

**Mid-West University Policy Guidelines for
Labor Market Driven Program (*MU-LMDP Policy*)**



March 2024

**Mid-West University
Birendranagar, Surkhet**

Contents

Section-One.....	4
Preamble	4
1.1 Title and Enforcement	4
1.2 Term and Definition	4
Section-Two	6
Context, Rationale, Purpose, Core Value and Principle	6
2.1. Policy Context	6
2.2 Rational of LMDP Policy Guidelines.....	6
2.3 Purpose of the Policy	7
2.4 Policy on Core Values and Principles of LMDP Curricula.....	7
Section-Three.....	9
Strategies and Guidelines for Implementation of LMDP in MU	9
3.1 Strategies on policy framework.....	9
3.2. Strategies on Sustainable Human Resources Development Plan	10
3.3. Strategies on Provisions for LMDP	10
Section -Four	12
Guidelines for Need Assessment, Stakeholder Consultation and Curriculum	
Development Procedure	12
4.1 Need Assessment.....	12
4.2 Stakeholder's Engagement	12
4.3 Gap Finding and Analysis	13
4.4 New Program Design and Modification of Existing program.....	13
4.5 Focus on market relevant knowledge and life skills based on UGC LMDP	13
4.6 Dissemination	13
4.7 Approval	14
3.8 Policy on Approval by Academic Council	14
3.9 Guidelines on Curriculum Implementation of MU	14
Section –Five.....	16
Guidelines on Curriculum Monitoring/Evaluation and Training.....	16
5.1 Activities.....	16
5.2 Evaluation Procedures	16
5.3 Guidelines on-Curriculum Review	16

5.4 Guidelines on Reporting.....	17
5.5 Curriculum Development Activities.....	17
5.6 Planned Activities for Accomplishment of MU LMDP	18
5.7 Expected Outcomes of the LMDP	19
5.8 Plan for the LMDP Actions and Activities.....	20
5.9 Operational Plan for LMDP Implementation	21
5.10 LMDP Sustainability Strategy	22
5.10.1 Mechanism for Confirmation of Sustainability of LMDP.....	22
5.11 MU LMDP Implementation Process	24
Appendixes.....	25
Appendix 1- LMDP Curriculum Development Checklist.....	25
a) Course Title	25
b) Course Code.....	25
c) Course Credit	25
a) Face to face	25
b) Online	25
c) Practicum and Project Work.....	25
d) Case.....	25
e) Experimental Learning	25
Bloom's Taxonomy.....	26
a. Internal assessment	26
Appendix 2- Checklist for Labor Market Driven Program (LMDP) and Curriculum 2024....	29

Section-One

Preamble

This policy guideline lays down official statement of rules, policy procedures, and strategies governing the design and administration of Labor Market-Driven Program (LMDP) at Mid-West University (MU) in line with the existing curriculum policy of the MU. It provides a road-map for the University to develop and implement innovative, industry-relevant academic programs that prepare students for successful careers in a rapidly evolving job market. The policy guidelines and strategies ensure implementation of conditions of market relevant program policies and guidelines as presented in the UGC Nepal and World Bank NEHEP's focus areas and make existing curriculum policy market relevant. MU's existing Curriculum Development Policy shall be followed in course of developing, monitoring and reviewing MU LMDP curricula. This policy guideline only focus on additional rules and steps and strategies as an integral component of MU existing curriculum policy to make MU academic program design, curriculum design, and revision and review process market relevant.

This policy guideline document is applicable to all Graduate Schools and HEIs programs of the Mid-West University. This policy is also subject to change from time to time to meet the emerging issues of higher education changes.

1.1 Title and Enforcement

- a. The title of this policy is entitled "MU Policy Guidelines & Strategies for Labor Market Driven Program (in short "*MU-LMDP Policy*")".
- b. The "*MU-LMDP Policy*" will be effective after its approval from Mid-West University Executive Council.

1.2 Term and Definition

- a. "University" means the Mid-West University established under the MU Act 2067 BS.
- b. "Executive Council" means the Executive Council as referred to in Section 6(12) of Mid-West University Act 2067.
- c. "Academic Council" means the Academic Council as referred to in Section 5(10) of Mid-West University Act 2067.

