for regular curriculum review so that curricula are responsive to changing disciplinary, educational, and social conditions. • It also takes the development and review of university and national higher education policies and framework into account.

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People affected by this policy	University campuses and departments, centers offering academic qualifications
Who should read this policy	All faculty members, coordinators, director
Website address for this policy	

4.3 Related Documents
University Policies and Guidelines

Relevant Legislation (Organizational Reports and Regulatory Requirements)	
Higher Education Act UGC Higher Education Policies Mid-Western University Act and Strategic Plan	

Related Policies	
Assessment of students learning Evaluation of teaching and courses Plagiarism External Examining	

Forms and Tools

Forms and Tools
Policy template for the policy itself. Documents pertaining to procedures for implementation, as well as monitoring and evaluation of the policy. Module curriculum template

4.4 Key Policy Definitions

Term	Definition
Curriculum	The term 'curriculum' refers to both framework and process of teaching and learning. It includes: • Disciplinary knowledge, such as, list of subject contents, topics, and the texts included in a course of study. • quantitative and qualitative reasoning skills and practices • teaching methods and methodology • evaluation practices • philosophical beliefs of the discipline and teachers, students' beliefs and social context on which basis curriculum is based • Curriculum is the defined and planned process; it is implementation of teaching learning goals and assessment of student's learning process.
Curriculum Alignment	It implies to coherence between different levels of curriculum as well as between elements within a curriculum. At the macro level, this means vertical coherence between the purposes of level and outcomes for courses and modules. At the meso level, this means horizontal coherence between courses and between modules that make up a course. At a micro level, this means internal coherence between courses/module components, that is: purpose of the course/module, learning outcomes, teaching methodologies and assessment methods.
Learning Outcomes	A learning outcome describes what students should be able to learn and do by the time they have completed a module, course or program leading to a qualification. Outcomes are complex and

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	embody knowledge, skills, practices and values/attitudes.
Higher Education Framework	Nepal government higher education policy, directives, university act, UGC higher education framework

4.5 Principles Governing this Policy

Responsive curricula at all levels in line with the discipline, professional practices and skills, relevant to social context and international academic practices with emerging trends and assessments system.
All elements are aligned at macro, meso and micro levels.
Develop leaning outcomes, which include knowledge and practices of the field with focus on professional practices and skills.
Consult with key stakeholders and design process.
Reviewing process is the part of a curriculum plan in order to accommodate new ideas and knowledge in the field.
Equity and redress are issues that should be accommodated in the curriculum. Curricula should meet needs of students admitted. It should address the gap between schooling and higher education.
Diversity of the students who are from different backgrounds and outlooks must be taken into consideration. We need to focus on the following Bloom's Taxonomy to carry out curriculum related project and practice:

4.6 Directives for Implementing This Policy

Directive 1 Curriculum design should follow the above described process and principles.
Directive 2 Purpose and learning outcomes should be clearly formulated.
Directive 3 Every three to four-year curriculum review must be reviewed following comprehensive process.
Directive 4 Students, teachers and stakeholders' feedback should be assimilated into curriculum review process.
Directive 5 Interdisciplinary approach to curriculum review should be considered in line with experts, institutions, and key actors.

Directive 6	
Diverse cultural and linguistic background of students should be considered.	
7 Coordinators and directors should prepare a report and present it to the concerned stakeholders.	

4.7 Roles and Responsibilities of Key Personnel/Committee/Faculties

Role	Responsibility
Role 1 Academic Committee	Design curricula for modules/courses being guided by the principles in this policy. Offer high-level strategic leadership on curriculum design and review focusing on teaching and learning by taking national and international context into a broad understanding of the institutional trends and challenges. Offer leadership to coordinators, experts and people in relation to curriculum planning. Ensure that coordinators and experts are designing and reviewing curriculum in line with the policy principles and directives. Initiate timely comprehensive review of curriculum in MUSOM.
Role 2 MBA/BBA Coordinators	Coordinate curriculum design and review processes in line with Bloom's Taxonomy. Work in teams of experts and collaborate with students/stakeholders to review modules/ courses and programs.
Role 3 Director	Offer high level leadership and facilitate deliberations on issues affecting curriculum decisions and processes among faculties. Establish quality assurance process across programs in MUSOM to ensure that the policy principles and directives are met.
Role 4 Teacher's Welfare Council	Offer a range of expertise support with focus on curriculum design and review process. Offer consultations with individual faculties on curriculum issues.
Role 5 Student's Welfare Council	Offer insights into the ground level realities and issues to help in designing and reviewing students' need based curriculum.

Faculty information, program outline, course outline, modification, program goals, new program form, and course modification formats are listed in the appendix 5.

Section V
Department of Research, Innovation & Entrepreneurship (DRIE)
Guidelines and Procedures

5.1 MUSOM DRIE

Mid-West University School of Management (MUSOM) strives to be the research based academic institution with its mission of engaging its faculty members and students in research activities. The faculty members and students are interested in developing their research concepts, practices and skills through project work, case study, thesis writing and journal publication. To support research activities MUSOM has established DRIE currently with following policy and procedures:

The research policy of the MUSOM aims to create and support a research culture among its teachers, faculty and students and leverage it for enriching and enhancing the professional competence of the faculty members; for developing and promoting scientific temper and research aptitudes of all learners; for realizing the vision and missions of the college and for contributing to national development by establishing an institutional fund and plan for facilitating their participation in research and related activities and by providing the required resources and appropriate facilities.

It also aims at ensuring that the research activities of the MUSOM conform to all applicable rules and regulation as well as to the established standards and norms relating to safe and ethical conduct of research.

5.2 Scope of the Research Policy

This policy shall apply to all the researchers of the MUSOM and for the purpose of this policy 'researchers' are defined to include

- All faculties, temporary and permanent, who are active in teaching, research, administration and provision of any form of support to the core functions of the MUSOM.
- All students registered with the MUSOM,
- All mentors, guides, external experts and sponsors associated with any of the research activities of the MUSOM,
- All academic and administrative departments of the MUSOM.

This policy shall apply to all the research and related activities of the MUSOM and for the purpose of this policy research and related activities will inter alia include

1. Research activities including basic, strategic and applied research undertaken either for fulfilling the requirements of academic degrees or for solving problems
2. Scholarly activities intended to expand knowledge boundaries by analysis, synthesis and interpretation of ideas and information by making use of rigorous methodologies
3. Knowledge compilation and communication initiatives for keeping abreast of academic developments in any knowledge domain such as writing of textbooks, chapters of textbooks, monographs; developing/updating curriculum, etc.
4. Creative activities involving the generation of new ideas, innovations, hypotheses, images, performances or artifacts, including design in any field of knowledge which leads to the development of new knowledge, understanding or expertise;
5. Research projects of students undertaken as part of the curriculum or for enriching it
6. Publication, presentation and communication of the research outcomes and related activities

5.3 Objectives of the Research Policy

1. To strengthen the institutional capacity for strategic, technical and operational planning, budgeting and control of all research activities of the college
2. To create and administer a research fund for supporting and facilitating research initiatives and projects of faculty members and students

3. To develop rules, procedures and guidelines for granting research support, instituting awards, and supporting all other related activities
4. To develop rules, procedures and guidelines for granting study leave, sabbatical leave, duty leave, reduction in workload, etc. for faculty members undertaking research activities
5. To provide a modality of for proper coordination of all research activities of the college and aligning these to the vision and missions of the college and national development goals.
6. To prepare and regularly update the research agenda of the college outlining the preferred focus areas and priorities of research activities to be supported
7. To guide faculty members in the effective integration research projects with the regular curriculum implementation and curriculum enrichment activities
8. To identify and inform researchers about the appropriate research opportunities announced by different academic, research, industry or government organizations
9. To promote interdisciplinary research and establish modalities for preparing and undertaking joint research projects covering more than one knowledge domain as well as policies for involving external agencies/experts in such projects
10. To define an enabling framework for researchers to obtain sponsorships for research projects and which makes the participating researchers responsible for the successful implementation of the project
11. To develop and promote linkages with the Research Council of IIM Lucknow and enable all the researchers of the college to benefit from the activities and programs of the council
12. To identify and establish linkages including MOU s for long term relationships with national and international research organizations for widening the scope of research opportunities and funding options available to the teachers and students of the college.
13. To identify and establish linkages including MoU s for long term relationships with industry bodies and individual companies for creating opportunities for teachers and students of the college to involve themselves in real life research projects and obtaining sponsorships
14. To encourage and facilitate the publication of the research work/projects in reputed academic journals
15. To encourage and facilitate the presentation/communication of the research work/projects as well as their findings and recommendations through academic events such as workshops/seminars/guest lecturers or the media
16. To compile data on all the research work/projects undertaken by the teachers and students in to a database for easy monitoring and analysis of the progress being made by them from year to year
17. To provide a mechanism for ensure that academic staff attain the desired mix of teaching, research and consultancy outputs so as to achieve the level stated in the College mission;
18. To draw up and adopt a research code, which informs all researchers about the ethical and legal norms and principles to be followed in the conduct of research
19. To prepare and implement a research quality assurance mechanism for ensuring that all research activities of the college conform to standard quality specifications
20. To develop, prescribe and administer rules and procedures to ensure the compliance of all researchers to the research quality assurance framework, the research code and all the applicable rules and regulations.

5.4 Research Categories

Throughout the academic year, faculty members have many options for conducting research by focusing on the following research categories:
   a) Faculty Research
   b) Mini-research

c)   Collaborative Research
d)   Community Research
e)   Institutional Research
f)   Independent Research
g)   Interdisciplinary Research
h)   Policy Research
i)   Business Research

5. 5 Composition of DRIE

Composition is presented as under:

	Job Position
1	Head of DRIEP appointed by Management Council
2	Member (1) from amongst Graduate Department nominated by DRIEP
3	Member (1) from amongst Senior faculty members nominated by Director
4	Scientist or Innovator (1) as nominated by director-Member
5	Industrialist/entrepreneur (1) nominated by head of DRIEP-Member

5.6 Research Policy Implementation Mechanism

The DRIEP of the MUSOM shall be responsible for implementing this research policy of the MUSOM by working closely with the college management. The specific roles and functions of the research cell will be as follows

a)   Facilitate the faculty in undertaking research and will work with the MUSOM management to set up a research fund for providing seed money
b)   Provide research facilities in terms of laboratory equipment, research journals and research incentives etc. required by the faculty.
c)   Encourage and promote a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).
d)   Encourage the faculty to undertake research by collaborating with other research organizations/ industry.
e)   Create suitable procedures for giving due recognition for guiding research.
f)   Facilitate the establishment of specific research units/ centers by funding agencies / university.
g)   Organize workshops/ training programs/ sensitization programs are conducted by the institution to promote a research culture on campus.
h)   Prepare budgets for supporting students' research projects.
i)   Invite industry to use the research facilities of the college and sponsor research projects.
j)   Approach National and international organizations such as UGC, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF to fund major and minor research projects undertaken by the faculty / students
k)   Make efforts to improve the availability of research infrastructure requirements to facilitate research.
l)   Develop and implement an official Code of Ethics to check malpractices and plagiarism in research.
m)   Facilitate Interdepartmental / interdisciplinary research projects.
n)   Institute research awards.
o)   Create incentives for the faculty who receive state, national and international recognition for research contributions as well as research awards and recognition from reputed professional bodies and agencies.
p)   Encourage and promote the publication of research articles by the faculty in reputed/ refereed journals.
q)   Create and maintain a database of research work and research projects undertaken by the faculty and students as well as collect data by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.
r)   Publicize the research expertise and consultancy capabilities available in the college.

s) Facilitate the provision consultancy services to industries / Government / Non-Government organizations / community/ public.
t) Prepare Rules and Guidelines for Grant of Research related leave and other remissions
u) Prepare Guidelines for design and evaluation of curriculum oriented research projects
v) Prepare a MUSOM research agenda with relative priorities.
w) DRIEP members shall receive allowance and incentive as determined by management council.
x) Fund shall be allocated to RMC on the basis of project as per management council decision.
y) Meeting of DRIEP shall be held as per need.

5.7 Guidelines for Researchers of DRIE

MUSOM DRIEP welcomes researchers who can contribute to generating new ideas and skills in business world and community transformation through applied research and fundamental research. Researchers applying for the MUSOM DRIEP must be full time teachers of MUSOM and Mid-Western University. Topics to be investigated should be original and high quality guided by widely used research format and must fall within the scope of the management transformation. Applicants submitting applications and researchers carrying projects must follow the guidelines below:

1. Researcher must write in English.
2. Application and completed work submitted to research committee must be the original work of the researchers.
3. Title submitted and research work completed must not be published previously in any form.
4. All submissions should be a single Microsoft Word file, with figures and tables embedded within them.
5. Title must be short, relevant and precise and work must have 3000 -70000 words or not more than 12 pages of single space A4 size paper and times New Roman 12 point font size. The text or paragraph should be left justified with a paragraph space.
6. Work must be consistent in style and all submissions are expected to be scholarly citations, following layout format of APA style. The following components should be included in all research works for clarity, consistent style and clear layout:

   Abstract
   Background
   Problem Statement
   Literature Review and Research Goals
   Foundational/Preliminary Work
   Theoretical/Conceptual Framework
   Conjectures/Hypothesis/Research Questions
   Hypothesis
   Research Questions
   Research Objectives
   Study Design, Methods, Tools and Data Analysis
   Expected Findings
   Novelty and Level of Contribution of the Study
   Expected Outputs (Students Training and Publication)
   Limitations and Delimitations
   Ethical/Safety Issues

5. 8 Organizations of the Study

The study will be divided into the following units:
Introduction
Review of literature

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Research Design and Methods
Results
Discussion of the Findings
Conclusion
Recommendation
Reference
Appendix

a) All submissions must include a cover page that bears the title of the work and articles, the Author's name and affiliation, and an abstract with keywords. The name of the author should not appear in any part of the text. All submissions will be assessed by tow unknown reviewers and evaluators to determine whether research work fall within the category of defined field and meet requirements.

b) The respective researchers should take all ethical responsibility for submitted and published work; if submitted works are found plagiarized they will directly be rejected without review. Researchers should agree on the terms of and conditions of the copyright authorization of the works and articles while submitting the final version of the research articles and works. Submissions that deviate from the above guidelines will be returned to the corresponding researchers for correction. They need to check and follow updated guidelines while submitting.

c) Each call for application and research work will be two to five and journal will publish a maximum of articles and two research works. All submissions will be evaluated and selected as per the reports obtained from the unknown reviewers. However, the decision of the editorial board will be final.

d) For any kind of dispute regarding the selection of the manuscripts for acceptance and publication, the decision of the editorial board will be final.

Forms and Documents for Collaborative/Faculty/Small IDR Research are listed in the following appendixes:

a) Appendix 6 1: MUSOM Faculty/Collaborative/Mini Research Application Form
b) Appendix 6.2: *Research* Proposal *Format* for Thesis
c) Appendix 6.3: Collaborative/Faculty Research Grant Proposal Evaluation Form
d) Appendix 6.4: Faculty/Collaborative/Small Research Agreement Form
e) Appendix 6.5: Application Form for the MUSOM Support for Publication of Research Article

Section VI
Scholarship, Fellowship & Research Support

6.1 Fellowship and Research Support for Students and Faculty Members

Introduction

MUSOM provides the financial support to the faculty members and MBA and BBA students taking BBA, MBA, Mphil and PhD degrees. The purpose of this program is to support quality education and research in the areas of national priority and academic excellence. MUSOM faculty members and students are beneficiaries to this program.

There are three kinds of supports, Scholarship (BBA and MBA), Fellowship (MPhil and PhD) Research Support (Master, MPhil and PhD). The scholarship consists of financial support to BBA and MBA graduates as per policy of Nepal Government covering tuition fees. The Fellowship covers the educational cost. The Research Support is to support the proposed research leading to a thesis or dissertation by the fellow.

The funding of BBA/MBA/ MPhil and PhD scholarship, research and fellowship will undergo the process of scholarship, research and fellowship announcement as per decision of management council. Only MBA and BBA programs complying with the MUSOM Minimum Standard and Procedures for BBA and MBA are eligible for the scholarship support. Only the PhD and MPhil programs complying with the MUSOM Minimum Standard and Procedure are eligible for the fellowship and research support.

Foreign Universities listed in the World Universities Ranking are also eligible for the support. BBA scholarship includes tuition fee, Master Scholarship consists of tuition fee, MPhil and PhD fellowship covers financial support as determined by management council. Candidates from underprivileged groups such as women, dalit, Janajati, Madhesi, person with disability and persons working in the rural districts fall under scholarship policy as prescribed by government of Nepal.

Eligibility

Only Nepali students are eligible to apply for the MUSOM Scholarship, Fellowship and Research Support.

A Nepali student enrolled in MUSOM and recognized university in foreign country can apply for the Scholarship, fellowship and research support. Other eligibility criteria for the MUSOM Scholarship, Fellowship and Research Support must follow UGC Research Guidelines 5th ed.

To be eligible for the Faculty Category, the candidate must be a full time teaching staff in MUSOM at least for three years at the time of the enrollment for the program being applied for.

Bases of Selection

	Programs	Basis of Selection
1	BBA /MBA scholarship	Application, Grade Sheet, Oral interview
2	MPhil /PhD fellowship, Research Support	Application, research proposal and Oral presentation
3	Master/MPhil Research Support	Application, Research Proposal
4	Partial Support for MPhil and PhD	Application and Interview
5	Master/MPhil Research support for person with disability	Application

The application and proposal for the scholarship, fellowship and research support are evaluated by two reviewers being followed by oral interview and presentation by the candidate, which is evaluated by cluster committee.

Seats Allocation

The number of seats available for the year is divided among categories such as student, faculty, and person with disability, girl, Janajati, dalit and rural community.

6.2 MUSOM BBA/BHM and MBA Scholarship

The main purpose of this program is to support semester toper, person with disability, and others as per university scholarship policy.

Forms and Documents for BBA/BHM & MBA Scholarship

	Form
1	BBA/BHM & MBA Application Form
2	BBA/BHM & MBA Interview Form
3	BBA/BHM & MBA Application Evaluation Form
4	BBA/BHM & MBA Agreement

6.3 MUSOM MPhil Fellowship

The main purpose of this program is to support qualified faculty members of MUSOM who are seeking MPhil Degree.

Forms and Documents for MPhil Fellowship

	Form
1	The MUSOM MPhil Fellowship Funding Scheme
2	MPhil Fellowship Application Form
3	MPhil Fellowship Interview Form
4	MPhil Fellowship Application Evaluation Form
5	MPhil Fellowship Agreement

6.4 PhD Fellowship

The objective of this program is to support meritorious research leading to a PhD degree for MUSOM faculty members enrolled in national foreign universities.

Forms and Documents for PhD Fellowship

	Form/Document
1	The MUSOM PhD Fellowship Funding Scheme
2	The UGC PhD Research Support Funding
3	Application form for PhD Fellowship and Research Support
4	PhD Proposal Evaluation Form
5	PhD Oral Presentation Evaluation Form
6	PhD Application Evaluation Form
7	PhD Fellowship and Research Support Agreement

6.5 Bachelor/Master/MPhil/PhD Research Support

The objective of this program is to support candidates conducting research in the most relevant areas and issues.

Forms and Documents for Bachelor/Master/MPhil/PhD Research Support

	Form
1	Bachelor/Masters/MPhil Research Support Funding
2	Bachelor/Masters/MPhil Research Support Application Form
3	Bachelor/Masters/MPhil Research Proposal Evaluation Form
4	Bachelor/Masters/MPhil Research Application Evaluation Form
5	Bachelor Masters/MPhil Research Support Agreement

6.6 Evaluation Criteria for Scholarship, Fellowship and Research Support

The applications are evaluated on the basis of merit of candidate's academic record, quality of the proposal, quality of the interview and oral presentation of the proposal and underprivileged status.

6.7 Matching Co-Funding for Research, Entrepreneurship Development & Innovation

For promotion of the development of university-industry collaborative interface and support research, development and innovation sponsored by industries and public sectors, MUOM provides matching co-funding for faculty members led research, development and innovation projects as per collaborative research grant.

6.8 Support for Research and Publication of Articles in Ranked Journal

Under this program, MUSOM will financial support to faculty members to pay for the publication of and assisting fee charged by the publisher to publish their research articles in ranked journal and fund need-based scientific management research on nationally and locally important issues and polices.

6.9 Expected Outcomes

The research funding has the following expected outcomes:
- Encourage students to be competent.
- Promote competitive antidote among students.
- Lead faculty members into research and innovation.
- Improve overall teaching-learning through research and publication.
- Institutional development through collaborative and joint academic activities.

6.10 Evaluation of the Research Quality

The quality of the MUSOM funded research is evaluated through the MUSOM principles of research funding, academic and scientific output made by research project. The following table presents the major indicators for the quality of the MUSOM funded research.

	Indicators	Description
1	Output and ethics based research conduct	No sign of irresponsibility
2	Proper use of fund	Fund use in compliance with the MUSOM terms and conditions

3	Research training for Students	Number of student theses produced, quality of academic degrees received
4	Format and Originality of the final report	Overall format and outcome of the research
5	Participation and publication	Participation in conferences and publication of articles in journal

	Research Support & Funding Programs - 2077/78
1	PhD Fellowship
2	PhD Research Support
3	MPhil Fellowship
4	MPhil Research Support
5	Masters Research Support
6	Bachelor Research Support
7	Small RDI Grants
8	Faculty Research Grants
9	Collaborative Research Grants
10	Special Research
11	Research Article Publication Support
12	Peer-Reviewed Journal Support

6.11 The MUSOM PhD Fellowship Funding Scheme

The MUSOM PhD Fellowship			
	Financial support	Amount (Rs.)	Disbursement
a	Monthly stipend Rs. 8000 X 36 months	288,000	Six installments paid to the Fellow
b	Travel grant (conference)	Up to 60,000	Reimbursement
c	Article publication fee	Up to 50,000	Reimbursement (Conditions apply)

6.12 MUSOM PhD Research Support

The basic support is Rs.200, 000-500, 000. The exact amount of the funding for each PhD research project is decided by the MUSOM as per funding need assessment by the MUSOM. The MUSOM may decide additional funding as per the need and availability of the fund.

SN	Research Project Type	Minimum Research Support (Rs.)	Disbursement
1	Class A	5,00,000	MUSOM transfers the grant in bulk directly to the fellow.
2	Class B	3,00,000	

The MUSOM MPhil Fellowship Funding Scheme

	Support	Amount (Rs.)	Disbursement
a	Monthly stipend: Rs. 7,000 for 18 months	126,000	Three installments paid to the Fellow
b	Thesis preparation support	20,000	
c	The MUSOM Support for Publication of Research Article	50,000	Reimbursement (Conditions apply)

6.13 MUSOM Bachelor and Master Scholarship Scheme

	Financial support	Amount (Rs.)	Disbursement
a	Bachelor Scholarship	Class A-Full: 100% Class B-Partial: 30% Class C-Partial:20% Class D-Partial 15%	
a	Masters Scholarship	Class A-Full: 100% Class B-Partial: 30% Class C-Partial:20% Class D-Partial 15%	Two equal installments paid to the Student

6.14 The MUSOM Bachelor/Masters and MPhil Research Support Funding

	Financial support	Amount (Rs.)	Disbursement
a	Bachelor Research Support	Class A: 20000 Class B: 10000	
a	Masters/MPhil Research Support	Class A: 30,000 Class B: 20,000	Two equal installments paid to the Student
b	Research Article Publication Fee	Up to 50,000	Reimbursement (Conditions apply)

Note:

Type A: Applied entrepreneurship & business based research
Type B: Social survey & Small innovation project

6.15 Funding Scheme for the Partial Support to PhD Fellow

Partial Support for PhD Fellow			
	Support	Amount (Rs.)	Disbursement
1	Field study	20,000	Upon submission of a plan, together with a recommendation by supervisor (request should be made within 3 years from the date of acceptance of PhD research proposal); Paid to the Fellow

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2	Study material	20,000	Paid to the Fellow upon submission of a study material list, together with a recommendation by supervisor (request should be made within 2.5 years from the date of acceptance of PhD research proposal);
3	Printing	20,000	Paid if request is made along with a copy of approved thesis, provisional certificate, softcopy of a thesis within 5 years from the date of acceptance of PhD research proposal, and not later than 6 months from the viva voice date

6.16 MUSOM Policy and Procedures for International Applicants

MUSOM welcomes students from the international communities. The admission criteria applied selecting internal applicants are the same as those for eligibility requirements and admission procedures prevalent in Nepal.

Admission Requirements in BBA/BHM/BTTM/MBA/MIT
Eligibility for Admission

a) Mid-Western University School of Management (MUSOM) accepts applicants having completed their 10+2 (Secondary Education Board) or Proficiency Certificate Level (PCL) or equivalent level certificate from recognized institutes, colleges, or universities with 50% in aggregate to take admission to Bachelor (BBA/BHM/BTTM).

b) GCE 'A' level passed applicants with GPA of 'C' or above to take admission to Bachelor (BBA/BHM/BTTM).

c) 3 Year/4 Year Bachelor degree in any discipline with minimum 50% or equivalent degree from recognized universities to take admission to Masters (MBA/MIT).

d) Applicants must qualify MUSOM Undergraduate Admission Test based on CMAT for BBA/BHM and Graduate Admission Test based on CMAT for MBA/MIT conducted by Mid-Western University School of Management (MUSOM) with a minimum 50 % pass score.

Admission procedures
Application Forms

Applicants need to send inquiries regarding application at least 4-5 months before the proposed date of admission. You are expected to obtain the application forms through the following ways:

a) **Via email:** Request application forms from the MUSOM (Mid-West University School of Management) website.

b) **Downloading from the MUSOM website.** MUSOM website provides downloadable and ready to print version of its application forms.

Application Requirements

1. Expected to take mandatorily Certification of MUSOM CMAT as provided by MUSOM.
2. Copy of a School Leaving Certificate (SLC) or equivalent mark sheet
3. Copy of a 10+2 (HSEB) or equivalent transcript
4. Copy of a Migration Certificate (Original during the admission)

5. Copy of a Character Certificate
6. valid Passport
7. Personal Essay/A statement of purpose with a clear picture of career goals, interests, and financial statement
8. Letter of recommendation from the person who knows the students well personally.
9. Copy of Bachelor Degree Original/ Provisional Certificate with mark sheet for admission to MBA/MIT

Note: If the transcripts and other relevant documents are not in English, they must be translated into English and should be bundled with the certified copies of the originals (certified by a person or agency recognized by the law or government of that country).

Admission Tests:
a) Applicants are advised to register for all required admission test to MUSOM beforehand.
b) You must possess good English language skills.

Follow –up

After applying to the MUSOM along with submitting the relevant documents and application requirements, you are advised to wait as it takes a week's time to get a reply from the MUSOM. Meanwhile, you can go through the visa requirements by visiting local Government Department of Immigration. During this time, you can make the necessary arrangements to pay the course fee and support your living expense during stay in Nepal.

6.17 Scholarship and Financial Assistance

MUSOM offers scholarship and financial assistance to support deserving and financially weaker international students.

Scholarship: Need-based scholarship to help students meet the cost of studying at Mid-Western University School of Management (MUSOM).

Career Support & Exploration: Financial assistance for internship, Graduate Research Project (GRP), Undergraduate Research Project and collaborative research.

MUSOM Fees

Bachelor	NRs. 5 lakh	BBA/BHM/BTTM
Master	NRs. 4 lakh	MBA/MIT
Scholarship	NRs. 3 lakh	
Research support	NRs. 4 lakh	

Note: MUSOM shall provide details on scholarship and research administered by MUSOM Nepal to all candidates who are finally admitted.

	Form	Code	Format
1	BBA/BHM & MBA Application Form		Appendix 7.1
2	BBA/BHM & MBA Interview Form		Appendix 7.2
3	BBA/BHM & MBA Application Evaluation Form		Appendix 7.3
4	BBA/BHM & MBA Agreement		Appendix 7.4

Section VII
Procurement Procedure and Regulations

7.1 Procurement Committee
There shall be the procurement committee to purchase necessary goods for the institution.

  a) Objective: Specify MUOSM and provide direction on purchase.
  b) Constitution of the Procurement Committee shall be as follows:
  1. Director of autonomous institution- Chairman
  2. Two persons from amongst teachers- Member
  3. One person from amongst administration- Member
  4. Financial officer of institution- Member

Tenure of members shall be two years. Allowance of all members is as determined by management council.
Meeting of the committee shall hold as per need.

7.2 Scope
These guidelines apply to all MUSOM employees, contractors or consultants acting on behalf of the MUSOM and University in procuring goods or services (including consultant services) by any contractual means.
The guidelines do not apply to employment contracts or funding agreements (e.g. sponsorship, memoranda of understanding, deeds).

7.3 Definitions
All of Mid-Western University Contractors
Contracts establishing supply agreements between the university and approved suppliers.
Approved Suppliers
A supplier who has been selected by the university, following a competitive procurement process can work with MUSOM.

7.4 Gets
MUSOM will advertise all open tenders to the market via notice.

7.5 Open Tender
A publically-advertised tender process whereby suppliers are openly invited to respond.

7.6 Procurement
All the business process associated with purchasing goods and services.

7.7 Purchase Authority
Person duly authorized to approve a specific purchase order in accordance with the university delegation's policy.

7.8 Purchase Order
MUSOM-initiated request for a good or service, including authorization to charge the school for that particular good or service.

7.9 Selective Tender
Tender without open advertising from selected, pre-qualified suppliers.

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7.10 Total Cost of Ownership

The full cost of a good or service across its span including purchase price, though life service and maintenance expense and ultimate cost of disposal.

7.11 Purchasing Authority

(a) MUSOM purchases must be authorized by a staff member with the appropriate financial delegation.

(b) Purchases are to be initiated by an authorized member of staff using an appropriate purchasing method as detailed in clause 2 below.

(c) The MUSOM Supply Chain (Purchasing) function is responsible for the establishment of systems to ensure the purchase of consumables or other goods and services by the University complies with policies, procedures and guidelines issued by the Financial Services Division.

7.12 Purchasing Methods

(a) The University Purchasing system and the use of University Funds are not to be used for personal purchases.

b) Petty cash should only be used for low value purchases where appropriate. Petty cash limits are set by the value of the cash float for the department whose cash is being used. Refer to the petty cash procedures for further information.

7.13 Purchasing Options

(a) There are a number of purchasing options to meet a varied range of circumstances. In order of preference these are purchasing:

From existing University approved suppliers under contract. These contracts may be established:

a. directly between the MUSOM and supplier;
b. through wider public sector arrangements adopted by the University,
c. from pre-qualified supplier panels established by the University or via a professional buying organization that the University chooses to take out membership with, such as purchasing agreements.
d. through competitive market analysis and associated processes (e.g. tendering/quotes);
e. through selective (including sole source) tender/purchase;

7. 14 Purchasing Framework

(a) The following framework provides advice on purchasing methods and options for given values of goods and services based on the total cost of ownership (including likely additional requirements after initial purchase):

Purchase Value	Purchasing Method	Purchasing Option
20000	⊃ Petty Cash	⊃ University Contracted Supplier ⊃ Simple Market analysis
30000	⊃ Director Purchase Order ⊃ Approved supplier invoice	⊃ University Contracted Supplier ⊃ Minimum of two written quotes (if possible) ⊃ Formal Tender (if appropriate)

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Purchase Value	Purchasing Method	Purchasing Option
Above 300000	ᶺ Purchase Order by Financial Committee	ᶺ University Contracted Supplier ᶺ Market evaluation via formal tender process

(b) Goods or services which are available via an existing valid Standing Offer or Contract are able to be purchased in accordance with those agreements without the need for further tendering, regardless of value.

(c) Where the selection of the supplier has been made using three quotes or some other method of market analysis, evidence of this analysis should be attached to the resulting purchase order to be retained for audit purposes. Where the supplier selected did not supply the lowest quote, include a brief comment on why that particular supplier was selected such as; ability to meet required delivery timeframe, or overall value for money, etc.

(d) Any purchase with a value of 40000 or more for which only one quote is available, or where a formal tender process is considered inappropriate, must be supported by a relevant documentation which provides a justification as to the purchase method requested. This alternative purchase process *must* be endorsed by the Financial Services Division (Finance committee) and approved by the relevant purchasing authority (as per the Financial Delegations Policy) prior to purchase.

(e) High-value purchases should be notified to the management council. This advice should include the contracted payments schedule including anticipated invoice payment dates.

7.15 Tendering Principles

(a) The University requires that all procurement of works, goods or services with a value over 300000 is subject to a competitive procurement process.

(b) Tendering processes are to be used to:
- establish the competitive prices and terms available;
- explore or test the market for alternative opportunities;
- fulfill a public duty of fairness and equity between suppliers;
- reduce the risk to reputation arising from allegations of purchaser bias or conflicts of interest; confirm current market intelligence; and Identify the best source of goods and services.

(c) The content of all tenders received by the University are confidential, and are not to be discussed under any circumstances with competing suppliers.

(d) No commitment, express or implied, should be given to any supplier at any time up until the tender evaluation summary recommendation has been accepted by the relevant purchase authority.

(f) The MUSOM will use tender processes that allow for transparency of decision-making and subsequent review of the process of decision-making.

(g) All MUSOM tenders should be coordinated through the University Procurement Office.

7.16 Tendering Methods

(a) Open tenders should be advertised in a manner so as to attract a wide response. At a minimum, such tenders should be via website and other.

(b) Each decision to purchase via selective tender for goods/services in excess of 1000000 must be supported by a properly developed business case and/or a fully worked procurement

plan. The decision to proceed with selective tendering rests with the Delegated Purchase Authority. This documentation should be attached to the Finance One purchase order for future reference and audit purposes.

7.17 Emergency Purchases

(a) In case of an emergency, normal purchasing rules may be set aside for specific goods and services where:

I. the goods and/or services are required to complete or continue significant tasks

II. it is impossible to purchase goods and services under normal purchasing procedures.

(b) Emergency purchasing is to be used solely to meet immediate emergency requirements, and must never be used solely for expediency. Authorizing officers are to ensure that emergency purchases are strictly controlled.

(c) Where the value of an emergency purchase is in excess of $100,000, the Head of Department or the Chief Operating Officer must approve the purchase prior to committing expenditure.

7.18 Overseas Purchases

(a) Purchases are normally only to be made from overseas when price (including delivery and associated costs) and quality are competitive and goods are unavailable in Nepal.

7.19 Use of Third Party (Agents or Brokers)

(a) There is no restriction on the use of agents or brokers. When considering their use, issues associated with total costs of ownership, effectiveness and efficiency, and leverage should be analyzed so that the value added by agents or brokers is clearly articulated and understood. The use of an agent or broker does not avoid having to comply with the University Procurement Policy and/or procedures; both in terms of how the Agent or Broker was initially selected and their subsequent purchasing activity on behalf of the University.

7.20 Procurement Principles

(a) Accountability
(b) Sustainability
(c) Openness
(d) Competitiveness
(e) Value for Money
(f) Lawfulness
(g) Fairness
(h) Integrity
(i) Impartiality
(j) Confidentiality

7.21 Use of Petty Cash

Petty cash should only be used where the use of a purchasing or another method of payment is uneconomic or inefficient. Petty cash must not be used for staff reimbursements.

7.22 Management of Petty Cash

Ensure one member of staff is responsible for petty cash.

Receipts must be obtained for all petty cash purchases.

Petty cash must be kept in a locked container in a locked drawer or cabinet.

Petty Cash reimbursements should be sought well before the entire petty cash float is exhausted, as the Accounts Payable Office only pays reimbursements once a week.

7.23 Reimbursement of Petty Cash

Reimbursements will be processed using the appropriate Finance One document format. Attach all receipts to the petty cash form in the same order as they are listed on the form. Reconcile the petty cash by adding the cash on hand to the total expenditure on the claim form. The total of these two amounts should equate to the total petty cash advance.

Ensure that the form is certified as being correct, i.e. approved by director all documentation to the Accounts Payable Office.

7.24 Disputed Transactions

Disputed transactions must be resolved with either the supplier or the issuing bank.

7.25 Expenditure Documentation

Consistent with any purchase on behalf of the University, expenditure must be supported by appropriate documentation. Invoices and/or receipts must be originals. Tax invoices or receipts must be supplied for expenditure.

Section VIII
QAS/MIS/Library/Enrollment Policy

8.1 MUSOM Quality Assurance Sub-Committee (QAS)

There shall be The MUSOM Level Internal Quality Assurance Committee (IQAC) to act as a functional committee headed by the respective campus or institution chief. The committee is constituted as follows with a three-year working tenure:

    a. Director/Dean of the Institution: Coordinator (1)
    b. Teaching/Instruction Committee Representative: Member (1)
    c. Staff Representative: Member (1)
    d. Students Representative: Member (1)
    e. Local Industry Representative: Member (1)
    f. Parents Representatives: Member (1)
    g. SAT Coordinator: Member Secretary (1)

8.2 The Duties and Responsibilities of the IQAC are as follows:

a. Maintain the quality standards in the respective higher education institutions (HEIs) to meet the University objectives; develop needful instruments required to assess the faculty or institution-wide level of delivered quality.

b. Provide needful facilitation for the development of human resources (HR) and institutional system capacity leading quality management within the campus or institution.

c. Guide and hold control over the campus level committees pertaining to quality conformance and assurance.

d. Play active role in maintaining resources, technologies and processes to transform delivered quality within the campus or institution.

e. Develop Self-Study Report (SSR) schedules, plan of action and budget for SRR preparation by the campus or institution level committees.

f. Coordinate with higher level committees to facilitate institution-wide development and implementation of quality enhancement and certification activities.

g. Initiate internal and external quality assurance and conformance research within the campus or institution.

h. Represent the campus/institutions in different missions, events and programs pertaining to quality management.

i. Facilitate the University Management Team to induce a culture of quality institutional development and administration.

j. Organize different conferences, workshops, study visits and other research, innovation and publication related events to promote a culture of universal quality in higher education.

k. Maintain official records of different matters pertaining to quality assurance function within the campus or institution.

l. Facilitate the respective campuses and autonomous institutions to initiate the formation of needs-based sub-committees and provide them with required logistics support.

m. Accomplish any other tasks assigned or requested by the respective QAC or QASC as deemed necessary.

8.3 Head of IQAC's Duties and Responsibilities

a. Provide with effective coordination to promote functional liaison between QAC QASC, IQAC and SAT.

b. Provide with leadership and direction to IQAC to establish and implement its plan of action and budgeting of the QAA function.

c. Represent the respective Campus or Institution in the meetings of QAC to resolve various problems facing the University's mission of QAA.

d. Coordinate with the QAC and IQAC officials to maintain an updated roster of experts to be engaged in the process of internal and peer evaluation.

e. Promote University's national and international relations on its mission to transform delivered quality.

f. Provide with effective leadership to empower respective SAT and other sub-committees for their effective functioning.

g. Maintain institutional resourcefulness, documentation and professional as well as system capacity to transform delivered quality within the University system.

h. Provide with effective coordination to form needs-based sub-committees at campus or autonomous institution level.

i. Execute other tasks related to QAA promotion as and when required or requested.

8.4.1 MUSOM Self-Assessment Team (SAT)

MUSOM shall have Self-Assessment Team (SAT), comprising of all academic programs run in individual campuses, irrespective of their institutional status. The team is composed of 3-5 members including a senior faculty member as the Coordinator and other members with sound knowledge in documentation, report writing, editing, data analysis, public relations, communication, etc. Normally, the team has a working tenure of 2 years with following membership composition:

a. Senior Faculty Member: Coordinator (1)
b. Faculty Member (with specialization in research/data analyses): Member (1)
c. Faculty Member (with specialization in report writing presentation and communication): Member (1)

Note: The respective IQAC may include up to two additional members in the work team of SAT on need basis.

8.4.2 The Expected Duties and Responsibilities of the SAT are as follows:

a. Coordinate for the collection and analysis of data relating to the various aspects of the institution and its functions with reference to QAA criteria and indicators, and organize facts and results into a logical and cohesive manner to draft a self-study report (SSR).

b. Prepare institution level SSR and make presentations to concerned authorities and stakeholders.

c. Maintain official documentation of different matters pertaining to quality assurance at SAT level.

d. Accomplish any other tasks assigned or requested by the QAC, QASC or IQAC as deemed necessary.

8.4.3 Arrangement for Conduction of Meeting

The following arrangements have been provisioned for the conduction of Committee meetings at different levels of structural hierarchy:

a) IQAC: Not exceeding 12 meetings per year
b) SAT: Not exceeding 12 meetings per year

8.5 Strategic Priorities for Internal Quality Enhancement
8.5.1 Human Resource Planning and Professional Enhancement

The MUSOM has in place the practice of system of short-term and long-term human resource planning and development as an integral component of the MUSOM strategic move.

As a new practitioner of semester-based BBA and MBA, the MUSOM gives high priority on transforming and enhancing teacher-staff skill competence making them capable of designing and implementing multi-mode approach based real-time delivery of proactive teaching-learning, assessment and general administrative mechanism. For this, the MUSOM organizes a series of training and development workshops, seminars, national and international study visits keeping in view the purpose of effective curriculum development and implementation as well as other matters related to effective functional management.

