

EDUCATIONAL QUALITY ASSURANCE AND  
ACCREDITATION COUNCIL (EQAAC)

# ANNUAL REPORT

2080/2081 (2023/2024)



UNIVERSITY GRANTS COMMISSION  
EDUCATIONAL QUALITY ASSURANCE AND ACCREDITATION  
COUNCIL SECRETARIAT  
SANOTHIMI, BHAKTAPUR, NEPAL



# PREFACE

The University Grants Commission (UGC), Nepal, is committed to enhancing the Quality Assurance and Accreditation (QAA) in higher education in Nepal. The quality of higher education is a global priority, and Higher Education Institutions (HEIs) must focus on maintaining high standards to stay competitive and sustainable. QAA is a systematic approach designed to enhance the quality and relevance of HEIs' programs and faculty. In Nepal, the QAA system has been in place since 2007 as a part of the Second Higher Education Project (SHEP). Over the past 17 years, it has gained significant acceptance among HEIs and officially as a regular system by the UGC Governance.

The Educational Quality Assurance and Accreditation Council (EQAAC) of the UGC, Nepal, has taken progressive steps to adapt to the evolving landscape of higher education and the specific needs of HEIs in Nepal. These steps include endorsing the "Guidelines for the Quality Assurance and Accreditation of Universities in Nepal, 2022" and revising the Higher Education Quality Assurance and Accreditation Directive 2017.

In the fiscal year 2023/24, the EQAAC held 14 meetings, and the Technical Committee convened 16 times. During this period, 14 HEIs were accredited, 44 submitted Letters of Intent (LOI), and 19 HEIs had their self-study reports approved.

Additionally, the Peer Review Team (PRT) conducted 48 portfolio meetings to evaluate the claims made in self-study reports. By the end of the fiscal year, 335 HEIs were enrolled in the QAA process, with 106 (including 11 re-accredited HEIs) achieving accreditation.

The QAA system emphasizes regular monitoring of accredited HEIs, digitizing the QAA data system, and disseminating good QAA practices. This line holds conferences, seminars, workshops, and other activities regularly. In the fiscal year 2023/24, various activities included orientation sessions and workshops on topics such as the approach of PRT, QAA provisions, quality assurance and accreditation process, NEHEP quality assurance sensitization, and seminar on university accreditation. Monitoring and evaluation are based on the academic audit reports submitted by accredited institutions. Also, for the first time, UGC conducted integrated field monitoring through the Monitoring Division, covering 8 accredited HEIs.

UGC promotes the concept of granting functional autonomy to QAA-accredited

institutions. It will help expand the scope of the QAA system, and ensure its efficiency and effectiveness. In strengthening the QAA system in Nepal's higher education sector, the UGC has been supported by the government, universities, HEIs, the World Bank, and academicians, including institutional leaders, experts participating in peer-reviewed teams, and various QAA committees. My grateful appreciation to them all. Finally, I would like to sincerely thank the entire EQAAC Secretariat staff for their initiatives and hard work in preparation for this QAA Annual Report 2023/24.

**Prof. Dr. Dev Raj Adhikari**  
*Chairperson, EQAAC*

# ACKNOWLEDGMENT

The editorial team is thankful to the University Grants Commission for believing in the team to contribute to the EQAAC annual report 2023/2024, which allowed us to produce the seventh issue of our Secretariat's Annual Report.

Similarly, we would also like to appreciate the efforts of all our stakeholders who participated in the Secretariat's yearly plans and programs. The steadfast support and instrumental advice from our stakeholders and readers have raised Nepal's general standard of higher education. This is even more appreciated considering the special time of the year; we are proud to be celebrating the 31st anniversary of the University Grants Commission where we will be launching our EQAAC Annual Report.

The seventh annual report covers the plans and policies of QAA, annual activities, and knowledge disbursed by the EQAAC Secretariat in the participation of multi-stakeholders and progress in the QAA process of the participating HEIs. This report also includes the future evolvement of the secretariat through the annual plan, revision of policy procedures, and fulfillment of the 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 Director Prof. Dr. Rejina Maskey, Deputy Director Ms. Bhagawati Paudel, Assistant Director Mr. Deepak K Jha, and Senior Assistant Mr. Suman Paudel for reviewing this report. We appreciate our Intern, Ms. Suruchi Sharma, for assisting us with the refinement of this report.

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# 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
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 Buddhist 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
NPC	National Planning Commission.

NSU	Nepal Sanskrit University
NQF	National Quality Framework
PokU	Pokhara University
PRT	Peer Review Team
PU	Purvanchal University
QAA	Quality Assurance and Accreditation
QE	Quality Enhancement
SHEP	Second Higher Education Project
SSR	Self Study report
TC	Technical Committee
TU	Tribhuvan University
UGC	University Grants Commission

# CONTENTS

**Acknowledgment**

**Abbreviations/ Acronyms**

**Table of Contents**

**List of Tables**

**List of Figures**

**List of Box**

<b>CHAPTER I - INTRODUCTION</b>	<b>1</b>
1. Quality Assurance and Accreditation in Nepal	1
2. Stages in the Accreditation Process	3
3. Progress Synopses	5
<b>CHAPTER II-ANNUAL ACTIVITIES AND KNOWLEDGE DISBURSEMENT</b>	<b>7</b>
1. Policy Measures	7
2. Accreditation Measures	7
2.1 Accreditation of HEIs	7
2.2 Completion of PRT	8
2.3 Preparatory Assessment	9
2.4 Formation of Peer Review Teams (PRTs)	9
2.5 TC Meeting	9
2.6 Portfolios	10
2.7 LoI Approval	10
3. Programs and Events	10
3.1 QAA Award Ceremony	10
3.2 Orientation and Workshop	11
3.2.1 Workshop on Quality Enhancement	11
3.2.2 Orientation and Workshop on QAA Provision, Process and Prospects	12
3.2.3 Consultations on University Accreditation Provisions	13
3.2.4 Virtual and Physical Facilitation	13
4. Monitoring of HEIs	13



<b>CHAPTER III: CUMULATIVE PROGRESS</b>	<b>14</b>
1. Trends of Progress in Accreditation	14
1.1 Distribution of HEIs in QAA process by Province	14
1.2 Distribution of HEIs in QAA Process by Universities	16
1.3 Ecological Distribution of HEIs in the QAA Process	18
1.4 Year-wise Progress of QAA	19
2. Re-accreditation	20
<b>CHAPTER IV: ACCELERATIVE EVOLVEMENT</b>	<b>22</b>
1. Annual Plan	22
2. Re-visiting QAA Benchmarks, Standards and Indicators	24
3. Revision on Research Criteria.	24
4. Universities Accreditation	24
5. HEIs Accreditation	25
6. Quality Enhancement	25
7. International Networking of EQAAC	26
<b>Testimonials: Perspective on QAA</b>	<b>27</b>
1. Experts Perspective:	27
2. Perspective of the Head of the Accredited HEIs	29
<b>REFERENCES</b>	<b>31</b>
<b>ANNEXES</b>	<b>32</b>
<b>Annex 1</b>	<b>32</b>
1.1 Composition of EQAA Council as of FY 2023/2024	32
1.2 Composition of EQAA Council Secretariat as of FY 2023/2024.	32
1.3 Composition of Technical Committee	32
<b>2 Annex 2</b>	<b>33</b>
2.1 An overview of progress details of the last two fiscal years	33
<b>3 Annex 3</b>	<b>34</b>
3.1 Additional Eligibility Criteria set for foreign-affiliated HEIs	35
3.2 The minimum student number required to be eligible to participate in the QAA process Student size-related eligibility currently proposed is as follows:	36
3.3 Notice regarding revised benchmarks and indicators	37
3.4 Research Related Criteria	38

1.	For HEIs participating in QAA First Cycle:	38
2.	QAA Second Cycle:	41
3.	QAA Third Cycle and onwards:	42
3.5	Quality Enhancement Review Committee and Awardees	43
i.	Review Committee	43
ii.	Awardees	43
<b>Annex 4</b>		<b>45</b>
4.1	Lists of HEIs Concluding Preparatory Assessment in FY 2023/24	45
4.2	Formations of Peer Review Teams (PRTs)	47
4.3	SSR Approved HEIs	50
4.4	LOI Approved HEIs	51
4.5	List of Snap Visit and Follow-Up Visit	53
i.	Snap Visit	53
ii.	Follow-Up visit	53
4.6	List of Accredited HEI's Field Monitored in FY 2023/24	54
4.7	List of HEIs in the Re-Accreditation Process and their Status	54

# LIST OF TABLES

Table 1: The Composition of Educational Quality Assurance and Accreditation council	3
Table 2: The Composition of Technical Committee	3
Table 3: Overall cumulative progress on accreditation stages	6
Table 4: Lists of HEIs recommended for accreditation	9
Table 5: Final PRT assessment HEIs in FY 2023/24	9
Table 6: Provincial distribution of HEIs and proportion in QAA participation	17
Table 7: HEIs accredited for the second cycle	24
Table 8: Plan of Actions for FY 2024/25 (2081/82) as envisioned in strategic plan	26
Table 9: Performance Indicators with Annual Targets	28

# LIST OF FIGURES

Figure 1: Chronology of QAA work flow	4
Figure 2: HEIs Participating in QAA Process by Provinces	16
Figure 3: Province-wise comparison of of total HEIs and QAA participating HEIs	17
Figure 4: Share of HEIs Participating in QAA by Universities	19
Figure 5: QAA stage-wise progression of HEIs by university	19
Figure 6: QAA stage-wise progression of HEIs by nature	20
Figure 7: Number of HEIs participating in QAA process by ecological zone	22
Figure 8: Trend of Progression of HEIs in QAA Process over the Years	22
Figure 9: Benchmarks of University Accreditation	28

# LIST OF BOX

Box 1:	QAA policy and regularity framework	1
Box 2:	QAA Destination 2030	2
Box 3:	Major EQAAC decisions ( FY 2023/24)	8

## 1. Quality Assurance and Accreditation in Nepal

Globally, the thrust for quality higher education is increasing. The need to produce human resources in a capacity of global competition, and competitiveness among educational institutions for the supply of quality human resources composed of human, cultural, and sustainability values in the job market is of greater relevance. Broadly, excellence in academic governance, knowledge production, curricular and pedagogical enrichment, student support and stakeholder engagement, recognition, credibility, public branding are the key composites of quality education. Nepal's quality assurance and accreditation (QAA) system closely stands by the same principles that are internationally -accepted.

Unlike international practices, the QAA system of Nepal also follows systematic evaluation procedures. The following regulatory documents frame such procedures:

*Box 1: QAA policy and regularity framework*

- National Education Policy- 2019
- Educational Quality Assurance and Accreditation Regulation (EQAAR) - 2017
- Educational Quality Assurance and Accreditation Directives (EQAAD) - 2024
- 16<sup>th</sup> National Plan (2024 - 2028)
- UGC Nepal's Strategic Plan (2024 - 2030)
- EQAAC's Strategic Plan (2021-2030)
- Handbook for Self Study and Peer Review - 2020

The QAA system in Nepal is seen as a mission to enhance the overall 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 year 2007 was a foundation year in terms of the introduction of the QAA in Nepal when the system was formally recognized in higher education as a component of the World Bank (WB) funded Second Higher Education Project (SHEP). The expanding system has passed through various junctures of achievements in 17 years

of its journey, significantly joining hands in reforming and re-orientating HEIs of Nepal. Furthermore, the QAA system has now been officially recognized as a regular system of the UGC governance.

Nepal's QAA system is currently run based on the principles set in the EQAAC's Strategic Plan (2021-2030), especially Destination 2030.

*Box 2: QAA Destination 2030*

**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.

As provisioned in the EQAAR- 2017, Nepal's QAA system is governed by the Educational Quality Assurance and Accreditation Council (EQAAC) with accountability toward the University Grants Commission (UGC), Nepal. The council comprises 11 members under the chairmanship of the UGC Chairperson. The present composition of the council has been presented in Table 1, and details of members have been listed in *Annex 1 (1.1)*

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

Under the council, the EQAAC Secretariat functions as a unit that takes on the daily administrative operations related to quality assurance and accreditation. The Secretariat is led by the director and followed by other administrative staff members in various positions. The present composition of the secretariat is presented in *Annex 1 (1.3)*.

Furthermore, the Technical Committee (TC), a seven-member experts' committee,

stands between the EQAAC and secretariat in a bridging role, especially in reviewing and verifying the self-study report (SSR) submitted by HEIs and approving or rejecting or providing feedback on it.



*Snapshot of virtual TC meeting*

Peer Review Team (PRT), in particular HEI, is formed by the council only after TC approves the SSR submitted by the HEI. The composition of TC has been reshuffled this year. The tenure of the previous TC ended on April 18, 2024, and the UGC board did the new formation on May 15, 2024. The composition of TC has been presented in Annex 1 (1.2).