- d. “Graduate School” means the Graduate School as referred to Mid-West University Organization and Academic-Administrative Regulation 2069.
- e. “Dean” means the chief of the Graduate School of MU.
- f. “Education Council” means the “Education Council” of the graduate school of MU headed by respective Dean.
- g. “Subject Committee” means the subject committee under the different programs of Mid-West University.
- h. “Stakeholder” means the institutional and individual stakeholders of Mid-West University, including institutional stakeholders such as federal, provincial, and local governments, civil society, organizations, community-based organizations, public and private companies, industries, and individual person such as, experts of the relevant field, head of relevant institutions, CEO, employers, entrepreneurs, social mobilizers, parents, industry experts, faculty members, employees, students, practitioners, and policy makers.

Section-Two

Context, Rationale, Purpose, Core Value and Principle

2.1. Policy Context

MU has fully realized that its academic programs should be redesigned and new academic programs should be launched to reduce the huge gap between MU academic practice and market needs. Taking UGC and World Bank NEHEP activities into action, through MU Strategic Plan, MU has come with an observation that MU should work on designing and implementing labor market relevant programs by creating its program structure and curricula outline in line with the NEHEP labor market relevant programs and curricula design and implementation.

2.2 Rational of LMDP Policy Guidelines

Having realized that the linkage between MU academic programs and market connection of its program, LMDP curriculum should be designed and executed to fill the gaps between academia, industry, and community with the focus on participatory approach to curriculum revision and development of the new curricula for new academic programs.

- a. Designing new programs and revising existing curricula with an active participation of institutional stakeholders such as federal, provincial, and local governments, civil society organizations, community-based organizations, public and private companies, industries, and individual person such as, experts of the relevant field, head of relevant institutions, CEO, employers, entrepreneurs, social mobilizers, parents, industry experts, faculty members, employees, students, practitioners, and policy makers should be acted out.
- b. Avoiding traditional way of developing programs by considering only international environment is felt need.
- c. Designing new curricula and revising existing curricula focusing on current issues of labor market requirements and linkage of MU with industries, markets, and community needs is required.
- d. Goals and objectives of Program and curricula should be designed on the basis of series of interactions, reviews and discussions with stakeholders.
- e. Dealing with global, national, regional and local needs
- f. Need of incorporating digitization and technology skills and practices in the program as felt worldwide should be considered seriously when developing academic programs.

- g. Taking research feed back into developing program is also realized.

2.3 Purpose of the Policy

The Policy Guidelines document is designed to ensure development and implementation of LMDP with the MU existing curriculum development policy and UGC NEHEP objectives of LMDP, with the following objectives:

- a. To make existing MU curriculum policy skills, practice and work-integrated while designing new curricula and revising existing curriculum.
- b. To lead departments, faculty members, stakeholder such business people, industry CEO, feeders' schools, entrepreneurs, students, parents, and other concerned stakeholders to construct new curricula and revise existing curricula in line with labor market needs.

2.4 Policy on Core Values and Principles of LMDP Curricula

Based on MU existing curriculum policy the following core values and principles are designed to make exiting curricula market driven and develop new market relevant programs:

- a. **Market Relevant Program:** Link MU academic programs with market needs, demands, and skill gaps
- b. **Structured Curriculum with set of activities:** MU LMDP curriculum shall have structured set of activities to enrich graduates' technical, social and emotional skills
- c. **Participatory Approach to Curriculum Development:** LMDP curriculum development committee shall have representation of stakeholders while designing and approving curriculum
- d. **Managing industry guest expert:** MU Department of graduate studies and department of undergraduate studies shall prepare semester class routine that must include two classes of industry guest lecturer per semester and four classes of industry guest lecturer per year.
- e. **Seminars and case studies:** MU LMDP shall arrange seminar and case studies activities with industry experts per year, and 2-3 seminars per semesters.
- f. **Career Center Establishment:** MU enhances existing career center into more professional center to help students.
- g. **Flexible Curriculum Process:** LMDP shall practice flexible curriculum development process that includes periodic review of skills as per marketing needs focusing on real

life skills, and curriculum review periodically to incorporate input from industrial and market areas.

- h. Arranging mandatory 3 months' internship:** LMDP curriculum structure must include internship project facilitated by industry expert or equivalent expert in selected disciplines. Only after internship student will be awarded degree.

