

**EDUCATIONAL QUALITY ASSURANCE
AND
ACCREDITATION COUNCIL**

**ANNUAL
REPORT**

2022/2023 (2079/2080)



UNIVERSITY GRANTS COMMISSION

Sanothimi, Bhaktapur, Nepal

**EDUCATIONAL QUALITY ASSURANCE
AND
ACCREDITATION COUNCIL (EQAAC)
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SANOTHIMI, BHAKTAPUR, NEPAL



COMPOSITION OF EQAAC (As of Fiscal Year 2022/23)

Position	Representing Organization	Name of Members (Present)
Chairperson	Chairman, UGC	Prof. Dr. Dev Raj Adhikari
Members	Member Secretary, UGC	Prof. Shanker Prasad Bhandari
	Three prominent Professors nominated by UGC as the experts	Prof. Dr. Keshar Jung Baral Prof. Dr. Jai Raj Awasthi Dr. Usha Jha
	Four representatives (Chairs) from the nominated professional councils nominated by UGC Board	Prof. Dr. Bhagawan Koirala Prof. Dr. Padma Bahadur Shahi Mr. Prajwal Jung Pandey Prof. Sarala KC
	Joint Secretary (Higher Education), Ministry of Education, Science and Technology (MoEST)	Mr. Krishna Prasad Kapri

EQAAC SECRETARIAT STAFF MEMBERS (As of Fiscal Year 2022/23)

Position	Name of Staffs
Deputy Director	Ms. Bhagawati Paudel
Assistant Director	Mr. Narayan Bhandari Ms. Samvidha Pathak
QAA Assistant	Ms. Aashma Adhikari
QAA Assistant	Ms. Nabina Chaulagain



PREFACE

Quality of higher education is a concern on a global scale because it requires a systematic approach. Higher Education Institutions (HEIs) must prioritize quality to remain competitive and sustainable in their respective fields. Measures such as quality assessment, monitoring and evaluation, and quality enhancement are vital for the continual development of these institutions. The objective of the Quality Assurance and Accreditation (QAA) is to enhance the quality and relevance of HEIs' programs and faculty members, conduct research to advance the QAA system, and put their findings into practice. In Nepal, QAA is seen as a mission to enhance the quality of higher education. The aim is to adopt effective strategies for implementing the QAA system in the country and expanding its reach internationally.

The QAA system has been implemented and followed in Nepal since 2007 as part of the Second Higher Education Project (SHEP). Over the course of 16 years, the QAA system has gained significant acceptance from Higher Education Institutions (HEIs) in Nepal. This acceptance can be seen through the willingness of HEIs to participate in the QAA process, indicating the increasing importance and relevance of the system in the country. Furthermore, the QAA system has now been officially recognized as a regular system by the UGC Governance. This recognition was granted through the endorsement of the Educational Quality Assurance and Accreditation Regulation (EQAAR) 2017 by the Government of Nepal.

The sixth annual report covers various aspects such as the policy provisions, governing structure, progress status, annual activities, review committees, grants allocation, and progress in university accreditation. In the fiscal year 2022/23, there were 11 EQAAC meetings and 18 Technical Committee meetings, where policy decisions were made. In terms of accreditation, 14 higher education institutions (HEIs) were accredited, while 57 HEIs submitted their Letter of Intent (LOI). Among the HEIs, whose LOI was accepted, 23 had their Self-Study reports approved. The report also mentions 53 portfolio meetings of the Peer Review Team (PRT) to evaluate claims made in the Self-Study reports. By the end of the fiscal year, a total of 317 HEIs were enrolled in the QAA process, after delisting 119 HEIs from the previous year. Among the de-listed institutions, 162 had their Self-Study reports approved and 160 HEIs reached the PRT formation stage. Additionally, 142 HEIs completed the preparatory assessment, and Peer Review Assessments were successfully completed for 98 HEIs, excluding 10 HEIs from additional cycles. As of now, the UGC has accredited a total of 82 HEIs based on the recommendation of EQAAC.

In order to adapt to the evolving landscape of higher education and the specific conditions of HEIs in Nepal, EQAAC has taken progressive measures. One such measure is the endorsement of the "Guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022," which outlines accreditation benchmarks for universities. Additionally, EQAAC has initiated the revision of the Higher Education Quality Assurance and Accreditation Directive 2017. To oversee



this process, a Directive Review Committee, led by me, has been formed. Furthermore, EQAAC has established an Evaluation Committee, consisting of five members, to assess applications for the Quality Enhancement grant. Based on their evaluation, 20 accredited institutions have been recommended for the grant.

UGC in Nepal seeks to strengthen the QAA system through various means such as monitoring accredited HEIs, digitizing the QAA system, conducting conferences/seminars/workshops, facilitating programs to HEIs, and developing international higher educational quality networks/linkages. In the fiscal year 2022/23, orientation and workshops were conducted on different themes, including orientation to PRT experts, QAA provisions, guidelines for quality assurance and accreditation of universities, NEHEP sensitization for accredited HEIs, and university accreditation and QAA provisions for affiliated institutions of Far Western University. UGC in Nepal seeks to strengthen the QAA system through various means such as monitoring accredited HEIs, digitizing the QAA system, conducting conferences/seminars/workshops, facilitating programs to HEIs, and developing international higher educational quality networks/linkages. In the fiscal year 2022/23, orientation and workshops were conducted on different themes, including orientation to PRT experts, QAA provisions, guidelines for quality assurance and accreditation of universities, NEHEP sensitization for accredited HEIs, and university accreditation and QAA provisions for affiliated institutions of Far Western University. Monitoring and evaluation are done through academic audit reports submitted by the accredited institutions, and for the first time, integrated field monitoring was conducted by the Monitoring Division for six accredited HEIs.

We aim to strengthen the QAA system further by granting functional autonomy to increase its scope and bring the entire higher education system under one umbrella. This will help the UGC to monitor the efficiency and effectiveness of higher education in nation-building. We emphasize the importance of quality assurance and accreditation in higher education to ensure global competitiveness and recognition. The QAA process will be made more valid, reliable, and credible.

Thanks to the remarkable support of the government for greater understanding of Higher Education Institutes, and the tireless efforts of the UGC Secretary and personnel. The last fiscal year has observed UGC achieved a number of noteworthy accomplishments. We acknowledge the cooperation and support of the QAA Technical Committee, experts, reviewers/facilitation experts, and peer review teams for their invaluable inputs. We appreciate the efforts of our EQAAC Secretariat staff in preparing the Annual Report, 2022/23. We welcome the enduring support and constructive suggestions from our stakeholders and readers to improve the overall quality of higher education in Nepal.

Prof. Dr. Dev Raj Adhikari

Chairperson, EQAAC



To Readers,

The Editorial Team is thankful to the University Grants Commission for allowing our team to participate in the EQAAC Annual report 2022/2023 which allowed us to produce the 6th issue of our Secretariat's Annual Report.

Similarly, we would also like to appreciate the effort of all our stakeholders who participated throughout the yearly plans and programs of the Secretariat. The steadfast support and instrumental advice from our stakeholders and readers have raised the general standard of higher education in Nepal. This is even more appreciated considering the special time of the year; we are proud to be celebrating 30th anniversary of University Grants Commission where we will be launching our EQAAC Annual Report.

The sixth annual report covers the plans and policies of QAA, annual activities and knowledge disbursed by the EQAAC Secretariat in participation of multi-stakeholders and progress in QAA process of the participating HEIs. This report also includes the future evolvement of the secretariat through annual plan, revision of policy procedures and fulfillment of Nurturing Excellence Higher Education Program.

We gratefully acknowledge the EQAAC Chairperson Prof. Dr. Dev Raj Adhikari, Member Prof. Shankar Prasad Bhandari and other members, QAA Technical Committee, Experts, Reviewers/facilitators, Peer Review Teams for their cooperation and significant contribution. We are equally thankful to Secretariat Expert Prof. Dr. Muni Raj Chhetri, Deputy Director Ms. Bhagawati Paudel, and Assistant Director Narayan Prasad Bhandari for reviewing this report. We appreciate our Intern Ms. Pooja Rijal for formatting the final publishes.

Editorial Team

Ms. Samvidha Pathak, Assistant Director

Ms. Nabina Chaulagain, QAA Assistant



Abbreviations/Acronyms

EMIS	Education Management Information System
EQAAC	Educational Quality Assurance and Accreditation Council
EQAAR	Educational Quality Assurance and Accreditation Regulation
FWU	Far-Western University
FY	Fiscal Year
GAR	Gap Analysis Report
HEI	Higher Education Institution
HERP	Higher Education Reform Program
HEMIS	Higher Education Management Information System
HSEB	Higher Secondary Education Board
IDA	International Development Agency
INQAHE	International Network on Quality Assurance in Higher Education
IQA	International Quality Assurance
IQAC	Internal Quality Assurance Committee
KU	Kathmandu University
LBU	Lumbini Bouddhist University
LoI	Letter of Intent
MoEST	Ministry of Education, Science and Technology
MWU	Mid-Western University
NAAC	National Assessment and Accreditation Council
NEP	National Education Policy
NEHEP	Nurturing Excellence in Higher Education Program
NHEP	National Higher Education Program
NSU	Nepal Sanskrit University
NQF	National Quality Framework
PokU	Pokhara University
PRT	Peer Review Team
PU	Purvanchal University
QAA	Quality Assurance and Accreditation
QAAD	Quality Assurance and Accreditation Division
QE	Quality Enhancement
SHEP	Second Higher Education Project
SSR	Self Study report
TC	Technical Committee
TU	Tribhuvan University
UGC	University Grants Commission



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CHAPTER I

INTRODUCTION

1. Quality Assurance and Accreditation in Nepal

Quality Assurance and Accreditation (QAA) system started in Nepal as pilot project in 2007 AD under the Second Higher Education Project (SHEP 2007-2014). The system was formally adopted by the UGC since 2009. It was further strengthened under Higher Education Reforms Project (HERP 2015-2020) by developing required legal, policy, and institutional mechanisms. Government policy documents such as the 15th Plan, National Education Policy 2019 have emphasized the need for quality assurance in higher education. The EQAAC have developed strategic plan 2021-2030, which is endorsed by the UGC. The ultimate goal of the QAA system is to ensure the responsibility and accountability of the higher education institutions. The HEIs are required to obtain a specified score in a set of criteria and indicators under this system. Their quality performance is assessed by a team of peer reviewer, by verifying the claims made by the HEI in their Self-Study Report (SSR).

Recently, The QAA system is governed by the Educational Quality Assurance and Accreditation Council (EQAAC) which is accountable towards University Grants Commission (UGC), Nepal. EQAAC functions autonomously for its operation as provisioned by Educational Quality Assurance and Accreditation Regulation (EQAAR), 2017. The council comprises of 11 members under leadership of UGC Chairperson.

The EQAAC Secretariat performs the daily operations to ascertain quality assurance and accreditation activities through three sections; Facilitation, Monitoring and Evaluation section, Accreditation section, and Administrative and Account Unit.

The SHEP first selected nine Higher Education Institutions (HEIs) to implement the QAA System as a pilot project. The HEIs were then supported technically and financially so that they could meet accreditation requirement. The formative assessment process was adopted to increase the competency of selected HEIs at the start, which has been continued till date. In the year 2009, Balkumari College Bharatpur, Chitwan got accredited by the QAA Council which begins the history of HEIs accreditation in Nepal.

2. Policies and Regulatory Frameworks on QAA

The National Education Policy, 2019 has highlighted the future orientation of QAA System in Nepal. The policies and strategies of the NEP have set QAA in a broader framework. Similarly, the Strategic Plan (2021-2030) of EQAAC has identified a number of activities to advance the QAA system to the next level.



a. Quality Concerns of NEP in Higher Education

Goal

- Producing capable, scientific, innovative, and globally competent and research oriented human resource who can successfully lead diversified sectors to construct knowledge-based society and economy through access and enhanced quality of higher education (8.5).
- Enhancing quality in all layers and types of education by developing criteria and standards based on national and international experiences and practices (8.10).

Policies

- Development and institutionalization of QAA and National Quality Framework (NQF), strengthening and reforming criteria, benchmarks, and indicators in line with QAA and NQF and applying them in grant disbursement (10.14)
- Provisioning of assessment of HEIs for QAA and certification / accreditation, reforming the criteria and indicators of assessment, and progressively privilege to QAA enrolled HEIs in allocating grants and other facilities (10.49)

Strategies

- Re-structuring the existing legal and institutional mechanism in regards with establishment of HEIs, operation, regulation and management to make it effective (9.11).
- By enhancing the quality of HEIs, making higher education relevant to the national needs, international recognition and prevailing (9.12).
- Establish and practice effective monitoring, observation, and assessment system to enhance the quality of education in HEIs (9.27).

Working Procedure

- UGC will be made more effective to manage higher education, implement and get implemented short-term and long-term policies and strategies of higher education, establish links between human resource needs of the country and higher education, coordinate among higher education providing institutions, provide accreditation (10.14.3).
- Institutional strengthening of UGC will be carried out and UGC will be mobilized to provide grants, conduct quality assurance and accreditation function and national eligibility test, and carryout monitoring and regulations of higher education (10.14.4).
- Existing educational institutions providing higher education will be developed as autonomous college by developing standard criteria. Among colleges that have met the standard criteria and have achieved excellence in quality assurance and accreditation will be developed as deemed university (10.49.1).
- National Quality Framework will be developed for quality assurance. Based on the framework, a provision of measuring quality standard will be made through an independent quality assurance mechanism within the Higher Education Commission i.e., University Grants Commission. Institutions failing to meet quality assurance standard within the given time-frame will be barred from operation in the country (10.49.2).



- The quality assurance and accreditation function carried out by the UGC and performance testing system adopted by Educational Review Office will be made more systematic, wider, and effective (10.49.3).
- A system of assessing quality standard of all higher education providing institutions in every 5 years will be established and those failing to meet the requirements will receive lower grants or denied to participate in competitive grants (10.49.4).
- Legal provisions will be made so that all the foreign affiliated institutions providing education in Nepal obtain accreditation through Quality Assurance and Accreditation mechanism of the country (10.49.5).

b. Strategic Plan of EQAAC (2021-2030)

The strategic plan is the commitment of the EQAAC towards academic excellence in higher education in Nepal. The EQAAC believes that quality higher education is fundamental to drive the country towards development in accordance with the Government of Nepal's motto: "Prosperous Nepal, Happy Nepali." The strategic plan defines the vision, mission, goals, strategies, core values and objectives of the Nepali QAA system that is to be achieved in the long-run. The plan includes time-bound action plans to guide the activities of EQAAC Secretariat.

Destination 2030

- Careful observation of emerging global trends in QAA System and develop strategic goals to match its spirit and ethos of QAA in Nepal so that Nepali HEIs comply with defined quality standards, be able to address the national need of qualified human resources, and approach towards meeting international standard in higher education.

Vision

- Assure the operation of Nepali HEIs capable of producing competitive knowledge and human resources to respond to changing national and global demands.

Mission

- Promote and nurture an enabling environment for producing knowledge and human resources through a dynamic QAA system that is compatible to international practices of accreditation, and applicable to different types of HEIs and academic programs in the country.

Core Values

- Core values to be adopted in the course of implementation of this strategic plan are:
 - Quality Culture
 - Research, development and expertise
 - Relevance and dynamics
 - Efficient in inputs management and processes
 - Result-oriented
 - Performance-based management system
 - Striving for excellence
 - Sustainability.



Strategies

- Accredited Higher Education Institutions (HEIs) produce competent graduates to meet the need of local, regional and international markets, and these graduates are the building blocks of prosperous Nepal. Therefore, this plan has adopted following strategic goals:
 - Dedicated to quality culture in education,
 - Increased learning outcomes of students
 - Research and development for effective QAA system,
 - Efficient and simplified assessment process through independent reviewers,
 - Integrity, transparency and accountability in quality assessment process,
 - Participatory approach for strengthening QAA system and its outcomes,
 - National/international collaboration and resources sharing

Goals

Goals of this strategic plan are as follows:

Goal 1: To enable higher education institutions of Nepal to offer quality programs defined in exhibiting knowledge, skills and abilities.

Goal 2: To develop core competencies of Nepali HEIs in demand-driven niche areas, and prepare for continuous changes in capabilities, faculties, engagement, and outputs.

To enable institutions engaged in higher education in Nepal offer quality programs defined in terms of success in exhibiting knowledge, skills and abilities.

Specific objectives of goal 1 are as follows:

- Design a framework-guideline to implement systematic and authentic system for quality assurance and accreditation.
- Develop and implement quality assurance and accreditation criteria benchmarks and indicators to be applicable in reference to the nature of governance, and program offered by HEIs.
- Internalize the global QAA practices and ensure the quality of Nepali higher education expected by concerned stakeholders.
- Sensitize HEIs to QAA system to improve their academic environment integrating innovative teaching-learning process.
- Expand and strengthen international network and cooperation with QAA Agencies.
- Sustain the HEIs for quality standard defined by QAA system.

To develop core competencies of Nepali HEIs in niche areas with capabilities, faculties, engagement, and outputs.