Table 2: The Composition of Technical Committee

Coordinator (1)	University professor nominated by UGC board and who has led PRTs in at least three HEIs.
Members (5)	University professors nominated by UGC, ensuring representation of at least two female professors and one accreditation expert.
Member Secretary (1)	Director, EQAAC Secretariat

The EQAA Directives - 2024 has provisioned two years tenure for the TC.

## 2. Stages in the Accreditation Process

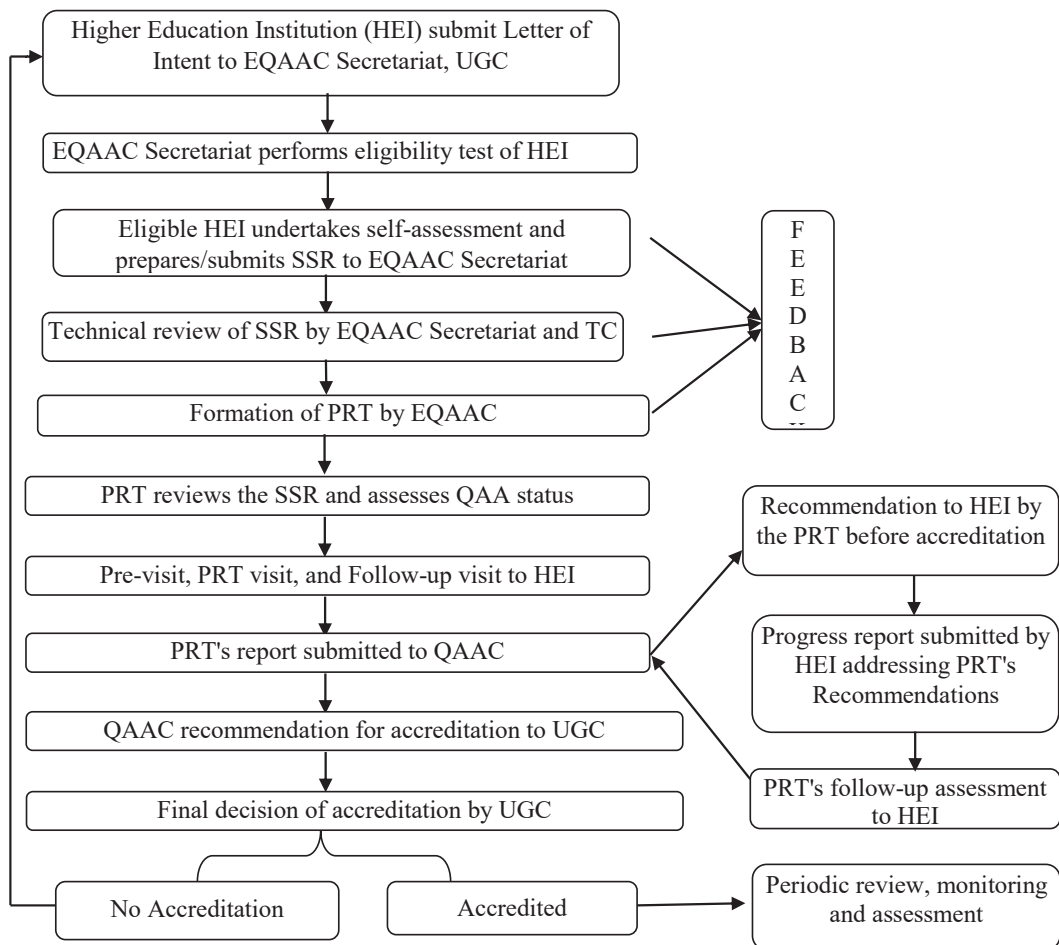
The accreditation process follows a high level of rigor, verification, and authentication, passing through various milestones. Accreditation is a cyclic process that lubricates in support of continuous positive institutional commitment and effective and efficient mobilization of institutional stakeholders. Figure 1 reflects the process flow adopted in the QAA system of Nepal.

The QAA journey starts once the HEI submits its Letter of Intent (LoI) to the EQAAC

secretariat and gets it approved. The approval of LoI means that the HEI is eligible to submit its SSR for evaluation and assessment. To facilitate HEIs in SSR preparation, the secretariat offers orientation and workshop programs time and again at the central level as well as the regional level. Notably, the task of preparing SSR and its continuous updating is primarily of institution's internal responsibility, generally carried out by the Self-Assessment Team (SAT).

Upon receiving the SSR, the EQAAC secretariat at first verifies that the prescribed format has been properly followed and eligibility criteria are satisfactorily met. Upon finding satisfactory forms and formats, the secretariat forwards the SSR to the TC for detailed review. The SSR found satisfactory by the TC's thorough review will be approved, and PRT formation will proceed.

*Figure 1: Chronology of QAA workflow*





The EQAAC Chairman forms PRTs at first, which are later approved by the EQAAC meeting. The EQAAC secretariat then facilitates portfolios of PRTs where the team members review and evaluate the SSR and related other documents again, generate feedback (if any), and schedule dates for preparatory assessment visits (preparatory assessment). A portfolio can be held seven times as provisioned in EQAA Directive-2024 (assessment) in the university's case and five times for HEIs.

The PRT coordinator and assigned staff member of the EQAAC secretariat participate in preparatory assessment during which the visiting team verifies the documents, interacts with different stakeholders, and observes the overall academic, infrastructural, and associated environment in the institution. Based on these activities, the team prepares an assessment report by including recommendations (if any) to be accomplished by the institution before being considered for the final assessment. Ensuring reporting of satisfactory progress on given recommendations is an obligation of the respective HEI. The final assessment is considered only after the HEI reports satisfactory progress within the stipulated timeframe over given pre-visit recommendations. The fulfillment of the given recommendations by the institution indicates the institution's readiness for PRT assessment. Therefore, the portfolio schedules for PRT Visit. All the appointed members of the PRT participate in the final assessment. Following the assessment, the coordinator briefs the EQAAC meeting about the teams' observations based on the assessment report, based on which the council decides on whether or not to recommend HEI for accreditation.

In the case that the council decides that there is notably important progress the HEI needs to prove before the accreditation decision, a follow-up visit is possible. The UGC Board makes the final decision on the accreditation of any HEI in reference to the recommendation made by the council.

Following the board's accreditation decision, a formal award certification ceremony is organized, and the 'Certificate of Institutional Accreditation' is handed over to the accredited HEI. Such a certificate is valid for five years, starting from the date the decision board has taken.

### 3. Progress Synopses

By the end of the fiscal year (FY) 2023/24, 335 HEIs has been associated with the QAA system, progressing in various stages of the accreditation process. This number constitutes a 22.15% share of the total 1512 HEIs (including 57 HEIs affiliated with foreign universities) operating in Nepal (EMIS 2021/22). Out of the total QAA participating HEIs, 177 have further progressed by submitting SSR (52.83 %), peer review has been completed in 109 HEIs (32.53 %), and 95 HEIs have been accredited (28.35 %). However, given the nature of the system's work, the data slightly differs when calculated based on performance frequency. For example, if the institution XYZ

is accredited for the second cycle, it must have submitted LoI at least 2 times, PRT assessment 2 times, and accreditation 2 times. Considering one cycle as one count, the counting of re-accredited HEI comes two times. Meaning that the count of actual accredited HEIs will be 95 by the end of the Fiscal Year (FY) 2023/24; however, since 11 HEIs within this number (95) are already re-accredited. Thus, the number of accreditations is  $95+11 = 106$ . The same applies to other stages as well. Table -3 presents the overall cumulative progress in the accreditation stages.

**Table 3: Overall cumulative progress on accreditation stages**

<b>Activities</b>	<b>Cumulative total (actual HEIs)</b>	<b>Cumulative total (actual performance)</b>
Submission of LoI	335	449
Approval of SSR	177	194
PRT Formed	174	191
Preparatory Assessment	163	179
Final PRT Assessment	109	120
Accreditation	95	106

In the meantime, HEIs failing to progress from one stage of accreditation to another stage (e.g., LoI acceptance to SSR submission) were removed (de-listed) from the list of QAA-participating HEIS in FY 2021/22. The number of such HEIs was 119. The progress details the last two fiscal years have been annexed in *Annex - 2 (2.1)*.

# ANNUAL ACTIVITIES AND KNOWLEDGE DISBURSEMENT

This chapter highlights and reports activities performed through the secretariat in the FY 2023/24 under the guidance of EQAAC and the UGC Board.

## 1. Policy Measures

### 1. 1. Major Decisions

FY 2023/24 witnessed a total of 14 council meetings along with 16 TC meetings and 48 portfolios. The decisions made during these meetings impact the policies related to the accreditation process and the service delivery offered through the secretariat. The Box 3 highlights some of the major decisions taken by the council this year:

#### *Box 3: Major EQAAC decisions (FY 2023/24)*

- Recommendation for accreditation of 14 HEIs.
- Endorsement of the EQAA Directives - 2024 for final decision for UGC Board.
- Formation of Quality Enhancement Grant Application Committee
- Formation of Program Accreditation Framework Preparation Committee (PAFPC)
- Formation of QAA research provision review committee.
- Decisions concerning HEIs participating in accreditation process for the second or subsequent cycles after July 16, 2024, are obliged to submit SSR in a format set in the revised benchmarks, standards and indicators.
- Additional decision in terms of participation of HEIs affiliated to foreign universities in accreditation process (Annex 3 (3.1)).
- Further clarity related to the minimum student number required to be eligible to participate in QAA process (Annex 3 (3.2)).

## 2. Accreditation Measures

### 2.1. Accreditation of HEIs

A total of 14 HEIs received 'Certificate of Institutional Accreditation' this year. This year, 14 HEIs (Table 3) were recommended for accreditation, one of which is accredited for the second cycle. Unlike in previous years, HEIs run under community management outnumbered HEIs of other nature in accreditation. Among those accredited this year, nine are community in nature, followed by three constituent and two private. Table 4 details the HEIs recommended for accreditation in FY 2023/24.

Table 4: Lists of HEIs accreditation in FY 2023/24

S.No.	Name of the Institution	Address
1	Hetauda Campus	Makwanpur
2	Bhairahawa Multiple Campus	Rupandehi
3	Devdaha Adarsha Multiple Campus	Rupandehi
4	Diktel Multiple Campus	Khotang
5	Kapilvastu Multiple Campus	Kapilvastu
6	Mahakavi Devkota Multiple Campus	Nawalparasi
7	Achham Multiple Campus	Achham
8	Chautara Multiple Campus	Sindhupalchowk
9	Quest International College	Lalitpur
10	Thapathali Campus	Kathmandu
11	Kathmandu Sikshya Campus	Kathmandu
12	Kalika Multiple Campus	Kathmandu
13	Dhawalagiri Multiple Campus	Baglung
14	St. Xavier's College	Kathmandu

## 2.2. Completion of PRT

The final PRT assessment was carried out in 13 HEIs (Table 4) this year. Among cycle-completed HEIs, seven were community, followed by four private, one constituent, and one central department by nature. Similarly, two HEIs from the list are applicants for the second accreditation cycle. More importantly, six HEIs from the list successfully received 'Certificate of Institutional Accreditation', and the rest are working on their response report. Table 5 details the HEIs on which the final PRT assessment was conducted in FY 2023/24.

Table 5: Final PRT assessment HEIs in FY 2023/24.

S.No.	Name of the HEIs	Address	Remarks
1	Sukuna Multiple Campus	Morang	For Second Cycle
2	Mahakavi Devkota Campus	Nawalparasi	For Second Cycle
3	Bagiswori College	Bhaktapur	
4	Bhairahawa Multiple Campus	Rupandehi	
5	Kathmandu Shikshya Campus	Kathmandu	
6	Sita-Ramesh Multiple Campus	Jhapa	
7	St. Xavier's College	Kathmandu	
8	Yagyodaya Dudhnath Tharu Multiple Campus	Rupandehi	
9	Quest International College	Lalitpur	
10	Global College International	Kathmandu	
11	Kalika Multiple Campus	Kaski	
12	Manmohan Memorial Institute of Health Science	Kathmandu	
13	Central Department of Education	Kritipur	

### 2.3. Preparatory Assessment

Preparatory assessment, carried out by physically visiting the HEIs to gain confidence about institutional preparedness for the final PRT assessment, is a crucial stage in the accreditation process. FY 2023/24 witnessed preparatory assessment in a total of 24 HEIs. Out of this number, 10 are community campuses, nine are private, four constituents, and one is central department. The list of such HEIs is in *Annex 4 (4.1)*.

### 2.4. Formation of Peer Review Teams (PRTs)

Based on the SSR's approval and the TC's recommendations, the council formed PRTs for 21 HEIs this year. A list of PRT-formed HEIs and team composition has been presented in *Annex 4 (4.2)*.

