

ANNUAL REPORT

FY 2070/071



TRIBHUVAN UNIVERSITY

FACULTY OF MANAGEMENT

CENTRAL DEPARTMENT OF PUBLIC ADMINISTRATION

MASTER OF PHILOSOPHY IN PUBLIC ADMINISTRATION

JAMAL, KATHMANDU

Jamal

Message from Head, Central Department of Public Administration

It is immense pleasure that M.Phil in Public Administration celebrated its third anniversary. I would like to thank the professors, guest professors, staffs, students and TU authorities on this occasion since I received support from each stakeholder to run this program effectively. The nature of M.Phil. program is different from the other classes because each class of M.Phil is an expert class. To manage professors and weekly routine, it has to pay constant attention. Besides the expert classes, students' presentation, reviews of articles and books, writing articles for each subject, internal and external written examinations, field studies and thesis presentations are other teaching-learning methods employed in the M.Phil. program. During this period, we invited many veteran experts of this society as guest lecturers so that our students' exposure would be extensive for research purposes, Besides, we organized PhD seminars, and research workshops to strengthen the organizational capacity. We conducted trust surveys to measure the trust level of the citizen to the public organizations.



To manage these sorts of works/activities is not easy task. It demands the skills of management. In my opinion, management is a skill whereby the head of an institution has to know the potentiality of his/her subordinates and their attributes. Accordingly, leadership/manager should be able to mobilize them. On the other part, manager/leadership should be able to tackle the disputes and conflicts within the organization and outside concerning one's own organization. As a result, it may create favorable working environment so my subordinates have been working confidently. Due to this, my staffs have also been enhancing their performance. And also, leadership has to think about the alternative for each employee to be able to perform the work of others in his/her absence. So, the official function is conducted smoothly.

Last but not least, I would like to thank all who have been supporting the department directly or indirectly.

Prof. Dr. Tek Nath Dhakal, Head, CDPA

Teaching learning activities

Guest lecturer: To materialize the M.Phil. objective, CDPA has been inviting international professors to deliver lectures on their expertise which is required for the program. This year, Prof. Dr. Galib Khan, Dhaka University, Bangladesh and Prof. Dr. S.K. Tawfique, North-South University, Bangladesh delivered lectures on Philosophy of Sciences and Administrative Culture respectively. Prof. Khan who was renowned professor of philosophy of science in South Asia in particular and world-wide in general had covered various topics of philosophy of sciences.



He took six classes on the philosophy of sciences. Topics covered by Prof. Khan were introduction of philosophy of science, Khun's model, normal science and social science, use of philosophy of science in research etc. Similarly, Prof. SK Tawfique delivered two lectures on Administrative Culture.

Visiting Professors' Lecture: Prof. Dr. Prachanda Prasad Pradhan, Ex-dean, Faculty of Management, TU and Prof. Dr. Ishtiaq Jamil, Bergen University, Norway are visiting professors



in this department. They have been delivering lectures in each academic year. Prof. Pradhan who is known as father of Public Administration in Nepal delivered lectures on research issues and policy implementation challenges in Nepal. He also presented case study of irrigation policy implementation challenges in Nepal. Similarly, Prof. Jamil delivered lectures on organization theory and its application in South Asian

context. In addition, he presented his lectures on qualitative, quantitative and mixed methods of research design.

Guest Class: For the sake of acquiring practical knowledge in the field of public administration in Nepal including theoretical knowledge, we invited experts well-known in Nepal. Among them, Dr. Baburam Bhattarai, Ex-prime Minister of Nepal was one of the notable persons. He delivered lecture on 'Nature of underdevelopment in Nepal: Marxist perspective'. His lecture was widely covered by print, electronic, online and social network.



Similarly, Dr. Jagadish Chandra Pokharel, ex-Vice chairman of National Planning Commission took class on Nepal's planning efforts and its achievement. Prof. Dr. Madan Dahal, an Economist delivered lectures on Economic development in Nepal. He also took class on financial decentralization in Nepal. On the other aspects of economic development and planning of Nepal,



Prof. Dr. Sarad Sharma, Prof. Dr. Sohan Lal Karna and Prof. Dr. Bishowabher Pykurel delivered lectures at this department.

Likewise, Prof. Krishna Pokharel, Ex-member, Public Service Commission, delivered lectures on role of politics in administration and its implication on society. On the said topics, Dr.

Madhunidhi Tiwari also took the class at M.Phil. Mr. Dipendra B. Thapa, Ex-secretary of GoN took class on public policy making and also presented the implementation status of environmental policy in Nepal. Dr. Dwarika Nath Dungel, Ex-secretary of GON also took class on the methods of policy making in Nepal. Dr. Bharat Raj Gautam delivered his lecture on policy transfer and its implication in Nepal. In this line, Dr. Tika Pokharel, Ex-secretary of SWC took classes on NGO Development in Nepal. Similarly, Dr. Krishna B. Bhattachan and Dr. Nirmala KC also delivered lectures on others aspects of NGO management in Nepal.

Regular classes: The CDPA has fixed subject conveners for each subject. Prof. Dr. Shree Krishna Shrestha has to look after Research Methodology –I, II & III. Similarly, Prof. Dr. Govind Pd. Dhakal has the duty to care about Administrative Theory and Behaviour and Local



Governance. Likewise, Prof. Dr. Rajiv B. Rana was assigned the duty to take responsibility of Public Policy. Prof. Ratna Raj Niroula took the responsibility of Statistics. For the sake of whole



management of classes, Prof. Dr. Tek Nath Dhakal who is head of CDPA also, has been coordinating the M.phil program. To assist him, Dr. Narendra Raj Paudel is a Dy coordinator and tutor as well. Mr. Raju Kumar Shrestha has taken the responsibility of financial management. Likewise, Mr. Bhola Chhetri has been fulfilling the duty of administration.

Students' presentation: To acquire practical knowledge and skills for the research purpose, each student had to present their work before the professor. Each student reviewed two scientific papers and played the role of commentators.



Likewise, each student presented

their proposal, theoretical review and methodology in the class. Not only this, each student has written seven articles altogether during their academic session. We assumed that these kinds of presentation, comments and writing made more matured in academic line.

Field work: Students were taken for field visits and socialization. The first batch student visited Bandipur, second Sakhu and third batch Thankot. These visits were accompanied by the Professors of the department.

News

Research/Seminar/Workshop at CDPA:

CDPA believes on research work which eventually leads to the academic enhancement. Primarily, CDPA started M.Phil program and laid more emphasis on PhD. As a result, 90 M.Phil graduates and eight PhD scholars (of them five



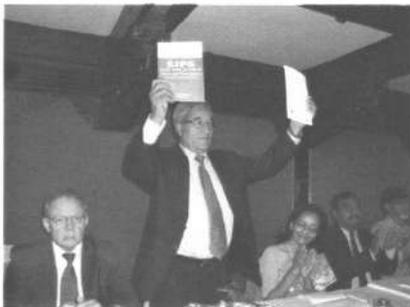
running) produced due to CDPA's initiation. It has tried its best to fulfill high level human



resource required in public affairs management in Nepal. In this line, it established relationship with

University of Bergen, Norway, North-South University, Bangladesh and Peredaniya University, Sri Lanka with the aim of delivering international standards education. At this connection, CDPA conducted PhD Seminar in July at Hotel Annapurna. Besides this, CDPA provided consultancy service to Under Ground Development Committee, GoN, National Planning Commission, Nepal, Ministry of General Administration, PREPARE, UNDPA and Department of Health Service, GoN. It again organized another workshop related to police role for the sake of peace and security.

South Asian Journal of Policy and Governance (SJPG):



SJPG includes original manuscripts, empirical as well as theoretical, relevant to the policy and governance issues.

It is an international peer-reviewed

academic



journal published by the Public Administration Campus, Central Department of Public Administration, Tribhuvan University, Nepal. The aim of SJPG is to explore and analyze contemporary developments in public administration, public policy, governance, New Public Management (NPM), administrative reforms, decentralization, and related topics in developed, transitional and emerging states. It is published bi-annually both in hard copy and in online on an open access basis. Authors who wish to contribute to SJPG must submit online. For guidelines and instructions for authors, please use the following link: www.sjpg.edu.np.