Specific objectives of goal 2 are as follows:

- Make HEIs ethically responsible for quality services and encourage them to be morally and professionally bound by their code of conducts.
- Facilitate Nepali HEIs to identify their specific expertise/capability and encourage them to exhibit scale-specific leadership and engagement (local/provincial/national/ international).
- Facilitate universities and HEIs to strengthen IQAC, Quality Audits and EMIS through innovations and improvement in existing system.
- Enhance the quality of faculties and their outputs (e.g., research and publications, consultancy, graduates, and outreach) through mobility of students and faculties, both nationally and internationally.



3. Governance of QAA System in Nepal

The QAA system of Nepal is implemented under an umbrella of the UGC Board. The EQAAC has functional autonomy under 'Educational Quality Assurance and Accreditation Regulation (EQAAR) – 2017. The regulation is endorsed by the Government of Nepal.

a. Educational Quality Assurance and Accreditation Council

The EQAAC has the sole authority of managing and regulating the QAA through policy frameworks. The EQAAC and its decision-making wings concentrate on reviewing the PRT visits report, response report, reviewing EQAAC policy drafts, and nominating PRT Members.

Table 1: The Composition of Educational Quality Assurance and Accreditation Council

Chairperson	Chairman, UGC
Members	Member Secretary, UGC
	Three prominent Professors nominated by UGC as the experts
	Four representatives (Chairs) from the nominated professional councils nominated by UGC Board
	Joint Secretary (Higher Education), Ministry of Education, Science and Technology (MoEST)
Member Secretary	Director, EQAAC Secretariat

Snapshot of Educational Quality Assurance and Accreditation Council Member

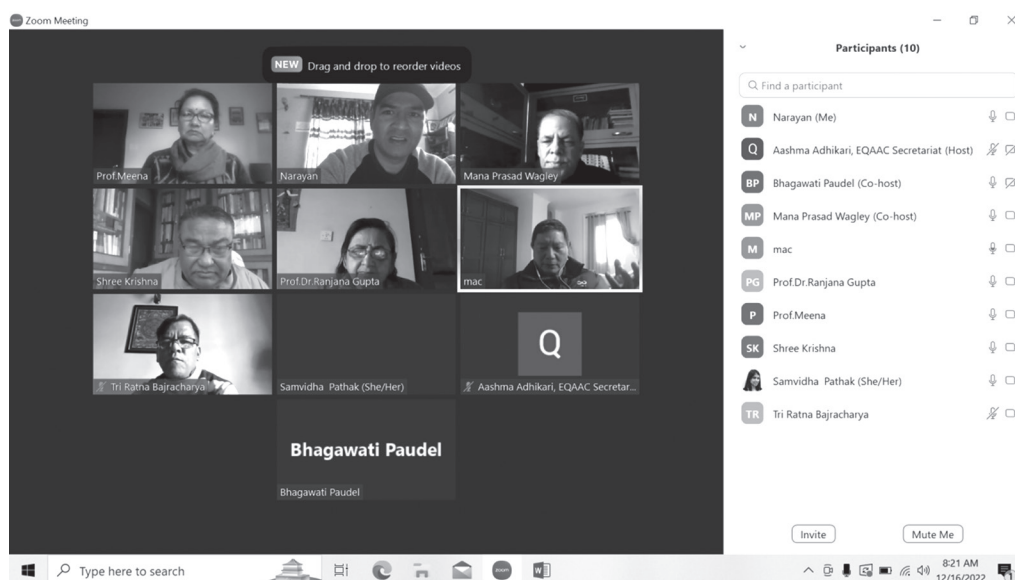




b. Technical Committee

Technical Committee (TC), a seven-member committee of experts' reviews and evaluates the quality and standard of SSR submitted by the participating HEIs. PRT in the particular HEI is only formed by the council after TC approves the SSR submitted by the HEI. The composition of the TC is presented in Annex 8.

Snapshot of Technical Committee Member



c. Educational Quality Assurance and Accreditation Secretariat (EQAAC Secretariat)

The UGC Nepal, through the EQAAC Secretariat, has been implementing the QAA System, as an important component to reform in Nepali higher education. As the Council develops and approves QAA related policy and process the Secretariat to the Council, implements the QAA in the country. The secretariat is chaired by the UGC Chairperson and operated through the Director who is also the Member Secretary for the Council and Technical Committee. During the fiscal run, in absence of QAA Director, UGC's Secretary took the role of Member Secretary at the EQAAC council whereas; Deputy Director informally rolled over during the Technical Committee meetings. A categorically defined Job Description (JD) has been given to all the experts and the personnel working in the secretariat. Currently, the secretariat is mobilizing the pool of around 100 experts to implement the QAA related activities. The experts are nominated on the need-basis.

In Fiscal Year 2022/23, The Secretariat bid farewell to two of the staff members, Dr. Rishikesh Pandey who worked as a Director to the Secretariat completed his tenure on 18th September, 2023 and Ms. Aashma Adhikari who contributed five years of service as a QAA Assistant. The Secretariat wishes the best for future endeavors.



4. QAA Status - At a Glance

The total number of HEIs participating in QAA the process through the submission of Letter of Intent (LoI) is 317 at the end of Fiscal Year (FY) 2022/23. This is nearly 22% share of the total number of HEIs (1440) of the country. Likewise, the number of HEIs that have submitted Self-Study Report (SSR) is 162, which is 51.10 % of total participating HEIs. Subsequently, the number of peer-reviewed HEIs is 98 resulting 34.06 % of total participating HEIs. Finally, the number of accredited HEIs is 82, which is 29.02 % of the total HEIs participating in the process. The institutions that were not able to complete the accreditation process in five years period were delisted from the process.

Table 2: Distribution of HEIs by their Stage in the QAA Process

Particulars	FY 2021/22		FY 2022/23		Total	Percentage	Remarks
		Description		Description			
LOI Submission	44 HEIs	4 HEIs for Second Cycle 1 HEI for Third Cycle 11 HEIs for renewal of LOI 8 Renewed after de-listing 20 for the first cycle of Accreditation	57 HEIs	9 HEIs for Re-accreditation 20 HEIs for renewal of LOI after 1.5 years 3 HEIs for Re-processing in QAA Process 25 for the first cycle of Accreditation	317 HEIs	22.01%	Against total number of HEIs (1440).
SSR Approved	22 HEIs	1 HEI for Second Cycle 21 HEI for First Cycle	23 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 20 HEI for First Cycle	162 HEIs	51.10%	
PRT Formed	19 HEIs	4 HEIs for Second Cycle 15 HEIs for First Cycle	31 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 28 for the First Cycle	160 HEIs	50.4%	
Preparatory Assessment	27 HEIs	4 HEIs for Second Cycle 23 HEIs for First Cycle	24 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 21 for the First Cycle	142 HEIs	44.79%	



Particulars	FY 2021/22		FY 2022/23		Total	Percentage	Remarks
		Description		Description			
PRT Completed	9 HEIs	9 HEIs for First Cycle	18 HEIs	2 HEIs for Second Cycle 16 for the First Cycle	Total HEIs: 108 (Including 10 HEIs from additional cycles) Total individual HEIs: 98	34.06%	Against total number of LoI submission (317).
Accredited	18 HEIs	1 HEI for Second Cycle 17 HEI for First Cycle	14 HEIs	2 HEIs for Second Cycle 12 for the First Cycle	Total Accreditation Award: 92 (including 10 re-accredited institutions) Total individual Accredited HEIs: 82	29.02%	

Notes:

The percentage calculated for PRT completed institution includes 108 HEIs out of 317 LOI submitted HEIs. The 10 institutions among 108 HEIs are from the additional cycles and 98 institutions are from the first cycle.

The percentage calculated for accredited institution includes 92 HEIs out of 317 LOI submitted HEIs. The 10 institutions among 92 HEIs are from the additional cycles and 82 institutions are from the first cycle.

For further description look at Table 15 and 16.

5. Milestones Towards Accreditation

The EQAAC has adopted the following process for the institutional accreditation in Nepal.

Figure 1: Institutional Mechanisms of Accreditation

Accreditation Process

Stages	Tasks
Participation	Eligibility Check
	Submission of Letter of Intent (LoI)
Self-Study	Information / Facilitation from the EQAAC Secretariat
	Submission of SSR
Review and Verification	Formation of Peer Review Team (PRT)
	Portfolio Meetings of PRT
Assessment	Pre-Qualification Assessment (Preparatory Assessment)
	Response to Preparatory Assessment Report
	PRT Assessment
Response to Assessment Feedback	Response to PRT Report
	Follow-Up Assessment (Optional)
Accreditation Decision	EQAAC Meeting
	UGC Board Meeting



The QAA procedure of an HEI starts with the submission of LoI and getting its approval, which is the first milestone to the journey. It is mandatory for HEIs to form Internal Quality Assurance Committee (IQAC) and Self-assessment Team (SAT) after getting approval of the LoI. It is also recommended that to the IQAC and SAT Members to participate in orientation / facilitation program organized by the EQAAC Secretariat. Later, the HEIs prepare a Gap Analysis Report (GAR), followed by SSR preparation, within a defined schedule. A clearly assigned roles and responsibilities to the personnel engaged would make it feasible to complete the task in time. The preparation of the SSR and its submission to the EQAAC Secretariat is the primary responsibility of the HEIs participating in QAA process. On receiving the SSR, the EQAAC Secretariat starts with initial review and assessment. If the SSR meets the minimum requirement as of the prescribed format, it shall be forwarded to QAA TC for detail review. Instead, the HEI shall be given feedback to update the SSR accordingly. On submission of the updated SSR, the HEI completes its second milestone. The HEIs shall respond / update the SSR as per the feedback and suggestions provided by the EQAAC Secretariat and QAA TC. If the updated SSR incorporates the feedbacks satisfactorily; the TC may approve it and recommend the EQAAC to form a Peer Review Team (PRT). At this point, the HEI completes its third milestone.

In the recommendation of TC, the EQAAC forms the PRT for HEI to enter the assessment stage. After formation of the PRT by the EQAAC, the EQAAC Secretariat calls an introductory meeting of the PRT, in consultation with the Coordinator of the PRT. The team members review the documents in advance, produce an individual review report, and schedule a date for an introductory portfolio meeting at EQAAC Secretariat. During the portfolio meeting, observations and markings of individual team members are discussed in detail and a consensus is made for clarification in certain issues. After building the consensus, the PRT either schedules for the preparatory assessment or sends feedback to the HEI regarding the areas of improvement to be accomplished before the preparatory assessment. The preparatory assessment visit (Pre-visit) is conducted by the PRT Coordinator and a staff member from the EQAAC Secretariat. The team makes visit to the institution, inspects the documents, interacts with different stakeholders, and observes the overall infrastructure and environment, and then submits a Preparatory Assessment Report with recommendations to be accomplished by the institution before actual PRT assessment. On completion of the preparatory assessment, the HEI completes its fourth milestone.

The institution completes the tasks recommended by the PRT during the preparatory assessment and submits updated SSR, updated annexes and response report. The EQAAC Secretariat informs the PRT about the progress made by the institution on the given recommendations. Based on the response report, the PRT Coordinator calls portfolio meeting to discuss on the response report, updated SSR, and annexes sent by the HEI. The fulfillment of the given recommendations by the institution indicates the readiness of the institution for PRT assessment. Therefore, the portfolio schedules for PRT Visit. After the PRT, the Coordinator of the team submits its report and gives a brief presentation about the PRT's observations and recommendation. Completion of PRT is the completion of the fifth milestone of the HEI on QAA.



Based on the PRT report presented in the EQAAC, the council makes decision on whether the HEI is recommended for QAA or needs to wait till HEIs sends a response report based on the additional recommendation. If the HEI assures the EQAAC that it will implement the recommendation, the Council recommends the UGC Board for the accreditation. In case of a notably important works that the HEI needs to complete before the accreditation, a follow-up visit of the PRT Coordinator and a staff from the Secretariat may be arranged. The UGC makes the final decision on accreditation in reference to the recommendation made by the EQAAC. The accreditation decision is the sixth and last milestone. After accreditation decision, a program to award the certificate of accreditation is arranged. The Accreditation Certificate awarded to an HEI is valid for five years, with annual review/assessment, monitoring, and satisfactory performance. After the first cycle of accreditation completion, i.e., five years, HEIs shall apply for re-accreditation and go through the same QAA process again after five years. In general, it is expected that the HEI shall initiate re-accreditation process notably earlier, at least in the fourth year of accreditation, so the accreditation period does not show the gap.

The chronological steps have been elaborated further in Annex 13.

This chapter highlights the vision, mission, core values and strategies of the EQAAC. It also deals with the process and systems of accreditation practiced in Nepal. The next chapter reviews the major activities accomplished in the fiscal year 2022/23.



CHAPTER II

ANNUAL ACTIVITIES AND KNOWLEDGE DISBURSEMENT

1. Annual Progress on QAA

This chapter is designed to report the activities performed by EQAAC Secretariat, the Secretariat of the Educational Quality Assurance and Accreditation Council in the fiscal year (FY) 2022/23.

2. EQAAC Meetings and Major Policy Decisions

A total of 15 EQAAC meetings of the Council were held in FY 2022/23 along with nine TC meetings and 27 Portfolio meetings. This year, the Council has taken some major decisions in line to upgrade, develop and sustain the QAA system in a long run. In a meantime, the EQAAC has also recommended UGC Board for the accreditation of few HEIs.

2.1. Major Policy Decisions

- The revision of the Higher Education Quality Assurance and Accreditation Directive 2017 proceeded with the formation of the five members led Directive Review Committee under Prof. Dr. Dev Raj Adhikari.
- Formation of five members Evaluation Committee for Quality Enhancement Grant Applications. The committee evaluated and recommended on applications for Quality Enhancement Grant. The committee was led by Prof. Dr. Tri Ratna Bajracharya.
- Guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022 has been endorsed which highlights benchmarks for accreditation of the universities.
- Recommendation for Accreditation

This year 14 HEIs were recommended for accreditation. This list of HEIs as mentioned in Table 3 is based on the number of PRT completed HEIs from previous year and few from the recent fiscal year. Two of the institutions in the following list were re-accredited from the second cycle. Among them, seven are Community, four constituent and three Private institutions.

Table 3: Lists of HEIs Recommended for Accreditation

S. No.	Name of the Higher Education Institutions	Address
1	Biratnagar Nursing Campus	Morang
2	Pokhara Nursing Campus	Kaski
3	TU Institute of Forestry Pokhara Campus	Kaski



S. No.	Name of the Higher Education Institutions	Address
4	Kankai Multiple Campus	Jhapa
5	Gorkha Campus	Gorkha
6	Rapti Babai Campus	Dang
7	National Academy of Science and Technology	Dhangadi
8	Kathmandu Model College	Kathmandu
9	Sirjana College of Fine Arts	Kathmandu
10	Hetauda School of Management and Social Science	Makwanpur
11	Koteswhor Multiple Campus	Kathmandu
12	Birendra Bidhya Mandir Campus	Kailali
13	Madhyabindu Multiple Campus	Nawalparasi Bardaghat Susta Purba
14	Aadikabi Bhanubhakta Campus	Tanahun

e. Completion of PRT

In fiscal year 2022/23, PRT were completed in 18 of the institution. Among them one is a Department/School, two are Constituent, 11 are Community, and four are Private institutions. The peer review reports exchanged between the HEIs and PRT is presented at the council meeting. The following institutions have been enlisted in Table 4.

Table 4: List of Peer Review Team's Assessment Completed

S. No.	Name of the HEIs	Address
1	Sirjana College of Fine Arts,	Kathmandu
2	Birendra Bidhya Mandir Campus	Kailali
3	National Academy of Science and Technology	Kailali
4	Hetauda School of Management and Social Sciences	Makwanpur
5	Kantipur City College	Kathmandu
6	Kathmandu Model College	Kathmandu
7	Mid-western University School of Management	Surkhet
8	Rapti Babai Campus	Dang
9	Pokhara Nursing Campus	Kaski
10	Devdaha Adarsha Multiple Campus	Rupandehi



S. No.	Name of the HEIs	Address
11	Diktell Multiple Campus	Khotang
12	Hetauda Campus	Makwanpur
13	Kapilvastu Multiple Campus	Kapilvastu
14	Koteswhor Multiple Campus	Kathmandu
15	Thapathali Campus	Kathmandu
16	Aadikavi Bhanubhakta Campus	Tanahun
17	Madhyabindu Multiple Campus	Nawalparasi
18	Chautara Multile Campus	Sindhupalchowk

2.2. Formation of Peer Review Teams (PRTs)

A total of 31 PRTs has been formed in the year 2022/23 to assess the HEIs. The list of HEIs and respective PRT members is presented in the Annex 11. In absence of expert convenience for the visit dates and place, few of the Team leader and Members were replaced.