Section-Three

Strategies and Guidelines for Implementation of LMDP in MU

Mid-West University aims at transforming its academic programs into labor market relevant as mentioned in MU strategic plan and QAA strategic plan. Based on the MU Strategic Plan and QAA Strategic Plan the following strategies will be taken into an account in course of identifying the gaps in its academic programs in knowledge, skills and practice between what university education offers and what the market demands, and what is required to reduce and bridge the skill gaps.

3.1 Strategies on Policy Framework

- a. 3.1 Provide policy frameworks of curriculum development/revision to concerned bodies focusing on the following activities:
 - b. 3.1.1 List and roster of employers (agencies and experts) shall be prepared for each of the LMDP programs.
 - c. 3.1.2 List and roster of employers shall be updated periodically as per requirements.
 - d. 3.1.3 curricula shall be updated every 2 -3 years only after receiving and incorporating feedback received from experts and employers.
 - e. 3. 1.4 Minutes and documentations of taking feedback and consultations related to involvement of employers and their suggestions and decisions of the meeting shall be kept officially as an archive.
 - f. 3. 1.5 MU Deans' office and HEIs shall be responsible to keep the record and minutes of each meeting with the employers, experts and concerned stakeholders.
- g. 3.2. Establish units for continuous faculty development at the Deans' offices and activate its subject committee to monitor and coordinate the faculty development activities.
- h. 3.3. Prepare framework/guidelines to mobilize the planning and monitoring directorate for evaluation of the faculty development, including orientation and training, and publish monitoring reports periodically taking support from MU Training Unit.

Additional strategies for MU LMDP will include:

- a) Identifying gaps between knowledge, ability, attitude, skills, practices, and demands as seen in the market and develop and revise course/curriculum in university education through the gap assessment research;
- b) Creating and disseminating knowledge and skills required for real life practice in changing market dimensions to shape enterprise mindset in graduates and to enhance abilities of the graduates for effective service;
- c) Helping graduates in acquiring new skills to meet labor market needs through market-oriented exposure;
- d) Strengthening digital and social and emotional skills to improve the performance of graduates in the labor market;
- e) Improving individual employ-ability and contributing towards increased productivity in the companies where graduates are employed and/or the job that they create of their own;
- f) Reinforcing technical skills and moral behavior towards creating economic activities and business ventures for self-employment and employment; and
- g) Updating and upgrading the existing curricula and design new curricula based on changing market needs every 2-3 year as NEHEP provision.

3.2. Strategies on Sustainable Human Resources Development Plan

- a. MU shall develop collaboration plan within MU and outside MU for peer learning and faculty members to work on newly designed program and curricula.
- b. MU Training Unit shall support for faculty training and leadership sensitization.
- c. MU plan shall include strategies for monitoring, implementing, and revising HR plan as per needs.
- d. MU sustainable HR plan shall also cover cost of the HR management.
- e. National and international collaborative and program for HRD.

3.3. Strategies on Provisions for LMDP

- a. MU Academic Council shall have to include local and national market needs along with global markets when approving the curricula.

- b. MU alumni, industry experts, parents and students shall be the fundamental part of program and curriculum development and revision to make the program market relevant.
- c. MU program and curriculum development process shall ensure feedback collection system via graduate tracking.
- d. Graduate tracking shall be carried out using an online survey with limited questionnaires.
- e. MU curriculum development process shall have to follow provision for revising its curricula in 2-3 years after taking need assessment and gap finding and analysis.
- f. MU LMDP curricula shall include module on climate change issues as per national program and SDG Goals.

Section -Four

Guidelines for Need Assessment, Stakeholder Consultation and Curriculum Development Procedure

4.1 Need Assessment

MU Curriculum Development Directorate, Graduate School, HEIs, and Subject Committee conduct regular surveys, market analysis and consultation with stakeholders to identify emerging trends, skills gaps, and workforce demands.

- i. The Subject Committee or a Committee formed by Dean of the Graduate School, after the decision of Education Board for a new curriculum design, or existing curriculum redesign or review, will carry out need assessment.
- ii. The Committee will identify the relevant institutional and individual stakeholders for the program and prepare a roster list.
- iii. A survey is to be conducted to identify the needs of markets and stakeholders to create a clear way of designing market-based curricula.
- iv. The Committee will arrange workshop and interaction with stakeholders to address the labor market needs.

4.2 Stakeholder's Engagement

MU will engage stakeholders in its new curriculum development or revision of the curriculum process to make the curriculum LMDP.