### 2.5. TC Meeting

Technical Committee (TC), a committee of expert members, remained engaged in reviewing and evaluating SSR received from the HEIs throughout the year. A total of 16 TC meetings were held this year, from which SSRs of 19 HEIs were approved. Out of this number, 10 are private institutions, 6 community campuses, two constituents, and one school. Among these institutions, three have opted for consecutive cycles of accreditation. A list of SSR-approved HEIs has been presented in *Annex 4 (4.3)*.

## 2.6. Portfolios

A total of 48 portfolios of PRT's held this year, concerning 46 HEIs.

## 2.7. LoI Approval

Letter of Intent (LoI) of 18 additional (new) HEIs (Table 5) was approved this year. Apart from this, 13 HEIs renewed their LoI, of which 11 HEIs are applying for the second cycle and 2 HEIs are applying for the third cycle of accreditation. Overall, this makes the cumulative total of 44 HEIs, of which LOI has been approved in FY 2023/24. A list of SSR-approved HEIs has been presented in *Annex 4 (4.4)*.

## 3. Programs and Events

Apart from coordinating and facilitating assessment visits, various other programs and events are organized through the secretariat. Such programs and events include orientation and workshop programs, award ceremonies, monitoring and evaluation, quality audits, and others.

### 3.1. QAA Award Ceremony

A total of six award ceremonies were held at the UGC hall this year, through which 16 HEIs were awarded the certificate of institutional accreditation. The decision for the accreditation of Koteswor Multiple Campus and Birendra Vidhya Mandir Campus was made in the previous FY by the UGC board but was felicitated with a certificate only this year. The decision over the rest of the 14 HEIs was made during FY 2023/24 and was also awarded in the same year. Such ceremonies are held in the presence of EQAAC members, vice chancellor(s), rector(s), registrar(s), deans from different universities, technical committee members, PRT coordinators, and members, representatives from awarding HEIs, and UGC Staff members.

### Glimpse of QAA Award Ceremony



Chairperson of UGC handing over the QAA Certificate to Hetauda Campus, Hetauda



Group photo taken after awarded with accreditation certificate



## 3.2. Orientation and Workshop

Multiple orientations and workshop sessions were organized for various higher education stakeholders' broadly under issues such the global context of QAA, policy linkage, the horizon of the QAA, methods of preparing SSR, and quality enhancement.

### 3.2.1. Workshop on Quality Enhancement

Two workshop programs were offered during this FY, targeting the HEIs eligible to participate in the quality enhancement (QE) program under NEHEP provisions. Such programs were conducted in two locations, namely at the UGC seminar hall, Sanothimi, and the seminar hall of Janapriya Multiple Campus, Pokhara, on October 31- November 1, 2023, and November 29-30, 2023, respectively. Both workshops focused on providing technical input to the participating HEIs during application for the QE program. The Sanothimi-based workshop session observed the participation of 25 HEIs, whereas the Pokhara-based session also observed the participation of the same number of HEIs. The UGC officials facilitated the workshops, and participants from the HEIs were the campus chiefs, SAT Coordinators/UGC focal persons, etc.



**Glimpse of NEHEP Sensitization Workshop Held at UGC Seminar Hall**



The NEHEP Sensitization Workshop at Pokhara concluded with a group photo

### 3.2.2. Orientation and Workshop on QAA Provision, Process and Prospects



Participants participating in group discussion during workshop.



UGC Deputy-director Ms. Bhagwati Poudel delivering her presentation during orientation.

Unlike the workshops on QE, two orientations- cum workshop programs were offered to HEIs enrolled in the QAA process after approval of LoI. Both events focused on sensitizing the applicant HEIs about QAA benchmarks, standards, and indicators. The first orientation was held at the UGC seminar hall on November 2, 2023, with 80 participants from 22 HEIs, whereas the second program was held at the premises of Mid-West University, Surkhet, where 127 representatives from 27 HEIs participated. The secretariat officials facilitated both workshops.



### 3.2.3 Consultations on University Accreditation Provisions

This year, the secretariat conducted a few rounds of consultation meetings with two health science academies about the provisions related to the university accreditation. The QAA consultant, Prof. Dr. Muni Raj Chettri, and Deputy Director Ms. Bhagawati Paudel met the officials from the National Academy of Medical Sciences (NAMS) and Patan Academy of Health Sciences (PAHS) at their institutional premises to offer details about the university accreditation provisions. Later, officials from PAHS also visited the secretariat for further discussion in preparation for the LoI on June 10, 2024. During this, the PAHS rector, registrar, administrative head, and other concerned officials sat together with the secretariat officials to discuss the matter.

### 3.2.4. Virtual and Physical Facilitation

The EQAAC Secretariat facilitates the participating HEIs and the ones willing to participate in the QAA process through various means of communication. Apart from the SSR and QE preparation workshop offered to the HEIs, the secretariat officials also assist the HEIs through telephonic guidance, suggestions through email, personal guidance at the office, and virtual assistance. The officials guide in the preparation of LOI, reviewing of SSR, linking the recommendations of technical committee review, conducting snap visits, reviewing the response report, and follow-up visits, if required. This year, the secretariat conducted snap visits in eight HEIs and four follow-up visits amid the recommendation of the EQAAC. The details of HEIs have been mentioned in *Annex 4 (4.5)*.

## 4. Monitoring of HEIs

The EQAAC Secretariat regularly monitors accredited HEIs in association with the Monitoring Division of UGC Nepal. In terms of monitoring and evaluation, the following activities are recorded:

The quality progression of 26 HEIs was evaluated based on the data they reported in the Annual Quality and Academic Audit Report', a format prescribed by the council. Based on the findings of desk evaluation, HEIs to be monitored were identified. Following this, monitoring clusters were developed, and 13 accredited HEIs were monitored. Such monitoring visits basically focused on knowing the actual status of HEIs in aspects such as governance, academic and financial management, infrastructural positioning and maintenance, procurement, environment and social management screening, feeder analysis, and human resource management. The HEIs monitored, and the team members involved in it are listed in *Annex 4 (4.6)*.

# CUMULATIVE PROGRESS

## 1. Trends of Progress in Accreditation

The QAA system in Nepal is gradually growing with an increasing number of participating HEIs, thanks to the extension of awareness, adjustment in national policies and 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 in Nepal.

### 1.1. Distribution of HEIs in QAA process by Province

Figure 2 reflects the province-wise distribution of QAA-participating HEIs. As seen in the figure, the highest participants is from Bagmati, where 156 HEIs are under various stages of the QAA process. Far behind Bagmati, Koshi province secures a second position in terms of participation with 42 HEIs, followed by Lumbini (39), Gandaki (33), Sudurpaschim (32), Karnali (20), and Madhesh (13) respectively.

*Figure 2: HEIs Participating in the QAA Process by Provinces*

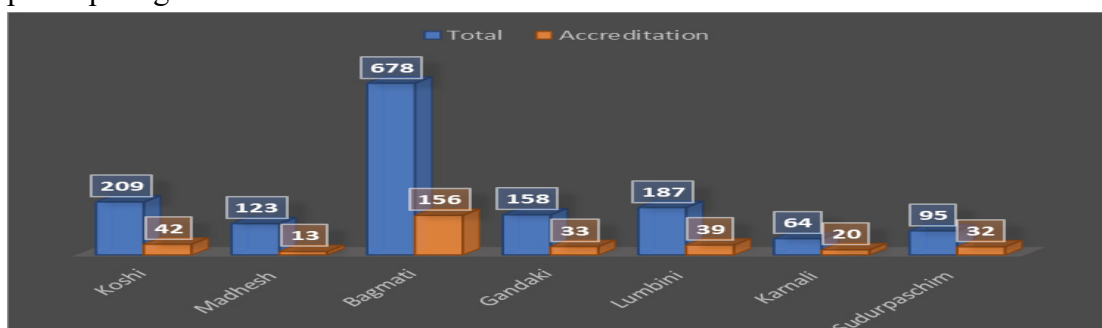


However, this should also be tallied based on the province-wise distribution of the total number of HEIs. As per the EMIS report (2021/22) and record retrieved from the Ministry of Education, Science and Technology (MoEST, 2023) in terms of foreign university affiliated HEIs running in Nepal, there are a total of 1514 HEIs in Nepal (1455 affiliated to Nepali universities and 59 affiliated to foreign universities). The HEIs affiliated with foreign universities 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. Table 6 presents the provincial distribution of HEIs and the proportion of QAA participation.

**Table 6: Provincial distribution of HEIs and proportion in QAA participation**

Province	Affiliated to Nepali universities	Affiliated to foreign Universities	Total	Number of HEIs participating in QAA process	% of QAA participating HEIs against Total number
Koshi	203	6	209	42	20.09
Madhesh	122	1	123	13	10.56
Bagmati	633	45	678	156	23.00
Gandaki	153	5	158	33	20.88
Lumbini	185	2	187	39	20.85
Karnali	64		64	20	31.25
Sudurpaschim	95		95	32	33.68

Number-wise, HEIs from Bagmati province have significantly higher participation in the QAA process, but analyzing the data proportionately reveals HEIs from Sudurpaschim province have more participation, from where 33.68 percent of HEIs have participated in the QAA process, followed by HEIs from Karnali province. On the other hand, only 10.56 percent fHEIs have participated in the QAA process from Madhesh province. This indicates a significant disparity in terms of proportionate participation in the QAA process. Figure 3 presents the province-wise comparison of total HEIs and QAA-participating HEIs



**Figure 3: Province-wise comparison of total HEIs and QAA participating HEIs**

In comparison to other natures of HEIs, the participation of community campuses in the QAA process is high (146), followed by private (77), constituent (70), central departments (23), and school/ central campus (16). Two foreign university-affiliated colleges and one college under the management of the trust, have also participated in this process. Again, the disparity is high in analyzing the data from a proportional participation perspective. This means that out of a total of 162 constituent HEIs running in Nepal, 70 (43.20 percent) has participated in the QAA process. Likewise, out of 539 community HEIs, 146 (27.08 percent), out of 754 private HEIs, 77 (10.21 percent), and out of 59 foreign university-affiliated HEIs, 2 (3.38) percent have participated in the QAA process. Table 7 presents the proportional participation of HEIs in the QAA process.

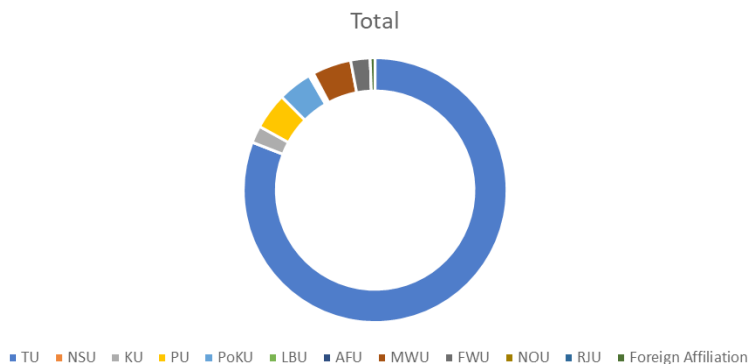
**Table 7: Proportional participation of HEIs in the QAA process**

Nature	Total HEIs	QAA participating HEIs	Percentage
Constituent	162	70	43.20
Community	539	146	27.082
Private	754	77	10.21
Foreign Affiliated	59	2	3.38

### 1.2. Distribution of HEIs in QAA Process by Universities

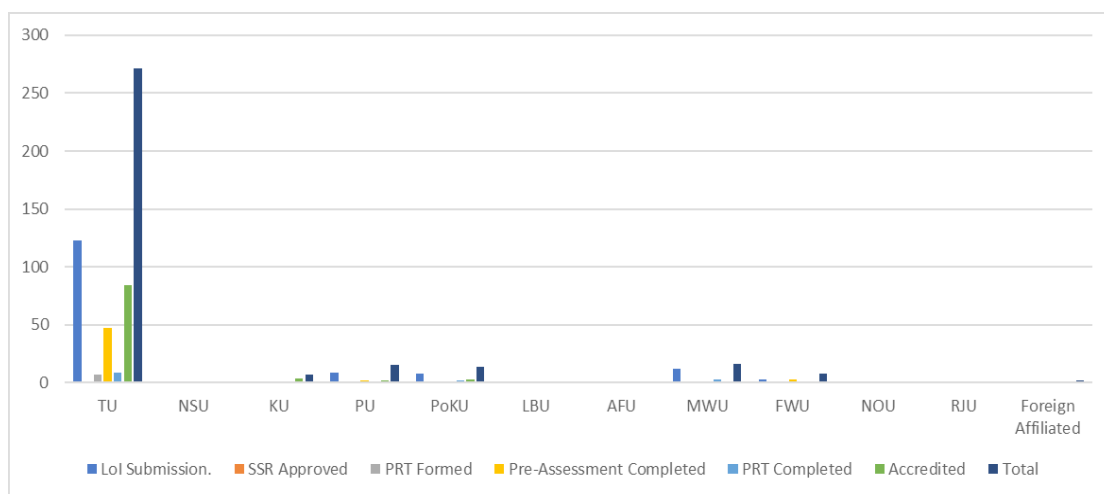
Tribhuvan University (TU) is not only the oldest university in Nepal by also the largest by size, student enrollment as well and affiliation. Out of a total of 1455 HEIs affiliated with the universities of Nepal, 1144 are affiliated with it. Purvanchal University (PU) is in second position with 123 affiliations, followed by Pokhara University (67 affiliations) and Kathmandu University (24 affiliations). Figure 4 presents the share of HEIs participating in QAA by universities.