Syllabus revision and preparation: One of the roles of CDPA is to revise and prepare the syllabus of public administration and allies. In this course, CDPA revised the syllabus of Post Graduate Diploma of Police Sciences (PGDPS). This department is also preparing the syllabus of Master of Police Sciences (MPS). In addition, CDPA prepared the syllabus of Bachelor of Public Administration (BPA) and launched at Public Administration Campus, Tribhuvan University since 2013. Right now, it has been preparing the syllabus of Master of Public Administration (MPA) in semester basis.

Evaluation of M.Phil in Public Administration Program

At the starting phase, Masters of Philosophy in Public Administration Program was partly supported by Second Higher Education Project, Tribhuvan University. The one of the function of this project was to support newly initiated program in Tribhuvan University. This M.Phil in Public Administration program was selected to evaluate out of seven/eight M.Phil. programs in TU. The reason behind the selection for evaluation was due to good management of the

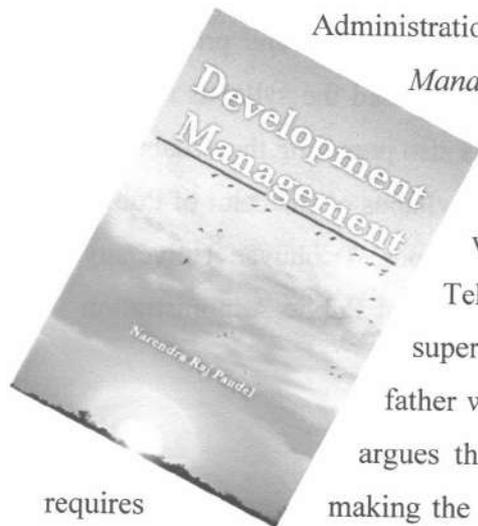


program. The evaluation team was headed by Prof. Dr. Puskar Bajracharya. Prof. Bjracharya and

his team inquired from Prof. Dr. Tek Nath Dhakal, head, CDPA about the M.Phil program as to how it had been running. In the meantime, Prof. Dhakal had given a presentation explaining objectives of the program, financial situation and its achievements. He also explained to the aspirants and admitted students in three batches. Prof. Bajracharya and his team expressed satisfaction at the achievement of the program.

Book Release

Dr. Narendra Raj Paudel, Lecturer, Public Administration Campus/Central Department of Public Administration, Tribhuvan University wrote a book *Development*



Management which is a course of MPA and BPA. The author is a program coordinator of BPA and deputy coordinator of Masters of Philosophy in Public Administration. This book was released by Prof. Dr. Shree Krishna Shrestha, Prof. Dr.

Tek Nath Dhakal and Prof. Dr. Ishtiaq Jamil were the author's supervisors. On this occasion, Mr. Ram Chandra Paudel, author's father was also present during this program. In this book, the author argues that physical development is not the only condition but also

requires making the livelihood of people smooth and changing their mind set. In this sense, development includes multidimensional aspects of livelihood. There seem many cases which lacks smooth functioning despite tangible infrastructure and others. Thus, development is a behavior which supports the better livelihood of the people.

The book of this kind was felt essential for the management of development in Nepal. Such books which describe the theories of development in relation to the developmental efforts in Nepal were rarely available in Nepal. Therefore, this book will provide knowledge of the theories and dimensions of development management as prescribed in Masters of Public Administration (MPA). In addition, it is also hoped that this book will be useful for other competitive examinations.



Research

Research areas: The basic research area of public administration is about individual, institutions and group. The main area of public administration is concerned with the public affairs management and its allies. The course content of public administration of M.Phil program guides us to focus on the topics. Our students have been selecting their topics as per their access to the information and specialization they study at CDPA. Professors as supervisor are assigned as per their interest and expertise. The following list is about the name of student, their topics and concerned professors.

First batch, AY 2068/069

Roll No.	Student's Name	Name of Professors
1	Meera Rajbhandari	Prof. Dr. Shree Krishna Shrestha
2	Sita Ram Ghimire	Dr. Narendra Raj Paudel
3	Hari Bhakta Shahi	Prof. Dr. Tek Nath Dhakal
4	Subash Sharma	Prof. Dr. Govind Pd. Dhakal
5	Suban Shrestha	Prof. Dr. Govind Pd. Dhakal
6	Mukesh Kumar Bastola	Prof. Dr. Shree Krishna Shrestha
7	Prakash Kumar Shrestha	Prof. Dr. Shree Krishna Shrestha
8	Nanda Kishor Mahato	Prof. Dr. Rajiv B. Rana
9	Sharad Chandra Paudyal	Prof. Dr. Govind Pd. Dhakal
10	Naresh Kumar Shrestha	Prof. Dr. Rajiv B. Rana
11	Prem Prasad Lohani	Prof. Dr. Tek Nath Dhakal
12	Sumitra Kandel	Prof. Dr. Shree Krishna Shrestha
13	Durga Banjade	Prof. Dr. Govind Pd. Dhakal
14	Shatrudhwan Prasad Sharma Pokharel	Prof. Dr. Tek Nath Dhakal
15	Bihani Thapa	Prof. Dr. Tek Nath Dhakal
16	Hari Prasad Adhikari	Prof. Dr. Govind Pd. Dhakal
18	Tek Raj Paudel	Prof. Dr. Tek Nath Dhakal
19	Richa Pandey	Prof. Dr. Shree Krishna Shrestha
20	Bishnu Pd. Bandari	Prof. Ratna Raj Niroula
21	Buddhiman Shrestha	Prof. Dr. Shree Krishna Shrestha
22	Basanta Acharya	Prof. Dr. Tek Nath Dhakal
23	Bakhat Bahadur Saud	Prof. Dr. Govind Pd. Dhakal
24	Deepak Adhikari	Prof. Dr. Rajiv B. Rana

25	Ram Kumar Bantawa Rai	Dr. Narendra Raj Paudel
26	Dilip Raj Paudel	Prof. Dr. Prachand Pd. Pradhan
27	Anup Jangam	Prof. Dr. Rajiv B. Rana
28	Bhupesh Lal Shrestha	Dr. Narendra Raj Paudel
29	Jeevan Kumar Katwal	Prof. Ratna Raj Niroula
30	Ram Chandra Tiwari	Prof. Dr. Rajiv B. Rana

Thesis titles of Second Batch 2069/070

Roll No	Name of student	Thesis Title	Name of Supervisor
1	Beeni Shrestha	Energy policy implementation in Nepal???	Prof. Dr. Shree Krishna Shrestha
2	Pankaj K. Das	Study of MAP/NTFP policy implementation in delivering services for commercialization and trade	Prof. Dr. Shree Krishna Shrestha
3	Chudamani Sharma	Social Security benefits scheme in Nepal	Dr. Narendra R. Paudel
4	Maharaj Koirala	Study on policy compliance: A case study of Value Added Tax(VAT) policy in Nepal	Prof. Dr. Shree Krishna Shrestha
5	Ram P. Dahal	Media as Public policy agenda setter	Prof. Dr. Govind P. Dhakal
6	Chet Nath Dahal	Relationship between officer's intrinsic motivation and tax audit efficiency in Nepal	Prof. Dr. Tek Nath Dhakal
7	Sangita Thapa	A motivational perspective: Career progression of female civil employees in Nepal	Prof. Dr. Govind P. Dhakal
8	Tanka Ram Gautam	Professional Development of teacher	Prof. Dr. Rajiv B. Rana
9	Shree Ram Paudel	An analysis of right to information policy implementation in Nepal	Prof. Dr. Tek Nath Dhakal
10	Kriti Raj Subedi	A study on open defection free area in Nepal	Prof. Dr. Rajiv B. Rana
11	Ishwar B. Karkee	Policy implementation for Security-development linkage in Nepal	Prof. Dr. Rajiv B. Rana
12	Pratap Kumar Pathak	Irrigation policy implementation in Nepal: An assessment of the implementation capability	Prof. Dr. Tek Nath Dhakal
13	Shiva Kumar Dhakal	Credit appraisal system in commercial bank in Nepal	Prof. Dr. Shree Krishna Shrestha

