

UNIVERSITY  
GRANTS  
COMMISSION

# ANNUAL REPORT

2070/71 | 13/14

UNIVERSITY GRANTS COMMISSION

ANNUAL REPORT 2070/71 | 13/14



Sanothimi, Bhaktapur, Nepal  
**Website:** <http://www.ugcnepal.edu.np>  
**E-mail:** [ugc@ugcnepal.edu.np](mailto:ugc@ugcnepal.edu.np)

**Post Box:** 10796, Kathmandu, Nepal  
**Phone:** (977-1) 6638548, 6638549, 6638550  
**Fax:** 977-1-6638552



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**UNIVERSITY  
GRANTS  
COMMISSION (UGC)**  
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Website: [www.ugcnepal.edu.np](http://www.ugcnepal.edu.np)

## ACRONYMS AND ABBREVIATIONS

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BPKISH	B.P. Koirala Institute of Health Sciences
CEDA	Centre for Economic Development and Administration
CERID	Research Centre for Educational Innovation and Development
CNAS	Centre for Nepal and Asian Studies
DoE	Department of Education
GoN	Government of Nepal
HEMIS	Higher Education Management Information System
EMIS	Education Management Information System
HSEB	Higher Secondary Education Board
IAAS	Institute of Agriculture and Animal Sciences
IDA	International Development Association
IoE	Institute of Engineering
IoF	Institute of Forestry
IoM	Institute of Medicine
IoST	Institute of Science and Technology
J&MC	Journalism and Mass Communication
KU	Kathmandu University
LBU	Lumbini Buddha University
NAMS	National Academy of Medical Science
NPU	Nepal Public University
NSU	Nepal Sanskrit University
PAD	Project Appraisal Document
PAHS	Patan Academy of Health Sciences
PokU	Pokhara University
PRT	Peer Review Team
PU	Purbanchal University
QAA	Quality Assurance and Accreditation
QAAC	Quality Assurance and Accreditation Committee
RBB	Rashtriya Banijya Bank
RECAST	Research Centre for Applied Science and Technology
SFAFD	Student Financial Assistance Fund Development
SFAFDB	Student Financial Assistance Fund Development Board
SHEP	Second Higher Education Project
RMC	Research Management Cell
SSR	Self-Study Report
TU	Tribhuvan University
TUCL	TU Central Library
UGC	University Grants Commission

# CONTENTS

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<b>SECTION I: INTRODUCTION .....</b>	<b>1</b>
1.1 Preamble .....	1
1.2 Functions.....	1
1.3 Organizational Structure .....	2
<b>SECTION II: DUTIES AND RESPONSIBILITIES OF UGC .....</b>	<b>5</b>
2.1 Duties and Responsibilities.....	5
2.2 Role of UGC in Establishing a University.....	5
2.3 UGC as Education–Policy Advisor.....	5
2.4 Budget Allocation and Grants Distribution .....	6
2.5 Norms and Standards Setter of Higher Education .....	6
2.6 Grants Assistance for Research and Academic Activities .....	7
2.7 Publication and Creation of Education Archive .....	7
2.8 Implementation of SHEP .....	8
<b>SECTION III: HIGHLIGHTS OF THE ACTIVITIES OF UGC IN 2013/14.....</b>	<b>10</b>
3.1 Recurrent Activities.....	10
3.2 Appointment of the New Chairperson .....	10
3.3 Resignation of Prof. Ganesh Man Gurung from the Post of Chairperson .....	11
3.4 Meeting of the Heads of UGCs of the SAARC Countries.....	11
3.5 Submission of Draft of Higher Education Policy to the MoE .....	12
3.6 Study Visits to India.....	13
3.7 Study Visit of UGC Team to Bangladesh .....	14
3.8 A High-Level Meeting with the Minister of Education.....	15
3.9 Participation of UGC Delegates in Asia Pacific Quality Network Conference.....	15

3.10	Participation of UGC Member in a Seminar in India .....	16
3.11	Participation in Special Training Programs in Paris.....	16
3.12	Participation of UGC Staff in Training in Thailand .....	17
3.13	Procurement Training Participation in Turin, Italy .....	18
3.14	Participation in INQAAHE Forum, Estonia .....	18
3.15	Grants Disbursement to the Community Campuses .....	19
3.16	Regular Grants for Community Campuses .....	19
3.17	Publications of UGC in 2013/2014 .....	19
3.18	Quality Improvement Programs in 2013/2014 .....	20
3.18.1	PhD Fellowship.....	20
3.18.2	M.Phil. Fellowship.....	20
3.18.3	Mini Research Projects .....	21
3.18.4	Grants Support to Students with Disability .....	21
3.18.5	Travel Grants for Participating in International Conferences...21	
3.18.6	Support for Conducting Workshops and Seminars .....	21
3.18.7	Capacity Development Programs.....	21
3.18.8	Miscellaneous Support .....	21
3.18.9	Support for M. Phil. Thesis Preparation .....	21

**SECTION IV: BUDGET AND FINANCE OF UGC IN 2013/2014.....22**

4.1	Overview of Financing to Universities and HEIs .....	22
4.2	UGC Regular Program & Budget .....	23
4.3	Program & Budget of Second Higher Education Project .....	24
4.4	Income and Expenditure of UGC in 2013/2014.....	25
4.5	Grants Disbursed to Higher Educational Institutions .....	25
4.6	Grants Disbursed to Quality Improvement Programs.....	26
4.7	SHEP Grants Disbursement and Expenditure in 2013/14.....	27

**SECTION V: REGULAR PROGRAMS OF UGC.....34**

5.	Overview .....	34
----	----------------	----

5.1	Institutional Development Grants.....	34
5.1.1	Grants for Universities.....	34
5.1.2	Regular Grants.....	34
5.1.3	Physical Facility Development.....	35
5.1.4	Library Strengthening and Equipment Grants.....	35
5.1.4.1	Grants for Purchasing Books.....	35
5.1.4.2	Grants for Purchasing Furniture.....	36
5.1.4.3	Grant Assistance for Purchasing Equipments.....	36
5.2	Quality Improvement Programs.....	36
5.2.1	Fellowship Programs.....	37
5.2.1.1	PhD Study Fellowship.....	37
5.2.1.2	M. Phil. Study Fellowship.....	42
5.2.1.3	Support for M. Phil. Thesis Preparation.....	45
5.2.1.4	Thesis Preparation Support for Persons with Disabilities.....	47
5.2.2	Refresher Course/Capacity Development Program/Research Methodology Training.....	48
5.2.3	Grants for the Development of Teaching Materials.....	49
5.2.4	Research Promotion.....	49
5.2.4.1	Mini Research.....	49
5.2.4.2	Special Research.....	53
5.2.4.3	Research Materials.....	54
5.2.4.4	Partial Support for PhD Fellow.....	54
5.2.5	Teaching / Study Visit.....	55
5.2.5.1	Visit by Professors in Higher Education Institutions....	55
5.2.5.2	Visit to Institutions of SAARC Countries for Special Study/Research.....	55
5.2.5.3	Travel Grants to Participate in Foreign Seminars and Conferences.....	56
5.2.6	Grants Assistance for Workshops, Seminars, and/or Conferences.....	57
5.2.7	Girls Scholarships Program.....	57

**SECTION VI: THE SECOND HIGHER EDUCATION PROJECT  
(SHEP) .....58**

- 6.1 Introduction .....58
- 6.2 Assessment of the Achievements .....59
  - 6.2.1 Improvements in Governance, Management and Financial Sustainability .....61
  - 6.2.2 Reform in Higher Education Institutions through Performance Grant, Incentive Grant and Matching Grant for Resource Mobilization Initiatives .....63
  - 6.2.3 Teaching-learning Improvement with Strengthened Research Capability and Curriculum Reform .....65
  - 6.2.4 Improving Access to Higher Education.....67
  - 6.2.5 Improving Higher Education System Capacity .....69
  - 6.2.6 Higher Education Policy Framework.....70
- 6.3 Summary, Challenges and Future Direction .....71

**SECTION VII: ISSUES, CHALLENGES, AND THE PROSPECT  
OF HIGHER EDUCATION.....77**

- 7.1 Issues and Challenges .....77
- 7.2 Prospects of Higher Education.....78

**Annex A.....80**

The List of Community Campuses that Received Regular Grants  
and Physical Development Grants in 2070/71

**Annex B.....96**

Refresher Course/Capacity Development Program/Research  
Methodology Training

**Annex C..... 104**

Travel Grants Support for Participation in Foreign Seminar/  
Conferences

**Annex D..... 110**

The List of Higher Education Institutions that Received Grants  
for Conducting Seminar/Workshop/Conference in 2070/71



# SECTION I

## INTRODUCTION

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### 1.1 Preamble

The University Grants Commission (UGC) was established as an autonomous and statutory institution, under the *University Grants Commission Act (1993)*, to promote, facilitate, support, and enhance the quality of higher education in the country, thereby meeting the national need of the educated workforce and developing Nepali academia up to the global standard. As one of the outcomes of the political changes in the early 1990s, the UGC was instituted to address the people's aspirations for revolutionary and qualitative changes in higher education to facilitate the all-round development of the nation. This statutory and autonomous institution also came into existence to face the challenges and to solve the problems that were historically impairing higher education.

Until 1990, the development of higher education was highly constrained as there were only two universities: Tribhuvan University (TU, established in 1959) and Mahendra Sanskrit University (MSU, established in 1986). Both of these universities could enroll and educate only a fragment of the aspiring population. That is, the universities could cater to the academic needs of a tiny section of the total population of the country. Additionally, the mandatory inclusion of disadvantaged sections of the society such as females, *dalits* and other marginalized social groups in higher education was rather a new concept. However, after the successful political revolution and the restoration of multiparty democracy in 1990, the inclusive development of higher education has been one of the top priorities of the country. It is in these contexts that the University Grants Commission (UGC) was established to promote quality higher education in every section of the society and to enhance the culture of research in the country.

### 1.2 Functions

As a statutory and autonomous body, the UGC makes proper allocation and disbursement of grants to the universities and higher education institutions to ensure their smooth operation and academic excellence. In regard, the UGC is also expected to

define the academic standards of higher education and to ensure good rapport and coordination among the universities in the country, thereby encouraging them to cooperate, collaborate, and exchange their academic experiences.

In line with this spirit and expectation, the *UGC Act* (1993) envisages the University Grants Commission to carry out the following functions:

- Formulate policies for allocating the government grants to universities and higher education institutions;
- Disburse grants to universities and colleges, and make recommendations to the government for revising the provisions of grants;
- Award grants for research, scholarships, and fellowships;
- Take necessary measures to maintain the standards of higher education;
- Advise the government concerning the establishment of a new university, or the operation of an institution of higher education with an affiliation to foreign universities/institutions;
- Make necessary arrangements for the exchange of resources, funds, and fellowships between universities and educational institutions within and outside Nepal.

### **1.3 Organizational Structure**

The supreme authority of UGC lies with its apex body consisting of eleven members headed by the Executive Chairman as per the *UGC Act* (1993). The office bearers of the apex body are either nominated by the government, or invited to act as the *ex-officio* members. The Executive Chairman and the Executive Member Secretary of the commission are nominated by the Council of Ministers from among the academic leaders and eminent professors upon the recommendation of the Ministry of Education. The secretaries of the Ministry of Education and Ministry of Finance and a member of National Planning Commission (Social Sector/Education Desk) are the *ex-officio* members. Among the two Vice-Chancellors represented, usually one is from Tribhuvan University and the other from among the other universities of the country. Further, two distinguished professors and two prominent educationists are nominated to the apex body. The tenure of the members including the Chairman and the Member-Secretary is four years from the date of appointment; however, they are eligible to be reappointed.

The Board Members of UGC are as follows:

SN	Name	Designation
1.	Prof. Dr. Ganesh Man Gurung Prof. Dr. Parashar Prasad Koirala	Chairman 15 <sup>th</sup> May 2011 – 4 <sup>th</sup> September 2013 Chairman 16 <sup>th</sup> June 2014 - Now
2.	Mr. Bhola Nath Pokharel	Member-Secretary
3.	Member, National Planning Commission	Member (Ex-Officio)
4.	Secretary, Ministry of Finance	Member (Ex-officio)
5.	Secretary, Ministry of Education	Member (Ex-officio)
6.	Prof. Dr. Hira Bahadur Maharjan (Vice Chancellor, Tribhuvan University)	Member
7.	Prof. Maheswor Man Shrestha (Vice Chancellor, Purbanchal University)	Member
8.	Prof. Dr. Vidya Nath Koirala (Tribhuvan University)	Member
9.	Prof. Dr. Mahendra Singh (Tribhuvan University)	Member
10.	Prof. Dr. Shiva Sharan Maharjan (Tribhuvan University)	Member
11.	Mrs. Chirik Shova Tamrakar (Tribhuvan University)	Member

In order to carry out its duties and responsibilities, the UGC had initially set up four divisions: Administration Division, Finance Division, Planning Division, and Monitoring Division. With the commencement of the Second Higher Education Project in 2007, it has further added Quality Assurance and Accreditation Division, Research Division, HEMIS Section, and Reform Unit. These divisions and units are headed by officers having various expertise and experiences. The Administration Division is led by a Joint-Secretary Level officer, Finance Division by an Under-Secretary level Finance Controller; Research and Quality Assurance and Accreditation Division by academics of a professor rank. In addition, the UGC occasionally forms different committees and tasks-force units to undertake and fulfill various responsibilities. The regulation of the

University Grants Commission specifies the provisions for forming different committees and recruiting necessary staff members, or hiring service providers and receiving services of consultants and experts.

The UGC has the following committees:

- University Coordination Committee
- Second Higher Education Project Steering Committee
- Quality Assurance and Accreditation Committee
- Research Evaluation Committee
- Quality Assurance and Accreditation Technical Committee
- Academic Committee

In addition to these committees, several other teams, tasks force units, and special task committees, namely Reform Committee, Cluster Committee, Peer Review Team, Theme/Task Committee, and University Feasibility Study Task have also been formed. To create a systematic archive of its activities and achievements, the UGC has also formed a Publication Board which has published historically important documents, research articles, articles on current affairs, and annual reports.

## SECTION II

### DUTIES AND RESPONSIBILITIES OF UGC

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#### 2.1 Duties and Responsibilities

To uplift the academic standards of higher education and to encourage research culture in the country, the UGC has a systematic mode of operation and functioning so that it can fulfill its duties and responsibilities. It plays an instrumental role in the establishment of a new university; formulation of national academic policy; allocation of budget and distribution of grants; setting up criteria, norms and standards of higher education; and providing funds for research and academic activities.

#### 2.2 Role of UGC in Establishing a University

When the Ministry of Education (MoE) gets a formal request for establishing a new university, it seeks the expert advice of UGC. The UGC then forms a task committee to undertake feasibility assessment, prepare an appropriate outline of the university, and develop a proposal. Upon receiving the task committee's report, the UGC forms a high-level committee of experts to undertake the study— to review documents, interact with the stakeholders, and visit the proposed university site for making an assessment of the infrastructure as well as human resources. If the committee finds that the prerequisites for opening a university have been met, it suggests the necessary steps to be taken along with a draft of the act for the proposed university and presents it to the UGC, which subsequently submits it to the MoE. After the approval of MoE and the council of ministers, the final draft of the act is tabled in the parliament for approval. The establishment of a new university is approved when the parliament passes the act for the proposed university.