**Figure 4: Share of HEIs Participating in QAA by Universities**



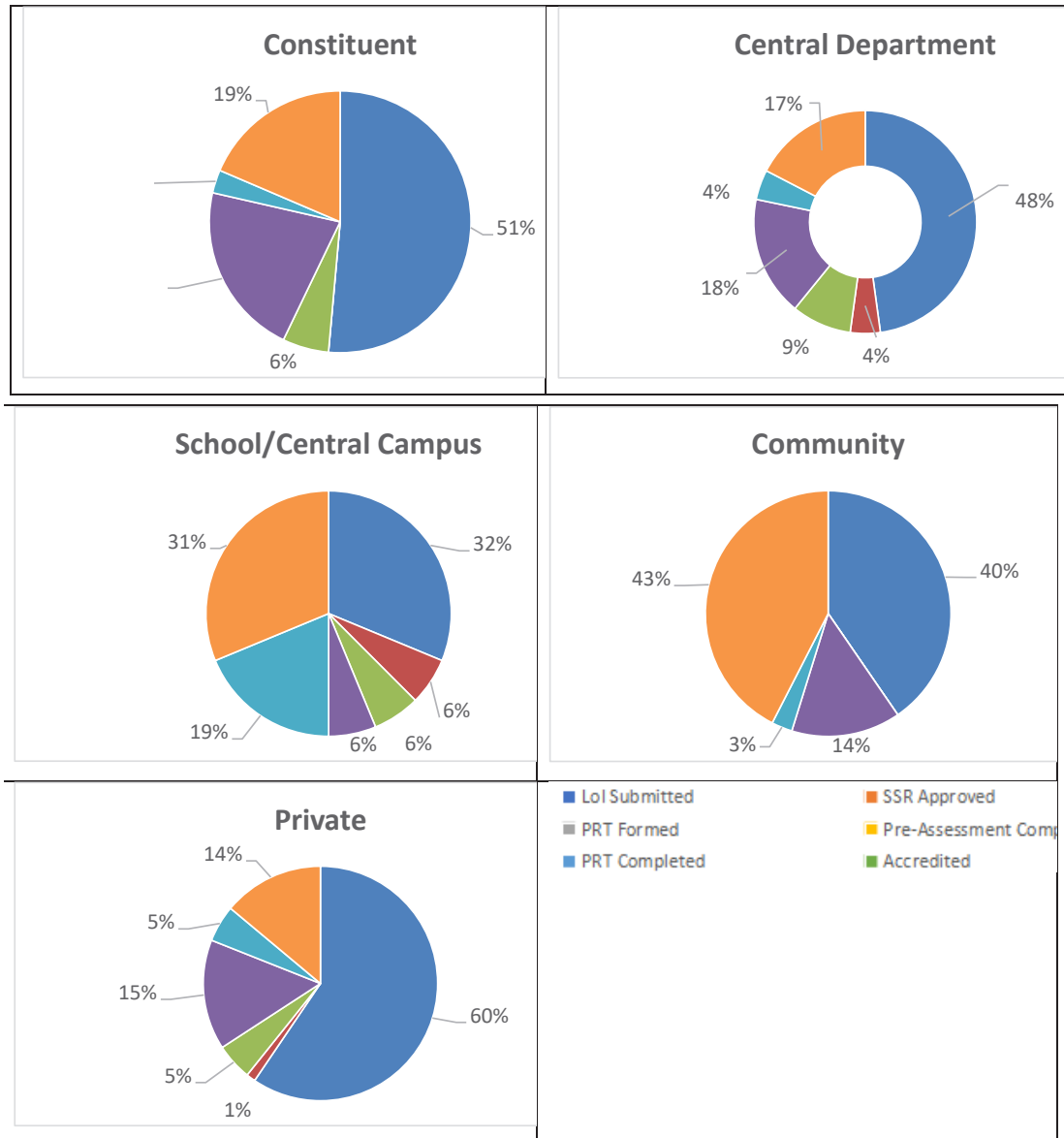
Thus, regarding share in QAA participation, TU also holds the largest share (Figure 3). Out of a total of 335 QAA participating HEIs, 271 are TU affiliated. However, MWU is seen to have aggressively come forward in this process because 16 HEIs under its affiliation have already participated. The third largest participation is from PU (15), followed by PoKU (14) and KU (7). Figure 5 presents QAA stage-wise progression of HEIs by university.

**Figure 5: QAA stage-wise progression of HEIs by university**



Unlike participation, HEIs affiliated with TU have dominant progression in various stages of QAA (Figure 4). For example, out of 271 HEIs participating in the QAA process, 123 are in the LoI acceptance stage and working on their SSR. Similarly, 84 HEIs affiliated with TU are already accredited, pre-assessment completed in 47 HEIs, final assessment completed in 9 HEIs, 7 are in the PRT formed stage, and 1 in the SSR review stage. The progression of other university-affiliated HEIs is also gradually increasing but slowly and steadily.

The dominance of the community nature of HEIs continues in various stages of the QAA process followed by the private. Out of 146 QAA participating HEIs in the QAA process, 62 are accredited, followed by 59 in the LoI submission stage, 21 pre-assessments completed, and 4 final PRT assessments completed. Similarly, out of 79 QAA participating HEIs, 47 are in the LoI submission stage, 12 pre-assessments completed, 11 accredited, 4 final PRT assessment completed, 4 PRT formed, and one SSR approval stage. Likewise, 36 constituent campuses are in the LoI submission stage out of 70 participating HEIs, followed by 15 pre-assessments completed, 13 accredited, 4 PRT formed, and 2 final assessments completed stage. Various central departments, schools/central campuses are also progressing in various stages of the accreditation process. Figure 6 presents the QAA stage-wise progression of HEIs by nature.

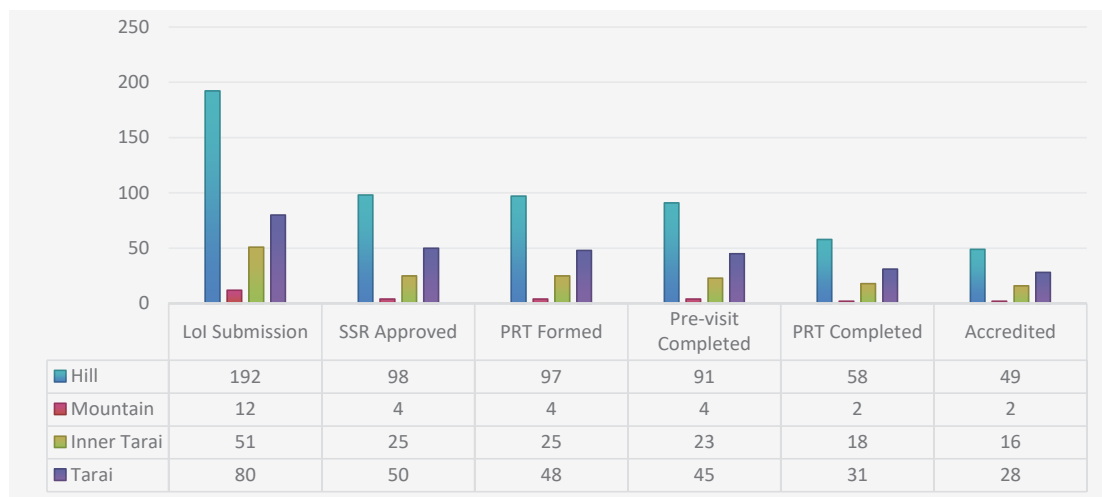
**Figure 6: QAA stage-wise progression of HEIs by nature**

### 1.3. Ecological Distribution of HEIs in the QAA Process

Most HEIs participating in the QAA process are from the hilly region. 192 HEIs from the hilly region have submitted their LoI followed by 80 HEIs from the Terai and 51 from the inner Terai. Because the distribution of HEIs in the mountain region is limited, participation of HEIs from that region in the QAA process is also limited. As of now, only 12 HEIs from the mountain region have submitted LoI to participate in QAA.

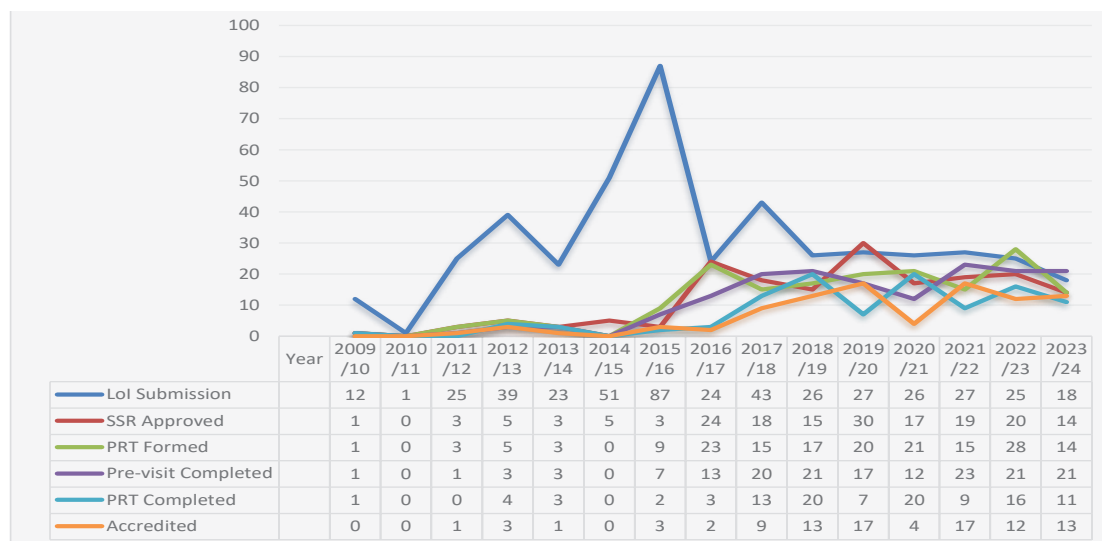
process. In terms of accreditation, out of 95 total accredited HEIs, 49 are from the hilly region, 28 from the Terai, and 16 from the inner Terai region. Likewise, two HEIs from the mountain region have been accredited till the end of FY 2023/24. Figure 7 reflects the number of HEIs participating in the QAA process by ecological zone.

**Figure 7: Number of HEIs participating in the QAA process by ecological zone**



#### 1.4. Year-wise Progress of QAA

Figure 8 displays the year-wise progress of HEIs regarding their participation in the QAA process from 2009 to 2023. Several key milestones in the accreditation process are tracked through the figure.



**Figure 8: Trend of Progression of HEIs in QAA Process over the Years**

The number of HEIs submitting the LoI show a significant growth between 2013 and 2016, peaking in 2015/16 with 87 submissions. This marks a period of heightened interest from institutions to initiate the accreditation process. However, after 2015/16, submissions steadily declined, settling into a more stable range from 2018 onward, with figures between 18 and 27 annually. One potential reason for this is limiting the number of HEIs eligible to participate in the QAA process as per eligibility criteria for submission of LoI set by the council.

The approval of Self-Study Reports follows a similar trend to LoI submissions, with notable increases in 2016/17 (24 approvals) and a peak in 2019/20 (30 approvals). This indicates that during these years, many HEIs progressed to the more substantial stages of accreditation. Likewise, formation of PRTs also significantly increased during 2016/17 (23 formations) and a peak in 2022/23 (28 formations).

Pre-assessment, a preliminary step in the field-based review of quality for accreditation, shows a more gradual and steady increase over the years, especially after 2016/17. Institutions have shown progress to this stage compared to LoI submissions. Similarly, completing the peer review process also mirrors a similar trend. The number significantly increased in the year 2017/18 (13 assessments). The trend then fluctuates but remains within the range of 7-20 completions annually.

The number of HEIs receiving the certificate for institutional accreditation gradually increases, reflecting the successful culmination of the QAA process for many HEIs. Starting with a slow rise from 2010, there is a consistent, steady increase from 2017/18 onward, with the highest number of institutions achieving accreditation in 2019/20 and 2021/22 (17 accredited). This overview highlights the increasing engagement of HEIs in Nepal with the QAA system and suggests a more sustained approach to quality assurance and improvement in the higher education sector. In the meantime, it is important to note that an additional 119 HEIs were removed from the list of QAA participating HEIs in the year 2021/22 due to their in-activeness in the same stage for more than 5 years. Likewise, although the number of accredited HEIs is 95, the number of accreditations is 106 because 11 HEIs were accredited for the second cycle of accreditation in between (Please see the description on page no. 5 for details).