14	Thabaraj Adhikari	Treasury single account	Prof. Dr. Shree Krishna Shrestha
15	Hasana Sharma	An analysis of motivational level at workplace	Dr. Narendra R. Paudel
16	Badri Raj Subedi	The assessment of female employees performance: A case study in Agriculture Development Bank Limited(ADBL) Nepal	Dr. Narendra R. Paudel
17	Arjun Kumar Gautam	"Effectiveness and reliability of social security allowance in Nepal"	Prof. Dr. Prachanda P. Pradhan
18	Padam P. Bajagain	Effects of citizen charter in service delivery, A case of transport management office motorcycle, Bagmati	Prof. Dr. Govind P. Dhakal
19	Santa Gautam	To assess the beneficiaries satisfaction: A case study of the Employees Provident Funds	Prof. Dr. Tek Nath Dhakal
20	Ramesh Kumar KC	Social security allowance policy in Nepal	Dr. Narendra R. Paudel
21	Raj Kumar Khadaka	A study of effectiveness of an internal audit system in Nepal Airline Corporation (NAC)	Prof. Dr. Tek Nath Dhakal
22	Pushpa Adhikari	The grounded principles of women conention and its significance in Nepalese society	Prof. Dr. Shree Krishna Shrestha
23	Bishnu P. Gyawali	Situation analysis of child friendly learning environment in community school	Prof. Dr. Tek Nath Dhakal
24	Basu Shakya	Employment opportunities and economic empowerment: Study on migration of female population from rural to urban areas	Prof. Dr. Shree Krishna Shrestha
25	Bhupendra Aryal	Gender equality and social inclusion	Prof. Dr. Govind P. Dhakal
27	Bir Bahadur Rai	Effectiveness of PBIS in Nepalese civil service	Prof. Dr. Rajiv B. Rana
28	Binod Acharya	Customer satisfaction with service division in Nepal Telecom	Dr. Narendra R. Paudel
29	Junu Bhandari	Customer satisfaction and service quality in Telecommunication	Prof. Ratna Raj Niroula/Dr. Narendra Raj Paudel
30	Anil Parajuli	EMIS practices in school level Nepal: A case study of school of southern east VDC's Kathmandu	Prof. Ratna Raj Niroula/Dr. Narendra Raj Paudel

3rd Batch, AY 2070/071

Name of the students	Thesis Title	Name of supervisor
Hari Prasad Adhikari,		Prof. Dr. Govind Pd Dhakal
Indra Prasad Dahal,	Solid waste management practices of Kathmandu Metropolitan City and its adjoining areas in Nepal	Prof. Dr. Govind Pd Dhakal
Pushpa Mahat,		Prof. Dr. Govind Pd Dhakal
Sita Bista,	Empowerment of women through commercial vegetable farming	Prof. Dr. Govind Pd Dhakal
Suman Krishna Shrestha	A role of educational financing in students' performance	Prof. Dr. Govind Pd Dhakal
Sharda Lohani Pandey,	Assessment of reinsurance business in Nepal	Prof. Dr. Tek Nath Dhakal
Birendra Godar,	A study on the performance of commission for the investigation of abuse of authority(CIAA) to combat corruption	Prof. Dr. Tek Nath Dhakal
Dil Kumar Shrestha,	Efficiency of e-procurement system in Nepal	Prof. Dr. Tek Nath Dhakal
Hareram Wagle,	Study on the institutional capacity of partner organization of poverty alleviation fund(PAF) to deliver effective service	Prof. Dr. Tek Nath Dhakal
Jeevan Bhattarai,	Impact of corporate governance policy in Nepalese Bank's profitability	Prof. Dr. Tek Nath Dhakal
Achala Dahal,	Inclusiveness policy and women accessibility in Nepalese civil service	Prof. Dr. Shree Krishna Shreshta
Harka Raj Rai,	Civic engagement in policy process: A case of local government	Prof. Dr. Shree Krishna Shreshta
Manhari Dangal,		Prof. Dr. Shree Krishna Shreshta
Sanu Maiya Nakarmi,	Health policy implementation on National Tuberculosis program at local level (DOTs centre)	Prof. Dr. Shree Krishna Shreshta
Saumitra Neupane,	Development and Dispute in infrastructure development: policies of managing local expectations in hydropower development	Prof. Dr. Shree Krishna Shreshta
Mani Ram Paudel,	An analysis of value added tax evasion and fraud behavior in Nepal	Prof. Purushowttam Sharma
Mohani Lal	The role of civil society organization in	Prof. Purushowttam Sharma

Gaire,	Promoting democratic governance in Nepal	
Rabindra Kumar Neupane ,	Effectiveness of industrial promotional tools of industrial policy 2010(Special reference to micro cottage and small industries)	Prof. Purushowttam Sharma
Keshab Khati,	Impact of micro-finance program on women empowerment: A case study of Palpa District Nepal	Prof. Dr. Rajiv B. Rana
Padmendra P.Shrestha,	Accountability for performance in secondary education: A political economy approach	Prof. Dr. Rajiv B. Rana
Sandesh Thapa,	Problems in Blood Supply System in Kathmandu	Prof. Dr. Rajiv B. Rana
Sanjaya Adhikari,	Disaster management policy & role of armed of police force in disaster management	Prof. Dr. Rajiv B. Rana
Tika Ram Rai,	Status of execution of inclusive recruitment policy in Nepal police	Prof. Dr. Rajiv B. Rana
Nirjwal Basnet,	Enhancing quality education: a comparative study of public and private college of Nepal	Prof. Ratna Raj Niroula A. Prof. Dr. Ganesh Pd Adhikari
Tilak Bahadur Thapaliya,		Prof. Ratna Raj Niroula & A. Prof. Dr. Ganesh Pd Adhikari
Uttam Acharya,	Impact of social accountability Tools in service delivery(Public Hearing at DDC)	Prof. Ratna Raj Niroula & A. Prof. Dr. Ganesh Pd Adhikari
Dhruba Nepal,	Does reservation provision has effect on public service quality?	Dr. Narendra Raj Paudel
Dipak Raj Baral,		Dr. Narendra Raj Paudel
Pitambar Adhikari,	A study of the implementation of Anti-money laundering policies through intititutionalism in Nepal	Dr. Narendra Raj Paudel
Raja Ram adhikari,	E-filing of income tax: Awareness and satisfaction level of tax payers in Kathmandu Valley, Nepal	Dr. Narendra Raj Paudel

Students' Research and their findings:

Mr. Hari Bhakta Shahi: He conducted his research on "Stakeholders' Role for Promoting Foreign Employment and Remittance Generation in Nepal". His thesis was supervised by Prof. Dr. Tek Nath Dhakal. In his research, he reviewed the existing policies of foreign employment and analyzed the role played by its stakeholders through the secondary literature. He consolidated his study by primary data through response collected from 110 questionnaire distributed to its stakeholders. According to him, the policies related to foreign employment was not fair implementation as prescribed in law of land. As a result, labour migrants were suffered from family tension and job security. There were mismatch between stated work and actual work at the foreign land. They also faced the problem of language.



Mr. Buddhi Man Shrestha: Mr. Shrestha conducted his thesis research on "Resource mobilization of local bodies in Nepal: Case of Gorkha District Development Committee" under the supervision of Prof. Dr. Shree Krishna Shrestha. He attempted to examine the factors contributing to resource mobilization at Gorkha DDC. He used secondary sources from DDC and primary sources of information from 16 respondents. He concluded that the resource mobilization was ineffective in terms of performance and contribution of internal revenue. The contribution of internal resource endowment to total revenue was found negligible in comparison to external grants.



Mr. Hari Prasad Adhikari: Mr. Adhikari wrote the thesis on "Performance-based grant system in local governance in Nepal: A study of Banke and Dolpa District Development Committees" under the supervision of Prof. Dr. Govind Pd. Dhakal. He assessed the status of performance-based grants system implementation at local bodies of Nepal and its usefulness by drawing information from 80 respondents of both DDCs. He concluded that the performance-based grants was at moderate level due to late budget disbursement, absence of elected bodies and weak monitoring and evaluation even though performance-based grants system was a tool to evaluate local bodies' performance and to strengthen the local bodies institutional capacity.



Mr. Subas Sharma: The title of his M.Phil thesis was "Public private partnership in solid waste management in Kathmandu Metropolitan City". He was supervised by Prof. Dr. Govind Pd. Dhakal. Mr. Sharma examined the citizen's involvement in SWM in KMC and explored the role of private parties and their performance. To substantiate this study, he used both secondary sources and primary sources of information collected from Metropolitan City and six private companies. He also collected information from 160 common citizens who were producer of solid waste. The result of his study showed that people were neither satisfied nor dissatisfied from the role of private company. Besides, this KMC could not play effective role for solid waste management in KMC.