- a. The stakeholder's engagement will ensure the following actions during the curriculum development process:
 - i. Need assessment to understand the needs, interests, and expectations of stakeholders
 - ii. Curriculum design planning process
 - iii. Collection of feedback on the curriculum
 - iv. Pilot testing to collection feedback, identify areas for improvement, and ensure intended purpose of the curriculum
 - v. Training and support in implementing the curriculum
 - vi. Evaluation and revision of the curriculum

- vii. MU stakeholders will be engaged in curriculum design and implementation through survey questionnaires, focus group discussion, appointment in the subject committee and need assessment.

4.3 Gap Finding and Analysis

- i. With need assessment, workshop and interaction activities education council with the involvement of subject committee comes up with what knowledge and skills are required to meet the labor market requirements.
- ii. The education council will reach the conclusion through the need assessment on nature of new program to be designed and/or modify the existing program to meet market needs and employer' expectations.

4.4 New Program Design and Modification of Existing program

- i. Upon the identification of the gap after the need assessment, the Committee will decide whether a new curriculum or the revision of existing curricula necessary to meet the gap or not.
- ii. The committee will decide to develop new LMDP or modify existing program as per prescribed framework of the program.

4.5 Focus on market relevant knowledge and life skills based on UGC LMDP

- i. The new or modified program should include 21th century labor market skills such technology, media literacy, communication, problem solving, social skills, business skills, and required skills of the labor-market
- ii. The education council with the involvement of subject committee will conduct training and workshop on how design new curricula and revise existing one to orient and train curricula developers.

4.6 Dissemination

- i. Developed/revised curriculum shall be disseminated by Education Council among stakeholders mentioned above.
- ii. Program description, learning outcomes, course structure, assessment system, grading system, and course cycle with course code and semester-wise course contents should be part of the course and disseminated among stakeholders for their suggestions and feedback for the course quality assurance.

4.7 Approval

- a. After designing of labor market-driven new program and/or revision of existing program, MU Academic Council and Executive Council will endorse the program for its final implementation.

4.8 Policy on Approval by Academic Council

- a. The MU Academic Council shall be responsible for approval of all academic curricula and training syllabus at the MU Graduate Schools.
- b. Subject committee will draft the curriculum in an engagement of stakeholders and experts.
- c. Subject Committee submit the curriculum at Education Council. Education Council shall discuss and make appropriate amendments in the curriculum.
- d. After discussion and approval from the Education Council, Dean brings the approved curriculum to the MU Academic Council for final approval.
- e. After approval by Academic Council, School(s), Central Department(s) and constituent Campus(es) and affiliated Campus(es) of the Graduate School should implement it.

4.9 Guidelines on Curriculum Implementation of MU

The approved curriculum shall be implemented by the respective Dean Office, HEIs and department by ensuring key activities as under:

- Collaboration with the stakeholders for market-based consultations and feedback
- Involvement of all stakeholders in the curriculum development/revision system in terms of curriculum review, gap analyses, and revision/development.
- Training to faculty and sensitization/orientations for curriculum implementation in line with the current trends towards market-based education.
- Ensuring that the academic programs and activities to be implemented address global, national, and local issues, including global warming, climate change, environmental stability, and social safeguards
- Ensuring a sustainability plan for the market relevant academic programs.

With respective Dean's Office and Office of School will:

1. Prepare and implement peer review guidelines/frameworks for the systematic review and feedback on the curriculum.

2. Organize curriculum seminars, workshops, and consultation meetings (Seminar on curriculum and market needs/relevance to the world of work; Workshops on curriculum structure and content development; Workshop for teacher orientation and course planning).
3. Establish a system of curriculum implementation monitoring and evaluation
4. conduct publication of review reports and disseminate them through seminar;
5. Prepare formats, norms, and standards for needs assessment;
6. Ensure Credit hours, Lecture hours are allocated in a clear way in the curriculum. Ensure Relevant literature and resources are available to support the course delivery system;
7. Ensure assessment, project work, guest lecture, discussion, workshop, seminars, presentation, and required internal assessment process and activities are structured well in the curriculum;
8. Ensure Mid-term, and semester examinations are also set in line with the course description, expected outcomes, and objectives of the course;
9. Ensure that external and other examiners' recommendations are incorporated to improve content, delivery and examinations.