The strategic direction and functions of the entire IQAC and its structural line institutions across the institution have been directed by the philosophy and purpose of professional development of the teacher-staff as an ongoing initiative.

The MUSOM has a policy to promote the faculty and staff in research and innovation through funding, granting paid leaves, initiation for awarding individual and team-based mini research, publication, MPhil and PhD program based competitive fellowship and supporting them for participating in various workshops, seminars and scholarly and professional publications in the country and abroad.

The MUSOM has a system of publishing faculty and program based journals, newsletters, souvenirs and research abstracts to promote a culture of inquiry based knowledge development and dissemination.

The MUSOM has a policy to support its teacher-staff to continue pursuing research studies and projects at community, national and international level in cooperation with different academic institutions, development agencies, community centers, industry, business and enterprises.

The University motivates and provides with financial support to its teacher-staff for joining research and professional development networks and participating in various forums, conferences, seminars, workshops and training programs at local, national and international level through RMC.

8.5.2 Transformation of MUSOM Operation and Management System
The MUSOM gives the highest priority to design and implement effective management systems at all levels of its functional mechanism. A few of the institutional policies in this respect have been outlined as follows:
   a. *Management flexibility*
   b. *Timely updated and revised curricula*
   c. *Academic calendar*
   d. *Functional collaboration*
   e. *Community outreach initiatives*
   f. *Infrastructure development*
   b. *Education management information system (EMIS)*
   c. *Recreation and experiential learning*
   d. *Research and innovation*

8.5.3 Interactive and Advisory Approach to Teaching-Learning and Assessments
With mission to promote quality education, research and innovation, the MUSOM has maintained a culture of having a system-defined approach to academic implementation which passes through a sequential stage of course detailing of the curriculum depending upon course credit hours, preparation of plan of action for curricular implementation, development of

teaching-learning resources, design of instruments for assignments, and development of test instruments for mid-term and final examinations.

Each faculty member has been instructed to allocate adequate time and effort for making classroom discourses more effective by using a reasonable mix of conventional lectures, case studies, simulations, thematic presentations, project works, field practice, mini research, independent and group-based review works, take home assignments, and real-time in-class assessments as applicable in different situations and changing contexts.

As part of semester-based teaching-learning system, the University has adopted a two-fold assessment system in all academic programs -- internal or in-semester assessments and external or semester-end examinations with at least 40 percent weightage on internal assessments. The University has in place defined criteria and weightage for both Internal and External Assessments. The University has a plan to transform the present assessment system into a more robust, virtual assessment system in future and basic technical preparation has been undergoing.

8. 5.4 Remuneration and Allowances
Table 4.1 below presents with the University-wide approved rates of daily or event-wise allowances and remunerations applicable for QAA initiatives of the University.

Table 4.1: Rates of remuneration and allowances

SN	Particulars	Daily or Event-wise Rates	
		Internal Members	External Members
1.	**Meeting Allowances**		
1.1.	Chaired by the Dean/Director	1000	
1.2.	Chaired by SAT Coordinator and Other Committee Head	500	
1.	**Expert Remuneration**		
2.1.	Training session delivery (2 Hours)	2000	2500
2.2.	Thematic paper writing and presentation (per paper)	5000	6000
2.3.	Presentation commentator (per paper)	1500	2000
2.4.	Expert (per day)	3000	6000
2.5.	Expert travel expenses (as approved by the Executive Director, QAAD by following the general norms of the University)	As per university rule	
Note: Each payment requires submission of the hard and soft copy of the documents or reports or notes prepared by the respective expert. Expert team members will be allowed to claim TA&DA for the actual days engaged in service.			
2.	**Remuneration for SSR and Other Report Preparation (SAT and Internal Teams)**		
3.1.	Preparation of LOI (on UGC prescribed format)	36000	
3.2.	On agreement/appointment of the team for SSR	50000	
3.3.	On SSR first draft submission by the team	50000	
3.4.	On SSR final report acceptance by the UGC	80000	
3.5.	Internal Evaluation Team reporting	10000	
Note: Each payment requires submission of the hard and soft copy of the report, letter of appointment or agreement.			
3.	**Remuneration for Internal Peer Review (per organization visited)**		
4.1.	Field reporting expenses for team Coordinator (per organization based formative report submitted)	3500	
4.2.	Field reporting expenses for team member (per organization based formative report submitted)	3000	

4.3.	Field visit TADA expenses (as per approved rule of the University)		
4.	***Logistics Staff Remuneration (per day)***		
5.1.	Officer	1200	1500
5.2.	Non-officer	800	1000
5.3.	Attendant staff	300	500

Note: These financial norms should be approved by the Management Council of the MUSOM and in future changes in these rates may take place as decided by the respective Management Council.

8.6 MIS and Library Management Committee

MIS is an integral part of managing information that guides academic and administrative process. It promotes academic and administrative activities for healthy and productive teaching-learning. MUSOM shall have MIS that also includes library management.

8.6.1 Objective of MIS and Library Management Committee

1. To create and manage online and printed information

8.6.2 Constitution of MIS and Library Management Committee

Constitution of MIS and Library Management Committee is as follows:

a) MIS Assistant: Coordinator
b) Assistant Libertarian: Member
c) One Male and one Female student nominated by Director from among Student's Welfare Council-Member

Tenure of all members shall be two years.

8.6.3 Functions and Duties

a) Data Creation
b) Storage of data
c) Edit or Modification of data
d) Information Retrieval and sharing system
e) Data Backup and System Security
f) Maintain and update the individual records of the semester-wise and level-wise enrolled students. Also, keep record of all the information of library and E-Library.
g) Provide the necessary information as demanded by the internal system of the MUSOM, MWU as well as University Grants Commission.
h) Publish all the records of students and various records in reports and website of the institution.
i) Disseminate various types of records and information to the stakeholders.
j) Maintain the public relations with the stakeholders and receive feedback from them.

8. 6. 4 Policy and Procedures
Data Creation

Data needs to be collected or created from various fields in an organization and once the data collect from them, MIS person need to keep the data in a secure site as under:

a) Faculty Member
b) Administrative staff and students
c) Teaching learning activities
d) Library/Digital books purchased record etc.
e) Example of data creation -> College setup Tab:
f) College - The College details can be viewed, edited from this section from MIS.

g) Management Stream - Type of employee working with the organization
h) Department - academic discipline can be added and altered.
i) Position - Designation of staff and teacher.

Storage of Data:
Data are stored in a network hosting server. According to the availability data can be retrieved.

Edit or Modification of Data:
Edit or Modification accesses are provided only to MIS head. If any kind of data loss these people need to come up with solution.

Retrieval and Sharing System:
Data can be share to faculty member, staff and student according to their needs. The performance of data search can be faster compare to traditional system.

Data Backup and System Security:
Keep the data secure from unauthorized access and stop from the Hackers. Data backup tools helps us to back up the data in case of system failure

Accountability and Responsiveness:
a) MIS person need to keep track of all the information technology with long term basis.

Work Space and Resources Availability:
a) Provide the uninterrupted internet services.
b) Provide the digital library access
c) Provide the ID card
d) Provide the digital attendance access

8.6.5 Line of Reporting:
MIS senior assistant will receive the information form teacher, staff, students and report to the program coordinator and director.

8. 7 MUSOM Enrollment Policy and Procedures
Eligibility:
Students from any stream who have completed Grade 12 or equivalent level with a minimum of Grade "C" in all subjects or 50% overall aggregate score may apply for the program. Students who have successfully completed Grade 11 (with 50% or above) and are awaiting Grade 12 results may apply for admission on provisional basis.

Admission Procedure
Step 1: Required Documents
An applicant must complete the application form with copies of the following documents:
a) Transcripts and certificates of Grade 12 or equivalent examinations
b) Certificate and transcript of Grade 10 (SLC or equivalent)
c) Character certificate (SLC and Grade 12)
d) Provisional certificate
e) Migration certificate
f) Citizenship certificate

Step 2: Written Test

Shortlisted candidate will have to appear for a written test that will be held to evaluate qualitative, quantitative and communication abilities.

Step 3: Interview

Candidates who pass the written test will be called for interview.
To apply for admission, you need to consider the following things:
   a) Visit the school, obtain the form, complete it and submit it to the school's front desk with all the required documents.
   b) Download the application form from the ....//, print it , complete it and submit it to school's front desk with required documents.
   c) Apply online by clicking on the link........... or apply online at ....

8. 8 MUSOM Entrance Interview Question Modality

Set: 1 Self-Reflective Question (past and present work experience, accomplishment, and career goal)

      Question: 1. Tell me a little bit about yourself. (4 Marks)

      Question: 2. Why do you want to earn a BBA degree? (4 Marks)

Set: 2 Analytical Question

      Question: 1. Why are you interested in MUSOM BBA program? (4 Marks)

      Question: 2. Why should we admit you? (4 Marks)

Set: 3. Comprehensive Question

      Question: 1. What are your strengths and weaknesses? (2 Marks)

      Question: 2. What are short term and long term goals? (1 Marks)

Set: 4. Subjective Question

      Question: Do you have any question about MUSOM? (1 Marks)

List of Questions

1) Why do you want to take admission to this course?
2) What are the roles played by a business administrator?
3) Why do you want to join our institution?
4) What are your hobbies?
5) How does business contribute to economic development?
6) Could you describe your best high school experience? Or your biggest challenge?
7) What is your philosophy towards work?
8) Tell me about your dream job.
9) What kind of person would you refuse to work with?
10) What is more important to you: the money or the work?
11) Have you displayed your leadership in school?
12) Which is your favorite book and why?
13) Where do you see yourself five years from now?
14) What do you mean by business administration?
15) Differentiate between qualitative and quantitative decisions.
16) What is the difference between centralization and decentralization?
17) What is the main difference between Vertical and Horizontal Organizations?
18) How will you differentiate between a manager and a leader?
19) What do you expect to gain from the course?
20) How do you plan to utilize the course as a foundation for your dream career?
21) What are the key skills a candidate requires to excel in the field of business administration?
22) How a manager can motivate his employees to perform better?
23) Explain the importance of an organization?
24) What are the qualities of a good manager?

25) Give me an example of any major problem you faced and how you solved it?
26) Can you work under pressure or deadlines?
27) What do you think is your major accomplishment?
28) Have you ever worked with someone that you did not get along with as part of a team? How did you handle that?
29) Any question you want to ask from us?

Section IX
MUSOM Students Conduct and Discipline Policy

Date of Commencement
These Rules shall come into action with immediate effect.

Application of Rules
These Rules shall apply to all students of the MUSOM.

Modification of Rules
These Rules are subject to modification as may be necessary by the Disciplinary Committee.

9.1 MUSOM Guiding Principles

1. MUSOM seeks a constructive environment that promotes academic achievement and integrity.
2. MUSOM seeks a peaceful academic community that is free from threats and violence with respect towards human rights, opportunities, welfare of students, faculty, staff, and guests of university.
3. MUSOM seeks a community that does not threaten the physical and mental safety of the MUSOM community.
4. The MUSOM is dedicated to protecting its property and resources from theft, damage, destruction, and misuse.
5. The MUSOM is guided by Mid-Western University policies, state and federal law for its academic community.
6. The MUSOM is dedicated to the rational and organized resolution of conflict.

9.2 Rules on Student Uniform

Students should always dress in their uniforms as specified by MUSOM. Students not wearing the proper uniform will not be allowed in class and examination rooms. The student's uniform code is as follows:

Male Students	Female Students
From Sunday to Monday: White gray shirt Blue Paint Socks Dress shoes	**From Sunday to Monday:** White gray shirt Blue Paint Belt Polite Causal shoes
Tuesday: Blue T-shirt with MUSOM logo and formal paint Shoes	**Tuesday**: Blue T-shirt with MUSOM logo and formal paint Shoes
From Wednesday to Friday: Causal formal dress	**From Wednesday to Friday:** Causal formal dress

Note: T-Shirt, Trousers, sandals, and slippers creating emotions are prohibited. The following penalties apply for not wearing the proper uniform:

9.3 Dress Code Violation Penalties:

Violation	Behavioral Marks Deducted	Accumulative Marks Deducted	Action Taken
1st	5	5	
2nd	10	15	
3rd	15	30	Parents are requested to meet with the Faculty
4th	20	50	1 semester suspension
5th	25	75	2 semester suspension
6th	25	100	Expulsion from semester end exam

9.4 1st Year Students

During the first semester the first violation will result in a verbal warning, probation and notification to advisers and heads of program. Second violations will result in behavioral marks and appropriate penalties. Following the first semester, violations will result in behavioral marks and penalties outlined below.

9.5 2nd, 3rd, and 4th Year Students

All violations will result in behavioral marks and penalties as outlined above. Penalties are imposed without warning.

9.6 Class Attendance

On time attendance is mandatory. Three late arrivals or missing more than half a class session is considered an absence. Students are responsible for material covered in any lectures missed, including changes in the class schedule or assignments. If attendance is less than 80%, students may not take the final exam and will receive an "F" for the course.

9. 7 Classroom Conduct

To ensure the result-oriented learning experience, students must maintain proper classroom conduct. Specifically, students should show respect to the professor, other students and themselves. Behaviors such as late arrival, talking in class, changing seats, leaving the classroom without permission, talking on phones, using laptops and similar during class all disrupt the learning environment.

Students who are late to class should not enter the classroom until the break. In classes with assigned seats, students should always sit in their assigned seat with their name card or be considered absent and not allowed to take course quizzes. Improper class conduct is subject to a grade penalty.

9.8 Unacceptable Classroom Behavior

BBA students who do not observe regulations and/or regularly disturb or interrupt class sessions will not be allowed to join the field based program. Repeat violators will be penalized for behavioral misconduct by academic probation, a one or two semester suspension, or expulsion from the MUSOM. **Unacceptable behavior includes:**

a) Violations of the dress code
b) Talking, using phones, using laptops, listening to music or creating other disturbances or interruptions in class
c) Being late to class
d) Leaving a class mid-session without permission
e) Signing attendance lists for other students
f) Taking food or drinks into classrooms, library, computer laboratory or other MUSOM offices Because of damage to carpets, food and drinks are no longer allowed in classrooms. If damage continues, the program head of BBA may require BBA to schedule classes elsewhere, which will be very inconvenient for students,

staff and professors. The BBA faculty requests that all students help each other abide by this rule.

9.9 Rules of Conduct for Students during Examinations
Unacceptable examination conduct includes:
a) Possession of notes, phones, storage devices or any unauthorized documents during examinations in the room or elsewhere.
b) Leaving notes or phones in a restroom or other area.
c) Communicating with students in an examination room by signal, wireless, phone, note, voice or other.
d) Looking at exam materials of other students or allowing others to look at their exam materials.

9.10 Students should understand the following examination rules:
a) When a student cheats or is in suspicion of conducting a "fraudulent act" (see "Academic Misconduct…" below), the supervisory officer has the power to investigate the matter.
b) Students more than 15 minutes late but less than 30 minutes late
c) must fill in and sign the permission form for late entrance. Students more than 30 minutes late are not allowed to enter the examination room.
d) Supervisory officers are required to have students who use the restroom fill out and sign the permission form. The form is enclosed in the examination envelope for the instructor.
e) Students' non-test related possessions must be placed per the supervisory officer's instructions during examinations. All storage and communication devices such as mobile phones, pagers, laptops, music players, etc. must be turned off and placed with the student's other non-test related possessions. They must not be in the student's possession at any time, including in restrooms.
f) Students may only use simple calculators when such devices are permitted by the instructor. Sharing is never allowed.
g) Instructors may ban any item where notes or unauthorized materials may be hidden such as pencil cases, water bottles, hats, jackets, etc. from the examination room.

9.11 Course Grades and Studying
For students to achieve the best marks possible, they should attend all classes, actively participate in discussions, read assigned materials before class, do their best on assignments and presentations and study hard for exams. Upon course completion, you will receive a grade based on your work. Please do not ask BBA Faculty to raise your grade above other students who have worked harder and achieved higher grades.

9.12 Academic Misconduct - Definitions of & Punitive Actions for Cheating
BBA, the Faculty and MUSOM take the matter of cheating on any graded work, including examinations, very seriously. Fraudulent behavior or misconduct is any act which inappropriately affects the evaluation of a student's academic performance or achievement. Fraudulent behaviors or misconduct includes:
a) Cheating: any attempt to answer questions on a test or assignment by means other than by your own knowledge.
b) Plagiarism: presenting someone else's work as your own or allowing another student to plagiarize or cheat from your work previously submitted work (multiple uses of the same work): Submitting the same assignment in different courses without consent of the instructor.
c) Un-permitted collaboration: working with others without the instructor's permission, for example on individual assignments.
d) Forged attendance: indicating attendance for those not present such as signing other peoples' names to attendance forms

e) Fabrication: using invented or false information or similar
f) Unapproved advantages: using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time)
g) Sabotage: Preventing or attempting to prevent others from completing their work. This includes disrupting the work or efforts of others.

There are serious consequences to academic misconduct, including receiving an "F" on the work or examination, an "F" in the course and, in the most serious cases, suspension or expulsion from the University. All disciplinary actions become part of the student's permanent record. BBA encourages students to build self-respect and self-confidence by doing their own work in examinations and all other graded work. Remember, your integrity is more important than your academic record.

9.13 Course Registration

The MUSOM registration procedure is completed only when the student both 1) successfully registers and; 2) pays the tuition fee. Students who fail to complete the registration or to pay the tuition fee within the first three weeks of the semester will no longer be considered students of MUSOM BBA program.

For those who have completed the registration procedure but wish to resign or drop must file the relevant documents before the beginning of the semester in order to receive full or partial refund of tuition fees. If curriculum expenses are incurred before the semester starts, a deduction will be made from the refund of tuition fees. There will be no refunds for those who file the documents after the beginning of the semester.

Students are required to ensure that their registration for each course in each semester is correct and complete. Students should double check registration slips (Course Registration Report– List of Registered Students, Individual Registration Report) to verify they are registered for the correct courses. The BBA Office will not be responsible for any registration oversights. Please pay special attention to the three periods (add, drop and withdraw) and their deadline dates.

9.14 MUSOM International English Language Teaching and Testing System
A. Eligibility and Application

English language teaching and testing system is open to all 4th year students in good academic standing and who have less than 30 marks in behavioral penalties. This program is typically for all semesters. All English language teaching and testing system applications must be processed through the Center for International English Language Teaching and Testing System prior to the deadline date.

Program selection is made by Center for IELTTS based on availability and student suitability and achievements. All courses must be completed by a student to receive credit and certificate.
a) The first step in applying is to visit the Center for an overview of the requirements, to obtain forms and to review available courses.
b) Submit completed requisition form with required documentation.
c) Attend the Final Selection Session where students will be informed if they have been accepted for the program.

Note: Students withdrawing from the Program after being accepted will not be allowed to participate in the future unless their reasons are judged genuine and compelling by BBA Office.

B. Banning IELTTS Program Study

The students who get deducted 30 or more penalty points will be sanctioned by preventing them from participating in the IELTTS program.

C. Study Abroad Program

Students can also study in foreign universities after completion of BBA and MBA. The Center for MUSOM Center for International English Language Teaching and Testing System will supply and support information on the application process and other things.

9.15 Internship Procedures

Internships are normally in the 7th semester.

a) All students must complete an internship to graduate.
b) Students have two options to obtain required elective credits:
c) Option 1: Do an internship to meet the elective requirement.
d) Option 2: Take an elective course during 8th semester.

Students must work a minimum of 48 hours to obtain credit from an internship. Note that many companies have a formal internship program requiring at least two months so students have a more solid work experience.

9.16 The Internship Application Process

1. Students should check the BBA Office and bulletin boards for information on internships. Application forms should be obtained at the BBA office.
2. Students have two options when choosing their internship company:
a. Option 1: Contact the company on their own
b. Option 2: Request the BBA Office to help contact the company
3. Students must complete and submit all required documents and information specified on the application form to the BBA Office by the deadline or the internship will be delayed.
4. After receiving the completed internship application form and documents from students, the BBA Office issues an official letter and sends it out with all documents to the relevant companies.
5. Accepted students are given an internship package at the BBA Office, which includes the course outline, weekly journal form, evaluation form and list of topics for doing the internship report before starting work. These must be completed and submitted according to the instructions.

Internship Grading Criterion

Grading of the internship course is based on four documents:(a) Evaluation Form; (c) Internship Report (d) PowerPoint Presentation and (e) Timesheet Report by internship. These four items must be submitted together to the BBA Office within one week of completing the internship.

1. Evaluation Form: Should be given to the authorized person at the company (e.g. supervisor, HR manager, etc.) at the beginning of the internship and it is to be delivered to the BBA Office in a stamped and sealed envelope. The submitted copy must be signed by the intern's supervisor.
2. Internship Report: students must submit the BBA supplied internship report. Examples of internship reports are available on request at the BBA Office. The submitted copy must be signed by the intern's supervisor.
3. PowerPoint Presentation: Students are required to give a PowerPoint presentation to course instructors. The presentation should be submitted in both hard and soft copy.
4. Timesheet Report: A record of an employee's work hours.

9.17 Student Grievance Policy
Purpose

The BBA International Program Student Grievance Policy is designed to promote honesty in and respect for the education process. This policy is applicable to all students, faculty and staff at BBA.

Policy

A BBA International Program student who wishes to file a grievance should first attempt an informal resolution to the issue directly with the student, instructor or staff involved. If informal resolution cannot be reached, the student may use the formal grievance procedure outlined under "Procedures". There are three types of grievances:

(A) Academic Grievances related: grade disputes; academic dishonesty issues; faculty inaccessibility or unresponsiveness.

(B) Non-Academic Grievances: all other matters, such as schedules, fees, materials, property and similar administrative matters.

(C) Safety and Learning Environment: acts of violence, threat or intimidation; physical or verbal abuse or disruptive behaviors;

Note: It is the philosophy of BBA that the course instructor is the best judge of student performance and BBA administration will not interfere with that judgment. In a grievance involving grades, the administration will determine if the grade was arrived at fairly, i.e. that the same standards were applied to all students in a particular course.

Procedure

1. Grievances:

A. Academic Grievances: A student wishing to appeal

i. a grade or,

ii. Dismissal from BBA because of insufficient academic progress or,

iii. an action involving academic dishonesty, should first attempt an informal resolution directly with the instructor. If the grade/decision involves progress, graduation or dismissal, the student will also arrange to meet with the Director of the program.

B. Non-Academic Grievances: Students wishing to appeal non-academic matters, such as decisions regarding property, scheduling, etc., should first attempt informal resolution by discussion with the faculty or staff involved.

C. Safety & Learning Environment Grievances: A student with these types of grievances should immediately report them to the BBA office / Director. In these cases BBA and the MUSOM reserve the right to take action as needed outside the normal procedures.

2. If no solution is reached in Step 1, the student, within 7 working days after failing to reach a resolution by informal resolution, should contact the Director by submitting a written detailed statement of the problem, including a summary of the results of Step 1 and the reason(s) for pursuing a grievance.

3. The Director will gather and consider appropriate information. Should the Director deem it necessary, he/she has the option of convening and chairing a committee (comprised of at least 3 faculty members) to help evaluate the student's petition. Parties involved in the grievance may be interviewed and pertinent materials gathered and reviewed. The decision at this stage of the grievance will be made by the Director based on the facts that have been gathered.

4. Within ten working days after completing the investigation, the Director will notify the student of the decision.

5. Only after the decision by the BBA Head in step 4 may the decision be appealed. The appeal is to the Dean of the Commerce and Accountancy using this same process, with the grievance being submitted directly to the. The Dean's decision will be final in all cases.

9.18 Personal Responsibility

Students should be responsible for their property at all times and should never leave belongings and valuables unattended as loss may result. This applies to classrooms, restrooms, eating locations, lockers and study areas. The best way to prevent loss or theft is to leave valuables at home.

9.19 Fine on late payment of tuition fees

Please be notified of the penalty on late payment of the tuition fees as follows:

a) Payment made during the first week after the commencement of each semester will be fined Rs. 1,000

b) Payment made after the first week of after the commencement of the each semester will be fined Rs. 2,000 In order to avoid a fine on late payment; students must make the payment before the semester starts according to the stipulated schedules of each semester.

Section X
Faculty Performance Evaluation
Functional and Behavioral Anchors of Performance
Graduate Learning and Teaching System

MUSOM has developed guidelines for Faculty Performance Evaluation, Functional and Behavioral Anchors of Performance, Graduate Learning and Teaching, concerned units and individuals are responsible to carry out the job of evaluation of different types.

Documents related to performance criteria and evaluation of different types are listed in the appendixes of Unit Section III.

Section XI

Internship Guidelines for BBA/MBA and GRP Manual

MUSOM has developed Internship Guidelines and UGRP Manual to support students for project work and academic research required for getting degree and practical skills for future career. Guidelines and GRP Manual are listed in the following appendixes.

a) Appendix 10.1 Internship/Project Work Guidelines for BBA and MBA
b) Appendix 10.2 MBA Project Work Evaluation Form
c) Appendix 10.3 BBA Project Evaluation Form
d) Appendix 11.1 Graduate Research Project (GRP) Manual

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Section XII
Extracurricular and Social Attachment

11.1 Centre for Communication and International collaboration (CCIC)

MUSOM Centre for Communication and International Collaboration (CCIC) is established to enhance the language proficiency of the students. It coordinates with British Council, American Embassy, and other professional organizations to enhance quality on language and communication skills. It also provides additional language packages based on the need of community and other academic institutions. Learning a second or third language is challenging and beneficial from various perspectives to the students, staffs and faculties of academic institution more specifically the students of MUSOM.

MUSOM CCIC also coordinates with the teachers and students from the various institutions of Nepal as well as abroad focusing to India, China, Australia, The USA, The UK and European countries. This centre mainly focuses the following areas;

a. Teaching and Training of Language Skills and other related skills of communication

MUSOM CCIC provides training, workshop and seminar for the overall development of students, staffs and teachers in language and communication related areas.

b. MUSOM CCIC makes connectivity and builds professional relationship with various universities and colleges as well as other related organizations, conducts various required activities, and follows up the impact of those activities periodically. Specifically, the coordinator explores and accesses various institutions for sustainable collaborations in various areas of mutual benefits through inclusive community empowerment and resource sharing, particularly focusing on student learning, exposure, networking, placement as well as research for bilateral and multilateral benefits. CCIC is committed to ensuring that the key actors including teachers, students, professionals and researchers that fuel competitiveness and innovation are more internationally connected, by offering opportunities for international training and collaborative international innovation, study and research. CCIC promotes International education which is about the mobility of students and scholars who go to another part of the world to study, research, or teach. ... The primary goals of international education are furthering knowledge and cultural capital, learning about places and cultures, and gaining intercultural skills in the process.

11.2 Working Procedure of MUSOM CCIC

a. MUSOM CCIC Prepares MUSOM International English Language Teaching and Testing Course and implement it for BBA and MBA students.
b. It coordinates with the director, MBA and BBA coordinators at the time of planning and implementation of the various projects, trainings, workshops, seminars etc.
c. It makes contract with various scholars and institutions and charges financial resources (fee and other resources etc.)
d. It coordinates with Management Council of MUSOM to determine the allowances and payment for the trainings, workshop and seminars conducted by external experts and agency.
e. It conducts initial level relationship with various national and international universities and colleges for the MoU to exchange students and faculties.
f. Explore the various programs of short, mid and long term periods in different areas of collaborations.
g. Searches various institutions at national and international level and approaches them with clear areas of mutual collaboration.

h. Identifies resource requirements for institution and coordinates between the institution and sources of financial, technical and skill based resources.

i. Identifies the key officials of those institutions and establishes and maintains communication with the stakeholders

j. Maintains the records of all functions and proceedings undertaken based on respective institutional policy and continuously report the senior authority about the status and progress underway.

11.3 MUSOM International English Language Teaching and Testing System [MIELTTS]

For
The Students of BBA

The HOD,
Centre for Communication and International Collaboration
Mid-West University School of Management (MUSOM),
Surkhet, Karnali Province, Nepal

The Project Proposal of the Curriculum of MUSOM INTERNATIONAL ENGLISH LANGUAGE TEACHING & TESTING SYSTEM (MIELTTS) is guided by the **MUSOM Operational Plan (MOP) 2019'**. As MUSOM strongly believes in scientific process for promotion of skill based management education. This project plan is to fulfill the 'Strategic Plan Number 10' under MOP 2019 entitled "Developing Centre for Communication and International Collaboration". I am very grateful to Dr. Narayan Prasad Paudel, the Secretary of Governing Council of MUSOM for his rigorous support in both professional and personal level. Similarly, I would like to express my deep gratitude to Dr. Sushil Kumar Shahi, the Acting Director of MUSOM for the assignment of the role of Coordinator of Communication and International Collaboration.

As my primary role is to work for the promotion of Language and Communication Skills of BBA and MBA students. I am also assigned to coordinate international collaboration by means of Faculty and Student Exchange Programs, Research and Publication as well. Here, this project proposal has incorporated the Curriculum of "MUSOM INTERNATIONAL ENGLISH LANGUAGE TEACHING & TESTING SYSTEM [MIELTTS]" which is prepared considering various National and International Experts, Teachers and Trainers. After carrying out a short research, I analyze the current trends of many Business Schools and Universities along with my experience of Foreign Expert of English in People's Republic of China, I have prepared The Draft Curriculum of MIELTTS.

Similarly, I am really acknowledged with the British Council and the American Embassy more specifically to the RELO and NELTA from where I got the opportunities of getting numerous Workshops and Trainings. Personally I am thankful to Mr. Janak Bahadur BC who encouraged me for the promotion of Academic Writing and facilitated in the International Connectivity. I am always grateful to Mr. Petrus Paulus from South Africa, who helped me in my difficult times, frustration and tiredness. I have to pronounce the name of Mr. David Deckor from Loss Angles, Who taught me American Accents for one month and Ms. Amber who checked my overall language and gave comments and feedback from the perspectives of native speakers of English, Mr. Neil from Australia and Mr. Erick from US also supported

me. Finally, I would like to thank to the MBA Coordinator, the BBA Coordinators who always encourage and support me from their sides. I am very happy to all the teaching and non teaching staffs and students of MUSOM for their cooperation and support. Any Constructive Suggestions will be utilized as feedback and implemented for the betterment in time to come.

Background

There are two parameters while considering about language and communication skills in the academia. The former is to do with the language and communication in users' mother tongue, and the latter is about the ability of users in the second-language. We are pursuing the Bachelor in Business Administration (BBA) which is more professional and international in nature. Our students either attempt for the higher studies or hook up in the basic needs of the market, both in and across the country. Along with the fundamental knowledge and skills of communication, the students have to develop language skills and aspects to qualify their levels.

Now the International English Language Testing System (IELTS), Test of English as Foreign Language (TOEFL), Pearson Test of English (PTE) and Cambridge Advance English (CAE) are administrated by the world reputed organizations for those students who wish to apply for the higher education at the colleges/universities in English medium. It is not only in the case of students but also for the people who wish to work in those countries as foreign laborers; they also have to qualify their understanding and use of English language. In this regard, we need not to highlight the importance and use of English in Academia as a subject and a medium.

We believe while our students peruse their future in both higher education or job market, English proficiency will be the main key for their professional success to support them both in and across the country. This Centre attempts to promote language skills of the students based on the mentioned Courses of MIELTTS. Our students will easily face the IELTS, TOEFL, PTE and CAE test after completing the course, designed by the Centre for Communication and International Collaboration of MUSOM. This Centre through the MIELTTS curriculum exposes the students to the skills and aspects of English language and Communication. The course has to get received the credentials from the Mid-Western University School of Management. The qualified students who successfully complete the course requirement will receive the certificate.

Course Contents of the 'MIELTTS' are as follows"

1.	**English Language Skills**
2.	**English Language Aspects**
3.	**English Academic Uses**

The allocation of the MUSOM English Teaching & Testing System (METTS) in terms of the Semesters classes of BBA.

SN	Semester and Time Duration	Language Area (Skills and Aspects)	Teaching Learning Pedagogy/methodology/ techniques/	Remarks/ Teaching & Testing

1.	First Semester: 15 hours	Listening	a. Listening for ear training and with type-script b. Listening for test format (listening comprehension, and specific information)	a. Listening form, the Audio Text b. Practice in Group and Pair
2.	Second Semester: 15 hours	Speaking	a. Pronunciation of individual words and in connected speech b. Teaching for accuracy, appropriateness and Fluency, c. Speaking practice for introduction, topic and in-depth interview, d. Public Speaking, Presentation Skills, Debate Skills, e. Body Language/Non Verbal Communication.	a. Every student has to submit the audio project with supportive evidence and backups. b. Listening and Watching English News/Interviews. c. Pronunciation practices for Accuracy, Appropriateness and Fluency. d. Speaking Practice in group and Pair. e. Every Individual Student has to submit their video project with supportive evidence and backups.
3.	Third Semester: 15 hours	Vocabulary Power	a. Teaching various aspects of words, b. Practices of synonyms and antonyms of the words, c. Using the word in a specified context.	a. Teaching 10 Academic Words Everyday and Assigning them 10 more Vocabularies for Home Assignment. b. Practicing Every new words with its aspects such as Meaning, Pronunciation, Spelling, Form, Use, Synonyms & Antonyms etc. and use of those vocabulary in their regular writing assignment.
4.	Fourth Semester: 15 hours	Structural Pattern/Grammar	Fundamentals of English Grammar: Tense, Structural pattern of Sentences, Types of Sentences, Sentence Transformation, Voice, Narration	a. Test of Grammar b. Collection of sample writing (school level student) and correction the collected writing. c. Presentation at MUSOM
5.	Fourth Semester: 15 hours	Reading	Reading aloud, Scanning, Skimming, Reading for every words and Sentences, Reading for comprehension, Reading for Pleasure etc, Critical Reading, Intensive & Extensive	a. Reading Practices by Loud Reading Vs. Silent Reading b. Reading Practices of paragraphs, letters, emails, essays, stories and novels. c. Reading Test will be taken to qualify the students.

			Reading	
6.	Fifth Semester: 15 hours	Writing	Writing practices above sentence level/in paragraph and discourse level. Teaching sub-skills of writing, Process of Academic Writing	a. Writing Practices through steps and process of Writing. b. Writing Paragraphs, Emails, Letters, Essays and Stories. c. Writing Test
7.	Seventh Semester: 15 hours	Phrasal Verb/Popular Idioms/Proverbs	Teaching Phrasal Verb and Using them in Every day Conversation and Writing Practice of Popular Idioms and Proverbs of English.	a. Practicing Phrasal verbs for everyday use. b. Using Idioms and Proverbs for speaking and writing
8.	Eighth Semester: 15 hours	Figures of Speech	Some fundamentals of creative, literary and critical language; exposure from famous English Poems, Stories, Essays and Novel.	Some common types of figures of speech are practiced such as alliteration, anaphora, antithesis, apostrophe, assonance, irony, metonymy, onomatopoeia, paradox, personification, pun, simile etc.
		All Area of English Language each semester 15 Hours (Total 120 hours for the entire BBA Program; 8th Semester)		

11.4 Project on MUSOM Leadership Training Project to School

Introduction

Mid-Western University has realized that school children and university graduates in many different parts of Nepal are unable to discover their way to enlightenment. In addition, many university graduates are also not in position to understand knowledge, understanding, and wisdom. Yet, this is time for children and university graduates to explore the way to enlightenment. This means school children and university graduates need education that could shape their critical and creative mind set. You know that mind is the most complex organ of human body. Mind contains right side and left side. Left mind is critical and analytical. Right mind is creative. Yet, we need to focus on how to develop mind set of children through development of critical and creative thinking. Enhancement of critical and creative thinking helps in shaping children's mind set. Albert Einstein argues "education is not the learning of facts, but the training of the mind to think". This means children come to school to train their mind or develop their mind. Shaping Mind Set has been designed to introduce children and university graduates to critical and creative thinking process of their own mind. It motivates them to improve their mind through active participation in curricular and extracurricular activities such as effective reading, speaking and writing. The main purpose of the training based program is to generate new ideas and practices in the area of school education by active participation of children and university graduates in this program.

Existing Context

Nepal is multilingual and multicultural nation with its beautiful topography based on hymalaya, hill and tarai. Thousand Schools and ten universities provide education. But many School children and university graduates lack positive thinking guided by concept and practice of critical and creative thinking skills. Moreover, children and university graduates of Karnali province are waiting for the special education program that could lead them into the world of great awakening.

Problems

Nepalese School and university education programs face the following problems:
- ✓ Lack of market and need based curriculum and problem-solving skills.
- ✓ Lack of practical orientation classes to lead students into the process of awakening.
- ✓ Lack of parents' counseling

Rationale

The present education of Nepal goes through many challenges. To overcome the basic challenge relating to failing to produce critical and creative children and university graduates the program entitled "Shaping mind set" is designed.

Vision

To help academic institutions of Karnali province for enhancing productive teaching and research environment to lead school children and university graduates into the process of personality development.

Mission

To guide and motivate children to be reflective, simple, innovative, honest, responsible and manager of their own progressive life.

Goals
- ✓ To establish separate unit for the strategic education program to shape children and university graduates' mind set to expand university collaboration to public and private schools and campuses

Objectives
- ✓ To write Rejuvenating karnali province through education: A Vision for promotion of quality education in the province.
- ✓ To write Cultural History of karnali Province to advance research and publication.

Policy
- ✓ To offer strategic education program to children studying in grade eight, nine, ten, eleven, and twelve of both public and private schools of karnali province for MU collaboration to the community.
- ✓ To conduct strategic research based interaction and workshop at public and private campuses of the Karnali province to strengthen university collaboration to higher academic intuitions.
- ✓ To set up composition and writing centre as platform for making university bridge between nation building project of government and promotion of competitive academic environment in Nepal and province.

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Strategies
- ✓ To help schools and campuses to make their students familiar with critical and creative thinking process.
- ✓ To lead students into self-awakening and self-exploration through speaking and writing.

Strategic policy
- ✓ To promote strategic education program as extracurricular activities of schools and campuses of the province.
- ✓ To encourage students to participate in motivational speech and interaction for personality development.

Organization structure

Program Committee: Coordinator and five members from five campuses

Budget

Budget is a necessary condition to achieve the goals and objectives. This program will receive 30% fund from the sale of Sushil Kumar Shahi's *Haunting Melodies*. Each student participating in the interact will be requested to buy *Haunting Melodies* to promote the program**.**

Evaluation system

S.N	Activities recommended	Methods	implementing agency	performance metrics
1.	-Interaction on critical and creative thinking -Discussion on reading, speaking and writing skills -To write Rejuvenating Karnali Province through Education: A Vision paper -To write Cultural History of Karnali	-Active participation of students and concerned actors	-Program committee	-Establishment of the unit to conduct the program -Changes in student's way of thinking and doing -Concerned school and campus' positive response -Continuity of the program

Challenges

S.N.	Challenges	Solutions recommended	Responsible agency
1.	-Time frame for completion of an interaction, and a discussion -Time frame for writing a vision paper and history -Students' passive participation -Lack of interest on the side of concerned actors'	-Conduct the program with the accurate year and months -Encourage all parties to be active	-Program committee -Deans' office -Campuses -Schools

Strategic Program Course
Part 1 Developing Personality through Critical & Creative Thinking
Learning Objectives
After studying this topic, you will be able to
1. Explain how the critical and creative thinking process works
2. Describe the major characteristics of critical and creative thinking
3. Discuss the importance of critical and creative thinking in communication

Part 2 Reading
Learning Objectives
After studying this topic, you will be able to
1. Define Active Reading /Use Guidelines for Active Reading

Part 3 Speaking
Learning Objectives
After studying this topic, you will be able to
1. Explain the importance of oral and online presentations/ Identify Ways to effective oral presentations.

Part 4 Writing
Learning Objectives
After studying this topic, you will be able to
1. Describe the three-step writing process / Writing correct Sentences, Paragraph writing, and essay.

Part 5 Problem-solving
Learning Objectives
After studying this topic, you will be able to
1. Identify problem-solving process

Section XII
Operating Guidelines for MUSOM Semester End Examination 2020
Mid-West University School of Management (MUSOM)

12.1 Introduction

In response to COVID 19 pandemic situation, Mid-Western University School of Management (MUSOM) decided to conduct MBA & BBA semester end examination via electronic and online system as per digital policy made by Ministry of Education Nepal, policy provided by University Grants Commission Nepal & Mid-Western University Digital, Virtual Alternative Teaching Learning Policy Guidelines.