Mr. Mukesh Kumar Bastola: Mr. Bastola wrote his thesis on " Government-NGOs partnership in community development in Nepal: A case of Kathmandu District" under the supervision of Prof. Dr. Shree Krishna Shrestha. The aim of the research was to find out the role of Go-NGO partnership to facilitate and accelerate the community development at local level in Nepal. Mixed method was applied to conduct the research. In which, he set semi structured questionnaire and interview checklist. He collected information from 32 governmental officials and 32 representatives of NGOs. Also he interviewed with 11 government official and NGOs representatives. He concluded that the existing partnership between government and NGOs did not seem to achieve desirable results as expected due to mistrust between the government and NGOs, lack of mutual respect, poor implementation and weak monitoring and feedback mechanism.

Mr. Shatrudhwan Prasad Sharma Pokharel: Mr. Pokharel conducted his research on "The role of Nepalese Diplomatic Missions abroad in conducting economic diplomacy" under the supervision of Prof. Dr. Tek Nath Dhakal. He attempted to examine whether the original focus of economic diplomacy in fostering economic development had been met. And also to what extent Nepalese mission abroad were effective to enhance economic diplomacy? The finding showed a mixed record. While an overwhelming majority of 100 respondents believed that trade and investment had been the most ineffective from among the various components of economic diplomacy, tourism and foreign



employment were believed to have been more effective. The factors that emerged as the most crucial variables in bringing such poor outcomes were political instability, weak institutional capacity, especially of the Foreign Ministry, lack of adequate resources and meager role of private sector.

Mr. Jeevan Kumar Katuwal: Mr. Katuwal examined the role of “Employees Provident Fund (EPF) to manage social security scheme in Nepal”. In this area, he was supervised by Prof. Ratna Raj Niroula. Mr. Katuwal tested the role of EPF on the basis of its jurisdiction, institutional mechanism and employed human resources for sake of coverage in terms of member, benefits and return. He utilized both primary data drawing from 141 respondents and secondary data as per need. From his research, he found that EPF has been progressing to increase its coverage but not successes to cover the existing its market.



Mrs. Sumitra Kandel: She wrote her thesis on "Tourism destination management: A case study of Sauraha" under supervision of Prof. Dr. Shree Krishna Shrestha. In her thesis, he tested the relationship between the destination attributes (natural and cultural resources) and overall experiences (satisfaction) drawing information from 214 respondents of Sauraha, Chitawan. According to her, the natural and cultural resources of Sauraha had positive relationship with the satisfaction of tourist who visited Sauraha.



Mr. Dilip Raj Paudel: He explored the role of social security benefits to motivate the Nepalese civil servants under the supervision of Prof. Dr. Prachanda Prasad Pradhan. He examined the level of satisfaction of civil servant due to social and economical factors of motivation as per civil service act drawing information from 120 retired civil servants and working civil servants. According to him, the existing motivational factors were not enough to satisfy civil servants. Social factors were more effective than economical factors to motivate civil servant.



Mrs. Bihani Thapa: She wrote her thesis on "Women in educational leadership in Nepal" under the supervision of Prof. Dr. Tek Nath Dhakal. She explored the experience of school female head to manage the community schools of Kathmandu Valley and identified special qualities and



characteristics of educational leader. She applied qualitative method to consolidate the study. She concluded that female head teachers were more successful for the sake of school management due to shared vision, enabling other to act, modeling the way, cooperative, confidence and others.

Mr. Prakash Kumar Shrestha: He wrote his thesis on "Local governance capacity in Nepal: A case study of human resource dimension in Kathmandu Metropolitan City Office" under supervision of Prof. Dr. Shree Krishna Shrestha. He analyzed the current status of human resource and its management in KMC and also examined human resource development policies and practices in KMC. He used quantitative method drawing information from 48 respondents working at KMC. He concluded his research that human resource management and development situation of KMC was suffering due to lack of human resource inventory, lack of appropriate HRM policies and practices, lack of financial resources, and lack of adequate training at KMC.



Mr. Bishnu Prasad Gyawali: He wrote his dissertation on "Situational analysis of child friendly learning environment in community school". He was supervised by Prof. Dr. Tek Nath Dhakal. The aim of the research was to find out the existing situation of child friendly learning environment and assess the status of child friendly situation at community school. To answer said objective, he drew information from 45 respondents through interview and focus group discussion. He concluded that the community school did not have fully child friendly environment. It was only partially child friendly at community school.



Mr. Maharaj Koirala: Mr. Koirala conducted thesis research on "Public policy implementation: A case study of filing compliance of value added tax policy in Nepal". His thesis guide was Prof. Shree Krishna Shrestha. In his thesis, he explored the relationship between policy mandates and filing compliance of tax payer. Besides, he examined the relationship between institutional capabilities and filing compliance of taxpayers. To answer these objectives, he used both primary and secondary data as per need. Primary data were collected from 186 respondents. He



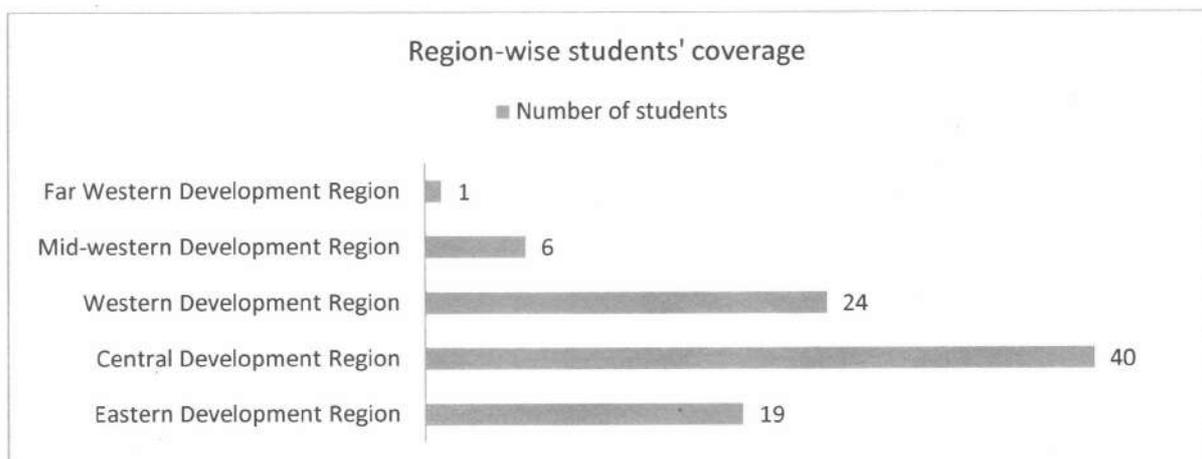
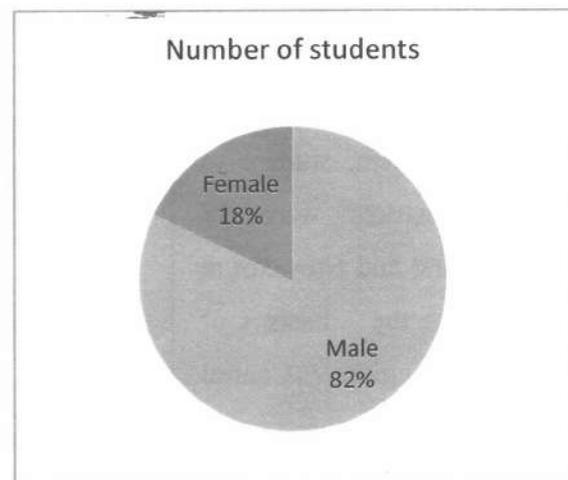
interviewed with eight key informants to validate the information. The result of the study implies that the relationship between policy clarity and filing compliance is significant. Accordingly the relationship between policy mandates and institutional capability with filing compliance are also found significant.

Mr. Chet Nath Dahal: Mr. Dahal tested the relationship between pay incentives and tax audit performance in Nepal under the supervision of Prof. Dr. Tek Nath Dhakal. He drew information from 47 respondents who were concerned with tax administration and also from secondary sources. According to him, the relationship between total revenue contributions through tax audit seems positive after introduction of performance incentive system (PIS). However, additional audit revenue and audit member were found negative after PIS inception.