Likewise, concerning the request for opening an institution of higher education with affiliation to foreign universities or institutions, the UGC presents its expert advice to the MoE and said advice becomes one of the criteria for a final decision.

#### 2.3 UGC as Education–Policy Advisor

The UGC also provides advice to the government to bring about appropriate higher education policies for the country. Usually, upon the request of MoE, the UGC forms a policy-drafting committee and/or a task group that extensively reviews the existing national policies on education, weighs their pros-and-cons, consults and interacts with

the stakeholders, and takes account of regional and global trends. Having studied all the relevant factors, particularly national, regional, and global needs, the expert committee reaches a conclusion for the most suitable academic policy for the country. In order to effectively contribute to the nation's social, political, economic and environmental development, the higher education policies must address the ever-increasing demands of quality education. Viewing all such aspects, the expert committee of policy makers drafts its prospectus on the appropriate educational policy for the country. The draft is then submitted to the MoE for formal adoption by the government. Thus, the UGC has a significant role in the adoption of national policies on education.

#### **2.4 Budget Allocation and Grants Distribution**

The UGC also presents its advice to the government on how to allocate the national budget for the education sector. As the education sector budgeting is coordinated by the MoE, it forms a task committee representing concerned organizations and institutions to formulate a suitable framework for allocating the budget; a representative of the UGC also partakes in the committee. In this regard, as one of the higher education planning agencies of the country, the UGC advises the government on the allocation of funds for developing and enhancing the educational sector of the country. Once the budget for higher education sector is allocated, it is handed over to the UGC for systematic disbursement.

#### **2.5 Norms and Standards Setter of Higher Education**

In addition to the activities mentioned above, the UGC also sets criteria, norms and standards of higher education in the country. In this regard, it is noteworthy that the UGC initiated a system called Quality Assurance and Accreditation (QAA) for educational institutions in 2007. For this purpose, it had formed a Quality Assurance and Accreditation Committee consisting of 17 members including the UGC Chairman, Member Secretary, QAA Division Director, representatives of professional councils, selected representatives of universities, MoE, student unions, Deans and Department Heads, and prominent professors. Now, QAA Division has been formed at the UGC and is fully functioning to accredit the quality of higher education institutions.

The UGC, upon the recommendation of QAA Committee, has adopted criteria and processes for quality assessment and accreditation. The schemes of quality enhancement based on important criteria and indicators have been developed, and the process of QAA has been activated in a selected number of campuses with the support of the Second Higher Education Project (SHEP). The process of QAA has been opened for the

participation of all interested and eligible institutions on a voluntary basis. The Process has already been launched to form an independent QAA Board for quality assessment and accreditation.

## **2.6 Grants Assistance for Research and Academic Activities**

One of the responsibilities of UGC is to enhance the research culture in the country; it provides a range of grants to support the research activities of individuals and institutions. It has been providing funds for research activities to university teachers, independent researchers, and educational institutions for the conduction of academic seminars, workshops, and curriculum orientation programs. In addition, the UGC also has its Academic Committee of professors that provides necessary advice and facilitates the various quality enhancement programs run by academic institutions.

Since 2007, the UGC has initiated various schemes to support the research activities of faculty members and institutions in order to link teaching and learning to the developmental needs of the nation. The funding schemes include provisions of grant support to competitively selected research projects developed by faculty members and institutions, trainings on research methodology, conducting dialogues with industry and business establishments, establishing research management cells, and developing research libraries. In this regard, the UGC has formed a 13 member Research Council representing various stakeholders including universities, professional researchers, and the Federation of Nepalese Chamber of Commerce and Industries. It has also established a Research Division to initiate the development of an effective system of research support.

## **2.7 Publication and Creation of Education Archive**

The UGC has started creating systematic records of the materials related to research, higher education, education policies, and other such concerns. To disseminate the findings of research activities conducted under the support of UGC, it has initiated the publication of the *Abstracts of Mini Research Projects* in a series of volumes. The UGC has also initiated the publication of *The Journal of University Grants Commission*, *UGC Newsletter*, *University Grants Commission Annual Report*, and *HEMIS Report*.

The publication of the *Abstracts of Mini Research Projects* is aimed at creating a systematic preservation of the outcomes of short-term research under the grant assistance of UGC for the benefits of general readers and prospective researchers. Being published in a series of volumes, the *Abstracts* are central points of major findings by the researchers of these projects. The UGC has already published two volumes of the

*Abstracts* of research activities in English. The third one is in the process of being published. The UGC has also initiated the publishing of the abstracts of mini research projects conducted and presented in Nepali.

In a bid to add its contribution to the scholarly pursuits in the country, the UGC has started the publication of scholarly research articles in a regular journal entitled *The Journal of University Grants Commission*. The research articles for this journal are sought from eminent researchers and scholars and are published to create an archive of existing knowledge and to inspire prospective researchers in the particular area of study and research.

Another regular publication of the University Grants Commission is the bi-monthly *UGC Newsletter* which reports activities carried out during a period of two months. The *UGC Newsletter* aims to inform the readers about the regular activities of UGC, and maintains an archive of the initiatives undertaken by this statutory body.

The UGC annually publishes *University Grants Commission Annual Report* to record and disseminate its yearly activities. The *Report* publishes the general information about the UGC's role, its functioning, major activities, finances and funding, higher education projects, research activities, national vision of higher education and planning, and such other initiatives. In short, *University Grants Commission Annual Report* mirrors the activities and programmes conducted by the UGC.

Another regular publication of UGC is *Higher Education Management Information System (HEMIS) Report*, a database of educational activities in the country. As factual and objective information concerning education is for developing higher education policy, the UGC, in collaboration with the SHEP, has been publishing HEMIS data every year since 2007. In UGC has emphasized the creation of an archive system. Accordingly, the Research Division of the UGC has developed tools for data collection, which have been used for collecting data every year, and have proven to be very effective. After a proper and logical analysis of the collected data, they are published in the HEMIS Report. For this purpose, the UGC has also hired consultant technicians and experts on a competitive basis to develop the HEMIS software, using which, more effective management and analysis of the data can be made. These regular and other periodic publications enrich the UGC archive for the general readers, planners, and institutions.

## **2.8 Implementation of SHEP**

In order to improve the quality and relevance of higher education, the Government of Nepal, with the support of International Development Agency (IDA) and World Bank has been implementing the Second Higher Education Project (SHEP, 2007-2014). The



project has two major objectives and four main components. The main objectives of the project are to: (1) achieve enhanced quality, efficiency, and relevance of higher education through a set of systemic reforms and to provide incentives to some selected exemplary institutions; and (2) improve access for academically qualified students from marginalized and disadvantaged groups to higher education and higher secondary education. In addition, there are four major tasks of SHEP: i) to make timely and appropriate reforms in higher education; ii) to provide need-based financial assistance to deserving students; iii) to enhance the quality of higher secondary education; and iv) to strengthen the capability of UGC system. The UGC in collaboration with TU and Student Financial Assistance Fund Development Board (SFAFDB) is responsible for implementing tasks 1, 2 and 4; whereas, MoE/DoE is responsible to implement task 3.

The successful implementation of SHEP is expected to produce the following results: i) enhance stakeholders' contributing participation in the reform process with the provision of matching grants; ii) provide grants on the basis of performance appraisals; iii) select and provide financial assistance on the basis of "proxy means" to needy, poor, and disadvantaged students so that they can complete their higher education; iv) provide financial support to public higher secondary schools to motivate them for better performance and to increase their intake capacity; and v) strengthen systemic capability mainly through the implementation of Quality Assurance and Accreditation process and HEMIS.

## SECTION III

### HIGHLIGHTS OF THE ACTIVITIES OF UGC IN 2013/14

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#### 3.1 Recurrent Activities

As the UGC has the duties and responsibilities to develop and enhance the quality of higher education in the country, it is also entrusted with carrying out some recurrent activities. The first and foremost regular activity of UGC is to ensure the proper allocation of government-budget for higher education and to provide grants support to universities and community campuses. The second important responsibility of this statutory body is to formulate and implement quality improvement programs. Thirdly, the UGC regularly conducts seminars, academic exchanges, and policy reviews to uplift the academic standards of the country. Such activities are discussed in details in the following sections:

1. Highlights of the Activities of UGC – Section III
2. Budget and Finances of UGC – Section IV
3. Quality Improvement Programs of UGC – Section V
4. Second Higher Education Project – Section VI
5. Issues, Challenges and Prospects of Higher Education - Section VII

The brief highlights of the activities of the UGC during the previous fiscal year are as follows:

#### 3.2 Appointment of the New Chairperson

As per the decision of the cabinet meeting held on the 16<sup>th</sup> June 2014, the Government of Nepal nominated Prof. Dr. Parashar Prasad Koirala as the chairperson of the Board of the UGC Nepal. Chairperson - Prof. Koirala is a prominent retired professor of Management Faculty of Tribhuvan University. He has long and extensive experience in the academic field. He has also successfully managed both academic and non-academic institutions. Prof. Koirala was a board member of National Development Council in 1999, and the Board of Directors of Nepal Rastra Bank, central bank of Nepal, from 1999 to 2007. As the chairperson, he has experience of leading the management of Gorkhapatra Sansthan, a corporation of the GoN that publishes the oldest print-news in Nepal, in the year 2001; he also served as the Dean of Faculty of Management in Tribhuvan University from 2002 to 2008. Prof. Koirala earned his Master's Degree in

Management in 1972 from Tribhuvan University and his Ph.D. in 1987 from Delhi School of Economics, India.

With the nomination of Prof. Koirala, the leadership post of the UGC that remained vacant since October 2013, when Prof. Dr. Ganesh Man Gurung resigned from the position of the chairperson, has been filled up.

### **3.3 Resignation of Prof. Ganesh Man Gurung from the Post of Chairperson**

Prof. Ganesh Man Gurung reigned from the position of chairperson of the UGC on 4<sup>th</sup> September 2013 as he was elected as a member of the Constitution Assembly of Nepal under the proportional representation. During the tenure of Prof. Gurung, UGC initiated many reforms and innovative activities for the development of higher education. During his tenure, the process for developing new higher education reform programs was initiated. In order to foster the mutual exchange and sharing of experiences of the different universities, University Coordination Committee was activated. Another key contribution of Prof. Gurung was the increase the volume of physical development grants to community campuses and the expansion of research activities. During his leadership, UGC gained wide exposure to the national and international forums, and the role of UGC became prominent and visible in the overall development of higher education in Nepal.

### **3.4 Meeting of the Heads of UGCs of the SAARC Countries**

The ninth Meeting of the Committee of Heads of University Grants Commissions (UGCs) and Equivalent Bodies of the SAARC countries was held in Sri Lanka from 12 to 13<sup>th</sup> May 2014. Member Secretary of UGC Nepal, Mr. Bholanath Pokharel participated in the meeting as a representative of UGC Nepal.

The meeting developed an understanding on some important agendas related to higher education of the SAARC member countries. The committee meeting decided to advise the governments of the member countries for expediting the preparation of SAARC Regional Handbook on Chartered Universities and Degree Awarding Institutions as per the agreed upon framework. The committee meeting agreed to identify the common parameters for quality assurance and accreditation mechanism in the SAARC region. The meeting unanimously decided to adopt “The Framework of Cooperation Agreement among the UGCs and Equivalent Bodies of the SAARC”. Likewise, the committee agreed to forward web-links related to national data-base of research to the SAARC Secretariat through national focal points. As agreed, the SAARC Secretariat will upload this information the the SAARC website, known as the SAARC Education and

Research Network (SERN). The meeting also decided to execute the Declaration of Commitments as agreed in the Regional Conference held in New Delhi from 13 to 14<sup>th</sup> January 2014.

Similarly, the committee, in this meeting, discussed the possibility of maintaining common regional education standards among the SAARC member countries, and reached the conclusion that, while possible, such a task would take time. As concluded, identification of benchmarks for minimum standards of education can be considered as the starting point towards that direction. A complete harmonization of curriculum of all the SAARC member countries was deemed not possible and practical at present, but the harmonization of academic framework was regarded to be feasible.

The meeting also reviewed the progress being made in the implementation of the decisions/recommendations of the Eighth Meeting which was held in Kathmandu between 17<sup>th</sup> and 18<sup>th</sup> April 2013. On the occasion, Pakistan offered to host the tenth meeting of the Committee.

### **3.5 Submission of Draft of Higher Education Policy to the MoE**

The UGC submitted a draft of Higher Education Policy Framework to the Ministry of Education (MoE) on 16<sup>th</sup> April 2014 for endorsement from the GoN. UGC's Member Secretary, Mr. Bhola Nath Pokharel, as a representative of the draft submitting delegation, handed over the policy draft to the Hon'ble Minister for Education, Mrs. Chitra Lekha Yadav, amidst a special ceremony in the Ministry. At the moment of handing over the policy draft, Mr. Pokharel highlighted the significance and relevance of the drafted policy. The major aspects highlighted were:

- need for further development of higher education aligning with national development needs and priorities;
- basis for establishing and strengthening higher education institutions as per the national norms and standards;
- establishment of system and modalities for quality assurance and accreditation;
- regulating affiliation of both national and international institutions; and
- regulating public financing.

The policy aims to make higher education more relevant to national issues and more competitive in the global context. It is expected that, with the policy endorsement and implementation, a new milestone of reform in higher education would be set in Nepal.

Secretary of Education, Mr. Bishwo Prakash Pandit, a UGC Member and VC of Tribhuvan University, Prof. Dr. Hira Bahadur Maharjan, UGC members, Prof. Dr. Mahendra Singh, Prof. Dr. Shyam Sharan Maharjan, and Dean of the Institute of Science and Technology (IOST) of TU, Mrs. Chirika Shobha Tamrakar, were present in this delegation. Similarly, Joint Secretary of MoE, Mr. Mahashram Sharma, UGC's technical advisor, Prof. Dr. Hirdaya Ratna Bajracharya, and other staff of the MoE and UGC were also present in the delegation.

The UGC had formed a policy development committee under the leadership of the UGC Chairperson in March 2012. Under that committee, there were five thematic sub-committees which worked together to finalize the draft of the higher education policy. It took about two years to complete the assignment. Before finalizing the policy draft, several series of national and regional seminars were organized to collect feedback from the concerned stakeholders.

### **3.6 Study Visits to India**

A team led by Member Secretary of UGC, Mr. Bholu Nath Pokharel, made a study visit to the National Accreditation and Assessment Council (NAAC), Bangalore, India from 20 -26 October 2013. Prof. Hridaya Ratna Bajracharya, Technical Advisor, UGC, Prof. Kanhaiya B. Mathema, Director, QAA Division, UGC, Dr. Tulshi Thapalia, Under Secretary, Ministry of Education and Mr. Sitaram Dahal, QAA Assistant, UGC were on the team. The major focus of the visit was the capacity development of the QAA system in the country. The renewed Memorandum of Cooperation between NAAC, India and UGC, Nepal for future cooperation was signed during the visit. In addition to the signing of MoU between the two institutions, the visit also made an endeavor to study the advanced QAA system in India. The team also observed the monitoring and reaccreditation modality and administrative procedure of NAAC.

During the visit, the team visited the Government College, Maharani's Art's, Commerce & Management College (Women's College). The College has been dedicated to the empowerment of women through education. It has been accredited by NAAC with an "A" Grade in 2003 and re-accredited again for the second term with an "A" Grade in 2008/09 with CGPA 3.09. The Team also consulted with the Commissioner of Higher Education Council and Director of the Directorate of Collegiate Education on the state of higher education in the region.