## 2. Re-accreditation

The accreditation certificate awarded to the HEIs is valid for a period of five years. For the second and subsequent accreditation cycles, HEIs have to undergo the entire process repeatedly. In this course, 11 HEIs have been accredited for the second cycle, and 13 others HEIs are in the same process. All 11 HEIs accredited for the second cycle are community in nature. Table 7 is the list of HEIs accredited for the second cycle.



**Table 7: HEIs accredited for the second cycle.**

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
11.	Mahakavi Devkota Campus	Sunwal, Nawalparasi

Besides 11 HEIs accredited for the second cycle, several other HEIs are under this course. Further, Seven HEIs listed in Table 7 are already proceeding in various stages for the third accreditation cycle. Additionally, 19 other HEIs are proceeding with the second cycle of accreditation. The details of such HEIs have been given in *Annex 4 (4.7)*.

## 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 to the system. Eventually, this has brought diverse challenges to the accrediting institution in ensuring the credible, accountable, and transparent assessment and smoothing of the QAA system. Broadening the understanding of the intensity of the quality indicators, ensuring the higher education reform process, and standardizing HEIs to fit in and compete with the global landscape of higher education are the current considerations of the Nepali QAA system. In a context where hundreds of HEIs are facing a challenge for sustenance, especially because of limited resources, the out-migration of students for higher studies, the challenge of having highly qualified teaching faculties, improving the competency capacity of HEIs, promoting academic programs of contextual needs, combating the negative enrollment trends, high drop-out rates, poor pass percent and limited placement of graduates, the process of QAA has become a new avenue to address these issues. The system of QAA has provided technical support to the participating HEIs for institutional and academic reforms.

As envisaged by the 10-year strategic plan for 'Quality Assurance and Accreditation of Higher Education Institutions (2021 - 2030)', Table 8 presents the activities proposed in the strategic plan for FY 2024/25 to accelerate the performance of the QAA system.

**Table 8: Plan of Actions for FY 2024/25 (2081/82) as envisioned in the strategic plan.**

<b>Particulars</b>	<b>Unit</b>	<b>Annual Target</b>
<b>Workshop/ Orientation/ Sensitization</b>		
Workshop on SSR preparation and QAA Process for the LOI accepted HEIs (2-day workshop/events).	Event	4
Orientation on QE to the accredited HEIs (2 days event)	Event	2
Orientation to the Preparatory assessment/PRT visit completed HEIs	Event	1
QAA Refresher to Expert	Event	2
<b>Quality Assurance and Accreditation</b>		
Rapid technical Review of SSR submitted by HEIs		50
Technical Committee Meeting (as required/ twice a month), Meeting allowance and refreshment/meal support staff		25
Pre-Assessment		40
Portfolio Meeting		80
Final PRT Assessment		25
Follow-up visit		15
Accreditation	HEIs	25
EQAAC Meetings		12
QAA Award Ceremony		10
Monitoring of progress of Accredited HEIs		20
<b>Quality Enhancement</b>		
Application Call	Time	1
Submission of Application and Documents		
Review Committee Formation		1
Review the Application		1
Grants Award		15
<b>University Accreditation</b>		
Acceptance of LOI		2
<b>Publication</b>		
Annual report Preparation and Publication		300
Preparation of SSR Handbook		

## 2. Re-visiting QAA Benchmarks, Standards and Indicators

- To meet the changing dimensions and demands of contemporary higher education, the EQAAC felt the need to revise the existing Education Higher Quality Assurance and Accreditation Directive 2017. A five-member working committee led by the EQAAC Chairperson was formed to accomplish this task. The new Directives are anticipated to bring a refined focus on providing a roadmap for further progress in the Quality Assurance and Accreditation (QAA) system of Nepal.
- The UGC board, on the recommendation of the Council, has set the new standards, criteria, and indicators to be applied in the assessment process for accreditation. For now, HEIs submitting LoI for the application of the second and third cycle after August 16, 2024, have to submit SSR on newly revised benchmarks, standards, and indicators, which will gradually be implemented in all types of HEIs. Apart from certain changes in benchmarks and indicators, it has attempted to respond to the nature and diversity of the HEIs. *Annex 3 (3.3)* displays the related notice in this regard.

## 3. Revision on Research Criteria.

A committee under the coordination of Prof. Dr. Jai Raj Awasthi, the EQAAC member, was formed to review the provisions related to research in the QAA process. The committee studied various provisions in this regard and proposed certain amendments to the new framework. The framework has developed provisions to address the need for the diverse nature of HEIs, including accreditation cycles, a chronology of the QAA process, and the nature of the institution. The framework approved by EQAAC on January 26, 2024, has been annexed in 3 (3.4)

## 4. Universities Accreditation

The lesson learned through 15 years of experience practicing institutional accreditation has inspired UGC to introduce a university accreditation program, and this provision has been included in Nurturing Excellence in Higher Education Program (NEHEP), a World Bank-supported program currently under the execution of UGC-Nepal. A separate guideline has been prepared in this regard. As per the guidelines, no universities will be eligible to participate in the QAA process unless all eligible HEIs under its affiliation (including central departments, schools, central campuses, and affiliated campuses) first participate in this process. The same applies to subsequent steps of the accreditation process. The guidelines have also made other provisions in this relation. To speed up this program, in this fiscal year, the

secretariat conducted a few rounds of consultation meetings with two interested health science academies. Five universities are targeted to be accredited during NEHEP implementation (2021-2026).

**Figure 9: 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"> <li>• 66% average total</li> <li>• 60% in each criteria</li> <li>• All constituent and affiliates meeting eligible criteria are accredited</li> <li>• Strategic plan to bring all entities within the system in a defined period (within 5 years).</li> </ul>
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)

## 5. HEIs Accreditation

NEHEP has also set a target for HEIs' accreditation/final assessment completion. The previous target of a cumulative 297 HEIs to be accredited during the implementation period was revised and mutually agreed upon with the World Bank to bring it down to a cumulative 227 during the mid-term review (2024). The target is further segregated year-wise. Table 18 highlights the comparative (before and after mid-term review) performance indicators with annual targets.

**Table 9: Performance Indicators with Annual Targets**

Indicator Name	DLI	Baseline	Indicative Timeline for Results achievement (Original)				
			Year I	Year II	Year III	Year IV	Year V
Number of HEIs/ Programs Accredited / completed peer review for quality assurance and accreditation (QAA)	3	77	130	170	210	240	297
After Approval of NEHEP Restructuring Framework							
			Revised Indicative Timeline for Results achievement				
		Current	Year I	Year II	Year III	Year IV	Year V
Number of HEIs/ Programs Accredited / completed peer review for quality assurance and accreditation (QAA)	3	115			150	190	227

## 6. Quality Enhancement

Quality enhancement (QE) is yet another provision incorporated in NEHEP. Institutions that were accredited at least one year back during the call for application are eligible to participate in this program. Likewise, the accreditation period must be valid, i.e., not crossed five years from last accreditation. Different 21 performance indicators under four criteria are set to evaluate the quality enhancement activities of HEIs in the Operational Manual (OM) of the NEHEP.

Every year, UGC forms a QE evaluation committee with experts and one official from the secretariat to review, assess, and evaluate QE applications. This committee recommends eligible HEIs for QE grants. In this FY, 21 new HEIs applied for QE grants, of which 19 were further reviewed and evaluated, and 6 HEIs awarded QE grants. The previous year, the number of awarded HEIs was 20, making it a cumulative total of 26. The details of the evaluation committee and awardees have been listed in *Annex 3 (3.5)*.

## 7. International Networking of EQAAC

EQAAC is a full member agency of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and Asia Pacific Quality Network (APQN). Likewise, EQAAC has formal ties with the National Assessment and Accreditation Council (NAAC), India.

### Testimonials: Perspective on QAA

#### 1. Experts Perspective:

*The introduction of the QAA has a profound effect on the way academic institutions operate. Quality benchmarks and best practices are continually sought by the campus management committees of the accredited colleges to ensure quality and excellence of their teaching-learning, research and extension activities. I have also found the growing awareness and concerns among educational institutions regarding the quality of their academic programs in view of the emerging competitive educational environment of the country. The colleges are preparing themselves strategically for meeting the upcoming threats and challenges. The faculty members in the QAA certified colleges are now taking more interest in research and publications and looking for opportunities to participate in seminars and conferences. These are definitely very positive changes appearing in the higher education scenario in Nepal.*

- Prof. Dr. Prem Raj Pant

*Quality Assurance with self-assessment has promoted the internal quality system of HEIs. Processes applied to assess the quality assurance motivated much to the HEIs to install quality inputs and assess the same to document the quality indications in their EMIS. Similarly, the pre-visit has provided ample opportunities to the HEIs to realize the gaps in quality and to meet the gaps. The final PRT has assisted the HEIs to demonstrate their standards for quality and feel proud of themselves. Finally, Quality Accreditation Certificate has been working to boost the morale of the concerned HEIs and motivating them to sustain it.*

Prof. Dr. Mana Prasad Wagley

*The Quality Assurance and Accreditation (QAA) system has brought a revolution towards maintaining at least a minimum level of quality in all the higher education institutions of Nepal. University Grants Commission has been highly successful in creating awareness, orienting on the processes and bringing forward the education institutions in QAA frameworks. Involved in various colleges in QAA evaluation processes as a member and the coordinator of Peer Review Teams, it has been a great experience to witness the growth of the colleges before the peer review team visit and until the receiving the QAA certificate. It is a complete changeover for the education institution regarding the quality not only in the physical getups but in all the eight dimensions as per defined by the UGC QAA system. The quality of the QAA certified college students and faculty is certainly of an international standard and can compete with the global job market.*

*-Prof. Dr. Sunity Hada Shrestha*

*After being involved in several PRT Teams, my observation and opinion is that we need to focus on the quality of specific educational activities, basically indicators related with teaching, resources, students and research. As the evaluation usually focuses on the quality of specific educational activities along with the resources needed might me a better process as both the actions and the results produced in the SSR Report and recommendation response assessed will help to decide the Final Report. Academic audit might be one good indicator about the quality of the institute, which might help the PRT team to decide on what direction we need to process during the final visit. Good process carried during PRT visit will lead to good result, but defective process may prevent even good institute with abundant resources from producing optimal results.*

*Prof. Dr. Sangeeta Rajbhandary*



## *I. II. Perspective of the Head of the Accredited HEIs*

*In the current globalized competitive era, it is necessary to produce high quality human resources that the world market demands from higher education institutions. This goal cannot be achieved without the overall improvement of educational institution. With this work, the QAA program makes a significant contribution to the development of the overall image of the educational institution.*

*The QAA program has placed more emphasis on improving teaching methods, research and publishing, good governance and transparency, reader-friendly culture, cleanliness and development of necessary physical infrastructure. The improvement works that higher educational institutions must undertake to obtain the accreditation certificate is as challenging as the task of maintaining the dignity and reputation of the certification.*

*I believe that if the campus administration, professors, staff, students and all related components carry out their work punctuality and responsibly, the institution will continue to improve and increase the quality of education in the days to come.*

*Prof. Dr. Ram Prasad Upadhyaya  
Dhawalagiri Multiple Campus, Baglung*

*Quest started QAA journey with the little apprehension that the process could be very hard! However, the farther we moved the more interesting experience was gained in our participatory model of working. We realized that we were lacking documentation, though the events were in regular operation. UGC team leader, members and staff members remained quite strict, fair and yet very constructive. This prestigious achievement of QAA Accreditation has increased our credibility in the community and has given positive milieu in the new students' enrollment and among stakeholders. Now, we have considered it a regular process for upgrading and maintaining quality in higher education. In short, we have realized to be more responsible and overall quality concerned.*

*Udaya Raj Paudel  
Quest International College*

*Our three-year journey to achieve QAA certification has been both humbling and rewarding, highlighting the importance of meticulous preparation, teamwork, and the relentless pursuit of excellence. This intensive process demanded a culture of continuous self-assessment, providing us with a deeper understanding of our strengths and areas for improvement. As we progressed through the accreditation process, we found greater satisfaction in working together as a team of academicians. Today, the St. Xavier's College team is stronger and more resilient, ready to face new challenges and seize new opportunities to reach greater heights.*

*The QAA award is a celebration of our collective efforts and a testament to our commitment to providing quality education and serving the student community across all 77 districts. During the certification process, the College family learned to be more systematic in record-keeping and enhanced the efficiency of our communication channels. The relevance and role of the student quality circle, UDAAN, and the commitment of alumni were crystallized during the peer review. This award has reinforced our dedication to our motto, 'Dedicated to Excellence, Leadership, Service,' marking a significant milestone in our growth as a leading higher education institution in Nepal. We stand proud and honored, ready to continue our journey of excellence.*