Section –Five

Guidelines on Curriculum Monitoring/Evaluation and Training

In line with UGC NEHEP focus on post-curricular activities, curriculum monitoring and evaluation shall be carried out by the respective heads of department, Education Board, and internal quality assurance committee.

5.1 Activities

- a. Help students select course and find out career path at individual level to make them see their future job opportunities,
- b. Lead students to use online courses to supplement gap between market and curricula,
- c. Train faculty member with the support of faculty development program and identify their skill needs in-service period by developing training materials to analyze interpret, and apply the results in the context,
- d. Manage a toolkit of various data info-graphics and visualization templates for labor market data analysis.

5.2 Evaluation Procedures

- a. Periodic assessment of the curricula during delivery of the course content;
- b. Final evaluation of the curricula after full delivery of the course content;
- c. The department shall evaluate the program using the google form on other similar, to be filled by concerned stakeholders.
- d. The data collected from curriculum assessment and evaluation shall be analyzed, feedback provided and action taken shall help in improvement of the program.
- e. The whole process and an outcome of curricula development shall be an exemplary road-map to help HEIs when developing and revising curricula.

5.3 Guidelines on-Curriculum Review

Curriculum review shall be carried out after academic programs have run their full cycle, thus;

- a) Bachelor/undergraduate programs; 3to 5 year-semester based depending on the design of the program;

- b) Master/graduate programs-2 years, semester based.
- c) Post graduate program -1 year, semester based.

Curriculum review will incorporate stakeholders' suggestions, research-based recommendations, emerging needs of the labor market, and UGC NEHEP policy guidelines.

5.4 Guidelines on Reporting

A brief report on program curriculum design, revision and review will be prepared via online every year by office of the Dean and HEIs. Prepared report shall be submitted to UGC and World Bank through the university for feedback and improvement of the program.

5.5 Curriculum Development Activities

- a) The revised and newly developed curriculum will focus on market needs by imparting knowledge and skills that support graduates for practices ensuring success.
- b) Curriculum development will meet the requirements for creative and innovative ecosystem enhancement.
- c) Revision and development of new curriculum will break with the traditional practices and go beyond traditional of receiving, generating and disseminating knowledge; it requires curriculum development by considering digital technology skills and changing social and economic dynamics. dimensions of society.
- d) The curriculum will lead graduates to gain knowledge, and skills for market practices with the focus on innovation and entrepreneurship career.
- e) Curriculum will be reviewed periodically and upgraded and/or changed every 2-3 years. This may include individual course review, upgrade, and change; total curriculum review, upgrade, and change; and introducing new programs based on the emerging market needs.
- f) The respective offices of the Dean and office of HEIs will be responsible to conduct seminars, workshops, and industry surveys for need assessment for the regular updates and/or introduction of new programs. LMDP Curriculum revision and development will have to go through the following steps:
 - Arrange consultation/Interaction and discussion with stakeholders
 - Identify and list the key issues to be updated in existing curriculum and get introduced in the new program

- Define planned competency framework/expected outcomes, including framework that clearly shows structured activities for participation and collaboration with stakeholders
- Carry out course detailing and dissemination among key experts and stakeholders
- Prepare an operation procedure/implementation plan
- Present market-feedback mechanism

5.6 Planned Activities for Accomplishment of MU LMDP

To execute and achieve the MU LMDP policy, the following short-term, medium-term, and long-term programs will be conducted:

5.6.1 Short Program: Short term programs shall be carried out within one year on the basis of calendar as below:

- a. Guest industry expert and guest speakers from the employers and entrepreneurs
- b. Industrial visit and community visit
- c. Case studies for developing problem-solving skills
- d. Work-integrated learning activities
- e. Experimental learning
- f. Action research and dissemination
- g. Industrial and field visit report
- h. Presentation/communication workshop
- i. Internship (internship/lab/incubation center) training, off-the-job
- j. Placement and career counseling
- k. Seminars, workshops, academia-industry dialogue
- l. Faculty training and workshop

5.6.2 Medium term program-

Medium term programs shall be carried out within two-three years

- a. Revisit curricula

- b. Internship/project work
- c. Peer learning
- d. Webinars
- e. Professional affiliation
- f. Research writing workshops, symposiums, seminars, conferences
- g. ESP development workshops
- h. Business plan workshop

5.6.3 Long-term Programs

Long terms programs shall be carried out within one to five and beyond, including sustainability of ongoing programs and activities.