On 23<sup>rd</sup> October, the team visited Mount Caramel Autonomous College. It was a missionary autonomous institute equipped with modern IT facilities. The College was accredited for the third time with a high rank in each cycle. On the last working day of the visit, the team visited the accredited institution with a status of Deemed to be

University, Christ University. The University is considered one of the best HEIs of the Karnataka State and has been undergoing its own Total Quality Management system.

The program was well designed to enhance QAA system in India by HEIs in excelling the quality performances with meticulous details of giving a very good illustration of NAAC's efforts.

Likewise, another UGC team, consisting of six members, paid an study visit to New Delhi, India from October 27 to November 2, 2013 for the purpose of studying the policy formulation and programs of academic research at some important Universities, Research councils and Academic organizations.

The study team consisted of Prof Dr. Mahendra Singh (Team Leader), Prof Dr. Harinder Thapliya, Research Director, UGC (Coordinator); Prof Dr. Y. P. Yadav, Member of Research Evaluation Committee; Mr. Kedar Prasad Acharya, Finance Controller, UGU; Mr. Hari Prasad Poudel, MOE and Mr. Binod Bhattra, Planning Officer, UGC.

During this period, the team visited seven academic organizations, viz. University Grants Commission of India, University of Delhi, Jawaharlal Nehru University, South Asia University, Inter-State Accelerator Centre, Indian Council of Agricultural Research, and National University of Educational Policy and Administration ( NEUPA). During the visits, interactive meetings were held between the two teams in the presence of Institutional Heads, Deans of Faculty, Professors, Faculty members, Researchers and Students of the various universities. Further contacts were also made with some administrative staff to learn more about their policy on research grants, implementation and monitoring process, collaboration with other universities, and status of publications . The week-long visit was fully utilized, and good coordination and understanding have been made about the possibility of developing academic collaboration in terms of sharing research projects, organizing short term trainings and conducting attachment programs for administration staff. The delegation exchanged and shared ideas with the UGC officials India.

### **3.7 Study Visit of UGC Team to Bangladesh**

In order to share experiences on diverse issues, UGC often organizes study trips to various countries, especially to developing countries, thereby identifying the replicable programs suitable for Nepal. As the UGC is not only entrusted with revolutionizing Nepali academia, but also entrusted to shoulder the responsibility to help in formulating the appropriate policies that raise the living standards of people. In this context, a UGC team recently visited Bangladesh to study the much appreciated PMT-based poverty alleviation program there. The UGC-team, led by its Member Secretary, Mr. Bhola Nath Pokharel, visited Bangladesh from the 23<sup>rd</sup> to the 28<sup>th</sup> of March 2014 and studied the

Bangladeshi model of the poverty alleviation program, its monitoring systems, and efficacy.

The study team included Mr. Mahashram Sharma, Joint Secretary of Ministry of Education; Dr. Lava Deo Awasthi, Director General of Department of Education; Mr. Prakash Ghimire, Acting Executive Director of Student Financial Assistance Fund Development Board (SFAFDB), Mrs. Urmila Devi Bishwokarma from National Women's Council; Mrs. Lal Kumari Pokharel from Free Student Union; Mr. Tek Bahadur Khatri from Ministry of Finance; Mr. Pallava Kasaju and Mrs. Tara Chouhan from SFAFDB. The program was co-sponsored by SFAFDB and SHEP.

### **3.8 A High-Level Meeting with the Minister of Education**

A high-level team led by UGC Member Secretary, Mr. Bhola Nath Pokharel, met the Hon'ble Minister of Education, Mrs. Chitra Lekha Yadav, to discuss the issue of the government funding on higher education. The team reported to the Hon'ble minister that there is a necessity to develop and reform the higher education in Nepal for providing quality, accessible and practical education to produce competitive human resources and to fulfill the marked need. The team also appraised the minister that government funding to this sector is not sufficient for fulfilling its increasing demand and needs for resources. The team requested the GoN through the Hon'ble minister to allocate sufficient budget in this sector for the coming fiscal years. The team also requested her to play a special role to allocate a sufficient budget required for the institutional, academic, physical and technological strengthening of higher education in the country.

In the meeting, the Hon'ble Minister assured that the government would consider the request very seriously and act on it for further processing. This higher-level team consisted of high level representatives of the universities viz. Prof. Dr. Hira Bahadur Maharjan, VC of TU, Prof. Khagendra Prasad Bhattarai, VC of Pokhara University, Prof. Dr. Kailash Nath Pyakuryal, VC of Agriculture and Forestry University, and the registrars, Prof. Dr. Chandra Mani Paudel from TU, Dr. Bhola Thapa from KU, Dr. Thakendra Giri from Mid-western University and Dr. Hem Raj Pant from Far Western University.

### **3.9 Participation of UGC Delegates in Asia Pacific Quality Network Conference**

The Quality Assurance and Accreditation (QAA) Division of the UGC is devoted to uplift and maintain the high academic standards of higher education institutions in the country. It has not only helped to formulate a number of policies for enhancing the quality of higher education but also tried to see the practical application of such policies.

The QAA Division has organized a series of discussion programs in the country and has also shared its experiences with the foreign counterparts. In this regard, a three-member team of UGC led by Prof. Dr. Bidya Nath Koirala participated in the 2014 Asia Pacific Quality Network Conference (APQN) and its Annual General Meeting (AGM) in Hanoi, Vietnam, from 6 through 8 March 2014. Prof. Dr. Kanhaiya Bhakta Mathema, Director, and Mr Sagar Mani Neupane, Program Officer of the QAA Division were the members of the team.

Prof. Mathema, on behalf of Nepal, presided in one of the important parallel sessions on 7<sup>th</sup> of March 2014. He also presented a paper on “Quality Assurance and Accreditation of Higher Education Institutions in Nepal: Issues and Challenges.” His paper focused on the different issues relating to quality assurance and accreditation in Nepal. There were elaborate discussions on quality assurance and accreditation systems and practices being followed in Nepal, and the participating delegates of different countries shared their views concerning them. The conference was fruitful to learn about the expectations and achievements of Quality Assurance (QA) in Higher Education, the challenges, and practices. The conference was also helpful for enhancing regional cooperation among QA agencies and in sharing a regional vision on quality of higher education. As a member of the APQN, the University Grants Commission has been participating in APQN Conferences and AGMs since 2009.

### **3.10 Participation of UGC Member in a Seminar in India**

UGC keeps itself informed about current global and regional trends in higher education. As India is emerging as academic hub in South Asia, many typically new concepts such as human values, educational values, and principles of higher education are being examined and experimented there. In this regard, Panjab Technical University organized a seminar on “Value Education in Higher Education” from 27<sup>th</sup> Feb to 2<sup>nd</sup> March 2014. In the program, Prof. Dr. Mahendra Singh, Member, and Mr. Kedar Prasad Acharaya, Finance Controller of the UGC, participated in the seminar on behalf of UGC. The program was also represented by the delegates from Bhutan, Pakistan, Sri Lanka and Bangladesh. In their report of the visit, Prof. Singh and Mr. Acharaya have stressed that value-based higher education in the country is necessary, and appropriate curriculum should be introduced to cater to the national need in this regard.

### **3.11 Participation in Special Training Programs in Paris**

Three UGC staffs recently participated in the specialized training courses delivered by UNESCO/International Institute for Educational Planning (IIEP) in Paris. Finance



Controller - Mr. Kedar Prasad Acharaya participated in Budget and Financial Management Training conducted between 4<sup>th</sup> and 16<sup>th</sup> May 2014. Similarly, Planning & Program Officer - Mr. Binod Bhattarai, and Monitoring & Evaluation Officer, Mr. Dul Raj Chimariya participated in another training related to Educational Planning and Management held between 21<sup>st</sup> May and 3<sup>rd</sup> June 2014.

### **3.12 Participation of UGC Staff in Training in Thailand**

As the UGC is committed to enhance the quality of higher education, it is fully aware that its staff should be equipped with the up-to-date knowledge about the current management systems. In a bid to add efficiency of the staff, the UGC sent an eleven-member team to a training program on Administration and Management for Higher Education from 10<sup>th</sup> to 19<sup>th</sup> March 2014 at Asian Institute of Technology (AIT), Bangkok, Thailand. The major thrust of the training was the capacity development of the UGC staff in administration and management of higher education. In addition, the staff member were observed the best practices in Thailand's higher education system; they were inspired to develop a workplace efficiency and to contextualize key academic performance indicators, quality assurance, good governance, curriculum development, strategic and development plan and management at the university-level; and they had gained better perspectives to apply appropriate tools and techniques for the improvement of educational and training processes.

The training was particularly focused on situation analysis of QA systems, standardizing the imperatives of higher education, role of assessment and feedback in learning and teaching, the environmental issues, and the global competition in the 21st century. Moreover, the participants discussed the background of higher education reform processes in Thailand, their results, plans, and policies.

On the 11<sup>th</sup> of March 2014, the team of UGC staff visited the King Mongkut's University of Technology Thonburi, a leading research institute in Thailand, and obtained knowledge about the systems of teaching-learning, research, leadership, and good governance process in the university. Then, the UGC team visited a reputed private university namely Rangsit University in Bangkok and learned about the strategic planning for private universities, their management and administration of the university and the innovative practices applied for quality enhancement. During the training period, the team also visited Nakhon Ratchasima Rajabhat University and Khon Kaen University and learned about different aspects of maintaining efficiency in management, planning and execution of programs, as well as recent trends in the higher education.

The UGC-staff team participating in the training program at AIT and interacting with Thai universities included Mr. Dambar Lal Shrestha, Computer Officer; Mr. Ramesh Prasad Adhikari, Administrative Officer; Mr. Devendra Rawal, IEC Officer; Mr. Jeevan Kumar Ghimire, Administrative Officer; Mr. Dipesh Singh, Program and Planning Officer; Mr. Laxman Khatiwada, Account Officer; Mr. Sitaram Bhattarai, Senior Administrative Assistant; Mr. Narayan Prasad Bhandari, Senior IEC Assistant; Mrs. Rabina Awal, Senior Administrative Assistant; Mr. Dhan Prajapati, Senior Assistant Account and Mrs. Mamata Prajapati, Senior Account Assistant. The staff-members sincerely believe that they were duly benefited from the training and observation of higher education systems in Thailand.

### **3.13 Procurement Training Participation in Turin, Italy**

A team led by Mr. Subas Chandra Dhungel, Chief Administrative Officer of the UGC, participated in the training program on “Procurement Management for Equipment and Works in World Bank-Funded Projects” at International Training Centre (ITC), in Turin, Italy from 7 through 17 April 2014. Mr. Ramkaji Bhomi, Procurement Specialist; Mr. Kapil Risal, Administrative Officer and Mr. Jeewan Koju, Procurement Officer of the UGC were in the team. The objective of the training was to upgrade the competence in planning and managing the procurement process for supply and construction contracts in accordance with the guidelines set by the World Bank.

The team learned about the planning, methods, policy guidelines, and process of procurement, bid evaluation, contract award, and management systems in World Bank-Funded Projects. The training was fruitful for learning and sharing experiences as the UGC has been implementing the Second Higher Education Project (SHEP) funded by the World Bank.

### **3.14 Participation in INQAAHE Forum, Estonia**

A two-member team from the UGC Nepal participated in the “INQAAHE Forum 2014” held in Tallin, Estonia between 26<sup>th</sup> and 28<sup>th</sup> May 2014. Prof. Dr. Hridya Ratna Bajracharya, Technical Adviser of the SHEP, and Mr. Sitaram Dahal, QAA Assistant of the UGC were the participants from Nepal. The theme of the forum was “Partnerships in Quality Assurance in Higher Education”. According to the participants, the forum was fruitful in learning and sharing the best practices of Quality Assurance Agencies from all over the world. They also got an opportunity to participate in the pre-forum workshop and different parallel sessions. The team experienced that INQAAHE's Guidelines of Good Practices (GGP) has been successful in many quality assurance agencies and that

would also be applicable in newly formed Agencies like QAAD.. The team realized that there is a scope to review and revise the QAA system of the country. Based on learning from the forum, Prof. Bajracharya and Mr. Dahal suggested that Nepal's QAA system should be reformed in association with INQAAHE's GGP, and that would be helpful to gain global recognition for the QAA system of the country.

### **3.15 Grants Disbursement to the Community Campuses**

The UGC has recently made a decision to disburse Rs. 188,216,000, as a grant support for the current fiscal year 2070/71, to the 400 community campuses for the physical infrastructure development, and purchasing books, furniture and equipments. Out of the total grant, Rs. 127,726,000 is for the physical infrastructure development and remaining amount (Rs. 60,490,000) is for purchasing books, equipments and furniture. The grants are provided with aim to enhance and uplift the academic quality of the community campuses in particular and improve the standards of higher education of the country in general. The grants are provided to the eligible community campuses on the basis of their proposals, needs, performances and the criteria stated in the grants disbursement guidelines of the UGC.

### **3.16 Regular Grants for Community Campuses**

On the basis of the set criteria in the Regular Grants Disbursement Policy, the University Grants Commission (UGC) has recently made a decision to select and disburse first round of regular grants to three hundred and seventy-one community campuses for the fiscal year 2070/71. The total amount of Rs. 216,140,000 has been allocated to enhance and uplift the academic quality of the community campuses in particular and to raise the standards of higher education of the country in general.

### **3.17 Publications of UGC in 2013/2014**

The UGC continued its regular and yearly publications in the last fiscal year as well. It published the second volume of *The Journal of University Grants Commission*, the third volume of the *Abstracts of Mini Research Projects* in English version; first volume of the *Abstracts of Mini Research Projects* in Nepali, the regular bimonthly publication the *UGC Newsletters* and *HEMIS Report 12/13*.

In the year 2013, the UGC continued its much appreciated flagship publication entitled *The Journal of University Grants Commission*. Sixteen research-based articles authored by different scholars have been published in the second volume of the journal. The journal included articles from multidisciplinary subjects. Aimed to publish research

articles in English for global audience, the first volume of the journal published eighteen research articles by eminent scholars of diverse disciplines.

In the last fiscal year, the Commission published the third volume of the abstracts of the Mini Research Projects conducted in English language under the UGC support. The volume covered the research reports that received Mini Research Grants from 2006 to 2010. Similarly, the first volume of the abstracts of the Mini Research Projects in Nepali language was published in the fiscal year. The volume covered the research reports of the Mini Research Grants between 2053 and 2063 BS. The publication includes the abstracts of 86 research reports in the Nepali language. The publication of the *Abstracts* has made it easier for new researchers to determine whether their proposed research projects have already been undertaken.

In the last fiscal year, the UGC also published its *Annual Report 2012/2013*, including details of all major activities accomplished during the previous year. The *Report* included the details of UGC's role, its functioning, activities, finances, funding, projects, vision and mission, and such other issues.

### **3.18 Quality Improvement Programs in 2013/2014**

One of the major responsibilities of UGC is to enhance the quality of higher education. In this regard, the UGC provided a number of fellowships, research grants, awards, seminar funds, and system reform grants to various institutions and individuals during the last fiscal year. As in the previous years, the UGC continued to provide funds for PhD and M. Phil. fellowships, mini research projects, support grants to students with disability, travel grants awards, funds for seminars and workshops, fund for M. Phil. thesis preparation, and other miscellaneous supports. In the last fiscal year, the UGC conducted following activities to uplift the quality of higher education in the country.