*Fr. Dr. Augustine Thomas, S.J.  
St. Xavier's College*

*Quality Assurance and Accreditation (QAA) journey for few years ago based on the indicators, culminating in the receipt of the QAA Certification in 2024 AD. This milestone has significantly enhanced the overall quality of learning and teaching at our campus, a temple of education. Creating a structured framework in the institution, we have achieved improvements in academic standards, fostering a more conducive environment for both students and faculties. The journey has promoted a culture of unbroken assessment and development confirming that we remain aligned with best practices. The QAA Certification has bolstered our credibility, attracting more students and partnerships. The campus has set a strong foundation for future quality assurance and a more motivated mind. Furthermore, it has encouraged innovation and the adoption of new learning methodologies, enriching the educational experience. As a result, our campus has seen a marked improvement in student outcomes and overall development. The journey has been challenging but immensely rewarding, reinforcing our commitment to excellence in higher education.*

*Hota Raj Khanal  
Kapilvastu Multiple Campus*

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**ANNEXES**  
**Annex 1**

### 1.1 Composition of EQAA Council as of FY 2023/2024

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 (Till 12th April 2024) Prof. Dr. Jai Raj Awasthi Dr. Usha Jha
	Four representatives (Chairs) from the nominated professional councils nominated by UGC Board	Prof. Dr. Bhagawan Koirala (Till December 21, 2023) Prof. Dr. Chop Lal Bhusal Dr. Padma Bahadur Shahi Mr. Prajwal Jung Pandey Prof. Sarala KC
	Joint Secretary (Higher Education), Ministry of Education, Science and Technology (MoEST)	Mr. Shree Prasad Bhattarai (Till April 2, 2024) Dr. Kamal Prasad Pokharel

### 1.2 Composition of EQAA Council Secretariat as of FY 2023/2024.

Position	Name of Staff
Deputy Director	Ms. Bhagawati Paudel
Assistant Director	Mr. Narayan Prasad Bhandari Ms. Samvidha Pathak Mr. Deepak Kumar Jha
Senior Assistant	Mr. Suman Poudel
QAA Assistant	Ms. Nabina Chaulagain

### Composition of Technical Committee

S.N.	Name	Title	Designation
1	Prof. Dr. Mana Prasad Wagley	Professor, Education	Coordinator
2	Prof. Dr. Ganesh Bahadur Gurung	Professor, Medical Sciences	Member
3	Prof. Dr. Subarna Shakya	Professor, Engineering	Member
4	Prof. Dr. Shree Krishna Shrestha	Professor, Management	Member
5	Prof. Dr. Lekhnath Bhattarai	Professor, Economics	Member
6	Dr. Ranjana Gupta	Professor, Science	Member

## Annex 2

### 2.1 An overview of progress details of the last two fiscal years

Particulars	FY 2022/23		FY 2023/24		Cumulative Total	Percentage	Remarks
	No. of HEIs	Description	No. of HEIs	Description			
LOI Submission	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	44 HEIs	2 HEI for Third Cycle 11 HEIs for Second Cycle. 13 HEIs for renewal of LOI 7 Renewed after de-listing 11 for the first cycle of Accreditation	335 HEIs	22.15%	Against total number of HEIs (1512).
SSR Approved	23 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 20 HEI for First Cycle	19 HEIs	2 HEIs for Third Cycle and 1 HEI for Second Cycle 16 HEIs for First Cycle out of which 2 HEIs SSR was approved for second time after	177 HEIs	52.83%	Against total number of submission (335).
PRT Formed	31 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 28 for the First Cycle	19 HEIs	2 HEIs for Third Cycle, 1 HEI for Second Cycle and 16 for the First Cycle	174 HEIs	51.94%	

Particulars	FY 2022/23		FY 2023/24		Cumulative Total	Percentage	Remarks
	No. of HEIs	Description	No. of HEIs	Description			
Preparatory Assessment	24 HEIs	2 HEIs for Second Cycle and 1 HEIs for Third Cycle 21 for the First Cycle	24 HEIs	1 HEIs for Third Cycle 23 for the First Cycle (Out of 23 HEIs 2 HEI pre-visit for reprocessing)	163 HEIs	48.65%	Against total number of LoI submission (335).
PRT Completed	18 HEIs	2 HEIs for Second Cycle 16 for the First Cycle	13 HEIs	2 HEIs for Second Cycle 11 for the First Cycle	Total HEIs: 121 (Including 12 HEIs for additional cycles) Total individual HEIs: 109	32.53%	
Accredited	14 HEIs	2 HEIs for Second Cycle 12 for the First Cycle	14 HEIs	1 HEIs for Second Cycle 13 for the First Cycle	Total Accreditation Award: 106 (including 11 re-accredited institutions) Total individual Accredited HEIs: 95	28.35%	

**Notes:**

- The percentage calculated for PRT-completed institutions include 121 HEIs out of 335 LOI-submitted HEIs. The 12 institutions among 121 HEIs are from the additional cycles, and 109 are from the first cycle.
- The percentage calculated for accredited institutions includes 106 out of 335 LOI-submitted HEIs. The 11 institutions among 106 HEIs are from the additional cycles, and 95 are from the first cycle.
- For further description, look at Tables 15 and 16.

## Annex 3

### 3.1 Additional Eligibility Criteria set for foreign-affiliated HEIs

- The University offering affiliation must be accredited by a relevant national or international accrediting agency.
- Affiliating University must be ranked within the 800<sup>th</sup> rank of The Times Higher Education or the 1000<sup>th</sup> rank of the QS World Ranking.
- The HEI needs to fulfill the benchmarks set by the foreign affiliating University and submit a letter of recommendation from the affiliated University.
- The institution must submit a letter of approval from the Ministry of Education, Science and Technology (for program initiation and renewal, if any).
- The institution must submit a recommendation letter to the Ministry of Education, Science, and Technology to participate in the QAA process.
- A sustainability plan outlining the HEI's academic program and avenues for financing must be submitted to ensure HEI's continuation.
- At the time of LOI application, the duration of affiliation must be one year additional to the academic program offered by the HEI or, if the affiliating university has provision to provide affiliation less than that, then affiliated HEI must have been continuously operated at least for the last five years.
- As per the prevailing law of Nepal, HEI must submit the tax clearance certificate.

#### For Accredited HEIS

- University Grants Commission shall dismiss the institution from the QAA process without renewal of affiliation within its applicable timeframe. Similarly, if the affiliation of the program is discontinued from the esteemed university within the period of accreditation, the certificate of accreditation shall be terminated there.

### 3.2 The minimum student number required to be eligible to participate in the QAA process Student size-related eligibility currently proposed is as follows:

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) स्थानिय निकायको प्रशासनिक वर्गिकरण
B	Rural / Municipality (Moderately Accessible - 'Kha')	200	
C	Rural/Municipalities (Accessible - 'Ga / Gha')	300	
D	Metropolitan and Sub-Metropolitan / Cities (Well-Accessible - 'Gha')	400	

#### Exceptions:

- i. A minimum number of students in the institution described above shall not apply 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 or/ the average of the quota based on the total number of students enrolled and studying in all the programs currently being conducted in the institution from the first year/semester to the last year/semester. HEIs having both quota-based programs and general programs must have the student number defined above.
- ii. Student size-related eligibility to the HEIs offering only three or fewer academic programs in the following indicated remoteness category:

Remoteness Category	Description	Minimum Student number required to be eligible	Minimum Student number required to be accredited
C	Municipalities (Accessible - 'Ga / Gha')	200	300
D	Metropolitan and Sub-Metropolitan / Cities (Well-Accessible - 'Gha')	250	400



### 3.3 Notice regarding revised benchmarks and indicators

#### गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रक्रियामा नयाँ मापदण्ड तथा मानकहरू लागू हुने सम्बन्धी अत्यन्त जरूरी सूचना

२०८० भाद्र १७ गते

सन् २००७ देखि विश्वविद्यालय अनुदान आयोग, शैक्षिक गुणस्तर सुनिश्चितता तथा प्रत्यायन परिषद् माताहत कार्यान्वयनमा रहेको गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रणाली अन्तर्गत हाल अभ्यासमा रहेका मापदण्ड तथा सूचकहरूमा समसामयिक परिमार्जन भएकोले सोको कार्यान्वयन पहिलो चरणमा दोश्रो वा तत् पश्चात् चक्रको लागि प्रत्यायन प्रक्रियामा सहभागि उच्च शैक्षिक संस्थाबाट गर्ने भन्ने निर्णय भएकाले तपसील बमोजिम प्रत्यायन प्रक्रियामा सहभागि हुन सम्बन्धित सम्पूर्ण उच्च शैक्षिक संस्थाहरूको नामको यो सूचना जारी गरिएको छ ।

#### तपसील

१. दोश्रो वा तत् पश्चात् चक्रको लागि प्रत्यायन प्रक्रियामा सहभागिताका लागि आशयपत्र स्वीकृत भइसकेको उच्च शैक्षिक संस्थाहरूले २०८० कार्तिक ३० गतेभित्र पुरानै मापदण्ड तथा सूचकहरूको आधारमा नियमानुसार स्वअध्ययन प्रतिवेदन पेश गर्न सक्ने । दिइएको अवधिभित्र पेश गर्न असमर्थ उच्च शैक्षिक संस्थाहरूले नयाँ मापदण्ड तथा सूचकहरूको आधारमा स्वअध्ययन प्रतिवेदन पेश गर्नुपर्ने ।

२. दोश्रो वा तत् पश्चात् चक्रको लागि प्रत्यायन प्रक्रियामा सहभागिताका लागि २०८० श्रावण ३२ पश्चात् आशयपत्र स्वीकृत हुने उच्च शैक्षिक संस्थाहरूले स्वतः नयाँ मापदण्ड तथा सूचकहरूको आधारमा स्वअध्ययन प्रतिवेदन पेश गर्नुपर्ने । हाल शैक्षिक गुणस्तर सुनिश्चितता तथा प्रत्यायन सचिवालयमा आशयपत्र पेश गरेका तर नियमानुसार नभएकाले स्वीकृत हुन नसकेका संस्थाहरूको हकमा समेत २०८० श्रावण ३२ पश्चात् आशयपत्र स्वीकृत भएको हकमा नयाँ मापदण्ड तथा सूचकहरू लागू हुने ।

३. प्रत्यायनको पहिलो चक्रका लागि आवेदन गरेका उच्च शैक्षिक संस्थाहरूका लागि अर्को सूचना जारी नभएसम्म पुरानै मापदण्ड तथा सूचकहरू लागू हुने ।

यस सम्बन्धमा थप जानकारी हाँसिल गर्नुपरेमा शैक्षिक गुणस्तर सुनिश्चितता तथा प्रत्यायन सचिवालयमा सम्पर्क राख्नुहुन अनुरोध छ ।

### 3.4 Research Related Criteria

#### i. Framework for Research Criteria for QAA

##### 1. For HEIs participating in QAA First Cycle:

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
For LOI Acceptance	<p><b>HEIs Offering only Undergraduate Programs:</b></p> <ul style="list-style-type: none"> <li>RMC has been established, and Guideline has been prepared,</li> <li>At least one research related training (proposal/ research paper writing) has been already conducted.</li> <li>Work plan of RMC at least for a year with time bound action matrix developed.</li> </ul>	<p><b>HEIs Offering only Undergraduate Programs:</b></p> <ul style="list-style-type: none"> <li>RMC has been established, Guidelines has been prepared, at least one research related training (proposal/ research paper writing) has been already conducted.</li> <li>Work plan of RMC at least for a year with time bound action matrix developed.</li> </ul>	<ul style="list-style-type: none"> <li>RMC has been established, Guidelines has been prepared, at least two research related training (proposal/ research paper writing) has been already conducted.</li> <li>Work plan of RMC at least for a year with time bound action matrix developed.</li> <li>Decision has been taken to call for mini research projects ( at least two).</li> <li>Graduate research support program</li> </ul>
	<p><b>HEIs Offering Graduate Programs:</b></p> <ul style="list-style-type: none"> <li>RMC has been established, Guidelines has been prepared, and at least two research related training (proposal / research paper writing) has been already conducted.</li> <li>Work plan of RMC at least for a year with time bound action matrix developed.</li> <li>Decision has been taken to call for mini research projects (at least two).</li> </ul>	<p><b>HEIs Offering Graduate Programs:</b></p> <ul style="list-style-type: none"> <li>RMC has been established, Guidelines has been prepared, at least two research related training (proposal/ research paper writing) has been already conducted.</li> <li>Work plan of RMC at least for a year with time bound action matrix developed.</li> <li>Decision has been taken to call for mini research projects (at least two).</li> </ul>	