12.2 Objectives

1. Conduct MBA I & III semester end exam
2. Conduct BBA I, III, V and VIII

12.3 Work Plan

Part I: Exam Preparation to Result Preparation	Academic & Technical Work Forces	Part II: Result Publication to Printing Grade Sheet	Academic and Technical Work Forces
1-Form publication & Setting symbol numbers of entrance card/formation of triplicate	-Preparing firms & uploading firm & preparation of triplicate & set symbol number with stamp and hologram & provide entrance card to students	1-Prepare leisure entering internal & external marks	-Proofread leisure & print it for record
2- Exam schedule notification & publication	help in preparing & uploading exam schedule	2- Result publication	-Prepare online result website & notify the result via facebook & website
3-Dispatching letter via email to faculty members for making and submitting two sets of questions on each subject	-Support for sending email and receiving email from question makers	3- Prepare Grade sheet & print it	-Prepare relevant grade sheet and print it in advance
4- Printing set of question received & prepare list of moderatos	-Question preparation & question moderation	4- Make grade sheet available at website for students & print grade sheet for distribution	-Make both e-grade sheet & hard copy of grade sheet
5-Editing & proofreading & wrap up questions ready to be emailed	-Edit and proofread question prepared -Wrap up and send questions		
6-Conducitng exam	-Exam begins at 8 am & ends at 4 pm		
7-Answeer papers collection & coding	-Print answer papers submitted & packing &		

	coding		
8-Preapre list of copy examiners and provide them letter for checking copies	-Complete copy checking		
9-Copy checking	-Call upon copy checking		
10-Scrutiny	-Prepare list of people for scrutiny & engage them in scrutiny		
11-Decoding answer papers & marks entry	-Decode & enter marks obtained		
Approved by MUSOM Exam Committee	Dr. Sushil Kumar Shahi, Director		

12. 4 Guide to Roster for Moderation of Exam Question Papers
Mid-Western University School of Management (MUSOM)
Sep 22, 2020

Moderation Focus: This is a process of ensuring consistency of academic quality, standards and fairness for quality assurance and control. Moderation of exam question papers is applied to all undergraduate and graduate papers. Key responsibilities of moderator are as follows:

- Evaluate the quality of question papers and marking schemes as per syllabus.
- Review the questions asked.
- Review exam papers, but not individual questions.
- Ensure all questions asked are clear and complete-able in the time allotted.
- Make sure the marking scheme or breakdown of mark allocation is objective & consistent.
- Make sure technical and the questions asked are arranged well.

12.5 Sample List of Moderators

1	Courses	Moderator	Email & Cell Phone
2	Economics		
3	General Management		
4	General Management & Finance		
5	General Management & Account		
6	Statistics		
7	Management Information Communication		
8	General Management		
9	Business Law		
10	General Management & Accounting		
11	Mathematics		
12	General Management & Finance		
13	English & Communication		
14	Statistics		

12.6 English Language Proofreading

S.N	Name of Proofreader	Things to be done	Phone & Email
1.		Subject-verb Agreement	

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		incorrect spelling, punctuation, capitalization, word choice, page layout	

Prepared by: Approved by:

....

Section XIII
Appendixes

Appendix 1.1 Department/Section Performance Appraisal Form

A: Profile

Department's Name:	
Section's Name	
Title:	
Appraisal Period	
Supervisor's Name	
Date of Form Completed	

Performance in Key Areas

Identify key areas of responsibility and rate performance of the concerned department or section in those areas. Attach additional sheets if necessary. Examples of key areas might include any combination of the following items from responsibilities of the concerned department or section, objectives of department or section, specific projects or assigned tasks and responsibilities required of the department or section.

Key Area No. 1
Specified Responsibilities of Department/Section:

Completed? No   Yes   in progress/ongoing
Supporting details:

Key Area No. 2
Main Objectives:

Achieved? No   Yes   in progress/ongoing
Supporting Details:

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Key Area No. 3
Specific projects/programs:

Completed? No   Yes   in progress/ ongoing
Supporting details:

Key Area No. 4
Assigned Tasks:

Completed? No   Yes   in progress/ongoing
Supporting details:

B: Goals for Next Appraisal

List 3 performance goals for the next appraisal period. These should be specific areas of focus within or outside of daily responsibilities of department or section related to professional reform and development aspiration.

1.
2.
3.

Professional Enhancement
Describe goals or other professional aspirations of department or section. Are there specific projects, workshops, seminars and courses that could be of value of helping the department or section achieve these objectives/goals?

COVID-19 Related Challenges
Describe what adjustments/ changes department made as a result of the school response to COVID-19 in order to continue performing works of department or section and completing requirements as per need. Also describe the successes department or section has made as a result of these adjustments or changes.

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Appendix 1.2: Performance Overview of Department/Section

To be completed by Department or Section		To be completed by Supervisor	
A. Administration: Prepares required paper work on time. Engage in efficient and sustainable practices of department or section for desired work output.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details
B. Management: Demonstrates good judgement when making decision. Resolve conflict effectively. Delegates work appropriately by observing policy adherence to exercise punctuality and regulations as per university guidelines.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details:
C.Record Capability: Prepares monthly report, annual report. Keeps timely and accurate faculty and staff appraisal. Committed to faculty and staff development well.			
Supporting details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting details:
D. Professional Integrity and Service Focus: Follows ethical issues, exercise good judgment, and delivers higher-quality service to internal and external stakeholders.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details:

Appendix 1.3: Overall Appraisal Rating of Department or Section

Overall Appraisal Rating	Check One
Significantly Exceeds Expectations: Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	☐ 50
Exceeds Expectations: Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a	

large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	☐ 40
Meets Expectations: Dedicated strongly, consistent performance, working individually and with others. Gives quantitatively quality output within time. Performance clearly meets all position requirements and may exceed in some.	☐ 30
Falls Below Expectations but has met Minimum Acceptable Levels of Outcomes: Consistent performance, working individually and with others. Both quality and quantity of work done is inconsistent but timely. Performance meets some position requirements and needs improvement in all other works. Overall performance must improve following a performance plan established at a time of review.	☐ 25
Falls Below Minimum Acceptable Levels of Outcomes: Performance fails to meet most position requirements. Quality or quantity of work done is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Heads of department or section with this rating are subject to non-reappointment.	☐ 0

Current year   ----------------------------

Signature

Please sign where indicated. Note: A head's signature does not indicate agreement with the appraisal. Only after in-depth discussion with the head, the supervisor is to sign.

Supervisor: ……………………………………………………
Date……………………..

Head of Department or Section…………………………………………………
Date:………………………..

Appendix 2.1: Head of Department/Section Performance Appraisal Form

Profile

Head's Name:	
Department or Section	
Title:	
Appraisal Period	
Supervisor's Name	
Date of Form Completed	

Performance Overview of Head of Department/Section

To be completed by Department or Section		To be completed by Supervisor	
A. Leadership Competency: Displays knowledge and skills required of the position. Able to motivate and inspire faculty and staff. Committed to core values of Mid-Western university. Promotes inclusion and participates in research projects and civic/community based activities.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details
B.Work Output: Ability to complete tasks assigned within specified deadlines.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details:
C.Policy Adherence: Follows policies of university and school regarding attendance, punctuality, use of forms of leave and other regulations as per university autonomy bylaws.			
Supporting details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting details:
D. Professional Integrity: Displays honesty and ethical behavior, good judgement, and acts as a role model.			
Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details:
E. Service Focus: Values the importance of delivering high-quality service to internal and			

external stakeholders.

Supporting Details:	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	☐ Significantly exceeds ☐ Exceeds ☐ Meets ☐ Falls Below, Meets Min ☐ Falls below, fails to meet min ☐ Not Applicable	Supporting Details:

Appendix 2.2: Rating of Head of Department or Section

Overall Appraisal Rating	Check One
Significantly Exceeds Expectations: Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	☐ 50
Exceeds Expectations: Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	☐ 40
Meets Expectations: Dedicated strongly, consistent performance, working individually and with others. Gives quantitatively quality output within time. Performance clearly meets all position requirements and may exceed in some.	☐ 30
Falls Below Expectations but has met Minimum Acceptable Levels of Outcomes: Consistent performance, working individually and with others. Both quality and quantity of work done is inconsistent but timely. Performance meets some position requirements and needs improvement in all other works. Overall performance must improve following a performance plan established at a time of review.	☐ 25
Falls Below Minimum Acceptable Levels of Outcomes: Performance fails to meet most position requirements. Quality or quantity of work done is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Heads of department or section with this rating are subject to non-reappointment.	☐ 0

Current year   ----------------------------

Signature

Please sign where indicated. Note: A head's signature does not indicate agreement with the appraisal. Only after in-depth discussion with the head, the supervisor is to sign.

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Supervisor: …………………………………………………

Date……………………..

Head of Department or Section…………………………………………

Date:………………………..

Appendix 3.1 Self-administered performance appraisal form

A: general information

Date of form sent: _____ Date of form returned:

_____

Name of the employee: _____ Designation:

_____

Department: _____ Supervisor:

_____

Employment status: Probation ☐ Regular ☐ Contractual ☐ Other ☐

B: PERFORMANCE APPRAISAL

Please use your subjective and objective assessment to complete this section in reference with the various jobs performance aspects to assess the match between your skill competence, behavior and functional excellence while executing the jobs assigned to you at MUSOM.

1. In your general understanding, how far do your skill competences suit to the present job?

_____

_____

_____

2. What do you think are the key functional areas in which you are very good at?

_____

_____

_____

3. Please give a few examples of exemplary performance that you could deliver while being in this position at MUSOM.

_____

_____

_____

4. Based on your personal assessment, what are the weaknesses hindering your job performance at this position?

_____

_____

_____

5. What do you think are a few areas of operations that you could lead to help others perform better?

_____

_____

_____

6. How do you find the reliability and adequacy of supervisory support provided to you at MUSOM?

_____

_____

_____

7. How effective are the training and development opportunities provided to you to improve your job performance?

_____

_____

_____

8. How do you relate your personal behavioral conducts supporting the job performance in this position at MUSOM?

_____

_____

_____

9. To what extent do you feel your personal behavior and attitude influencing other employees at work?

_____

_____

_____

10. What are the benefits gained for MUSOM as a result of your job performance in this position?

90

_____

_____

_____

11. What do you think are the losses happened for MUSOM as a result of your poor job performance, if applicable?

_____

_____

_____

12. How do you see the future prospect for yourself serving in the institution?

_____

_____

_____

13. How competent do you find yourself in decision-making and implementation in your capacity here at MUSOM?

_____

_____

_____

14. How good are you in working as a team member with available staff at MUSOM?

_____

_____

_____

15. How comfortable do you find yourself in helping the peer and subordinate workers on their jobs at MUSOM?

_____

_____

_____

16. Do you think you are really capable of performing in compliance with the socio-ethical standards of MUSOM? How?

_____

_____

_____

17. What is professional commitment here at MUSOM?

_____

_____

_____

18. Do you really think your professional commitment matches with MUSOM's mission?

_____

_____

_____

19. Is there any balance or gap between your attitude and institutional purpose of MUSOM? Please justify.

_____

_____

_____

20. How do you assess your job tenure and experience in the current position supporting for your future job continuity and promotion at MUSOM?

_____

_____

_____

21. In terms of your age, how suitable do you find yourself being in this position?

_____

_____

_____

22. To what extent do you think your educational attainment matches with the job specifications for this and other positions in this organization?

_____

_____

23. To what extent do you think your professional specialization supports for your continuity and promotion at MUSOM?

_____

_____

24. Based on your past performance results, how do you assess yourself as one of the contestants for achieving career growth and rewards?

_____

_____

_____

25. How do you observe the future career growth for yourself at MUSOM?

_____

_____

_____

C: Performance Appraisal

To initiate a self-appraisal of overall skill, competence, behavioral fitness and exhibited level of performance, please put a tick mark (√) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.

SN	Area of Performance	Rating Scores				
1	**Knowledge**	**5**	**4**	**3**	**2**	**1**
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
2	**Professionalism**	**5**	**4**	**3**	**2**	**1**
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
3	**Team Management**	**5**	**4**	**3**	**2**	**1**
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
4	**Ethical Compliance**	**5**	**4**	**3**	**2**	**1**
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					
4.3	Contributing in promoting the institution as a high sound ethical institution					
4.	Exhibiting with personal behavioral soundness					

		5	4	3	2	1
4						
4.5	Ability to contribute promoting institutional integrity and honesty					
5	**Productivity**	**5**	**4**	**3**	**2**	**1**
5.1	Effectiveness in making realistic performance goals					
5.2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently					
5.3	Ability to control operating cost with increased performance results					
5.4	Ability to operate with less defects in results					
5.5	Ability to help peer workers, subordinates and seniors enhance their performance					
6	**Communication**	**5**	**4**	**3**	**2**	**1**
6.1	Level of impression gained through personal grooming and etiquettes					
6.2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization					
6.3	Level of proficiency in using technologies in communication within and beyond the organization					
6.4	Ability to write emails, memos, letters and reports as part of day to day job tasks					
6.5	Maintenance of institutional ethics and honesty in communicating with the clients					
7	**Leadership**	**5**	**4**	**3**	**2**	**1**
7.1	Capacity to come up with realistic solutions to critical problems					
7.2	Ability to generate or develop necessary resources to facilitate institutional performance					
7.3	Tendency to take responsibility of important and difficult tasks when other people are less ready					
7.4	Motivating peer workers, subordinates and seniors in doing things differently					
7.5	Ability to perform as a role model to inspire the work teams					
8	**Personal Development**	**5**	**4**	**3**	**2**	**1**
8.1	Keenness to learn new things					
8.2	Setting up high standards for self [language, computing, socialization, education]					
8.3	Giving and taking help for each others' personal development					
8.4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure					
8.5	Taking part in different training, seminar, workshop and holiday outing activities for personality development					
9	**Professional Development**	**5**	**4**	**3**	**2**	**1**
9.	Setting and achieving goals for professional development for self					

		5	4	3	2	1
9.1						
9.2	Attending training and development programs for learning new job skills					
9.3	Helping peer workers learn new skills and innovative ways of solving problems					
9.4	Bringing in newer ideas for professional development of rest of staff					
9.5	Promoting organization-wide culture of learning and happiness					
10	**Functional Excellence**	**5**	**4**	**3**	**2**	**1**
10.1	Ability to set realistic performance goals for self and others					
10.2	Ability to meet and exceed the stated goals					
10.3	Ability to achieve defect free performance results					
10.4	Ability to reduce cost of operation with increased results					
10.5	Ability to promote shared happiness within and beyond the department					

Self-appraisal by

Name: _____   Designation:

_____

Department: _____

Signature: _____   Date:

_____

Appendix 3.2: Second Person Administered Performance Appraisal Form

A: GENERAL INFORMATION

Type of appraisal: Mid-term ☐   Annual ☐

Date of form sent: _____   Date of form returned:

_____

Performance appraisal for:

_____

Designation: _____   Department:

_____ Supervisor: _____

Employment status: Probation   ☐gular   ☐Contractual   ☐ther   ☐

B: PERFORMANCE APPRAISAL

Please use your subjective and objective assessment to complete this section in reference with various aspects of skill competence, behavior and functional excellence of the above-mentioned employee as you have observed him/her while working at MUSOM.

1. In your general observation, how far does the employee possess skill competence suiting to the present job?

    _____
    _____
    _____

2. What do you think are the key functional areas in which this employee is very good at?

    _____
    _____
    _____

3. Please give a few examples of exemplary performance of this employee on the present job.

    _____
    _____
    _____

4. Based on your observation, what do you think are the weaknesses hindering this person's job performance?

    _____
    _____
    _____

5. What do you think are a few areas of operations that this employee can lead to help others perform better?

_____

_____

_____

6. How do you assess the reliability and adequacy of supervisory support provided to this employee at MUSOM?

_____

_____

_____

7. How do you assess the effectiveness of training and development opportunities provided to this employee?

_____

_____

_____

8. How far does this employee possess personal behavioral conducts supporting his/her job performance at MUSOM?

_____

_____

_____

9. To what extent do you find this employee's personal behavior and attitude influencing other employees?

_____

_____

_____

10. What are the benefits gained for MUSOM as a result of job performance by this employee in this position?

_____

_____

_____

11. In your observation, what are the losses happened for MUSOM as a result of job performance by this employee?

_____

_____

12. How do you see the future prospect of this employee serving in the institution?

_____

_____

13. How competent do you find this employee in decision-making and implementation?

_____

_____

_____

14. How good is this employee to work as a member of a work team?

_____

_____

_____

15. How good do you find this employee in helping the peer and subordinate workers on their jobs?

_____

_____

_____

16. Do you find this employee performing in compliance with the socio-ethical standards of the institution? How?

_____

_____

_____

17. How do you observe the level of job commitment of this employee?

_____

_____

_____

18. In your opinion, to what extent is this employee committed towards MUSOM and its mission?

_____

_____

_____

19. Is there any balance or gap between the attitude of this employee and institutional purpose of MUSOM?

_____

_____

_____

20. How do you assess this employee's job tenure and experience in the current position supporting for his/her future job continuity and promotion at MUSOM?

_____

_____

_____

21. In terms of this employee's age, how suitable do you find him/herself being in this position?

_____

_____

_____

22. To what extent do you think this employee's educational attainment matches with the job specifications for this and other positions in this organization?

_____

_____

23. To what extent do you think this employee's professional specialization supports for his/her continuity and promotion at MUSOM?

_____

_____

24. Based on this employee's past performance results, how do you assess him/her as one of the best contestants for achieving career growth and rewards?

_____

_____

25. How do you observe the future career growth of this employee at MUSOM?

_____

_____

_____

C: Performance Appraisal

To appraise the overall skill, competence, behavioral fitness and exhibited level of performance of the above-mentioned employee, please put a tick mark (√) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.

SN	Area of Performance	Rating Scores				
1	**Knowledge**	**5**	**4**	**3**	**2**	**1**
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
2	**Professionalism**	**5**	**4**	**3**	**2**	**1**
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
3	**Team Management**	**5**	**4**	**3**	**2**	**1**
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
4	**Ethical Compliance**	**5**	**4**	**3**	**2**	**1**
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					
4.3	Contributing in promoting the institution as a high sound ethical institution					

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4.4	Exhibiting with personal behavioral soundness					
4.5	Ability to contribute promoting institutional integrity and honesty					
5	**Productivity**	**5**	**4**	**3**	**2**	**1**
5.1	Effectiveness in making realistic performance goals					
5.2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently					
5.3	Ability to control operating cost with increased performance results					
5.4	Ability to operate with less defects in results					
5.5	Ability to help peer workers, subordinates and seniors enhance their performance					
6	**Communication**	**5**	**4**	**3**	**2**	**1**
6.1	Level of impression gained through personal grooming and etiquettes					
6.2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization					
6.3	Level of proficiency in using technologies in communication within and beyond the organization					
6.4	Ability to write emails, memos, letters and reports as part of day to day job tasks					
6.5	Maintenance of institutional ethics and honesty in communicating with the clients					
7	**Leadership**	**5**	**4**	**3**	**2**	**1**
7.1	Capacity to come up with realistic solutions to critical problems					
7.2	Ability to generate or develop necessary resources to facilitate institutional performance					
7.3	Tendency to take responsibility of important and difficult tasks when other people are less ready					
7.4	Motivating peer workers, subordinates and seniors in doing things differently					
7.5	Ability to perform as a role model to inspire the work teams					
8	**Personal Development**	**5**	**4**	**3**	**2**	**1**
8.1	Keenness to learn new things					
8.2	Setting up high standards for self [language, computing, socialization, education]					
8.3	Giving and taking help for each others' personal development					
8.4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure					
8.5	Taking part in different training, seminar, workshop and holiday outing activities for personality development					
9	**Professional Development**	**5**	**4**	**3**	**2**	**1**

		5	4	3	2	1
9.1	Setting and achieving goals for professional development for self					
9.2	Attending training and development programs for learning new job skills					
9.3	Helping peer workers learn new skills and innovative ways of solving problems					
9.4	Bringing in newer ideas for professional development of rest of staff					
9.5	Promoting organization-wide culture of learning and happiness					
10	**Functional Excellence**	5	4	3	2	1
10.1	Ability to set realistic performance goals for self and others					
10.2	Ability to meet and exceed the stated goals					
10.3	Ability to achieve defect free performance results					
10.4	Ability to reduce cost of operation with increased results					
10.5	Ability to promote shared happiness within and beyond the department					

Appraised by

Name: _____ Designation:

_____

Department: _____

Functional relationship with the employee appraised:

_____

Signature: _____ Date:

_____

Note: While providing points on performance appraisal assessment, 25% of weightage should be given on subjective (open-ended) questions asked in the beginning and 75% weightage should be given for objective (rating scale) questions asked in the second section of the appraisal form. In the event of multiple people appraising an employee, an average of their final scores should be produced.

Appendix 4: Student Appraisal Form

A: Faculty feedback form to be filled up by students

Program**:**   Semester**:**   Shift**:**   Date**:**

Rank on the scale of 1 to 5: (5 being the highest) Below Average (1), Average (2), Good (3), Very Good (4), Excellent (5)

SN	Subject Name	
	Faculty Name	
1	Punctuality in the class	
2	Makes alternative arrangement of class in his/her absence	
3	Syllabus coverage	
4	Explanation of concepts	
5	Linking subjects to life experience & creating interest in the subject	
6	Refer to the latest development in the field	
7	Delivery of structured lecture	
8	Encouraging students' interaction, discussion and case study	
9	Extending support towards anticipated/sample questions and answers, providing notes and supporting students in conducting experiments	

Suggestions/Feedback:...
....
....
....
....
....

Guardian's Name: Occupation:
Organization: Mobile:

Appendix 5: Curriculum Development

A: Faculty information
(Direct any question about the policy to the relevant office-bearers, designations. Contact details are listed below)

Area of Concern	Division/faculty/departments	Telephone	Email

Section B: MUSOM Program Outline

Preamble
Course Description
Program Objectives
Program Vision
Program Mission
Program Value System and Working Principles
Eligibility for Admission
Assessment System
Result Grading System
Teaching Learning System
Course Cycle Revised Date:

C: MUSOM Course Outline
Faculty members are requested to have the outline submitted to the Academic committee. The course outline

Program:
Course Code:
Credits: Lecture Hours: Lab:

Course Title:
Course Description:

Prerequisites or Necessary Entry Skills/Knowledge

	Topics to be Covered in General
1	
2	
3	
4	
5	
6	
7	

Student learning Outcomes per credit:
- Must be observable
- Must be measurable
- Must specify an action that is done by students
- Must specify objectives that can be identified on instructor syllabi for the course
- Must begin with an action verb

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D: Course Modification

A new course outline must be submitted with this form.

Submitted by:
Date:
Institution:
Course Title:
Credit:
Course Discipline:
Course Code:
Modification Effective Date:

Rational: Why is this request being made?

What is changing?

Course Credits or Length		Student Leaning Outcomes	
Course Description		MUSOM Program Goals	
Course Title		Program Vision and Mission	
Prerequisites		Any other please explain:	

Credits: Current: Lecture: .... Lab........................ Total Credits: ....

Proposed: Lecture................................ Lab........................ Total Credits..................

Course Title: Current:

Proposed:

Prerequisites: (Course, reading, math, or test score requirement)

Current:

Proposed:

E: MUSOM Goals/Areas fulfilled

Current:

Proposed:

Please attach the proposed new course outline.

Explain how this course change will affect other course and programs.
(Submit Program Modification paperwork if necessary)

Explain how this course change will affect existing articulation agreements.

F: Submission Checklist

.... Course Outlines, current and proposed
.... Course description meets required school format/contains only course content

.... Researched effect of change on other programs and articulation agreements

Signatures

Personnel	Signature	Date
Instructor:		
Administrative Designee:		
Academic Committee Chair		
Coordinator		
Comments:		
Revised Date:		

G: New Program Form

Submitted by: Date:

Institution: Phone No:

Program Name:

Program Degree:

Credit Hours:

Proposed Start: Summer..........   Fall................   Spring........   Year...............

Where will program be offered?

Rational: Why is this requisite being made?

Program/Course Description:

Program Learning Outcomes:

Program Curriculum: (Enter applicable semester information below)
Year 1

Course	Course Title	Credits

Year 1

Course	Course Title	Credits

Year 2

Course	Course Title	Credits

Year 2

Course	Course Title	Credits

Year 3

Course	Course Title	Credits

Year 3

Course	Course Title	Credits

Year 4

Course	Course Title	Credits

Year 4

Course	Course Title	Credits

Personnel	Signature	Date
Governing Council Representative (attach minutes:		
Academic Committee Chair:		
Administrative Designee:		
Local Curriculum Representative:		
Comments:		
Revised Date:		

H: Program Modification

Submitted by: .... 　　　　　Date:...................

Institution:.. 　　　　　Phone..............

Program Name:...

Effective Date:

I: Rational: Why is this requisite being made?

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Name Change: Current:
                      Proposed:

Change Credit Hours: Current
                      Proposed
Program Location:

Revised Program Description:

Program Leaning Outcomes:

Program Curriculum Changes:

List new courses to be created and added to the program:

List existing courses to be added to the program:

List of course to be dropped from the program

Other Changes

Explain how this will affect other programs.
....
....
....
....
....

Explain how this proposal will affect articulation.

....
....
....
....

To help clarify the above changes, a copy of the current program curriculum page from the website with changes noted can be attached to the proposal.

Personnel	Signature	Date
Instructor:		
Governing Council Chair		
Academic Committee Chair		
Comments:		

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Revised Date:		

J: New Course

A course outline must be submitted with this from.

Submitted by: Date:
Institution: Phone:

Course Title:..

Course Description:

Course Code

Proposed Start Date:

Rational: Why is this request being made?

Has this course been considered or offered as a special topic course?

Yes.......   No........

Credits: Lecture............................ Lab...................... Total Credits..............

Grading Method: Pass/Fail...................   Normal... Other...

Prerequisites if any:

MUSOM Goals fulfilled:

Please attach the proposed new course outline

Explain how this course proposal will affect other programs.

Explain how this course will affect existing articulation agreements.

Other:

K: Submission Checklist
.... Electronic course outline submitted along with this form to academic committee
.... Course Description meets required institution format/ contains only course content
.... Researched effect of change on other programs and articulation agreements

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Personnel	Signature	Date
Instructor:		
Governing Council Chair		
Academic Committee Chair		
Comments:		
Revised Date:		

L: Budgetary

Expert Payment Policy
Mainly two types of experts will involve in curriculum design such as internal and external. Internal expert is one working as a faculty member and external expert with national and international recognition.

5000 per credits for new course including 15% tax	15000 for 3 credits
300 per credit for revision including 15% tax	9000 for 3 credits

Appendix 6 1: MUSOM Faculty/Collaborative/Mini Research Application Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet

MUSOM Faculty/Collaborative/Mini Research Members Application Form
Incomplete application will not proceed for evaluation

Color Photo

You are Applying for	Application Fee
1. The MUSOM RMC Collaborative Research Grant	NRs. 200/
2. MUSOM Faculty Research Grant	NRs. 200/
3. The MUSOM RMC Mini Research Grant	NRs. 200/

(The application fee should be deposited to the account section of MUSOM or the bank deposit to the MUSOM Bank Account)

You are applying as	Type of the Requested Support:
1. Faculty Member (FM)	1. Full Grant (The MUSOM bears the full cost)
2. Student Member (SM)	
3. Independent Research (IR)	2. Matching Grant (I have a co-funding sponsor)

Important:
Number of Required Investigators

1. The MUSOM RMC Collaborative Research Grant: At least 3 faculties and 2 students
2. The MUSOM RMC Faculty Research Grant: At least 2 Faculties and 1 Students
3. The MUSOM RMC Mini Research Grant: One faculty (Students Optional)

A. Personal Information

1. Applicant's Full Name:	2. Gender:	3. Date of Birth:
4. Citizenship No. and Issuing District:	5. Email:	6. Permanent Address:
7. Mailing Address:	8. Contact Telephone office/Mobile:	9. Faculty Department/School:

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10. Designation:	11. Address of the Institution	12. Subject:
13. Specialization	14. Previous Record of Research Yes ( ) No ( ) If Yes specify the topic and funding institution:	

B. Information about the Personal Study

1. Proposed Title of the Study			
2. Subject:	3. Specialization	4. Purposed Period of Study	5. Proposed Budget
6. Number of Investigators)	7. Number of Students to be included: MB ( ), BBA ( )		

8. Co-Investigators (Each Co-Investigators should submit separate application form)	
Name of Co-Investigator (S)	Current Institution/Department (Indicate on the right with ( ) if the intuition is not MUSOM

9. Role Individual Investigators

Please attach a document with a brief description of the proposed role of each investigator in the proposed study area.

10. MPhil and PhD Research Scholars (If any) are desired to be the member (Primary Investigator) of collaborative and faculty Research of MUSOM Research Management Cell.

Research Infrastructure of Institute

List relevant research infrastructure in your institution to conduct the proposed study	
Institute/ Department	Research Infrastructure

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Academic Record (Master level/above)

Degree	Year	Major Subject	Grade	Board/University

Employment Record (Please include appointment letter and experiment letter)

Period of Service		Designation	Institution	Remarks
From	To			

Publication Record (Please attach separate sheet if necessary)

1. Major Research Publication in Ranked Journal /proceedings		
	Format: Authors, title, Journal, volume (Number), First Page-last page (year)	Rank if (year)
1		
2		
3		
4		
2 Student Research Supervision/)Please attach separate sheet if necessary)		
	Level (PhD/M.Phil/Master	Title	Completion Year Viva Voice Date
1			
2			
3			
3.	Research Methodology Training (Please include copy of Certificate)		
	Organizer	Title	Duration	Date

List of the MUSOM, UGC and Other Research Grants Received by you (Please attach a copy of award and the completion letter)

Year	Agency	Program	Title	Period

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A. Do you have any other UGC and MUSOM funded research project currently running?

( ) Yes-You are Not Eligible to apply for the MUSOM and UGC Research grants now

( ) No-You are eligible to apply for the MUSOM and UGC Research Grant now

Appendix 6.2

Research Proposal Format for Thesis

a) Title
b) Abstract
c) Introduction
d) Statement of the problem
e) Literature Review with research gaps
f) Theoretical/Conceptual Framework
g)   Hypothesis/Research Questions
h) Research Objectives
i) Research Design, Methods, Tools and Data Analysis
j) Expected findings
k) Originality and Academic Contribution of the Study
l) Ethical Issues
m) Organization of the Study
n) References
o) Association to National Priority

Appendix 6.3: Collaborative/Faculty Research Grant Proposal Evaluation Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet

Collaborative/Faculty Research Grant Proposal Evaluation Form

Applicant's Code:………………………………….Cluster:………………

Title of the Proposal:……………………………………………………..

1. Evaluation of the Proposal:

Indicators	Rating (Please circle the number OR give your own mark)					Score
	Hardly Any 1	Poor 2	Fair 3	Good 4	Excellent 5	
Relevance and Originality of Subject Matter of Inquiry						
Quality of Preliminary Review Work						
Coherence of Content						
Clarity of Problem Definition						
Development of Conceptual Framework						
Methodological Perspectives						
Result	Pass (20 marks or more)			Fail (less than 20 marks)		

2. Reviewer's comments and recommendations
A. Major Strengths of the Proposed Study:
B. Major Weaknesses of the Proposed Study:
C. Suggestions for the Improvement/Revision of the Proposal: [Add additional sheets if necessary]
D. Recommended Budget and Justification:

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Appendix 6.4: Faculty/Collaborative/Small Research Agreement Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Research Agreement Between MUSOM and -------------------------------

This research agreement is made by and between ----------------------------, a MUSOM, Birendranagar, Surkhet, and

Name of principal investigator:

Name of the first Co-investigator:

Name of the second Co-investigator:

hereafter, referred to as "parties

in connection with the MUSOM   with the MUSOM Faculty/Collaborative and Small RDI Grant awarded to the search team led by the Principal Investigator ....for the Faculty/Collaborative/ Small RDI Research Project titled by the Principal Investigator..

The parties hereby agree to abide by the following terms and conditions:

Terms and Conditions

A. Right, Duties and Obligation of MUSOM

Determine the amount of the grant to be awarded for the all kinds of research projects as per the proposed budget on the research proposal and the recommendations made by the reviewers of the proposal.
Disburse the approved grant in installments to the principal investigator on the basis of the scheme outlined in Section B of this agreement.
Periodically monitor the progress and take action in the case any types of lacks on the side of researchers.
Help researchers for research ethics and misconducts.
Provide a certificate of Grant award and completion to the Principal investigator and the co-investigators

B. Faculty/Collaborative and Small RDI research budget will be as per the following MUSOM Research and Funding Scheme.

SN	Program	Research Types	Funding (Rs)
1	Collaborative Research Grant	A	2,00,000
		B	1,00,000
2	Faculty Research	A	1,00, 000
		B	75, 000
3	Small RDI Grant	A	40, 000
		B	25,000

Note One:

Type A: Applied entrepreneurship & business based research

Type B: Social survey & Small innovation project

Note Two: Overhead Cost is as per the rule of the MUSOM not exceeding 10% of the grant.

2. The procedure for the disbursement of the research fund from MUSOM to Principal Investigator in installments as requested by the PI is as follows:

The Principal and Co-Investigator need to prepare a plan of action for research with cost estimation and submit it to the MUSOM for approval.

After expert's observation, the MUSOM a letter of approval to the Principal Investigator and disburses the requested funds to the Principal Investigator.

MUSOM audits the Research Project expenditure following the rules.

Faculty/Collaborative/Small RDI Research Grant	
A. Research Fund Transferred to the Principal Investigator	
Amount	Installments
	1.20% after the signing of the agreement 3.20% after the submission of the progress report prior to the final report the MUSOM 6.40% after submitting the completed final report to the MUSOM
B. Institutional Overhead Cost Paid to the MUSOM	
Amount (Rs.)	Disbursement
	To the MUSOM

Any adjustment in the budget estimate made by Investigators must be reported to MUSOM in separate communication or in periodic Progress Report and Final Reports and MUSOM has right to accept and reject or suggest envision. The final Report must include the financial report of the research project.

Obligation of the MUSOM

Provide full institutional support to the research team and the research project.
Have an institutional code of academic integrity and procedure and abide by the MUSOM regulations related to research and academic programs.
Monitor the progress of the project.

Obligation of the Department of Research, Innovation and Entrepreneurship and RMC

- Accept the institutional overhead cost paid by the MUSOM to support Department of Research, Innovation and Entrepreneurship & RMC.
- Accept the installments of the research grant and audit the financial statement of the Research Project as per rules.
- Refund the unused fund of the grant received from the MUSOM.

Obligation of the Principal Investigator and Co-Investigators

- Supervise the project and maintain the highest level of academic integrity and research ethics.
- Make honest and best use of research fund.
- Submit progress report every four months.
- Make an oral presentation on the progress of the work at the end of every year.
- Declare that the proposed research is original.
- After signing the agreement, any major changes in the title or the objectives of the research project are not allowed.

In case of disputes with any issues with this agreement, the MUSOM has right to give the final decision.

On behalf of the MUSOM   Principal Investigator
Signature ....   Signature.......................
Name.......................   Name..................................
Designation................   Designation.......................
MUSOM   Department..............
Date................   Address........
                                                         Telephone...........
                                                         Mobile ....

Co-Investigator 1   Co-Investigator 2
Signature ....   Signature.......................
Name......................   Name................................
Designation................   Designation.......................
Department   Department..............
Address & Mobile........   Address........
                                                         Telephone...........
                                                         Mobile ....
Date:.............   Date: ....

Appendix 6.5: Application Form for Support for Publication of Research Article

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Affix a passport size color photo

Application Form for the MUSOM Support for Publication of Research Article

1. (Reimbursement of Publication/Handing Fee charged by the Journal with *Impact factor* Applicant's Full Name:		2. Gender:	3. Date of Birth:
4. Citizenship No., District:	5. Underprivileged Group:		6. Contact Email:
7. Permanent Address:	8. Mailing Address:		9. Contact Telephone Residence: Office: Mobile:
10. Department:	13. Address of Institution:		14. Designation:
11. Campus/School:			15. Subject:
12. Department:			16. Specialization:

Note: Underprivileged Group: Woman, Dalit, Janajati, Madhesi, Person with Disability and Residence/Working in Remote District.

B. Information about the Publication

1. Title of the Research Article:
2. Type of Research Article: Original Research Article ( )   Review Article ( )   Other ( )
3. Name of the Journal, Volume, Issue, Pages, Year:

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4. Country of Publication:	5. Contact Person:	6. Email of Contact Person:
7. Link to the Article/Abstract:		

C. Information about Payment

1. Did you make a request in writing to the publisher for a fee waiver? Yes ( ) No ( ) If No, please make a request once.
2. Publisher's Response to Your Request for Fee Waiver was:
3. Amount of Fee Paid to the Publisher In Foreign Currency: Equivalent in Nepalese Rupees:
4. Proof of Payment (Documents submitted herewith)
5. Amount of Reimbursement You Are Requesting to the MUSOM In Nepalese Rupees:

D. Source Research Project

1. Title of the Research Project:	
2. Funding Agency:	3. Type of Grant/ Grant No.:
4. Date of Award:	5. Project Period:
6. Any Publication/ Presentation made previously: Yes ( ) No ( )	
7. If Yes, List of the Previous Publication/ Presentation:	

E. Document Checklist (Indicate by √)

1. Completed Application Form	√
2. Manuscript/Copy of the Article	
3. Acceptance Letter from the Publisher	
4. Printed Record of JCR Impact Factor or SCImago Ranking of the Journal	
4. Email Communication (regarding Fee Waiver)	
5. Proof of Payment	
6. A Copy of Certificate of Citizenship	
7. A Copy of Certificate of Underprivileged Group (if applicable)	
8. Any other document (specify)	

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F. Endorsement by the Institutional Head

I certify that the Applicant carried out the research in our institution and wrote the research article based on that research. I also certify that the statements made above by the Applicant have been verified and found true. I recommend the MUSOM for providing the requested financial support to the Applicant.

Name: _____   Signature:
_____

Designation: _____   Date:
_____ Email: _____
          Phone No: _____

Name of the Institution:
_____

Address:
_____

Official Seal

G. Responsibility by the Applicant

I hereby undertake and affirm that:

The substance of the research article submitted is based on the original research conducted by me / us. In case any of plagiarism is proved, apart from the penalties as per the policy and procedure of the MUSOM, I would refund the entire amount of the support.

I have made a request to the publisher for waiver of the publication/handling fee before finalizing the payment.

All the information provided above is true to the best of my knowledge and belief.

Name: _____   Signature:
_____

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Designation: _____   Date: _____

To be Filled by the MUSOM Official:

Title of the Article:
_____
_____
_____
_____
_____ _____

Name of Journal: _____
SCImago Journal Ranking for the Year _____ is _____
JCR Impact Factor for the Year _____ is _____
Requested Fund: _____
Approved Fund: _____
Approved by: _____ If Rejected, the
reason is: _____
Date: _____

Signature: _____

Appendix 7.1: Application Form for BBA/BHM

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Application Form for BBA/BHM
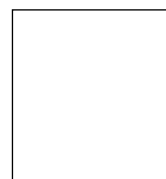
Scholarship Type: ………………………………………………………........

Name: ……………………………………………… Roll No……………….

Mobile No: …………………………………………… Email Address …………

Address: ……………………………………………………………………..

Father/Guardian's full name: …………………………………………………

Mobile No: …………………….. Email Address: ……….…………………………….

Address: …………………………………………………………………………...

Occupation of Father/Guardian with professional address: ………………………….

……………………………………….. Mobile No: ……………………………………

Date of Admission: ……………………………………………………….......

Symbol No: ……………………………………………………………………...

Grade Obtained (Out of A) ……………………………………………

Passing Year and Month ……………………………………………

Name of the School/Department …………………………………….

Awards/achievement ……………………………………………

Extracurricular activities: …………………………………………….

Are you getting any scholarship/free ship, if any give details?

………………………..

Signature of the applicant

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MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

	Affix a passport size color photo

Application Form for the MUSOM Master Scholarship

Incomplete Application will not be forwarded for evaluation

To be filled by the MUSOM
Date:
Verified by:

1. Personal Information

1. Applicant's Full Name (capital letter):	2. Gender:	3. Age:	4. Date of Birth:
5. Last Degree Obtained:	6. Citizenship No., Issuing District:		7. Underprivileged Group: Specify Category:
8. Permanent Address:		9. Mailing Address:	
A10. Telephone: Residence: Office: Mobile:	A11. Email:		

2. Information about Master Program Registered

1. University:	2. Department:	
3. Registration Number:	4. Date of Registration	5. Expected date of Completion:

3. Institutional Compliance with the MUSOM Standard for Master Program

(   ) Yes - You are eligible to apply for the MUSOM Master Scholarship

(   ) No - You are not eligible to apply for the MUSOM Master Scholarship

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3. Academic Record

Degree	Year	Major Subjects	Division/ Grade	Percentage (%)	Board/ University

Employment Record (Please include complete list in your CV)

Period of Service		Designation	Name and Address of the Institution	Permanent/ Temporary	Full Time/ Part Time
From	To				

Publication Record (Please include the complete list in your CV)

1. Major Research Publication in Any Journal and Newspapers		
	Format: Authors, Title, Journal, Volume (Number), First page - Last page	(Year)
1		
2		

Previous MUSOM Or Any Scholarship Received

Year	Program	Title	Period

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Q. Do you have any other MUSOM funded research project currently running?

(   ) Yes - You are NOT ELIGIBLE to apply for the MUSOM Master Scholarship

(   ) No - You are eligible to apply for the Master Scholarship

7. Documents Required (Check √ if included)

1. Copy of Citizenship		5. Copy of Job Certificate	
2. Copies of Academic Diplomas (Masters and above)		6. Curriculum Vitae	
3. Copy of Semester Grade Sheet		7. Copies of First Page of Research Articles with abstract	
4. Copy of Certificate of Underprivileged Group (if any)			

8. Confirmation by the Department where Master Candidate Has Been Registered

We certify that statements made above by the candidate have been verified and found true. If the applicant is selected for the scholarship, he/she will be necessary support to complete the program in this department.