#### **3.18.1 PhD Fellowship**

In the fiscal year 2013/14, thirty-one teachers/students were awarded with the PhD fellowship. It is a regular study fellowship provided to faculties/ students to enhance their academic standards.

#### **3.18.2 M.Phil. Fellowship**

As in the previous fiscal years, the UGC granted M. Phil. fellowship to forty faulties/students in the year 2013/2014. This fellowship has the aim of enhancing the standards of higher education and research activities in the country.

### **3.18.3 Mini Research Projects**

Aimed at fostering the culture of inquiry and research in the country, mini-research projects grants were awarded to teachers. In the last fiscal year, fifty-four teachers were provided with financial support for carrying out their mini research projects.

### **3.18.4 Grants Support to Students with Disability**

In the last fiscal year, the UGC decided to provide the financial support to nine students with disability for their thesis preparation. As one of the quality improvement programs of UGC, category (A) students with disability pursuing Master's Degree in any of the Nepalese universities are eligible to receive up to Rs 25,000 for thesis writing.

### **3.18.5 Travel Grants for Participating in International Conferences**

Under this program, partial financial support is provided to teachers who are invited by international institutions. In the fiscal year 2013/2014, the UGC selected 47 teachers and provided them with the travel grants to participate in the international conferences, workshops, and seminars.

### **3.18.6 Support for Conducting Workshops and Seminars**

The UGC granted financial support to twenty five higher educational institutions to host seminars, workshops, and conferences with the aim of providing forum for the study and analysis of the contemporary issues and problems in specific areas.

### **3.18.7 Capacity Development Programs**

To enhance the capability of teachers and staff members of universities and constituent campuses, UGC provided financial support for conducting the capacity development program to sixty four higher education institutions.

### **3.18.8 Miscellaneous Support**

In the last fiscal year, six PhD scholars received financial support under the "miscellaneous support" category. This grant support is provided to the students pursuing their PhD study without any support from any other sources.

### **3.18.9 Support for M. Phil. Thesis Preparation**

In general, the UGC provides this support to about thirty one students pursuing their M. Phil. study in any of Nepalese universities. The candidates are only eligible for this funding if they have not received M. Phil. fellowship or any other grant support previously from the UGC and from any other sources.

## SECTION IV

### BUDGET AND FINANCE OF UGC IN 2013/2014

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#### 4.1 Overview of Financing to Universities and HEIs

One of the major responsibilities of UGC is to formulate policies for allocating grants to the different higher educational institutions. On the basis of set policies and criteria, the Commission provides grants to institutions and recommend to the concerned bodies for additional funding to the universities. Following the given mandate, UGC has been implementing its financial policies and procedures within a stipulated framework.

Government of Nepal provides higher education budget to the UGC under the budget Head No 350019 classifying capital and operational grants with and without terms. Based on the requirements of the sector, government also provides additional grants. Similarly, GON provides grants to implement Second Higher Education Project financed by the IDA in the form of IDA reimbursable grants.

UGC funds to universities are made in the form of block grants, which are of two types: operational and developmental. The operating funds for TU and NSU are estimated on the basis of the salaries and basic logistics provided to the teachers and other staff members. The autonomous TU constituent campuses (Currently 4) have been receiving earmarked grants from UGC based on the faculty and administrative positions on the campuses (Irrespective of vacant or fulfilled). In the case of other universities (KU, PU and POKU), the funds are provided on the basis of the formulae for funding agreed with the university. The underlying formulae is based on the principle that undergraduate programs are to be designed to recover the cost. To guarantee the access of the poor student, a total of twenty percent of the enrolled students must have the opportunity of scholarship based on their economic status. Master level programs are to be designed to recover 80 percent of the associated cost. To guarantee the access of the poor student, a total of twenty percent of the enrolled students must have the opportunity of scholarship based on their economic status. The formulae consists of core funding for maintaining the university system (the present core funding has been set at 25000 thousand), not recovered cost equal to 20 percent of master level programs and the income lost by the university by providing 20 percent scholarships are to be financed by the UGC.

LBU has received operating grant equal to core funding. In the similar fashion, newly established universities (Far Western University, Midwestern University and

Agriculture and Forestry University) are getting funds sufficient to cover salary and benefits as well as university operating costs. Likewise, Open University Infrastructure Development Committee and Medical College Promotion Board have been receiving operating grant sufficient to carry out the activities.

In the case of the community campuses, grants based on predetermined criteria (formulae ) have been provided. The formulae consists of the minimum grant (Currently 300 thousand per campus) plus additional grant on the basis of the number of students, number of the programs being run, geographical location of the campus, availability of constituent campuses, programs offered on S&T subjects and so forth. Development funds are provided on the basis of need as well as the availability of government funds. Basically, the developmental grants focus on the creation of new infrastructure and maintenance of existing ones.

## 4.2 UGC Regular Program & Budget

University Grants Commission (UGC) had passed an annual budget of Rs. 5.906 billion for the fiscal year 2070/ 71. The Commission had approved the regular and development budget for the universities, community campuses, other higher education institutions, quality improvement programs and other programs of the UGC. The details of UGC program & budget for the fiscal year 2070/71 is presented below:

SN	Name	Budget 2070/71(In thousands)		
		Recurrent	Capital	Total
1	<b>University Grants Commission</b>	860,200	261,000	1,121,200
1.1	Grants to Community College	310,000	150,000	460,000
1.2	Quality Improvement Program	40,000	5,000	45,000
1.3	UGC Operation	45,000	-	45,000
1.4	Formulae funding of KU, PU,POKU and Others	76,500	-	76,500
1.5	Open University Infrastructure Development Committee & Medical colleges	15,000	50,000	65,000
1.6	SSC	21,000	-	21,000
1.7	SEC	26,400	-	26,400
1.8	IAAS, Rampur	18,900	-	18,900
1.9	FC, Hetuada	30,400	-	30,400
1.10	Rampur Campus	103,000	-	103,000
1.11	Other Programs	174,000	56,000	230,000
2	<b>Tribhuvan University</b>	3,440,300	300,000	3,740,300
2.1	Tribhuvan University Central Office	3,258,100	300,000	3,558,100
2.2	Mahendraratna Multiple Campus, Illam	36,700	-	36,700
2.3	Central Technology Campus, Dharan	42,100	-	42,100
2.4	Ayurved Campus, Kirtipur	32,200	-	32,200
2.5	Mahendraratna Campus, Tahachal, Kathmandu*	71,200	-	71,200

3	Nepal Sanskrit University	266,500	60,000	326,500
4	Purbanchal University	30,000	25,000	55,000
5	Pokhara University	48,000	25,000	73,000
6	Kathmandu University	30,000	-	30,000
7	Lumbini Boudha University	20,000	30,000	50,000
8	Far Western University	85,000	90,000	175,000
9	Mid Western University	70,000	85,000	155,000
10	Agriculture & Forestry University	100,000	80,000	180,000
	<b>Total</b>	<b>4,950,000</b>	<b>956,000</b>	<b>5,906,000</b>

### 4.3 Program & Budget of Second Higher Education Project

University Grants Commission (UGC) had passed the annual budget of Rs. 1692388 thousand (including additional budget) for the Second Higher Education Project (SHEP) for the fiscal year 2070/ 71. The details of UGC program & budget for the implementation of SHEP activities for the fiscal year 2070/71 is presented below:

SN	IDA Component/Activity	IDA Category	Planned Budget for FY 2070/71
<b>1</b>	<b>University Grants Commission (UGC)</b>		<b>832,500,000.00</b>
	Reform Grants	1	-
	Performance Grants	1(a)	452,500,000.00
	Matching Grants	1(a)	249,000,000.00
	Research Grants	1(b)	131,000,000.00
<b>2</b>	<b>Strengthening System Capacity of UGC</b>		<b>130,604,000.00</b>
	Equipment and Vehicles-Goods	3	44,370,000.00
	Services	3	15,470,000.00
	Training & Study Tours	3	23,050,000.00
	Incremental Staff and Operating Costs	5	47,714,000.00
<b>3</b>	<b>Tribhuvan University-PIU</b>		<b>532,235,000.00</b>
	Reform Grants	1(d)	477,110,000.00
	Equipment and Vehicles-Goods	3 (b)	3,725,000.00
	Services	3 (b)	26,550,000.00
	Training & Study Tours	3 (b)	15,250,000.00
	Incremental Staff and Operating Costs	5 (b)	9,600,000.00
<b>4</b>	<b>Student Financial Assistance (SFAFDB)</b>		<b>197,049,000.00</b>
	Grants for Students	1(c)	181,725,000.00
	Equipment and Vehicles-Goods	3	100,000.00
	Services	3	5,110,000.00
	Training & Study Tours	3	2,680,000.00
	Incremental Staff and Operating Costs	5	7,434,000.00
	<b>Total</b>		<b>1,692,388,000.00</b>



#### 4.4 Income and Expenditure of UGC in 2013/2014

In the fiscal year 2013/2014, the UGC received grants assistance of Rs. 4950000 thousand as operating grants and 956000 thousand as capital grants out of grants allocated originally in the Red Book. In addition to this, GON has released a 704887 thousand worth of grant for meeting the increased salary expenses of TU and NSU and 30000 thousand capital grants for TUTH. Altogether UGC has received 6640887 thousand grant from the government in the form of government source of financing.

To implement the Second Higher Education Project, GON has released 1668988 thousand as recurrent grant (5000 thousand from GON source and remaining from IDA reimbursable source) and 19000 thousand (IDA reimbursable source) as a capital grant. UGC has earned 19225 thousand miscellaneous income from various sources. The most of the income was spent on providing the grant to universities, campuses, research activities, and higher education quality enhancement programs. Excepting the expenses made in the form of grant assistance, the UGC had its administrative and operating cost of rupees 12596 thousand in the last fiscal year.

#### 4.5 Grants Disbursed to Higher Educational Institutions

During the last fiscal year, the UGC disbursed a total of Rs. 6,508,596.37 thousand to eleven universities, affiliated community campuses and other higher educational institutions across the country. The largest amount was granted to Tribhuvan University totaling Rs. 4,603,830 thousand and the smallest amount of Rs. 8,500.00 thousand was paid to Open University Infrastructure Development Committee, whereas the scholarships to the girl students was stood Rs 4400 thousand. The grant assistance is divided into the recurrent and development categories. The list given below specifies the details of the grant assistance to different universities and institutions:

(in thousand)

SN	Particulars	Grant disbursement in the FY 2070/71		
		Recurrent	Development	Total
1	Tribhuvan University	4,263,830.03	340,000	4,603,830
1.1	T.U. Central	4,041,205.03	340,000	4,381,205
1.2	Mahendraratna Multiple Campus, Illam	44,483.00	-	44,483
1.3	Ayurved Campus, Kirtipur	51,536.00	-	51,536
1.4	Central Campus of Technology, Dharan	39,564.00	-	39,564
1.5	Mahendraratna Campus, Tahachal, Kathmandu	87,042.00	-	87,042
2	Nepal Sanskrit University	321,857.00	127,655	449,512.00
3	Purvanchal University	33,000.00	25,000	58,000.00
4	Pokhara University	75,345.70	25,000	100,345.70
5	Kathmandu University	20,000.00	30,000	50,000.00

6	Lumbini Boudha University	20,000.00	30,000	50,000.00
7	Mid Western University	70,000.00	85,000	155,000.00
8	Far Western University	85,000.00	90,000	175,000.00
9	Agriculture And Forestry University	252,300.00	80,000	332,300.00
10	Medical College Promotion Development Committee	7,500.00	40,000	47,500.00
13	Open University Infrastructure Development Committee	5,000.00	3,500	8,500.00
11	Grants to Community Campuses	232,490	225,120	457,610.00
13	Quality Improvement Programs	17,558.63		17,558.63
14	Girls Scholarship Programs	3,440.00		3,440.00
	<b>Total</b>	<b>5,407,321.37</b>	<b>1,101,275.00</b>	<b>6,508,596.37</b>

#### 4.6 Grants Disbursed to Quality Improvement Programs

As one of the responsibilities of the UGC is to uplift higher education, it provides grant assistance to various institutions and individuals under different categories. In the last fiscal year, the grants distributed for enhancing the quality of higher education were given under five major categories such as Training and Refresher Programs, Fellowships, Research Promotion, Teaching and Study Visit, and Workshop and Seminars. The largest amount was granted for Fellowships and the least amount was spent on Training and Refresher Programs.

The details of expenditure on quality improvement programs in the last year are as follows:

Expenditure Head	Particulars	Total Expenditure in 2013/2014
<b>1</b>	<b>Training and Refresher Programs</b>	
1.1	Refresher Course	
<b>2</b>	<b>Fellowship</b>	
2.1	PhD	3,596,382.67
2.2	M.Phil.	2,560,978.00
2.3	M.Phil. Thesis Preparation Support	335,000.00
2.4	Handicapped Student Support	215,000.00
<b>3</b>	<b>Research Promotion</b>	
3.1	Mini Research	1,968,250.00
3.5	Miscellaneous Support (PhD)	297,670.00
<b>4</b>	<b>Teaching and Study Visit</b>	
4.3	Travel Grants for Participation in Seminars/ Conferences	1,842,554.00
<b>5</b>	<b>Workshops and Seminars</b>	6,707,000.00
9	Miscellaneous	-
	<b>Total</b>	<b>17,522,834.67</b>

#### 4.7 SHEP Grants Disbursement and Expenditure in 2013/14

Second Higher Education Project funded by the IDA aims to enhance quality, efficiency and relevance of higher education through a set of systemic reforms, and incentives to selected institutions; and improved access for academically qualified students from disadvantaged groups in higher education and higher secondary education. The UGC provides a number of grants through the Second Higher Education Project (SHEP) under different categories. During the last fiscal year, the SHEP cumulatively spent Rs. 1,565,932 thousand on different expenditure titles. The major titles were Reform Grants, Research Funding, SFAFDB, TU-PIU, and System Capacity Strengthening of UGC. Among these titles, the SHEP laid much emphasis on the Reform Grants.