2.3. Meetings and Engagement

- The EQAAC and its decision-making wings mostly concentrated on reviewing the PRT visits report, response report, reviewing EQAAC policy drafts, nominating PRT Members in the fiscal year. In recent fiscal, a total of 11 meetings were held in a blended version.
- Likewise, TC a seven-member committee of experts' reviews and evaluates the quality and standard of SSR submitted by the participating HEIs. PRT in the particular HEI is only formed by the council after TC approves the SSR submitted by the HEI. This year a total of 18 TC meetings were held.
- Similarly, total counts of 53 portfolio meetings of PRT were held this year. In portfolio meeting, the PRT members appointed for respective HEI assess and reviews the SSR. They generate suggestions for improvement to the HEIs, develop working strategy for quality assessment and set the date for preparatory visit.
- There were 20 meetings held by the Directive Review Committee and 18 meetings held by the Quality Enhancement Review Committee.

3. Annual Progress

3.1. Progress in QAA participation of HEIs

The number of new HEIs joining the process of Quality Assurance and Accreditation through



formal submission of LoI is 25 in FY 2022/23 as mentioned in Table 5. Few institutions have re-applied the LOI after being de-listed in the beginning of 2021/22. There are 11 Private, 11 community campuses, two constituents and one Department/School. Whereas, list of HEIs who have submitted LOI for renewal (after 1.5 Years) are 20, the list of HEIs who have submitted LOI for re-processing in QAA process are three of them and the list of HEIs who have submitted LOI for Re-accreditation are nine as mentioned in Annex 12.

Table 5: List of HEIs who have Submitted LOI for First Cycle

S.No.	Name of the HEIs	Address
1	Himalaya Darshan College	Biratnagar, Morang
2	Deer Walk Institute of Technology College	Sifal, Kathmandu
3	Mahendra Ratna Campus	Tahanchal, Kathmandu
4	Mangal Multiple Campus	Nayabazar, Kathmandu
5	Bramhachari Damodaranand College	Mirchaiya, Siraha
6	Koshi Saint James College	Itahari, Sunsari
7	Simara College, Simara	Simara, Bara
8	Rara Multiple Campus, Mugu	Naura, Mugu
9	Brightland College, Nepalgunj	Nepalgunj, Banke
10	Palhi Multiple Campus	Jitpur, Nawalparasi
11	Bageshwari Multiple Campus	Kohalpur, Banke
12	Musikot Khalanga Multiple Campus	Khalanga, Rukum
13	Tribhuvan Campus	Belatari, Nawalparasi
14	Jaljala Multiple Campus, Rolpa	Libang, Rolpa
15	Goldengate International College	Battisputali, Kathmandu
16	Pinnacle College	Babarmahal, Kathmandu
17	Brixton College	Mahendranagar, Kanchanpur
18	Nepal Mega College	Babarmahal, Kathmandu
19	Kathford International College of Engineering and Management	Gwarko, Lalitpur
20	Modern Nepal College	Sorkhakhutte, Kathmandu
21	Boston International College	Bharatpur, Chitwan
22	Vidyapur Janata Multiple Campus	Vidyapur, Surkhet
23	Kathmandu University School of Law	Dhulikhel, Kabhrepalanchok
24	Gauri Shankar Campus	Nijgadh, Bara
25	Shramik Shanti Campus	Chyasal, Lalitpur



3.2. Progress on SSR Approval

In FY 2022/23, a total of 23 SSR were approved by the Technical Committee. This year, the EQAAC continued to approve flexibility in receiving the SSR either through email or through web-link created in the respective HEIs website. Out of 23 SSR approved nine were from the community campuses, six of the private institutions, six constituents and two from School/Department.

Table 6: List of SSR Approved HEIs

S.No.	Name of the HEIs	Address
1	Purwanchal Campus, Institute of Engineering, TU	Sunsari
2	St. Xavier's College	Kathmandu
3	Kantipur International College	Kathmandu
4	Saraswati Multiple Campus	Kathmandu
5	Kalika Multiple Campus	Kaski
6	Morgan International College	Kathmandu
7	Himalaya College of Engineering	Kathmandu
8	Indreshwar Campus	Kabhre
9	Durgalaxmi Multiple Campus	Kailali
10	Mahakavi Devkota Campus	Nawalparasi Bardaghat Susta Paschim
11	Ayurveda Campus	Kathmandu
12	Central Department of Anthropology, TU	Kathmandu
13	Lumbini Baniya Campus	Rupandehi
14	Mahendra Ratna Multiple Campus	Ilam
15	Kakarvitta Multiple Campus	Jhapa
16	Central Department of Education, TU	Kathmandu
17	Pokhara Multiple Campus	Kaski
18	Butwal Kalika Campus	Kaski
19	Indra Chandra Campus	Jhapa
20	Mark International College	Dang
21	Itahari Namuna College	Sunsari
22	Ratna Rajyalaxmi Campus	Kathmandu
23	Nesfield International College	Lalitpur

3.3. Preparatory Assessment/Pre-Visits of HEIs

A total of 24 preparatory assessments of HEIs were completed in FY2022/23. The preparatory assessment mainly focuses on identifying the readiness of participating HEI for the final assessment



of institutional quality. The coordinator of the PRT, accompanied by one of the designated staff of the EQAAC Secretariat facilitates the visit for three working days. Out of 24 SSR, the preparatory assessments were conducted at 10 community campuses, six private institutions, six constituents and two School/Department.

Table 7: Lists of HEIs Concluding Preparatory Assessment in FY 2022/23

S.No.	Name of the HEIs	Address
1	Birgunj Nursing Campus	Birjung, Parsa
2	Himalaya College of Engineering	Kathmandu
3	Lamjung Campus	Lamjung
4	People's Campus	Paknajol, Kathmandu
5	Purwanchal Campus, Institute of Engineering, TU	Dharan, Sunsari
6	School of Mathematical Sciences, IOST, TU	Kritipur, Kathmandu
7	Shaheed Smarak College	Sharadanagar, Chitwan
8	Shree Jana Prakash Multiple Campus	Bhandardhik, Kaski
9	Yagyodaya Dudhnath Tharu Multiple Campus	Ramawapur, Rupandehi
10	Reliance College	Saraswotinagar, Chabahil, Kathmandu
11	Global College International	Kathmandu
12	Kalika Multiple Campus	Kaski
13	Lumbini Banijya Campus	Rupandehi
14	Mahendra Ratna Multiple Campus	Ilam
15	Mahakavi Devkota Campus	Nawalparasi Bardaghat Susta Paschim
16	Central Department of Rural Development	Kritipur, Kathmandu
17	St. Xavier's College	Maitighar, Kathmandu
18	Manmohan Memorial Institute of Health Science	Soalteemode, Kathmandu
19	Madi Campus	Madi, Chitwan
20	Central Department of Anthropology	Kirtipur, Kathmandu
21	Pokhara Multiple Campus	Pokhara, Kaski
22	Butwal Kalika Campus	Butwal, Rupandehi
23	Nesfield International College	Lalitpur
24	Ayurveda Campus	Kirtipur, Kathmandu

3.4. Peer Review Team's Assessment of HEIs

The PRT visit is the most critical part of assessment for accreditation, not only because it is the most decisive one but also because the report it generates hold a dominating influence over taking



an accreditation decision. As per the current provision, at most five members visit the site of the HEI being assessed. In practice two to three expert visit the HEIs along with one staff from the Secretariat. The team conducts series of consultation meetings with stakeholders, observes overall infrastructure and facilities offered at the institution. It also verifies the compliance of decisions and documents submitted as the evidences, with the SSR.

In fiscal year 2022/23, PRT were completed in 18 of the institutions. Among them one is a Department/School, two are Constituent, 11 are Community, and four are Private institutions.

Table 8: List of Peer Review Team's Assessment in FY 2022/23

S.No.	Name of the HEIs	Address
1	Sirjana College of Fine Arts,	Kathmandu
2	Birendra Bidhya Mandir Campus	Kailali
3	National Academy of Science and Technology	Kailali
4	Hetauda School of Management and Social Sciences	Makwanpur
5	Kantipur City College	Kathmandu
6	Kathmandu Model College	Kathmandu
7	Mid-western University School of Management	Surkhet
8	Rapti Babai Campus	Dang
9	Pokhara Nursing Campus	Kaski
10	Devdaha Adarsha Multiple Campus	Rupandehi
11	Diktel Multiple Campus	Khotang
12	Hetauda Campus	Makwanpur
13	Kapilvastu Multiple Campus	Kapilvastu
14	Koteswhor Multiple Campus	Kathmandu
15	Thapathali Campus	Kathmandu
16	Aadikavi Bhanubhakta Campus	Tanahun
17	Madhyabindu Multiple Campus	Nawalparasi
18	Chautara Multile Campus	Sindhupalchowk

3.5. Accreditation of HEIs

There were 14 institutions accredited in the FY 2022/23, contributing to total number of accredited HEIs to 92. Among them Madhyabindu Multiple Campus and Aadikabi Bhanubhakta Campus were reaccredited for the second time whereas other 12 were accredited for the first time. Out of 14 accredited institutions seven are Community campuses, four are constituent and three are Private institutions.

**Table 9: List of Accredited HEI's in FY 2022/23**

S. No.	Name of the Higher Education Institutions	Address
1	Biratnagar Nursing Campus	Morang
2	Pokhara Nursing Campus	Kaski
3	TU Institute of Forestry Pokhara Campus	Kaski
4	Kankai Multiple Campus	Jhapa
5	Gorkha Campus	Gorkha
6	Rapti Babai Campus	Dang
7	National Academy of Science and Technology	Dhangadi
8	Kathmandu Model College	Kathmandu
9	Sirjana College of Fine Arts	Kathmandu
10	Hetauda School of Management and Social Science	Makwanpur
11	Koteswhor Multiple Campus	Kathmandu
12	Birendra Bidhya Mandir Campus	Kailali
13	Madhyabindu Multiple Campus	Nawalparasi Bardaghat Susta Purba
14	Aadikabi Bhanubhakta Campus	Tanahun

4 Events held at the EQAAC Secretariat

EQAAC Secretariat conducts various doings in alignment to the QAA. The main activities that the Secretariat performs is regarding preparatory visits, PRT visits and follow up (if required) to complete the accreditation and recommends the UGC Board to felicitate QAA Awards to the accredited institutions. The Secretariat provides orientation, workshops to the participating HEIs about QAA process, facilitates for technical guidance to the HEIs. It aims to regularize the monitoring activities whereas it has begun the practice of desk monitoring and field monitoring of the accredited HEIs.

4.1. QAA Award Ceremony

In fiscal year 2022/23 four QAA Awards ceremony were held to accredited 12 higher education institution. Even though, the decision of accrediting Koteswhor Mutiple Campus and Birendra Bidhya Mandir were taken during the fiscal year but the award ceremony for these two institutions will be held in the beginning of upcoming fiscal year. The ceremony was held in presence of EQAAC members, Dean of various departments, technical committee members, subject experts, elected representatives, PRT members, accrediting institution members, and UGC Staff member.

Glimpse of QAA Award Ceremony



4.2. Orientation and Workshop

The frequency of orientation workshops has increased with the minimization of the pandemic. There were various orientations and workshop held to various stakeholders regarding global context of QAA, policy linkage, horizon of the QAA, methods of preparing SSR and NEHEP result areas as explained below.

i. NEHEP Sensitization (Quality Enhancement) Workshop for Accredited HEIs-2

This fiscal year the Secretariat provided two facilitation workshops to eligible institutes for its participation in NEHEP. Both the orientation focused on the provision of NEHEP result areas (Environment and Social Safeguard Program, Quality Enhancement, Entrepreneurship Support Program and Digitalization).

- a. The first sensitization workshop was scheduled on 18-19th December, 2022 at the premises of Sahid Smriti Multiple Campus, Chitwan where 65 participants from 24 accredited community institutions participated. This workshop was especially focused to sensitize the community campuses about the result areas of NEHEP and orient on revised QAA benchmarks, standards and indicators. This program was conducted in an integrated version



with Research and Scholarship Division where, UGC officials took session on NEHEP result areas, insights on revised benchmarks of QAA process and conducted a workshop activity inconsiderate to Quality Enhancement Result areas. The participants included Campus chief, SAT Coordinator/UGC Focal Person from the accredited community HEIs. The program was held in collaboration with Nepal Public Campus Association.

Glimpse of NEHEP Sensitization Workshop Held at Chitwan



- b. The second sensitization orientation was held for 12 accredited constituent institutions on 28th December, 2022 at the UGC Seminar Hall. This orientation was especially focused to sensitize the campuses about the result areas of NEHEP and orient on revised QAA benchmarks, standards and indicators. This program was conducted in an integrated mode with Research and Scholarship Division where, UGC officials took session on NEHEP result areas, insights on revised benchmarks of QAA process. The participants included Campus chief, SAT Coordinator/UGC Focal Person from the accredited HEIs.

Glimpse of NEHEP Sensitization Workshop Held at UGC



ii. Orientation and Workshop on QAA Provision, Process and Prospects and SSR Preparation to participating HEIs – 2

This fiscal year, two orientation programs were conducted to the HEIs who have enrolled in the QAA process after the acceptance of Letter of Intent. Both the orientation focused to sensitize the applicant institutions on QAA benchmarks, standards and indicators.

- a. The first orientation was held at the Seminar Hall of University Grants Commission on 24-25th January, 2023. This orientation was especially focused to sensitize the applicant institutions on QAA benchmarks, standards and indicators, provision of Quality Assurance and Accreditation and briefing on NEHEP result areas. The Secretariat officials gave presentation on International Practices and further orientation on QAA system, benchmarks required for SSR preparation, advancing QAA through Quality Enhancement, policy framework and institutional setting of QAA system and purpose of QAA.

- b. Based on the feedback of first orientation, the second orientation was themed on Orientation and Workshop on QAA Process and SSR Preparation held on 9th February, 2023. UGC conducted an orientation to the 18 HEIs who have enrolled in the QAA process after the acceptance of LoI. The orientation was organized at the Seminar Hall of University Grants Commission. This orientation was especially focused to disseminate orientation on QAA benchmarks, standards and indicators as prescribed in SSR handbook, to facilitate on tricks and techniques to address the SSR requirement, minimize gap in SSR preparation. The Secretariat officials took session on benchmarks, criteria and indicators required for SSR preparation. This orientation included workshop module which was facilitated by the Secretariat officials. The working group was divided based on the criterion included in SSR. There were seven groups formed where criterion 7 and 8 were being dealt by the same group. Each group consisted of at most six members from individual institution. Each group was given certain indicators of the criteria to deal with and identify the possible qualitative analysis for the respective question. During the workshop, the EQAAC official guided each group for indicator analysis. Later that analysis was summarized in a chart paper and was presented by a group representative in the hall. After each presentation, facilitators gave remarks and recommendation in the indicators, if required.

Glimpse of Facilitation by EQAAC Staff Members



Glimpse of Stakeholders Participation





iii. Orientation on provisions of Guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022 – 1

Based on the guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022, officials from ten Universities and four Health Academies were invited to UGC for an



orientation session on 26th January, 2023. In order to be eligible for the University accreditation process the University must have been operated for at least ten years. Further criteria for university accreditation have been enlisted in Annex-3. The orientation was facilitated by Former Chairperson of EQAAC, Prof. Dr. Bhim Prasad Subedi, Expert Prof. Dr. Basu Dev Kafle and EQAAC Deputy Director. The expert discussed on process of accreditation and Criteria, Weightage and Number of indicators (Benchmarks) for University Accreditation and Pathway towards University Accreditation: Pre-requisites for LoI. The participants included Registrar, IQAC Directors and concerned officials from the universities and academies.

Glimpse of University Accreditation Orientation to University Officials



iv. Refresher Orientation to PRT Experts – 1

UGC organized an orientation to expert from the new roster list on 14th March, 2023. This orientation was facilitated by EQAAC Technical Committee Coordinator Prof. Dr. Mana Prasad Wagley and Former QAA Director Dr. Rishikesh Pandey. The facilitators highlighted on structure of PRT process and steps of assessment for QAA based on the benchmarks of QAA process of HEIs and University. Additionally, facilitators emphasized on the Professional Ethics and Code of Conduct of PRT Assessors.

Glimpse of Refresher Orientation to PRT Experts



v. Orientation on provisions of Guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022 and Orientation on QAA Provision, Process and Prospects to affiliated institutions of Far Western University- 1

Far-Western University conducted an orientation program on; a gateway for institutional reform in higher education on 12th January, 2023 which was expedited by official from the Secretariat Mr. Narayan Prasad Bhandari. He facilitated session on Orientation on provisions of guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022 and Orientation on QAA Provision, Process and Prospects to affiliated institutions. There were 35 participants in the orientation which included Vice-Chancellor, Registrar, Deans, HODs, Campus Chief and University officials.