Name of the Department: . . . .

[Official Seal]

_____

Signature

Name: . . . .

Designation:. . . . .

    Date: . . . .

(Head of the Department)

9. Attestation by the Head of the Employing Agency.

It is to certify that statements made above have been verified and found true. If the applicant is selected for the MUSOM Scholarship, he/she will be provided with study leave from our institution to complete the program.

Name of the Employing Institution: . . . .

[Official Seal]

    _____

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Signature

Name: . . . .

Designation:. . . . .

Date: . . . .

11. Commitment by the Applicant

I hereby declare that I have read the MUSOM policy and procedures for Master Degree and MUSOM policy and procedure against academic irresponsibility and agree to terms and conditions for responsible academic activities. I shall be subject to any disciplinary action that may result in termination of Scholarship.

_____

Signature

Name: . . . . Date: . . . .

Thumb	
Right	Left

Appendix 7.3: Bachelor & Master Scholarship Interview Evaluation Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Bachelor & Master Scholarship Interview Evaluation Form

Name of the Candidate: ... ...

Cluster: ... ...Subject: ... ...

Indicators		Rating (give your own mark)					SCORE
		Absent	Poor	Fair	Good	Excellent	
a	Study Interest and Motivation *(highly motivated/)*	0	2.5	5	7.5	10	
b	Academic Record *(Excellent/good)*	0	2.5	5	7.5	10	
c	Regularity and Analytical Skills *(Attendance, knowledge and skill of communication)*	0	5	10	15	20	
d	Semester Score/Any other *(Topper/Second Topper/or any other: underprivileged, dalit, remote, female/janajati*	0	2.5	5	7.5	10	
TOTAL SCORE (Out of 50)							

4. Result	Pass (25 marks or more)		Fail (less than 25 marks)	

Evaluator's Comment:

Evaluator's Signature: ... ...

Evaluator's Full Name: ... ...

Evaluator's Department ... ...

Evaluator's Subject of Expertise: ... ...

 Date: ... ...

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Evaluation of Application for Bachelor & Master Scholarship

Name of Candidate: _____

Cluster: _____

Year:_____

MUSOM Application Registration No.: _____

Department Registered for Master: _____

	Indicators	Maximum Score	Marks Scored
1	Academic Record (Bachelor Degree & Semester Grade Point Obtained)	30	
2	Publication Record Article in journal or any other magazine/newspapers	10	
3	Underprivileged Group Woman (2) Dalit/Janajati/Madhesi (2) Disability (2) Remote/Community campus (2)	10	
4	Interview	50	
Total		100	

_____   _____   _____
Scored by   Verified by   Approved by

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Appendix 7.5: The MUSOM Master Scholarship Agreement

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

The MUSOM Master Scholarship Agreement

This agreement is signed on ....by and between:

Mid-Western University School of Management (MUSOM),

Name of Candidate..   ....with the following details;

Program: Master
Department_____

Date of registration: _____

The MUSOM award no.: _____,

 (hereafter, referred to as "parties")
in connection with the MUSOM Scholarship awarded by the MUSOM to the Candidate

Mr. ....   for the Master program in the year ....

The parties hereby agree to abide by the following terms and conditions:

A. Obligations of the MUSOM
Provide financial assistance to the student as per the funding and disbursement scheme.
Periodically monitor the progress of the student and take action in case of unsatisfactory
progress on part of the student.
Provide to the student a Certificate of MUSOM Master Scholarship after the completion of
the program.

B. Master Scholarship Fund disbursement Scheme

Financial support	Amount (Rs.)	Disbursement
First Installment	Full: 20 ,000 Partial: 10,000	After submitting receipt/proof of admission, Declaration of 'No Support' from other source
Second Installment	Full: 15 ,000 Partial: 10,000	After submitting the certificate of successful completion of the previous semester

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Third Installment	Full: 15, 000 Partial: 10,000	After submitting a hard copy and a digital copy of the accepted Thesis and transcript.

Candidate has provided the following Bank Account for depositing installments of the Scholarship.

Account Holder's Name:_____

Name of Bank: _____

Address of Bank: _____

Bank Account No.: _____

C. Obligation of the Department

1. Fully comply with the MUSOM academic policy and procedures for Master
Degree and academic activities.
2. Facilitate the monitoring progress by the department.

D. Obligation of the Candidate

Maintain the highest level of academic integrity and research ethics.

Submit a progress report and complete the degree and submit the Final Report to the MUSOM.

In case of disputes in any issues with this agreement, the MUSOM reserves the rights to give the final decision.

1. On behalf of the MUSOM   2. Master's Candidate

Signature: _____   Signature: _____
Name: Name: _____
Designation: Director   Address: _____
Mid-Western University School of Management   Department: _____
Date: _____   Telephone: _____
                                          Mobile phone: _____
                                          Email: _____
                                          Date: _____

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Appendix 7.6: MUSOM Master/MPhil Research Support Application Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Affix a passport size col or photo

MUSOM Master/MPhil Research Support Application Form

Incomplete application will not proceed for evaluation

M.Phil.		Masters	

To be filled by the MUSOM
Draft No./Bill No. of Rs. 100/- Deposit:
Date:
Approved by:

1. Personal Information

1. Applicant's Full Name:	2. Gender:	3. Age:	4. Date of Birth:
5. Last Degree Obtained:	6. Citizenship No., Issuing District:		7. Underprivileged Group:
8. Permanent Address:		9. Mailing Address:	
10. Telephone:		11. Email:	

2. Information About the Program Registered

1. Campus/School	2. Department:	
3. Registered for Degree:		4. Specialization Subject:
5. Registration Number:	6. Date of Registration:	7. Date of the Proposal Approval:

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8. Proposed Title of the Research:	
9. Name of the Supervisor: • Phone No. • Email ID.	10. Designation:

3. Academic Record

Degree	Year	Major Subjects	Division/ Grade	Percentage (%)	Board/ University
MPhil (Semeste 1&2) (For MPhil Thesis)					
Master (1st Year/ 1st Semester) (For Masters Thesis)					

4. Publication Record

1. Major Research Publication in **Ranked Journals/Proceedings (SCImago Journal Ranking/JCR Impact Factor)**		
	Format: Authors, Title, Journal, Volume (Number), First page - Last page (Year)	Rank (Year)
1		
2		
3		
4		
5		
6		

5. Proposal for Thesis

Please attach your research proposal with the following major elements written consistently in any one format (APA) within limitation of 8-10 pages.

Research Format

Title

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Abstract
Introduction
Statement of the problem
Literature Review with research gaps
Theoretical/Conceptual Framework
 Hypothesis/Research Questions
Research Objectives
Research Design, Methods, Tools and Data Analysis
Expected findings
Originality and Academic Contribution of the Study
Ethical Issues
Organization of the Study
References
Association to National Priority

8. Additional Eligibility Check

Q1. Have you submitted this proposal in full or in part to any other funding agency? ( ) Yes - You are NOT ELIGIBLE to apply for the MUSOM Research Support now ( ) No - You are eligible to apply for the MUSOM Research Support now	
Q2. Do you have any other MUSOM funded research project currently running? ( ) Yes - You are NOT ELIGIBLE to apply for the MUSOM Research Support now ( ) No - You are eligible to apply for the MUSOM Research Support now	

9. References
Provide details of one referee who can explain why you should be considered for this funding.
Referee should not have any family relations with you.

	Referee 1	Referee 2
Name		
Organization		
Designation		
Phone Number		
Email		

10. Documents Required (Check √ if included)

1. Masters/MPhil Research Proposal (3 copies + 1 Soft)		6. Recommendation Letter from the Supervisor	
2. Copy of Citizenship		7. Curriculum Vitae	
3. Copies of Academic Diplomas (Bachelors and above)		8. Certification of 'No Support from Other Source' from Department	

4. Copy of Equivalence Certificate (if any)		9. Copies of First Page of Research Articles with Abstract (if any)	
5. Copy of Certificate of Underprivileged Group (if any)			

11. Endorsement by the Department/ and Supervisor

We certify that statements made above by the candidate have been verified and found true. If the applicant is selected for the partial financial support for his/her thesis, he/she will be provided with necessary facilities and guidance to conduct and complete the proposed research in this department.

Name of the Department: . . . .

[Official Seal]

_____   _____

Signature   Signature

Name: . . . .   Name: . . . .

Designation: . . . .   Designation: . . . .

Date: . . . .   Date: . . . .

  (Thesis Supervisor)   (Head of the host department)

12. Responsibility by the Applicant

I hereby declare that I have read MUSOM academic policy and procedures in terms of research standard and misconduct and agree to the conditions established by MUSOM. I am sure that the information I have provided are true and the research proposal I have submitted is original and has not been submitted in full or in part to any other agency seeking a grant. Any research misconduct on my part and the information provided found false, I shall be subject to disciplinary action, which may result in termination of funding or rejection of application.

_____

Signature

Name: . . . . Date: . . . .

Thumb	
Right	Left

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Appendix 7.7: Masters/MPhil Research Proposal Evaluation Form

MID -WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Masters/MPhil Research Proposal Evaluation Form

Candidate's Code: ... ...

Cluster: ... ... Subject: ... ...

Title of the Proposal: ... ...

1. Evaluation of the Proposal:							
Indicators		Rating (Give your own mark)					SCORE
		Absent	Poor	Fair	Good	Excellent	
a	Research Title *(Specified & clear)*	0	0.6	1.2	1.8	2.4	
b	Abstract *(Summarized very clearly)*	0	0.6	1.2	1.8	2.4	
c	Introduction, Problem Statement *(relevant, well-organized)*	0	0.6	1.2	1.8	2.4	
d	Literature Review and Research Gaps *(logical and gaps identified)*	0	1.2	2.4	3.6	4.8	
e	Theoretical/Conceptual Framework/Hypotheses, Research Questions *(Formatted well)*	0	1.2	2.4	3.6	4.8	
f	Research Objectives *(Stimulating/achievable)*	0	2.4	4.8	7.2	9.6	
g	Study Design, Methods, Tools and Data analysis *(Scientific and skillful)*	0	2.4	4.8	7.2	9.6	
h	Expected Findings *(Intellectually significant)*	0	0.6	1.2	1.8	2.4	
i	Originality and Contribution of the Study *(Relevant)*	0	1.2	2.4	3.6	4.8	
j	Publication Outputs *(Publication in ranked journal)*	0	0.6	1.2	1.8	2.4	
k	Limitations and Delimitations *(Responsible Areas)*	0	0.6	1.2	1.8	2.4	

l	Ethical Issues	0	0.6	1.2	1.8	2.4	
m	Gantt Chart and Table	0	0.6	1.2	1.8	2.4	
n	Organization and Format *(Uniformity and Well-organized)*	0	1.2	2.4	3.6	4.8	
o	Association to National Priority	0	0.6	1.2	1.8	2.4	
Total score (out of 60)							

4. Result	Pass (30 marks or more)		Fail (less than 30 marks)	

---

2. Reviewer's comments and recommendations (Mandatory)
A. Major Strengths of the Proposed Study:
B. Major Weaknesses of the Proposed Study:
C. Suggestions for the Improvement/Revision of the Proposal
Reviewer's Signature: ... ... Reviewer's Full Name: ... ... Reviewer's Department: ... ... Reviewer's Subject of Expertise: ... ... Date: ... ...

Appendix7.8: Evaluation of Application for Masters/MPhil Research Support

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Evaluation of the Application for the *MUSOM Masters/MPhil Research Support*

Name of Student: _____

Department/School: _____

MUSOM Application Registration No.: _____ Year: _____

Cluster: _____

Title of Research Project: _____
_____

	Indicators	Maximum Score	Marks Scored
1	**First Year (first two semesters) Aggregate Marks** 1 mark for every 2 marks above 60% *[convert grades to equivalent marks, when necessary]*	20	
2	**Publication Record** Patent (10 for each) Article in journal/Proceeding with SJR ranking (10 for each) Article in other peer-reviewed journal (5 for each) Research Report (2.5 for each, maximum marks 5) *[Note: In case of multi-authored article, the first author gets the full mark, the corresponding author gets 3/4 of the full mark, and all other authors get 1/2 of the full mark each.]*	12	
3	**Underprivileged Group** Woman (2); Dalit/Janajati/Madhesi (2); Disability (2); Remote/Community campus (2)	8	
4	**Proposal Evaluation**	60	
	Total	100	

_____ _____ _____
    Scored by   Verified by   Approved by

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MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

The MUSOM Masters and MPhil Research Support Agreement

This agreement is signed on .... (day) of (*Month*)....... in the year .... by and between:

Mid-Western University School of Management,

Name of the Student:.. with the following details;
Program: Masters/MPhil
Subject: _____
Department: _____
Date of registration: _____

Date of the acceptance of Master/MPhil Research Proposal by the registered School and Department: ....

The MUSOM Masters/MPhil Research Support award no.: _____,

_____ (the Supervisor of the Student), and

_____ (the Host Department/School)

(hereafter, referred to as "parties")

in connection with the MUSOM Masters/MPhil Research Support awarded by the MUSOM to the Student's name... for the Masters/MPhil research
project...
.... (Type the title of your Research Project awarded).

The parties hereby agree to abide by the following terms and conditions:

Terms and Conditions

A. Obligations of the MUSOM
Provide financial assistance to the Student as per the funding and disbursement scheme.
Periodically monitor the progress and take action in case of unsatisfactory progress.

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Help for maintaining ethical practices and provide to the Student a Certificate of MUSOM Masters/MPhil Research Support after the completion of the program.

B. Masters/MPhil Research Support Fund disbursement

	Financial support	Amount (Rs.)	Disbursement
a	Masters/MPhil Research Support	Class A: 50,000 Class B: 12, 000	Two installments: 50% at the signing of the agreement, remaining 50% after submitting the Final Report along with the Thesis; Paid to the Student
b	Research Article publication fee	Up to 25,000	Reimbursement (Conditions apply)

The Candidate has provided the following Bank Account for depositing installments of the Support:

Account Holder's Name:_____

Name of Bank: _____

Address of Bank: _____

Bank Account No.: _____

C. Obligation of the Department
Fully comply with the University Standard and Procedure for MPhil Degree, 2073
Maintain an institutional code of academic integrity and procedure to address research misconduct.
Facilitate the monitoring of the Student's progress by the MUSOM.

D. Obligation of the Supervisor
Provide full support and supervision to the Student's work and help maintain academic integrity and research ethics.

E. Obligation of the Student
- Maintain the highest level of academic integrity and research ethics.
- Accommodate the MUSOM reviewer's suggestions on the research proposal and periodic progress reports.
- Submit a progress report to MUSOM with financial statement.
- Complete the thesis and submit the Final Report to the MUSOM within one year from the date of signing of this agreement by MUSOM. The Final Report should include a hard copy and a digital copy of the accepted thesis, transcript, and a published research article in accordance with the University Minimum Standard and Procedure for MPhil Degree.

F. Allowable Expenditure for the MUSOM Masters/MPhil Research Support Fund

The Masters/MPhil Research Support Fund should be used to cover only the direct costs of the research project as specified.
The Final Report must include expenditure details of the Research Support Fund.

1. On behalf of the MUSOM   2. Masters/MPhil Student

Signature: _____   Signature: _____
Name: Name: _____
Designation: Director   Address: _____
Mid-Western University School of Management   Department: _____
Date: _____   Telephone: _____
                                                   Mobile phone: _____
                                                   Email: _____
                                                   Date: _____

3. On behalf of the Department   4. Student's Supervisor

Signature: _____   Signature: _____
Name: _____   Name: _____
Designation: _____   Designation: _____
Department: _____   Department: _____
Date: _____   Telephone: _____
                                         Mobile phone: _____
                                         Date: _____

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Appendix 7.10 Application form for Masters/MPhil Research Support (DG)

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Affix a passport size color photo

Application form for Masters/MPhil Research Support (Disability Group)

Incomplete application will not proceed for evaluation

A. Personal Information

1. Applicant's Full Name	
2. Gender	
3. Date of Birth	
4. Citizenship No., Issuing District	
5. Permanent Address:	
6. Mailing Address:	
7. Cell/Telephone:	
8. Email:	
9. Category of Disability:	

B. Information about the Program registered

1. School/Campus:	
3. Department:	
4. Degree registered for	
5. Subject:	
6. Specialization (if any)	
7. University Registration Number:	
8. Date of Proposal Approved:	
9. Title of the Research:	
10. Date of Viva Voice (if any)	
11. Name of Supervisor:	

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12. Designation of Supervisor :	
13. Cell/Telephone of Supervisor	
14. Email:	

C. Request for Support

1. Research Support requested	Master's Thesis Support ( ); MPhil Thesis Support ( )
2. Support for Assistant (Disability classes 'A' and 'B' only)	Yes ( ) ; No ( )

D. List of MUSOM and Other Grants received by you.

Year	Grant Program	Project Title	Grants Amount

E. Academic Record

Degree	Year	Major subjects	Division /CGPA	Percentage (%)	School/ Campus, University
+2					
Bachelors degree					
Masters (completed year/semester) I / II /III /IV					

F. Research Publication Record (if any)

Research Publication in Peer-reviewed journal
In APA Format: Author/s (Year), Title, Journal, Volume (Number): First page - Last page 1. 2. 3.

G. Documents required (Check √ if included)

1. Approved Research Proposal	
2. Copy of Citizenship	
3. Copies of Academic Diplomas (Bachelors and above)	
4. Copy of Equivalence Certificate (if any)	
5. Certificate of Disability	
6. Self-declaration of 'No Support from Other Source'	
7. Copies of First Page of Research Articles with Abstract	

8. Recommendation letter from institution and supervisor	

H. Endorsement by the Institution and Supervisor

We certify that the statements made above by the applicant have been verified and found true. He/she is student in this institution. We recommend offering him/her thesis preparation support as per the rule of Mid-Western University School of Management (MUSOM).

Name of the Institution/Department: . . . .

[Official Seal]

_____ _____

Signature   Signature

Name: . . . .   Name: . . . .

. . .

Designation:. . . . .   Designation:. . . . . . .

Date: . . . .   Date: . . . .

(Thesis Supervisor)   (Head of the   Institution/Department)

I. Responsibility by the applicant

I hereby declare that I have read University standard for MPhil Degree and agree to the conditions made by university and MUSOM. I solemnly confirm that the information I have provided are true and the research proposal I have submitted is original. Any research misconduct on my part and the information provided found false, I shall be accountable to disciplinary action, which may result in termination of funding or rejection of application.

_____

Signature

Name: . . . .
Date: . . . .

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Format for Progress Report submitted by MPhil Fellow

Date: _____

Submitted to:
Director
Mid-Western University School of Management (MUSOM)
Surkhet

A. Information about the Fellow

Fellow's Name:
Mobile No.:
Email:
University/Department:
Date of Registration:
Degree and Subject registered:
MUSOM Award No. (according to the agreement document):
Subject Cluster:
   (General Management / Entrepreneurship Education /Finance/Accounting/ Case / Project).
Specialization:

B. Information about Academic Progress

SN	Semester/Thesis	Date of Exam	Date of Result	Marks/Grade	Remarks
1	Semester I				
2	Semester II				
3	Semester III				
4	Thesis	(Date of Acceptance of Proposal)	(Date of Submission of Draft of Thesis)	(Date of Viva Voce)	

C. Information about Academic Activity
(Participation in Conference/Training/Workshop/Academic Event)

D. Information about Scientific Publication
(Presentation of Poster in Conference / Publication in Conference Proceedings / Publication in Peer reviewed Journals)

E. Information about Award
(Prize, Awards, Recognition, Research Grant etc.)

Format for Progress Report submitted by PhD Fellow

Date:_____

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Submitted to:
Director
Mid-Western University School of Management (MUSOM)
Surkhet

A. Information about the Fellow

Fellow's Name:
Mobile No.:
Email:
University/Campus:
Subject:
Date of Registration:
MUSOM Award No. (according to the agreement):
Year of Award (according to the agreement):
Subject Cluster:
Title of the Research Project:
Name of Principal Supervisor and Institution
Name of Co-Supervisor and Institution:

B. Information about the Progress Report

Sequence of the Report (1st/2nd/3rd/4th): _____

Date of submission of the immediate previous report (if any): _____

C. Details of Progress made (since the previous progress report submission)

Progress in research: (2-4 pages)
Problem statement (if any)
Overview of what remains to be done
Time schedule for the remainder of the research
Academic activities (Conference, Training, Academic Event, Student Guidance: (1-2 pages)

D. Financial Statement

Total fund received from the MUSOM so far:
Expenditure (list all expenditure)
Net (debit/credit):

E. Annexes

Approval by Supervisor (Comment on progress, recommendations)
Essential documents (Approval letter, research tools, detailed schedule of field visit, documents related to academic activities etc)
Optional documents (Data, picture, major bills etc)

Appendix 7.11: Format for Research Progress Report submitted by Faculty Member

Date:_____

Submitted to:
Director
Mid-Western University School of Management (MUSOM)
Surkhet

A. Information of the Research Project

1. Title of the Research Project:
2. MUSOM Award No. (according to the agreement):
3. Date of Agreement with the MUSOM:
4. Grant Type: Collaborative Research / Faculty Research / Small RDI
5. Year of Award (according to the agreement):
6. Subject Cluster:
8. Principal Investigator: Institution:
   Mobile
   No.:
   Email:
9. Co-Investigator:
   Institution:
   Mobile No.:
10. Students involved: (list all students with their names, levels and Institutions)
    Name of Student:
    Institution:
    Level: PhD / MPhil / Masters / Bachelors Title of the Proposed Thesis:

B. Information about the Progress Report

1. Sequence of the Report (1st/2nd/3rd/4th): _____
2. Date of submission of the immediate previous report (if any): _____

C. Details of Progress made (since the previous progress report submission)
(Please list your progress and give a brief description. Detail of your proposal is not required. Place the supplementary documents, if any, in the annex)

a. Progress in research: (2-4 pages)
b. Problems encountered and solved (if any)
c. Overview of what remains to be done
d. Time schedule for the remainder of the research
e. Academic activities (Conference, Training, Academic Event, Student Guidance: (1-pages)

D. Financial Statement

a. Total fund received from the UGC so far:
b. Expenditure (list all allowable expenditure)
c. Net (debit/credit):

E. Annex

a. Institutional Support Letter from head of the institution)
b. Essential documents (Approval letter, research tools, detailed schedule of field visit, documents related to academic activities etc)
c. Optional documents (Data, picture, major bills etc)

Format for Oral Presentation of Progress Report for all

(prepare 10-15 slides)

Title, Research Team, Affiliations
Background and Research Gaps
Theoretical/Conceptual Framework, Conjectures/Hypotheses, Questions
Research Objectives
Study Design, Methods, Tools and Data Analysis
Previous Progress (until the last Progress Report) 7. Progress made [since the last Progress Report]

a. Progress in Research
b. Academic Activities of Investigators / Fellow
c. Research/Academic Activities of Students Included (Faculty Research Project)
d. Progress/Preparation/Plan about Publication
8. Problems and Changes
9. Remaining Tasks
10. Anticipated Problems for Future and Proposed Way Out
11. Updated Gantt Chart
12. Expenditure and Fund Status
13. Major References

Appendix 7.12 Progress Report Oral Presentation Evaluation Form

Name of the Fellow/Investigator: ... ...
Cluster: ... ... .Subject: ... ...
... ... Title of the Proposal:... ... ...
... ...

Evaluator's Observation and Comments:

A. Objectives of the Study

Q1. Has there been any approved change in the objectives of the study (approved by institution and UGC)?
(   ) Yes   (
) No
Q2. If yes, your comment on it

B. Methods and Tools

Q1. Has there been any approved change in the objectives of the study (approved by institution and UGC)?
(   ) Yes   (
) No
Q2. If yes, your comment on it

C. Progress in Research

1. Time
   Date of Start of the Project: _____   Project Period: _____
   Time lapsed: _____   Time Remaining: _____

2. Your Impression about the progress made so far

| Excellent | | Good | | Fair | | Unsatisfactory | |

3. Your comments and suggestions:
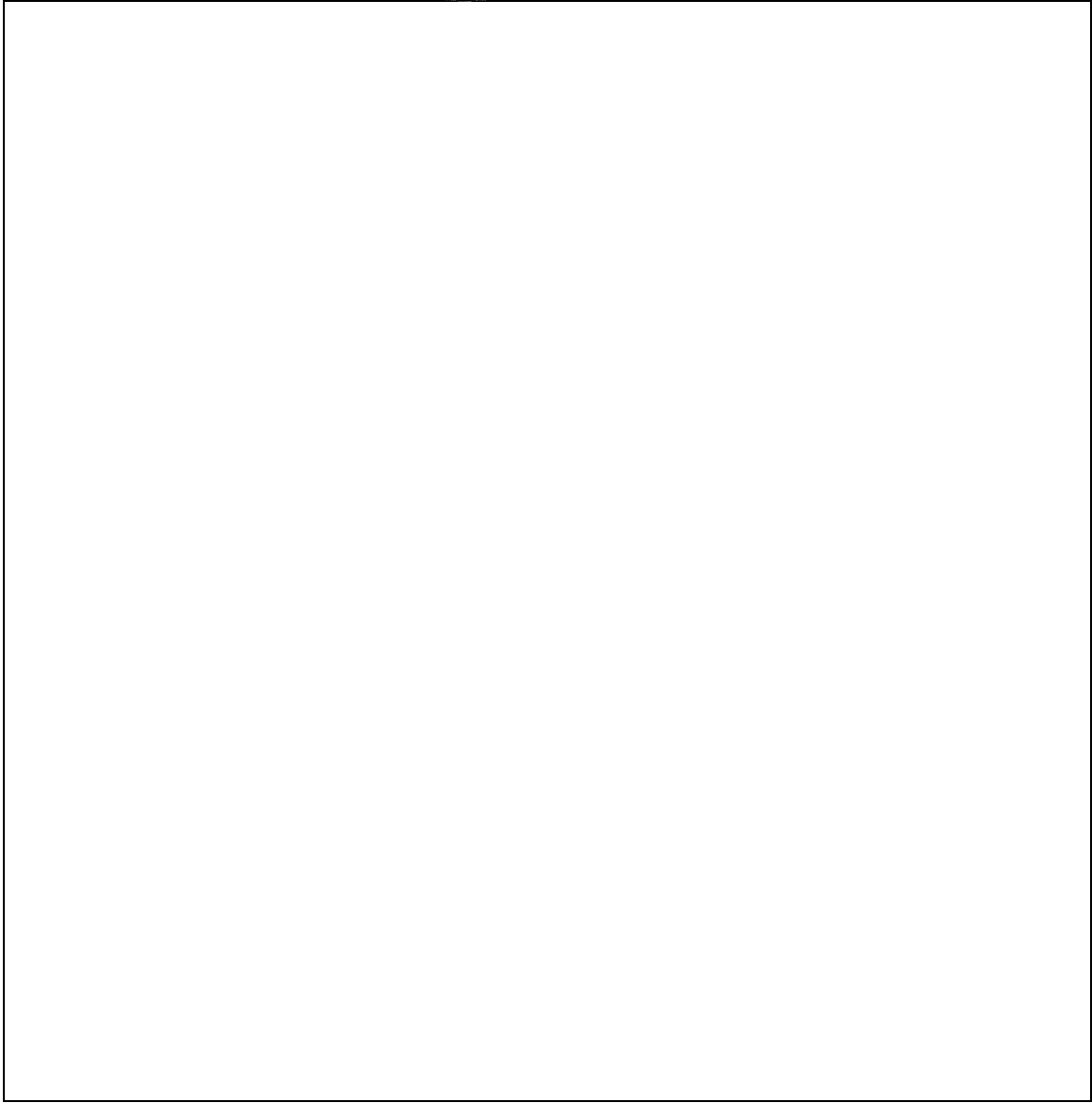
Evaluator's Signature: ... ...

Evaluator's Full Name: ... ...
Evaluator's Institution / ... ...
Evaluator's Subject of Expertise: ... ...
Date: ... ...

7.13 Cover Letter for Final Report Submission (Student)

Suggested format for the Cover Letter for Final Report Submission (by Student)

Date: _____

Director
Mid-Western University School of Management (MUSOM)

Re.: Submission of the Final Report of the MUSOM Fellowship/Research Support for Masters/MPhil/PhD

Madame/Sir,

I am a recipient of the MUSOM [Fellowship] [Research Support] for [Masters] [MPhil] [PhD] [full/partial] for F.Y. . I have completed the program. I hereby submit the final report. Particulars of my award and the list of documents submitted are as follows:

A. Award and Deadline for Submission:
1. My name: _____
2. MUSOM award: [Fellowship] [Research Support] for [Masters] [MPhil] [PhD] [full/partial]; _
3. Date of Agreement: _____
4. MUSOM deadline for final submission: _____
5. Extension of submission deadline by the MUSOM (if any): _____
6. Date of Viva Voce attended: _____
7. This submission is: [within the deadline/ extended deadline of the MUSOM] [delayed]

B. List of documents submitted

1. A proof of Viva Voce / Certificate of completion of degree
2. A hard copy of the thesis approved by my institution
3. A digital copy of the thesis
4. List of published/accepted research articles (if any)
5. A journal-ready manuscript of a research article (if no research article is published yet)
6. Expenditure details

Submitted by:

_____
(Signature) Name:

Phone No.:
Email:
Institution/Department:

7.14 Cover Letter for Final Report Submission (Faculty)

Date: _____

Director
Mid-West University School of Management (MUSOM)

Re.: Submission of the Final Report of the MUSOM Research Grant

Madame/Sir,

I am a recipient of the MUSOM [Small RDI] [Faculty] [Collaborative] Research Grant for F.Y. . I/my team have/has completed the research project. I/We hereby submit the final report. Particulars of the award and the list of documents submitted are as follows:

A. Award and Deadline for Submission:
1. Principal Investigator: _____
2. Co-Investigator (s): 1. _____, 2. _____
3. MUSOM award: [Small RDI] [Faculty] [Collaborative] Research Grant for F.Y._
4. Date of Agreement: _____
5. MUSOM deadline for final submission: _____
6. Extension of submission deadline by the MUSOM (if any): _____
7. This submission is: [within the deadline/ extended deadline of the MUSOM] [delayed]

B. List of documents submitted

1. Three copies of the final report
2. A digital copy of the final report
3. List of student theses completed/in progress under the project
4. List of published/accepted research articles (if any)
5. A journal-ready manuscript of a research article (if no research article is published)
6. Financial Statement / Expenditure details

Submitted by:

Signature:

Name: _____
Phone No.: _____
Email: _____
Institution/Department _____

7.15 Format for the Final Research Report submitted to the MUSOM

a. Front Page
  - Final Report on [Project Title]

  - Project Type [Small RDI/Faculty/Collaborative Research] and Year of Award

  - Research Team

  - Month and Year of Submission

  - Submitted to MUSOM

b. Inner Page (same as the Front Page)
c. Preface
d. Acknowledgement
e. Main body
  - Executive Summary

  - Background and Research Gaps

  - Problem Statement

  - Theoretical/Conceptual Framework

  - Research Objectives

  - Study Design, Methods, Tools and Data Analysis

  - Results

  - Discussion

  - Conclusion/Recommendations

  - Statement on Ethical/Safety Issues

  - References/Bibliography

f. Student training and outcome
g. Financial Statement / Expenditure Details
h. List of Scientific Publication from the project

- List of Publication in Ranked Peer-Reviewed Journals

- List of Publication in non-Ranked Peer-Reviewed Journals

- Journal-ready manuscripts

- List of Students' Theses

- List of Presentations in Conferences

- Coverage in media

i. Annexes
- Copies of formal letters from the MUSOM

- Copy of Letter from Ethical Review Board/Committee

- Copies of major letters from any other institutions

- Research instruments and tools

- Abstracts of all scientific publications

- Journal-ready manuscripts (full) – attach separately

Appendix 7.16: Evaluation of the Final Research Report Submitted to the MUSOM

Applicant's Code: ... ... Cluster. ... ...

Title of the Project: ... ...

Indicators	Rating (Please give your own mark)					SCORE
	Absent	Poor	Fair	Good	Excellent	
A. Quality of Research Report (80)						
1 Format (16)						
a. Organization of Report (4) *(organized systematically)*	0	1	2	3	4	
b. Summary (4) *(summarized clearly)*	0	1	2	3	4	
c. Style (8) *(simplicity & consistency)*	0	2	4	6	8	
2 Content (28)						
a. Rigor (16) *(Clarity overall organization of the report)*	0	4	8	12	16	
b. Originality and Contribution (12) *(knowledge of previous works shown, created significantly new knowledge/technology)*	0	3	6	9	12	
3 Publication/Initiative (40)						
a. Publication volume (28) *(14 for as required, 7 each for additional in ranked J, 4 each for additional in non- ranked J or Journal-ready manuscript, Total Max 28)*						
b. Overall quality (12) *(Overall quality of Publications or Journal-ready manuscripts)*	0	3	6	9	12	
B. Academic outcome (60)						
1 Number of Student Theses (40) *(20 for as required, 20 for additional PhD, 10 each for additional Masters/MPhil, 5 each for additional Bachelor, Total Max 40)*						
2 Conference Participation (20) *(Collaborative R.: 10 for each International, 5 for each National)*						
(Faculty R.: 20 for International, 10 for each National) *(Small RDI: 20 for any)*						
C. Responsible Conduct of Research (28)						

1	Research Integrity (16) *(Compliance with Ethical Guidelines, No sign of fabrication, falsification and plagiarism)*	0	4	8	12	16	
2	Ethical Publication (12) *(Contribution based authorship, Students included)*	0	3	6	9	12	
D. Financial Report (28)							
	Financial compliance *(In compliance with the UGC conditions)*	0	7	14	21	28	
TOTAL (out of 200)							

Reviewer's Comment:

Evaluator's Signature: ... ...

Evaluator's Full Name: ... ...

Evaluator's Institution/ Cluster Committee ... ...

Evaluator's Subject of Expertise: ... ...

Date: ... ...

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Appendix 8.1 Application form for Seminar/Conference/Symposium/Workshop/ Dialogue

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Application form for

Seminar/Conference/Symposium/Workshop/Dialogue

Check with *	Type of the Program	Duration (days)
Seminar		
	Workshop	
	Conference/symposium	
	Academic-Industry Dialogue	

Check with *	Level of the Program	Duration (days)
	Local/regional	
	National	
	International	

A. General Information of Institution

Name of the institution (Campus/Department/School/Faculty), Address	
Contact no	
Email	
Name of the institution head	
Designation	
Contact no (Telephone/Mobile)	
Email	
Program Coordinator	

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Email	
Program Coordinator	
Designation	
Contact no (Telephone/Mobile)	

Email	Programs	Total number of students

B. Program Detail

Area of program	Entrepreneurship/marketing/agribusiness/industry/communication/ or any other write:
Proposed Date	
Title of program	
Venue of program	
Total expected no. of participants (Host and others)	
Type of the participants	
Collaboration with other institutions	
No. of invitees (National & International) (Please attached a list of all possible invitees)	
Registration Fee, if applicable (National/International/Students/Disabled)	
Name of the proposed experts, presenters (oral and poster) and title of papers	

C. Information about the Program

Title of the Session	Duration (hour)	Proposed Resource Person (attach brief CV

		separately)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Program conducted with MUSOM support in last fiscal year if any:

Title: **Duration: ……. days**

Date:

Outline of the proposal
- Introduction of the program
- Justification/relevancy of the program
- Methodology used for conducting the program
- Details of the potential participants
- Details of the program syllabus/agenda
- Expected outcomes of the program
- Program budgeting
- Program-wise proposed time and venue
- Brief CV of the proposed experts
- Brochure containing aims, objectives and themes if applicable

D. Funding sources
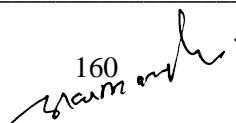
Any other institution supporting for this program		
Amount		
Purpose		
Amount of support requested to MUSOM		

F. Confirmation by the Program Coordinator

I certify that the statements made above have been verified and found true. If the grant is provided, I shall solely be responsible for its proper use of the fund.

Name of the Institution/Department:

_____

Address:

_____

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Name: _____ Signature:

_____

Designation: _____ Date:

_____

G. Document Checklist

Mark with *	Document Checklist Before Program	Mark with *	Document Checklist after Program
	A cover letter signed by the head of the institution		A cover letter
	Application form with complete information		Narrative Report (Background information objectives/outcomes, training methodology/delivery, outputs, conclusion and recommendations) including expenditure details
	Proposal		Paper presented by experts, Photograph, Attendance sheet, Template Certificate if applicable
	Other evidences mentioned in the application form		Bills and receipts of expenditure including TDS
			For national and international conferences: list of paper presented details of panel discussion if any Proceedings/abstracts/article/paper etc.

H. Responsibility by the Institution Head

I hereby ensure that:

All the information provided above is true.

If the grant is provided, I shall solely be responsible for its proper use of grant and provide the receipts of expenditure to MUSOM.

All the supporting should be verified and attested at the Institute.

Date: _____

Institution/Department head's Signature: _____

Official Seal

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Appendix 8.1 Application form for hosting Visiting Professor in MUSOM

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Application form for hosting

Visiting Professor MUSOM

Mark with ✓	Type of Program	Duration (Days)
1.Local Visiting Professor		
	2.Foreign Visiting Professor	

General Information of Institution

Name of the institution (Campus/Department/School/Faculty), Address	
Head of the Institution	
Contact no	
Email	
Focal person for the proposed program	
Designation	
Contact no (Telephone/Mobile)	
Email	

Proposal Format

Brief Introduction of the campus	(maximum 1 page)
Background of the request program, Collaboration with other institutions if (any)	(maximum 1 page)

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Justification of the program	(1/2 page)
Expected outcomes of the program	(1/2 page)
Program Budgeting	(Breakdown of activities, rate and quantity etc.)
Action plan for the completion of work	(Date and schedule of program)
Program evaluation	

Information About the Visiting Professor

1. Name:	2. Institution, Address:
3. Position: At least Associate-Professor)	
4. Phone No:	
5. Email:	
6. Ranking of the Institution (In case of Foreign Institution)	

7. Teaching (Total years since Associate Professor)	8. List of Publication in Ranked Journals	
8. Purpose of Visit:	1. Teaching a Curricular Course	
	2. Teaching a Non-curricular Course (Training)	
	3. Research	
	4. Others	

Document Checklist

Before Program	After Program
A cover letter	A narrative report of the program along with students' feedback

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Complete application form	Attendance – Students/teachers
Proposal	Class Notes
CV of the visiting professor	Photographs, Tickets and Bills
Invitation letter to visiting professor	Boarding Pass
Acceptance letter from visiting professor	Receipt of expenditures including TDS etc

Responsibility by the Institution Head

I hereby make sure that:

- All the information provided above is true.
- If the grant is provided found false, I shall solely be responsible of its proper utilization and provide the receipts of expenditure to MUSOM.
- All the supporting should be verified and attested at the institution

Date: _____

Head of the institution's Signature: _____

Official Seal

Appendix 8.3 Application form for Travel Grants

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Application form for Travel Grants

Applicant's Information

Full Name	
Sex	Male ( ) Female ( )
Age	
Date of Birth	
Highest Degree	
Citizenship	
Underprivileged group, if applicable	Janajati ( ) Dalit ( ) Others ( )
Temporary Address	
Permanent Address	
Email	
Phone no	
Mobile no	
Name of the institution (Currently working)	
Address of the institution	
Contact No	
Designation	

Mark with *	
Main Responsibilities	

Program Detail

Name of the program		
Type of the program	Tick the right choice: Seminar, Conference, Workshop, others ….	
Type of involvement (Mark with *)	Key note speaker	
	Poster presentation	
	Oral presentation	
	Participation only	
	Other involvement ...	
Relevancy of the program		
Date of the program		
Venue (city/country)		
Organizer name and address		
Website		
Contact person and email		
Title of the paper intended to present		
Author/Co-other		
Abstract		
Ongoing UGC project if any (Mark *)	**Yes ( ) No ( )**	
If Yes, mention title:		

Financial Plan

Have you approached support for funding to	If 'yes' indicate the item and status	Mention the process	Amount

any others?		(Registration/ Support for travel/Boarding and Lodging/Any other)	
Institution currently working with			
Organizer/host			
Any other source			
Funding requested to MUSOM			

A. have you availed the travel grants provision in the last fiscal year?

Yes   No

B. Previous travel grants support from MUSOM

Date	
Event	
City/Country	
Amount	

Confirmation by the Institution head

I certify that the statements made above by the candidate have been verified and found true. If the applicant is selected for the grants, he/she will be received full support and guidance by the institution.