- a) Industry Analysis and Report Writing workshops
- b) Workshops/research for skills gap identification
- c) Collaborative research to HEIs
- d) Faculty research
- e) Industry -community collaboration research
- f) Faculty + Student collaboration research
- g) Faculty – Industry interactions for course revision and development
- h) Periodic review of Curriculum by respective office of the Deans/ HEIs.
- i) Documentation and report will be carried out by the respective Dean office and office of HEIs as per requirements.

5.7 Expected Outcomes of the LMDP

Mid-West University LMDP will focus on the key practical outcomes such as knowledge sharing, skills development and improvement, practice at enterprise level, and research skills development.

- a) Knowledge sharing– LMDP will impart knowledge required to bridge the gap between the skills and the market needs by making curricula more market-need based outcomes in all disciplines.

- b) Skills development and improvement– LMDP will enhance digital technology along with critical thinking, collaboration skills, communication skills, social skills, skills/professional skills, leadership skills, laboratory skills,
- c) Practice based skills- LMDP will lead graduates to real practice in industry and enterprise.
- d) Research for development and innovation – LMDP will enhance research and innovation skills required for the professional growth of the programs and contribution to the community.

5.8 Plan for the LMDP Actions and Activities

MU LMDP refers to revision of the existing curriculum and programs as well as introduction of new programs with new curricula based on market demands. LMDP will focus on bridging the skills gaps between academic practice and labor market requirements. The framework for MU LMDP is as below:

Activities	Area of Coverage	Responsible
Work-integrated curricula to address Market needs	Need assessment to identify skills gaps between academic practice and market needs for revision and development of market relevant curricula and programs within 2-3 years cycles using market appraisals and action research	Office of Deans, schools, departments, research centers, and office of Directorates, industry, and other stakeholders.
	Make sure that curricula is market relevant guided by periodic market surveys in course of upgrading curricula	All stakeholders as per need to accomplish the desired outcomes
	Inclusive and integrated curricula incorporating industrial/ entrepreneurial course content and practice representation in the curriculum development process	Follow up procedures & claim to UGC for financial settlement Monitors and evaluates the impacts the curriculum revised

	Include skills in curricula to bridge the gaps focusing on learning skills, media literacy, and life skills	and the programs introduced to make necessary changes in LMDP policy guidelines by respective stakeholders and NEHEP
	LMDP curriculum should include issues and courses on climate change.	
	Provision of a labor market feedback system involving key stakeholders, including modules on climate change issues per the national program.	
Collaborative Research Activities	• List national priority areas for LMDP-related research and prepare action research policy	
	Research works on local, national, and global issues, focusing on environment, and climate change	
Climate Change-Issues	MU LMDP curriculum development and implementations with focus on climate change.	

5.9 Operational Plan for LMDP Implementation

- a. 9.1 Call for Letter of Interest (LOI)- Letter of Interest will be called from the Deans Office/Schools/ Institutes for revision of existing curricula and development of new programs for number of LMDP.
- b. 9.2 Based on request by Dean office and HEIs for revision and development new programs, a total number of curricula revision and program development will be identified in terms of short-term, mid-term, and long-term LMDP to be endorsed and implemented in MU.
- c. 9.3 Faculty Development- MU Training Unit will work on offering training, workshop and sensitization programs to develop faculties required for the revised and newly

introduced programs. In this regard, respective Dean Office and HEIs will have to work with MU Training Unit

- d. 9.4 Industry Collaboration and Research- For work-integrated learning office of deans and HEIs will be encouraged to sign MOU with industry, enterprise and local government for field visit, industry exposure, internship, and various experimental and research activities to support LMDP. University will also sign MOU with government, private enterprise and development agencies for promotion of LMDP and research.
- e. 9.5 Prospective Teacher Training- MU Training Unit with the support from Graduate School of Education and its HEIs will conduct school teacher training programs approved by Academic Council and Executive Council to train prospective school teachers and college teachers, using blended mode; online and off line.
- f. 9.6 Monitoring & Evaluation: The LMDP implementation will be monitored and evaluated in two levels: the MU Academic Council and office of the Deans/Schools and the NEHEP Management Committee.