4.3. Monitoring of HEIs

Although the number of HEIs being accredited has been increasing, the monitoring mechanism under the EQAAC is yet to be systematic to make it a regular activity. HEIs are accredited based on the UGC decision which compels for annual monitoring. EQAAC Secretariat has started practicing monitoring activities of the accredited institution. In 2022/23 following monitoring activity were held:

- This year 49 accredited institutions were sent an email to submit their Annual Academic Audit Report in a specific format prepared by the EQAAC Secretariat. Out of which 26 accredited institutions have submitted their Annual Academic Audit Report 2022/23 which shall be desk monitored from the EQAAC Secretariat in fiscal year 2023/24.
- During 2022/23, six of the accredited institutions were field monitored through an integrated monitoring held by UGC Monitoring Division. In the run, one official from EQAAC Secretariat visited three accredited institutions. The accredited institutions were monitored in following criteria's; Academic Aspects, Physical Aspects, Financial Management, Procurement, Governance and Sustainability Aspects, Environment and Social Management Screening, Feeder Analysis and Human Resource Management. The list of HEIs monitored and the team members involved are listed in Annex 10.

Glimpse of Integrated Monitoring Visits





4.4. Stakeholders Perspective on QAA

i. The EQAAC Secretariat collected a reflection from few accredited institutions and research sector regarding the impact of Accreditation. The Secretariat received responses as:

- *As a Constituent Campus, Pokhara Nursing Campus got the privilege for Quality Assurance Accreditation (QAA) by University Grants Commission of Nepal, on 11th September 2022. It is a great honor and matter of pride for our institution to be certified as such prestigious award. During the process, the institution got the opportunity to do self-assessment of current status of the institution through which the strength and insufficiency were clearly explored and identified. Furthermore, it has provided the moment for self-realization for improvement of the institution's performance in order to make it more competitive and sustainable leading to pioneer higher education institution of the country. The process has made every task easier, well managed and systematized in the institution. It is because of the QAA certification, the institution has been able to develop good governance, proper recording and reporting system of the institution, as a result of which our institution have been able to receive appreciation and positive feedbacks from Central Office, Tribhuvan University, Medical Education Commission during supervision and monitoring.*

Associate. Prof. Sharada Sharma, Pokhara Nursing Campus (Constituent Institution)

- *The remarkable journey of Hetauda School of Management and Social Sciences (HSMS) towards achieving the coveted Quality Assurance and Accreditation (QAA) certification from the University Grant Commission of Nepal is a testament to our institution's unyielding commitment to academic excellence. Each draft was a testament*



to our collective resolve to meet and exceed the standards set forth by the accrediting body. The apex of our endeavor arrived with the visit and commendation of the Peer Review Team. Their insightful evaluation underscored not only our achievements, but also illuminated areas for further growth. Through this process, we gleaned invaluable insights and identified key areas of improvement. The subsequent period has been marked by a profound organizational transformation. The feedback from the Peer Review Team has been instrumental in our journey of growth and refinement. This involvement in the QAA process has been a crucible for learning, challenging, and ultimately, bettering ourselves and our institution. As we stand on the cusp of the future, we recognize there is still a long road ahead. Currently, we're in the process of defining key performance indicators and establishing a robust monitoring mechanism within the college. This journey, while long, has been profoundly rewarding, not only in terms of attaining certification but, more importantly, in the deep-seated organizational learning and growth it has stimulated.

Mr. Puran Joshi, Hetauda School of Management and Social Sciences (Private Institution)

- *Madhyabindu Multiple Campus, established in 2006, is located at Nawalparasi (East), Kawasoti. The institution was accredited in 2016 (re-accredited in 2022) from University Grants Commission, Nepal. Although the process of Accreditation was delayed, the campus has been regularly updated and systematized. As a Higher Education Institution (HEI), the campus has gained its popularity among the stakeholders, which is the great achievement of this campus after being accredited. The students are benefited by getting quality education at minimum cost in the locality, while teachers have to focus on research and skill development.*

Prof. Bishnu Prasad Lamsal, Ph.D., Madhyabindu Multiple Campus (Community Institution)

- *Thank you for your support in helping us gather the necessary education data for our flagship, Nepal Competitiveness Index Analysis for the year 2022. The corresponding document is available on the NIPoRe website.*

Mr. Jay Jung Mahat, Nepal Institute for Policy Research



UGC Acknowledged in NIPoRe Competitiveness Index Report

Acknowledgement

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ii. Increasing Priority for Program Extension

On 7th May, 2023 Tribhuvan University rolled out a notice to extend new academic programs only to the accredited institutions. This notice has embarked on the importance of quality certification of the HEIs. After this notice many academic institutions have reached out to the EQAAC Secretariat for the participation in QAA process. The number of HEIs participation through the submission of LOI has increased.



त्रिभुवन विश्वविद्यालय
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सूचना तथा जनसम्पर्क महाशाखा

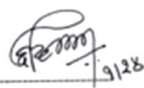
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मिति: २०८०/०९/२४

सूचना

त्रिवि कार्यकारी परिषद्बाट निर्णय भई शिक्षण संस्थाको गुणस्तर मापनको मुख्य आधार मानिएको गुणस्तर सुनिश्चितता तथा प्रत्यायन (QAA) प्राप्त गरेका र हालसम्म QAA समयावधिभित्र रहेका त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त क्याम्पसहरूमा केही शैक्षिक कार्यक्रमहरू थप गर्न निवेदन माग गर्ने स्वीकृति दिने निर्णय भए बमोजिम सम्बन्धित डीन कार्यालयले तोकेका मापदण्ड भित्र रही २०८० वैशाख मसान्तसम्म निवेदन दिन सकिने व्यवस्था बारे सार्वजनिक सूचना प्रकाशित गरिएकोमा सम्बन्धन प्राप्त क्याम्पसहरूका विभिन्न सङ्गठनहरूबाट शैक्षिक कार्यक्रम थप गर्न आवेदन दिन सकिने/योग्यता मापदण्डमा पुनरविचार गरी दिन अनुरोध भइ आएको हुँदा सो सम्बन्धमा के कस्तो योग्यता मापदण्ड तोक्न उपयुक्त हुन्छ भन्ने अध्ययन गरी राय सुझाव पेश गर्न समिति गठन गरी, समितिको राय सुझाव प्राप्त भएपछि मात्र प्रकृया अगाडि बढाउने गरी हाललाई उक्त आवेदन दिने प्रकृया स्थगन गर्ने त्रिवि कार्यकारी परिषद्को मिति २०८०/०९/२२ को निर्णय नं. २०९५ बाट निर्णय भएको हुँदा सम्बन्धित सबैको जानकारीका लागि यो सूचना प्रकाशित गरिएको छ ।


 योगेन्द्रप्रसाद दाहाल
 प्रमुख

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Source: www.tu.edu.np

To summarize, EQAAC Secretariat held various doings for the participating HEI's, Peer Review Team, Technical Committee, Council, QAA Directive Review Committee, QE review throughout the fiscal year 2022/23. All the activities held were in support to the QAA process. This year engagements were mostly focused on conducting workshops for participating HEIs, QAA award, monitoring HEIs, Quality Enhancement selection and strengthening quality tasks. EQAACs targets to implement the new framework of QAA process in the upcoming fiscal period perform Quality Enhancement in other 10 institutions and upsurge monitoring activities of the accredited institution for quality enrichment.

CHAPTER III

OVERALL ANALYSIS OF THE PROGRESS IN QAA PROCESS

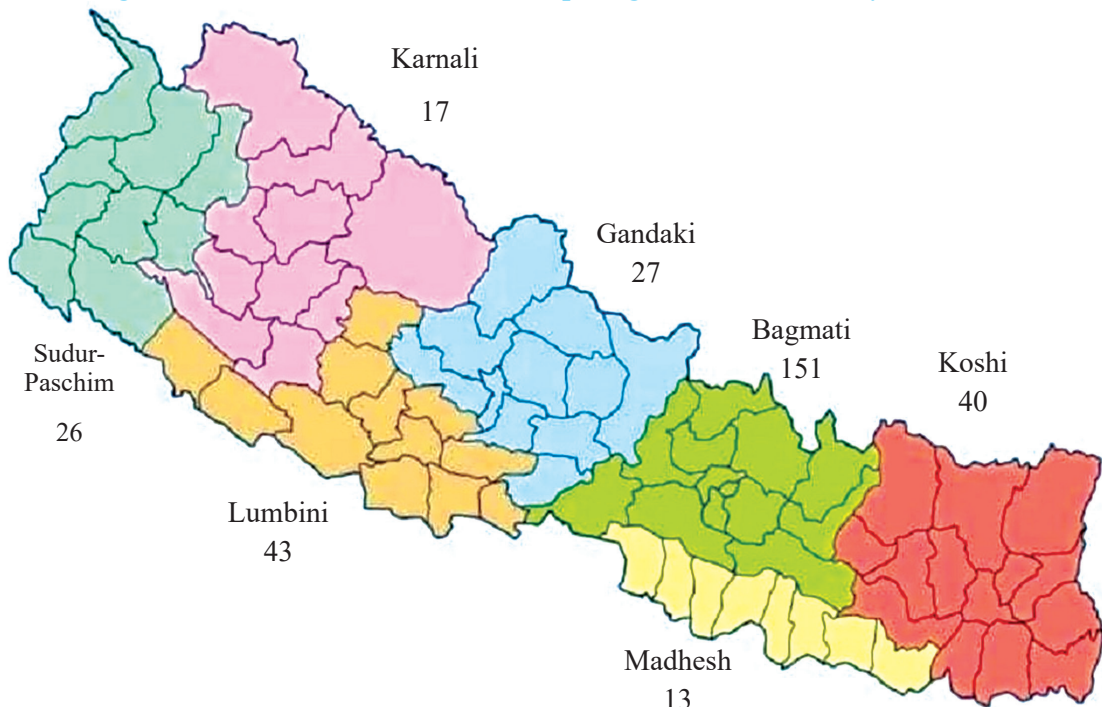
1. Trends of Progress in Accreditation

The QAA system in Nepal is gradually growing with an increasing number of participating HEIs, adjustment in national policies, budget, widening its acceptability, and breeding consensus among the stakeholders. It has been accepted that the QAA system is the way towards HEIs educational reform. The progress measured is not only limited in numbers, but also the maturity the system has attained through policy reform and enrichment.

This chapter presents the cumulative progress of the QAA system of Nepal.

1.1. Distribution of HEIs in QAA process by Province

Figure 2: Distribution of HEIs Participating in QAA Process by Provinces



UGC EMIS report (2020/21) reveals that there are a total of 1440 HEIs in the country. As per the record retrieved from the Ministry of Education, Science and Technology (MoEST), indicate additional 56 HEIs run under the affiliation of foreign universities, making it a grand total of 1496. The HEIs affiliated to foreign university are not exempted from the process of QAA as per the

National Education Policy – 2019. Therefore, these HEIs are also under the jurisdiction of the QAA system of the country. On the other hand, the actual number of HEIs participating in QAA process is 317 after delisting 121 HEIs in 2021/22.

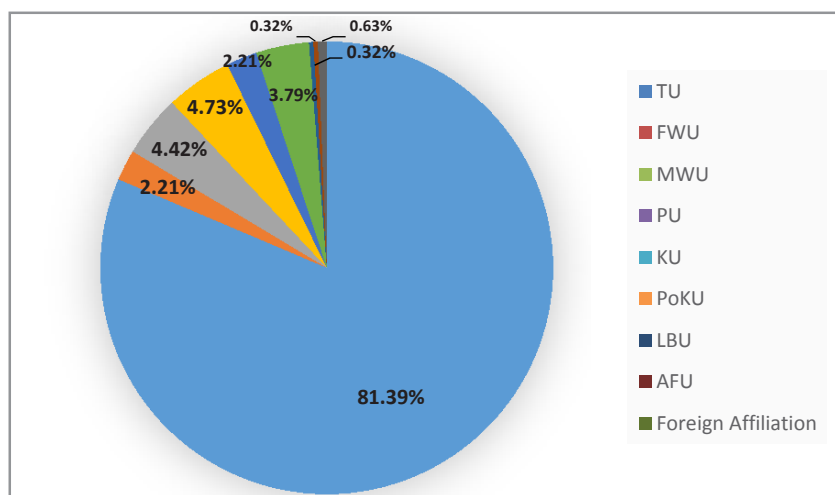
Looking at the provincial distribution of the HEIs, Bagmati province dominates the number as the province with a total of 151 HEIs, followed by Lumbini and respectively others. Subsequently, the number of HEIs participating in QAA process province-wise is listed in the Table 10.

Table 10: Analysis of HEI's Participation in QAA Process

Province wise status of QAA Participation						
Province	LOI Approved	SSR Approved	PRT Formed	Pre-visit Completed	PRT/ Cycle Completed	Accreditation
Koshi Province	40	22	22	17	11	10
Madesh Province	13	6	6	6	4	4
Bagmati Province	151	76	75	64	40	34
Gandaki Province	27	23	23	23	18	15
Lumbini Province	43	19	19	18	14	11
Karnali Province	17	2	2	2	2	1
Sudurpaschim Province	26	14	13	12	9	7
Total Individual HEIs	317	162	160	142	98	82
Total HEIs	10 HEIs were re-accredited as listed in Table 15 Explanation					92

1.2. Distribution of HEIs in QAA Process by Universities

Figure 3: Share of HEIs Participating in QAA by Universities





It is a well-known fact that most of the HEIs in Nepal are run under the affiliating universities. Out of the 1440 HEIs those are affiliating to universities in Nepal, TU unilaterally holds the majority i.e., 79.78% (1144 HEIs). Likewise, Purvanchal University has 118 affiliations, Pokhara University has 67, and Kathmandu University has 24 affiliations. The other universities hold 80 remaining affiliations (as per EMIS 2020/21). The following Table 11 presents the distribution of HEIs participating in QAA by university and the governing structure:

Table 11: Distribution of HEIs Participating in the QAA Process by Types of governance and Affiliating University

University	Constituent	Central Department	School/Central Campus	Community	Trust	Private	Total
TU	47	23	2	136	0	49	258
FWU	6	0	1	0	0	0	7
MWU	13	0	1	0	0	1	14
PU	2	0	0	3	0	10	15
KU	0	0	6	0	1	0	7
PoKU	0	0	3	0	0	9	12
LBU	0	0	1	0	0	0	1
AFU	0	0	0	0	0	0	1
Foreign Affiliation	0	0	0	0	0	2	2
Total Individual HEIs	68	23	14	139	1	71	317

As evident in the Table 11; HEIs those affiliated to TU have domination in terms of QAA participation. In various stages of the QAA process, the number of TU affiliated HEIs have made a remarkable presence. The following Table 12 shows the HEIs by their affiliation and stages in the QAA process.

Table 12: Distribution of HEIs by Stage in QAA and Affiliation to University

University	STAGES					
	LOI	SSR Approved	PRT Formation	Pre-Visit	PRT Completed	Accredited
TU	258	136	135	122	84	72
FWU	7	5	4	3	1	1
MWU	14	4	4	3	2	0
PU	15	5	5	3	4	2
KU	7	6	6	5	2	4



University	STAGES					
	LOI	SSR Approved	PRT Formation	Pre-Visit	PRT Completed	Accredited
PoKU	12	5	5	5	4	2
LBU	1	0	0	0	0	0
AFU	1	0	0	0	0	0
Foreign Affiliation	2	1	1	1	1	1
Total Individual HEIs	317	162	160	142	98	82
Total HEIs	10 HEIs were re-accredited as listed in Table 15 Explanation					92

As illustrated in the Table 12, out of the total QAA participants, 258 HEIs are affiliated to TU, which is about 81.3%. of the total participation followed by PU, having a total of 15 affiliated HEIs participating in the QAA process. Likewise, MWU is in the third position with 14 participating HEIs. PoKU share the fourth position having 12 participating HEIs.

Table 13: Share of HEIs in Various Stages of QAA Process by their Nature of Governance

Stages	Nature					
	Constituent	Central Department	School/Central Campus	Community	Trust	Private
LOI	68	23	14	139	1	71
SSR Approved	32	11	10	87	1	21
Pre-visit	26	8	9	81	1	17
PRT Completed	14	4	8	61	0	11
Accredited	10	4	5	54	0	9

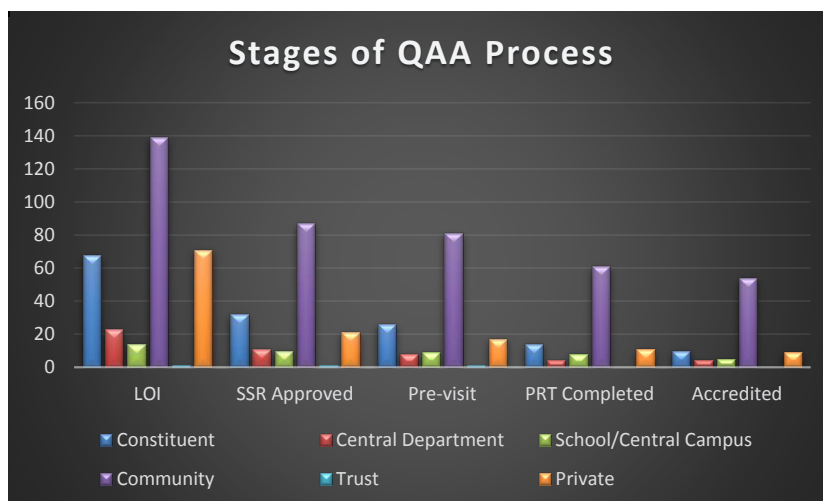
In the case of types of governance, HEIs operated under the community management are found to be relatively active as compared to the others in QAA participation. Distribution of HEIs by the governance type and their stages in the QAA process illustrates the HEIs under community management being dominant in number. A total of 139 community HEIs have submitted LoI to participate in QAA process, out of which 87 have already submitted the Self Study Report (SSR) followed by 81 pre-visit, 61 PRT completed, and 54 accredited. The 65% of accredited HEIs are itself from the community category.