Name of the Institution:

_____

Address: _____

Name: _____ Signature: _____

Designation: _____ Date: _____

Official Seal

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Responsibility by the applicant

I hereby undertake and affirm that:

- The substance of the research paper being presented (as indicated above) is based on the original research conducted by me/us. In case any plagiarism is proved, apart from penalties imposed, I would refund entire amount of grants.
- The above paper has not been presented before in any conference/workshop etc. and also has not been published elsewhere.
- All the information provided above is true to the best of my knowledge and belief.
- The grant amount received will be used for the purpose of which it is requested

Date: _____   Applicant's Signature:

_____

Document Checklist

After the Program
A cover letter signed by applicant
Certificate of the program attended
PP presentation
Copy of visa

G1. Before the Program (Mark with ✓)
A cover letter signed by the applicant
Invitation/Acceptance letter
Itinerary of ticket
Conference brochure
Complete application form
Citizenship & CV
Letter of recommendation from the institution (clarifying the applicant is full/part timer)
Copy of abstract

Ticket and bills
A narrative report of the program
Mention if any other funding sources support for travel including your institution
Boarding pass

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MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

Application from for University Community Linkage Program

General Information of Institution

Name of the Institution (Campus/Department/School/Faculty), address		
Contact no		
Email		
Name of the Institution head		
Designation		
Contact no (Telephone/Mobile)		
Email		
Program Coordinator		
Designation		
Contact no (Telephone/Mobile)		
Email:		

Program Detail

Area of program	Management/Business/Marketing/Entrepreneurship
Proposed Date	
Title of program	
Location of the project	
Total expected no. of participants (Host and others	
Type of the participants	
Collaboration with other institutions	

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No. of invitees (National & International) (Please attached a list of all possible invitees) if any	
Name of the proposed experts/partners	Please mention name

Information about the Program

Title of the Session	Activities	Duration
1.		
2.		
3.		
4.		
5.		
6.		
7.		
(add rows to add more sessions)		

Program/project conducted with MUSOM support in last fiscal year if any:

Title: Duration: ……. days
Date:

Outline of the proposal
- Executive Summary of the project (200 words)
- Methodology used for conducting the program
- Details of the potential participants
- Details of the syllabus/agenda
- Expected outcomes of the program
- Program Budgeting
- Program-wise proposed time and venue
- Brief CV of the proposed experts
- Brochure containing aims, objectives and themes if applicable

Funding Sources

Any other Institution supporting for this program		
Amount		
Purpose		

Amount of support requested to MUSOM		

Confirmation by the Program Coordinator

I certify that the statements made above have been verified and found true. If the grant is provided, I shall solely be responsible for its proper use of the fund.

Name of the Institution:

_____

Address:

_____
___

Name: _____ Signature:

_____

Designation: _____ Date:

_____

Document Checklist

Mark with *	Document Checklist Before Program	Mark with *	Document Checklist after Program
	A cover letter signed by the head of the institution		A cover letter
	Application form with complete information		Narrative Report (Background information, objectives/outcomes, methodology/delivery, outputs, conclusion and recommendations) including expenditure details
	Proposal (as per SN. 4)		Paper presented by experts, Photograph, Attendance sheet, Template Certificate if applicable
	Other evidences mentioned in the application form		Bills and receipts of expenditure including TDS

Responsibility by the Institution Head

I hereby ensure that:

All the information provided above is true to the best of my knowledge.

If the grant is provided found false, I shall solely be responsible for its proper utilization and provide the receipts of expenditure to MUSOM.

All the supporting should be verified and attested at the Institute.

 Date:

_____

Institution head's Signature: _____

Official Seal

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)

Birendranagar, Surkhet

APPLICATION FORM FOR ORGANIZING TRAINING PROGRAMS

Check With *	Type of the Program	Duration (at least for 3 days)
	Refresher Course	
	Capacity Development Training	
	Research Trainings/Lab Training	

INSTITUTIONAL STATUS

Name of the Institution:	Affiliated University	
Contact Address	District: Rural Municipality/Municipality/Metro: Ward No: Phone: Fax: Email:	
Head of Institution	Name: Position: Contact no (Mobile): Email:	
Focal person	Name: Position: Contact no (Mobile): Email:	
Academic programs currently being offered	Programs	Total number of students
	1.	
	2.	
	3.	
	4.	
	5.	

Program Conducted with MUSOM support in last fiscal year if any:

Title: Duration: ……. days
Date:

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PLAN OF ACTION (PROPOSAL)

(Prepare separately the detailed documentation)

S. N	Particulars	Remarks
1.	Type/Nature of program intended to conduct	
	Brief introduction of the program and Relevancy	
	Objectives of the program	
	Methodology used for conducting the program	
2.	Details of the potential participants and selection method	
3.	Details of the training syllabus/agenda (with detail schedule)	
4.	Expected outcomes of the program	
5.	Program budgeting (Remuneration to experts, logistic support, stationeries, Refreshment, Printing, and contingencies)	
6.	Program-wise proposed time and venue	
7.	Administrative backup to launch the proposed program/s	
8.	Brief CVs of proposed experts	

Document Checklist

Mark with *	Document Checklist Before Program	Mark with *	Document Checklist after Program
	A cover letter signed by the head of the institution		A cover letter
	Application form with complete information		Narrative Report (Background Information, objectives/outcomes, training methodology/delivery, outputs, conclusion and recommendations) including expenditure details
	Proposal		Photograph, Template Certificate if applicable
	Other evidences mentioned in the application form		Attendance sheet, Bills and receipts of expenditure including TDS

Undertaking by the applications

I certify that the statements made above have been verified and found true. If the grant is provided, I shall   be responsible for its proper utilization of the fund.

Name of the Head of Institution:

_____

Signature: _____ date:

_____

Official seal:

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Appendix 9.1: Teaching Faculty Performance Evaluation Criteria

**Mid-Western University, School of Management (MUSOM) Teaching Faculty
Performance Evaluation Criteria
Functional and Behavioral Anchors of High Performance**

Instrument 1: Coworker Rated Anchors

Dear Sir/Madam,

We are pleased to inform that Mid-Western University, School of Management (MUSOM) has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360^0 approach of evaluation whereby the coworkers, students, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements in each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as faculty training and development programs of the institution are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to grade the performance of at least one of your coworker teachers who is working in the similar capacity of your position in this institution within at least last 6 months. Please take into reference a coworker teacher at a time and grade the level of delivered quality of performance on aggregate of individual basis.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

Responding coworker information

Name: _____

Gender: _____   Program: _____

Evaluated faculty member information

Faculty member's name: _____

Subjects taught: _____

Assessment Checklist

SN	Functional and Behavioral Anchors of Performance	Level of Performance					
1	**Comprehensive knowledge of the field of teaching**	**5**	**4**	**3**	**2**	**1**	**0**
1.1	The teacher exhibits high level of possession of updated knowledge and information about the subjects taught.						
1.2	The teacher seems always keen to adapt or create newer trends of teaching-learning and shares them with the students.						
1.3	While delivering teaching sessions, the teacher mostly uses worth learning examples from his/her own professional experience.						
1.4	This teacher is quite popularly known for periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.						
1.5	The teacher seems to be quite comfortable in teaching by linking the general concepts and philosophies of his/her professional area into different subjects he/she teaches here in this institution.						
2	**Deontology and availability for teacher-student communication**	**5**	**4**	**3**	**2**	**1**	**0**
2.1	The faculty member actively takes responsibility to empower students for the development of professional skill competencies.						
2.2	The teacher is best known for his/her non-discriminatory and impartial behavior and relationship with all students.						
2.3	The teacher is always willing to provide in person and online additional consultative support to the needy students.						
2.4	The teacher also provides with effective facilitation for students individual learning and career development.						
2.5	Under any circumstance, this faculty member is committed to stand with moral principles of professionalism.						
3	**Presentation skills**	**5**	**4**	**3**	**2**	**1**	**0**
3.1	The teacher is quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.						
3.2	The teacher gives closer attention to each student in the class during classroom proceedings.						
3.3	This teacher encourages all students to have active participation in classrooms with dialogues, discussions and cross-questions.						
3.4	The faculty member uses effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.						
3.5	The teacher always encourages the students to involve in explanation and demonstration of the						

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	theoretical understanding of the concepts taught.						
4	**Passion for teaching**	**5**	**4**	**3**	**2**	**1**	**0**
4.1	The faculty member displays verbally and non-verbally high level of enthusiasm on teaching.						
4.2	The teacher promotes high level of students' participation in class by encouraging them to link between theory and practice.						
4.3	The teacher is always ready and available to share with students the information/knowledge for better learning.						
4.4	The teacher's general behavior and pattern of actions confirm that he/she loves teaching.						
4.5	The teacher attempts to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.						
5	**Class preparation and management**	**5**	**4**	**3**	**2**	**1**	**0**
5.1	The teacher always attempts to adapt class schedules and teaching methods as per students' feedback.						
5.2	This teacher always sets teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.						
5.3	Before introducing a new theme of teaching learning, this teacher attempts to connect it with the thematic contents of previous learning and makes sure that all students have clearly understood it.						
5.4	The teacher always attempts to maintain the pace of working so as to deliver the classes as decided in plan of action.						
5.5	The teacher always keeps along the approved university curricula for teaching-learning.						
6	**Student examination**	**5**	**4**	**3**	**2**	**1**	**0**
6.1	This teacher attempts to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.						
6.2	The teacher normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.						
6.3	This teacher also attempts to test each students' low and high level of cognitive or learning ability.						
6.4	This teacher always tries to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.						
6.5	The teacher accomplishes all evaluations in a correct and consistent manner as per planned schedules.						
7	**Quality of teaching materials**	**5**	**4**	**3**	**2**	**1**	**0**
7.1	The teacher is mostly found preoccupied in collaboration with other to develop and disseminate additional teaching materials.						
7.2	Most of the time, this teacher develops teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.						
7.3	The teacher prepares learning materials keeping in						

	view the approved contents of teaching-learning.						
7.4	The teaching faculty is highly popular among the students for his/her innovative approach to develop learning resources for them.						
7.5	This teacher encourages all students to use local, no-cost, low-cost materials and resources for effective teaching-learning.						
8	**Research and scientific productivity**	**5**	**4**	**3**	**2**	**1**	**0**
8.1	This teacher is popularly known for initiating several research and development projects that are widely connected with regular coursework with novelty of contribution in academia.						
8.2	This teacher regularly publishes his/her works in various publications including related journals.						
8.3	Quite often, this teacher brings new professional research and development projects for the industry clients and provides with working opportunities to his/her students as young researchers.						
8.4	To my knowledge, this teacher has been an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.						
8.5	The articles and other academic publications published by this teacher are theoretically and methodologically comprehensive.						
9	**Administrative skills**	**5**	**4**	**3**	**2**	**1**	**0**
9.1	This teacher has been observed to be actively supporting the institution's administrative team by collaborating his/her knowledge and skills.						
9.2	This teacher is always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.						
9.3	This teacher knows the organization's philosophy, structure and design and respects the institution's strategies.						
9.4	During free time, this teacher is mostly seen engaged in helping general administrative staff for better management of the institution.						
9.5	The administrative staff of the college has been quite happy to work in association and collaboration with this person.						
10	**Reputation**	**5**	**4**	**3**	**2**	**1**	**0**
10.1	This faculty member has been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.						
10.2	This teacher has already served as a member of editorial committee or any other elite committees in academia and professional development.						
10.3	This faculty member has already served to different national and international universities as a visiting fellow or professor.						
10.4	This teacher holds membership in different prestigious associations in and out of the country.						

10.5	This teacher has also served as a member in the different national evaluation committees.						

Appendix 9.2: Teaching Faculty Performance Evaluation Criteria

Mid-Western University, School of Management (MUSOM)
Teaching Faculty Performance Evaluation Criteria
Functional and Behavioral Anchors of High Performance

Instrument 2: Students Rated Anchors

Dear student,

We are pleased to inform that Mid-Western University, School of Management (MUSOM) has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360^0 approach of evaluation whereby the students, coworkers, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements on each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as training and development programs for the faculty members are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to grade the performance of each teaching faculty who taught you different subjects within last 6 months. Please take into reference a teacher at a time and grade the level of delivered quality of performance on aggregate of individual basis.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

Responding student information

Name: _____   Gender: _____

Program of study: _____   Semester/Term: _____

Evaluated faculty member information

Faculty member's name: _____

Subjects taught: _____

Assessment Checklist

SN	Functional and Behavioral Anchors of Performance	Level of Performance					
1	**Comprehensive knowledge of the field of teaching**	**5**	**4**	**3**	**2**	**1**	**0**
1.1	The teacher exhibits high level of possession of updated knowledge and information about the subjects taught.						
1.2	The teacher seems always keen to adapt or create newer trends of teaching-learning and shares them with the students.						
1.3	While delivering teaching sessions, the teacher mostly uses worth learning examples from his/her own professional experience.						
1.4	This teacher is quite popularly known for periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.						
1.5	The teacher seems to be quite comfortable in teaching by linking the general concepts and philosophies of his/her professional area into different subjects he/she teaches here in this institution.						
2	**Deontology and availability for teacher-student communication**	**5**	**4**	**3**	**2**	**1**	**0**
2.1	The faculty member actively takes responsibility to empower students for the development of professional skill competencies.						
2.2	The teacher is best known for his/her non-discriminatory and impartial behavior and relationship with all students.						
2.3	The teacher is always willing to provide in person and online additional consultative support to the needy students.						
2.4	The teacher also provides with effective facilitation for students individual learning and career development.						
2.5	Under any circumstance, this faculty member is committed to stand with moral principles of professionalism.						
3	**Presentation skills**	**5**	**4**	**3**	**2**	**1**	**0**
3.1	The teacher is quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.						
3.2	The teacher gives closer attention to each student in the class during classroom proceedings.						
3.3	This teacher encourages all students to have active participation in classrooms with dialogues, discussions and cross-questions.						
3.4	The faculty member uses effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.						
3.5	The teacher always encourages the students to involve in explanation and demonstration of the theoretical understanding of the concepts taught.						
4	**Passion for teaching**	**5**	**4**	**3**	**2**	**1**	**0**

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4.1	The faculty member displays verbally and non-verbally high level of enthusiasm on teaching.						
4.2	The teacher promotes high level of students' participation in class by encouraging them to link between theory and practice.						
4.3	The teacher is always ready and available to share with students the information/knowledge for better learning.						
4.4	The teacher's general behavior and pattern of actions confirm that he/she loves teaching.						
4.5	The teacher attempts to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.						
5	**Class preparation and management**	**5**	**4**	**3**	**2**	**1**	**0**
5.1	The teacher always attempts to adapt class schedules and teaching methods as per students' feedback.						
5.2	This teacher always sets teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.						
5.3	Before introducing a new theme of teaching learning, this teacher attempts to connect it with the thematic contents of previous learning and makes sure that all students have clearly understood it.						
5.4	The teacher always attempts to maintain the pace of working so as to deliver the classes as decided in plan of action.						
5.5	The teacher always keeps along the approved university curricula for teaching-learning.						
6	**Student examination**	**5**	**4**	**3**	**2**	**1**	**0**
6.1	This teacher attempts to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.						
6.2	The teacher normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.						
6.3	This teacher also attempts to test each students' low and high level of cognitive or learning ability.						
6.4	This teacher always tries to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.						
6.5	The teacher accomplishes all evaluations in a correct and consistent manner as per planned schedules.						
7	**Quality of teaching materials**	**5**	**4**	**3**	**2**	**1**	**0**
7.1	The teacher is mostly found preoccupied in collaboration with other to develop and disseminate additional teaching materials.						
7.2	Most of the time, this teacher develops teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.						
7.3	The teacher prepares learning materials keeping in view the approved contents of teaching-learning.						
7.4	The teaching faculty is highly popular among the						

		5	4	3	2	1	0
	students for his/her innovative approach to develop learning resources for them.						
7.5	This teacher encourages all students to use local, no-cost, low-cost materials and resources for effective teaching-learning.						
8	**Research and scientific productivity**	**5**	**4**	**3**	**2**	**1**	**0**
8.1	This teacher is popularly known for initiating several research and development projects that are widely connected with regular coursework with novelty of contribution in academia.						
8.2	This teacher regularly publishes his/her works in various publications including related journals.						
8.3	Quite often, this teacher brings new professional research and development projects for the industry clients and provides with working opportunities to his/her students as young researchers.						
8.4	To my knowledge, this teacher has been an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.						
8.5	The articles and other academic publications published by this teacher are theoretically and methodologically comprehensive.						
9	**Administrative skills**	**5**	**4**	**3**	**2**	**1**	**0**
9.1	This teacher has been observed to be actively supporting the institution's administrative team by collaborating his/her knowledge and skills.						
9.2	This teacher is always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.						
9.3	This teacher knows the organization's philosophy, structure and design and respects the institution's strategies.						
9.4	During free time, this teacher is mostly seen engaged in helping general administrative staff for better management of the institution.						
9.5	The administrative staff of the college has been quite happy to work in association and collaboration with this person.						
10	**Reputation**	**5**	**4**	**3**	**2**	**1**	**0**
10.1	This faculty member has been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.						
10.2	This teacher has already served as a member of editorial committee or any other elite committees in academia and professional development.						
10.3	This faculty member has already served to different national and international universities as a visiting fellow or professor.						
10.4	This teacher holds membership in different prestigious associations in and out of the country.						
10.5	This teacher has also served as a member in the different national evaluation committees.						

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Appendix 9.3 Teaching Faculty Performance Evaluation Criteria

Mid-West University, School of Management (MUSOM)
Teaching Faculty Performance Evaluation Criteria
Functional and Behavioral Anchors of High Performance

Instrument 3: Subordinate Rated Anchors

Dear Sir/Madam,
We are pleased to inform that Mid-Western University, School of Management (MUSOM) has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360^0 approach of evaluation whereby the coworkers, students, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements in each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as faculty training and development programs of the institution are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to grade the performance of at least one of your senior teaching faculty members in this institution within at least last 6 months. Please take into reference your immediate senior teacher at a time and grade the level of delivered quality of performance on aggregate of individual basis.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

<u>Responding subordinate information</u>

Name: _____   Gender: _____

Program: _____

<u>Evaluated faculty member information</u>

Faculty member's name: _____

Subjects taught: _____

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Assessment Checklist

SN	Functional and Behavioral Anchors of Performance	Level of Performance				
1	**Comprehensive knowledge of the field of teaching**	5	4	3	2	1
1.1	The teacher exhibits high level of possession of updated knowledge and information about the subjects taught.					
1.2	The teacher seems always keen to adapt or create newer trends of teaching-learning and shares them with the students.					
1.3	While delivering teaching sessions, the teacher mostly uses worth learning examples from his/her own professional experience.					
1.4	This teacher is quite popularly known for periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.					
1.5	The teacher seems to be quite comfortable in teaching by linking the general concepts and philosophies of his/her professional area into different subjects he/she teaches here in this institution.					
2	**Deontology and availability for teacher-student communication**	5	4	3	2	1
2.1	The faculty member actively takes responsibility to empower students for the development of professional skill competencies.					
2.2	The teacher is best known for his/her non-discriminatory and impartial behavior and relationship with all students.					
2.3	The teacher is always willing to provide in person and online additional consultative support to the needy students.					
2.4	The teacher also provides with effective facilitation for students individual learning and career development.					
2.5	Under any circumstance, this faculty member is committed to stand with moral principles of professionalism.					
3	**Presentation skills**	5	4	3	2	1
3.1	The teacher is quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.					
3.2	The teacher gives closer attention to each student in the class during classroom proceedings.					
3.3	This teacher encourages all students to have active participation in classrooms with dialogues, discussions and cross-questions.					
3.4	The faculty member uses effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.					
3.5	The teacher always encourages the students to involve in explanation and demonstration of the theoretical understanding of the concepts taught.					
4	**Passion for teaching**	5	4	3	2	1
4.1	The faculty member displays verbally and non-verbally high level of enthusiasm on teaching.					
4.2	The teacher promotes high level of students' participation in class by encouraging them to link between theory and					

	practice.					
4.3	The teacher is always ready and available to share with students the information/knowledge for better learning.					
4.4	The teacher's general behavior and pattern of actions confirm that he/she loves teaching.					
4.5	The teacher attempts to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.					
5	**Class preparation and management**	**5**	**4**	**3**	**2**	**1**
5.1	The teacher always attempts to adapt class schedules and teaching methods as per students' feedback.					
5.2	This teacher always sets teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.					
5.3	Before introducing a new theme of teaching learning, this teacher attempts to connect it with the thematic contents of previous learning and makes sure that all students have clearly understood it.					
5.4	The teacher always attempts to maintain the pace of working so as to deliver the classes as decided in plan of action.					
5.5	The teacher always keeps along the approved university curricula for teaching-learning.					
6	**Student examination**	**5**	**4**	**3**	**2**	**1**
6.1	This teacher attempts to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.					
6.2	The teacher normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.					
6.3	This teacher also attempts to test each students' low and high level of cognitive or learning ability.					
6.4	This teacher always tries to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.					
6.5	The teacher accomplishes all evaluations in a correct and consistent manner as per planned schedules.					
7	**Quality of teaching materials**	**5**	**4**	**3**	**2**	**1**
7.1	The teacher is mostly found preoccupied in collaboration with other to develop and disseminate additional teaching materials.					
7.2	Most of the time, this teacher develops teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.					
7.3	The teacher prepares learning materials keeping in view the approved contents of teaching-learning.					
7.4	The teaching faculty is highly popular among the students for his/her innovative approach to develop learning resources for them.					
7.5	This teacher encourages all students to use local, no-cost, low-cost materials and resources for effective teaching-learning.					
8	**Research and scientific productivity**	**5**	**4**	**3**	**2**	**1**
8.1	This teacher is popularly known for initiating several					

		5	4	3	2	1
	research and development projects that are widely connected with regular coursework with novelty of contribution in academia.					
8.2	This teacher regularly publishes his/her works in various publications including related journals.					
8.3	Quite often, this teacher brings new professional research and development projects for the industry clients and provides with working opportunities to his/her students as young researchers.					
8.4	To my knowledge, this teacher has been an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.					
8.5	The articles and other academic publications published by this teacher are theoretically and methodologically comprehensive.					
9	**Administrative skills**	**5**	**4**	**3**	**2**	**1**
9.1	This teacher has been observed to be actively supporting the institution's administrative team by collaborating his/her knowledge and skills.					
9.2	This teacher is always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.					
9.3	This teacher knows the organization's philosophy, structure and design and respects the institution's strategies.					
9.4	During free time, this teacher is mostly seen engaged in helping general administrative staff for better management of the institution.					
9.5	The administrative staff of the college has been quite happy to work in association and collaboration with this person.					
10	**Reputation**	**5**	**4**	**3**	**2**	**1**
10.1	This faculty member has been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.					
10.2	This teacher has already served as a member of editorial committee or any other elite committees in academia and professional development.					
10.3	This faculty member has already served to different national and international universities as a visiting fellow or professor.					
10.4	This teacher holds membership in different prestigious associations in and out of the country.					
10.5	This teacher has also served as a member in the different national evaluation committees.					

Appendix 9.4 Teaching Faculty Performance Evaluation Criteria

Mid-West University, School of Management (MUSOM)
Teaching Faculty Performance Evaluation Criteria 2020
Functional and Behavioral Anchors of High Performance

Instrument 4: Supervisor Rated Anchors

Dear Sir/Madam,

We are pleased to inform that Mid-Western University, School of Management has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360^0 approach of evaluation whereby the coworkers, students, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements in each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as faculty training and development programs of the institution are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to grade the performance of at least one of your subordinate teachers who is working in this institution within at least last 6 months. Please take into reference a subordinate teacher at a time and grade the level of delivered quality of performance on aggregate of individual basis.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

Responding supervisor information

Name: _____   Gender: _____

Position in the organization: _____

Evaluated faculty member information

Faculty member's name: _____

Subjects taught: _____

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Assessment Checklist

SN	Functional and Behavioral Anchors of Performance	Level of Performance					
1	**Comprehensive knowledge of the field of teaching**	**5**	**4**	**3**	**2**	**1**	**0**
1.1	The teacher exhibits high level of possession of updated knowledge and information about the subjects taught.						
1.2	The teacher seems always keen to adapt or create newer trends of teaching-learning and shares them with the students.						
1.3	While delivering teaching sessions, the teacher mostly uses worth learning examples from his/her own professional experience.						
1.4	This teacher is quite popularly known for periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.						
1.5	The teacher seems to be quite comfortable in teaching by linking the general concepts and philosophies of his/her professional area into different subjects he/she teaches here in this institution.						
2	**Deontology and availability for teacher-student communication**	**5**	**4**	**3**	**2**	**1**	**0**
2.1	The faculty member actively takes responsibility to empower students for the development of professional skill competencies.						
2.2	The teacher is best known for his/her non-discriminatory and impartial behavior and relationship with all students.						
2.3	The teacher is always willing to provide in person and online additional consultative support to the needy students.						
2.4	The teacher also provides with effective facilitation for students individual learning and career development.						
2.5	Under any circumstance, this faculty member is committed to stand with moral principles of professionalism.						
3	**Presentation skills**	**5**	**4**	**3**	**2**	**1**	**0**
3.1	The teacher is quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.						
3.2	The teacher gives closer attention to each student in the class during classroom proceedings.						
3.3	This teacher encourages all students to have active participation in classrooms with dialogues, discussions and cross-questions.						
3.4	The faculty member uses effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.						
3.5	The teacher always encourages the students to						

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	involve in explanation and demonstration of the theoretical understanding of the concepts taught.						
4	**Passion for teaching**	**5**	**4**	**3**	**2**	**1**	**0**
4.1	The faculty member displays verbally and non-verbally high level of enthusiasm on teaching.						
4.2	The teacher promotes high level of students' participation in class by encouraging them to link between theory and practice.						
4.3	The teacher is always ready and available to share with students the information/knowledge for better learning.						
4.4	The teacher's general behavior and pattern of actions confirm that he/she loves teaching.						
4.5	The teacher attempts to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.						
5	**Class preparation and management**	**5**	**4**	**3**	**2**	**1**	**0**
5.1	The teacher always attempts to adapt class schedules and teaching methods as per students' feedback.						
5.2	This teacher always sets teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.						
5.3	Before introducing a new theme of teaching learning, this teacher attempts to connect it with the thematic contents of previous learning and makes sure that all students have clearly understood it.						
5.4	The teacher always attempts to maintain the pace of working so as to deliver the classes as decided in plan of action.						
5.5	The teacher always keeps along the approved university curricula for teaching-learning.						
6	**Student examination**	**5**	**4**	**3**	**2**	**1**	**0**
6.1	This teacher attempts to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.						
6.2	The teacher normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.						
6.3	This teacher also attempts to test each students' low and high level of cognitive or learning ability.						
6.4	This teacher always tries to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.						
6.5	The teacher accomplishes all evaluations in a correct and consistent manner as per planned schedules.						
7	**Quality of teaching materials**	**5**	**4**	**3**	**2**	**1**	**0**
7.1	The teacher is mostly found preoccupied in collaboration with other to develop and disseminate additional teaching materials.						
7.2	Most of the time, this teacher develops teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.						

7.3	The teacher prepares learning materials keeping in view the approved contents of teaching-learning.						
7.4	The teaching faculty is highly popular among the students for his/her innovative approach to develop learning resources for them.						
7.5	This teacher encourages all students to use local, no-cost, low-cost materials and resources for effective teaching-learning.						
8	**Research and scientific productivity**	**5**	**4**	**3**	**2**	**1**	**0**
8.1	This teacher is popularly known for initiating several research and development projects that are widely connected with regular coursework with novelty of contribution in academia.						
8.2	This teacher regularly publishes his/her works in various publications including related journals.						
8.3	Quite often, this teacher brings new professional research and development projects for the industry clients and provides with working opportunities to his/her students as young researchers.						
8.4	To my knowledge, this teacher has been an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.						
8.5	The articles and other academic publications published by this teacher are theoretically and methodologically comprehensive.						
9	**Administrative skills**	**5**	**4**	**3**	**2**	**1**	**0**
9.1	This teacher has been observed to be actively supporting the institution's administrative team by collaborating his/her knowledge and skills.						
9.2	This teacher is always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.						
9.3	This teacher knows the organization's philosophy, structure and design and respects the institution's strategies.						
9.4	During free time, this teacher is mostly seen engaged in helping general administrative staff for better management of the institution.						
9.5	The administrative staff of the college has been quite happy to work in association and collaboration with this person.						
10	**Reputation**	**5**	**4**	**3**	**2**	**1**	**0**
10.1	This faculty member has been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.						
10.2	This teacher has already served as a member of editorial committee or any other elite committees in academia and professional development.						
10.3	This faculty member has already served to different national and international universities as a visiting fellow or professor.						
10.4	This teacher holds membership in different						

	prestigious associations in and out of the country.						
10.5	This teacher has also served as a member in the different national evaluation committees.						

Appendix 9.5 Teaching Faculty Performance Evaluation Criteria

Mid-Western University, School of Management
Teaching Faculty Performance Evaluation Criteria
Functional and Behavioral Anchors of High Performance
Instrument 5: Self-Rated Anchors

Dear Sir/Madam,

We are pleased to inform that Mid-Western University, School of Management (MUSOM) has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360^0 approach of evaluation whereby the coworkers, students, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements in each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as faculty training and development programs of the institution are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to perform your self-teaching appraisal taking into reference of self-recall of the performance teaching achievement. Please take into reference one or two subject areas taught within last 1 year.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

Self-responding faculty information

Name: _____ Gender: _____

Program: _____

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SN	Functional and Behavioral Anchors of Performance	Level of Performance					
1	**Comprehensive knowledge of the field of teaching**	**5**	**4**	**3**	**2**	**1**	**0**
1.1	I am quite confident to claim that I exhibit high level of possession of updated knowledge and information about the subjects taught.						
1.2	I am always keen to adapt or create newer trends of teaching-learning and shares them with the students.						
1.3	While delivering teaching sessions, I mostly use worth learning examples from my own professional experience.						
1.4	I am mostly engaged in periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.						
1.5	I feel quite comfortable in teaching by linking the general concepts and philosophies of my professional area into different subjects I teach here in this institution.						
2	**Deontology and availability for teacher-student communication**	**5**	**4**	**3**	**2**	**1**	**0**
2.1	I would like to take responsibility to empower students for the development of professional skill competencies.						
2.2	I believe in and act with non-discriminatory and impartial behavior and relationship with all students.						
2.3	I am always willing to provide in person and online additional consultative support to the needy students.						
2.4	I also provide with effective facilitation for students individual learning and career development.						
2.5	Under any circumstance, I am committed to stand with my moral principles of professionalism.						
3	**Presentation skills**	**5**	**4**	**3**	**2**	**1**	**0**
3.1	I frequently receive appreciations for being quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.						
3.2	I would like to give closer attention to each student in the class during classroom proceedings.						
3.3	I encourage all students to have active participation in classrooms with dialogues, discussions and cross-questions.						
3.4	I use effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.						
3.5	I always encourage the students to involve in explanation and demonstration of the theoretical understanding of the concepts taught.						
4	**Passion for teaching**	**5**	**4**	**3**	**2**	**1**	**0**
4.1	I would like to display verbally and non-verbally high level of enthusiasm on teaching.						
4.2	I have a passion of promoting high level of students' participation in class by encouraging them to link						

		5	4	3	2	1	0
	between theory and practice.						
4.3	I am always ready and available to share with students the information/knowledge for better learning.						
4.4	I am frequently appreciated for my general behavior and pattern of actions confirming my passion for teaching.						
4.5	I always attempt to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.						
5	**Class preparation and management**	**5**	**4**	**3**	**2**	**1**	**0**
5.1	I always attempt to adapt class schedules and teaching methods as per students' feedback.						
5.2	I always set teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.						
5.3	Before introducing a new theme of teaching learning, I attempt to connect it with the thematic contents of previous learning and making sure that all students have clearly understood it.						
5.4	I always attempt to maintain the pace of working so as to deliver the classes as decided in plan of action.						
5.5	I always try to keep along the approved university curricula for teaching-learning.						
6	**Student examination**	**5**	**4**	**3**	**2**	**1**	**0**
6.1	I attempt to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.						
6.2	I normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.						
6.3	I also attempt to test each students' low and high level of cognitive or learning ability.						
6.4	I always try to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.						
6.5	I try to accomplish all evaluations in a correct and consistent manner as per planned schedules.						
7	**Quality of teaching materials**	**5**	**4**	**3**	**2**	**1**	**0**
7.1	I am mostly preoccupied in collaboration with other to develop and disseminate additional teaching materials.						
7.2	Most of the time, I develop teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.						
7.3	I prepare learning materials keeping in view the approved contents of teaching-learning.						
7.4	My students always praise me for my innovative approach to develop learning resources for them.						
7.5	I mostly encourage all students to use local, no-cost, low-cost materials and resources for effective teaching-learning.						
8	**Research and scientific productivity**	**5**	**4**	**3**	**2**	**1**	**0**

8.1	I receive continuous appreciation for initiating several research and development projects that are widely connected with regular coursework with novelty of contribution in academia.						
8.2	I regularly publish my works in various publications including related journals.						
8.3	Quite often, I bring new professional research and development projects for the industry clients and provide with working opportunities to my students as young researchers.						
8.4	I am an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.						
8.5	The articles and other academic publications published by me are mostly theoretically and methodologically comprehensive.						
9	**Administrative skills**	**5**	**4**	**3**	**2**	**1**	**0**
9.1	I mostly like to be engaged in supporting the institution's administrative team by collaborating my knowledge and skills.						
9.2	I am always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.						
9.3	I firmly understand my organization's philosophy, structure and design and respect the institution's strategies.						
9.4	During free time, I remain engaged in helping general administrative staff for better management of the institution.						
9.5	I feel very much happy to work in association and collaboration with administrative staff of the college.						
10	**Reputation**	**5**	**4**	**3**	**2**	**1**	**0**
10.1	I have been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.						
10.2	I have already served as a member of editorial committee or any other elite committees in academia and professional development.						
10.3	I have already served to different national and international universities as a visiting fellow or professor.						
10.4	I also hold membership in different prestigious associations in and out of the country.						
10.5	I have also served as a member in the different national evaluation committees.						

Appendix 9.6 Program Evaluation Instrument

Mid-West University, School of Management (MUSOM)
Program Evaluation Instrument

Based on your personal observation and experience-based assessment of the delivery of ------- - program at --, please rate the following areas of general functioning of the program at this institution by checking out in the respective column of the checklist with following rating criteria:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; and 1 = hardly some evidence performance; 0 = no evidence of performance.

Please do not rate a statement, if you could not understand it or you have little idea about it.

SN	Areas of Assessment	Perceived Level Performance					
1	**Curriculum management**	**5**	**4**	**3**	**2**	**1**	**0**
1.1	The institution has a system of providing to each student the copy of program curricula for each semester.						
1.2	The curricula have been duly updated giving enough space for new changes in the local, national and international environment.						
1.3	The contents of curricula have been detailed and simplified providing a clear direction of teaching-learning in each subject.						
1.4	The contents of study have been well-balanced across different subjects with less duplication/repetition.						
1.5	The reference materials and textbooks recommended in the curricula are easily accessible from the library in physical or electronic forms.						
2	**Classroom management**	**5**	**4**	**3**	**2**	**1**	**0**
2.1	The institution has allocated and fixed the classrooms for each subject or group of teaching-learning for each semester.						
2.2	The classrooms are regularly finely cleaned and maintained hygienic for living and studying.						
2.3	There is adequate arrangement of furniture for sitting and working in each classroom.						
2.4	There is adequate arrangement of multi-media projection system with no power cuts during the sessions.						
2.5	There is arrangement of adequate substitution and timely communication of the same in the event of any teaching faculty is absent or on a leave.						
3	**Teaching faculty**	**5**	**4**	**3**	**2**	**1**	**0**
3.1	All the faculty members are quite inspiring and motivating to each student for better learning and development.						
3.2	The faculty members possess high level of subject knowledge for the subjects they teach or functional areas of service they specialize.						
3.3	The faculty members are friendly in nature,						

		5	4	3	2	1	0
	accessible and supportive when students are in difficulty of understanding and solving different problems.						
3.4	The faculty members are quite punctual and regular in their assigned duties and they finish the courses and assessments in time; there is never a rush of teaching learning towards the end of semester.						
3.5	All the faculty members are observed to be delivering their respective courses strictly following the pre-determined and approved plan of action which was distributed to the students in the semester beginning.						
4	**Assessment system**	**5**	**4**	**3**	**2**	**1**	**0**
4.1	The institution maintains an open system of internal evaluation in each subject, with timely communication of various criteria of evaluation; the records are kept accessible to each student any time.						
4.2	Each internal assessment activity is organized effectively on the planned date/s or timelines.						
4.3	The respective faculty members grade and return in time all the assignments or test materials collected.						
4.4	The contents of coverage in curricula have been well-covered in assessment instruments.						
4.5	The semester-end examinations and internal assessments are well-coordinated and linked to each other.						
5	**General support and facilitation**	**5**	**4**	**3**	**2**	**1**	**0**
5.1	The institution has maintained a culture of providing individualized counseling support to all students.						
5.2	The institution has been supporting for students placement in different research and career development related events and organizations.						
5.3	Academically poor performing students are provided with additional coaching/mentoring support to improve their learning skills.						
5.4	The college support-staff show quite helpful behavior with all students.						
5.5	The students feel free to share their personal problems with the college mentors and faculty members.						
6	**Multi-mode approach of teaching-learning**	**5**	**4**	**3**	**2**	**1**	**0**
6.1	The institution has a defined system of making a blend of multi-mode approach to teaching learning [audio visuals, case studies, project works, presentations, field visits, research, book reviews, etc.] for each subject.						
6.2	There is proper coordination of various teaching learning events/activities across different subjects and semesters; there is no hustle or mismatch of events; all events are run smoothly.						
6.3	The institution has been providing adequate field logistics support [travel, local facilitation, field supervision, etc.] for field-based research and						

	learning projects.						
6.4	The institution has maintained adequate space, resource persons and materials for co-curricular and extra-curricular activities.						
6.5	The classroom setting and teaching faculty members are quite favorable and experienced for applying multi-mode approach of teaching learning.						
7	**Management of research and innovation**	**5**	**4**	**3**	**2**	**1**	**0**
7.1	The institution has set up a functional research management cell (RMC) within the campus premises.						
7.2	The institution has been deploying students as working assistants and young researchers for undertaking different research and innovation projects of RMC.						
7.3	The institution has been periodically publishing a research-based journal of management.						
7.4	The students are encouraged to write and publish the research-based reports, journal articles and business news through RMC publications.						
7.5	The RMC has been adequately equipped with a hall for conferencing, presentation system, working computers, printing system and documentation facilities.						
8	**Cultural sets**	**5**	**4**	**3**	**2**	**1**	**0**
8.1	The institution has written and well-disseminated its program customized mission, vision, objectives, goals, values, working principles and service priorities.						
8.2	The program management team has been working hard and smart to manage all the things right in time with effective coordination.						
8.3	We observe, the program coordinators, HODs, faculty members and support staff working in collaboration with each other; there is minimum conflict between them.						
8.4	This institution, while managing ------------- program, has maintained a culture of respecting one's personal values and dignity; students feel being in safe hands; there is almost no fear of any type for the students.						
8.5	The overall program office areas, utility service areas, classrooms, playgrounds, parking, gardens reveal the features of a happy and safe organizational system.						
9	**Management of communication**	**5**	**4**	**3**	**2**	**1**	**0**
9.1	The institution has maintained communication and dissemination of program information through various local and national media including newspaper, radio, television and public place based hording display.						
9.2	The college website provides with effective and updated information about the program.						
9.3	The institution has been organizing regular visits and						

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		5	4	3	2	1	0
	interaction programs in different places, institutions and secondary schools to maintain effective communication about its academic programs.						
9.4	To my knowledge, the college management has maintained effective functional relationships with different industries including chamber of commerce, development projects, public sector organizations, municipalities and other stakeholders with an aim to promote its graduates and teaching faculty.						
9.5	Various publications of the college are quite informative and effective to extend the public information about the program.						
10	**Feedback and continuous improvement**	**5**	**4**	**3**	**2**	**1**	**0**
10.1	The All the members including program Director, Coordinators, HODs and admin staff keenly listen to constructive feedback of each student.						
10.2	The management team has been quite supportive to respond to each query, problem or constructive feedback through their deeds.						
10.3	The institution regards the students coming up with critical comments and appreciates for such a sharing.						
10.4	Most of the cases, the institution solves right in time the critical problems cited by the students.						
10.5	The institution has maintained a system of responding to concerned students regarding the action taken against the critical problems raised by the students.						