The following table shows the details of expenditure made through SHEP in 2013/14:

IDA Category		Items		Annual Amount			
		BH No	Items	UGC	TU-PIU	SFAFDB	Total
A	Grants	3.031	Incentive Grants	4,095,000.00	9,166,244.00	-	13,261,244.00
		3.032	Performance Grants	405,561,493.14	146,865,700.85	-	552,427,193.99
		3.033	Matching Grants	355,593,792.00	56,214,499.79	-	411,808,291.79
		3.034	Research Funding	101,941,465.01	-	-	101,941,465.01
		3.035	New Window Program	-	252,825,000.00	-	252,825,000.00
		3.036	Student Financial Assistance	-	-	135,174,000.00	135,174,000.00
<b>Sub Total</b>				<b>867,191,750.15</b>	<b>465,071,444.64</b>	<b>135,174,000.00</b>	<b>1,467,437,194.79</b>
B	Goods	6.01	Furniture	283,644.29	90,400.00	-	374,044.29
		6.02	Vehicle	-	-	-	-
		6.03	Machinery and Equipment	3,011,890.00	15,128,577.65	49,400.00	18,189,867.65
		6.04	Construction of Building	8,810,676.57	-	-	8,810,676.57
<b>Sub Total</b>				<b>12,106,210.86</b>	<b>15,218,977.65</b>	<b>49,400.00</b>	<b>27,374,588.51</b>
C	Consultancy Service	2.07	Consultancy Service	8,339,036.97	-	4,467,325.00	12,806,361.97
<b>Sub Total</b>				<b>8,339,036.97</b>	<b>-</b>	<b>4,467,325.00</b>	<b>12,806,361.97</b>
D	Training and Study Tours	1.08	Training Expenses	8,239,540.22	-	-	8,239,540.22
		4.04	Program Expenses	3,313,889.41	2,836,611.25	545,197.00	6,695,697.66
		4.05	Program Travel Expenses	5,174,330.18	1,122,470.68	1,284,225.00	7,581,025.86
<b>Sub Total</b>				<b>16,727,759.81</b>	<b>3,959,081.93</b>	<b>1,829,422.00</b>	<b>22,516,263.74</b>
E	Incremental operating Cost	1.01	Salary	4,886,205.17	3,969,498.41	1,744,190.00	10,599,893.58
		1.02	Allowance	2,847,080.97	3,599,396.61	1,009,370.50	7,455,848.08
		2.01	Water and Electricity	161,732.08	285,527.57	13,927.07	461,186.72
		2.02	Communication Expenses	165,851.44	262,652.55	148,580.13	577,084.12

	2.03	Office Expenses	2,190,942.24	13,770.00	164,020.25	2,368,732.49
	2.04	Rent	-	-	690,000.00	690,000.00
	2.05	Repair and Maintenance	2,389,595.30	656,441.57	74,558.50	3,120,595.37
	2.06	Fuel	848,213.78	424,072.85	110,000.00	1,382,286.63
	2.07	Other Services	1,746,081.00	3,919,400.00	497,984.00	6,163,465.00
	2.08	Misc Expenses	677,739.00	2,182,540.31	118,836.00	2,979,115.31
<b>Sub Total</b>			<b>15,913,440.98</b>	<b>15,313,299.87</b>	<b>4,571,466.45</b>	<b>35,798,207.30</b>
<b>Total of the Second Trimester 2070/71</b>			<b>920,278,198.77</b>	<b>499,562,804.09</b>	<b>146,091,613.45</b>	<b>1,565,932,616.31</b>

The disbursed grants detail under reform grant has been given in the below table.

SN	Institution	Performance	Matching	Total
1	Kathmandu University	0	39,989,327.62	39,989,327.62
2	Pokhara University	16,510,000.00	47,553,566.51	64,063,566.51
3	Purvancha University	5,815,732.00	7,861,357.39	13,677,089.39
	<b>Sub Total of Other Universities</b>	<b>22,325,732.00</b>	<b>95,404,251.52</b>	<b>117,729,983.52</b>
1	Balkumari College		7,221,341.09	7,221,341.09
2	Birendranager Multiple Campus		7,262,832.66	7,262,832.66
3	Damak Multiple Campus	11,179,057.50	34,551,588.30	45,730,645.80
4	Janapriya Multiple Campus	3,663,725.00	2,250,311.88	5,914,036.88
5	Kailali Multiple Campus		5,131,778.26	5,131,778.26
6	Lumbini Baniya Campus	11,741,600.00	31,384,807.76	43,126,407.76
7	Makawanpur Multiple Campus		20,138,077.34	20,138,077.34
8	Sahid Smriti Multiple Campus, Chitwan	12,814,951.50	5,473,982.02	18,288,933.52
9	Sidhanath Multiple Campus		9,435,362.38	9,435,362.38
	<b>Sub Total of A Community Campuses</b>	<b>39,399,334.00</b>	<b>122,850,081.69</b>	<b>162,249,415.69</b>
1	Babai Multiple Campus, Bardiya	5,000,000.00	9,767,104.72	14,767,104.72
2	Janajyoti Multiple Campus, Sarlahi	1,491,802.00	1,134,894.80	2,626,696.80
3	Janamaitri Multiple Campus, Kathmandu	4,070,930.50	6,038,312.94	10,109,243.44
4	Kankai Multiple Campus, Surunga, Jhapa	6,357,364.00	12,537,821.31	18,895,185.31
5	Panini Multiple Campus, Argakhachi	429,000.00		429,000.00
6	Pashupati Multiple Campus, Kathmandu	5,000,000.00	1,727,907.08	6,727,907.08
7	Saptagandaki Multiple Campus, Chitwan	5,000,000.00	4,809,626.72	9,809,626.72
8	Sindhuli Multiple Campus, Sindhuli	7,250,841.00	2,430,520.83	9,681,361.83
9	Sukuna Multiple Campus, Sukuna, Morang	5,000,000.00	5,519,688.67	10,519,688.67
10	Tikapur Multiple Campus, Kailali	5,000,000.00	8,346,348.69	13,346,348.69
	<b>Sub Total of B Community Campuses</b>	<b>44,599,937.50</b>	<b>52,312,225.76</b>	<b>96,912,163.26</b>
1	Adikabi Bhanubhakta Multiple Campus, Tanahu	9,400,000.00		9,400,000.00
2	Bageshwori Multiple Campus, Banke	6,959,179.50	211,481.03	7,170,660.53

3	Barun Multiple Campus, Sankhuwasabha	3,625,992.50	1,755,733.68	5,381,726.18
4	Bheri Gyanaodaya Campus, Jajarkot	9,400,000.00	1,331,477.55	10,731,477.55
5	Darchula Multiple Campus, Darchula	7,493,011.50	1,831,985.95	9,324,997.45
6	Diktel Multiple Campus, Khotang	9,400,000.00	3,900,000.00	13,300,000.00
7	Drabya Shah Campus, Gorkha	3,653,461.50	1,071,089.50	4,724,551.00
8	Dronachal Sikshya Campus, Dailekh	5,644,813.20	1,558,623.37	7,203,436.57
9	J. S. Murarka Multiple Campus, Siraha	9,400,000.00	3,900,000.00	13,300,000.00
10	Janakpur Campus, Dhanusa			-
11	Janta Multiple Campus, Sunsari	9,400,000.00		9,400,000.00
12	Jaya Prithvi Multiple Campus, Bajhang	9,400,000.00		9,400,000.00
13	Kavre Multiple Campus, Kavrepalanchowk	5,242,204.50	1,936,084.17	7,178,288.67
14	Kumarwanti Multiple Campus, Nawalparasi	975,448.50		975,448.50
15	Manthali Sahid Smriti Multiple Campus, Ramechhap	6,324,021.34	409,547.99	6,733,569.33
16	Marsyangdi Multiple Campus, Lamjung	6,088,173.00	2,005,230.68	8,093,403.68
17	Musikot Khalanga Multiple Campus, Rukum	3,571,074.00	2,017,798.49	5,588,872.49
18	Myanglung Campus, Terathum	4,171,817.00	1,710,187.87	5,882,004.87
19	Nuwakot Adarsha Multiple Campus, Nuwakot	9,400,000.00	1,870,295.74	11,270,295.74
20	Panchthar Multiple Campus, Panchthar	4,867,037.50	1,504,850.89	6,371,888.39
21	Ramraja Mohan Bikram Shah Campus, Bara	1,998,048.00	2,031,840.33	4,029,888.33
22	Resunga Multiple Campus, Gulmi	6,576,698.70	2,295,270.14	8,871,968.84
23	Sarada Campus, Bhaktapur	4,109,397.50		4,109,397.50
24	Siddhartha Campus, Kapilbastu	6,524,635.00	1,028,376.00	7,553,011.00
25	Solukhumbhu Multiple Campus, Solukhumbu	3,438,831.50		3,438,831.50
26	Tansen Multiple Campus, Palpa	9,346,707.50	2,849,627.32	12,196,334.82
27	Triyuga Janta multiple Campus, Udayapur	9,035,403.00	2,769,473.06	11,804,876.06
28	Waling Multiple Campus, Syangja	6,236,457.50	845,853.16	7,082,310.66
	<b>Sub Total of C Community Cammpuses</b>	<b>171,682,412.74</b>	<b>38,834,826.92</b>	<b>210,517,239.66</b>
1	Accham M. Campus, Accham	593,905.00	1,464,829.45	2,058,734.45
2	Badi Malika M. Campus, Bajura	3,620,435.00	2,292,586.51	5,913,021.51
3	Bajura Campus, Bajura	3,003,336.13	1,394,702.85	4,398,038.98
4	Balewa Paiunpata M. Campus, Baglung	827,710.00	2,376,719.19	3,204,429.19
5	Bhaktiadarsha Campus,Lamjung	642,908.50	827,372.00	1,470,280.50
6	Chaturbhujeshwor Janata M. Campus,Sarlahi	246,226.50	951,496.00	1,197,722.50
7	Chautara M. Campus,Sindhupalchowk	4,985,500.00	2,925,000.00	7,910,500.00
8	Dibyajyoti M. Campus,Nawalparasi	1,434,082.00		1,434,082.00
9	Dolpo Campus, Dolpa	1,876,660.50	919,854.80	2,796,515.30
10	Gauradaha M. Campus, Jhapa	4,764,740.50	1,528,555.01	6,293,295.51

11	Gaurishanker M. Campus,Dolakha	3,608,975.50		3,608,975.50
12	Gaurishanker Yadav Rautahat Campus,Rautahat	3,144,355.50		3,144,355.50
13	Ghoda Ghodi M. Campus,Kailali	4,755,250.50	2,925,000.00	7,680,250.50
14	Gokuleshwor M. Campus, Darchula	7,050,000.00	944,126.73	7,994,126.73
15	Gramin Adarsha M. Campus,Kathmandu	5,282,062.50		5,282,062.50
16	Gupteshwor M. Campus, Parbat	2,546,713.00	754,330.43	3,301,043.43
17	Hari Khetan M. Campus, Parsa	6,254,631.50	1,959,272.47	8,213,903.97
18	Jagannath M. Campus, Baitadi	3,738,007.00	2,747,594.29	6,485,601.29
19	Jaljala M. Campus, Rolpa			-
20	Janta M. Campus, Accham	858,585.00	1,159,181.65	2,017,766.65
21	Kalika Himalaya Campus,Rasuwa	634,335.00	2,179,523.43	2,813,858.43
22	Kapilvastu M. Campus,Kapilvastu		869,059.33	869,059.33
23	Kitini College, Lalitpur			-
24	Lampantar M. Campus, Sindhuli	4,072,848.00	1,296,846.78	5,369,694.78
25	Maiyadevi Girls College, Chitwan	2,039,297.00	1,589,635.22	3,628,932.22
26	Mangalbare M. Campus, Ilam	2,028,058.50	2,412,596.08	4,440,654.58
27	Myagdi M. Campus, Myagdi	3,458,721.50		3,458,721.50
28	Nilkantha Campus, Dhading	7,050,000.00		7,050,000.00
29	Okhaldhunga Campus, Okhaldhunga	1,930,240.00	612,864.00	2,543,104.00
30	Patan M. Campus, Baitadi	2,777,879.00	1,642,795.78	4,420,674.78
31	Pathivara M. Campus, Taplejung	2,955,576.00	776,311.39	3,731,887.39
32	Ramananda Bisheswor Mahendra Campus, Mahottari	1,076,751.00		1,076,751.00
33	Rammani M. Campus, Rupandehi	7,050,000.00	590,128.61	7,640,128.61
34	Rampratap Ramprasad Tamang Janta M. Campus, Siraha	2,467,169.90	1,401,843.21	3,869,013.11
35	Rapti Babai Campus, Dang	7,050,000.00	1,763,956.95	8,813,956.95
36	Rara Campus, Mugu	234,000.00		234,000.00
37	Salyan Campus, Salyan	3,136,146.00	1,502,227.41	4,638,373.41
38	Shahid Adarsha Campus, Okhaldhunga	2,308,696.00	1,143,130.83	3,451,826.83
39	Shahid Smarak College, Chitwan	3,082,345.50	137,072.00	3,219,417.50
40	Sinja M. Campus, Jumla	1,040,000.00	1,316,616.23	2,356,616.23
41	Swargadwari M. Campus, Pyuthan	2,535,390.00	2,925,000.00	5,460,390.00
42	Tila Karnali M. Campus, Kalikot	4,882,618.00	1,219,604.92	6,102,222.92
43	Urlabari M. Campus, Morang	4,946,578.00	815,100.00	5,761,678.00
	<b>Sub Total of D Community Campuses</b>	<b>125,990,734.03</b>	<b>49,364,933.55</b>	<b>175,355,667.58</b>
	<b>Total Reform Grants</b>	<b>403,998,150.27</b>	<b>358,766,319.44</b>	<b>762,764,469.71</b>

The cumulative grant disbursed during the entire project period has been given in the table below.

### Reform Grants Disbursement Status (as of the Final Date of SHEP)

#### Participating Institutionwise

SN	Name of the Institution	Cumulative Reform Grants Disbursement (as of the Project End)				Grants Achievement Efficiency (%)			
		Incentive Grants	Performance Grants	Matching Grants	Total Reform Grants	Incentive Grants	Performance Grants	Matching Grants	Total Reform Grants
1	Kathmandu University	13,000,000.00	97,500,000.00	56,988,315.80	167,488,315.80	100.00%	100.00%	43.84%	95.43%
2	Pokhara University	13,000,000.00	48,118,590.00	79,045,810.08	140,164,400.08	100.00%	49.35%	60.80%	79.87%
3	Purvancha University	13,000,000.00	12,414,814.81	13,288,230.22	38,703,045.03	100.00%	12.73%	10.22%	22.05%
	<b>Sub Total of Other Universities</b>	<b>39,000,000.00</b>	<b>158,033,404.81</b>	<b>149,322,356.10</b>	<b>346,355,760.91</b>	<b>100.00%</b>	<b>54.03%</b>	<b>38.29%</b>	
1	Balkumari College	650,000.00	92,262,014.00	23,264,033.79	116,176,047.79	100.00%	94.63%	17.90%	71.21%
2	Birendranagar Multiple Campus	650,000.00	23,750,252.50	10,133,672.61	34,533,925.11	100.00%	24.36%	7.80%	21.17%
3	Damak Multiple Campus	650,000.00	54,166,846.00	55,496,465.09	110,313,311.09	100.00%	55.56%	42.69%	67.61%
4	Janapriya Multiple Campus	650,000.00	44,488,723.50	14,012,371.90	59,151,095.40	100.00%	45.63%	10.78%	36.26%
5	Kailali Multiple Campus	650,000.00	97,500,000.00	11,307,058.44	109,457,058.44	100.00%	100.00%	8.70%	67.09%
6	Lumbini Banijya Campus	650,000.00	73,910,349.50	52,877,164.78	127,437,514.28	100.00%	75.81%	40.67%	78.11%
7	Makawanpur Multiple Campus	650,000.00	97,500,000.00	24,484,403.42	122,634,403.42	100.00%	100.00%	18.83%	75.17%
8	Sahid Smriti Multiple Campus, Chitwan	650,000.00	85,868,646.50	11,331,927.37	97,850,573.87	100.00%	88.07%	8.72%	59.98%
9	Sidhanath Multiple Campus	650,000.00	97,500,000.00	11,768,961.63	109,918,961.63	100.00%	100.00%	9.05%	67.37%
	<b>Sub Total of A Community Campuses</b>	<b>5,850,000.00</b>	<b>666,946,832.00</b>	<b>214,676,059.03</b>	<b>887,472,891.03</b>	<b>100.00%</b>	<b>76.01%</b>	<b>18.35%</b>	
1	Babai Multiple Campus, Bardiya	455,000.00	18,000,000.00	10,715,430.03	29,170,430.03	100.00%	100.00%	54.95%	92.74%
2	Janajyoti Multiple Campus, Sarlahi	455,000.00	14,491,802.00	8,313,265.89	23,260,067.89	100.00%	80.51%	42.63%	73.95%
3	Janamaitri Multiple Campus, Kathmandu	455,000.00	17,070,930.50	6,038,312.94	23,564,243.44	100.00%	94.84%	30.97%	74.91%
4	Kankai Multiple Campus, Surunga, Jhapa	455,000.00	10,784,916.83	18,396,189.11	29,636,105.94	100.00%	59.92%	94.34%	94.22%
5	Panini Multiple Campus, Argakhachi	455,000.00	10,489,420.50	547,558.95	11,491,979.45	100.00%	58.27%	2.81%	36.53%
6	Pashupati Multiple Campus, Kathmandu	455,000.00	18,000,000.00	2,437,948.58	20,892,948.58	100.00%	100.00%	12.50%	66.42%
7	Saptagandaki Multiple Campus, Chitwan	455,000.00	18,000,000.00	6,753,548.40	25,208,548.40	100.00%	100.00%	34.63%	80.14%
8	Sindhuli Multiple Campus, Sindhuli	455,000.00	17,788,264.00	4,334,226.83	22,577,490.83	100.00%	98.82%	22.23%	71.78%
9	Sukuna Multiple Campus, Sukuna, Morang	455,000.00	18,000,000.00	13,045,271.64	31,500,271.64	100.00%	100.00%	66.90%	100.14%
10	Tikapur Multiple Campus, Kailali	455,000.00	18,000,000.00	11,719,379.68	30,174,379.68	100.00%	100.00%	60.10%	95.93%
	<b>Sub Total of B Community Campuses</b>	<b>4,550,000.00</b>	<b>160,625,333.83</b>	<b>82,301,132.05</b>	<b>247,476,465.88</b>	<b>100.00%</b>	<b>89.24%</b>	<b>42.21%</b>	
1	Adikabi Bhanubhakta Multiple Campus, Tanahu	455,000.00	12,000,000.00	1,544,878.11	13,999,878.11	100.00%	100.00%	39.61%	85.60%
2	Bageshwori Multiple Campus, Banke	455,000.00	9,559,179.50	2,007,328.38	12,021,507.88	100.00%	79.66%	51.47%	73.50%
3	Barun Multiple Campus, Sankhuwasabha	455,000.00	6,225,992.50	2,843,940.35	9,524,932.85	100.00%	51.88%	72.92%	58.24%
4	Bheri Gyanaodaya Campus, Jajarkot	455,000.00	12,000,000.00	3,487,140.40	15,942,140.40	100.00%	100.00%	89.41%	97.48%
5	Darchula Multiple Campus, Darchula	455,000.00	10,093,011.50	2,628,189.94	13,176,201.44	100.00%	84.11%	67.39%	80.56%