In terms of participation of constituent campuses, 68 HEIs have entered the QAA process. Out of which, 32 have submitted SSR; pre-visit of 26 HEIs is been carried-out, followed by completion of 14 PRTs. Of those PRT completed, 10 HEIs have been accredited. The percent of accredited constituent campuses against the total number of HEIs is 8.2%. The number of Central Department/school/central campus of universities who have submitted the LOI to participate in the QAA process can be found in the Table 13.



In the case of private HEIs indicate that a total of 71 colleges have submitted LoI. Out of that, 21 SSR have been approved. Among the SSR accepted, pre- visit of 17 HEIs is completed, followed by completion of 11 PRTs, and accreditation of nine HEIs.

Figure 4: Distribution of HEIs in Various Stages of QAA Process



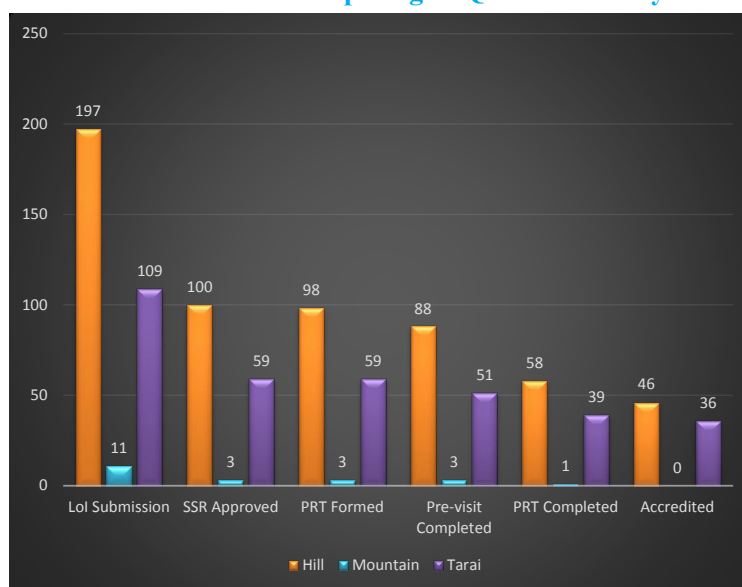
1.3. Ecological Distribution of HEIs in QAA Process

Most of the HEIs participating in the QAA process are from the Hilly region. A total of 197 HEIs from the Hilly region have submitted their LoI followed by Tarai, with the HEIs count of 109. The distribution of HEIs in the Mountain region itself is limited, which is also reflected in the participation in the QAA process as well. As of now only 11 HEIs from the region have participated in the process. None of the HEIs are accredited from the Mountain region while 46 HEIs from Hilly region and 36 from Tarai region have been accredited. The overall progress in the QAA is dominated by the HEIs located in the Hilly region in terms of number as illustrated Table 14.

Table 14: Distributions of HEIs Participating in QAA Process by Ecological Zone

Status Ecology	LoI Submission	SSR Approved	PRT Formed	Pre-visit Completed	PRT Completed	Accredited
Hill	197	100	98	88	58	46
Mountain	11	3	3	3	1	0
Tarai	109	59	59	51	39	36
Individual	317	162	160	142	98	82
Total HEIs	10 HEIs were re-accredited as listed in Table 15 Explanation					92

Figure 5: Distribution of HEIs Participating in QAA Process by Ecological Zone



1.4. Temporal Scenario of HEIs in QAA process

As stated earlier, the system of QAA was adopted in Nepal in 2007 with the grants support from the World Bank under SHEP 2007-2014. The following Table 15 presents the trends of HEIs' participation in QAA process over the years. This data also includes the delisted number of HEIs in 2021/22.

Table 15: Trend of Progression of HEIs in QAA Process Over the Years

Stages Year	LoI Submission	SSR Approved	PRT Formed	Pre-visit Completed	PRT Completed	Accredited
2009/10	12	1	1	1	1	0
2010/11	1	0	0	0	0	0
2011/12	25	3	3	1	0	1
2012/13	39	5	5	3	4	3
2013/14	23	3	3	3	3	1
2014/15	51	5	0	0	0	0
2015/16	87	3	9	7	2	3
2016/17	24	24	23	13	3	2
2017/18	43	18	15	20	13	9
2018/19	26	15	17	21	20	13
2019/20	27	30	20	17	7	17



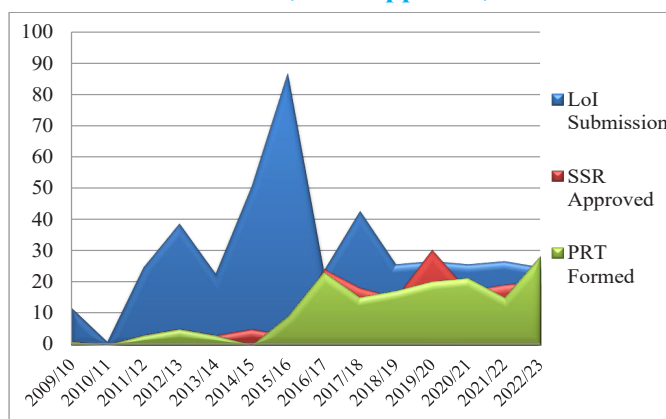
Stages Year	LoI Submission	SSR Approved	PRT Formed	Pre-visit Completed	PRT Completed	Accredited
2020/21	26	17	21	12	20	4
Sub-Total	384	124	117	98	73	53
HEIs Delisted in 2021/22	(119)					
2021/22	27	19	15	23	9	17
2022/23	25	20	28	21	16	12
Individual HEIs	317	162	160	142	98	82

Further Explanation:

Stages Year	Accredited (Including Reaccreditation)	Accredited (Individual HEIs)	Re-accredited HEIs
2008/09	0	0	0
2009/10	1	0	0
2010/11	0	0	0
2011/12	5	1	0
2012/13	4	2	0
2013/14	2	0	0
2014/15	0	0	0
2015/16	3	3	0
2016/17	2	1	0
2017/18	9	9	5
2018/19	13	13	1
2019/20	17	17	1
2020/21	4	4	0
2021/22	18	18	1
2022/23	14	14	2
Total	92	82	10

The figure 6 depicts the number of HEIs that have submitted the LOI to participate in the QAA process over the years. The trend of LOI submission appears to be fluctuating over time; however, the number of HEI in QAA process has maintained its increasing consistency over the years. This might be due to the University's decision to provide affiliation to new programs only to the HEIs who are an accredited institution. The UGC had published a public notice in newspaper in 2017 that notifies the HEIs to participate in QAA Process compulsorily within 5 years. Till the date, 317 HEIs have submitted LOI for participating in QAA Process after De-listing 119 colleges in 2021/22.

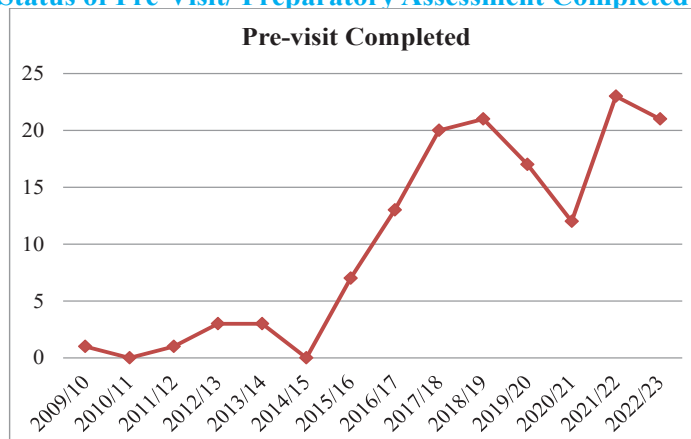
Figure 6: Trends in LOI Submission, SSR Approval, PRT Formation Completion



Among the HEIs who have expressed their intent to participate in the QAA, they start preparing the self-study report and submit to the EQAAC Secretariat for further assessment process. Only 162 SSRs have been accepted/ approved based on eligibility criteria, The EQAAC adopted formative / facilitative approach so that the SSR reports submitted by HEIs are reviewed and provided feedback. The number of SSR approvals has been increasing in recent fiscal years. This demonstrates that the institutions are being aware of SSR preparation, QAA Process, and the mechanisms that need to be developed and implemented for the institution's quality practices. In FY 2022/23 SSR of 20 HEIs were approved.

After the approval of the SSR submitted by the HEIs, Educational Quality Assurance and Accreditation Council (EQAAC) forms the Peer Review Team (PRT) comprised of a Coordinator, one member and a staff member on behalf of the EQAAC Secretariat. In previous fiscal year there were provisions for compulsory foreign expert member which were replaced by international expert (optional) as per the requirement and nature of HEIs. The EQAAC may add more members as per the necessity, however, for the HEIs offering the degrees require the approval of professional councils, additional members from professional councils. The trend of PRT formation shows the increasing trend. In aggregate, 160 PRT has been formed till date.

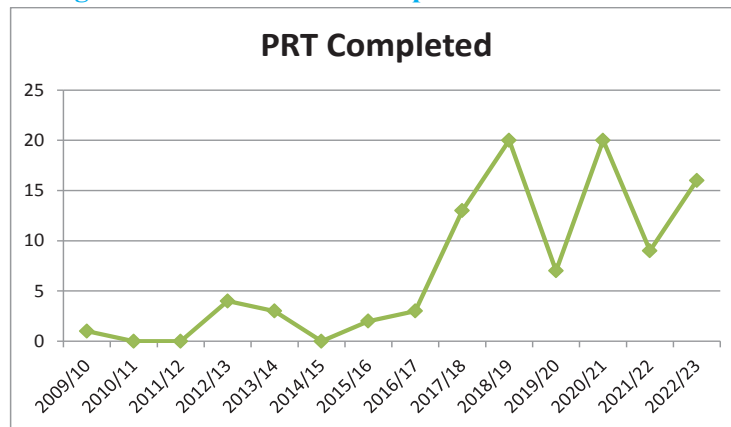
Figure 7: Status of Pre-Visit/ Preparatory Assessment Completed Over the Years





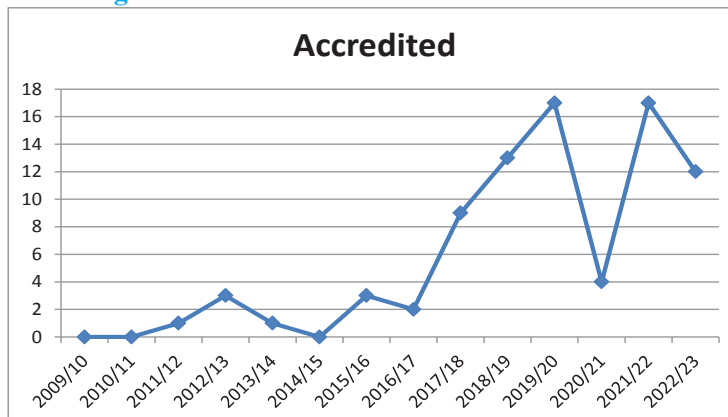
The figure 7 also demonstrates the number of pre-visits assessments completed from year 2009/10 to 2022/23. At a glance, the trend line reveals that, from year 2009/10 to 2014/15 there was a slow progress in preparatory assessment. However, afterwards, there is a rapid progress till 2018/19. The reason for the decline in pre-assessment in year 2019/20 and 2020/21 is due to the effect of the global pandemic. However, there has been an increase in preparatory visit in 2021/22. In total 21 preparatory assessments were successfully completed in 2022/23 which is slightly less in comparison to previous fiscal as this year more PRT visits were completed as illustrated in Figure 8.

Figure 8: Status of PRT Completed Over the Years



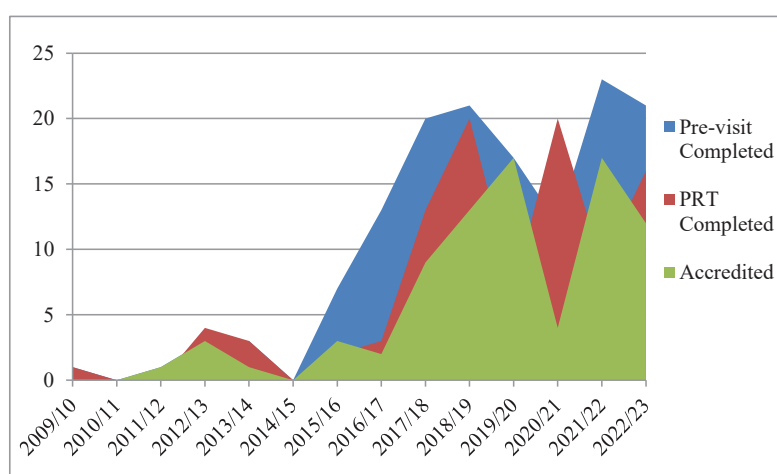
Given figure 8 illustrates the number of PRT assessments completed over the years from 2009/10 to 2022/23. The trend shows very few assessments to have been completed in initial times, as the concept of QAA was itself new for adoption. From FY 2017/18 the increasing trend in completion of PRT assessments is visible. However, FY 2019/20 shows the great plunge in the number of assessments of HEIs due to the COVID-19 pandemic. After the endorsement of EQAAC Protocol, 2020 to adopt virtual assessment at the time of pandemic, the number assessment increased to 20 in FY 2020/21. However, there has been decrease in PRT visit in 2021/22 as the number of preparatory visits in the previous year was affected by the pandemic and campuses were unable to submit the response report on time. In 2022/23 a greater response from HEIs were made which has led to completion of 16 PRTs.

Figure 9: Status of Accredited HEIs Over the Years



The UGC Board is the final decision-making authority on accreditation on the recommendation of the EQAAC. COVID-19 has adversely affected the assessment process for the Quality Assurance and Accreditation of the HEIs. Due to which the number of accreditations of HEIs in FY 2020/21 had notably decreased although it was at high rate in previous years. It was mostly due to the decision of EQAAC to conduct the activities virtually. Therefore, PRT completed institutions were accumulated for accreditation in 2021/22. There were 12 institutions who were awarded with accreditation in 2022/23. However, two of the institutions were re-accredited in 2022/23 which makes a total of 14 accreditation. By the end of the fiscal year 2022/23, 82 HEIs have been accredited so far and 10 institutions have been re-accredited.

Figure 10: Trends in Pre-visit, PRT Assessment Completion, and Accreditation



2. HEIs in Re-Accreditation Process

Accreditation Certificate awarded to the HEIs is valid for the period of five years, with the provision of additional annual review/assessment and monitoring and satisfactory progress made by the accredited HEIs. After the completion of the first cycle of accreditation, HEIs will have to apply for the re-accreditation and go through a fresh QAA Process again after five years. In this process, 10 HEIs have been re-accredited while other nine other HEIs are in the process for re-accreditation. Among the 10 HEIs which are re-accredited all of them were accredited while in the status of the community campuses. However, two of the HEIs; Kailali Multiple Campus and Tikapur Multiple Campus have now taken the status of constituent campus with the shift of affiliation from TU to FWU. The following Table 16 shows the status of re-accredited HEIs. Similarly, 17 HEIs have entered the re-accreditation process of which 10 of them include community campuses, four from Schools/Department and three as Constituent campus. The table has been enlisted in Annex 12 which shows the status of HEIs in re-accreditation process.

**Table 16: List of Re-accredited HEIs**

S.N.	Name of HEI	Address
1.	Balkumari College	Bharatpur, Chitwan
2.	Damak Multiple Campus	Damak, Jhapa
3.	Lumbini Banijya Campus	Butwal, Rupandehi
4.	Kailali Multiple Campus	Dhangadhi, Kailali
5.	Makwanpur Multiple Campus	Hetauda, Makwanpur
6.	Janapriya Multiple Campus	Pokhara, Kaski
7.	Tikapur Multiple Campus	Tikapur, Kailali
8.	Shaheed Smriti Multiple Campus	Ratnagar, Chitwan
9.	Madhyabindu Multiple Campus	Kawaswoti, Nawalparasi
10.	Aadikavi Bhanubhakta Campus	Damauli, Tanahun



CHAPTER IV

ACCELERATIVE EVOLVEMENT

1. Annual Plan

The awareness and necessity for accreditation among the HEIs in Nepal to proceed through the QAA has not only enlightened the system, but has also added work volume in the system. Eventually, this has brought diverse challenges to the accrediting institution to ensure the credible, accountable and transparent assessment and smoothing the QAA system. Broadening the understanding on intensity of the quality indicators, ensuring the higher education reform process and standardizing HEIs to fit in and compete to the global landscape of higher education, are the current considerations of Nepali QAA system. In a context, where hundreds of HEIs are facing challenge for sustenance, especially because of limited resources, out migration of students for higher studies, having less qualified teaching faculties, unhealthy competition among the HEIs, old fashioned academic programs, fluctuating enrollment trends, high drop – out rates, poor pass percent, limited placement of graduates, the process of QAA has become new avenue to address those challenges. The system of QAA has provided technical support to the participating HEIs for the institutional and academic reforms.