Finally, if you would like to provide your constructive feedback for further improvement of this program in the areas which are not covered in this checklist, please feel free and safe to share your ideas in the space provided below:

Thank you

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Mid-West University, School of Management (MUSOM)
Graduate Learning Performance Evaluation System

Mid-Western University, School of Management (MUSOM), an autonomous institution of Mid-Western University (MWU), on its mission to impart quality management education, research and innovation, institutional system capacity development and professional development, follows the under mentioned system of assessment and evaluation of its Bachelor's and Master's level academic programs with effective implementation for new intakes of 2019/2020 sessions:

SN	Activities	Programs-wise Weightage		Remarks
		BBA	**MBA**	
1	**Continuous Assessments**	**40%**	**50%**	
1.1	Attendance, punctuality and effective class participation (PAP) [BBA: 30 + 10 + 10] [MBA: 20 + 10 + 10]	50	40	Failure to maintain at least 80% subject-wise class attendance will result in retake of such subject in next cycle with repayment of proportionate course fee.
1.2	Take Home Assignment (THA) BBA: THA1 + THA2 + THA3 = 10 + 20 + 20 points] MBA: THA1 + THA2 + THA3 = 15 + 20 + 25 points]	50	60	All THAs must be accomplished, including their examination and grading, between second to second last weeks of regular program delivery in the Semester/Term of study.
1.3	Thematic Presentations BBA: Individual/Group [20+30] MBA: Individual/Group [25+50]	50	75	The thematic presentations must be related to core contents of course of study
1.4	Case Studies BBA: Case 1 + Case2 [20+30] MBA: Case1 + Case2 + Case3 [20+30+50]	50	100	Case studies should be administered using a mix of individual and group analyses and presentations; all the tasks must be accomplished 1 week prior to completion of respective Semester/Term.
1.5	Project Works BBA: Project 1 MBA Project1 + Project2 [25 +50]	50	75	Project 1 should be accomplished prior to Mid-Term Assessment and Project2 should be accomplished 2 weeks prior to Final Assessment.
1.6	Personality Audit [Grooming and etiquettes, leadership, enthusiasm, commitment, and continuous improvement; 5 x 10 points]	50	50	
	Total	**300**	**400**	**Convert:** BBA: 40%; MBA: 50%
2	**Structured Tests**	**60%**	**50%**	

2.1	Mid-Term Test	50	75	To be administered during the mid of the Semester/Term with no gap days between subjects; test instruments will be prepared by the respective course facilitator and moderation and evaluation will be accomplished by independent professional.
2.2	Term/Semester-end Test	75	100	To be administered on the final two weeks of the Semester/Term with no more than one day gap between subjects; test instruments will be prepared by the respective course facilitator and moderation and evaluation will be accomplished by independent professional.
	Total	**125**	**175**	**Convert:** BBA: 60%; MBA: 50%

Notes:
The above-mentioned criteria are the mandatorily required events with no change in weightage without prior approval from the respective Management Committee. However, needful amendments may be accepted on submission of convincing plan of action by the respective faculty member facilitating course delivery.

On Behalf of Program Management Committee

_____
Sushil Kumar Shahi, PhD
Assistant Professor, Director, MUSOM

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Appendix 9.8: Graduate Presentation Grading Criteria

Mid-West University, School of Management (MUSOM)
Graduate Presentation Grading Criteria

Mid-Western University, School of Management (MUSOM), on its mission to impart quality management education, research and innovation, institutional system capacity development and professional development, follows the undermentioned system of grading of the presentation made by the students of BBA and MBA programs with effective implementation from September 2019:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

SN	Activities	Level of Performance					
		5	4	3	2	1	0
1	The presenter has presented with personal/team introduction while commencing the presentation.						
2	The presenter has clearly presented the outline of key contents of presentation						
3	The presenter has presented effectively the body of contents by covering each point of coverage.						
4	The presenter has presented with illustrative examples and supporting details (examples, data, reasons, comparative information, etc.).						
5	The presenter has displayed with effective body language (eye contact, gesture, posture, facial expression, etc.).						
6	The presenter has worked out high quality materials and overall content of the presentation.						
7	The presenter has demonstrated appropriate and correct level of language and verbal ability.						
8	The presenter has well-motivated the entire class for their effective participation during the delivery of the presentation.						
9	The presenter has solicited participant feedback and responded to queries or comments.						
10	The presenter has effectively concluded the presentation with effective learning insights.						
	Total						
	Grand total out of 50						

Subjective remarks of the evaluator [applicable for only Master's degree presentation]: 25 marks

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Notes:

While presented in a team, the entire team members will be awarded with the same scores, however the scores will differ across the teams. In case of individual presentation, each presenter will be evaluated separately. The grading also may be accomplished by means of peer evaluation.

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Appendix 10: MUSOM BBA/MBA Internship Guidelines

Description

The Internship Project in Master of Business Administration (MBA) program at Mid-Western University School of Management (MUSOM) has been designed with a three-fold customization of selective needs of the different graduates pursuing it as a mandatory, credit course requirement of the University. The three options available include 1. Internship by on-the-job experience, 2. Internship by research, and 3. Internship by project. As a distinctive specialty of MBA program at MUSOM, the Internship Project aims at providing with a real-life platform to gain corporate experience by personally engaging in day-to-day organizational jobs, performing an applied research for a specific institution and establishing a strategic analyses and revisit of a selected organization and its operations in a specific location.

Internship by on-the-job is an alternative route for those students who intend to explore career opportunities and thus require gaining real-life work experience in the organizations and functional areas of their choice. While undergoing this type of internship project, the students are expected to abide by organizational rules, norms and operating policies as the real members of the respective organizations and daily work hours and departments can be fixed up through mutual understanding between the respective works supervisor and the student undergoing internship.

Similarly, *internship by research* aims to provide opportunity for the students who intend to perform applied research in organizational setting and develop critic-analytical skills to solve organizational problems and make effective decisions based on result-based information. Some of the major research areas may include performing market survey, campaign effectiveness research, survey of consumer behavior towards a specific product or brand, impact assessment, etc.

Finally, *internship by project* is another equally important alternative route to undergo real-life exposure by performing a specific project assignment for an organization. Such project assignments may range from developing a new product or service to a particular institution to creating a new venture as an entrepreneurship initiative for self.

By all means, the ***Internship Project*** aims to empower the graduating students of MBA program by shaping up their professional maturity to provide with institutional leadership, critic-analytical and strategic thinking and operational excellence. Such a maturity will be witnessed by improved level of maturity for providing organizational leadership, applying critico-analytical thinking in organizational decision-making and effective communication in each Intern participating in this program.

For this, the graduates need to be placed in organizations of their choices with any one of the above stated methodological approach of Internship, all having a working duration of 8 weeks. However, the MBA program implementing institutions may reserve the final decision regarding approval on choice of organization selection and functional orientation of the Internship Project.

By enacting *Internship Project* as a mandatory course work to be accomplished through a practicum approach, MUSOM intends to promote a culture of collaborative approach for effective administration of Internship Project. Both the Works Supervisor at the respective organization and Internship Project Report Supervisor at MUSOM provide with hands on support to each Intern pursuing their projects.

The students have to carry out the Internship Projects for at least 8 weeks in a structured setting of work assignments, receiving adequate supervision, guidance and regular performance evaluation by a Works Supervisor in the respective organization. At the end of the project, each student should write a comprehensive Internship Project Report following the specified guidelines of the University and make a presentation to the Internship Project Evaluation Committee formed at MUSOM.

Objectives

The Internship Project at MBA program aims to --

a. make each graduate familiar with the developing situations in different working contexts,

b. help them identify the professional gaps in the organizations in which they can better contribute or provide effective leadership,

c. provide with opportunity to engage them in the process of experiential learning through real-life organizational management and operations, or research and development initiatives, or undertaking a project initiative on situation analyses and planning,

d. empower them with transformation of professional career options and skill competencies for life,

e. provide with opportunity to harmonize their intrapersonal skills required in the world of professional career, and

f. develop overall professional maturity in the graduates making them ready to take up their future career discourses empowered with responsible citizenship behavior.

Program Modality and Structure

Towards the end of MBA program, all the participants are required to undergo an Internship Project. Normally, the Internship will commence towards the mid of fourth semester of regular course and the students are required to have full time work during this crucial phase of experiential learning for at least 8 weeks. However, in special cases, the students may also go for a 'two-time, split-off' option, in which they can enroll into Internship Project any time during their MBA studies and have at least 4-5 weeks full time work in each time in 2 different organizations or departments in different trimesters and write the report for each experience on completion of each phase of work.

The students are required to obtain permission from MUSOM and the respective organization before commencing the Internship Project work.

The overall working modality of the program has been outlined as follows:

1. **Attend Internship Orientation Seminar:** Initially, MUSOM will organize a one-day seminar before commencing the placement in Internship. Particularly, the seminar will cover detailed discussions on choices among institutionally recognized modalities of the Internship Projects since the University insists the MBA graduating students to undertake any one among the three recognized modalities. Similarly, other important issues covered in the seminar shall include expected interpersonal skills and corporate citizenship behavior at the workplace, providing with expertise and team leadership roles for managing people, processes, technologies, other resources and projects in the organization. Also, the seminar will cover tentative working strategies and management of time and work schedules. More importantly, one of the key issues of discussion in the seminar will be communication of formal requirements of the Internship Project report writing, along required standards of making its presentation, evaluation criteria and project closing mechanism.

2. **Confirmation of Internship Placement:** On receiving approval from the organization, MUSOM will issue a Letter of Confirmation of Internship Placement to the individual student specifying the requirements and working procedures. Then the respective organization will be requested to endorse this document with nomination of Works Supervisor, allotment of work station and functional areas of coverage while working as an Intern in the organization, as far as applicable in tune with the selected modality of Internship opted by the individual candidate. A copy of endorsed document should be submitted to the Internship Project Report Supervisor at MUSOM.

3. **Development of Plan of Action:** In consultation with the Works Supervisor in organization and Internship Project Report Supervisor MUSOM, each student placed in Internship Project should develop a plan of action including the weekly timelines for overall functional work and learning coverage, different phases of reporting and making final presentation of the project report. The overall duration of Project Work and reporting should be limited to maximum 12 weeks and it should not be less than 8 weeks. In the case of 'two-time, split-off' mechanism, the final reporting should be accomplished within 6 weeks of the placement in each case. The plan of action should be duly approved by the respective Supervisors within a week of placement of the Intern.

4. **Internship Guidance, Monitoring and Supervision:** For the day to day monitoring, supervision and functional guidance, the respective Works Supervisor shall be responsible and the Internship Project Report Supervisor designated by MUSOM will periodically meet the work places, organize morning discussion sessions at the campus and perform necessary follow-up with each intern and works supervisor to make sure that each student performs with the spirit of approved plan of action with minimum deviation of tasks and timelines. Such supervision should commence from the second week of placement and last until the last week.

5. **Final Evaluation:** On receipt of organizational confirmation of successful completion of the Internship Project work and submission of final report, MUSOM will organize an Internship Report Presentation Program in which each student should present the study report with learning reflections and professional commitment.

6. **Deliverables:** Following deliverables are required to be accomplished as part of formal Internship:

a. On the first day of the Internship commencement seminar, MUSOM will provide each student a Handbook on Internship Project Work and Report Writing.

b. MUSOM will facilitate with needs-based letter of request for internship placement and issue letter of confirmation on obtaining organizational approval for internship placement.

c. The respective organization will provide with its endorsement on confirmation.

d. The Works Supervisor in the organization will provide with confidential report of the individual student's performance.

e. The Intern will produce FOUR copies of final project report and submit to the Internship Project Report Supervisor [1 for student, 1 for the organization, 1 for the MUSOM records and 1 for the University].

f. The Intern will make a power-point presentation of the Internship Project Report.

g. MUSOM will provide with a letter of completion of Internship Project on successful completion of all phases of Internship Project requirements.

h. The Students Placement Center at MUSOM will publish Annual Internship Project Report Synopsis comprising the learning reflections of each Intern passed through the operating cycle.

Report Structure

The final report of the *Internship Project* should be developed as follows:

Prefatory part

Cover page
Acknowledgements
Letters of Transmittal
Executive Summary
Table of Contents
List of Annexure
List of Figures
List of Tables
List of Abbreviations

Main Body

Chapter I: Introduction

Chapter II: Organizational Overview [On-the job Internship]
Or
Chapter II: Review of Literature [Research-based Internship]
Or
Chapter II: Environmental Analyses [Project-based Internship]

Chapter III: Reflections of Work Experiences [On-the-job Internship]
Or
Chapter III: Research Methodology [Research-based Internship]
Or
Chapter III: Project Details [Project-based Internship]

Chapter IV: Conclusions and Recommendations [On-the-job Internship]
Or
Chapter IV: Data Presentation and Analyses [Research-based Internship]
Or
Chapter IV: Proposed Mechanism for Project Implementation, Monitoring and Supervision [Project-based Internship]

Chapter V: Summary, Conclusions and Recommendations [Research-based Internship]
Or
Chapter V: Project Control Mechanism [Project-based Internship]

Supplementary Part

References (in APA style)
Annexure
Appendices
Graduate Curriculum Vitae

Note: The report formatting and referencing should be accomplished using the APA Style Guidelines.

Appendix 10.1 MBA Project Work Evaluation Form

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet
MBA Internship Evaluation Form

Name of Student	
Program	
Registration N:	
Batch	
Symbol N:	
Title Internship	
Venue	
Date of Viva Voce	

As Per Respective Part, Please Rate the Candidate's Performance

SN	Activities	Indicators	Weightage	MO
	Evaluation by the Works Supervisor		**40%**	
1	Job performance and professional maturity	1. Exhibited level of tasks maturity towards the end of the program	10	
		2. Tangible contribution made for the organization with results output	5	
		3. Critical problems solved, assisted and best practices installed in the organizational process	10	
		4. Effectiveness of personality disposition and communication	10	
		5. Exhibited level of trustworthiness and professional loyalty	5	
2	**Evaluation by the Internship Project Report Supervisor**		**40%**	
	Content evaluation of the final report	1. Quality of overall paper documentation using official rules and guidelines	10	
		2. Language, structure, grammar and precision of composition	10	
		3. Learning reflections for professional transformation	10	
		4. Originality of writing	10	
3	**Final Presentation to the Evaluation Committee**		**20%**	
	Viva-voce Committee **Chair** Director	1. Overall interpersonal impression [opening, closing, body language, taking questions, responding with acceptance or	5	

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Members				
Internship Supervisor External Evaluator	2. Effective use of ICTs in production and delivery of presentation	5		
	3. Confirmation of unique contribution through this project	5		
	4. Confirmation of learning reflection and commitment for professional career	5		
	Total	**100%**		

Grading Criteria

Outstanding: Average score of 85-100% = Grade 'A'

Very good: Average score of 80-84% = Grade 'A-'

Satisfactory: Excellent Average score of 75-79% = Grade 'B'

Unsatisfactory: Very Good Average score 70-74%

Incomplete: Failure to fulfill the requirements of any of the phases of Internship Project work and evaluation

Viva Voice Committee	Name	Signature	Date
Chair of Viva Voice			
External Supervisor			
Internship Supervisor			

Note: The 'two-time, split-off' program evaluation will be accomplished by allocating 50% weightage to each event making final accumulated score out of 100%.

Note: In case a student scores less than 70-74% in average, he/she should be asked to rework on Internship Project Report and make a presentation again within a week. Failure to accomplish it will result in 'Incomplete' status in the final evaluation.

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Appendix 10.2: BBA Project Evaluation Form

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet
BBA Internship Evaluation Form

Name of Student	
Program	
Registration N:	
Batch	
Symbol N:	
Title Internship	
Venue	
Date of Viva Voce	

As Per Respective Part, Please Rate the Candidate's Performance

SN	Activities	Indicators	Weightage	MO
	Evaluation by the Works Supervisor		**40%**	
1	Job performance and professional maturity	6. Exhibited level of Maturity and Practicability	10	
		7. Result-Oriented contribution made for the organization	5	
		8. Critical Problem Solving Practices	10	
		9. Communication Skills	10	
		10. Exhibited level of Professional Honesty	5	
2	**Evaluation by the Internship Project Report Supervisor**		**40%**	
	Content evaluation of the final report	5. Quality of paper documentation as per guidelines	10	
		6. Language, grammar and precision of composition	10	
		7. Learning reflections for professional transformation	10	
		8. Originality of writing	10	
3	**Final Presentation to the Evaluation Committee**		**20%**	
	Viva-voce Committee **Chair** Director	5. Overall formatting [opening, closing, body language, taking questions, responding with acceptance or rejection]	5	
	Members Internship Supervisor External Evaluator	6. Effective use of ICTs in production and delivery of presentation	5	
		7. Confirmation of unique contribution through this project	5	

		8. Confirmation of learning reflection and commitment for professional career	5	
		Total	**100%**	

Grading Criteria	
Outstanding: Average score of 85-100% = Grade 'A'	
Very good: Average score of 80-84% = Grade 'A-'	
Satisfactory: Excellent Average score of 75-79% = Grade 'B'	
Unsatisfactory: Very Good Average score 70-74%	
Incomplete: Failure to fulfill the requirements of any of the phases of Internship Project work and evaluation	

Viva Voice Committee	Name	Signature	Date
Chair of Viva Voice			
External Supervisor			
Internship Supervisor			

Note: The 'two-time, split-off' program evaluation will be accomplished by allocating 50% weightage to each event making final accumulated score out of 100%.

Note: In case a student scores less than 70-74% in average, he/she should be asked to rework on Internship Project Report and make a presentation again within a week. Failure to accomplish it will result in 'Incomplete' status in the final evaluation.

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Appendix 11.1 Graduate Research Project (GRP) Manual

Mid-West University, School of Management (MUSOM)
Birendranagar, Surkhet, Nepal

Master's Degree and Bachelor
Graduate Research Project (GRP/UGRP) Manual 2019

Mid-West University School of Management (MUSOM)
Birendranagar, Surkhet, Nepal

Applicable from
September, 2019

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A. PREAMBLE

Graduate Research Project (GRP) is an integral component of Master of Business Administration (MBA) program at Mid-Western University School of Management (MUSOM).

As a mandatory provision, each student pursuing an MBA degree at MUSOM has to design and undertake a systematic and scientific inquiry-based research project with approval of the Research Committee. Graduate research writing; being a part of purely academic work, it needs be accomplished by applying a uniform standard across the projects. This manual intends to provide broad guidelines to the MBA students as well as research supervisors to continue with a systematic approach to GRP.

The GRP involves conceptualizing and designing a research, obtaining departmental approval, fielding the research, performing data reduction and analyses, writing a report and making a formal presentation to the respective Research Committee.

Thus, the Thesis Research project as a whole, aims to develop knowledge, skill competence and attitude (KSA) necessary to initiate individual research and gain a mastery of problem identification, designing instruments for collecting data, performing data reduction and information analyses, producing policy level and managerial implications for evidence-based, effective decision-making.

A GRP Report work should involve depth analyses of the problem or issue, followed by extensive research or investigation on it before producing grounded evidence-based conclusions and implications for continued action. For this, it requires researcher's continuity of purpose, patience, positive attitude to conduct a systematic inquiry for uncovering the realities facing a problem or issue. More importantly, an independent researcher must be versatile in using technologies in data generation, reduction and analyses.

Each graduating student, at this level, is expected to demonstrate a blend of KSA to undertake a systematic and scientific inquiry using relevant technologies to explore grounded reality and transform into effective information as a pre-requisite to organizational decision-making.

This manual provides with needful guidance on procedural requirements, proficiency of research presentation and research writing to be fulfilled during your journey to successful Graduate Research Project accomplishment towards the end of master's degree study at Faculty of Management, Mid-Western University.

B. GENERAL INSTRUCTIONS

1. The MBA program Mid-Western University School of Management (MUSOM) has been crafted on a philosophy of blending your study and learning for professional life with a balance of knowledge, skill competence and attitude (KSA) in management sciences. For this, it requires you to be practical on working with research-based evidences to generate alternatives for professional decision-making. Therefore, you are advised to take this project more seriously, and at the same time, with joyful learning by experiencing with the grounded reality.

2. Before commencing your journey to intended research project, please study, analyze and understand properly each item presented in this Manual. If any confusion arises, or there is limitation of instructions pertaining to any matter of paper documentation, please follow the latest edition of the Academic Writing Manual of American Psychological Association (APA).

3. Please do not proceed your research project until receiving respective departmental approval. The respective department follows a specific process and there are strict requirements to accomplish such a process. Therefore, please pay patience to move along the institutionalized system of this systematic inquiry.

4. It is an integral component of your academic requirements to be accomplished as an independent study. Any misappropriations, copy and submission of a part or whole of the work of others' may result in your disqualification from the program. Please be careful, perform reviews with citations of scholarly works; be wise to original contributors by giving them the credit of their works by performing appropriate citation and referencing.

5. Please also make sure that you do not have any family, friendship and other close affairs related relationships with your Research Supervisor; if found so in future before you inform, both the Supervisor as well as Researcher will be asked to drop the project at any stage. By chance, if such relationship takes place in future, both the Supervisor and Researcher must inform to the Program Director/Campus Chief in separately written form, and the Program Director or Campus Chief will take alternative measure to arrange a substitute Supervisor at the earliest.

6. As part of professional ethics, we encourage both the Researcher and Research Supervisor to arrange multiple discussion and consultation meetings using the resources and space available at the Research Management Cell of MUSOM or at the working office of the Research Supervisor. We strongly discourage personal meetings outside the Campus premises, including the residence of Researcher, Supervisor or anywhere else without prior approval from the Program Director or Campus Chief in exceptional cases.

7. Time and again, MUSOM and Mid-Western University Faculty of Management organize a series of talk programs, workshops and conferences on research methodology. You are advised to make up your time with active participation in such programs to empower yourself with knowledge, skill competence and attitude on systematic inquiry-based decision making skill development.

8. You are advised to work closely in consultation with your designated Research Supervisor, collectively develop a plan of action and always try to work in line with the milestones proposed in the plan of action so as to make yourself accomplish the project within stipulated time.

9. Please keep all physical and electronic materials reviewed and data collection forms safe for future evidence; the Research Committee, if found necessary, may ask you to submit such materials at the time of your Viva-Voce towards the end of your project.

10. Generally, once a research topic is determined and Research Supervisor is appointed, we do not allow students switch over the area of research. However, in case you have convincing reason to do so, please inform in written to the designated Research Supervisor for obtaining departmental permission. Such changes may be considered, if reported within a month of formalization of research.

11. Similarly, in case of delay in research due to reasons related to family, health or professional matters should be timely reported in written via Research Supervisor. And the designated Supervisor and respective department will try their level best to consider the issue and extend time for the completion of your project. However, other rules of the University cannot be countered in doing so.

12. Finally, you are advised to develop a habit of improving your critic-analytical thinking, communication and presentation skills by performing multiple editing and updating of your manuscript.

C. WORKING PROCEDURES

A finely designed and executed project for GRP may require 3-4 months of quality time involvement of the researcher and mentors. Table 1 below provides with detailed information pertaining to various steps of intended tasks, details of activities to be performed, pre-requisites, corresponding timelines and length of paper work for expected task accomplishment.

Table 1: Working procedure on GRP

Steps	Description of activities to be performed	Timelines and length of paper work
I	**Submit the Synopsis of Research Proposal** ***Expected Components:*** Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of Study, Scope of Works, Definition of Key Terms, Sources of Information, Method of Data Collection, Population of Study, Units of Analyses, Sampling Techniques, Socio-Ethical Compliances; Tentative Plan of Action. ***Pre-requisites:*** Successful completion of all course requirements of the program till 3rd semester; no results awaiting students will be entertained for synopsis submission; evidence of full payment of program fee. ***Process:*** Call for synopsis (within 5 days of the call); preliminary interview by the Deputy Director or Program Director or Director, followed by needful revision works (within 10th day of the call); ethical clearance by Research Committee (within 12th day of the call); formal research consent by the Director with appointment of GRP Supervisor (within 14th day of the call for synopsis).	2 weeks 3000-5000 words
II	**Perform Review of Literature** ***Expected Components:*** Review of Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Development of Conceptual or Theoretical Framework of Study. ***Pre-requisites:*** Formal approval of the Program Director or Campus Chief. ***Process:*** Write the first two chapters of the proposal, get feedback from the GRP Supervisor and modify the document. **Chapter 1: Introduction** [Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of Study, Scope of Works, Definition of Key Terms; Organization of Proposed Research Report] **Chapter 2: Review of Literature** [Introduction, Review of Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Development of Conceptual or Theoretical Framework of Study; Chapter Summary]	2+3 weeks 7,000-10,000 words in cumulative document

III	**Develop Full Proposal for Research**	5+2 weeks
	Expected Components:	12,000-15,000 words in cumulative document
	Chapter 1: Introduction	
	Chapter 2: Review of Literature	
	Chapter 3: Proposed Research Methodology	
	[Introduction, Method of Study, Research Designs, Sources of Information, Population of the Study, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Analyses, Plan of Action; Socio-ethical Compliances]	
	Pre-requisite: Acceptance of review of literature and development of conceptual framework by the Thesis Research Supervisor.	
	Process: Write the third chapter of the proposal in tune with the theoretical and conceptual direction set by the conceptual framework of the study, design and test the validity and reliability of data collection instruments, get feedback from the Research Supervisor, modify the document; place data collection instruments in the Appendix.	
IV	**Make a Presentation of Full Proposal**	7+1 weeks
	Expected Components: Design a 20-25 minute presentation using MS Powerpoint on:	
	Introduction [general situation and research gap, statements of problem; significance of the study]	
	Review of Literature [matrix of literature; conceptual framework of study]	
	Research Methodology [Introduction, Method of Study, Research Designs, Sources of Information, Population of the Study, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Analyses, Plan of Action; Socio-ethical Compliances]	
	Pre-requisite: Approval by the Program Director or Campus Chief on recommendation of the Research Supervisor.	
	Process: Develop a presentation document, give presentation to the supervisory team representing program Director or Campus Chief, GRP Supervisor, HODs and fellow researchers, solicit feedback, adapt ideas and methods; obtain GRP Supervisor consent to administer the research.	
V	**Perform Field Work**	8+2 weeks
	Required Preparations: Letter of Approval from the Director, copies of data collection instruments (electronic/hard), sampling frames, location maps, plan of travel and other logistics.	
	Pre-requisite: Approval by the Director on recommendation of Research Supervisor.	
	Process: Researcher administers data collection; Research Supervisor, Director opt suitable mechanism to facilitate and control field research.	
VI	**Perform Data Reduction and Analyses**	10+2 weeks
	Data Reduction: Coding, field controls, editing, data	17,000-19,000 words in

	entry, cross-tabulation, transformation; transcribing qualitative information into quantitative measures. **Data Analyses:** Performing information production, analyses and testing. **Documentation** **Chapter 3: Respondent Information** to be added before Plan of Action section of Chapter 3. **Chapter 4: Data Presentation and Analyses** [Introduction, research question-based, theme-wise display and discussion of information in different sections, summary of findings; Chapter Summary] *Pre-requisite:* Accomplishment of data collection task	cumulative document
VII	**Develop Report, Make a Presentation and Submit** 1. Transform chapters 1 through 3 from proposal to accomplished form of language. 2. Chapter 4: Data Presentation and Analyses [as outlined in previous step] 3. *Chapter 5: Summary and Conclusions* [Summary, Discussions, Lessons Learnt, Recommendations for Policy Implications, Recommendations for Managerial Decision Implications, Suggestions for Continued Research; Conclusions] 4. Update References and Appendices 5. Design presentation materials 6. Accomplish defense of Thesis/GRP 7. Solicit feedback and submit for final consideration	12+2 weeks 18,000-20,000 words in cumulative document
VIII	**MUSOM Graduate Research Project Committee** Director - Chair Senior Faculty Member- Expert Member External Evaluator-Expert Member Internal Supervisor-Expert Member Administrative Staff- Member Secretary	

Appendix 11.2 Examiners' Recommendation Form

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar Surkhet

D: Examiners' Recommendation Form
Master of Business Administration

The GRP must be a substantial work based on independent study which shows a sound knowledge of the subject of the research, evidence of practice of some independence of thought and clear and concise communication abilities.

Candidate:	
Examiner:	

Recommendation for Classification
Please mark one box only and refer page 2 for the required Merit Criteria Scores-

Pass	
	The thesis be passed with no requirement for correction/amendments and the student be awarded the degree of MBA.
	The thesis be passed, subject to minor revision as indicated in my report.
	The thesis be passed, subject to substantive amendment along the lines as indicated in my report. -The student will be instructed to submit a detailed report to the MUSOM GRP Committee outlining the amendment to the thesis. The committee will consider the report and the revisions in determining the final classification, without further reference to the examiners.

If applicable
 -I believe this to be in the top 5% of GRP I have examined.

<div align="center">OR</div>

Re-Submit	
	The GRP be returned to me for re-examination after completing the required extra work and revision as indicated in my report. A GRP which must be re-submitted requires alterations of such scale, complexity and or conceptual significance should be appraised again.

<div align="center">OR</div>

Master of Business Administration -Consider submission for examination for the degree of Master of Business Administration	
	Because this GRP is of high standard, I recommend that it be re-examined for degree of MBA. The GRP shall be a substantial and original contribution to scholarship for the discovery of new knowledge and innovative re-interpretation of known and established ideas.

<div align="center">OR</div>

Fail	
	The GRP be failed and the student not be awarded the degree of MBA

-Please also complete and return the following page with the merit criteria scores-

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Appendix 11.3 Examiners' Recommendation Form

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet

E: Examiners' Recommendation Form
Master of Business Administration

Student:	
Examiner:	

Please provide a merit criterion score for each of the six criteria below, according to the key at the bottom of the page. The GRP you are examining submitted in part, or as whole fulfillment of the requirements for the award of MBA is a substantial work generally based on independent research:

Score	Criteria for the award of Master of Business Administration
	The GRP as whole is a significant and original contribution to knowledge of the subject with which it deals.
	The student shows understanding of the relevant literature, methods and research process.
	The GRP provides a focused and analytical study of the topic.
	The techniques adopted are appropriate to the issues and are properly applied.
	The results and discussions are set out logically.
	The quality of communication and overall presentation are of a standard for publication.

Please attach your report (minimum length of one long paragraph.

-I confirm that there is no actual or perceived conflict of interest arising from my examination of this GRP.

Signature:.................................   Date:.............................

Merit Criteria Score Key

Score	Merit Criteria	Description
1	Distinction	Of the highest merit, at the forefront of international master in the field. Only fewer students worldwide would fall in this band.
2	Excellent	Strongly competitive at international level. Fewer than 20% students would fall in thus band.
3	Very Good	An interesting and sound GRP. Fewer than 30% students would fall in this band.
4	Good	A sound GRP, but lacks a compelling element.
5	Fair	The GRP has potential, but requires major revisions.
6	Flawed	The GRP does not meet the required standard for this criterion.

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Appendix 11.4: MBA GRP Viva Voce Report

MID WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet

F: MBA GRP Viva Voce Report

Name of Student	
Program	
Registration N:	
Batch	
Symbol N:	
GRP Title	
Venue	
Date of Viva Voce	
Chair of GRP Evaluation Committee	
Viva Expert	
External Evaluator	
GRP Supervisor	

Please rate the candidate's performance at the Viva

SN	Criteria	External Evaluator/GRP Supervisor				Total	
		FM	MO	FM	MO	FM	MO
1.	*Problem Definitions* [Analyses of gaps, statement of problem, objectives, research questions, working hypotheses, significance of study]	7		3		10	
2.	*Review of Literature* [diversity and intensity of reviews from the perspectives of concepts, theories, policies, related studies and best practices, and development of conceptual framework of study]	10		5		15	
3.	*Research Methodology* [approach and designs, instrumentation and modeling, sampling and sample size, field administration, data reduction and analyses, socio-ethical compliances]	10		5		15	

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No.	Criteria					
4.	*Data Presentation and Analyses* [pattern and sequencing in order of objectives, research questions and hypotheses, tabular and graphical portrays, statistical testing, discussions and interpretation]	7		3		10	
5.	Summary and Conclusions [summary, discussions, lessons learnt, conclusions and recommendations]	5		2		7	
6.	*Academic Writing* [quality of language, paper structure and design, citations, referencing]	7		3		10	
7.	*Overall Impression* [personality disposition, vision and commitment on respective field of specialization; exhibited knowledge, skill competence and attitude towards chosen area of study]	4		4		8	
8	*Presentation* [opening of subject matter, spontaneity and clarity of communication and explanation, receiving and responding to panel members' concerns, satisfactory evidence of self-accomplishment of research process and closing effectiveness]	25				25	
	Total	75		25		100	

GRP Expert Panel	Name	Signature	Date
GRP Supervisor			
External Evaluator			
Viva Expert			
Director of MUSOM			

Notes: For successful candidates, the results will be announced no later than 15 minutes after the presentation is over. The Research Committee reserves its decision to ask the researcher for further slight or major modification, complete rework, or even rejection of report – all based on candidate's performance during defense and documentary evidence of quality and significance of the work. The Committee Chair would facilitate the presentation and hence would not engage grading of performance.

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Appendix 11.5: BBA UGRP Viva Voce Report

MID-WEST UNIVERSITY
SCHOOL OF MANAGEMENT (MUSOM)
Birendranagar, Surkhet

G: BBA UGRP Viva Voce Report

Name of Student	
Program	
Registration N:	
Batch	
Symbol N:	
UGRP Title	
Venue	
Date of Viva Voce	
Chair of UGRP Evaluation Committee	
Viva Expert	
External Evaluator	
UGRP Supervisor	

Please rate the candidate's performance at the Viva

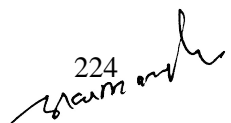| SN	Criteria	External Evaluator/GRP Supervisor				Total	
		FM	MO	FM	MO	FM	MO
1.	*Quality of Problem Statement focusing on hypothesis and questions and significance*	7		3		10	
2.	*Relevance of Review of Literature* presenting a complete picture of issues in the context	10		5		15	
3.	*Applicable Research Methodology* with focus on design, sample, and over all process data collection and analysis.	10		5		15	
4.	*Data Collection and Analysis Presentation with a clear use of qualitative or quantitative or mixed*	7		3		10	

	methods						
5.	Accurate Summary and Conclusions	5		2		7	
6.	*Academic Writing* Skills with focus on arts of written communication and documentation	7		3		10	
7.	*Intellectual Honesty and Dedication*	4		4		8	
8	*Presentation* of the subject matter in line with research steps	25				25	
	Total	75		25		100	

UGRP Expert Panel	Name	Signature	Date
UGRP Supervisor			
External Evaluator			
Viva Expert			
Director of MUSOM			

Notes: For successful candidates, the results will be announced no later than 15 minutes after the presentation is over. The Research Committee reserves its decision to ask the researcher for further slight or major modification, complete rework, or even rejection of report – all based on candidate's performance during defense and documentary evidence of quality and significance of the work. The Committee Chair would facilitate the presentation and hence would not engage grading of performance.

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Appendix 11.6 Paper documentation

Language, parts of paper, title page
 Figure 1: Template for title page
Figure 3: Recommendation for defense of research report
Figure 4: Approval from the research committee

ACKNOWLEDGEMENTS/ABSTRACT/TABLE OF CONTENTS

LIST OF APPENDICES/LIST OF TABLES/LIST OF FIGURES/ LIST OF ABB
Appendix 11.7 Outline of Main Body of GRP

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Data Presentation and Analyses

Chapter 5: Summary and Conclusions

PAPER DOCUMENTATION

1.1. Medium of Language and Originality

As it is an academic document, a report of Graduate Research Project (GRP) must be written in correct English language. Exceptions may be made, if appropriate, in appendix material or if the respective academic Department gives special waiver for any other language.

The graduates are normally asked to confirm the correctness of composition structure and grammatical errors by the help of specialized English language experts in academic writing. Also they have to confirm the copy rights related issues wherever applicable.

Mid-Western University, School of Management (MUSOM) encourages its MBA degree aspiring graduates to maintain at least 80 percent of originality of the final document while a test for plagiarism is administered. All GRP reports bearing 20 percent or above level of plagiarism will either be asked to re-edit/recompose, whereas all the reports having 30 percent and above level of plagiarism will be rejected and such graduates will be asked to undertake a fresh research right from the beginning. Only one such chance will be given to a student to accomplish a particular degree program.

The graduates are advised to thoroughly acknowledge the original sources of information by applying APA format of citation and referencing.

1.2. Parts of Paper

Mostly, a more systematically documented course paper will be prepared in three distinctive parts – prefatory part, main body and supplementary part.

Prefatory Part includes all preliminary contents that come before the first chapter of the study report. Normally, lower case Roman numbering is applied for this part and the contents may include –

Title Page

Institutional Consent for the Conduction of Research *[campus provided]*

Recommendation for Defense of Research Report *[campus provided]*

Approval from the Research Committee *[campus provided]*

Acknowledgements *[restricted to a single page]*

Abstract *[restricted to a single page]*

Table of Contents

List of Appendices

List of Tables *[optional; if there are at least 2 tables used in the main body]*

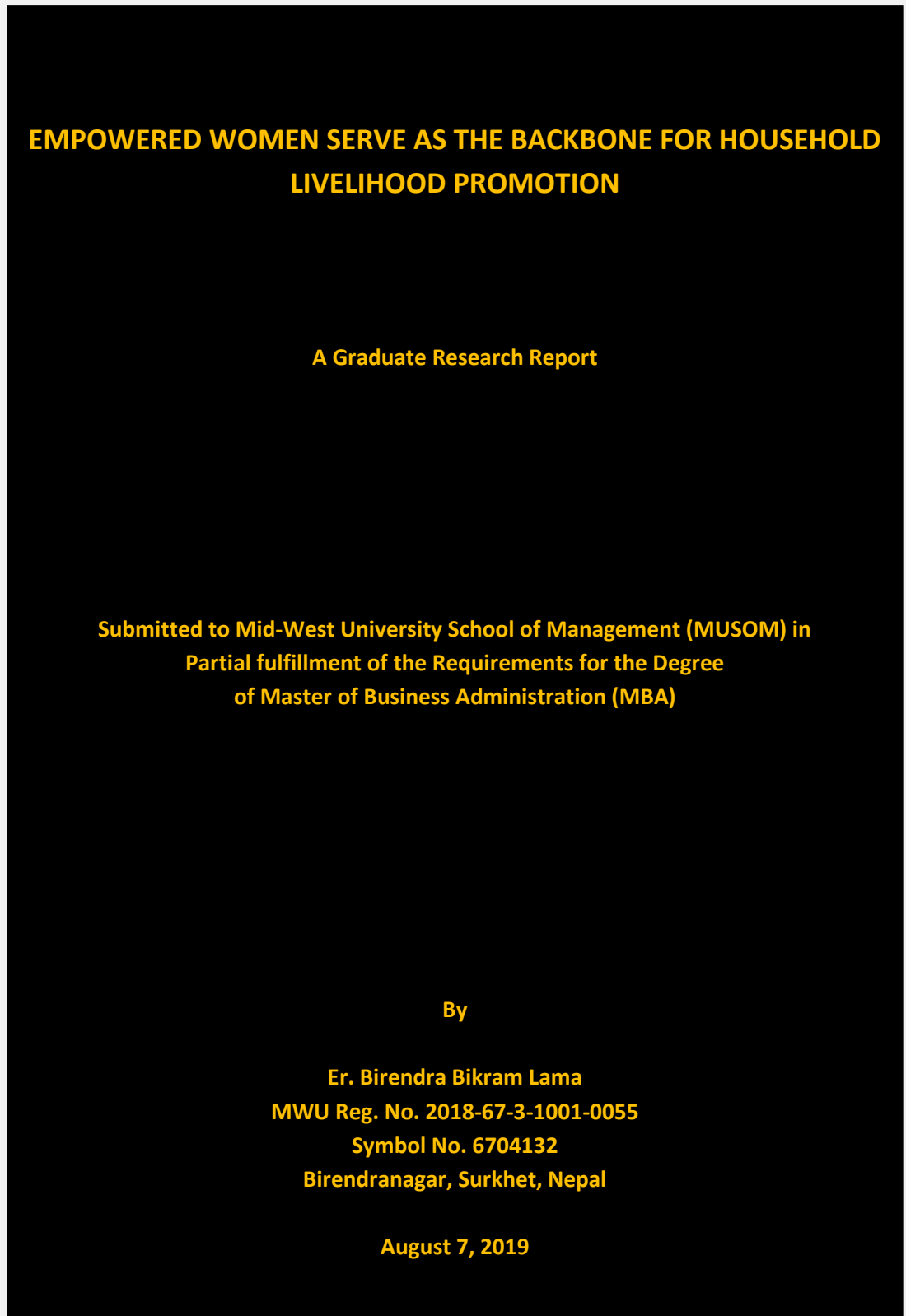List of Figures *[optional; if there at least 2 figures used in the main body]*

List of Abbreviations *[Optional; if there are at least 2 abbreviations used in the main body]*

Note: The Title Page should contain no page number and rest of pages in prefatory part should be numbered in lower case Roman Numbering system. The page numbers should be inserted in the bottom-right side of the footer.

Figure 1: Template for title page

EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD
LIVELIHOOD PROMOTION

A Graduate Research Report

Submitted to Mid-West University School of Management (MUSOM) in
Partial fulfillment of the Requirements for the Degree
of Master of Business Administration (MBA)

By

Er. Birendra Bikram Lama
MWU Reg. No. 2018-67-3-1001-0055
Symbol No. 6704132
Birendranagar, Surkhet, Nepal

August 7, 2019

As presented in above figure, the overall information in the cover page (title page) of the GRP should be organized in 6 blocks with single line spaced, centralized contents in each block and there should be equal space maintained between the blocks (generally 6 lines in an A4

sized paper). The title contents should be documented in block letters of font size 14, whereas rest of contents should be typed in font size 12.

Note: The respective department is advised to issue a pre-formatted template of the title page to each student, who should then update his/her personal information in the given template. No alteration of format, margins and page size is allowed. However, the font type may be altered in tune with the fonts used in the main document.

While making final printing of the cover page for binding of the report for submission, this page should be printed in dark black colored leather coated/raxine paper with bold golden fonts of the text and border lines.