Impacts of Master of Philosophy in Public Administration

Introduction

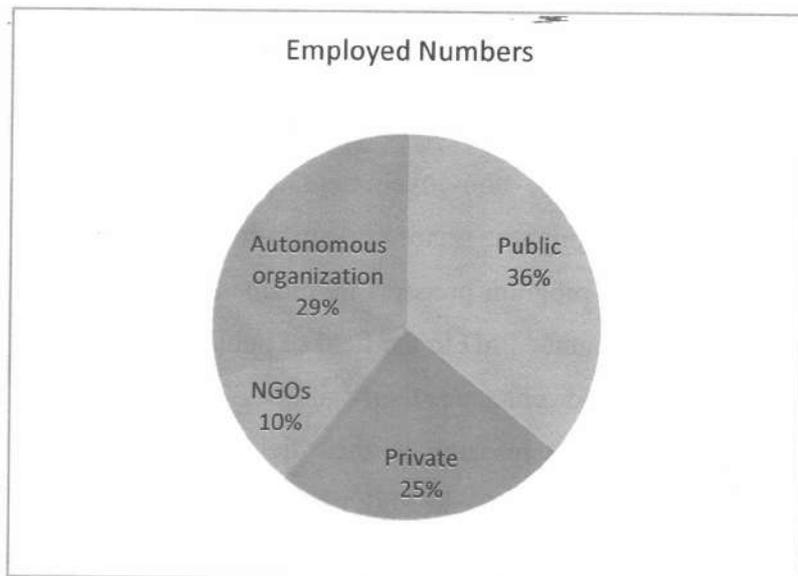
Central Department of Public Administration (CDPA) introduced Master of Philosophy (M.Phil) in Public Administration program as one of the important academic programs under the Faculty of Management at Tribhuvan University since 2011. The aim of this program is to produce high-level human resources in order to prepare professionals in teaching and conduct researches in academic and research institutes and also to serve in government, non-government, public enterprises and private sector organizations. Specifically, this program prepares its graduates so that they can pursue PhD in the field of public administration and enhance their abilities to conduct independent research in their field. In this conceptual background, M.Phil. program has already crossed three cycles. So, it is time to study the initial impacts of this program to the society. This paper examines social backgrounds of students which explain their sex composition, area-wise distribution, employment situation and their sectors, discipline and their results in first semester and second semester and also impacts which are assessed how M.phil. education is applicable in their respective field on the basis of interview with students.



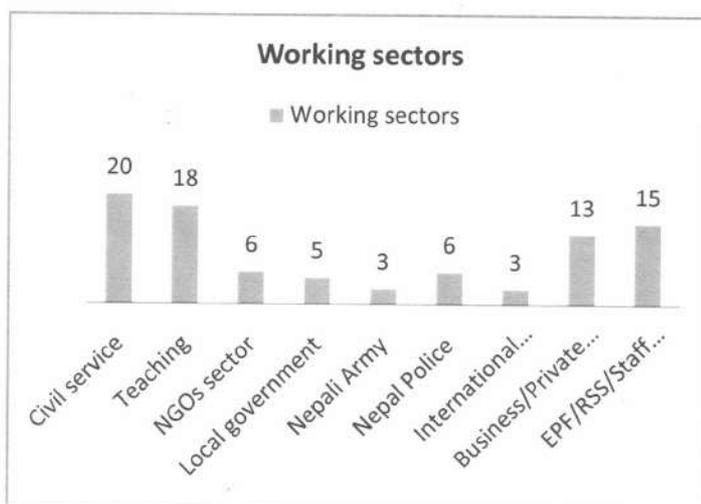
Background information analysis of student

Gender: Upto three batches of M.Phil., there were 90 students admitted at the rate 30 students per batch in this program. There were 36 aspirants in first batch, 74 aspirants in second batch and 56 aspirants in third batch. Among the admitted students, there were 16 females (18 percent) and 74 (82 percent) males.

Student's representation: In this department, there were students belonging to 38 districts of Nepal. Among them, student of Kathmandu districts were 17 which stood first and Nuwakot at second. On the basis of development region, Central Development Region (40 students) was at first place, Western Development Region(24 students) at second place, Eastern

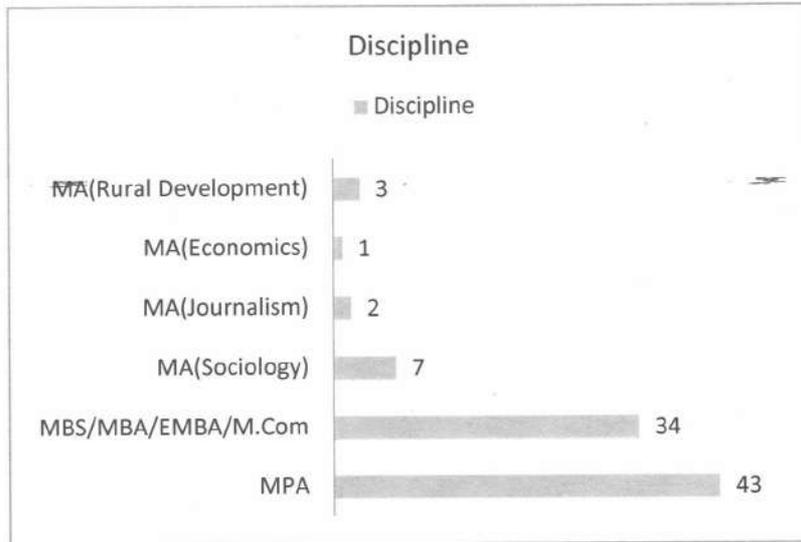


Development Region(19 Students) at third place and Mid-western Development Region(6 Students) at fourth place. Far Western Development Region had only one student. The data showed that the majority of students were belongs to Central Development Region.



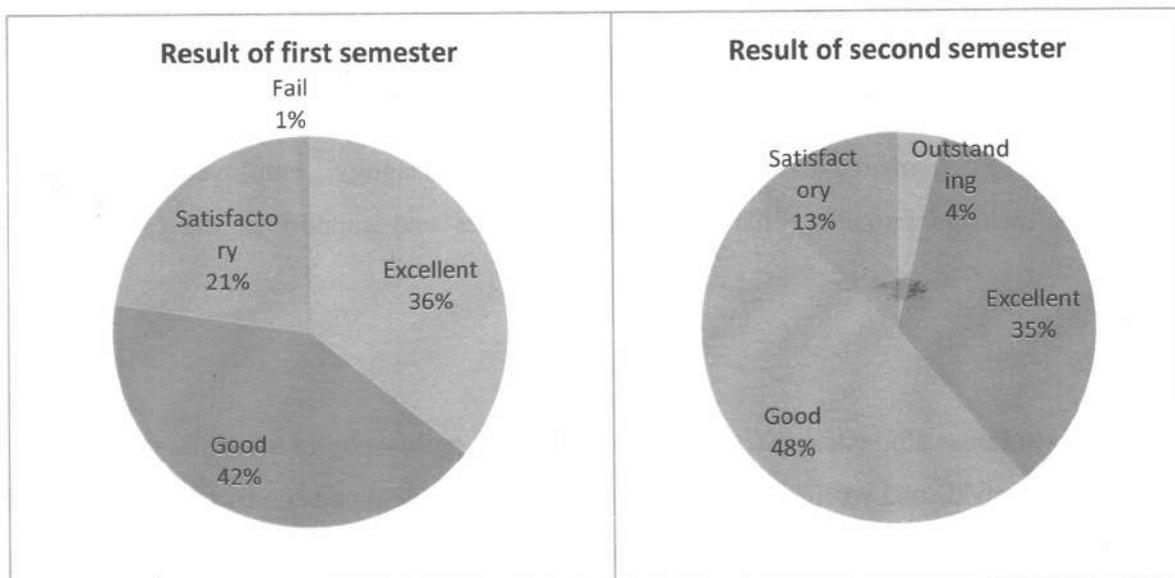
Employment status: Our students were employed in public, autonomous organization, private and NGOs. Most of students were belong to the public organization i.e. 36 percent. In the

second place, there were 29 percent in autonomous organization. Similarly, there were 25 percent in private organization and also 10 percent in NGOs. There was only one student unemployed out of 90 students.



Working sector: Regarding to their working sectors, 20 students were working at civil service. They were secretary, joint secretary, under secretary and section officer of Nepal Government. At the teaching field, there were 18 students. Most of them were Tribhuvan University teacher.