5.10 LMDP Sustainability Strategy

This LMDP will be initially implemented during the NEHEP reform years but will continue after that on an institutional basis. In the post-NEHEP context, LMDP will be coordinated by the Registrar's Office, and the programs will be implemented, monitored, and revised by the respective Dean's office and HEIs. The university will find additional financial sources for its sustainability, and the Registrar's office will coordinate with the respective Dean's Offices and Offices of the Directorates and office of the HEIs to continue implementing similar programs regularly.

5.10.1 Mechanism for Confirmation of Sustainability of LMDP

Mid-West University is firmly committed to establishing and operating sustainable mechanisms for fulfilling its mission of Labor-Market Driven Programs (LMDPs), ensuring that its academic offerings and initiatives on professional and institutional system capacity development remain relevant and responsive to the needs of the learners and the broader community.

- a. ***Integration into Curriculum:*** The University and each entity will ensure that LMDP principles are integrated into the curriculum of relevant academic programs. This could

include offering courses or modules focused on skills demanded by the labor market, incorporating internships or co-op programs, and regularly updating course content to reflect evolving industry needs.

- b. ***Industry Partnerships:*** The University firmly understands the value of forging strong partnerships with employers, industry associations, and other stakeholders to understand current and future labor market demands. For this, we will collaborate on curriculum development, provide opportunities for students to gain practical experience through internships or projects, and invite industry professionals to guest lecture or participate in advisory boards.
- c. ***Continuous Assessment and Feedback:*** Effective mechanisms will be established for ongoing assessment and feedback to evaluate the effectiveness of LMDP initiatives. Such mechanism would be directed to collect data on student outcomes, such as employment rates, job placement, and employer satisfaction, and use this information to refine and improve program offerings.
- d. ***Professional Development for Faculty:*** The University and each respective academic institution within the University community will provide training and support for faculty to stay abreast of industry trends and best practices in LMDP, and encourage faculty members to engage in research and professional development activities that contribute to their expertise in relevant areas.
- e. ***Flexibility and Adaptability:*** The University will remain flexible and adaptable to changes in the labor market landscape. For this, it will be made a part of University culture to regularly review and update program offerings to align with emerging trends and technological advancements. This may involve developing new programs, modifying existing ones, or discontinuing those that are no longer relevant.
- f. ***Resource Allocation:*** Via strategic and tactical planning, the University at large, and each academic institution will allocate sufficient resources, including funding, staff, and facilities, to support LMDP initiatives. While doing so, priority will be given to investing in interventions that will have the greatest impact on student success and fulfillment of the university's mission.
- g. ***Promotion and Outreach:*** Aligned with the University's mission to create and promotion of a culture of inquiry and industry-academia linkage, we will promote LMDP initiatives both within the University community and to external stakeholders. We will also create a knowledge depository by highlighting the success stories and

outcomes to demonstrate the value of these programs and attract prospective students, employers, and partners.

- h. ***Alignment with MU Policy Lab:*** By every means and deeds, the University will ensure the happening of the alignment between LMDP initiatives and the work of the MU Policy Lab to leverage research and policy advocacy in support of labor market-driven policies and practices at the local, regional, and national levels.

5.11 MU LMDP Implementation Process

MU Deans office and HEIs will implement LMDP in line the UGC NEHEP policy and procedures.

- a) Dean Office and HEIs will prepare a context-based proposal that includes need assessment, skills gap analysis, a detailed project of LMDP activities with the estimated budget and plan of action and submit to the Planning, Development and Monitoring Directorate of MU.
- b) A team of experts coordinated by Planning, Development and Monitoring Directorate of MU review and evaluate the proposal. Selected proposals will be recommended to the Academic Council for approval.
- c) When approved by Academic Council of MU, the concerned HEI will execute the approved program in coordination with MU NEHEP Management Committee. Periodically, Dean office and HEIs need to submit the progress report to MU Executive Council for necessary budgetary provisions. After completion of the program, dean office and HEI will submit a final report to MU NEHEP Management Committee and it would be submitted to the University Grants Commission.