**-32- Annual Report**

6	Diktel Multiple Campus, Khotang	455,000.00	12,000,000.00	3,900,000.00	<b>16,355,000.00</b>	100.00%	100.00%	100.00%	100.00%
7	Drabya Shah Campus, Gorkha	455,000.00	6,024,551.00	3,900,000.00	<b>10,379,551.00</b>	100.00%	50.20%	100.00%	63.46%
8	Dronachal Sikshya Campus, Dailekh	455,000.00	8,244,813.20	3,900,000.00	<b>12,599,813.20</b>	100.00%	68.71%	100.00%	77.04%
9	J. S. Murarka Multiple Campus, Siraha	455,000.00	12,000,000.00	3,900,000.00	<b>16,355,000.00</b>	100.00%	100.00%	100.00%	100.00%
10	Janakpur Campus, Dhanusa	455,000.00	2,600,000.00	-	<b>3,055,000.00</b>	100.00%	21.67%	0.00%	18.68%
11	Janta Multiple Campus, Sunsari	455,000.00	12,000,000.00	-	<b>12,455,000.00</b>	100.00%	100.00%	0.00%	76.15%
12	Jaya Prithvi Multiple Campus, Bajhang	455,000.00	12,000,000.00	781,815.50	<b>13,236,815.50</b>	100.00%	100.00%	20.05%	80.93%
13	Kavre Multiple Campus, Kavrepalanchowk	455,000.00	7,842,204.50	3,399,125.84	<b>11,696,330.34</b>	100.00%	65.35%	87.16%	71.52%
14	Kumarwanti Multiple Campus, Nawalparasi	455,000.00	3,421,912.00	-	<b>3,876,912.00</b>	100.00%	28.52%	0.00%	23.70%
15	Manthali Sahid Smriti Multiple Campus, Ramechhap	455,000.00	8,924,021.34	3,009,547.99	<b>12,388,569.33</b>	100.00%	74.37%	77.17%	75.75%
16	Marsyangdi Multiple Campus, Lamjung	455,000.00	8,688,173.00	2,005,230.68	<b>11,148,403.68</b>	100.00%	72.40%	51.42%	68.17%
17	Musikot Khalanga Multiple Campus, Rukum	455,000.00	6,171,074.00	2,334,209.61	<b>8,960,283.61</b>	100.00%	51.43%	59.85%	54.79%
18	Myanglung Campus, Terathum	455,000.00	6,771,817.00	3,238,504.22	<b>10,465,321.22</b>	100.00%	56.43%	83.04%	63.99%
19	Nuwakot Adarsha Multiple Campus, Nuwakot	455,000.00	12,000,000.00	3,230,880.23	<b>15,685,880.23</b>	100.00%	100.00%	82.84%	95.91%
20	Panchthar Multiple Campus, Panchthar	455,000.00	7,467,037.50	1,504,850.89	<b>9,426,888.39</b>	100.00%	62.23%	38.59%	57.64%
21	Ramraja Mohan Bikram Shah Campus, Bara	455,000.00	4,598,048.00	2,031,840.33	<b>7,084,888.33</b>	100.00%	38.32%	52.10%	43.32%
22	Resunga Multiple Campus, Gulmi	455,000.00	9,176,698.70	3,307,818.49	<b>12,939,517.19</b>	100.00%	76.47%	84.82%	79.12%
23	Sarada Campus, Bhaktapur	455,000.00	6,709,397.50	2,366,111.46	<b>9,530,508.96</b>	100.00%	55.91%	60.67%	58.27%
24	Siddhartha Campus, Kapilbastu	455,000.00	9,124,635.00	3,628,376.00	<b>13,208,011.00</b>	100.00%	76.04%	93.04%	80.76%
25	Solukhumbu Multiple Campus, Solukhumbu	455,000.00	5,921,597.50	-	<b>6,376,597.50</b>	100.00%	49.35%	0.00%	38.99%
26	Tansen Multiple Campus, Palpa	455,000.00	11,946,707.50	3,900,000.00	<b>16,301,707.50</b>	100.00%	99.56%	100.00%	99.67%
27	Triyuga Janta multiple Campus, Udayapur	455,000.00	11,635,403.00	3,900,000.00	<b>15,990,403.00</b>	100.00%	96.96%	100.00%	97.77%
28	Waling Multiple Campus, Syangja	455,000.00	8,836,457.50	3,445,853.16	<b>12,737,310.66</b>	100.00%	73.64%	88.36%	77.88%
	<b>Sub Total of C Community Cammpuses</b>	<b>12,740,000.00</b>	<b>243,982,731.74</b>	<b>70,195,641.58</b>	<b>326,918,373.32</b>	<b>100.00%</b>	<b>72.61%</b>	<b>64.28%</b>	
1	Accham M. Campus, Accham	455,000.00	1,679,561.00	2,856,246.82	<b>4,990,807.82</b>	100.00%	18.66%	97.65%	40.31%
2	Badi Malika M. Campus, Bajura	455,000.00	4,026,464.00	2,292,586.51	<b>6,774,050.51</b>	100.00%	44.74%	78.38%	54.72%
3	Bajura Campus, Bajura	455,000.00	4,318,390.13	2,925,000.00	<b>7,698,390.13</b>	100.00%	47.98%	100.00%	62.18%
4	Balewa Paiunpata M. Campus, Baglung	455,000.00	1,880,079.50	2,376,719.19	<b>4,711,798.69</b>	100.00%	20.89%	81.26%	38.06%
5	Bhaktiadarsha Campus, Lamjung	455,000.00	2,445,280.50	2,925,000.00	<b>5,825,280.50</b>	100.00%	27.17%	100.00%	47.05%
6	Chaturbhujeshwor J. M. Campus, Sarlahi	455,000.00	2,172,722.50	2,925,000.00	<b>5,552,722.50</b>	100.00%	24.14%	100.00%	44.85%
7	Chautara M. Campus, Sindhupalchowk	455,000.00	6,935,500.00	2,925,000.00	<b>10,315,500.00</b>	100.00%	77.06%	100.00%	83.32%
8	Dibyajyoti M. Campus, Nawalparasi	455,000.00	3,384,082.00	-	<b>3,839,082.00</b>	100.00%	37.60%	0.00%	31.01%
9	Dolpo Campus, Dolpa	455,000.00	2,779,380.50	2,900,437.41	<b>6,134,817.91</b>	100.00%	30.88%	99.16%	49.55%
10	Gauradaha M. Campus, Jhapa	455,000.00	5,770,121.50	2,562,121.84	<b>8,787,243.34</b>	100.00%	64.11%	87.59%	70.98%
11	Gaurishanker M. Campus, Dolakha	455,000.00	4,942,450.50	2,373,592.48	<b>7,771,042.98</b>	100.00%	54.92%	81.15%	62.77%
12	Gaurishanker Y.R. Campus, Rautahat	455,000.00	3,144,355.50	1,709,729.73	<b>5,309,085.23</b>	100.00%	34.94%	58.45%	42.88%
13	Ghoda Ghodi M. Campus, Kailali	455,000.00	6,609,089.50	2,925,000.00	<b>9,989,089.50</b>	100.00%	73.43%	100.00%	80.69%



14	Gokuleshwor M. Campus, Darchula	455,000.00	9,000,000.00	2,894,126.73	<b>12,349,126.73</b>	100.00%	100.00%	98.94%	99.75%
15	Gramin Adarsha M. Campus, Kathmandu	455,000.00	7,232,062.50	1,083,230.05	<b>8,770,292.55</b>	100.00%	80.36%	37.03%	70.84%
16	Gupteshwor M. Campus, Parbat	455,000.00	3,864,393.00	754,330.43	<b>5,073,723.43</b>	100.00%	42.94%	25.79%	40.98%
17	Hari Khetan M. Campus, Parsa	455,000.00	8,204,631.50	1,959,272.47	<b>10,618,903.97</b>	100.00%	91.16%	66.98%	85.77%
18	Jagannath M. Campus, Baitadi	455,000.00	4,713,787.00	2,925,000.00	<b>8,093,787.00</b>	100.00%	52.38%	100.00%	65.38%
19	Jaljala M. Campus, Rolpa	455,000.00	-	-	<b>455,000.00</b>	100.00%	0.00%	0.00%	3.68%
20	Janta M. Campus, Accham	455,000.00	1,264,120.00	2,216,053.64	<b>3,935,173.64</b>	100.00%	14.05%	75.76%	31.79%
21	Kalika Himalaya Campus, Rasuwa	455,000.00	1,386,996.00	2,179,523.43	<b>4,021,519.43</b>	100.00%	15.41%	74.51%	32.48%
22	Kapilvastu M. Campus, Kapilvastu	455,000.00	1,715,350.00	1,707,185.04	<b>3,877,535.04</b>	100.00%	19.06%	58.37%	31.32%
23	Lampantar M. Campus, Sindhuli	455,000.00	5,270,330.00	2,925,000.00	<b>8,650,330.00</b>	100.00%	58.56%	100.00%	69.87%
24	Maiyadevi Girls College, Chitwan	455,000.00	3,470,909.00	2,877,237.78	<b>6,803,146.78</b>	100.00%	38.57%	98.37%	54.95%
25	Mangalbare M. Campus, Ilam	455,000.00	2,433,580.50	2,925,000.00	<b>5,813,580.50</b>	100.00%	27.04%	100.00%	46.96%
26	Myagdi M. Campus, Myagdi	455,000.00	4,260,035.00	1,809,600.12	<b>6,524,635.12</b>	100.00%	47.33%	61.87%	52.70%
27	Nilkantha Campus, Dhading	455,000.00	9,000,000.00	-	<b>9,455,000.00</b>	100.00%	100.00%	0.00%	76.37%
28	Okhaldhunga Campus, Okhaldhunga	455,000.00	1,930,240.00	612,864.00	<b>2,998,104.00</b>	100.00%	21.45%	20.95%	24.22%
29	Patan M. Campus, Baitadi	455,000.00	3,644,927.00	2,738,251.50	<b>6,838,178.50</b>	100.00%	40.50%	93.62%	55.24%
30	Pathivara M. Campus, Taplejung	455,000.00	4,682,658.50	1,874,850.96	<b>7,012,509.46</b>	100.00%	52.03%	64.10%	56.64%
31	Ramananda BM Campus, Mahottari	455,000.00	1,891,292.00	1,940,031.86	<b>4,286,323.86</b>	100.00%	21.01%	66.33%	34.62%
32	Rammani M. Campus, Rupandehi	455,000.00	9,000,000.00	590,128.61	<b>10,045,128.61</b>	100.00%	100.00%	20.18%	81.14%
33	Rampratap RTJ M. Campus, Siraha	455,000.00	2,467,169.90	2,925,000.00	<b>5,847,169.90</b>	100.00%	27.41%	100.00%	47.23%
34	Rapti Babai Campus, Dang	455,000.00	9,000,000.00	2,925,000.00	<b>12,380,000.00</b>	100.00%	100.00%	100.00%	100.00%
35	Rara Campus, Mugu	455,000.00	604,597.50	2,583,548.81	<b>3,643,146.31</b>	100.00%	6.72%	88.33%	29.43%
36	Salyan Campus, Salyan	455,000.00	5,086,146.00	1,741,729.95	<b>7,282,875.95</b>	100.00%	56.51%	59.55%	58.83%
37	Shahid Adarsha Campus, Okhaldhunga	455,000.00	2,873,351.00	2,173,204.81	<b>5,501,555.81</b>	100.00%	31.93%	74.30%	44.44%
38	Shahid Smarak College, Chitwan	455,000.00	4,194,417.50	2,925,000.00	<b>7,574,417.50</b>	100.00%	46.60%	100.00%	61.18%
39	Sinja M. Campus, Jumla	455,000.00	1,040,000.00	1,629,707.13	<b>3,124,707.13</b>	100.00%	11.56%	55.72%	25.24%
40	Swargadwari M. Campus, Pyuthan	455,000.00	4,485,390.00	2,925,000.00	<b>7,865,390.00</b>	100.00%	49.84%	100.00%	63.53%
41	Tila Karnali M. Campus, Kalikot	455,000.00	6,832,618.00	2,271,189.58	<b>9,558,807.58</b>	100.00%	75.92%	77.65%	77.21%
42	Urlabari M. Campus, Morang	455,000.00	6,736,678.00	2,925,000.00	<b>10,116,678.00</b>	100.00%	74.85%	100.00%	81.72%
	<b>Sub Total of D Community Campuses</b>	<b>19,110,000.00</b>	<b>176,373,157.03</b>	<b>90,732,500.89</b>	<b>286,215,657.92</b>	<b>100.00%</b>	<b>46.66%</b>	<b>73.86%</b>	
	<b>Total Reform Grants</b>	<b>81,250,000.00</b>	<b>1,405,961,459.41</b>	<b>607,227,689.65</b>	<b>2,094,439,149.06</b>	<b>100.00%</b>	<b>68.12%</b>	<b>30.56%</b>	

## SECTION V

### REGULAR PROGRAMS OF UGC

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#### 5. Overview

The regular programs of the University Grants Commission are divided into two parts: (1) the Institutional Development Grants, (2) Quality Improvement Programs. The first category consists of four sub-components: i) Grants for Universities, ii) Regular Grants, iii) Physical Facility Development, iv) Library Strengthening and Equipment Grants. By contrast, the second category consists of six sub-components: i) Fellowship, ii) Refresher Course/Capacity Development Program/Research Methodology Training, iii) Research Promotion, iv) Teaching/Study Visit, v) Seminar/Workshop/Conference, vi) Girls Scholarship Program.