In this realm, the UGC Nepal, the parent organization of the EQAAC, has felt the need for systemic reform in QAA as well. In response to this, a comprehensive 10-years strategic plan for ‘Quality Assurance and Accreditation of Higher Education Institutions (2020 – 2030) has been prepared. As such, it has proposed the following activities for fiscal 2080/2081.

Table 17: Plan of Actions for FY 2080/81

Particulars	Unit	Annual Target
Workshop/ Orientation/ Sensitization		
Workshop on SSR preparation and QAA Process for the LOI accepted HEIs (2-day workshop/ 2 events).	Event	2
Orientation on QE to the accredited HEIs (2 days event)	Event	2
Orientation on the QAA process to the eligible HEIs (Collaboration with universities) 5 events / 2 days per event	Event	5
QAA Refresher to Expert	Event	2
Quality Assurance and Accreditation		
Rapid technical Review of SSR submitted by HEIs		50
Technical Committee Meeting (as required/ twice a month), Meeting allowance and refreshment/meal support staff		20
Pre-Assessment		40



Particulars	Unit	Annual Target
Portfolio Meeting		70
Final PRT Assessment		30
Follow-up visit		10
Accreditation	HEIs	25
Monitoring of progress of Accredited HEIs		10
EQAAC Meetings		18
QAA Award Ceremony		8
Quality Enhancement		
Application Call	Time	1
Submission of Application and Documents		
Review Committee Formation		1
Review the application		1
Grants Award		10
University Accreditation		
Acceptance of LOI		2
Publication		
Annual report Preparation and Publication		300

2. Re-visiting QAA Benchmarks, Standards and Indicators

To meet the changing dimensions and demands of contemporary higher education, the EQAAC felt the need of revising the existing Education Higher Quality Assurance and Accreditation Directive 2017. To accomplish this task, a five-member working committee was formed, led by the EQAAC Chairperson as listed in Annex 9. The new Directives is anticipated to bring a refined focus on providing a roadmap for further progress in the Quality Assurance and Accreditation (QAA) system of Nepal. The committee was given one month time to complete the task which it accomplished within deadline. The working committee submitted the draft of directives to UGC on 2nd July, 2023. Once approved from UGC Board, new directives will come into execution.

3. The NEHEP

University Grants Commission (UGC) Nepal is implementing a program named: The Nurturing Excellence in Higher Education Program (NEHEP) 2021-2026, in financial support of the World Bank. The objective of the NEHEP is to strengthen labor market relevance and quality of higher education, boost collaborative research and innovation, and enhance equitable access for underprivileged and disaster affected groups. The Program strategically intervenes in four results areas (RA): RA-1: Improved Labor-market relevance, Entrepreneurship, and Collaborative Research; RA-2: Strengthening Governance and Financing of Higher Education for Quality Enhancement; RA-3: Widening Access to Quality Higher Education for Disadvantaged Students; and RA-4: Extending Digitalization of Higher Education. The program has six Disbursement Linked Indicators (DLIs) and 17 Disbursement Linked Results (DLRs).



Among the four result areas, RA - 2, i.e., Strengthening Governance and Financing of Higher Education for Quality Enhancement has three sub-areas. Of them, one (2.1) is *Sub-RA 2.1 - Strengthen Autonomy, Quality Assurance, and Accreditation (QAA) and Quality Enhancement (QE)*, which has three areas of intervention. The first area of intervention is: Support for the expansion of QAA and promote QE activities: The provisions under this category will help in expanding the existing QAA program nationwide with an emphasis on QE activities. The accreditation of universities will also be initiated during the program period.

i. Universities Accreditation

The UGC has prepared a Guideline for universities Accreditation. Universities completing the peer review for the Quality Assurance and Accreditation will be supported with the UGC grant funding of NPR 26,000,000.00 per university to the universities with multidisciplinary program up to three, and NPR 20,000,000.00 per university to other universities up to two. The first tranche will be release upon approval of the university Self Study Report and final tranche upon completion of the Peer review. All the implementation steps for HEIs accreditation will also be applicable for universities accreditation. In fiscal year 2022/23, based on the guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022, officials from ten Universities and four Health Academies were invited to UGC for an orientation session on 25th January, 2023. The benchmarks applicable for the University and Health Academies include;

Figure 11: Benchmarks of University Accreditation

Criteria, Weightage and Number of indicators for University Accreditation

SN	Criteria	Weight (%)	N0. of Indicators	F.M.	Remarks
1	Governance and Leadership	25	24	25	<ul style="list-style-type: none"> 66% average total 60% in each criteria All constituent and affiliates meeting eligible criteria are accredited Strategic plan to bring all entities within the system in a defined period (within 5 years).
2	Curriculum Management	20	17	20	
3	Research, Knowledge Generation and Extension / Outreach	20	17	20	
4	Physical Resources	15	15	15	
5	Student Support Services and Wellbeing (Student Welfare)	10	9	10	
6	Human Resource	10	8	10	
	Total	100	90	100	

Note: Universities offering technical/professional disciplines should also score in cluster-specific indicators (+50)

Based on the orientation given, four Universities and two Academies have sent the Secretariat the status of their affiliated institutions. In order to be eligible for the university accreditations process the affiliates HEIs of the universities should have an accepted LOI, at least.



ii. HEIs Accreditation

NEHEP has set annual targets for quality accreditation of the HEIs to be accomplished within the project period as per the DLI 3 mentioned in Table 18.

Table 18: Performance Indicators with Annual Targets

Indicator Name	DLI	Year I	Year II	Year III	Year IV	Year V
Number of HEIs/ Programs Accredited / completed peer review for quality assurance and accreditation (QAA)	DLI 3 Related	53	40	40	30	57

iii. Quality Enhancement

The UGC has developed a framework for the quality enhancement of accredited HEIs. The successful HEIs are funded for their performance through the NEHEP. The minimum eligibility criteria to participate in the QE grant is that the HEIs must have completed at least one year from the time of accreditation and the accreditation period must be valid, i.e., not crossed five years from the time of last accreditation. The UGC sets four criteria and 21 indicators to assess the performance of accredited HEIs. The details of the criteria and indicators are presented in Annex 7.

Based on the framework of quality enhancement of HEIs; the following steps and procedures are required to assess the QE applications.

Table 19: Implementation Steps for Quality Enhancement

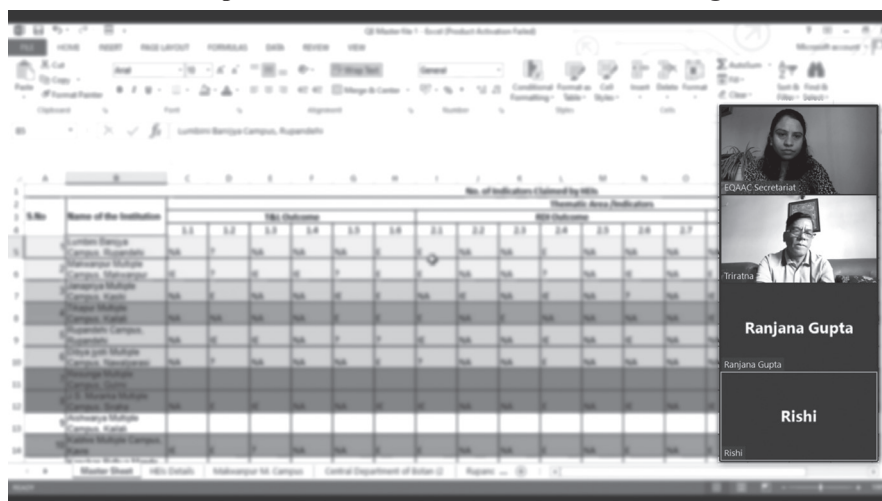
Core Activities	Description
i. Sensitization	i. UGC conducts sensitization program for Universities/HEIs
ii. Application Call	ii. UGC calls the application for QE grants from accredited HEIs once in a year.
iii. Submission of Application and Documents	iii. Eligible HEIs submit application to UGC along with necessary documents within stipulated time.
iv. Screening, review, assessment, and selection	iv. Screening and review by UGC QAA Division, and assessment, preparation of merit list and selection decision by EQAAC.
v. Grants Award	v. Designated Division/unit of UGC
vi. Monitoring & Evaluation	vi. UGC will conduct monitoring & evaluation on the basis of output, outcome and impact of the QE activities implemented by concerned HEIs. The findings will be shared with the concerned entities and HEIs for further actions.

A five member QE evaluation committee was formed to screen, review, and assess the QE application. Before the application was called, a QE sensitization program was organized, in which, the HEIs, who were



eligible to participate in QE support, i.e., those HEIs, who have completed one year of the accreditation/re-accreditation, were invited to participate in the sensitization program. In the sensitization program, they were given information regarding the quality enhancement of HEIs, the implementation steps for quality enhancement, and funding support available from UGC.

Snapshot of QE Evaluation Committee Meeting



After the call for application for QE support, the eligible HEIs sent their applications and supporting documents to the EQAAC Secretariat. This year 26 HEIs applications were received in the Secretariat, the QE evaluation committee started its task formally. In this process, the committee followed following process and steps:

- The Committee initially developed the Quality Enhancement Verification Protocol in accordance with the Verification protocol outlined in the NEHEP Operational Manual. Subsequently, a review was conducted following the guidance provided by the protocol.
- Screening and review of applications and respective documents were conducted.
- Review was done on the basis of four criteria and 21 indicators of Quality Enhancement. The criteria include Teaching and learning outcomes; Research, Development, and Innovation; Governance; and Innovative Practices for QE. The details of the criteria and corresponding indicators are presented in Annex 7.
- The committee reviewed the reports and documents with needful verification/confirmation, of all the HEIs applied for the QE grant.
- After a thoroughly review of the documents, the HEIs were asked to clarify the confusion or on the issues raised by the committee in relation to their application.
- To avoid the additional cost and time that may cause by field visits, the committee decided to conduct an online interaction with the applicant HEIs. The HEIs were asked to clarify the concerns the committee had during the assessment of applications and review and verification of documents. As the HEIs clarify the concerns raised, the committee asked them to supply



additional documents as per the clarification they have given additional time for the same, at the time of interaction.

- When the additional documents were received, the committee reviewed them, and first prepared a merit list, followed by the list of HEIs who were successful based on the provision made in the NEHEP Operation Manual, i.e., successful at least in two indicators in three criteria, altogether minimum of six indicators.
- Finally, the committee forwarded the satisfactory report to the EQAAC / UGC for further review, selection, and approval of HEIs for QE grant release.

Based on the recommendation of QE Review Committee, the EQAAC took decision to award 20 HEIs the grant support on 4th May, 2023 in following indicators as listed in Annex 7.

4. International Networking of EQAAC

EQAAC is a full member agency of International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and Asia Pacific Quality Network (APQN). Likewise, EQAAC has renewed formal ties with National Assessment and Accreditation Council (NAAC), India. Further, EQAAC shall put effort to establish bilateral and multinational relation amongst the higher educational quality network.

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ANNEXES

Annex 1

Eligibility Criteria for Letter of Intent (LOI) Acceptance for HEIs

HEIs should have submitted the registry form to be registered in the National Registry of the Higher Education Service Provider. The Institutional Details - Name of the HEIs must be Consistent with the Name registered at National Registry of Higher Education Provider, Affiliation, and Office of the Company Registrar or any other places, where the Institution is recognized as a legal entity. The number of students required to be eligible is as given in the table below:

Student Size-related Eligibility Criteria

Remoteness Category	Description	Minimum Student number required to be eligible	Remarks
A	Remote Rural / Municipality (Remote - 'Ka')	150	The list of the Local Government Units by the Remoteness / level of Accessibility, as per the Ministry of Federal Affairs and General Administration (MOFAGA).
B	Rural / Municipality (Moderately Accessible - 'Kha')	200	
C	Rural/Municipalities (Accessible - 'Ga')		Added provision as per the decision of EQAAC meeting held on 2079/05/26
	More than three academic programs being run	300	
	At most three Academic programs being run (HEIs needs to fulfill atleast 300 student's enrollment before the accreditation)	200	
D	Metropolitan and Sub-Metropolitan / Cities (Well-Accessible - 'Gha')		
	More than three academic programs being run	400	
	At most three Academic programs being run (HEIs needs to fulfill atleast 300 student's enrollment before the accreditation)	250	



Exceptions: Minimum number of students in the institution described above shall not be applicable to the HEIs offering research degrees such as MPhil and PhD; are Central Departments, Central Schools, or Central Campuses of Universities / Academy, and the HEIs who are offering quota-based programs. Nevertheless, such institutions should have fulfilled at least 80% of the total enrollment capacity / or the approved quota in each program. HEIs having both quota-based programs and general programs must have the students number defined above.

1. The HEI must follow the non-conformity of multiple affiliations within the same premises (abiding by the rules and regulations of respective affiliating university) and must not be within the politico-administrative jurisdiction of same local authority (rural/ municipality).
2. HEI shall not have academic programs from different universities and the programs of school education such as grade 11 or 12, as well as vocational programs of CTEVT. In case if the HEI has its feeder school or extension for vocational programs, their institutional management team (such as CMC/BOD), full-time faculties and staff, Account and Financial management, examination system, EMIS, and library as well as other related administrative records must have been clearly separated from higher education.
3. HEIs must have at least 60% full time qualified faculty members against the total number of faculties, and have taken over 75% of course / research supervision load by full-time faculties.
4. Executive Head, Head of the Academic Departments (HoDs), Program Coordinators and the Coordinator of the Internal Quality Assurance Cell / Committee (IQAC) must be the full-time appointees.
5. HEIs must have been established at least five years before the date of LOI submission and should have produced at least one batch of graduates.
6. Internal Quality Assurance Cell / Committee (IQAC) must have been formed and its comprehensive working guidelines should have been developed and approved by governing body of the HEI in accordance to the IQAC Directives – 2077 endorsed by the UGC Nepal (available at for reference: <https://ugcnepal.edu.np/uploads/webuploadsfiles/IQAC%20Directives%202020.PDF>).
7. At least 5% of the total operating budget of the institution offering graduate programs shall be allocated for the promotion and sustenance of research culture within the institution. For the HEIs offering only undergraduate programs, this research budget shall be at least 3% of the total operating budget of the institution. It is the responsibility of the HEI to ensure that the research budget is spent for research promotion (funding the research project of faculties – above 60% of research budget, up to 15% for research methodology workshop/seminars, research publications; up to 15% research supervision, mentoring, evaluation, best-research publication recognition/award;



- and up to 10% for research administration – meeting logistics and refreshments). No transfer of research budget for other purpose is permitted.
8. The HEI should meet the minimum criteria stated by the professional councils (applicable to HEIs offering professional courses), and shall have been authorized / accredited by Medical Education Commission – Standards and Accreditation Committee, in case of the HEIs offering the programs of Health and Allied Sciences
 9. Education Management Information System (EMIS) Unit shall have been formed and its guidelines / Terms of Reference (ToR) shall have been defined / endorsed by governing authority of the institution.
 10. Institutions running on leased properties must have a plan for institutional sustainability and continuity, including their own infrastructural development plan and commitment to implement the plan within next five years.
 11. The lease period must be longer than 10 years, with the provision of at least one-year's pre-notification, in case either party intends to end the contract, to the other party. The institution must have allocated at least 10% of its total budget for the academic and institutional development (mostly applicable to private institutions).

Annex 2

List of Documents to be submitted by HEIs with LOI form

DOCUMENTS (SELF – ASSERTED) REQUIRED TO BE SUBMITTED FOR LOI ACCEPTANCE

1. Cover letter of an applicant institution.
2. Decision of Governing Body regarding to participate in QAA process
3. Document regarding to the Registration - Registered in the National Registry of Higher Education Provided - UGC*), Registered as per other areas, as applicable - Social Welfare Council, Office of the Company Registrar, Ministry of Education, Science and Technology, the evidence of establishment (Campus Statute/ Regulation/Act).
4. Decision of Governing Body on formation of IQAC, EMIS, and approval / endorsement of respective operational guidelines.
5. Letter of affiliations from respective university together with the Evidences of regular renewal of academic programs from the affiliating university
6. Appointment/ Nomination letters of all the full time faculties and their JD/ToR.
7. Actual student enrollment record of last two academic years.