Other teachers were belongs to private colleges. At the NGOs sector, students were director or managers of the organization. Five students were belongs to local government. There were working at Kathmandu Metropolitan City, Kathmandu District Development and Rautahat



District Development Committee. Also, we got student from Nepali Army, Nepal police and

Armed Police Force. Similarly, we had 3 students who worked at international organization like UNDP and others.

Likewise, we had 13 students from private banks and other business firms. Very remarkable students belong to ~~Employee~~ Provident Funds, RSS and Staff College were 15 in numbers.

Discipline: The public administration is a multidisciplinary subject. The trend is also reflected in our M.Phil. in-take. Among admitted 90 students, forty three students were from Public Administration, 34 students from Business Management, seven students from Sociology and rest from other subjects of Masters of Arts.

Result: The results of M.Phil. seem excellent. Out of 90 students, 30 students secured excellent grade, 35 students good, 18 students satisfactory and one failed in first semester. Six of them were absent in three batches. Likewise, The result of second semester also resemble the result of first semester. Out of 60 students, two students secured outstanding grade, 19 students excellent grade, 26 student good and seven satisfactory. Among them, six students were also absent in second semester. Some of them left the program and some of them were absent in examination. For you information, second semester of third batch is waiting the result.

Impacts of the program

The impact of M.Phil. includes the process and output/outcomes of the program. The process of the program means expectation management of students, managerial role for creating student-centric learning environment and kinds of teaching pedagogy employed whereas output/outcomes includes pursuing PhD by M.Phil.graduates and support to the career of students.

Process

Expectation of students: students expected understanding the philosophy of scientific research, learning research methods and writing research proposal so that student can conduct independent basic research. They also expect the application of such knowledge in public administration based on the theory. In a word of Pratap Kumar Pathak, , he felt enriched with academic research skills and updating of knowledge in the field of public administration that had reinforced him to

better knowledge management and professional delivery. Likewise, Maharaja Koirala knew there was a long way to go and there were a huge knowledge gap in him to understand the ontology, epistemology, and methodology for pursuing a scientific knowledge and truth. In the case of Satrug P. Pokharel, his expectations were fulfilled to a larger extent. He shared that he had undergone a qualitative shift to analyze, describe and argue the issues of public administration. However, some of the students opined that they had not achieved what they expected. But, they could not explain what their expectations were.

Managerial role for creating student-centric environment: Pratap Kumar Pathak argues that the core competencies of academic management depends on strategic capacity, academic infrastructure, quality of academic leadership and intellectual ability, networking capacity and the quality of participation. In assessment of Mr. Maharaj Koirala, he found good management and coordination of the program. He got frequent suggestion and feedback on his research works (article, proposal and thesis work). Likewise, Satrugna P. Pokharel opined that there was cooperative, supportive, accommodative and proactive team in CDPA. He received support from management team both teaching and non-teaching staff. Despite this fact, it was observed that students had not used this opportunity due to their busy schedule.

Teaching Pedagogy: The employed teaching pedagogy in the program were article writing, reviewing article and its presentation, commenting on the articles and proposal of peers', field work, and delivering lectures. Pratap Kumar Pathak opined that the teaching pedagogy had been excessively loaded with the lecture method rather than expert discussions, panel deliberations and sharing of global experiences of academic inquiry into the realities of public sector management. In a word of Maharaj Koirala, the teaching pedagogy applied in M. Phil program and tutors' delivery and guidance on the research project had been fairly good to inculcate theoretical knowledge of philosophy and research methodologies. Satrugna P. Pokharel assessed that the applied teaching methods were effective. The question was about how much students were able to catch-up the content.

Outputs/outcomes

PhD research: The ultimate goal of this M.Phil program is to prepare students so that they can pursue PhD. In this case, five students have already enrolled PhD at Tribhuvan University. Other students have been searching for good opportunity.

Support to career: The other aim of this program was to support the career of especially high-level managers. In the words of Pratap Kumar Pathak, the M. Phil course in Public Administration had, of course, contributed to build synergy between the theory and practice of public affairs management. He further opined that it helped him for the post-career development also. Maharaj Koirala felt that this program did not support him in moving his career path directly. However, the knowledge of literature review, research problem, research methodology could help him and analyze different issues and policy agenda within the realm of public administration. Satrugan P. Pokharel argued that this program had both tangible and intangible support to the career. He further explained that he used this knowledge to analyze the outcome of climate change and Post 2015 Development Agenda as a Diplomat at UN.

Interview of students:

Pratap Kumar Pathak (Ex-secretary of GoN): I was born in Kathmandu on 29 January 1958. I have completed Master's Degree in Public Administration from Tribhuvan University in 1983 and currently in the process of completing Master of Philosophy from the Central Department of Public Administration, Tribhuvan University. My public service career started in 1976 by joining the service of Nepal Rastra Bank as Banking Assistant. I joined civil service in 1982 starting from the position of Section Officer of Nepal Administrative Service. I worked with various capacities in the government, as Assistant Secretary and Under Secretary in 1989, as Joint Secretary in 1997 and as Secretary in 2008 and continued before my voluntary retirement from the service in July 2014. During my public service career, I have been enriched with the experiences including Local Development Officer, Chief District Officer, Director General and Secretaries of different Ministries of the Government. After voluntary retirement from the government service,



I am now involved in various agencies as the freelancer. My aim is to build professional career in the field of public affairs management.

My first professional training is in "Industrial Development" from Republic of Ireland, Belgium and Netherlands in 1988 with additions of national and international trainings, conferences, seminars and expert deliberations. I have participated in 56 international meetings, conferences and training courses as head of delegation, delegate and the participant for which I got opportunity to visit 30 countries abroad in the whole period of my public service career.

I have been associated with various professional training institutions of both public and private sectors as the visiting trainer. My area of delivery mainly include public policy management, governance, gender and development, development management, new public management, disaster management, industrial development, labour relations and contemporary issues of public administration. As the matter of interest and my competence, I have contributed by writing in various journals in the field of interest as mentioned above. I have been accredited as the Life Member of Management Association of Nepal and Public Administration Association of Nepal.

Questions for interview:

1. What were yours expectations before joining M. Phil in public administration? Did you achieve these expectations after completion of this program? Explain.

As a provisional enrollment for a Ph.D. in Public Administration, I had enthusiasm and higher level of encouragement to join Master of Philosophy in Public Administration with the expectation of professional as well as intellectual development in the field of public policy management by developing capacity to conduct research work independently and deliver research outputs of public significance. As the ideal degree to acquire basic research training, the expectation also included adding value with significant contribution to my existing level of knowledge and academic skills in the contemporary issues of public management both instrumentally and behaviourally. Professional and academic networking as the basis for virtual capacity development is another drive that inspired me to be confident of joining M. Phil. in Public Administration.

I was actively involved in academic discourses and practical exercises during the course of M. Phil., and in my self-evaluation I have the confidence in expressing the fact that I am near to meeting the expectations I had internalized beforehand of my entry into the M. Phil. system. Conceptually and technically, I feel enriched with academic research skills and updating of knowledge in the field of public administration that have reinforced me to better knowledge management and professional delivery. The course has build up my level of confidence to share my colleagues and seniors on the issues of public sector management reform in reengineering from both the angles of theory and practice of governance.

2. What is your overall assessment of M.Phil.in Public Administration? Explain.

As the provisional requirement of Ph. D., M. Phil. in Public Administration has been a source of academic advancement for the students as well as the practitioners of public management. Public Administration is still to build platform for setting conceptual, technical, behavioural and managerial standards of public consumption. Since the paradigm shift in public administration has been accounted so far from Weberian bureaucracy to new public management, and from new public management to new public sector governance and from new public sector governance to virtual governance, the importance of academic research in pursuit of public sector reform has gained significance these days. M. Phil. in Public Administration can be the driving course in such academic as well practical discourse of governance reinvention.

It is rational to value M. Phil. in Public Administration as the source of inspiration for the students completing MPA and having set the professional career in the field of public management. It has potential to serve as bridge course between the field of public management practice and the world of academic inquiry so as to reinforce the legitimacy of the public affairs management as the field of scientific inquiry and reinventing public sector governance with significant contribution to strategic positioning of the public administration.

3. What do you think that this program supports to pursue further study?

M. Phil. in Public Administration has been instrumental in setting the platform for academic upliftment of the critical mass within and outside the government who have completed their Master's degree in Public Administration, and who have done post-graduate course in other disciplines and are willing to build career in public sector management by pursuing post-master course. M. Phil. course in Public Administration has courses that focus on developing research

skills with knowledge, methodology, delivery capacity and analytical competency needed to step forward for Ph. D.