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
Submission of SSR	<p><b>Budget allocation provision:</b></p> <ul style="list-style-type: none"> <li>Undergraduate only programs: 3% of the operating budget</li> <li>Graduate and above programs: 5% of the operating budget</li> </ul> <p>OR</p> <p>If the income from student fees is less than or equal to NPR 10 million (as per the previous audit report). Undergraduate only programs: At least NRs. 3,00, 000.00 (In word: Three lakh)</p> <ul style="list-style-type: none"> <li>Graduate and above programs: At least NRs. 5,00,000.00 (In word: Five lakh)</li> </ul> <p>If the income from Student fee is above NRs. 10 million and below NRs. 20 million (in previous audit report):</p> <ul style="list-style-type: none"> <li>Undergraduate only programs: At least NRs. 5,00, 000.00 (In word: Five lakh)</li> <li>Graduate and above programs: At least NRs. 7, 00,000.00 (In word: Seven lakh)</li> </ul> <p>If the income from Student fee is above NRs. 20 million and below NRs. 30 million (in previous audit report):</p> <ul style="list-style-type: none"> <li>Undergraduate only programs: At least NRs. 7, 00, 000.00 (In word: Seven lakh)</li> <li>Graduate and above programs: At least NRs. 10,00,000.00 (In word: Ten lakh)</li> </ul> <p>If the income from Student fee is above NRs. 30 million and below NRs. 50 million (in previous audit report):</p> <ul style="list-style-type: none"> <li>Undergraduate only programs: At least NRs. 10,00, 000.00 (In word: Ten lakh)</li> <li>Graduate and above programs: At least NRs. 15,00,000.00 (In word: Fifteen lakh)</li> </ul> <p>If the income from Student fee is above NRs. 50 million (in previous audit report):</p> <ul style="list-style-type: none"> <li>Undergraduate only programs: At least NRs. 15,00, 000.00 (In word: Fifteen lakh)</li> <li>Graduate and above programs: At least NRs. 25,00,000.00 (In word: Twenty-five lakh)</li> </ul> <ul style="list-style-type: none"> <li>At one third of proposed activities in RMC plan has been fulfilled.</li> <li>At least two mini research projects are awarded in Undergraduate program and three research projects are awarded in Graduate Program.</li> </ul>		<ul style="list-style-type: none"> <li>At least 30% of proposed activities in RMC plan have been fulfilled.</li> <li>At least three mini research projects are awarded</li> </ul>

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
Before PRT/	<p><b>HEIs Offering Undergraduate Programs:</b></p> <ul style="list-style-type: none"> <li>• Conduct at least one research-related training or workshops.</li> <li>• Either 5% or at least two of full-time faculty members should have published articles in peer-reviewed journals.</li> <li>• Completed at least two mini-research projects among full-time faculties through RMC. This should have been in every year after submission of LoI.</li> <li>• Implement at least 50% of the activities outlined in the annual research plan.</li> <li>• At least one Faculty – students collaborative research work has been completed.</li> <li>• Active collaborations with relevant organizations initiated.</li> </ul> <p><b>HEIs Offering Graduate Programs:</b></p> <ul style="list-style-type: none"> <li>• Conduct at least two research-related training or workshops.</li> <li>• Either 5% or at least two of full-time faculty members should have published articles in peer-reviewed journals.</li> <li>• Completed at least three mini-research projects among full-time faculties through RMC. This should have been in every year after submission of LoI.</li> <li>• Implement at least 50% of the activities outlined in the annual research plan (before accreditation)</li> <li>• At least two Faculties – students collaborative research work have been completed.</li> <li>• Active collaborations with relevant organizations initiated.</li> </ul>		<ul style="list-style-type: none"> <li>• At least one National/International Research seminar/workshop should be conducted annually.</li> <li>• 30% of full-time faculty members have published articles in peer-reviewed journals.</li> <li>• At least two full-time faculty members received research grants from external sources (such as UGC/NAST/ Federal/Provincial/ Local Governments/NGOs/INGOs).</li> <li>• Published Peer Reviewed Journal.</li> </ul>

## 2. QAA Second Cycle:

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
<p>For LOI Acceptance</p>	<p>In addition to the condition of the first cycle:</p> <p><b>HEIs Offering Undergraduate Programs:</b></p> <ul style="list-style-type: none"> <li>• At least 10% of the total full-time faculty should have published articles in Peer-Reviewed Journals, whether published by the institution or externally.</li> <li>• RMC should be highly active, conducting programs regularly.</li> <li>• During the first accreditation cycle, the institution should have awarded mini-research projects to at least 15% of its faculties.</li> <li>• A report on the research progress of the previous cycle should be submitted.</li> </ul> <p><b>HEIs Offering Graduate Program:</b></p> <ul style="list-style-type: none"> <li>• At least 15% of the total full-time faculty members should have published articles in a peer-reviewed journal, whether published by the institution or others.</li> <li>• RMC plans of previous accreditation cycle should have been fully implemented (at least 80%).</li> <li>• During the previous accreditation cycle, at least 20% of faculties were awarded mini-research projects by the institution.</li> <li>• Peer-Reviewed Journal published regularly.</li> <li>• Submit a report on the research progress of the previous cycle.</li> </ul>		<ul style="list-style-type: none"> <li>• At least 20% of the total full-time faculty in members should have published articles in a peer-reviewed journal, whether published by the institution or others.</li> <li>• RMC plans of previous accreditation cycle should have been fully implemented (at least 80%).</li> <li>• During the previous accreditation cycle, at least 25% of full-time faculty member were awarded mini-research projects by the institution.</li> <li>• Peer-Reviewed Journal published regularly.</li> <li>• Submit a report on the research progress of the previous cycle.</li> </ul>

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
Before PRT	<ul style="list-style-type: none"> <li>At least one National/International level research workshop/seminar / conference should be conducted in every two years. (disclosure to wider audience using website)</li> <li>Graduate research support (Master Research Support program)</li> <li>One research collaboration with industry/ companies/ local/provincial and federal government(s) should be conducted.</li> <li>At least 5% or 2 (whichever is higher) of the total full-time faculty should have published articles in internationally ranked journals (at least Q4).</li> </ul>	<ul style="list-style-type: none"> <li>5% of the total revenue should be generated through research and consultancy.</li> <li>At least 10% or 3 (whichever is higher) of the total full-time faculty should have published articles in internationally ranked journals (at least Q4).</li> </ul>	

### 3. QAA Third Cycle and onwards:

Step	Affiliated HEIs (Private and Community)	Constituent HEIs	Central campus/School/Departments
At all stages of QAA	In the successive cycles, research activities should significantly be exceeded.		

### ii. Research Provision Review Committee

S. No	Name of Members	Designation
1.	Prof. Dr. Jai Raj Awasthi	Coordinator
2.	Prof. Dr. Triratna Bajracharya	Member
3.	Mr. Bhagawati Paudel	Member

### 3.5 Quality Enhancement Review Committee and Awardees

#### i. Review Committee

S. No	Name of Members	Designation
1.	Prof. Dr. Ranjana Gupta	Coordinator
2.	Dr. Rishikesh Pandey	Member
3.	Mr. Bishwas Dhakal	Member
4.	Mr. Deepak K. Jha	Member-Secretary
Administratively Assisted by: Nabina Chaulagain		

#### ii. Awardees :

##### • Details of Re-applicant HEIs (HEIs participating for remaining indicators)

S. No.	HEIs	No. of Valid Indicators for 2024	Valid indicators for 2024 Application	Eligible Indicators 2024
1	Central Department of Hydrology & Meterology, TU	4	1.1/1.4/3.5/3.7	3.5
2	Ghodaghodi Multiple Campus	1	4	4
3	Kabhre Multiple Campus, Kavre	6	1.1/1.3/1.4/1.5/2.2/3.3	1.3, 1.5, 2.2
4	Nilkantha Multiple Campus, Dhading	4	2.4/2.7/3.3/3.4	2.4,3.3, 3.4
5	Makwanpur Multiple Campus, Makwanpur	5	1.3/1.5/2.2/2.6/3.3	1.3, 1.5, 2.2
6	School of Education, KU	11	1.2/1.3/1.4/2.3/2.4/2.7/3.1/3.3/3.6/3.7/4	1.3, 1.4, 2.3, 2.4, 3.7
7	Prithvi Narayan Campus, Pokhara	3	1.5/3.1/3.6	1.5, 3.6
8	Kanchan Bidhya Mandir Samudayik College, Kanchanpur	11	1.1/1.3/1.4/2.6/2.7/3.1/3.3/3.5/3.6/3.7/4	1.3, 3.3, 3.5, 3.6, 3.7

S. No.	HEIs	No. of Valid Indicators for 2024	Valid indicators for 2024 Application	Eligible Indicators 2024
9	Janamaitri Multiple Campus, Kathmandu	4	1.3/1.5/3.3/3.5	1.5, 3.5
10	Jana Bhawana Multiple Campus, Lalitpur	6	1.3/2.2/3.1/3.2/ 3.4/3.6	1.3, 2.2, 3.1, 3.2, 3.4, 3.6
11	Tikapur Multiple Campus, Kailali	4	2.4/3.1/3.5/3.6	2.4, 3.5, 3.6

• **Details of New Applicants (Accredited HEIs participating in QE for first time)**

S. No	HEIs	Applied Indicators	Nos. of Applied Indicator	No. of Eligible Indicators
1	Institute of Forestry, Pokhara Campus, Pokhara	1.1, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.4, 3.5, 3.6	14	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.4, 3.5, 3.6
2	Pokhara Nursing Campus, Pokhara	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	19	1.1, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.3, 3.4, 3.5, 3.6, 3.7
3	Siddhajyoti Shiksha Campus, Sindhuli	1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	15	1.3, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.3, 3.5, 3.6, 3.7
4	Drabya Shah Multiple Campus, Gorkha	1.3, 1.5, 1.6, 2.4, 2.6, 3.5, 3.6, 3.7	8	1.3, 1.5, 1.6, 2.4, 2.6, 3.5, 3.6
5	J.S. Murarka Multiple Campus, Siraha	1.2, 1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4	15	1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 3.4, 3.6
6	Aadikavi Bhanubhakta Campus, Tanahun	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4	15	1.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 4



## Annex 4

### 4.1 Lists of HEIs Concluding Preparatory Assessment in FY 2023/24

S. N.	Name of the HEIs	Address	Remarks
1	Indreshwor Campus	Panauti, Kavre	
2	Jana Adarsha Campus	Birendranagar, Chitwan	
3	Pathari Multiple Campus	Pathari, Morang	
4	South-western state college	Basundhara, Kathmandu	
5	Urlabari Multiple Campus	Urlabari, Morang	Preparatory Assessment for second time for First Cycle
6	Triveni International College	Pokhara, Kaski	
7	Kakarvitta Multiple Campus	Mechinagar, Kakarvitta	
8	Central Department of Education	Kritipur	
9	Kantipur Engineering College	Lalitpur	
10	Kantipur International College	Buddhanagar, Kathmandu	
11	Indra Chandra Campus	Birtamode, Jhapa	
12	Mark International College	Dang	
13	Itahari Namuna College	Sunsari	
14	Saraswati Multiple Campus	Thamel, kathmandu	
15	Ratna Rajyalaxmi Campus	Kathmandu, Nepal	
16	Durgalaxmi Multiple Campus	Godawari, Kailali	

S. N.	Name of the HEIs	Address	Remarks
17	Morgan International College	Basundhara, Kathmandu	
18	Balkumari College	Chitwan	For Third Cycle
19	Birendra Bahumukhi Campus	Bharatpur, Chitwan	
20	Madan Bhandari Memorial College	Kathmandu	
21	Myanglung Multiple Campus	Terhathum	Preparatory Assessment for second time for First Cycle
22	Haraiya Multiple Campus	Rupandehi	
22	Sudur Paschimanchal Campus	Dhangadhi, Kailali	
24	Uniglobe College	Kathmandu	

## 4.2 Formations of Peer Review Teams (PRTs)

S.No.	Name of the HEIs	Address	Team Members	Designation	Remarks
1	Central Department of Economics, TU	Kathmandu	Prof. Dr. Prem Raj Pant	Team Leader	
			Prof. Dr. Kedar Nath Uprety	Member	
2	Urlabari Multiple Campus	Morang	Prof. Dr. Basu Dev Kafle	Team Leader	Reformed for reprocessing
			Prof. Dr. Rajani Malla	Member	
3	Triveni International College	Kaski	Prof. Dr. Chandra Lal Shrestha	Team Leader	
			Prof. Dr. Ganesh Pathak	Member	
4	Southwestern State College	Kathmandu	Prof. Dr. Shree Krishna Shrestha	Team Leader	
			Prof. Dr. Sulochana Shrestha	Member	
5	Kantipur Engineering College	Lalitpur	Prof. Dr. Triratna Bajracharya	Team Leader	
			Prof. Dr. Ila Shrestha	Member	
			Council Member from NEC	Council Representative	
6	Balkumari College	Chitwan	Prof. Dr. Govinda Prasad Acharya	Team Leader	For Third Cycle
			Prof. Dr. Rejina Maskey	Member	
			-	International expert	
7	Sudur Paschimanchal Campus	Kailali	Prof. Dr. Lekhnath Sharma	Team Leader	
			Prof. Dr. Binod Krishna Shrestha	Member	