8. Annual Operating budget, with clear separation of research budget (5%) and institutional development budget (10%) if the institution is in leased property.
9. Strategic Plan (at least for the next 5 years).
10. Financial Audit Report of last three fiscal years.
11. Annual report of the last year of the campus.
12. Letter of recognition / list of approved programs from the respective professional council (applicable to the HEIs having professional programs) / and or from Medical Education Commission, in case HEI is offering programs of Health and Allied Sciences.
13. Organizational structure (organogram) of the institution, including of IQAC.
14. Official Declaration of CMC/BOD on non-existence of school-level programs, and programs under affiliation of different universities.
15. Copy of latest Accreditation Certificate, if accredited once.
16. Institutional Documents of showing VMGO of the institution
17. MOUs with International Academic Institutions, if any, (if claimed in the form above).
18. Awards / Certificate of recognition by Quality Assessing Agency, if any (if claimed in the form above).

Annex 3

Eligibility Criteria for Universities and Similar Entities to submit LOI

1. The university accreditation is applicable to the universities (conventional and technical) including, Open Universities, Specialized Academies (Health Science Academies, technical/Poly-technical universities)
2. The university or equivalent academic institution (autonomous degree awarding) shall have been established as an autonomous institution under the specific Act endorsed by the Government of Nepal.
3. The University shall submit its institutional profile to the UGC and registered in the National Registry of Higher Education Provider and have obtained a unique code of National Higher Education Provider (NHEP) Number.
4. The university, if it has affiliated other higher education institutions, or has its central / constituent campus(s) /school(s) as a separate higher education institution, all the constituent entities and affiliates has submitted LOIs and got their approval, the university shall be allowed to submit LOI. In such way, university shall be brought



parallel to HEIs - HEIs complete each stage (LOI Acceptance, SSR Approval; Peer Review Assessment, and Accreditation) at first, followed by the university.

5. The university shall constitute an Internal Quality Assurance Policies and Guidelines to practice the system and ensure the internal quality and practice for quality enhancement. There shall be a Secretariat at the university for IQA System to implement the internal quality assurance process, which shall be governed by an IQA Committee, duly approved by the Governing Board / Senate of the University. The Secretariat shall be headed by an IQAC Rector/Dean/Director who shall be the Lesion Officer for the purpose of external accreditation and practicing the internal assessment to ensure quality within the university (centers schools, campuses, departments, research centers, laboratories, industries, constituent campuses, and affiliate, both community and private, campuses).
6. IQAC shall have its Policy/ operational guideline, meeting minimum requirement of the IQAC Directives,2077(<https://ugcnepal.edu.np/uploads/webuploadsfiles/IQAC%20Directives%202020.PDF>) of the UGC Nepal).
7. The university shall have been established at least a decade earlier, have offered academic programs, and have conferred the degrees to its graduates.
8. The university should meet the minimum criteria stated by the professional councils (if university offers professional courses), and shall have been authorized / accredited by Medical Education Commission – Standards and Accreditation Committee, in case of the HEIs offering the programs of Health and Allied Sciences
9. Education Management Information System (EMIS) Unit shall have been formed and its guidelines / Terms of Reference (ToR) shall have been defined / endorsed by governing authority / Executive Committee of the university.
10. Universities, whether private, public, community, or a trust-managed, shall have majority (60% or above) of their lands and infrastructure related properties under the institution's ownership. No major share of such properties under lease shall be permitted.



Annex 4

List of Documents to be submitted by Universities and Similar Entities with LOI Form

Documents (self –Asserted) required to be submitted for LOI acceptance

1. Cover letter of an applicant institution.
2. Filled LOI Form
3. University Act / evidences of date of establishment and respective legal document
4. Decision of Governing Body / Executive Council regarding to participate in QAA process
5. Document regarding to the Registration - Registered in the National Registry of Higher Education Provided - UGC*), Registered as per other areas, as applicable - Social Welfare Council, Office of the Company Registrar, Ministry of Education, Science and Technology, the evidence of establishment (Campus Statute/ Regulation/Act).
6. Decision of Governing Body / Executive Council on formation of IQAC, EMIS, and approval / endorsement of respective operational guidelines.
7. Institutional Documents of showing VMGO of the university
8. The IQAC Directives of the University
9. List of its central / constituent campus(s) /school(s)/ affiliates, and evidences that LOI of all of those HEIs has been accepted
10. Actual student enrollment record of last five academic years.
11. Annual Operating budget, with clear separation of research budget (5%).
12. Strategic Plan (at least for the next 5 years).
13. Financial Audit Report of last three fiscal years.
14. Annual report of the last year of the university.
15. Letter of recognition / list of approved programs from the respective professional council (applicable to the HEIs having professional programs) / and or from Medical Education Commission, in case HEI is offering programs of Health and Allied Sciences.
16. Organizational structure (organogram) of the institution, including of IQAC.
17. MOUs with International Academic Institutions, if any, (if claimed in the form above).
18. Awards / Certificate of recognition by Quality Assessing Agency, if any (if claimed in the form above).
19. Decision of the Executive Council to establish the Education Management Information System (EMIS) Unit with its operational directive / guideline.



Annex 5

Eligibility Criteria for Acceptance of Self Study Report (SSR)

1. Formally designed SSR report and annexes together with cover letter to UGC, Chairman.
2. Appropriately filled SSR form with adequate supporting documents (Annexes)
3. The HEI should produce a document/s that ensures that the institution has met at least the : (a) average national pass percentage, (b) average pass percentage of the affiliating university, (c) average pass percentage of the concerned faculty and (d) level –wise pass percentage of the program.
4. The management, finance, examination and all other related administrative records of secondary school till grade 12 and programs related to CTEVT should be segregated from higher education institution (whenever applicable).
5. Detail Human Resource Management (HRM) Plan of the HEI incorporating minimum qualification consistent to affiliating university and recruitment policies/processes of the affiliating university.

Annex 6

Full time faculties shall meet following conditions.

As per the decision made by the EQAAC held on 2078/01/05, full time faculties shall meet the following conditions in the HEIs:

1. Full-time faculties can be appointed as permanent, temporary or contractual.
2. Faculty involved in other institution/organization as full timer should not be considered as a full- time faculty.
3. Faculty appointed as full timer cannot work in other HEI or institution as full timer.
4. Faculty appointed as a full timer will not be eligible to work elsewhere during the specified/assigned shift period (morning, day, evening).



Annex 7

Quality Enhancement

Thematic Areas for Performance

Thematic Areas/Indicators	Weightage (Total:100)	Description
1. Teaching and Learning (T&L) Outcome	40	
Result Quality Improvement (Improvement in students results)	10	Result under grading system should be at least A-10% B- 20 % C-30 % D-30% and at least E-10%. Result under percentage based annual system: HEIs attaining more than 80% pass rate maintained over the period of last 3 years.
1.2 Non-credit courses aligned with climate change (employment/ entrepreneurship oriented professional courses)	8	At least one duly formulated non-credit course should be embedded in each academic program. The duration of the course shall follow the GRID approach with at least of 40 hours. Teachers and students will develop the non-credit course.
1.3 Extension services such as specialized training/ camps provided to the local community by faculties and students/ graduates for same activity in same year)	7	Microfinance, entrepreneurship, health camps, indigenous knowledge enhancement, alternative energy promotion, climate adaptation and mitigation, social issues, etc.
1.4 Increased Retention/Reduced Dropouts	6	Increased Ratio of exam attendees to enrolled (average of last 3 years)
1.5 Curriculum feedback system in place and functioning	5	Faculties and students will be engaged in the curriculum development in consultation with business community and other stakeholders. The review report will be submitted to the concerned entities as the feedback.



Thematic Areas/Indicators	Weightage (Total:100)	Description
1.6 Due implementation of Academic Calendar	4	Constituent/ Affiliated HEIs will implement duly approved academic calendar. Additionally, internal assessments will be conducted and remedial measures to boost pass rate will be one of the key aspects of the system.
2. Research, Development and Innovation (RDI) Outcome	30	
2.1 Publication of articles in peer reviewed journals by full time faculties at least by 40% faculty members of the HEI.	6	The standard should be above QAA indicators
2.2 At least 1 research collaboration national/international institution last year/multi year	6	Collaborative report/topic
2.3 At least 5% full time faculties received academic research grants from funding national/international agencies	5	At least one related with climate change
2.4 Dissemination and application of research findings in community welfare/ national welfare/ student knowledge enhancement	4	Knowledge sharing and application
2.5 Patent received by full time faculty Members	4	After patent received
2.6 Promotion of research and innovation through internally funded research projects conducted by at least 5% full time faculties (this is in addition to item #2.3)	3	Selection of the projects for funding should be as per the guidelines prepared by the HEI



Thematic Areas/Indicators	Weightage (Total:100)	Description
2.7 Institutional revenue generated by research/ consultancies by full time faculties	2	Shall be at least 5% of the HEIs total annual revenue generated against students' tuition fees
3. Governance Outcome	20	
3.1 Student Support and graduate tracking system on employability and academic progress	5	No of graduates increased Increased placement services Percentage increased in progress on further studies
3.2 Faculty Members evaluation by students	4	Students' confidential evaluation will be used in teachers' performance evaluation at the end of each academic calendar. The markings from the evaluation will be embedded in the promotions and other benefits for faculty members
3.3 Internal quality assurance assessment conducted by IQAC annually and corrective measures planned and implemented	3	Related Report
3.4 Merit based student enrolment system in place	2	Number of students appearing in the entrance exam is 30% more than the enrolling students
3.5 Merit based faculties/staff recruitment	2	HEI faculty member/staff recruitment criteria should not be less than the affiliated university specific minimum Qualification
3.6 Audit observation(s) of the previous FY settled and publicly disclosed (governance & transparency)	2	Comparison of audit report with preceding years audit reports and management responses
3.7 Physical infrastructure developed/progressing as per the pre-designed master plan and annual/strategic plan	2	With provision of climate change adaptation and mitigation activities at HEI level



Thematic Areas/Indicators	Weightage (Total:100)	Description
4. Additional Innovative QEpractice (Open)	10	QAAC will decide (accept/reject) the idea as innovation. Priority innovative areas ³⁴ , weightage of areas will be defined in a separate Guideline
General condition: a) HEI(s) with Master level program: at least two indicators from each among 1 to 3 areas; b) HEI(s) only with under-graduate level program: one indicator under RDI theme and other any five indicators with at least one from each area. Special condition (if accomplished an innovative indicator): a) HEI(s) with Master level program: other any five indicators at least one from RDI, b) HEI(s) only with under-graduate level program: other any five indicators.		

Quality Enhancement Review Committee

S. No	Name of Members	Designation
1	Prof. Dr. Tri Ratna Bajracharya	Coordinator
2.	Prof. Dr. Ranjana Gupta	Member
3.	Dr. Rishikesh Pandey	Member
4.	Ms. Bhagawati Paudel	Member
5.	Mr. Bishwas Dhakal	Member-Secretary



List of HEIs Receiving QE Grants

S.No.	HEIs	No of Applied Indicators	No. of Eligible Indicators	Eligible Indicators
1	IOE Paschimanchal Campus, Pokhara	17	16	1.1,1.3,1.5,1.6,2.2,2.3,2.4,2.6,3.1,3.2,3.3,3.4,3.5,3.6,3.7. 4
2	Central Department of Hydrology & Meterology, TU	14	14	1.2,1.3,1.5,1.6,2.1,2.2,2.3,2.4,2.6,2.7,3.1,3.2,3.4,3.6
3	School of Arts, KU	20	14	1.1,1.3,1.5,1.6,2.1,2.2,2.3,2.4,2.7,3.2,3.4,3.5,3.6,3.7
4	Ghodaghodi Multiple Campus	14	13	1.2,1.3,1.5,1.6,2.1,2.3,3.1,3.2,3.3,3.4,3.5,3.6,3.7
5	Central Department of Botany, TU	19	13	1.1,1.4,1.5,1.6,2.1,2.2,2.3,2.4,2.7,3.4,3.5,3.6,3.7
6	Central Department of Biotechnology, TU	20	13	1.1,1.4,1.5,1.6,2.1,2.2,2.3,2.4,2.7,3.4,3.5,3.6, 4
7	Kabhre Multiple Campus, Kavre	14	11	1.2,1.6, 2.1,2.4,2.6, 3.1,3.2,3.4,3.5,3.6,3.7
8	Nilkantha Multiple Campus, Dhading	13	11	1.2,1.3,1.5,1.6,2.2,2.6,3.1,3.2,3.5,3.6,3.7
9	Central Department of Environmental Sciences, TU	16	11	1.1,1.3,1.5,1.6,2.1,2.2,2.4,3.3,3.4,3.5,3.6
10	Aishwarya Multiple Campus, Kailali	15	10	1.3,1.5,1.6,2.3,2.4,3.1,3.3, 3.4,3.5,3.6
11	Gupteshwor Mahadev Multiple Campus, Pokhara	12	10	1.2,1.3,1.5,1.6,2.1,2.4,3.1,3.3,3.4,3.5
12	Makwanpur Multiple Campus, Makwanpur	15	9	1.2, 1.6,2.1,2.4,3.1 3.4,3.5,3.6, 3.7
13	School of Education, KU	14	8	1.1,1.5,1.6, 2.1,2.2,3.2,3.4,3.5
14	Prithvi Narayan Campus, Pokhara	16	8	1.3,1.6,2.1,2.2,2.4,2.6, 3.4,3.5
15	Lumbini Banijya Campus, Rupandehi	7	7	1.2,1.6,2.1,2.4, 3.4,3.5,3.6
16	Janapriya Multiple Campus, Kaski	12	7	1.2,1.6,2.4,2.6, 3.4,3.5,3.6
17	Kanchan Bidhya Mandir Samudayik College, Kanchanpur	14	7	1.2,1.5,1.6,2.1,2.4, 3.2,3.4
18	Janamaitri Multiple Campus, Kathmandu	11	7	1.2,1.6, 2.1,2.4,2.6,3.2,3.7
19	Tikapur Multiple Campus, Kailali	8	6	1.5,1.6,2.1,2.3, 3.4,3.7
20	Jana Bhawana Multiple Campus, Lalitpur	8	6	1.5,1.6, 2.4,2.6,3.3,3.5

**Annex 8****Technical Committee**

As per the decision made on UGC Board meeting held on 2078/01/06, following technical committee has been reformed.

List of Immediate members of Technical Committee

S.No	Name	Title	Designation
1	Dr. Mana Prasad Wagley	Professor, Education, TU/KU	Coordinator
2	Dr. Ganesh Bahadur Gurung	Professor	Member
3	Dr. Triratna Bajracharya	Professor	Member
4	Dr. Shree Krishna Shrestha	Professor	Member
5	Dr. Meena Baidhya Malla	Professor	Member
6	Dr. Ranjana Gupta	Professor	Member
7.	Dr Rishikesh Pandey	Director EQAAC Secretariat (Till 2 nd Asoj, 2079)	Member – Secretary

Annex 9**Directive Review Committee**

S. No.	Name of Members	Designation
1	Prof. Dr. Dev Raj Adhikari	Coordinator
2	Prof. Dr. Keshar Jung Baral	Member
3	Prof. Dr. Mana Prasad Wagley	Member
4	Mr. Narayan Bhandari	Member
5	Ms. Nabina Chaulagain	QAA Assistant



Annex 10

List of HEI's Field Monitored in FY 2022/23

S.No	Name of HEI	Address	Integrated Members Name
1.	Damak Multiple Campus	Damak, Jhapa	Mr. Ramesh Adhikari Mr. Krishna Hari Prajapati Ms. Mamata Prajapati
2.	Sukuna Multiple Campus	Sundar Haraicha, Morang	Mr. Ramesh Adhikari Mr. Krishna Hari Prajapati Ms. Mamata Prajapati
3.	Rupandehi Campus	Rupandehi	Ms. Usha Khakurel Mr. Bishwas Dhakal Ms. Punita Upadhyay
4.	Balkumari Campus	Bharatpur, Chitwan	Ms. Samvidha Pathak Mr. Dhan Krishna Prajapati Ms. Anjana Khadka
5.	Maiya Devi Girl's Colleg	Bharatpur, Chitwan	Ms. Samvidha Pathak Mr. Dhan Krishna Prajapati Ms. Anjana Khadka
6.	Bhuwanishanker Mulitple Campus	Khairini, Chitwan	Ms. Samvidha Pathak Mr. Dhan Krishna Prajapati Ms. Anjana Khadka



Annex 11

Formations of Peer Review Teams (PRTs)

S. No.	Name of the HEIs	Address	Team Members	Designation
1	Madi Campus	Chitwan	Prof. Dr. Shree Krishna Shrestha	Team Leader
			Prof. Dr. Bhojraj Aryal	Member
2	Shaheed Smarak College, Chitwan	Chitwan	Prof. Dr. Lekhnath Sharma	Team Leader
			Prof. Dr. Tara Chitrakar	Member
3	Lamjung Campus	Lamjung	Prof. Dr. Kailash Nath Pyakurel	Team Leader
			Prof. dr. Ila Shrestha	Member
4	Global College International	Kathmandu	Prof. Dr. Mana Prasad Wagley	Team Leader
			Prof. Dr. Geeta Pradhan	Member
5	Yagyodaya Dudhnath Tharu Multiple Campus	Rupandehi	Prof. Dr. Meena Devi Malla	Team Leader
			Prof. Dr. Binod Luitel	Member
6	Reliance College	Kathmandu	Prof. Dr. Sunity Hada Shrestha	Coordinator
			Prof. Dr. Raju Khanal	Member
7	Central Department of Rural Development, Tribhuvan University	Kathmandu	Prof. Dr. Ramchandra Dhakal	Team Leader
			Prof. Dr. Om Prakash Baral	Member
8	Himalayan College of Engineering	Lalitpur	Prof. Dr. Narendra Man Shakya	Team Leader
			Prof. Dr. Achyut Gyanwali	Member
9	Kantipur International College	Kathmandu	Prof. Dr. Ramesh Maskey	Team Leader
			Prof. Dr. Geeta Pradhan	Member
10	Birgunj Nursing Campus	Parsa	Prof. Dr. Panna Thapa	Team Leader
			Prof. Dr. Sulochana Shrestha	Member
11	Morgan International College	Kathmandu	Prof. Dr. Sangeeta Rajbhandary	Team Leader
			Prof. Dr. Binod Krishna Shrestha	Member