#### 5.1 Institutional Development Grants

The institutional development grants consist of four major categories. The fourth category has its further sub-categories.

##### 5.1.1 Grants for Universities

To transform the country with academic knowledge, to help operate and develop the universities in the country, the UGC provides them with grant assistance. As per the national need, the grant assistance is also provided to the newly established academic institutions and universities. The grant is provided with different bases: bulk grant, formula-based grant, or program grant. To obtain the grant, the universities should apply with the details of their programs and budget estimate; and the UGC after the consultations with all the stakeholders provides grants as per the set criteria.

##### 5.1.2 Regular Grants

Under this grant assistance, the affiliated community campuses are provided with regular grants to develop the quality of education. The grant assistance is provided according to the rules and regulations charted out in the manual, drawn in 2013. The regular grants are provided to the colleges that have completed at least one academic year with the Bachelor's or Master's level programs. The community campuses demanding regular grants are selected on the basis of documentary evidence of number of students, academic programs, and the location of the campus such as backward area, remote area, or hills. Such campuses also should furnish the documentary evidence and statistics within the stipulated duration. The applications received after the deadline, or not following proper standards are not provided with the funds.

List of Community Campuses that received regular grants in 2013/14 is presented in *Annex A*.

### **5.1.3 Physical Facility Development**

The grants under this program are provided to extend the physical facilities such as classrooms and library rooms in community campuses, where they run Bachelor's or Master's courses. The procedure to obtain the grants under this category is as follows:

- The proposals, which have to be submitted within the stipulated deadline, should explain the current situation of classrooms and library rooms, reasons for adding the rooms, and an estimated cost for such extension.
- A partial grant can be provided based on the matching fund depending on the physical infrastructure of the campus and the number of its students.
- The campus receiving the grant should submit a report on expenditure details for the construction of library rooms and/or classrooms.
- The UGC can monitor or supervise the activities funded under this program.

List of Community Campuses that received physical facility development grants in 2013/14 is presented in *Annex A*.

### **5.1.4 Library Strengthening and Equipment Grants**

In order to enhance the quality, capability, and infrastructure of community campuses, a number of grants are provided under a number of headings. The major headings for this type of funding include grants for purchasing books, furniture, computers, physical infrastructure, and teaching materials.

#### **5.1.4.1 Grants for Purchasing Books**

Under this program, the UGC provides grants to community campuses to purchase books to enrich their libraries. The process for receiving this grant is as follows:

- Campuses should submit their proposals seeking grants to purchase textbooks and reference books explaining the overall situation of their libraries.
- Proposals should include separate list of the textbooks and reference books that are deemed essential along with a complete price list the books and the number of copies required.
- Proposals should arrive at the UGC office within the stipulated deadline.
- The grants received under this heading must be used for purchasing textbooks and reference books.

- In the case of constituent campuses, a grant for books and journals can be provided if the campus/department is running or going to run a new post-graduate course.

List of Community Campuses that received grants for purchasing the books in 2013/14 is presented in *Annex A*.

#### **5.1.4.2 Grants for Purchasing Furniture**

Under this program, grants can be provided to community campuses to purchase furniture for their libraries. The process of obtaining the grants is as follows:

- The campus should submit a proposal along with the detailed description of the existing situation of the furniture in their libraries.
- The proposal should also include the details of the furniture needed.
- The proposal should arrive within the deadline as mentioned in the notices or circulars issued by the UGC.
- The proposal should mention the total cost of the furniture to be bought, and should specify how much is being sought from the UGC and what amount is being allocated by the concerned campus.
- The grant-support received under this heading must be used for buying the furniture as mentioned in the proposal.

List of Community Campuses that received grants for purchasing the furniture in 2013/14 is presented in *Annex A*.

#### **5.1.4.3 Grant Assistance for Purchasing Equipments**

The UGC also provides grants to community campuses to purchase computers to help them efficiently execute their administrative and academic activities through a systematic use of information technology. To receive this support, the campuses should apply within the stipulated deadline, and the grant received under this category must be used for purchasing computers. The approved amount is released only after the bills are submitted.

List of Community Campuses that received grants for purchasing the equipments in 2013/14 is presented in *Annex A*.

### **5.2 Quality Improvement Programs**

The University Grants Commission is not only devoted the expansion higher education in the country but also committed to the continuous improvement of its standards and quality. This approach serves the two-pronged objective: meeting the national need and competing in the in the international markets. In this regard, UGC

has been organizing Quality Improvement Program (QIP), which has the responsibility of modifying and improving the existing curricula of higher education, conducting refresher courses, and launching skills-and-capacity-building programs for teachers. In addition, QIP promotes the culture of research, improves academic, educational, and physical capabilities of the higher education institutions. The quality improvement programs are organized as per the *Quality Improvement Program Guidelines 20070*, and necessary endeavors for improvements have been made based on the results of previous programs and suggestions from the stakeholders.

The following table specifies the expenditure details of quality improvement programs organized in 2013/14 under the regular schemes of UGC.

Expenditure Head	Particulars	Total Expenditure in 2013/2014
<b>1</b>	<b>Training and Refresher Programs</b>	
1.1	Refresher Course	
<b>2</b>	<b>Fellowship</b>	
2.1	PhD	3,596,382.67
2.2	M.Phil.	2,560,978.00
2.3	M.Phil. Thesis Preparation Support	335,000.00
2.4	Handicapped Student Support	215,000.00
<b>3</b>	<b>Research Promotion</b>	
3.1	Mini Research	1,968,250.00
3.5	Miscellaneous Support (PhD)	297,670.00
<b>4</b>	<b>Teaching and Study Visit</b>	
4.3	Travel Grants for Participation in Seminars/Conferences	1,842,554.00
<b>5</b>	<b>Workshops and Seminars</b>	6,707,000.00
9	Miscellaneous	-
	<b>Total</b>	<b>17,522,834.67</b>

### 5.2.1 Fellowship Programs

Fellowships are provided each year to the teachers of universities, affiliated and constituent campuses to strengthen their academic capabilities. Particularly, the UGC avails these fellowships for PhD and M. Phil. scholars, who also work as university teachers. In order to obtain these fellowships, the research scholars should meet the set standards and procedure.

#### 5.2.1.1 PhD Study Fellowship

PhD study fellowship is provided to teachers, with the aim of enhancing the quality of higher education through capability building. To contest for the PhD study fellowship,

the permanent teachers from universities/affiliated campuses can apply by submitting an application along with the recommendations of the educational organization in which they are involved.

### **Application Process for the PhD Fellowship**

- I. The candidates should fill out the standard application form of UGC, and submit it within the stipulated deadline. Incomplete and late applications are not entertained.
- II. The application fee of Rs. 300 can be paid to the Financial Administration Division of UGC, or be deposited in UGC Account Number 214 at Rastriya Banijya Bank, Sanothimi branch.
- III. For PhD study fellowship, the age of the applicant should not exceed 50 years by the application deadline (for women, Dalits, and *Janajatis* the age limit is 52 years).
- IV. PhD study fellowship is provided only for those scholars who plan to study within Nepal, or SAARC countries.
- V. The teachers that have not yet been enrolled for PhD study can still apply. If they are selected for fellowship, they should begin the study within one year of nomination.
- VI. Candidates must submit following documents along with the application:
  - a. PhD proposal – 3copies
  - b. A copy of Nepalese Citizenship Certificate
  - c. A copy of Master's Degree certificate or above specifying division
  - d. If passed from a foreign university, a copy of certificate of equivalence

### **Selection Process**

- I. The proposal applications will be assessed at least by two subject experts.
- II. The candidates securing 60 percentage in the proposal assessment procedure will be eligible for the second stage of the selection process.
- III. After the completion of the second stage of selection, the merit list of candidates will be published according to the academic performance, publications, subject matter and quality of the proposal, knowledge of the subject matter, and the quality of presentation.
- IV. The number of fellowships will be determined in accordance with the availability of the budget.

### **Fellowship Disbursement Amount and Process**

- I. To obtain PhD fellowship grant, the candidate must submit the details of their PhD research registration with the university, documentary evidence of admission bills specifying the date.
- II. The fellowship grant will be availed in installments in every six months for three years. To receive the second installment, a progress report of five to ten paged should be submitted. For the third installment, a presentation has to be done before the subjects experts; and according to the report of such experts the decision to continue or discontinue the grant will be made.
- III. The winner of this fellowship should present a signed document to the UGC vowing to work at least for five years in his/her currently employing institution.

### **Details of Fellowship Amount**

- I. The fellowship of Rs. 7,000 per month will be provided for three years.
- II. A maximum of Rs. 15,000 for field-study on the recommendation of the supervisor. For this purpose, the candidate should present a detailed plan. Half of the amount will be provided in advance, the remaining amount will be provided after submission of the field report along with the recommendation of the supervisor.
- III. For purchasing books and reference materials, Rs. 12,000 will be made available in two installments in the recommendation of the supervisor.
- IV. Up to Rs. 10,000 will be provided for laboratory expenditures for candidates of the faculty of science and technology. The candidate should present the bills of the items procured and a proof of the use of such items along with a recommendation of the supervisor.
- V. Rs. 10,000 will be provided for typing and binding after submission of the thesis.
- VI. Rs. 10,000 will be made available as an incentive for the candidates submitting the thesis within three years of the enrollment to the program. However, if a fellow fails to submit the research thesis even after completing five years since the registration for the PhD study, he/she should present written explanation with the recommendation from the supervisor and the head of the institution. In case if unsatisfactory clarification, the candidate must return all the amount taken from the UGC, and such candidate will not get any of the services for three years from this institution.

The following table shows details of the research scholars awarded under PhD Fellowship in 2013/14.

**Faculty Fellowship Category**

SN	Name	Address	Title
<b>Management Cluster</b>			
1	Dinesh Mani Ghimire	Central Department of Mgmt, TU	Assessing Quality Management Framework for Nepalese Boarding Schools
2	Dilliram Bhandari	Kathmandu Model College, Kamaladi	HRM and Organizational Performance in the Commercial Banks in Nepal
3	Hari Prasad Adhikari	Public Administration Campus, Jamal	Decentralization and Effective Local Governance in Nepal
4	Surya Bahadur Rana	Butwal Multiple Campus, Butwal	Financial Sector Development and Economic Growth in Nepal: Macro and Micro Perspectives
<b>Science and Technology Cluster</b>			
1	Bishnu Hari Subedi	Central Department of Mathematics, TU	Structure and Properties of the Escaping Set of Transcendental Entire Functions
2	Rajendra Man Shrestha	Padmakanya Multiple Campus, Baghbazar	Modeling for Assessing Impact of Climate Change on River-Hydrology for Bagmati River basin in Nepal
3	Jivandhar Jnawali	Ratna Rajya Laxmi Campus, Exhibitionroad	Banach Fixed Point Theorem and Its Application
4	Seshananda Sanjel	School of Medical Science, KU	Investigating Links Between Health Hazards Among Kiln Workers and Pollution from Birck Kilns in Kathmandu Valley
5	Shyam Sundar Sah	People's Multiple Campus, Kavre	Mathematical Study of Some Queueing and Reliability Models
<b>Education Cluster</b>			
1	Hikamat Bahadur Khatri	Central Department of Education, TU	Schooling of Chepang Girls' in Nepal
2	Dev Raj Paneru	Global College of Management, Mid Baneshwor	Leadership Perspectives and Practices of Education Entrepreneurs in the Era of Globalization: A Comparative Analytical Approach on Indian and Nepalese Correlates



3	Krishna Prasad Paudel	Kantipur City College, Putalisadak	Knowledge Sharing System for Community Learning Center
<b>Humanities and Law Cluster</b>			
1	Indira Mishra	Mahendra Multiple Campus, Dharan	Dynamics of Women's Narratives in Nepali Novels
2	Yadav Raj Pant	Campus of International Language, Exhibitionroad	Politics of (Post) Coloniality: Self-Criticism of Imperialism
3	Ratna Mani Nepal	Central Department of RD, TU	Alternative Development Discourse in the Third World: A Case Study of BP Koirala
4	Amrit Kumar Shrestha	Mahendra Multiple Campus, Dharan	Participation of Women in General Election of Nepal: Present Situation, Challenges and Opportunities
5	Komal Prasad Dulal	Central for Population and Development, Purbanchal University	Maternal Health Care Service Utilization in Nepal: A Case Study of Terai Region
6	P.K. Kafle	Balmeekei Campus, Exhibitionroad	A Comparative Study of the Marriage Rituals Explained in the Puranas and the Grihyasutras
7	Lekhnath Sharma Pathak	Central Department of Linguistic, TU	Attention and Prediction in Sentence Processing
8	Rajan Lal Joshi	Patan Multiple Campus, Patandhoka	नेवा: संस्कृति लःया अध्ययन
9	Shanti Maya Giri	Nepal Mega College, Babarmahal	द्वन्द्वकालीन नेपाली कथामा अभिघात
10	Bhuwan Neupne	Tri-Chandra Multiple Campus, Ghantaghar	विश्वेश्वरप्रसाद कोइरालाका कथाको संकथन विश्लेषण
11	Dhanapati Bhattarai	Saraswoti Multiple Campus, Thamel	शाकुन्तल महाकाव्यमा प्रकरण तथा प्रबन्ध बक्रता

### Young Fellowship Category

SN	Name	Address	Title
<b>Engineering Cluster</b>			
1	Udaya Raj Dhungana	Lekhanath-4, Kaski	WSD Specific Wordnet of Polysemy Words
<b>Humanities and Law Cluster</b>			
1	Jivan Kumar Shrestha	Pathari-9, Jayachowk, Morang	उत्तरवर्ती नेपाली उपन्यासमा अधिआख्यान

2	Ambika Aryal	Pathari-9, Jayachowk, Morang	नेपाली महिला उपन्यासकारका उपन्यासमा नारी चेतना
3	Surya Prasad Yadav	Kachan-3, Saptari	Sociolinguistic Study of Maithili
4	Devi Prasad Dahal	Pathariya-7, Jhapa	गन्धर्व जातिका बाह्रमासे गीतको सन्दर्भपरक अध्ययन
5	Khila Nath Sapkota	Bajakhu-8, Okhaldhunga	The Right to Information Act 2007 in Nepal: Power to Good Governance: Winning Right to Information in Nepal in Reference to South Asia
<b>Science and Technology Cluster</b>			
1	Bijaya Thapa	Tamgash-2, Gulmi	Development of Hydraulic and Biochemical Model for Bagmati River, Sewer Systems and Waste Water Treatment Plants

### 5.2.1.2 M. Phil. Study Fellowship

A limited number of M. Phil. fellowships are provided every year to university or campus teachers pursuing M. Phil. study in their university or affiliated/constituent campuses. The research fellows are selected through open competition. The number of fellowships depends on the availability of the budget. Under this program, the selected candidates are entitled receive Rs. 4000 per month for the duration of eighteen months, and total grant amount will be paid in three installments. The final installment will be paid after the submission of M. Phil. transcript and a soft and hard copy of the dissertation. The dissertation must acknowledge the grant assistance received from the UGC.