S.No.	Name of the HEIs	Address	Team Members	Designation	Remarks
9	Damak Multiple Campus	Jhapa	Prof. Dr. Mana Prasad Wagley	Team Leader	For Third Cycle
			Prof. Dr. Ranjana Gupta	Member	
			-	International expert	
10	Nepalgunj Nursing Campus	Nepalgunj	Prof. Dr. Panna Thapa	Team Leader	
			Prof. Dr. Padip Gyanwali	Member	
			Council Member from MNC	Council Representative	
11	Haraiya Multiple Campus	Rupandehi	Prof. Dr. Lekhnath Bhattarai	Team Leader	
			Prof. Dr. Bhojraj Aryal	member	
12	Goldengate International College	Kathmandu	Prof. Dr. Prem Raj Pant	Team Leader	
			Prof. Dr. Pakash Ghimire	Member	
			Expert from Food Technology Department	Member	
13	Myanglung Multiple Campus	Terhathum	Prof. Dr. Indu Acharya	Team Leader	Reformed for reprocessing
			Prof. Dr. Hemraj Dhakal	Member	
14	Surkhet Model College	Surkhet	Prof. Dr. Madhav Raj Koirala	Team Leader	
			Prof. Dr. Bhupa Prasad Dhamala	Member	
15	Madan Bhandari Memorial College	Kathmandu	Prof. Dr. Ranjana Gupta	Team Leader	
			Prof. Dr. Achyut Gyanwali	Member	
17	Vishwa Adarsha College	Itahari	Prof. Dr. Pradeep Chandra Gautam	Team Leader	
			Prof. Dr. Binod Krishna Shrestha	Member	

S.No.	Name of the HEIs	Address	Team Members	Designation	Remarks
18	Uniglobe College	Kathmandu	Prof. Dr. Sunity Hada Shrestha Prof. Dr. Tara Datta Bhatta	Team Leader Member	
19	Kathmandu University School of Education	Lalitpur	Prof. Dr. Kailash Nath Pyakurel Prof. Dr. Bed Raj Acharya	Team Leader Member	For Second Cycle
20	Birendra Multiple Campus	Chitwan	Prof. Dr. Upendra Kumar Koirala Prof. Dr. Rajani Malla	Team Leader Member	
21	King's College	Kathmandu	Prof. Dr. Mana Prasad Wagley Prof. Dr. Dhruba Pokharel	Team Leader Member	

### 4.3 SSR Approved HEIs

S. No	Name of the HEIs	Address	Remarks
1	Balkumari College	Chitwan	For Third Cycle
2	Damak Multiple Campus	Jhapa	For Third Cycle
3	Birendra Bahumukhi Campus	Bharatpur, Chitwan	
4	Kathmandu University School of Education	Hattiban, Lalitpur	For Second Cycle
5	Madan Bhandari Memorial College	Kathmandu	
6	SouthWestern State College	Basundhara, Kathmandu	
7	Surkhet Model College	Birendranagar, Surkhet	
8	Urlabari Multiple Campus	Urlabari, Morang	Re-submission
9	Myanglung Multiple Campus	Terhathum	Re-submission
10	Triveni International College	Pokhara, Kaski	
11	Kantipur Engineering College	Lalitpur	
12	Haraiya Multiple Campus	Rupandehi	
13	Vishwa Adarsha College	Itahari, Sunsari	
14	Uniglobe College	New Baneshwor, Kathmandu	
15	Nepalgunj Nursing Campus	Nepalgunj, Banke	
16	Sudur Paschimanchal Campus	Dhangadhi, Kailali	
17	Goldengate International College, Kathmandu	Battisputali, Kathmandu	
18	Birgunj Public College	Birgunj, Parsa	
19	King's College	Babarmahal, Kathmandu	

#### 4.4.1 LOI Approved HEIs

S. No	Name of the HEIs	Address	Nature
<b>First Cycle</b>			
1	Kshitiz International College	Rupandehi	Private
2	Bheri Multiple Campus	Surkhet	Community
3	Panchadewal Campus Binayak Achham	Achham	Community
4	Bhadrakali Multiple Campus	Kaski	Community
5	Gurukul Baylor Campus	Kavrepalanchowk	Private
6	Khwopa College	Bhaktapur	Community
7	Rabi Campus	Panchthar	Community
8	Lalitpur Engineering Campus	Lalitpur	Private
9	Shital Campus	Rukum (West)	Community
10	Okhaldhunga Campus	Okhaldhunga	Community
11	Jaya Multiple Campus	Kathmandu	Community
12	Shreekot Multiple Campus	Baitadi	Community
13	Orchid International College	Kathmandu	Private
14	Triton International College	Kathmandu	Private
15	Victoria International College	Dang	Private
16	Badimalika Campus	Bajura	Community
17	Degree Campus	Morang	Constituent
18	Dadeldhura Multiple Campus	Dadeldhura	Community
<b>Second Cycle</b>			
19	Aishwarya Multiple Campus	Kailali	Community
20	Ghodaghodi Multiple Campus	Kailali	Community
21	JS Murarka Multiple Campus	Siraha	Community
22	Janapriya Multiple Campus	Kaski	Community
23	Janata Multiple Campus	Sunsari	Community
24	Kanchan Bidhya Mandir Samudayik College	Kanchanpur	Community

S. No	Name of the HEIs	Address	Nature
25	Kathmandu Bern Hardt College	Kathmandu	Private
26	Kabhre Multiple Campus	Kavre	Community
27	KU School of Arts	Lalitpur	School
27	Prithvi Narayan Campus	Kaski	Constituent
29	Resunga Multiple Campus	Gulmi	Community
30	Triyuga Janata Multiple Campus	Udayapur	Community
<b>Third Cycle</b>			
31	Tikapur Multiple Campus	Kailali	Constituent
<b>LoI Renewed HEIs</b>			
32	Bhaktapur Multiple Campus	Bhaktapur	Constituent
33	Central Department of Mathematics, TU	Kathmandu	Central Department
34	Jagannath Multiple Campus	Baitadi	Constituent
35	Mahendra Multiple Campus	Sunsari	Constituent
36	Mahendra Multiple Campus	Banke	Constituent
37	Pathivara Multiple Campus	Taplejung	Community
38	Tehrathum Multiple Campus	Terhathum	Constituent
39	United College	Lalitpur	Private
40	Chamunda College	Dailekh	Community
41	Dhankuta Multiple Campus	Dhankuta	Constituent
42	Khwopa College of Engineering	Bhaktapur	Community
43	Central Department of Journalism and Mass Communication	Kathmandu	Central Department
44	Kapan Multiple Campus	Kathmandu	Community



## 4.5 List of Snap Visit and Follow-Up Visit

### i. Snap Visit

S. No	Name of HEIs	Address	Team
1.	Bagiswori College	Bhaktapur	Prof. Dr. Prem Raj Panta Ms. Nabina Chaulagain
2.	Nuwakot Adarsha Campus	Batar	Ms. Nabina Chaulagain
3.	Gaurishankar Multiple Campus	Charikot	Prof. Dr. Indu Acharya Mr. Suman Paudel
4.	Kalika Multiple Campus	Pokhara	Ms. Bhagawati Paudel
5.	Central Department of Economics	Kirtipur	Prof. Dr. Prem Raj Panta Ms. Bhagawati Paudel
6.	Global College of International	Kathmandu	Prof. Dr. Mana Prasad Wagley Ms. Bhagawati Paudel
7.	Golden Gate International College	Kathmandu	Prof. Dr. Prem Raj Panta Ms. Bhagawati Paudel
8.	Karfok Multiple Campus	Ilam	Ms. Bhagawati Paudel

### ii. Follow-Up visit

S. No	Name of HEIs	Address	Team
1.	Achham Multiple Campus	Mangalsen	Prof. Dr. Keshar Jung Baral Ms. Bhagawati Paudel
2.	Mid – West University, School of Management (MUSOM)	Birendranagar	Prof. Dr. Keshar Jung Baral Ms. Bhagawati Paudel
3.	Institute of Engineering, Thapathali Campus	Kathmandu	Prof. Dr. Padam Bahadur Shahi Ms. Samvidha Pathak
4.	Dhawalagiri Multiple Campus	Baglung Bazar	Prof. Dr. Shiba Kumar Rai Ms. Bhagawati Paudel

**4.6 List of Accredited HEI's Field Monitored in FY 2023/24**

S.No	Name of HEI	Address	Integrated Members Name
1.	Tridev Multiple Campus	Charali, Jhapa	Ms. Samvidha Pathak Mr. Deepak Kumar Jha Mr. Shiv Chandra Patel
2.	Kanakai Multiple Campus	Surunga, Jhapa	Ms. Samvidha Pathak Mr. Deepak Kumar Jha Mr. Shiv Chandra Patel
3.	Triyuga Janta Campus	Gaighat, Udaipur	Ms. Samvidha Pathak Mr. Deepak Kumar Jha Mr. Shiv Chandra Patel
4.	J.S Murarka Campus	Lahan, Siraha	Ms. Samvidha Pathak Mr. Deepak Kumar Jha Mr. Shiv Chandra Patel
5.	Harikhetan Multiple Campus	Birgunj, Parsa	Ms. Samvidha Pathak Mr. Deepak Kumar Jha Mr. Shiv Chandra Patel
6.	Ghodaghodi Multiple Campus	Ghodaghodi, Kailai	Ms. Usha Khakurel Mr. Sitaram Bhattarai Ms. Laxmi Shova Hada
7.	Marshyandi Multiple Campus	Besisahar, Lamjung	Mr. Kapil Risal Ms. Usha Khakurel Ms. Punita Upadhyay
8.	Janapriya Multiple Campus	Pokhara, Kaski	Mr. Kapil Risal Ms. Usha Khakurel Ms. Punita Upadhyay

**4.7 List of HEIs in the Re-Accreditation Process and their Status**

S.N.	Name of HEI	Address	Status
1	Lumbini Baniya Campus	Butwal, Rupandehi	Preparatory Assessment Completed for third Cycle
2	Balkumari College	Chitwan	Preparatory Assessment Completed for third Cycle
3	Damak Multiple Campus	Jhapa	PRT Formation for the third cycle

S.N.	Name of HEI	Address	Status
4	Kailali Multiple Campus	Kailali	LOI Accepted for third Cycle
5	Makwanpur Multiple Campus	Makwanpur	SSR Submission for third cycle
6	Janapriya Multiple Campus	Pokhara	SSR Submitted for third Cycle
7	Tikapur Multiple Campus	Kailali	LOI Accepted for Third Cycle
8	Kathmandu University School of Engineering (KUSOE)	Dhulikhel, Kavre	Preparatory Assessment Completed for Second Cycle
9	Sukuna Multiple Campus	Sundarhaincha, Morang	Peer Review Team's Assessment Completed for Second Cycle
10	Sindhuli Multiple Campus	Kamalamai, Sindhuli	SSR Submitted for Second Cycle
11	Mahendra Ratna Multiple Campus	Ilam Bazar, Ilam	Preparatory Assessment for Second Cycle
12	Rupandehi Campus	Siddharthanagar, Rupandehi	SSR Submitted for Second Cycle
13	Saptagandki Multiple Campus	Chitwan	SSR Submitted for Second Cycle
14	Dibya Jyoti Multiple Campus	Nawalparasi	SSR Submitted for Second Cycle
15	School of Education, KU	Hattiban, Lalitpur	PRT Formation for Second Cycle
16	School of Arts, KU	Hattiban, Lalitpur	SSR Submission for Second Cycle
17	Aishwarya Multiple Campus	Kailali	LOI Accepted for Second Cycle
18	Ghodaghodi Multiple Campus	Kailali	LOI Accepted for Second Cycle
19	J.S Murarka Multiple Campus	Siraha	LOI Accepted for Second Cycle
20	Janata Multiple Campus	Sunsari	LOI Accepted for Second Cycle

S.N.	Name of HEI	Address	Status
21	Kanchan Bidhya Mandir Samudayik College	Kanchanpur	LOI Accepted for Second Cycle
22	Kathmandu Bern Hardt College	Kathmandu	LOI Accepted for Second Cycle
23	Kabhre Multiple Campus	Kavre	LOI Accepted for Second Cycle
24	Prithvi Narayan Campus	Kaski	LOI Accepted for Second Cycle
25	Resunga Multiple Campus	Gulmi	LOI Accepted for Second Cycle
26	Triyuga Janata Multiple Campus	Udayapur	LOI Accepted for Second Cycle