Since Nepal is in transition and stepping forward for state restructuring, governance transformation, harmonizing the national system with the global systems, professionalization of bureaucracy, there is the critical need of expert and professional hand in the field of public management of the country. The strategy, structure, systems and methods as well as the psychological basis associated with M. Phil. course have created adequate space to support furthering the academic association of professionals and practitioners in the field of Public Administration by generating ability and willingness to pursue further study.

4. In your opinion, does this program support your career?

The M. Phil. course in Public Administration has, yes of course, contributed to build synergy between the theory and practice of public affairs management, and by this virtue I take this as the matter of inspiration for myself to be confident of building my professional capacity in terms of ability, willingness and instrumentality. The academic as well as practical deliberations of the course have not only been instrumental during on-career realities of government service, but also have potentially contributing impacts to transform and achieve post-career competencies to manifest a competitively effective, performing and delivering career with respect to research skills, strength of independence and professional confidence.

5. What is your evaluation of teaching pedagogy applied as well as tutors' delivery?

It is the reality to submit that the basic academic infrastructure of Central Department of Public Administration has been sub-optimal. However, the intellectual infrastructure of the institution is praiseworthy of ability in delivering the academic knowledge and skill to transform the capacity of the students. The teaching pedagogy has been excessively loaded with the lecture method rather than expert discussions, panel deliberations and sharing of global experiences of academic inquiry into the realities of public sector management. It is my impression by heart that the pedagogy is influenced by prescriptive and ascriptive fronts instead of normative one.

Lack of clear and objective benchmark for the mode and intensity of students' response has raised the need for improvements in technology and methodology of delivery system. All the tutors deserve to be acknowledged of their academic skills, inspired delivery and interpersonal

relations with the students. Because of relevancy, sufficiency and utility perspectives, the delivery of tutors have been up to the mark of satisfaction, and it is the capacity of students to respond and absorb the critical inputs. Almost all the tutors from CDPA team and from external source have professional deliberations to facilitate the students. There is nothing to be critical in the sense that the tutors have not delivered by intent and by interest, and by competency.

6. What kinds of shortcoming and strength do you feel when you studied M.Phil.?

The key reflection that impressed me during the course was the interpersonal relations between the teaching team and the students that inspired all to be in a team. Open communication, supportive environment and friendly attitude among the teachers and students have been experienced during deliberations, which I value as the strength of the academic system. Most of the students enriched with the experience in the practice of public sector management also added value to the course.

In my assessment, key shortcomings of the present M. Phil. programme included heterogeneity in knowledge, experience and competency among the participating students that led to lack of satisfactory dynamic interactions during most of the sessions. Another shortcoming is excessive focus on lecture method that did not reinforce innovation and creativity needed for conducting academic as well as practical research in the contemporary issues of public sector management.

7. What do you think on management side of M.Phil. program? Do you get support from teaching staff and non-teaching staff of CDPA?

In my observation, as the associate of M. Phil. management, and as a person of interest, it is to say that the core competencies of academic management depends on strategic capacity, academic infrastructure, quality of academic leadership and intellectual ability, networking capacity and the quality of participation. If the academic infrastructure of CDPA becomes improved, I think the institutional capacity will have sufficient and adequate space for bringing out the expected results with performing and delivering capacity. During my whole academic discourse, the respected teachers always inspired and supported me and whole team of students in realizing the mission with moral and intellectual inputs. The team of non-teaching staff also deserves to be noted and appreciated as most courteous and cooperative in supporting all the students with performing and delivering attitude without any reservation. In a sum, CDPA as an institution is

different from other faculties of TU with respect to teacher-student relationship, academic environment, cognitive issues and building networks.

Mr. Maharaj Koirala(Toper Second Batch) I have been a public servant since 1996 in the tax administration and working as a Director of the Inland Revenue Department. I have completed



my Master in Philosophy (M.Phil) with the highest marks and grade "A" from Central Department of Public Administration (CDPA) in 2014 and Master in Public Administration (MPA) with first division in 2003 and conferred with Mahendra Vidya Bhusan II, Ajay Tuldhar Gold medal, PAAN Gold medal. I have been working as a visiting lecturer in Management Development College, Kasthanandup School of Public Administration and Management Colleges, and Public Administration

Campus at Jamal. My research articles are published in different national journals and attended different seminars and training in Nepal and abroad especially in the area of taxation and management.

Questions for interview:

1. What were your expectations before joining M.Phil in public administration? Did you achieve these expectations after completion of this program? Explain.

The followings were the expectations before joining M. Phil in public administration:

- Understanding of the concept of philosophy in the context of scientific research;
- Understand different methods of researches;
- Basic methods and aspects of literature review;
- Conceptualization of a research problem and design of research objectives
- Practical aspects of designing of a research proposal
- Conduct an independently a scientific researches focusing on the research problems.

Upon completion of M. Phil., I feel I got enriched with the basic understanding of a research design and methods. I know there is a long way to go and there are a huge knowledge gap in me to understand the ontology, epistemology, and methodology for pursuing a scientific knowledge

and truth. For this I have to study more. However, I feel that I have achieved basics and fundamentals as mentioned above from the M. Phil. Program.

2. What is your overall assessment of M.Phil.in public administration? Explain.

To me the M. Phil. Program of Central Department of Public Administration (CDPA) is fairly good given the experience of only two years of implementation. Though there are some gaps in physical infrastructure and library facility in the CDPA, yet the method of selection, teaching pedagogy, assignments, presentation and defense of the proposal and theses are at par with that of other faculties of Tribhuvan University and other universities in Nepal.

3. What do you think that this program supports to pursue further study?

I think the M. Phil. program being run by CDPA is instrumental and supportive for pursuing Ph. D. in public administration.

4. In your opinion, does this program support your career?

Being a public administrator, I feel that this program does not support me in moving in my career path. However, the knowledge of literature review, research problem, and research methodology could help me analyze different issues and policy agenda within the realm of public administration.

5. What is your evaluation of teaching pedagogy applied as well as tutors' delivery?

The teaching pedagogy applied in M. Phil program and tutors' delivery and guidance on the research project have been fairly good to inculcate theoretical knowledge of philosophy and research methodologies. However there are some limitations in pedagogy and professors' approaches.

6. What kinds of shortcoming and strength do you feel when you studied M.Phil?

During my tenure in M. Phil program, I felt that the physical infrastructure necessary for the students and professor to deliver the lecture is inadequate and substandard. Modern technology and ICT facility could help enhance the knowledge of the students and Professors. The library

facility in the CDPA was poor and the e-library was in-equipped with limited number and old research articles.

7. What do you think on management side of M.Phil program? Do you get support from teaching staff and non-teaching staff of CDPA?

I think the coordination and management of M.Phil program was good and found supportive to the students in pursuing the study. I used to get frequent suggestions and feedback on my research articles and papers, proposals. While thesis writing period, the management was quite supportive to me to organize the meetings and discussion with my supervisors and other external experts over my research problem and research design. Moreover, both teaching and non-teaching staff of CDPA were found helpful and supportive. Without their support and suggestion, I could never complete my M. Phil degree on time.

Shatrudhwan P S Pokharel (First batch topper)

Shatrudhwan P S Pokharel joined Permanent Mission of Nepal to the United Nations as the Second Secretary in June 2013. In Permanent Mission he deals with various issues in particular Second Committee under General Assembly which mainly covers issues related to development, trade, climate change etc. Mr. Pokharel has been associated with the Ministry of Foreign Affairs of the Government of Nepal since 1998 in different capacities. During this period, he also served Consulate General of Nepal in Kolkata from 2002 to 2006 and the Permanent Mission of Nepal to the United Nations in New York from 2009 to 2010.



Mr. Pokharel has attended various diplomatic training courses for International Participants in-Kuala Lumpur, Malaysia in 2000; New York in 2010; Baku, Azerbaijan in 2011; New Delhi, India in 2012 and Advanced Course in Negotiation and Conflict Resolution in 2013 in New York, among others. He has also represented Nepal in many national and international conferences and meetings as a member of Nepalese delegation such as Making Globalization work for LDCs in 2007, Istanbul, Turkey; Hon. Foreign Minister's visit to Israel and Egypt in 2007, SAARC Council of Ministers Meeting in 2008, New Delhi India, Fourth UN

Conference on LDCs in 2011, Istanbul; 65th, 68th and 69th UNGA in 2010, 2014 and 2014, New York, and 50th Anniversary High Level Summit of G77 and China in 2013, Santa Cruz, Bolivia.