S. No.	Name of the HEIs	Address	Team Members	Designation
12	Purwanchal Engineering Campus, IOE, TU	Sunsari	Prof. Dr. Tri Ratna Bajracharya	Team Leader
			Prof. Dr. Jyoti Upadhyaya	Member
13	Kalika Multiple Campus	Kaski	Prof. Dr. Basudev Kafley	Team Leader
			Prof. Dr. Nandita Sharma	Member
14	Saraswati Multiple Campus	Kathmandu	Prof. Subash KC	Team Leader
			Prof. Dr. Shreeram Upadhyaya	Member
			Prof. Dr. Meena Malla Vaidhya	Member
15	St. Xaviers College	Kathmandu	Prof. Dr. Govinda Prasad Acharya	Team Leader
			Prof. Dr. Leela Pradhan Joshi	Member
16	Durgalaxmi Multiple Campus	Kaski	Prof. Dr. Tirtha Raj Khaniya	Team Leader
			Prof. Dr. Ramji Gautam	Member
17	Mahakavi Devkota Campus	Nawalparasi Bardaghat Susta Paschim	Prof. Dr. Shiba Kumar Rai	Team Leader
			Prof. Dr. Jyoti Upadhyay	Member
18	Pokhara Multiple Campus	Kaski	Prof. Dr. Sangeeta Rajbhandary	Team Leader
			Prof. Dr. Achyut Gyanwali	Member
19	Central Department of Anthropology	Kathmandu	Prof. Dr. Kailash Nath Pyakurel	Team Leader
			Prof. Dr. Bhupa Dhamala	Member
20	Ayurveda Campus, TU	Kathmandu	Prof. Dr. Shiba Kumar Rai	Team Leader
			Prof. Dr. Sulochana Shrestha	Member
			International Expert	Member
21	Mark International College	Dang	Prof. Dr. Ranjana Gupta	Team Leader
			Prof. Dr. Ramji Gautam	Member
22	Mahendra Ratna Multiple Campus	Ilam	Prof. Dr. Lekhnath Sharma	Team Leader
			Prof. Dr. Binaya Kumar Kushiyat	Member
			Prof. Dr. Leela Pradhan Joshi	Member



S. No.	Name of the HEIs	Address	Team Members	Designation
23	Ratna Rajya Laxmi Campus	Kathmandu	Prof. Dr. Tirtraj Khaniya	Team Leader
			Prof. Dr. Manasa Thakurathi	Member
			Prof. Dr. Ramkrishna Tiwari	Member
24	Lumbini Banijya Campus	Rupandehi	Prof. Dr. Govinda Prasad Acharya	Team Leader
			Prof. Dr. Nandita Sharma	Member
25	Central Department of Education	Kathmandu	Prof. Dr. Maheshnath Parajuli	Team Leader
			Prof. Dr. Bindu Pokharel	Member
26	Butwal Kalika Campus	Rupandehi	Prof. Dr. Shree Krishna Shrestha	Team Leader
			Prof. Dr. Min Pun	Member
27	Indra Chandra Campus	Jhapa	Prof. Dr. Meena Malla Vaidhya	Team Leader
			Prof. Parash Mani Acharya	Member
28	Indreshwor Campus	Kabhre	Prof. Dr. Indu Acharya	Team Leader
			Prof. Dr. Laxman Gnawali	Member
29	Nesfield International Campus	Lalitpur	Prof. Dr. Bhadraman Tuladhar	Team Leader
			Prof. Dr. Bednath Sharma Paudel	Member
30	Itahari Namuna Campus	Sunsari	Prof. Dr. Suniti Hada Shrestha	Team Leader
			Prof. Dr. Mala Malla	Member
31	Kakarvitta Multiple Campus	Jhapa	Prof. Dr. BasuDev Kafle	Team Leader
			Prof. Dr. Arbind Kumar Keshari	Member



Annex 12

Status of HEIs in QAA Process

Addition Status of HEIs in QAA Process

List of HEIs who have submitted LOI for Renewal (after 1.5 Years)		
1	Birendra Namuna Campus	Chandragadhi, Jhapa
2	Indreshwor Campus	Panauti, Kabhre
3	Myanglung Multiple Campus	Myanglung, Terhathum
4	Raghunath Adarsha Multiple Campus	Bauniya, Kailali
5	Sunsari Multiple Campus	Inaruwa, Sunsari
6	National Academy of Science and Technology	Dhangadhi, Kailali
7	Pokhara Multiple Campus	Pokhara, Kaski
8	Shanischare Multiple Campus	Arjundhara, Jhapa
9	Central Department of Anthropology, TU	Kirtipur, Kathmandu
10	Himalaya Kiran Public Campus	Sankhuwasabha
11	Birendra Multiple Campus	Bharatpur, Chitwan
12	Deukhuri Multiple Campus	Dang
13	Salyan Multiple Campus	Salyan
14	Central Department of Economics, TU	Kirtipur, Kathmandu
15	Surkhet Model College	Birendranagar, Surkhet
16	Narayan Multiple campus	Rampur, Dailekh
17	Acme Engineering College	Sitapaila, Kathmandu
18	Buddhi Lal Bidya Munar Campus	Badahari, Saptari
19	Shahid Smarak College	Kirtipur, Kathmandu
20	Dillibazar Kanya Multiple Campus	Dillibazar, Kathmandu
List of HEIs who have submitted LOI for Re-processing in QAA Process		
21	Babai Multiple Campus	Bardiya
22	Urlabari Multiple Campus	Bharatpur, Chitwan
23	Kathmandu University School of Management	Gwarkho, Lalitpur
List of HEIs who have submitted LOI for Re-accreditation		
24	Balkumari College	Bharatpur, Chitwan
25	Damak Multiple Campus	Damak, Jhapa
26	Makwanpur Multiple Campus	Hetauda, Makwanpur



27	Saptagandaki Multiple Campus	Bharatpur, Chitwan
28	Sindhuli Multiple Campus	Kamalamai, Sindhuli
29	Siddhartha Gautam Buddha Campus, Rupandehi	Butwal, Rupandehi
30	Kailali Multiple Campus	Dhangadhi, Kailali
31	Kathmandu University School of Education	Hattiban, Lalitpur
32	Kathmandu University School of Arts	Hattiban, Lalitpur

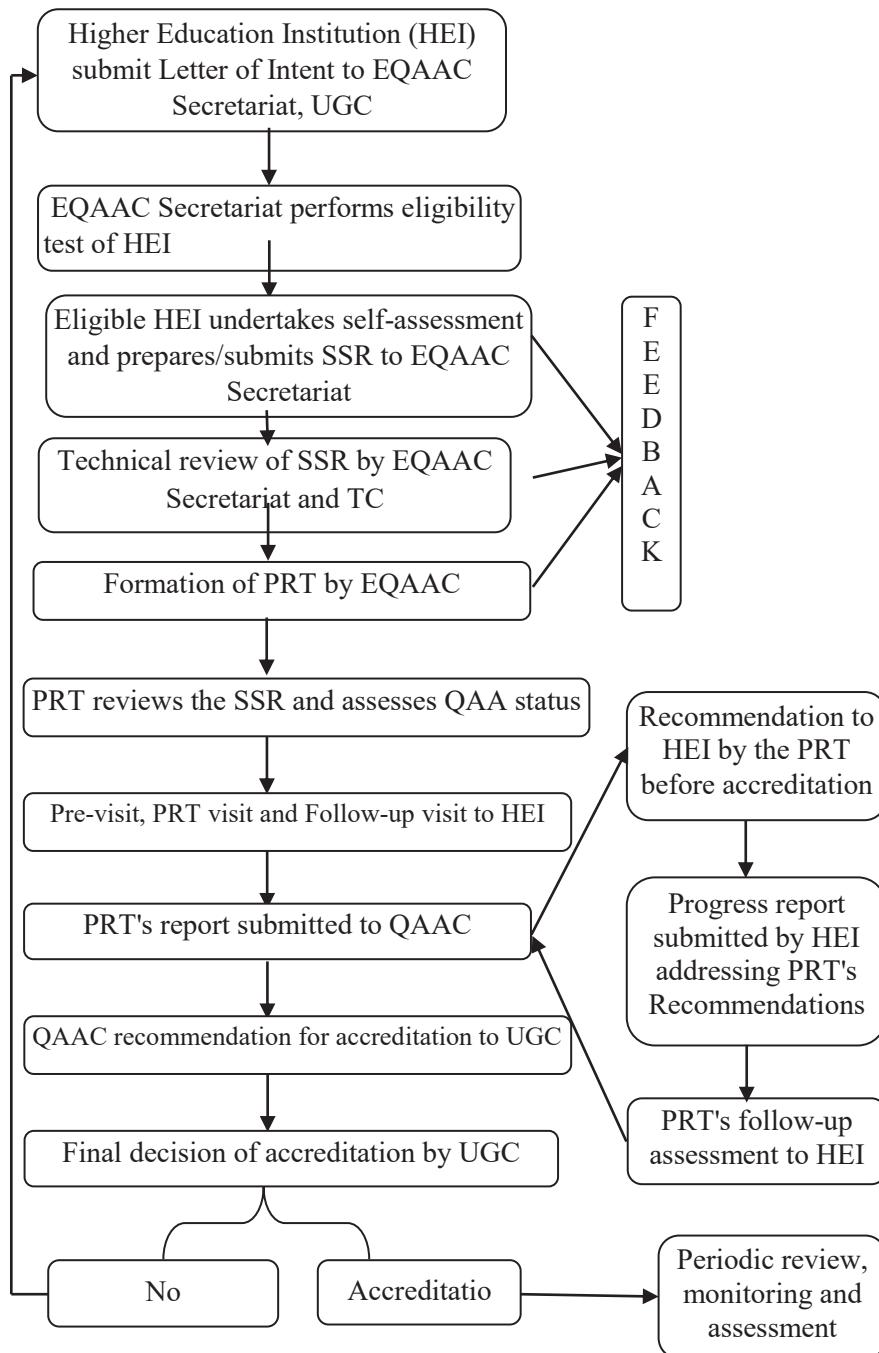
HEIs in Re-Accreditation Process and their Status

S.N.	Name of HEI	Address	Status
1	Kathmandu University School of Science (KUSOS)	Dhulikhel, Kavre	Cycle Completed for Reaccreditation
2	Kathmandu University School of Engineering (KUSOE)	Dhulikhel, Kavre	Preparatory Assessment Completed
3	Sukuna Multiple Campus	Sundarhaincha, Morang	Preparatory Assessment Completed
4	Sindhuli Multiple Campus	Kamalamai, Sindhuli	SSR Submitted
5	Mahendra Ratna Multiple Campus	Ilam Bazar, Ilam	Preparatory Assessment for Reaccreditation
6	Rupandehi Campus	Siddharthanagar, Rupandehi	LOI Submitted
7	Lumbini Banijya Campus	Butwal, Rupandehi	Preparatory Assessment Completed for third Cycle
8	Balkumari College	Chitwan	SSR Submission for third cycle
9	Damak Multiple Campus	Jhapa	SSR Submission for third cycle
10	Kailali Multiple Campus	Kailali	LOI Accepted for third Cycle
11	Makwanpur Multiple Campus	Makwanpur	SSR Submission for third cycle
12	Janapriya Multiple Campus	Pokhara	LOI Accepted for third Cycle
13	Mahakavi Devkota Multiple Campus	Nawalparasi Bardaghat Susta Paschim	Preparatory Assessment Completed for Re-accreditation
14	Saptagandki Multiple Campus	Chitwan	LOI accepted for Re-accreditation
15	Dibya jyoti Multiple Campus	Nawalparasi	LOI accepted for Re-accreditation
16	School of Education, KU	Hattiban, Lalitpur	LOI accepted for Re-accreditation
17	School of Arts, KU	Hattiban, Lalitpur	LOI accepted for Re-accreditation



Annex 13

Accreditation Process





Chronological Steps of QAA Process

1. LoI Submission

A. Responsibility of HEIs:

- Download **Eligibility Criteria, LoI Form** and **Documents to be submitted** with LoI form.
- Confirm that the institution is eligible.
- Collect all the required documents.
- Fill up the form.
- Print the cover letter in a page having institution's letter head.
- Sign and stamp all pages of LoI.
- Stamp all Xerox pages to be submitted.
- Make a binding of all pages or create a folder in web-link.
- Make verification of documents at the QAA Secretariat.
- Upon verification, deposit a fee* in given UGC account** number.
- Produce bank voucher to Account Section of UGC and get a slip from there.
- Include slip with the form.
- Register and get the registration number.

**Rs. 2000/- for regular, Rs. 10000/- for renewal.*

*** Name: University Grants Commission, Account Number: 1730100000214001, Branch: Sanathimi, Bhaktapur*

B. Responsibility of QAA Secretariat

- The QAA Secretariat issues '**Acceptance of LoI**' / '**Renewal of LoI**' to the institution.
- The QAA Secretariat shall send the acceptance letter *via* provided email.

2. SSR Submission

A. Responsibility of HEIs:

- Read carefully the 'SSR Manual'.
- Identify the gap between given indicators and institutional efforts.
- Create awareness among stakeholders about QAA process and institutional attempts.
- Develop required policy documents, form mechanisms and prepare plan of activities.
- Conduct required activities.
- Gather all the documents of QAA concerns.



- Prepare first draft of SSR.
 - Share draft SSR to stakeholders and get feedback.
 - Incorporate feedback (if useful) and finalize SSR.
 - Produce SSR in CMC meeting or equivalent body and get approval decision.
 - Create folders either criterion-wise or thematically.
 - Create a web-link and share it to QAA Secretariat.
 - Contact secretariat and confirm that your SSR has been registered.
- B. Responsibility of QAA Secretariat
- The QAA Secretariat presents SSR to the Technical Committee. Any feedback from Technical Committee will be communicating back it to the institution.
 - Upon approval of Technical Committee, PRT will be formed for the respective institution/s.
 - PRT portfolio shall be conducted which would take decision on whether to proceed for pre- assessment visit or to provide back feedback to the institution.
 - Upon approval of visit (by UGC), pre-assessment shall be completed.

3. Addressal of Pre-assessment Recommendations

At the institutional Level

- Read carefully the recommendations, understand it and make a plan of action to conduct activities as recommended.
- Mobilize all the institutional mechanisms to their fullest strength to come up at least with minimum level of outputs.
- Collect all the documents generated through activities.
- Prepare a draft response report in the following format:

S.N.	Recommendations	Progress made	Annex Info.	Remarks

- Write a cover letter.
- Scan all the documents, create a folder in web-link and share a link to QAA secretariat.
- Contact secretariat and confirm that your response report has been registered.

At the QAA Secretariat

- Upon receiving response report, the secretariat circulates it to the PRT members.
- PRT portfolio shall be conducted which would take decision on whether to proceed for final assessment visit or to provide back feedback to the institution.



- Upon approval of visit (by UGC), final assessment shall be completed.

4. Addressal of Final Assessment Recommendations (if any)

At the institutional Level:

- Read carefully the recommendations, understand it and make a plan of action to conduct activities as recommended.
- Categorize the recommendations in Short – Term, Mid- Term and Long -Term.
- Mobilize all the institutional mechanisms to their fullest strength to come up at least with minimum level of outputs with short term actions.
- Collect all the documents generated through activities.
- Prepare a draft response report in the following format:

S.N.	Recommendations	Progress made	Annex Info.	Remarks

- Write a cover letter along with the commitment to fulfill mid-term and long-term recommendations.
- Scan all the documents, create a folder in web-link and share a link to QAA secretariat.
- Contact secretariat and confirm that your response report has been registered.

At the QAA Secretariat

- Upon receiving response report, the secretariat shall circulate it to the PRT Team –leader.
- The PRT Team Leader shall provide his/her feedback in response report.
- Upon approval from the Team leader, s/he presents it in EQAAC meeting.
- EQAAC decision shall be circulated to the institution.
- Upon recommendation for accreditation by EQAAC, the UGC Board shall take necessary decision for institutional accreditation.
- Upon receiving the UGC board decision, the decision shall be shared to the institution
- A formal ceremony shall be conducted at UGC for the certification of accreditation.



UNIVERSITY GRANTS COMMISSION

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