Appendixes

Appendix 1- LMDP Curriculum Development Checklist

Mid-West University

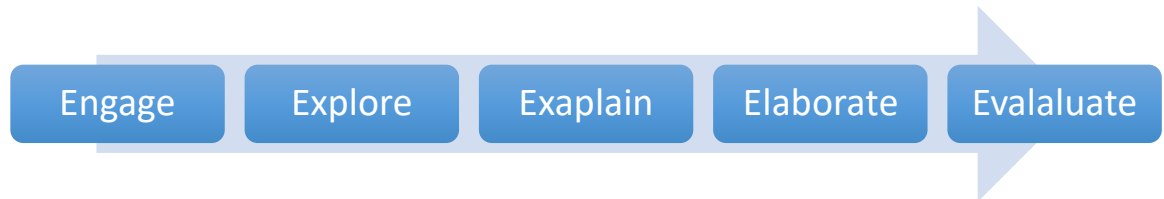
LMDP Curriculum Structure 2024

1. Basic Course Information
 - a) Course Title
 - b) Course Code
 - c) Course Credit
2. Description and Rational of the Course: (260 words)
3. Total Student Learning (Volume of Learning)
 - a) Face to face
 - b) Online
 - c) Practicum and Project Work
 - d) Case
 - e) Experimental Learning
4. Prerequisites:
5. Learning Outcomes of Course in terms of Knowledge, Skills and Competencies

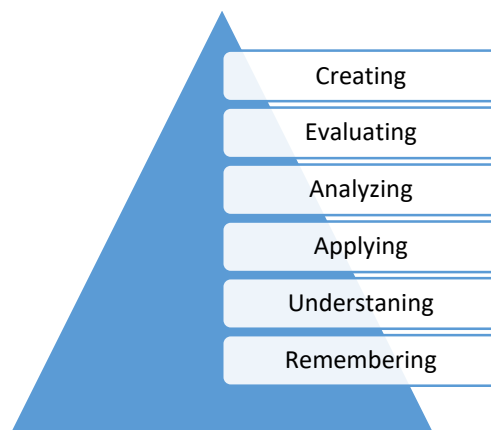
Learning Outcomes	Knowledge	Skill	Competence
LO 1			
LO 2			
LO 3			
LO 4			

Lo 5			
LO 6			

6. Pedagogy Strategies



Bloom's Taxonomy



7. **Mode of Delivery:** Face to face, LMS, Case, Studio-based, lecture and tutorial, project-based, work-integrated, industry speaker session, experimental, practical workshop

8. Assessment System

a. Internal assessment

- i. Classroom participation and interaction
- ii. Individual assignment
- iii. Team assignment (Continuous Assessment)
- iv. Project work –based presentation

- v. individual presentation
- vi. Case studies-field visit research
- vii. Practical workshop inside and outside the school

b. External Assessment (Structured Test)

- i. Mid-Term-Test
- ii. Semester-End Test

9. Mapping Course Learning Outcomes and Program Learning

Learning outcomes	Knowledge	Skill	Competence
Total Learning outcomes			
Unit 1 learning outcomes			
Unit 2 learning outcomes			
Unit 3 learning outcomes			
Unit 4 learning outcomes			
Unit 5 learning outcomes			
Unit 6 learning outcomes			

10. Assure that Unit wise learning outcomes cover the total learning outcomes of the concerned course (If not, rework and ensure it.

11. Unit-Wise Content Details

Unit	Content	Allocated Hour
1		
2		
3		

4		
5		
6		
7		

12. Course Professor/Instructor/Tutor

a. Name:

b. Contact Address: Phone----- Email: -----

c. Contact Hours for the Course:

13. Preparing and submitting detail course teaching plan to the department

Top of Form

Bottom of Form

Appendix 2- Checklist for Labor Market Driven Program (LMDP) and Curriculum 2024

Mid-West University

Structure of Labor Market Driven Program (LMDP) and Curriculum 2024

1. Program

Introduction: Brief background of Mid-West University its Graduate School

Vision and Mission of Graduate School

2. Title of the Program

Description of the Program

Academic Year

Program Goal

Program Objectives

Learning Outcomes of the Program

3. Course Structure and Credit Hours of the Program

Foundation and Core Courses

Specialization Courses

Elective Courses

Internship and Research Project (UGRP at Bachelor Level/GRP at Graduate Level)

4. Assessment and Examination System

Internal/Continuous Assessment

External/External Examination

Elective Course Assessment

5. Admission Requirements

Eligibility

Entrance Examination

6. Course Cycle of the Program

Course Title

Course Code

Number of Credit and Learning Hours

7. Class Attendance

8. Leave

9. Grading System

10. Graduation Requirements

11. Detail Course Contents