Mr. Pokharel has completed Masters Degree and Masters of Philosophy in Public Administration from Tribhuvan University, Kathmandu, Nepal. He holds gold medal in both. During his service at Kathmandu, he used to be an effective trainer in the subject of public administration and diplomacy in various institutions especially Personnel Training Academy of Nepal.

My answers to the questions:

At the outset, let me express my sincere appreciation to CDPA and all professors and officials of CDPA for providing me this opportunity to share my thoughts on the M.Phil. Program in Public Administration. It was an honor and privilege to be part of such a wonderful program, that too in the very first batch.

1) What were your expectations before joining M. Phil. in public administration? Did you achieve these expectations after completion of this program? Explain.

I always prefer to learn more and deepen my understanding especially in my areas of Interest which help develop my skills and confidence thereby contributing to shaping my personality. This was the prime objective. To be specific, I had three objectives in mind for joining M. Phil. programme in public administration:

- I wanted to enhance my knowledge and understanding on various issues of public administration especially policy making and management from the theoretical perspective;
- Being a civil servant which demands the qualities of good manager and administrator, I wanted to gain practical knowledge on management aspect and also wanted to have intense interaction with people from different fields in order to upgrade my interpersonal and managerial skills;
- I wanted to broaden my skills in research.

It can say with confidence that all of my expectations were fulfilled to a large extent. On the other hand, I also gained more than I had expected. After completing this program, my perspective on many issues, indeed my worldview, has undergone a qualitative shift. The way I

think about, analyse and describe various things is different from how I used to do so before. I would say that I am more optimistic, positive, philosophical and argumentative. I try to look at the causal relation in every action. I try to see how much change has taken place compared from an earlier point, and whether such change is gradual or paradigmatic. The opportunity to study at this program has contributed in multiple ways in enriching my perspective and views and on how I see things and explain them. Therefore, I value this program for its numerous merits.

2) What is your overall assessment of M.Phil.in public administration? Explain.

Let me try to explain it in terms of following aspects in order to give a detailed and clear picture of my overall impression:

i) Course Content: While the course of study is comprehensive in covering all major issues, at the same it is specific as well in elaborating them in depth. Such blend contribution the enhancement of the participants' knowledge and understanding and supports their personal, professional and academic life.

ii) Pedagogy: The teaching and learning methods used for the course such as lecture method, presentations, report writing, discussions, among others were quite effective in broadening the participants' confidence, knowledge and skills in the related areas.

iii) Resource Persons: Most Resource Persons were excellent practitioners in their respective fields of expertise. The participation of visiting professors directly or through video conferencing made the learning process exciting and added value to the discussions. iv) Physical facilities: Though conducted inside an old building, the management made every possible effort to provide a conducive environment for learning. I feel that the library facilities, in particular, need to be overhauled. By and large, my assessment is quite satisfactory and positive.

3) What do you think that this program supports to pursue further study?

Of course, it does. I have already mentioned that one of my objectives behind joining this course was to set the background for my further academic study. It could support for further studies in many ways such as by setting a well-grounded knowledge-background for Ph. D. It contributed in enhancing my research skills, in writing thesis report, and in fulfilling the eligibility criteria for Ph. D. program.

4) In your opinion, does this program support your career?

Indeed, it does, both in tangible and intangible ways. As I mentioned earlier, the program helped broaden my horizon and deepen my analytical skills. These are skills I use on a daily basis whether I am participating in the UN meetings, or writing home about how the outcomes of climate change negotiations at the multilateral level may affect Nepal help mitigate environmental threats in the future, or projecting Nepal among the international audience, or participating in the various processes of Post 2015 Development Agenda including the Sustainable Development Goals (SDGS). I am sure that in my performance as a diplomat, my approaches and activities have been informed and enriched by the learning opportunities I got in this program.

5) What is your evaluation of teaching pedagogy applied as well as tutors' delivery?

I have already touched upon in brief on this aspect. Let me elaborate it further. All methods used, such as lecturer, report writing, presentation etc., were effective. I think, though, that the priority and importance given to the methods could be revisited and reviewed. For instance, the pattern of examinations could be changed. Placing a greater emphasis on more interactive and participatory approach would be effective.

6) What kinds of shortcoming and strength do you feel when you studied M. Phil.?

To be honest, the strengths of the program were much more substantial than its shortcomings. Despite all constraints and lack of sufficient resources and physical facilities, the management made every possible effort to make the program effective and successful. I recall the efforts made by all staff members not only at the official level but also in personal capacities, particularly of the coordinator and deputy coordinator, who walked extra miles in trying to make the program successful. All of their efforts are commendable. They were always supportive, generous, kind, accommodative, and attentive to the interest, difficulties and needs of participants. They have provided us friendly environment, thorough motivation and continuous support.

Notwithstanding all these excellent strengths let me share some issues on which the management can do more and have better facilities. Some of these are library related facilities, classroom in terms of its size and location.

I would like to suggest a few measures which could be helpful in making the programme more effective in the coming days. These could be, more field visits on related topics, interactions with policy makers, practitioners and relevant agencies and persons, announcement of and awarding prizes to best thesis, using former students as resource persons at least to share their experiences, changing exam pattern by giving more weight to presentation, report writing, group discussion etc., and making it 50-50% instead of existing 60-40%, and being more objective in awarding assessment marks.

7) What do you think on management side of M.Phil program? Do you get support from teaching staff and non-teaching staff of CDPA?

The most vital component of the program was its management team. They were always cooperative, supportive, accommodative and proactive. We received great support from the management team, professors and non-teaching staff at all times. The major contributor behind the success of this program, in my opinion, are incessant efforts of management team in particular its coordinator and deputy coordinator.

Owing to my good experience of M. Phil. Program and urge to learn more, I am planning to pursue my Doctorate degree from CDPA on the same theme once I am back to Nepal in 2017. Once again, I express my gratitude to CDPA, all professors and staff members of CDPA for this wonderful opportunity.

Financial statement

Tribhuvan University
Faculty of Management
Central Department of Public Administration

Balance Sheet

As at 32nd Ashad 2071

Particulars	Amount
Assets	
Fixed Assets	2775478.74
Advance	18026.67
Bank Balance	6282905.16
Total Assets	9076410.57
Liabilities	
Capital fund	2775478.74
Liabilities and Deposit	5038383.27
TU Central Office	1262548.56
Advance	18026.67
Surplus	1244521.89
Total Liabilities	9076410.57

Tribhuvan University
Faculty of Management
Central Department of Public Administration

Income and Expenditure Details

From 1st Srawan 2070 to 32nd Ashad 2071

Income Details	Amount
Income for the year	2 4279836.98
Budget received	865149.57
Total Income	5144986.55
Expenditure Details	
Expenses for the Year	1 3882437.99
Advance	18026.67
Surplus	1244521.89
Total	5144986.55

Tribhuvan University
Faculty of Management
Central Department of Public Administration

Expenses
2070/2071

Schedule 1

Particulars	Amount
Capital Expenditure	
Furniture	10170.00
Books	0.00
Office Equipment	17390.00
Miscellaneous Assets	82716.00
	110276.00
Operating Expenditure	
Salary Teaching	500521.33
Salary Staff	147150.00
Allowance	47650.00
Provident fund Contribution	60922.14
Remuneration of M.Phil Class	454209.72
M.Phil program Management Allowance	567800.00
Pension fund	274174.41
Exam related Expenses	822476.00
Electricity and water	26601.59
Fuel	34702.00
Telephone	34618.30
Internet	166267.00
Maintenance	68493.00
Vehicle expenses	0
Advertisement	15278.00
Stationary	174112.50
Newspaper	12100.00
Ceremony and Programme	146344.00
Guest hospitality	15886.00
Meeting allowance	131950.00
Miscellaneous Expenses	59953.00
Electricity apparatus	10953.00
	3772161.99
Total Expenses	3882437.99

Tribhuvan University
Faculty of Management
Central Department of Public Administration

Income Details

Schedule 2

Particulars	Amount
Income from Mphil Program	3271215.83
Income from report writing	560600.00
Income from thesis Writing	421125.00
Other income	26896.15
Total	4279836.98