Figure 2: Institutional consent for the conduction of research

Mid-West University, School of Management
Birendranagar, Surkhet, Nepal
Estd. 2010

Date: June 1, 2019   Ref. No.: 056-023/2019

To
Shyam Kumar Bista
Birendranaga 7, Surkhet, Nepal

Re.: Authorization to Undertake a Graduate Research Project (GRP)

Dear Mr. Bista,

Upon your successful defense of Master's Degree Graduate Research Project Proposal, we are pleased to authorize you to undertake a GRP entitled EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD LIVELIHOOD PROMOTION. You are advised to accomplish the overall research within two months effective from

We wish you a successful research endeavor in this process.

With Regards,

_____
Narayan Pd. Poudel, PhD
Program Director

Figure 3: Recommendation for defense of research report

Mid-Western University, School of Management
Birendranagar, Surkhet, Nepal
Estd. 2010

Date: July 25, 2019   Ref. No.: 123-023/2019

To
The Program Director
Mid-West University, School of Management (MUSOM)
Birendranaga 7, Surkhet, Nepal

Re.: Recommendation for Master's Degree GRP Defense

Dear Sir,

I am pleased to inform you that Mr. Shyam Kumar Bista, an MBA passing out graduate of our institution, has accomplished the Master's Degree GRP entitled EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD LIVELIHOOD PROMOTION under my direct supervision and guidance. I have closely observed that the Report has been prepared in tune with our specified guidelines. Therefore, I would like to recommend you to consider an early date for organizing the final defense of the said Report.

With Regards,

_____

Sushil Shahi, PhD
GRP Supervisor

Figure 4: Approval from the research committee

Mid-West University, School of Management (MUSOM)
Birendranagar, Surkhet, Nepal

Date: August 7, 2019   Ref. No.: 129-023/2019

Approval Letter

The Graduate Research Report entitled Causes of Delay in Local Roads Bridge Construction Project and Their Consequences was submitted by Er. Birendra Bikram Lama for final examination by the Graduate Research Project Committee of Mid-Western University School of Management (MUSOM), in the partial fulfillment of requirements for the degree of Master of Business Administration (MBA). We hereby certify that the Graduate Research Project Committee of the MUSOM has found this GRP satisfactory in quality and has therefore accepted it for award of the degree.

Sushil Kumar Shahi, PhD   Signature ----------------

Chari, GRP Committee   Date:----------------------

Veetihotra Vasishtha   Signature....................

GRP Supervisor   Date:................................

Amrit Kumar Sharma Gaire, PhD   Signature--------------------

External Expert   Date................................

Mr. Rishi Khanal   Signature...............................

Member, GRP Committee   Date:..........................

ACKNOWLEDGEMENTS

Share in a few paragraphs, your thanks, gratitude or appreciation to different individuals and institutions for their support and cooperation with you to accomplish this project.

Shyam Kumar Bista

Degree Candidate

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ABSTRACT

Write in a few paragraphs, limiting all it to a single page, by specifying general background, problem or issue taken into account of observation, research methodology, key findings, recommendations and conclusions.

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TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

Main Body includes chapter-wise documentation of the study report and it is normally paginated with Hindu Arabic number system. Generally, the chapter-wise organization of the main body should be as follows:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Data Presentation and Analyses

Chapter 5: Summary and Conclusions

The body of the paper should be organized as such that the major ideas are clearly indicated and the supporting ideas and comments are identifiable. It should include an elaboration on two or more main topics with sub-topics. It should also include references of the literature used for the paper.

The presentation of ideas should follow a sequential outline of major and sub-headings. The presentation in the typed format should follow APA style guidelines. If the paper is short, a 3-level format will be adequate. Longer papers, which are more extensive and have more complexity in presentation of ideas, may need a 4-level or 5-level format.

Figure 5: General outline of the main body of paper

CHAPTER 1: INTRODUCTION
1.1. Background of the Study
1.2. Gaps Analyses
1.3. Focus of the Study
1.4. Objectives of the Study
1.5. Statement of the Problem
1.6. Research Questions
1.7. Research Hypotheses
1.8. Significance of the Study
1.9. Limitation and Delimitations of the Study
1.10. Operational Definitions of the Key Terms
1.11. Organization of the Thesis Report
CHAPTER 2: REVIEW OF LITERATURE
2.1. Introduction
2.2. Review of Theoretical Perspectives
2.3. Review of Related Policy Documents
2.4. Review of Related Studies
2.5. Development of Theoretical Framework of the Study
2.6. Chapter Summary
CHAPTER 3: RESEARCH METHODOLOGY
3.1. Introduction
3.2. Research Approach and Designs
3.3. Scope of Works
3.4. Population of the Study
3.5. Sampling Techniques
3.6. Units of Analyses
3.7. Data Modeling Techniques
3.8. Development of Data Collection Instruments
3.9. Test of Reliability and Validity
3.10. Mechanism for Field Works

<table>
<tr><td colspan="2">3.11. Techniques for Data Reduction and Analyses
3.12. Plan of Action
3.13. Socio-ethical Compliances
3.14. Chapter Summary</td></tr>
</table>

CHAPTER 4: DATA PRESENTATION & ANALYSES

    4.1. Introduction
    4.2. Respondent/Participant Information
    4.3. <Research question-wise headings of data presentation and analyses>; multiple headings may apply here
    4.4. Key Findings of the Study
    4.5. Chapter Summary

CHAPTER 5: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

    5.1. Introduction
    5.2. Summary
    5.3. Discussions
    5.4. Lessons Learnt
    5.5. Conclusions
    5.6. Recommendations
            For Policy Implications
            For Managerial Implications
            For Further Research

Each chapter should be further devised of a number of needs-based headings, sub-headings, and sub-sub-headings using a 3-level format. Also, 4-level or 5-level format may be applicable in case the paper requires a longer tree of heading, sub-heading and sub-sub-headings.

Finally, in **Supplementary Part**, the paper should follow a detailed list of *References* prepared in line with APA style guidelines for writing academic papers and then the *Annextures* and *Appendices* should be placed towards the end of formally composed paper.

1.3. Tentative Areas of MBA GRP Topics

We, at MUSOM, would like to ask you to personally identify management issues or problems for investigation and how you purpose to solve them to bring about positive and constructive changes to the present corporate culture in the chosen locality and the country at large. Your proposal should be well thought out. Management requires strategy, implementation of strategy, i.e., effective decision-making, communication, innovation and leadership. As an innovative thinker, your job is to propagate all of them, effectively and in a more pragmatic manner. Here are a few areas of studies in which you can craft your GRP:

    Industry 4.0 in the context of Nepal; Social innovation in the Industry 4.0
    Corporate service delivery (CSD) in place of corporate social responsibility (CSR)
    Cyber physical system, do people care about it?
    Entrepreneurs versus social entrepreneurship
    Concept of social innovation in Nepal
    Work relented stress (psychological factors) among workers
    How to build a successful startup?
    Provincial government effect on business
    How business can be managed for sustainable development
    Consumer psychology
    Marketing mix
    Marketing ethics
    Online marketing

Relationship marketing

Mobile marketing

Analyzing personal debt and the job market

Best ways to pay for education: student loans or personal loan

How can parents settle for student loan process (or student loan for their education – can government spend for student loan)

How flexible interest rate disappointed loan holder

The present financial process and its challenges

How change in banking policy has supported bankers to develop in the present context?

Society's attitude towards debit and credit cards

Determinants of inter-banking success in Nepal

The role of mergers and acquisitions in the banking sector

The impact of globalization on small scale industries

Can the use of plastic plates be replaced with the organic leaf plates? Opportunities and challenges for small enterprises development in the Karnali province

Relevance/Use of mobile apps for consumer buying behavior

Knowledge management issues

Informal sectors contribution on business activities

Nepal Tourism Year 2020 (Any issue related to)

Progress and Prospects for Event Tourism in Nepal

Knowledge management in public and private sector organizations

Green Management

Social entrepreneurship and their role in SDGs

Online purchase behavior for specific commodities

Decision on using/buying financial instruments among different categories of women group

Food consumption behavior and nutrition issues

Role of financial institution for economic development

Commercial bank lending policy to any bank or comparison between two or more banks

Gender impact on execution of business strategy for effective economic performance

Emerging entrepreneurship in Nepal: case of ………………….

Digital economy for Nepal: case study of …………….

Smart city: concept and reality of Birendranagar

Tourism and hospitality: emerging areas

Real-estate development and smart cities

Social entrepreneurship: case study of ………….

Prospects of organic agribusiness promotion

Cost and time overrun in infrastructure development projects

IPO or secondary share market?

Topic linking to technology

Health sanitation and nutrition

Regulatory measures on ……….

Governance, communities and action

Cost of laziness: measuring opportunity cost

Taxi management in the city; taxi drivers' perception

Taxi management in the city: riders' perception

Management of urban water crisis

Consumer readiness in boycotting plastic-packaged products

Drinking water management in valley: household willingness to pay for adequate water supply

1.4. Basic Reference Information

The list of references should follow the guidelines as set out by APA (6th edition is available in the market). After every citation in the main body of the text, immediately the detailed listing of the sources of information should be prepared. *Remember, bibliography is not the list of references.*

The best time to make a record of the consulted reference materials is at the time of reading it. Therefore, the graduates should establish a system for making a complete record. This will save time and effort in the writing a well-documented paper. The note making system should be established to record the following information in the sequence suggested below:

Name(s) of Author(s): Family name and given names in full form.

Date of Publication: Note the date of publication of the current edition in English date. In the case of a newspaper publication, please note the full date of publication followed by page number (e.g., Wednesday, August 7, 2019; p. 12).

Title: Title of a book, name of journal, newspaper or any other type of publication should be listed accordingly. The notes should be clear as to whether this is an article in a journal or magazine, a chapter in a book, or other source.

Edition: In the case of a book, the edition other than first has to be identified.

Publisher: For <u>book</u>: city and publisher name is required. For <u>journal or magazine</u>: may not be needed if the source is a recognized journal.

Volume and Issue: Especially needed for journal, magazines and multi-volume books. It should always include page/s where the article or content of the review material is located.

Pages: Citation of chapters in a book and article in a journal or magazine should always include pages where the article is located; it is also required for every direct citation from a book.

Internet Sources: Identify www, http, or any other search engines, newsgroup postings and e-mail; also date of retrieval.

Other Information: Any other information to verify your source.
[Please refer APA style guidelines; Chapters 6 and 7.]

<u>*Note*</u>*: The research graduates should prepare an inventory system of review materials using a framework of above stated information. In fact, this work is known as preparation of detailed bibliography. Though this framework will not appear in the study report, such information system will be of great use while preparing for text citation and referencing in future during document preparation.*

1.5. Annex (Annexure) or Appendix (Appendices)

An *Annex* or *Appendix* is included in a paper when the writer wishes to extend or support the information presented in the main body of the paper. This may include secondary data tables, data collection instruments or any other types of materials. All information should be identified as a separate *Annex* or *Appendix*. Materials which are not the work of the present researcher should indicate the original sources with proper documentation (use APA style).

Normally, extended data sheets are placed in *Annexure*, and data collection instruments and researcher's resume are placed in the *Appendices* though there is no hard and fast rule.

1.6. Page Margins, Fonts, Alignments and Cases

Margins Size: All the contents of an academic research report should be physically easy to read. Therefore, the pages should have margins of at least 1" on all sides (excluding page numbers, which may be within a one half inch margin). Maintain 1.5" margin in the left side of the document. It is recommended to set the document in A4 (8.27 x 11.69) size throughout the paper.

Fonts: Times New Roman font 12 pitch is the default type of font to be used in a thesis report. In addition, specific font types should be selected making it easy for the reader. For example, in this sentence, you are now reading in font type <u>Arial 10 pitch</u>. In the next section, you will see examples of <u>Courier 12 pitch</u> fonts. Many other fonts are available, but the following fonts are more commonly used:

Arial 10, Arial 11, Prestige 12, Courier 12, Times New Roman 10, Times New Roman 11, or Times New Roman 12. There should be consistent use of a single type of fonts throughout the report, in all parts.

Alignment Setting: If you want to consider using the *alignment* setting so that margins are even on both the sides of the page, then you should use a font that has automatic (proportional) spacing between letters and words. Fonts such as Arial and Times New Roman are the examples in this respect. Fonts such as Prestige pitch (12) and Times New Roman (10) should be used with "align left" only. However, the respective department may allow a *Justified Format* of the text to give an impressive look of its body.

Cases: Use Caps log (capital letters) for each **CHAPTER HEADING** with bold; Use Title Cases pattern for each major heading with bold cases. For example, **1.1.   Background of the Study; 3.11.   Socio-Ethical Compliances**). Apply **Sentence case** bold pattern for all sub-headings; *Sentence case italicized pattern for sub-sub-headings*.

1.7. Paragraphs and Line Spacing

Chapter Heading: Set a *single line* spacing pattern; apply 0 points 'before' and 24 points 'after' for each chapter heading. For example, all the first line headings of this document are composed in this structure.

Major and Sub-Heading: Set a 1.5-line spacing pattern with 0 point spacing 'before' and 6 point spacing 'after' setting.

Sub-sub-heading: Set a 1.5-line spacing pattern with 0 point spacing 'before' and 6 point spacing 'after' setting and compose the text in the same line of heading as structured in this paragraph itself.

Paraphrasing: Maintain paragraph breaks by using a space of 6 points in 'after' setting in a 1.5-line spacing pattern in paragraphs. While commencing a new heading, use 12 points space in 'after' setting of the previous paragraph.

CITATION & REFERENCING

2.1. Quotations from Other Sources

Authors of scholarly papers are expected to give credit to the works done by other scholars. Therefore, a format for citation of works in the text of the paper is needed. Each citation in the text of the paper must be included in the list of references at the end of the paper.

The following examples have been adapted from Diana Hacker's 1997 publication, *A pocket style manual* (2nd ed.), and the *1994 Publication manual of the American Psychological Association* (6th ed.). They have been contextualized for our university. For additional examples and updates, follow the latest edition of the *Manual*.

In general, the APA style requires the use of past tense. For example, Smith (1994) reported...; present perfect tense is also equally used. For example, Smith (1994) has argued...; or Smith (1994) argues, in simple present tense structure of writing. It is recommended to use a uniform structure to the possible extent. It also suggested that a qualitative research based discourse takes a beautiful shape and impression while composed in simple present tense. Please remember, all review works and citations must be done consistently using a uniform pattern. A variety of situations are presented below.

Direct quotation: When introducing a quotation, the author's family name and date of publication should be identified; the page notation appears in the parenthesis at the end of quotation. Note that this quotation is less than 5 lines or approximately 40 words in length.

Cross (1990) has stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

OR

One scholar (Cross, 1990) stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

Alternatively, when the author's name does not appear in the introductory sentence, then the author's last name, year/date of publication, and the page number should be placed in parenthesis at the end of the sentence.

"We don't know enough about the intricate processes of teaching and learning to be able to learn from our constant exposure to the classroom" (Cross, 1990, p. 10).

Summary or a paraphrase: For a summary or a paraphrase, include the author's last name and the year/date either in the first phrase or in parenthesis at the end. A page number is not required, but it may be included to help your readers find a specific passage in a long work.

An idea being Promoted (Cross, 1990) for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information.

OR

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An idea being promoted for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information (Cross, 1990).

Quotation with more than 5 lines or 40 words: Quotations with more than 5 lines or 40 words should be shown as a free-standing block of typewritten lines as shown below, with 0.5" left and 0.5" right aligned, *Justified* in 'single line' spacing patters of '0' spaces for both 'before' and 'after'.

> In a study of memory and comprehension activities in Sri Lanka primary school classrooms, it was found that memory-related activities were less than 30 percent of all learning activities, ranging from 37.01 percent in the first year to 24.94 percent in the third, and 24.13 percent in the fifth year. Furthermore, the critical thinking and problem solving type of activities were found to be less than 10 percent of all learning activities in all years (Gorrell et al., 1995, p. 87).

The block quotation starts from a new line as a new paragraph and the subsequent lines are typed flush with the same indenting (*Justified* as in above example). When a quotation is set apart by indentation, quotation marks are not used.

Quotation or citation of a work discussed in a secondary source: Many times you may make references to publications that are not available to you, the author of the present work. In such cases, these publications become "secondary sources" for you. For example, if you are reading a document written by Rijal which mentions a study published in a journal article written by Juran, then Juran's article is the "primary source" and Rijal's document is the "secondary source" for you. An example is provided below.

Many scholars have expressed a divergent views on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, as cited in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

<div align="center">OR</div>

Many scholars have expressed a divergent views on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

2.2. Citations of References in the Text of the Paper: APA Style

One author (one work): The author's name and year of publication are essential for the citation. For example,

A scholar has claimed that leadership commitment is the key to lead organizations towards their success (Rijal, 2003).

Two authors (one work): Name both authors in the initial phrase or parenthesis each time you cite the work. In the initial phrase use "and" between the authors' name; in the parenthesis use the Ampersand (&) between the authors' names.

Cooper and Mueck (1990) have defined cooperative learning as a structured, systematic instructional strategy in which small groups work toward a common goal (p. 69).

Cooperative learning can be distinguished from other forms of team learning by the characteristic features of "positive interdependence" where all members of a learning team are responsible for the learning of other members (Cooper, & Mueck, 1990).

Three to five authors: Identify all authors the first time you cite the source. In a phrase it would appear as Gorrell, Kularatna, Dharmadasa and Abeyratne (2018). In the parenthesis format it would appear as (Gorrell, Kularatna, Dharmadasa, & Abeyratne, 2018).

In a study of dimensions and magnitude of cooperative learning, Gorrell, Kularatna, Dharmadasa and Abeyratne (2018) identified that such a practice not only serves instrumental in creating impactful learning for life, but also it empowers the learners with effective interpersonal and life skills to work in a team.

In subsequent citations, use the first author's name followed by "et al." in either the phrase or the parenthesis, i.e., Gorrell et al. (2018) or (Gorrell et al., 2018).

In a more recent study, Gorrell et al. (2018) have claimed that a cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people.

<div align="center">OR</div>

A cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people (Gorrell et al., 2018).

Six or more authors: If a work is written by a group of authors which included Brightman, Bhada, Felhaus, Giovinazzo, Mansfield, Rue, Schaffer, and Schreiber (1990), then use only the first author's name followed by "et al." in all citations (Brightman et al., 1990).

Corporate author: If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation, followed by an abbreviation in brackets. In subsequent citations, simply use the abbreviation.

For first citation in parenthesis: (National Planning Commission [NPC], 2019).

<div align="center">OR</div>

For first citation without parenthesis: National Planning Commission (NPC, 2019).

For subsequent citations: (NPC, 2019).

Unknown author: If the author is not given or known, either use the complete title of the work in the phrase or use the first two or three words of the title in the parenthetical citation. Titles of articles appear in double quotation marks followed by a comma ("Gender and Education," 1997); titles of books are underlined or italicized (Universal Primary Education, 1987). If "Anonymous" is specified as the author, treat it as if it were a real name (Anonymous, 1996). In the list of references, use 'Anonymous' as the author's name.

Authors with the same last name: To avoid confusion, use initials with the last names if your list of references contains two or more authors with the same last name; for example, Rita Dunn and Kenneth Dunn have many publications as single authors and as a team as well (Dunn, & Dunn, 1993).

"Research on the Dunn and Dunn model of learning styles is more extensive and more thorough than the research on most previous educational movements" (Dunn, & Dunn, 1993, p. xi). Other research has focused on homework (R. Dunn, 1985) and small group techniques (K. Dunn, 1985).

Personal communication: Conversions, memos, letters, e-mail, and similar unpublished person-to-person communications should be cited by initials, last name, and precise date:

….on effective management of implementation process of this new initiative, the current practice of selecting large scale projects on ad hoc basic will end and the nation will be benefitted by incorporating the right projects, right in time, in right places, in support with right scale of resources and funding with improved level of inter-departmental coordination and facilitation (Bhatta, S., Member, National Planning Commission; based on sharing in a panel discussion on January 25, 2019).

Note: Please do not include personal communications in the list of references.

Two or more works in same parenthesis: Time and again, a systematic and more comprehensive review work requires a researcher to perform a number of review works from different related sources and produce a central information. Such a situation requires multiple citation for a single statement or body of review. A few examples are presented in following paragraphs:

As part of ongoing national federal structural development and sharing of power and executive rights among the different levels of governments in Nepal, the Federal, Provincial and Local Governments are mandated with 25, 21 and 22 executive powers respectively. Similarly, there is a provision of 25 powers sharing between Federal and Provincial Governments and 15 powers are shared by all tires (Karki, 2018; Dhakal, 2017; & Khanal, 2017) of governments and empowerment of local governance is the central governing philosophy of this newly enacted structural system. In this context, public service delivery mechanism and management system practices at local, provincial and federal levels may require timely revisits.

There are altogether 753 Local Governments having 6,742 Ward Councils in place with mandated powers (Editorial, June 6, 2018; & Dhakal, 2017) of local governance and development. On the other hand, in the sphere of good governance, developing scenarios reveal that Nepal needs to work swiftly with tangible results as its global rating has declined whereas other countries doing worse in past have improved significantly (Gyawali, 2019; & Himalayan News Service, 2019).

In this respect, Shrestha (2014), Lama (2018), and Bajracharya and Grace (2014) are of the opinion that Nepal has somehow achieved a long-awaited political stability and now it requires a policy level stability to gear up sustainable development.

Citations from secondary sources: A primary source is one which is published but which you could not have access directly. You want to cite the original (primary) source. For example, you are reading a publication written by Wagley and Mumaw. In the document a reference is made to study published in a journal article written by Heyneman. You do not have Heyneman's article (the primary source) but you want to mention the study as reported by Wagley and Mumaw (the secondary source). The Publication Manual of the American Psychological Association gives two rules to guide your decision on citations of secondary sources.

Rule 1: Paraphrase of information

If you paraphrase the information from Heineman as reported by Wagley and Mumaw, then give only the secondary source in the reference list as follows:

Wagley, M. P., & Mumaw, C. R. (1998). *Development of training curricula for the improvement of quality education in Dhulikhel Municipality. a needs assessment study*. Kathmandu: Kathmandu University.

In the text you are writing, name the original work (primary source), but give a citation for the secondary source, similar to the following:

The Summary review of World Bank projects by Heyneman (1994, as cited in Wagley, & Mumaw, 1998) indicated that very few teaching tools are available to primary school teachers in developing countries.

Rule 2: Direct quote from secondary source

If you quote directly from Wagley and Mumaw, then you would follow Rule 1 and, in addition, add the page number to the citation as follows:

The Summary review of World Bank projects by Heyneman (1994, in Wagley, & Mumaw, 1998) indicated, "typically, primary school teachers in developing countries have few teaching tools, and even these are of poor quality" (p. 3).

2.3. Preparing the List of References in APA Style

The list of references should be organized so that the listing is in alphabetical order according to the author's family name, and from "A" to "Z". The paragraphs in reference section should be set in single line spacing; 6 points spacing 'after' and 0.5" gutter setting for subsequent lines of each reference. In the examples that follow, observe all the details, especially the order in which the information is given (names, date of publication, publisher information) and the way it is presented (underlining, capitalization, abbreviations, full stops, etc.). The examples have been adapted from Diana Hacker's 1997 *A pocket style manual* (2nd ed.) and the 1994 *Publication Manual of the American Psychological Association* (4th ed.), and have been contextualized for Nepal.

2.3.1. Books

Basic format for a book

Brookfield, S. D. (1990). *The skillful teacher on technique, trust and responsiveness in the classroom.* San Francisco: Jossey-Bass Publishers.

Two or more authors in a book

Best, J. W., & Kahn, J. V. (1996). *Research in education*. (4th ed.). London: Routledge.

Crawford, D. K., Bodine, R. J., & Hoglund, R. G. (1995). *The school for quality learning*. Champaign, IL: Research Press.

Corporate authors

Nepal South Asia Centre [NSAC]. (1998). *Nepal human development report 1998*. Kathmandu: Author.

United Nations Development Programme [UNDP]. (1998). *Human development report 1998*. New Delhi: Oxford University Press.

Editors

Schultz, F. (ed.). (1997). *Annual editions education, 1997/98*. (24th ed.). Guilford, CT: Dushkin Publishing Group.

Translation

Miller, A. (1990). *The untouched key: tracing childhood trauma in creativity and destructiveness*. (H. & H. Hannum, Trans.). New York: Doubleday. (Original work published 1988)

Edition other than first

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park: SAGE Publications.

Chapter in a book

McGaghie, W. C. (1993). Evaluation competence for professional practice. In L. Curry, J. F. Wergin, & Associates. *Educating professionals*, (pp. 229 - 261). San Francisco: Jossey-Bass Publishers.

Book reprint

Dewey, W. C. (1993). *How we think.* Lexington, MA: Health. (Originally published 1910).

Multivolume work

Wiener, P. (ed.). (1973). *Dictionary of the history of ideas, (vols. 1-4).* New York: Scribner's.

A volume of a multivolume work

Gerhardt, H. P. (1997). Paulo Freire. In Z. Morsy (ed.), *Thinkers on education, vol. 2. Prospects,* (No. 87/88, pp. 439 - 458). Paris: UNESCO Publishing.

2.3.2. Periodicals

Note that APA always uses Arabic numerals for volume numbers.

Article in a daily newspaper

McGeary, J. (1998, May 25). India: The B. J. P.'s big bang. *Time, 151*(20), *26 - 33*.

No author

Anonymous (1998, May 27). Web as a tool for gender and development. *The Kathmandu Post, p. 3*.

Author

Adhikari, K. (1998, May 23). Schools or business houses? *The Kathamandu Post, p. 4*.

Article in a journal paginated by volume

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology, 25, 729-735*.

Article in a journal paginated by issue

Mumaw, C. R., & Sugawara, A. (1995). Teacher efficacy and past experiences as contributors to the global attitudes and practices among vocational home economics teachers. *Family and Consumer Sciences Research journal, 24(1), 92-109.*

Cooper, J., & Mueck, R. 1990). Student involvement in learning: Cooperative learning and college instruction. *Journal on Excellence in College Teaching,* 1 (1), 68-76.

Unsigned article in a periodical

Mushrooming growth of private schools. (2055 Baisakh) (Apr/May 1998). *BM Business Manager for Managers, 1(1), 14 - 17.*

2.3.3. Reviews

McLaren, P. (1993). [Review of the book School subjects and curriculum change: studies in curriculum history. (3rd ed.), 1992)]. *International Journal of Qualitative Studies in Education, 6(2), 171-177.*

2.3.4. Letter to the editor

Quadric, A. (1998). Leaders of the century [Letter to the editor]. *Time, 150(20), 5.*

2.4. Reports, Conferences, and Unpublished Papers

Reports

Ministry of Education, HMG/Nepal (1995). Cooperative Hands in Restoration, Advancement and Growth. *Primary school teacher training in Nepal: a status report.* Kathmandu: Author.

Secondary Education Development Project, Ministry of Education, HMG/Nepal. (1996, June). *Micro study of school finances. Final report.* Kathmandu: METCON Consultants.

Merchantile Office Systems. (1996, February). *Computer systems analysis and Microsoft software,* (3). Kathmandu: Author.

Research Centre for Educational Innovation and Development [CERID], Tribhuvan University. (1997). *Gender and secondary education. A study report.*

Proceedings of a conference

Bhattarai, H. N. (1997). Quality management in higher education. *Higher education for twenty-first century: an interaction program. Proceedings.* (pp. 13-16). Dhulikhel: Kathmandu University.

Unpublished paper/poster/session

Eggert, G. R. (1991). *Why certify?* Unpublished manuscript. Chicago: Institute for Certification of Computer Professionals.

Lanktree, C., & Briere, J. (1991, January). *Eqarly data on the Trauma Symprom Checklist for Children (TSC-C).* A paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

Mumaw, C. T., & Sugawara, A. I. (1993, April). *Predictors of global education practices of high school foods and nutrition teachers in Oregon.* A poster session presented at the joint annual meeting of Oregon Dietetics Association and Oregon Home Economics Association, Eugene.

Thapa, B. K. (1989, March). *Motivational level of primary school teachers in Nepal*. A paper submitted for EDAM 501. University of Alberta, Edmonton.

2.5. Master's Thesis and Doctoral Dissertations

Thesis

Wagley, M. P. (1984). *An evaluation of Southern Illinois Instructional Television Association programming activities for the years 1979-1984*. Unpublished masters' research paper, Southern Illionis University, Carbondale.

Dissertation

Burt, L. S. (1993). *Personal teaching efficacy and ethnic attributions as contributors to Caucasian pre-service teachers' behavior toward international children*. Unpublished doctoral dissertation, Oregon State University, Corvallis.

An abstract of a dissertation

Treisman, U. (1983). A study of the mathematics performance of black students at the University of California, Berkeley (Doctoral dissertation, University of California, Berkeley, 1986). *Dissertation Abstracts International, 47*, 1641A.

Ernester, J. (1976). An examination of factors related to world-mindedness in secondary school teachers. *Dissertation Abstracts International, 37,* 5205A. (University Microfilms No. 77-2396).

2.6. Internet Sources

(Adapted for APA style from the ACW Style-Alliance for Computers and Writing. See Hacker, p. 122. Also see pp. 218-222 in the 1994 edition of the *Publication Manual of the American Psychological Association*.)

File transfer protocol (FTP) sites

Norusis, M. J. (1997). *Data files for SPSS 7.5 guide to data analysis.* Available at: ftp.spss.com. The file location at the FTP site is \pub\spss\sample\datasets. The file name is norusis. Retrieved on: February 26, 1998.

Manning, G. *Celas (April 26, 1996). Worldwide celtic music radio listening.* Available at: ftp.celtic.stanford.edu/pub/radio/.list. Retrieved on: July 26, 2019.

Online Journals

Tice, T. N. (1991). Learning styles: the brain. [Review of the symposium, "Learning styles and the brain," published in *Educational Leadership, 48*(2), October 1990, 3-81]. *Educational Digest, 56*(8) [On-line serial], April 1991, 39. Item Number: 9106101395. Available at: http://www.EBSCOHost.com. Retrieved on: February 20, 1998.

2.7. Other Sources

CD-Rom Abstracts

Mayers, J. W. (1984). *Writing to learn across the curriculum.* (Fastback 209). [CDROM] Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 248 532).

Bower, D. L. (1993). *Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisors*. [CDROM]. Abstract from: ProQuest File: PsycLIT Item: 80-16351.

Government Documents

Basic and Primmary Education Project, Ministry of Education, HMG/Nepal. (1996, September). *Annual plan of action: fiscal year 1996/97 (2053/54).* Kathmandu: Author.

U. S. Department of Health and Human Services, Public Health Service. (19901). *Healthy people 2000: National health promotion and disease prevention objectives.* (DHHS Publication No. (PHS) 91-50212).

Computer Programs

SPSS 8.0 basic professional. (1998). Chicago: SPSS, Inc.

Video Tape

National Geographic Society (Producer). (1987). *In the shadow of vesuvius*. (Videotape). Washington, DC: National Geographic Society.

No Date Given

When there is no date, indicate with "n.d." in parenthesis as: (n.d.) this designation is used for citation as well as for the reference list.

REFERENCES

Aguilar, F. J. (1998). *The case method: general managers in action*. NY: Oxford University Press. Available at: http://online.sfsu.edu/castaldi/teaching.html. Retrieved on: June 10, 2014.

Bajracharya, P, & Grace, C. (2014). *The Nepal civil service and restructuring of the state*. Kathmandu: Government of Nepal, Ministry of General Administration and United Nations Development Program (UNDP).

Burnett, L. (n.d.). *How to improve your academic writing*. London: Cambridge University Press. Available at: www.essex.ac.uk/myskill/how_to_improve_your_academic_writing.pdf. Retrieved on: September 1, 2014.

Dhakal, A. (2017). Power to the local units. *myRepublica, March 18, 2017*. Available at: https://myrepublica.nagariknetwork.com/news/power-to-the-local-units/. Retrieved on: December 22, 2018.

Editorial. (June 6, 2018). Only 54 departments under federal ministries. *myRepublica,* June 6, 2018. Available at: https://myrepublica.nagariknetwork.com/news/only-54-departments-under-federal-ministries/. Retrieved on: December 17, 2018.

Gyawali, K. (2019). Good governance further declined. *Kantipur National Daily,* January 30, 2019, pp. 1-2. Kathmandu: Kantipur Publications Pvt. Ltd.

Horava, T., & Curran, B. (2012). The importance of case studies for LIS education. *Library Philosophy and Practice*. Ontario: University of Ottawa. Available at: http://digitalcommons.unl.edu/libphilprac. Retrieved on: September 10, 2014.

Karki, S. (2018). What is the present federal structure of Nepal and what are the significances? *Quora.* February 8, 2018. Available at: https://www.quora.com/What-is-the-present-federal-structure-of-Nepal-and-what-are-the-significances. Retrieved on: December 22, 2018.

Khanal, D. (2017). *Federalism in Nepal*. Available at: https://www.academia.edu/22206066/Federalism_in_Nepal. Retrieved on: December 22, 2018.

Lama, S. S. (2018). Bureaucracy reforms: taking Singhadurbar to grassroots. *The Himalayan Times, Opinion,* January 30, 2018. Available at: https://thehimalayantimes.com/opinion/bureaucracy-reforms-taking-singha-durbar-grassroots/. Retrieved on: December 21, 2018.

Learner Development Unit, Birmingham City University. (2013). *Study guides: writing*. Birmingham: Author. Available at: www.ssdd.bcu.ac.uk/learner/writinggudes/1.07.htm. Retrieved on: September 12, 2014.

Rijal, C. P. (2011). *Leadership readiness: road to TQM implementation*. Germany: Lambert Academic Publications. ISBN-10: 3843376514; ISBN-13: 978-3843376518.

Shrestha, H. P. (2014). Nepalese bureaucracy: need for reform. *The Rising Nepal*. http://therisingnepal.org.np/news/12939. Retrieved on December 22, 2018.

Thompson Jr. A., Strickland III A. J., Gamble J. E., & Jain A. K. (2006). *Crafting and executing strategy: the quest for competitive advantage – concepts and cases.* (14th ed.). New Delhi: Tata McGraw-Hill Company.

Waseda University (2013). *Academic writing skills: students' book*. (Vol. 1-3). London: Cambridge University Press.

Appendix 12.1: Project Work Guidelines (MBA/BBA)

Mid-West University, School of Management (MUSOM)
Birendranagar, Surkhet, Nepal

Project Work Guidelines 2019
Bachelor of Business Administration (BBA)
&
Master of Business Administration (MBA)

Applicable from
September 15, 2019

Mid-Western University, School of Management (MUSOM) is an autonomous institution having a philosophy of applying a multi-mode approach to teaching-learning in management sciences. For this, it is quite relevant to have in place the required policy guidelines to govern various functional mechanisms of academic endeavors of the institution.

Project Work is one of the dominant activities included in multi-mode approach based continuous teaching-learning and assessment systems of Bachelor of Business Administration (BBA) and Master of Business Administration (MBA) programs of the institution.

Project Work may be assigned on individual as well as group task as an integral component of teaching learning in different subjects of study in both BBA and MBA programs.

The primary objective of assigning students with various project works is to make them capable of addressing the needs for professional observation, analyses and development of decision-alternatives corresponding with existing and developing grounded realities.

Each Project Work assigned in partial fulfillment of the requirements for earning BBA or MBA program should be crafted as such that it serves as an essential instrument for harmonizing each individual's knowledge, skill competence and attitude (KSA) in particular area of study.

Thus, successful completion of an academic Project Work at MUSOM aims at empowering each student with conceptual mastery, professional excellence and willingness to promote an empirical evidence-based decision-making system in an organizational setting.

13. Both the BBA and MBA programs of Mid-Western University, School of Management (MUSOM) have been crafted on a philosophy of blending with scientific study and skill transformation for professional life with a balance of knowledge, skill competence and attitude (KSA) in management sciences. For this, it requires each student to act more pragmatically by engaging in several Project Work initiatives assigned by the respective course instructors. Each member of teaching learning community is expected to take such initiatives more seriously, and at the same time, with joyful learning by experiencing with the grounded reality.

14. Before commencing the journey to intended Project Work, please study, analyze and understand properly each item presented in this Guideline document. If any confusion arises, or there is limitation of instructions pertaining to any matter of Project Paper documentation, please follow the latest edition of the Academic Writing Manual of American Psychological Association (APA).

15. Please do not proceed your Project Work until receiving consent/approval from the respective teaching faculty member. The faculty members may have their own process and intention to direct you onto specific areas of study. Therefore, please pay patience to move along the personalized or group instructions of respective course facilitator.

16. Project Work is an integral component of your academic requirements to be accomplished as an independent or group work in almost all subjects of your study at MUSOM. Any misappropriations, copy and submission of a part or whole of the work of others' may result in your disqualification from the course learning and evaluation process. Please be careful, perform reviews with citations of scholarly or professional works that you have reviewed to complete your project report and presentation document; be wise to original contributors by giving them the credit of their works and by performing appropriate citation and referencing. Such a practice also helps you be better prepared for your upcoming graduate research project (GRP) initiatives too.

17. While working on college directed Project Work, you are expected to work in an industry or project interface whereby you locate your experiential learning project in a real-life organization, development project or a specific public location or event. For this, seeking and confirming an approval from the concerned authority or institution is a mandatory proposition. For this, please consult your Program Director or respective designated officer in the college to understand the process with accomplishment of documentary requirements.

18. Please also take into serious consideration that each one of you would be serving as an indirect ambassador of the college to maintain industry relationship through such project exposure. Thus, we expect you to approach and respond the respective members of the industry or anywhere else with high level of courtesy, enthusiasm, respect and task dedication for mutual benefit.

19. As part of professional ethics, we encourage both the student/s undergoing Project Work and respective teaching faculty member to arrange multiple discussion and consultation meetings using the resources and space available at the campus. We strongly discourage personal meetings outside the Campus premises, including the residence of either student, faculty member or anywhere else without prior approval from the Campus Chief in exceptional cases.

20. Time and again, School of Management organizes a series of talk programs, workshops and conferences on multi-mode approaches of teaching learning and various dimensions of professional development. You are advised to make up your time with active participation in such programs to empower yourself with knowledge, skill competence and attitude on creating avenues on systematic inquiry-based learning for life.

21. You are advised to work closely in consultation with your designated course facilitator to collectively develop a plan of action and work in line with the milestones proposed in the plan of action so as to make yourself able to accomplish the project within stipulated time.

22. Please keep all physical and electronic materials reviewed and data collection instruments safe for future evidence and continued learning. The respective course facilitator, if felt necessary, may ask you to submit such materials at the time of your submission or presentation of the project report.

23. Generally, once a Project Work is envisioned and approved by the respective course facilitator, it may not be really practicable to allow you switch over the project due to tightly scheduled program delivery cycle of the college. However, in case you have convincing reason to do so, please inform in written to the designated course facilitator for obtaining permission. The course facilitator is the final authority in this respect. Please do not approach the college top management in this regard; we have a culture of respecting the autonomous decision-making by the course facilitator for this purpose.

24. Similarly, in case of delay in completion of assigned Project Work due to reasons related to any externalities, family, personal health or any other relevant reasons, the same should be timely reported in written to the respective course facilitator. And the designated course facilitator will look upon the matter give needful consent and direction. However, the general rules of the School should not be countered in doing so.

25. Finally, you are advised to develop a habit of improving your critico-analytical thinking, communication and presentation skills by performing multiple editing and updating of your Project Work document.

A finely designed and executed semester/trimester-based Project Work may require 2-3 weeks of part time involvement with following working procedures as presented in table 1:

Table 1: Working procedures for project work

Steps	Description of activities to be performed	Timelines and length of paper work
I	**Project Ideation, Alternative Exploration and Selection** *Course Facilitator*: Provides with orientation about the intended project works, provides with mentor's insights on a set of potential project works, and makes decision whether considering individual or group performed Project Work. *Students:* Brainstorm and make collective resolution for selecting specific Project Works on individual or group basis and report to the respective course facilitator. *College-based Program Leadership:* On recommendation of respective course facilitator, the top management of the program at college, provides with necessary request letters to the respective industry management and other needful logistical support services to accomplish the proposed Project Work. *Industry Members:* Provide with approval and local logistics support to perform the proposed Project Work. Project Concept: General situation analyses; focus of the project work; working objectives; intended outcomes for the industry and learners; methodology of works; timelines of intended task accomplishment and proposition for ethical compliances.	2-3 working days 700-1000 words concept note is prepared by the student/s
II	**Project Development, Execution and Documentation** *Project Development and Execution:* Develop a detailed project design with detailed scope of works with the help of local facilitator or mentor in the industry and communicate it to the respective course facilitator for necessary improvement and task smoothing. Perform needful local observation, interaction, experimentation, review works and other needful comparative assessments. *Documentation:* Write the Project Report following the given Structural Guidelines.	10-12 working days on part time basis 3,000-5,000 words
III	**Presentation, Report Submission and Closing** *Student/s:* Make presentation, solicit feedback from the respective faculty, peer learners and local project mentor, prepare final project report and submit for final grading; also submit a copy of final report to the respective local mentor or facilitator in the industry. *Course Facilitator:* Facilitate Project Presentation in classroom, provide feedback, provide guidance for final	1-2 working days

| | | production and submission, perform final grading of Project Work and close the project. | |
| | | *Local Project Facilitator/Mentor:* Accept the final report and issue a letter of appreciation and Project Work completion. | |

EVALUATION CRITERIA

On successful completion of the Project Work and satisfactory presentation by the respective student/s, it will be dually evaluated by the respective course facilitator at the Campus. If needed, the respective course facilitator may request the local industry-based mentor/facilitator also to accompany in the process of evaluation of presentation and final report using a set of pre-determined criteria and weightage as presented in table 2 below:

Table 2: Criteria-weightage for evaluation of project work report

SN	Criteria	Total for BBA Project Work		Total for MBA Project Work	
		FM	MO	FM	MO
1.	*Project Idea* [General situation analyses, project thematic selection, significance and scope of works, intended outcomes and ethical compliances]	15		20	
2.	*Evidence of On-Site Work* [documented evidence of on-site work by the student/s, level of collaboration cooperation with local mentor/facilitator in the industry]	5		15	
3.	*Methodology of Works* [approach of work, timelines, resources used, instrumentation and modeling, field experiences and general compliances]	10		15	
4.	*Quality of Report* [section-wise display, formatting, precision, originality, citation and referencing]	10		10	
5.	*Quality of Presentation* [personality disposition, body language, precision and clarity of presentation materials, media used, overall impression created, time management, effectiveness in receiving feedback and responding to queries]	10		15	
	Total	**50**		**75**	

Name of the Evaluator: _____

Category of Evaluator: Course Facilitator ☐

                         Local Facilitator ☐

                         Other_____ ☐

Signature: _____ Date: _____

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Medium of Language and Originality

As these are professionalism embedded academic documents, all reports of Project Works must be written in correct English language. Exceptions may be made, if appropriate, in appendix material or if the respective academic Department gives special waiver for any other language.

The students are normally asked to confirm the correctness of composition structure and grammatical errors by the help of specialized English language experts in academic writing. Also they have to confirm the copy rights related issues wherever applicable.

Mid-Western University, School of Management (MUSOM) encourages its BBA and MBA degree aspiring students to maintain at least 70 percent of originality while a test for plagiarism is administered. All project reports bearing 30 percent or above level of plagiarism will either be asked to re-edit/recompose, whereas the reports having 40 percent and above level of plagiarism will be rejected and such students will be asked to undertake a fresh work right from the beginning. Only one such chance will be given to a student throughout the Semester/Trimester.

The graduates are advised to thoroughly acknowledge the original sources of information by applying APA format of citation and referencing.

Parts of Paper

Mostly, a more systematically documented Project Work Report will be prepared in three distinctive parts – prefatory part, main body and supplementary part.

Prefatory Part includes all preliminary contents that come before the first section of the report. Normally, lower case Roman numbering is applied for this part and the contents may include –

Title Page

Consent for Undertaking Project Work *[Institution provided in Campus recommended structure]*

Certificate of Appreciation on Works Completion *[Institution provided in campus provided structure]*

Approval from the Teaching Faculty *[Campus provided]*

Acknowledgements *[Restricted to single page]*

Executive Summary *[Restricted to single page]*

Table of Contents

List of Appendices

List of Tables *[Optional; if there are at least 2 tables used in the main body]*

List of Figures *[Optional; if there at least 2 figures used in the main body]*

List of Abbreviations *[Optional; if there are at least 2 abbreviations used in the main body]*

Note: The Title Page should contain no page number and rest of pages in prefatory part should be numbered in lower case Roman Numbering system. The page numbers should be inserted in the bottom-right side of the footer.

BULBULE GARDEN AWAITS FOR RE-DESIGN

A Project Work Report on
Tourism Destination Management

Submitted to Mid-Western University School of Management (MUSOM)
in Partial Fulfillment of the Requirements for Master of Business Administration
(MBA) degree

by
Shyam Kumar Bista, 20760034
Rachana Adhikari, 20760021
Mahima Tharu, 20760005

Birendranagar, Surkhet, Nepal

August 7, 2019

Institutional Letter Head with Logo

Date: _____   Ref. No.:_____

To

Figure 3: Institutional letter of task completion and appreciation

Organization's letterhead with logo

Date: _____   Ref. No.: _____

Date: _____   Ref. No.:_____

To
Shyam Kumar Bista and Team
MBA Students
Mid-Western University, School of Management (MUSOM)
Birendranagar, Surkhet, Nepal

Re.: Letter of Appreciation on Completion of Project Work

Dear Mr. Bista and Team,

We are delighted to reciprocate that your team Project Report entitled BULBULE GARDEN AWAITS FOR Re-DESIGN has been found to be well-acceptable for us and we appreciate that the recommendations made by your team would serve instrumental for us in restructuring and repackaging the destination elements of this very special garden in the heart of Surkhet Valley.

We wish you and your team mates every success in your academic as well as professional endeavors.

With Regards,

_____
Bhanubhakta Dhakal
Member Secretary
Bulbule Garden of Dreams Management Board
An undertaking of Local Government of Birendranagar Municipality

Figure 4: Approval from the respective course facilitator

Mid-West University, School of Management
Birendranagar, Surkhet, Nepal
Estd. 2016

Date: August 7, 2019   Ref. No.: 129-023/2019

We approve

The Project Work Report entitled ---accomplished by the following team of students has been found satisfactorily prepared as per our institutional requirements and the same has been rated fit for consideration in Project Work component of Destination Development and Promotion course being taught in Term IV of our MBA program.

Roll Numbers   Name of the Student
20760034   Shyam Kumar Bista
20760021   Rachana Adhikari
20760005   Mahima Tharu

Rishi Keshar Khanal   Signature: _____
Assistant Professor of Marketing   Date: _____
Mid-Western University, School of Management (MUSOM)

Sushil Kumar Sahi, PhD   Signature: _____

Academic Director, MUSOM   Date: _____

ACKNOWLEDGEMENTS

Share in a few paragraphs, your thanks, gratitude or appreciation to different individuals and institutions for their support and cooperation with you to accomplish this project.

Shyam Kumar Bista

Rachana Adhikari

Mahima Tharu

Degree Candidates

EXECUTIVE SUMMARY

Write in a few paragraphs, limiting all it to a single page, by specifying general background, problem or issue taken into account of observation, working methodology, key findings, recommendations, lessons learnt and conclusions.

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Main Body includes section-wise display of document of the project work report with pagination in Hindu Arabic number system at the bottom-right side commencing from page number 1. The section-wise organization of the main body should be as follows:

Section 1: Project Introduction

Section 2: Organizational Overview

Section 3: Methodology of Works and Technical Reviews

Section 4: Presentation, Analyses and Conclusions

The body of the paper should be organized as such that the major ideas are clearly indicated and the supporting ideas and comments are identifiable. It should include an elaboration on two or more main topics with sub-topics. It should also include references of the literature used for the paper.

The presentation of ideas should follow a sequential outline of major and sub-headings. The presentation in the typed format should follow APA style guidelines with a 3-level format as it is a very short type of report.

Figure 5: General outline of the main body of paper

SECTION 1: PROJECT INTRODUCTION

1.12. Background of the Project
     1.13. General Situation Analyses
     1.14. Focus and Functional Scope of the Project Work
     1.15. Objectives of the Project Work
     1.16. Statement of the Problem
     1.17. Issues of Investigation or Exploration
     1.18. Expected Outcomes of the Project Work
     1.19. Ethical Considerations

SECTION 2: ORGANIZATIONAL OVERVIEW

2.7. Strategic Thrusts [mission, vision, objectives, goals, working principles and value systems, etc.]
     2.8. Business/Service Specialization
     2.9. Products/Service Mix
     2.10. Institutional Governance
     2.11. Institutional Best Practices and Success Stories
     2.12. Other relevant issues linked with the project under consideration

SECTION 3: METHODOLOGY OF WORKS AND TECHNICAL REVIEWS

3.15. Approach of Project Work
     3.16. Scope of Activities
     3.17. Locating the Project
     3.18. Project Work Team and Facilitators
     3.19. Technical Reviews
     3.20. Units of Intervention
     3.21. Techniques of Intervention
     3.22. Instruments and Models Used
     3.23. Plan of Action

SETION 4: PRESENTATION, ANALYSES AND CONCLUSIONS

    4.6.   Key Aspects Investigated/Intervened
    4.7.   <issue-wise display of findings or general status>
    4.8.   Summary of Findings
    4.9.   Key Project Creations or Innovation
    4.10. Lessons Learnt
    4.11. Recommendations
              Policy interventions
              Managerial or business implications
              Further project interventions
    4.12. Conclusions

Note: The above-mentioned outline of contents is essential but not limited premise of the contents of a finely documented Project Work Report.

Finally, in **Supplementary Part**, the project report should follow a detailed list of *References* prepared in line with APA style guidelines for writing academic papers and then the *Annextures* and *Appendices* should be placed towards the end of formally composed paper.

Tentative Areas of Project Works

Depending upon functional nature of the respective subject of study and its thematic constructs, the type and nature of projects will vary across different subjects of study. The following is a tentative list of key areas of project work interventions:

    Designing new technologies and models
    Organizational restructuring, change and development
    New product or service development
    Technological advancement of existing business or services
    Testing new concepts
    Linking academia and industry
    Social issues governing an institutional system
    Entrepreneurs and social entrepreneurship
    Social responsive behavior
    Behavioral change communication
    Mini research
    Building an effective startup
    Connecting communities with social initiatives
    Destination development and marketing
    Society's attitude towards certain business or service
    Creation of breakthrough technologies
    Knowledge management issues
    Green Management
    Gender and inclusion impacting initiatives
    Case studies
    Project feasibility
    Project impact assessment
    Health sanitation and nutrition
    Regulatory measures ……….
    Governance, communities and action ……..
    Microbusiness creation

Basic Reference Information

The list of references should follow the guidelines as set out by APA (6th edition is available in the market). After every citation in the main body of the text, immediately the detailed listing of the sources of information should be prepared. *Remember, bibliography is not the list of references*.

The best time to make a record of the consulted reference materials is at the time of reading it. Therefore, the graduates should establish a system for making a complete record. This will save time and effort in the writing a well-documented paper. The note making system should be established to record the following information in the sequence suggested below:

Name(s) of Author(s): Family name and given names in full form.

Date of Publication: Note the date of publication of the current edition in English date. In the case of a newspaper publication, please note the full date of publication followed by page number (e.g., Wednesday, August 7, 2019; p. 12).

Title: Title of a book, name of journal, newspaper or any other type of publication should be listed accordingly. The notes should be clear as to whether this is an article in a journal or magazine, a chapter in a book, or other source.

Edition: In the case of a book, the edition other than first has to be identified.

Publisher: For <u>book</u>: city and publisher name is required. For <u>journal or magazine</u>: may not be needed if the source is a recognized journal.

Volume and Issue: Especially needed for journal, magazines and multi-volume books. It should always include page/s where the article or content of the review material is located.

Pages: Citation of chapters in a book and article in a journal or magazine should always include pages where the article is located; it is also required for every direct citation from a book.

Internet Sources: Identify www, http, or any other search engines, newsgroup postings and e-mail; also date of retrieval.

Other Information: Any other information to verify your source.
[Please refer APA style guidelines; Chapters 6 and 7 of 6th edition.]

<u>Note</u>: *The research graduates should prepare an inventory system of review materials using a framework of above stated information. In fact, this work is known as preparation of detailed bibliography. Though this framework will not appear in the study report, such information system will be of great use while preparing for text citation and referencing in future during document preparation.*

Annex (Annexure) or Appendix (Appendices)

An *Annex* or *Appendix* is included in a paper when the writer wishes to extend or support the information presented in the main body of the paper. This may include secondary data tables, data collection instruments or any other types of materials. All information should be identified as a separate *Annex* or *Appendix*. Materials which are not the work of the present researcher should indicate the original sources with proper documentation (use APA style).

Normally, extended data sheets are placed in *Annexure*, and data collection instruments and researcher's resume are placed in the *Appendices* though there is no hard and fast rule.

Page Margins, Fonts, Alignments and Cases

Margins Size: All the contents of an academic report should be physically easy to read. Therefore, the pages should have margins of at least 1" on all sides (excluding page numbers, which may be within a one half inch margin). Maintain 1.5" margin in the left side of the document. It is recommended to set the document in A4 (8.27 x 11.69) size throughout the paper.

Fonts: Times New Roman font 12 pitch is the default type of font to be used in a thesis report. In addition, specific font types should be selected making it easy for the reader. For example, in this sentence, you are now reading in font type Arial 10 pitch. In the next section, you will see examples of Courier 12 pitch fonts. Many other fonts are available, but the following fonts are more commonly used:

Arial 10, Arial 11, Prestige 12, Courier 12, Times New Roman 10, Times New Roman 11, or Times New Roman 12. There should be consistent use of a single type of fonts throughout the report, in all parts.

Alignment Setting: If you want to consider using the *alignment* setting so that margins are even on both the sides of the page, then you should use a font that has automatic (proportional) spacing between letters and words. Fonts such as Arial and Times New Roman are the examples in this respect. Fonts such as Prestige pitch (12) and Times New Roman (10) should be used with "align left" only. However, the respective department may allow a *Justified Format* of the text to give an impressive look of its body.

Cases: Use Caps log (capital letters) for each **SECTION HEADING** with bold; Use Title Cases pattern for each major heading with bold cases. For example, **1.1.   Background of the Project Work; 3.11.   Plan of Action**). Apply Sentence case bold pattern for all sub-headings; *Sentence case italicized pattern for sub-sub-headings*.

Paragraphs and Line Spacing

Section Heading: Set a *single line* spacing pattern; apply 0 points 'before' and 24 points 'after' for each chapter heading. For example, all the first line headings of this document are composed in this structure.

Major and Sub-Heading: Set a 1.5 line spacing pattern with 0 point spacing 'before' and 6 point spacing 'after' setting.

Sub-sub-heading: Set a 1.5 line spacing pattern with 0 point spacing 'before' and 6 point spacing 'after' setting and compose the text in the same line of heading as structured in this paragraph itself.

Paraphrasing: Maintain paragraph breaks by using a space of 6 points in 'after' setting in a 1.5 line spacing pattern in paragraphs. While commencing a new heading, use 12 points space in 'after' setting of the previous paragraph.

Quotations from Other Sources

Authors of scholarly papers are expected to give credit to the works done by other scholars. Therefore, a format for citation of works in the text of the paper is needed. Each citation in the text of the paper must be included in the list of references at the end of the paper.

The following examples have been adapted from Diana Hacker's 1997 publication, *A pocket style manual* (2nd ed.), and the *1994 Publication manual of the American Psychological Association* (6th ed.). They have been contextualized for our university. For additional examples and updates, follow the latest edition of the *Manual*.

In general, the APA style requires the use of past tense. For example, Smith (1994) reported...; present perfect tense is also equally used. For example, Smith (1994) has argued...; or Smith (1994) argues, in simple present tense structure of writing. It is recommended to use a uniform structure to the possible extent. It also suggested that a qualitative research based discourse takes a beautiful shape and impression while composed in simple present tense. Please remember, all review works and citations must be done consistently using a uniform pattern. A variety of situations are presented below.

Direct quotation: When introducing a quotation, the author's family name and date of publication should be identified; the page notation appears in the parenthesis at the end of quotation. Note that this quotation is less than 5 lines or approximately 40 words in length.

Cross (1990) has stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

<div align="center">OR</div>

One scholar (Cross, 1990) stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

Alternatively, when the author's name does not appear in the introductory sentence, then the author's last name, year/date of publication, and the page number should be placed in parenthesis at the end of the sentence.

"We don't know enough about the intricate processes of teaching and learning to be able to learn from our constant exposure to the classroom" (Cross, 1990, p. 10).

Summary or a paraphrase: For a summary or a paraphrase, include the author's last name and the year/date either in the first phrase or in parenthesis at the end. A page number is not required, but it may be included to help your readers find a specific passage in a long work.

An idea being Promoted (Cross, 1990) for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information.

<div align="center">OR</div>

An idea being promoted for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information (Cross, 1990).

Quotation with more than 5 lines or 40 words: Quotations with more than 5 lines or 40 words should be shown as a free-standing block of typewritten lines as shown below, with 0.5" left and 0.5" right aligned, *Justified* in 'single line' spacing patters of '0' spaces for both 'before' and 'after'.

> In a study of memory and comprehension activities in Sri Lanka primary school classrooms, it was found that memory-related activities were less than 30 percent of all learning activities, ranging from 37.01 percent in the first year to 24.94 percent in the third, and 24.13 percent in the fifth year. Furthermore, the critical thinking and problem solving type of activities were found to be less than 10 percent of all learning activities in all years (Gorrell et al., 1995, p. 87).

The block quotation starts from a new line as a new paragraph and the subsequent lines are typed flush with the same indenting (*Justified* as in above example). When a quotation is set apart by indentation, quotation marks are not used.

Quotation or citation of a work discussed in a secondary source: Many times you may make references to publications that are not available to you, the author of the present work. In such cases, these publications become "secondary sources" for you. For example, if you are reading a document written by Rijal which mentions a study published in a journal article written by Juran, then Juran's article is the "primary source" and Rijal's document is the "secondary source" for you. An example is provided below.

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, as cited in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

OR

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

Citations of References in the Text of the Paper: APA Style

One author (one work): The author's name and year of publication are essential for the citation. For example,

A scholar has claimed that leadership commitment is the key to lead organizations towards their success (Rijal, 2003).

Two authors (one work): Name both authors in the initial phrase or parenthesis each time you cite the work. In the initial phrase use "and" between the authors' name; in the parenthesis use the Ampersand (&) between the authors' names.

Cooper and Mueck (1990) have defined cooperative learning as a structured, systematic instructional strategy in which small groups work toward a common goal (p. 69).

Cooperative learning can be distinguished from other forms of team learning by the characteristic features of "positive interdependence" where all members of a learning team are responsible for the learning of other members (Cooper, & Mueck, 1990).

Three to five authors: Identify all authors the first time you cite the source. In a phrase it would appear as Gorrell, Kularatna, Dharmadasa and Abeyratne (2018). In the parenthesis format it would appear as (Gorrell, Kularatna, Dharmadasa, & Abeyratne, 2018).

In a study of dimensions and magnitude of cooperative learning, Gorrell, Kularatna, Dharmadasa and Abeyratne (2018) identified that such a practice not only serves instrumental in creating impactful learning for life, but also it empowers the learners with effective interpersonal and life skills to work in a team.

In subsequent citations, use the first author's name followed by "et al." in either the phrase or the parenthesis, i.e., Gorrell et al. (2018) or (Gorrell et al., 2018).

In a more recent study, Gorrell et al. (2018) have claimed that a cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people.

<div align="center">OR</div>

A cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people (Gorrell et al., 2018).

Six or more authors: If a work is written by a group of authors which included Brightman, Bhada, Felhaus, Giovinazzo, Mansfield, Rue, Schaffer, and Schreiber (1990), then use only the first author's name followed by "et al." in all citations (Brightman et al., 1990).

Corporate author: If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation, followed by an abbreviation in brackets. In subsequent citations, simply use the abbreviation.

For first citation in parenthesis: (National Planning Commission [NPC], 2019).

<div align="center">OR</div>

For first citation without parenthesis: National Planning Commission (NPC, 2019).

For subsequent citations: (NPC, 2019).

Unknown author: If the author is not given or known, either use the complete title of the work in the phrase or use the first two or three words of the title in the parenthetical citation. Titles of articles appear in double quotation marks followed by a comma ("Gender and Education," 1997); titles of books are underlined or italicized (Universal Primary Education, 1987). If "Anonymous" is specified as the author, treat it as if it were a real name (Anonymous, 1996). In the list of references, use 'Anonymous' as the author's name.

Authors with the same last name: To avoid confusion, use initials with the last names if your list of references contains two or more authors with the same last name; for example, Rita

Dunn and Kenneth Dunn have many publications as single authors and as a team as well (Dunn, & Dunn, 1993).

"Research on the Dunn and Dunn model of learning styles is more extensive and more thorough than the research on most previous educational movements" (Dunn, & Dunn, 1993, p. xi). Other research has focused on homework (R. Dunn, 1985) and small group techniques (K. Dunn, 1985).

Personal communication: Conversions, memos, letters, e-mail, and similar unpublished person-to-person communications should be cited by initials, last name, and precise date:

….on effective management of implementation process of this new initiative, the current practice of selecting large scale projects on ad hoc basic will end and the nation will be benefitted by incorporating the right projects, right in time, in right places, in support with right scale of resources and funding with improved level of inter-departmental coordination and facilitation (Bhatta, S., Member, National Planning Commission; based on sharing in a panel discussion on January 25, 2019).

Note: Please do not include personal communications in the list of references.

Two or more works in same parenthesis: Time and again, a systematic and more comprehensive review work requires a researcher to perform a number of review works from different related sources and produce a central information. Such a situation requires multiple citation for a single statement or body of review. A few examples are presented in following paragraphs:

As part of ongoing national federal structural development and sharing of power and executive rights among the different levels of governments in Nepal, the Federal, Provincial and Local Governments are mandated with 25, 21 and 22 executive powers respectively. Similarly, there is a provision of 25 powers sharing between Federal and Provincial Governments and 15 powers are shared by all tires (Karki, 2018; Dhakal, 2017; & Khanal, 2017) of governments and empowerment of local governance is the central governing philosophy of this newly enacted structural system. In this context, public service delivery mechanism and management system practices at local, provincial and federal levels may require timely revisits.

There are altogether 753 Local Governments having 6,742 Ward Councils in place with mandated powers (Editorial, June 6, 2018; & Dhakal, 2017) of local governance and development. On the other hand, in the sphere of good governance, developing scenarios reveal that Nepal needs to work swiftly with tangible results as its global rating has declined whereas other countries doing worse in past have improved significantly (Gyawali, 2019; & Himalayan News Service, 2019).

In this respect, Shrestha (2014), Lama (2018), and Bajracharya and Grace (2014) are of the opinion that Nepal has somehow achieved a long-awaited political stability and now it requires a policy level stability to gear up sustainable development.

Citations from secondary sources: A primary source is one which is published but which you could not have access directly. You want to cite the original (primary) source. For example, you are reading a publication written by Wagley and Mumaw. In the document a reference is made to study published in a journal article written by Heyneman. You do not have Heyneman's article (the primary source) but you want to mention the study as reported by Wagley and Mumaw (the secondary source). The Publication Manual of the American Psychological Association gives two rules to guide your decision on citations of secondary sources.

Rule 1: Paraphrase of information

If you paraphrase the information from Heineman as reported by Wagley and Mumaw, then give only the secondary source in the reference list as follows:

Wagley, M. P., & Mumaw, C. R. (1998). *Development of training curricula for the improvement of quality education in Dhulikhel Municipality. a needs assessment study*. Kathmandu: Kathmandu University.

In the text you are writing, name the original work (primary source), but give a citation for the secondary source, similar to the following:

The Summary review of World Bank projects by Heyneman (1994, as cited in Wagley, & Mumaw, 1998) indicated that very few teaching tools are available to primary school teachers in developing countries.

Rule 2: Direct quote from secondary source

If you quote directly from Wagley and Mumaw, then you would follow Rule 1 and, in addition, add the page number to the citation as follows:

The Summary review of World Bank projects by Heyneman (1994, in Wagley, & Mumaw, 1998) indicated, "typically, primary school teachers in developing countries have few teaching tools, and even these are of poor quality" (p. 3).

Preparing the List of References in APA Style

The list of references should be organized so that the listing is in alphabetical order according to the author's family name, and from "A" to "Z". The paragraphs in reference section should be set in single line spacing; 6 points spacing 'after' and 0.5" gutter setting for subsequent lines of each reference. In the examples that follow, observe all the details, especially the order in which the information is given (names, date of publication, publisher information) and the way it is presented (underlining, capitalization, abbreviations, full stops, etc.). The examples have been adapted from Diana Hacker's 1997 *A pocket style manual* (2nd ed.) and the 1994 *Publication Manual of the American Psychological Association* (4th ed.), and have been contextualized for Nepal.

Books

Basic format for a book

Brookfield, S. D. (1990). *The skillful teacher on technique, trust and responsiveness in the classroom.* San Francisco: Jossey-Bass Publishers.

Two or more authors in a book

Best, J. W., & Kahn, J. V. (1996). *Research in education*. (4th ed.). London: Routledge.

Crawford, D. K., Bodine, R. J., & Hoglund, R. G. (1995). *The school for quality learning*. Champaign, IL: Research Press.

Corporate authors

Nepal South Asia Centre [NSAC]. (1998). *Nepal human development report 1998*. Kathmandu: Author.

United Nations Development Programme [UNDP]. (1998). *Human development report 1998*. New Delhi: Oxford University Press.

Editors

Schultz, F. (ed.). (1997). *Annual editions education, 1997/98*. (24th ed.). Guilford, CT: Dushkin Publishing Group.

Translation

Miller, A. (1990). *The untouched key: tracing childhood trauma in creativity and destructiveness*. (H. & H. Hannum, Trans.). New York: Doubleday. (Original work published 1988)

Edition other than first

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park: SAGE Publications.

Chapter in a book

McGaghie, W. C. (1993). Evaluation competence for professional practice. In L. Curry, J. F. Wergin, & Associates. *Educating professionals*, (pp. 229 - 261). San Francisco: Jossey-Bass Publishers.

Book reprint

Dewey, W. C. (1993). *How we think.* Lexington, MA: Health. (Originally published 1910).

Multivolume work

Wiener, P. (ed.). (1973). *Dictionary of the history of ideas, (vols. 1-4).* New York: Scribner's.

A volume of a multivolume work

Gerhardt, H. P. (1997). Paulo Freire. In Z. Morsy (ed.), *Thinkers on education, vol. 2. Prospects,* (No. 87/88, pp. 439 - 458). Paris: UNESCO Publishing.

Periodicals

Note that APA always uses Arabic numerals for volume numbers.

Article in a daily newspaper

McGeary, J. (1998, May 25). India: The B. J. P.'s big bang. *Time, 151*(20), *26 - 33*.

No author

Anonymous (1998, May 27). Web as a tool for gender and development. *The Kathmandu Post, p. 3*.

Author

Adhikari, K. (1998, May 23). Schools or business houses? *The Kathamandu Post, p. 4*.

Article in a journal paginated by volume

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology, 25, 729-735*.

Article in a journal paginated by issue

Mumaw, C. R., & Sugawara, A. (1995). Teacher efficacy and past experiences as contributors to the global attitudes and practices among vocational home economics teachers. *Family and Consumer Sciences Research journal, 24(1), 92-109*.

Cooper, J., & Mueck, R. 1990). Student involvement in learning: Cooperative learning and college instruction. *Journal on Excellence in College Teaching,* 1 (1), 68-76.

Unsigned article in a periodical

Mushrooming growth of private schools. (2055 Baisakh) (Apr/May 1998). *BM Business Manager for Managers, 1(1), 14 - 17*.

Reviews

McLaren, P. (1993). [Review of the book School subjects and curriculum change: studies in curriculum history. (3rd ed.), 1992)]. *International Journal of Qualitative Studies in Education, 6(2), 171-177*.

Letter to the editor

Quadric, A. (1998). Leaders of the century [Letter to the editor]. *Time, 150(20), 5*.

Reports, Conferences, and Unpublished Papers

Reports

Ministry of Education, HMG/Nepal (1995). Cooperative Hands in Restoration, Advancement and Growth. *Primary school teacher training in Nepal: a status report.* Kathmandu: Author.

Secondary Education Development Project, Ministry of Education, HMG/Nepal. (1996, June). *Micro study of school finances. Final report*. Kathmandu: METCON Consultants.

Merchantile Office Systems. (1996, February). *Computer systems analysis and Microsoft software,* (3). Kathmandu: Author.

Research Centre for Educational Innovation and Development [CERID], Tribhuvan University. (1997). *Gender and secondary education. A study report.*

Proceedings of a conference

Bhattarai, H. N. (1997). Quality management in higher education. *Higher education for twenty-first century: an interaction program. Proceedings.* (pp. 13-16). Dhulikhel: Kathmandu University.

Unpublished paper/poster/session

Eggert, G. R. (1991). *Why certify?* Unpublished manuscript. Chicago: Institute for Certification of Computer Professionals.

Lanktree, C., & Briere, J. (1991, January). *Eqarly data on the Trauma Symprom Checklist for Children (TSC-C).* A paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

Mumaw, C. T., & Sugawara, A. I. (1993, April). *Predictors of global education practices of high school foods and nutrition teachers in Oregon.* A poster session presented at the joint annual meeting of Oregon Dietetics Association and Oregon Home Economics Association, Eugene.

Thapa, B. K. (1989, March). *Motivational level of primary school teachers in Nepal.* A paper submitted for EDAM 501. University of Alberta, Edmonton.

Master's Thesis and Doctoral Dissertations

Thesis

Wagley, M. P. (1984). *An evaluation of Southern Illinois Instructional Television Association programming activities for the years 1979-1984.* Unpublished masters' research paper, Southern Illionis University, Carbondale.

Dissertation

Burt, L. S. (1993). *Personal teaching efficacy and ethnic attributions as contributors to Caucasian pre-service teachers' behavior toward international children.* Unpublished doctoral dissertation, Oregon State University, Corvallis.

An abstract of a dissertation

Treisman, U. (1983). A study of the mathematics performance of black students at the University of California, Berkeley (Doctoral dissertation, University of California, Berkeley, 1986). *Dissertation Abstracts International, 47,* 1641A.

Ernester, J. (1976). An examination of factors related to world-mindedness in secondary school teachers. *Dissertation Abstracts International, 37,* 5205A. (University Microfilms No. 77-2396).

Internet Sources

(Adapted for APA style from the ACW Style-Alliance for Computers and Writing. See Hacker, p. 122. Also see pp. 218-222 in the 1994 edition of the *Publication Manual of the American Psychological Association*.)

File transfer protocol (FTP) sites

Norusis, M. J. (1997). *Data files for SPSS 7.5 guide to data analysis.* Available at: ftp.spss.com. The file location at the FTP site is \pub\spss\sample\datasets. The file name is norusis. Retrieved on: February 26, 1998.

Manning, G. *Celas (April 26, 1996). Worldwide celtic music radio listening.* Available at: ftp.celtic.stanford.edu/pub/radio/.list. Retrieved on: July 26, 2019.

Online Journals

Tice, T. N. (1991). Learning styles: the brain. [Review of the symposium, "Learning styles and the brain," published in *Educational Leadership, 48*(2), October 1990, 3-81]. *Educational Digest, 56*(8) [On-line serial], April 1991, 39. Item Number: 9106101395. Available at: http://www.EBSCOHost.com. Retrieved on: February 20, 1998.

Other Sources

CD-Rom Abstracts

Mayers, J. W. (1984). *Writing to learn across the curriculum.* (Fastback 209). [CDROM] Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 248 532).

Bower, D. L. (1993). *Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisors*. [CDROM]. Abstract from: ProQuest File: PsycLIT Item: 80-16351.

Government Documents

Basic and Primmary Education Project, Ministry of Education, HMG/Nepal. (1996, September). *Annual plan of action: fiscal year 1996/97 (2053/54).* Kathmandu: Author.

U. S. Department of Health and Human Services, Public Health Service. (19901). *Healthy people 2000: National health promotion and disease prevention objectives.* (DHHS Publication No. (PHS) 91-50212).

Computer Programs

SPSS 8.0 basic professional. (1998). Chicago: SPSS, Inc.

Video Tape

National Geographic Society (Producer). (1987). *In the shadow of vesuvius*. (Videotape). Washington, DC: National Geographic Society.

No Date Given

When there is no date, indicate with "n.d." in parenthesis as: (n.d.) this designation is used for citation as well as for the reference list.

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Bajracharya, P, & Grace, C. (2014). *The Nepal civil service and restructuring of the state*. Kathmandu: Government of Nepal, Ministry of General Administration and United Nations Development Program (UNDP).

Burnett, L. (n.d.). *How to improve your academic writing*. London: Cambridge University Press. Available at: www.essex.ac.uk/myskill/how_to_improve_your_academic_writing.pdf. Retrieved on: September 1, 2014.

Dhakal, A. (2017). Power to the local units. *myRepublica, March 18, 2017*. Available at: https://myrepublica.nagariknetwork.com/news/power-to-the-local-units/. Retrieved on: December 22, 2018.

Editorial. (June 6, 2018). Only 54 departments under federal ministries. *myRepublica,* June 6, 2018. Available at: https://myrepublica.nagariknetwork.com/news/only-54-departments-under-federal-ministries/. Retrieved on: December 17, 2018.

Gyawali, K. (2019). Good governance further declined. *Kantipur National Daily,* January 30, 2019, pp. 1-2. Kathmandu: Kantipur Publications Pvt. Ltd.

Horava, T., & Curran, B. (2012). The importance of case studies for LIS education. *Library Philosophy and Practice*. Ontario: University of Ottawa. Available at: http://digitalcommons.unl.edu/libphilprac. Retrieved on: September 10, 2014.

Karki, S. (2018). What is the present federal structure of Nepal and what are the significances? *Quora.* February 8, 2018. Available at: https://www.quora.com/What-is-the-present-federal-structure-of-Nepal-and-what-are-the-significances. Retrieved on: December 22, 2018.

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Learner Development Unit, Birmingham City University. (2013). *Study guides: writing*. Birmingham: Author. Available at: www.ssdd.bcu.ac.uk/learner/writinggudes/1.07.htm. Retrieved on: September 12, 2014.

Rijal, C. P. (2011). *Leadership readiness: road to TQM implementation*. Germany: Lambert Academic Publications. ISBN-10: 3843376514; ISBN-13: 978-3843376518.

Shrestha, H. P. (2014). Nepalese bureaucracy: need for reform. *The Rising Nepal*. http://therisingnepal.org.np/news/12939. Retrieved on December 22, 2018.

Thompson Jr. A., Strickland III A. J., Gamble J. E., & Jain A. K. (2006). *Crafting and executing strategy: the quest for competitive advantage – concepts and cases.* (14th ed.). New Delhi: Tata McGraw-Hill Company.

Waseda University (2013). *Academic writing skills: students' book*. (Vol. 1-3). London: Cambridge University Press.

Appendix 12.2 Human Resources Development of MUSOM

SN	Themes	Activities	No. of Participants to be benefited from the Human Resource Development program					Remarks
			2020	2021	2022	2023	2024	
1	Qualification Upgrading of the Faculty	PhD						
		M. Phil						
2	Qualification Upgrading of the Staff	Master's						
		Bachelor's						
3	Promotion of the Faculty Member	Professor						
		Associate Professor						
		Assistant Professor						
4	Promotion of the Staff Member	Officer – I						
		Officer – II						
		Officer –III						
		Assistant – I						
		Assistant – II						
5	Research Promotion	Faculty Research						
		Small (Mini) Research						
6	Publication Support	Support for Article Publication in the Indexed Journal						
		Support for Article Publication in the International Refereed Journal						
		Support for Article Publication in the National Peer Reviewed Journal						
		Support for Article Publication in Non-ranked Journal						
7	Capacity Development Program	Refresher Courses for Faculty Member						
		Refresher Courses for Staff Member						
8	Capacity Development Training	Need-based in-service Training for Faculties						
		Demand-based in-service Training for Faculties						
		Need-based in-service						

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SN	Themes	Activities	No. of Participants to be benefited from the Human Resource Development program					Remarks
			2020	2021	2022	2023	2024	
		Training for Staff						
		Demand-based in-service Training for Staff						
9	Research and Publication Promotion (Training)	Research Methodology Training (in Campus)						
		Research Methodology Training (out of Campus)						
		Seminar/Workshop/ Conference (Local/National)						
		Seminar/Workshop/ Conference (International)						
		Training for Research Paper/ Article Writing and Editing						
10	Travel Grants	Presentation of Research Paper/Abstract/Poster (National)						
		Presentation of Research Paper/Abstract/Poster (International)						
11	Peer Learning	Visit by Faculties in Higher Education Institutions (National)						
		Visit by Faculties in Higher Education Institutions (International)						
12	Resource Person	Faculty Involvement as Resource Person (Consultant, Trainer, Guest Teacher, Subject Experts etc)						

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Appendix 12.3 Self A appraisal form for the faculty

Faculty/Institute:		Department:	
Name:		Designation:	
Appointment Date:		Date of Promotion:	
Appraisal Year:		Date of Submission:	
Contact No.:		Email:	

Please respond to all the following indicators mentioned in the table with the activities held/achieved within the specified year only.

SN	Indicators for Appraisal	Status Yes/No	Description	Remarks
1	Teaching as prescribed/assigned			
2	Involvement in assessment and/or examination management			
3	Involvement in formal counseling of the students			
4	Involvement in conducting the extension and outreach activities			
5	Involvement in the task of committee			
6	Guiding the students for research and projects/cases			
7	Leading the research projects			
8	Assisting in carrying out the research			
9	Presenting research paper/abstract in the seminar			
10	Publishing research articles in the non-ranked journal			
12	Publishing research articles in the peer reviewed/refereed journal			
13	Publishing research articles in the national/international indexed journal			
14	Participation in (attending) the capacity development training			
14	Participation in different seminar, workshop, symposium			

SN	Indicators for Appraisal	Status Yes/No	Description	Remarks
15	Involvement in consultancy works			
16	Upgrading academic qualification			
17	Editing/reviewing research journal and/or papers/articles			
18	Providing expert's services			

SUBMITTED BY

Signature:

Name:

Post/Designation:

Appendix 12.4 Teaching Plan

Defining Teaching Plan

A teaching plan is an organized document that provides the outline and details to lead teaching-learning activities into outcomes. A good teacher always prepares a comprehensive teaching plan with step-by-step teaching methods, duration of time, the materials and resources needed for the session. A good teaching plan begins with the key questions that generate discussion on the major misconceptions about the topic. Teaching plan also helps in renationalizing teaching-leaning process for learning outcomes.

Major Components of Teaching Plan
Course Title
Session Title/Contents
Period
Leaning Outcomes of the course/Objectives
Learning outcomes of the session/Objectives
Duration of session and each teaching/learning segment
Teaching Methods
Teaching Materials
Evaluation
Prescribed texts/resources/references/recommended

Sample Teaching Plan
Course Title: Critical Thinking
Session Title/Content: Session 1: Introduction to Critical Thinking
Period 2
Leaning Outcomes of the course/Objectives: By the end of the course, students will be able to:
    1. Understand concept of critical thinking in the wider academic and social context
    2. Specify difference between creative thinking and critical thinking
    3. Explore importance of critical thinking in managerial process

Learning Outcomes of the Session: By end of the session, students should be able to:
    1. Distinguish creative and critical thinking

2. Apply basic critical skills to solve problems and make managerial decision

Duration of session and each teaching/learning segment: 120 Minutes

Teaching Methods: Interactive Method that includes Short lecturer/question-answer/class
discussion/presentation

Teaching Materials: Text book/Reference books/articles related to the course session

Evaluation: Evaluation of students' concepts and abilities to define managerial accounting
and use knowledge practically through assignment and
class presentation.

Prescribed texts/resources/references/recommended

Appendix 12. 5 Detailed Course Session Plan

Time/Duration	Topic & Details of Content	Teaching Method	Resources/Notes

20 Minutes	1. Gain learner's attention
	
	Welcome students to the class. Start loudly and confidently, with a welcoming smile, since it is the first session.
	
	Share my background -where I grew up, university, research interest, publication, what I like to do and inject humor
	
	Talk about my office hours, and how students can contact me.
	
	2. Introduce and inform students about Course Objectives/Outcomes
	
	Course Objectives
	
	    Course overview
	    Critical thinking concepts and skills
	    Session objectives
	
	Highlight MUSOM norms and values
	  If late, please do not enter the class.
	  Mobile phone and laptop are prohibited during class.
	Highlight expectations
	  Timely assignment submission
	  read cases before class for productive
	   discussions.
		Sharing
		
		Presentation
			Slide 1
			
			Slide 2-My background
			
			Slides-3-6

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15-25 **(10 minutes)**	3. Stimulate Student's recall of prior knowledge Raise discussion with the following questions: What is thinking? What do you understand by critical thinking? How is critical thinking different from creative thinking? Ask students about the past experiences. Clarify misconceptions on critical thinking. Highlight how creative and critical thinking share common skills. Compare critical thinking with science of reasoning related to quantitative and qualitative rezoning.	Class discussion: Involve both male and female students in discussion. Quick scan from teachers.	

40 minutes	**Learning Outcomes:**
	Distinguish between critical and creative thinking skills
	4: present the content
	
	Creative and critical thinking concepts and skills
	
	Ask class: What is creative thinking?
	            What is critical thinking?
	Ask class: List characteristics of creative
	            and critical thinkers.
		Question-answer	White board and markers

	Intent: Get to know what students already know. Encourage peer teaching. **5. Provide learning guidance** Flash slide #7 on critical thinking skills Short lecture on definition and characteristics of creative and critical thinking.	Short lecture	Slide-7-8

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	Emphasis: Focus on characteristics of creative and critical thinkers. Use of critical thinking in managerial decision making		
15 Minutes	**6: Elicit performance** Flash practice slide (Slide 9). Give students 7 minutes to work on the chart. Then, go through the chart, to examine their knowledge of creative and critical thinking. 7: Provide feedback Go through the answers on slide 9. Points to emphasis: Is critical thinking complementary to creative thinking? Is critical thinking part of all sciences and thinking?	Skill practices Group Discussion	Slide 9 Slide 9