#### Selection Process

- I. The candidates should fill out the standard application form of UGC, and submit it within the stipulated deadline. Incomplete and late applications are not entertained.
- II. For M. Phil. study fellowship, the age of the teacher applicant should not exceed 45 years by the application deadline (for women, Dalits, and *Janajatis* the age limit is 50 years). The applicants applying under Young M. Phil. Fellowship should not exceed 30 years by the application deadline.
- III. The application fee of Rs. 200 can be paid to the Financial Administration Division of UGC, or be deposited in UGC Account Number 214 at Rastriya Banijya Bank, Sanothimi branch.

## IV. Candidates must submit following documents along with the application:

- a) A copy of Nepalese Citizenship Certificate
- b) A copy of Master's Degree certificate and other lower certificates specifying division
- c) If passed from a foreign university, a copy of certificate of equivalence

The table given below portrays the details of M. Phil. Fellowship winners in 2013/14

### Faculty Fellowship Category

SN	Name	Address
<b>Science and Technology Cluster</b>		
1	Dhan Kumari Thapa	Padmakanya Multiple Campus, Bagbazar
2	Ganesh Bahadur Basnet	Tri-Chandra Multiple Campus, Ghantagar
3	Shiva Prasad Gupta	Tri-Chandra Multiple Campus, Ghantagar
4	Hom Bahadur Baniya	Tri-Chandra Multiple Campus, Ghantagar
<b>Education Cluster</b>		
1	Nara Prasad Bhandari	Sukuna Multiple Campus, Morang
2	Merina Manandhar	St. Xavier's College, Maitighar
3	Sangeeta Pradhan Joshi	Prime College, Nayabazar
4	Arjun Prasad Paudel	Central Department of Education, TU
5	Manita Karki	Himchuli College, Imadol, Lalitpur
6	Dilli Raj Chaudhary	Little Angle College, Hattiban
<b>Management Cluster</b>		
1	Suman Dahal	Apex College, Baneshwor
2	Saumitra Neupane	National College, Baluwatar
3	Bandana Kumari Jain	PG Campus, Biratnagar
4	Krishna Prasad Gwachha	Khwopa College, Bhaktapur
5	Nirjwal Basnet	Navodit College, Samakhushi
SN	Name	Address
<b>Humanities and Law Cluster</b>		
<b>Subject: Economics</b>		
1	Bindu Raj Khanal	Apex College, Baneshwor
2	Devid Kumar Basyal	Trinity Int'l College, Dillibazar
3	Jamuna Shrestha	Saraswati Multiple Campus

<b>Subject: English</b>		
1	Dipak Karmi Manandhar	Khwopa Enigneering College, Bkt
2	Chet Raj Ojha	Sita Ram Campus, Doti
3	Ram Prasad Rai	Ratna Rajya Laxmi Campus, Exhibitionroad
4	Rajendra Prasad Baral	Mahendra Ratna Campus, Illam
5	Shyam Prasad Sharma	Dhawalagiri Multiple Campus, Baglung
<b>Subject: Nepali</b>		
1	Gyanu Adhikari	Sandipani Community College, Koteswor
2	Dil Bahadur Shrestha	Siddhartha Campus, Kapilvastu
3	Rabi Kiran Adhikari	Birendra Multiple Campus, Bharatpur
<b>Subject: Population</b>		
1	Saraswoti Parajuli	Tri-Chandra Multiple Campus, Ghantaghar
2	Tantrika Raj Khanal	Mahendra Ratna Campus, Tahachal
<b>Subject: Sociology</b>		
1	Raju Kumar Rai	Patan Multiple Campus, Patandhoka

### Young Fellowship Category

SN	Name	Address
<b>Humanities and Law Cluster</b>		
1	Shanti Gurung	Thalajung-7, Gorkha
2	Shailendra Adhikaree	Suraula Bazar-7, Bhading
3	Umesh Singh Saoud	Mahendranagar-10, Kanchapur
4	Lila Devi Sharma	Putalibazar-5, Syangja
5	Gokul Pokharel	Rajghad-5, Jhapa
6	Dinesh Kumar Bhandari	Jhalari-2, Kanchanpur
7	Dipendra Singh Bista	Shreepur-7, Kanchanpur
8	Abiskar Paubel	Hetauda-4, Makawanpur
9	Shankar Sigdel	Kihun-9, Tanahun
10	Sanjay Khatiwada	Mudhebas-9, Dhankuta
<b>Management Cluster</b>		
1	Raja Ram Adhikari	Nareshwor-1, Gorkha

### 5.2.1.3 Support for M. Phil. Thesis Preparation

In general, the UGC provides this support to about thirty college teachers pursuing their M. Phil. study at any of Nepalese universities. The candidates are only eligible for this funding if they have not received this fellowship or any other grant support previously from the UGC, or are not receiving support from any other sources.

#### Application Procedure

- I. The candidates should apply within stipulated time and in a specified format. Incomplete and belated applications are not entertained.
- II. The candidates must submit following documents along with the application:
  - a) A copy of Nepalese Citizenship Certificate
  - b) Two copies of M. Phil. proposals approved and accepted by the concerned teaching institution.
  - c) A copy of Master's Degree certificate and other lower certificates specifying division
  - d) If passed from a foreign university, a copy of certificate of equivalence

#### Grant Disbursement Process

- I. The selected candidates shall receive Rs. 25,000. The fifty percentage of this amount shall be granted after the contract is signed, and the remaining part of the amount will be provided with after the submission of a copy of M. Phil. transcript and soft and hard copies of the thesis.
- II. The thesis must acknowledge the grant assistance received from the UGC.

The following table shows the details of the winners of this grant support in the fiscal year 2013/2014:

SN	Name	Address
<b>Education Cluster</b>		
1	Tikaram Bhattarai	Eroding and Evolving inquire of living values: A Quest for inter-generational relation
2	Narendra Prasad Rai	Chhintang Verb Morphology
3	Rajan Binayak Pasa	"SA VIDHYA YA VIMUKTAYE": My Changing Perception on Education and Liberation
4	Vijaya Kumar Mahto	Perceptions and Practices of Child Friendly Schooling In Primary Level
5	Anita Bhattarai	Students on Library Use

<b>Humanities and Law Cluster</b>		
1	Dibya Raj Paudel	A Study of Domestic Violence in Ramechhap and Kailali District
2	Govinda Prasad Adhikari	Adolescent's Sexual and Reproductive Health in Rural Nepal: A Case Study of Male Adolescent's SRH in Chitwan District
3	Pradip Raj Tiwari	Return Migrants: their Knowledge and Entrepreneurship Skills in Chitwan Valley
4	Samrat Sharma	Family Background and Educational Outcomes: A Case Study of Urban Slums
5	Shrijana Thapa	Explaining the Situation of Elderly People Living in Old Age Home: A Case Study of Gandaki Zone
6	Lagan Rai	Religious Conversion and Cultural Rights: An Ethnographic Study of the Santhal/Santal Community
7	Sujindra Rai	Making One's Own Community and Culture in Urban Space: An Ethnographic Study of Lohorung in Kathmandu Valley
8	Dipesh Kumar Ghimire	Socio-Cultural Causes of Political Corruption in Nepal
9	Anita Kasaju	Internship as Rites of Passage: An Ethnographic Study Among Students of Business Administration
10	Hom Prasad Rai	Yamphu Mindum: Cultural History and Power in the Pastness
11	Bindu Devi Khanal	महेशविक्रम शाहका कथामा अनुभूतिको संरचना
12	Hari Bahadur Khatri Chhetri	Aesthetics of the Trauma of Terrorism in O'Neill's Netherland and Updike's Terrorist.
13	Sushila Thing	Analyzing Gender Dimension in Climate Change Policy in Nepal
14	Anup Rai	Everyday Life of Border Community: Anthropological Understanding of Nation-state, Sovereignty and Identity in Nepal
15	Vishnu Prasad Acharya	Peasantry Culture on the Way of Transformations: Land Selling as challenges and prospects: An anthropological study of Khokana V.D.C. Lalitpur
16	Dipak Kumar Pokharel	रूपमती उपन्यासको लैङ्गीक अध्ययन
17	Tek Nath Subedi	Social Security of the Disable: Provisions and Problems

18	Shobha Kumari (Mahato)	Prevalence and Experience of Domestic Violence in Central Nepal: A Comparison Between Madheshi and Pahadi Women
19	Yubaraj Singh Parajuli	Socio-economic Determinants of Fertility in the Chepang of Chitwan
20	Bhim Raj Bhurtel	Hope and Reconciliation in Novels of Torture: Reading Coetzee and Wagle as a Novelist of Human Rights
21	Keshab Raj Silwal	A Study of Transformation of Maoist in Nepal
22	Navin Kumar Yadav	Pre-performance and Cultural Dynamism: A performative Reading of Kohbar Painting of Mithila
23	Prapanna Maskey	Issue of Social Security and Citizenship
24	Santosh Giri (Gurung)	Socio Cultural Dilemma of Female Maoist Combatants
25	Tilak Biswakarma	Citizenship and Social Security of Landless Dalits
26	Yubaraj Tripathi	Urban Dwellers' Contribution in Rural Development: A Study of Rural Migrants of Pokhara SMC Ward no-13

#### 5.2.1.4 Thesis Preparation Support for Persons with Disabilities

Under this program, students with disability who are pursuing Master's degree in any of Nepalese universities are provided with this grant support for the preparation of thesis through open competition. Grant amount is subject to the degree of disability; Rs. 25000 will be provided to the students with category-A and category-B disability whereas those with category-C disability will be provided with Rs. 20000.

The fifty percentage of the amount shall be granted after the contract is signed, and the remaining amount will be provided after the submission of a copy of Master's Degree transcript and soft and hard copies of the thesis. The candidates who have already completed and submitted their research thesis to their study institutions shall receive full amount according to the category of their disability. Such candidates can claim this grant if six months have not passed by since their thesis defense.

Following documents should be submitted with the application for this grant:

- a) A copy of the certificate of disability specifying the category
- b) Recommendation letter from the study institution
- c) A copy of Nepalese citizenship certificate
- d) A copy of Bachelor's Degree certificate
- e) Research proposal approved and accepted by the study institution

The list given below shows the details of the winners of this financial support:

SN	Student Name	Institute
1	Saroj Gautam	Faculty of Education, TU
2	Nita Karki	Padma Kanya Campus, Bagbazar
3	Dhan Kumari Seling	Central Department of Management, TU
4	Bimala Shrestha	Lumbini Adarsha Degree College, Nawalparasi
5	Meena Paudel	Tri-Chandra College, Kathmandu
6	Bala Ram Khadka	Central Department of Education, TU
7	Shree Prasad Ghimire	Sanothimi Campus, Bhaktapur
8	Khagendra Prasad Kafle	Central Department of Nepali, TU
9	Ichha KC	Dilli Bazar Kanya Campus, Kathmandu

### 5.2.2 Refresher Course/Capacity Development Program/Research Methodology Training

To enhance the capability of teachers and staff members of universities and constituent campuses, Refresher, Capacity Development, Research Methodology Training can be conducted.

The objective of “refresher training programs” is to make university teachers aware about the recent changes in the course-contents and teaching methods and to identify the best ones. Such programs also help the teachers to enhance and build up their academic capability by making them familiar with to the latest teaching learning trends.

Different authorities such as universities, subject committees, dean’s offices, departments, campuses, or other higher education institutions can conduct the refresher training programs with the grant assistance from the UGC. The program-hosting institution or authority can submit a grant proposal to UGC along with an outline of the programs; if it matches the set standards of UGC, it provides a specified amount of grant.

The proposal should be prepared according to the following guidelines:

- I. The proposal for refresher training and workshop can be prepared and submitted in specified format by a university, campus, department, or subject committee.
- II. The proposal should include recommendation of the Dean, or the Department Chief, or the Campus Chief.
- III. The applicant should pay application fee of Rs.100 to the Accounts Division of UGC, or deposit the amount in the UGC’s Account Number 214 at Rastriya Banijya Bank, Sanothimi Branch, Bhaktapur.



- IV. In general, the refresher-training program should be of three to five days whereas the duration of capacity development program would be advised according to the nature of training and subject matter.
- V. The subject matter of the program should be related to the curriculum of Bachelor's or Master's level.
- VI. The organizing institution should invite other campuses of the vicinity to participate in the program.
- VII. The grant amount will be decided by UGC.

The lists of the higher education institutions that received grants for conducting Refresher Course/Capacity Development Program and Research Methodology Training is presented in *Annex B*.

### **5.2.3 Grants for the Development of Teaching Materials**

Under this program, financial support is provided to institutions to publish books, reference materials, and study materials by forming an expert taskforce or by organizing workshops on a specific subject. To receive this support, proposal should be submitted by a university, campus, Dean's office, subject committee, department, or educational institution. The proposal must mention the names of experts, date, venue, and period of the event as well as the number of participants.

### **5.2.4 Research Promotion**

The promotion of the culture of research among individuals and institutions is one of the major objectives of UGC. This statutory body firmly believes that research not only enhances academic knowledge of an individual but also of the concerned institution. To this effect, UGC has promulgated research support programs since its inception.

#### **5.2.4.1 Mini Research**

The aim of mini research projects is to orient the college teachers towards research by providing financial support for a period of six-months. The teachers, who are up to Associate Professor Level, but without a PhD degree, can apply for this grant support. If the research is not completed within six months, the candidates can apply for an extension with justification up to two times.

### **Procedures to Receive the Grant**

- I. The proposals should be submitted in the specified format and within the stipulated deadline.

- II. The applicant should pay application fee of Rs.100 to the Accounts Division of UGC, or deposit the amount in the UGC's Account Number 214 at Rastriya Banijya Bank, Sanothimi Branch, Bhaktapur.
- III. The proposal should include following documents:
  - a. A copy of appointment letter and the original copy of recommendation letter issued by the applicants employer institution
  - b. A copy of Nepalese citizenship certificate
  - c. A copy of master's degree certificate or above specifying division
  - d. A copy of equivalent certificate if passed from a foreign university
- IV. The researcher is provided with maximum grant of Rs. 50,000, which is subject to tax deduction. An additional amount of Rs 10000 will provided for the report writing and binding. The fifty percentage of the grant amount shall be granted after the contract is signed, and the remaining part of the amount will be provided with after the submission of finalized copy of the research.
- V. The researcher should complete the research and furnish three spiral-bound copies of the draft report of the research work to the UGC within the stipulated deadline.
- VI. Incorporating the evaluations and suggestions received during presentation, the researcher should submit three corrected and final hardbound copies and a soft copy of the report to the UGC.

The following table shows the details of individuals who were awarded with the mini research grants in the fiscal year 2013/14.

SN	Name	Title	Address
<b>Cluster : Engineering</b>			
1	Dinesh Baniya	Feasibility Study of Extracting Graphene from Graphene Oxide for the Creation of Energy Storage Devices & Solar Cells	Pulchowk Campus, Pulchowk
<b>Cluster : Agriculture and Forestry</b>			
1	Mitruka Jay Narayan	UV-vis Investigatio of Cow Urine Interaction with AOT Surfactant	Mechi Multiple Campus, Jhapa
<b>Cluster : Management</b>			
1	Sabina Baniya Chhetri	Antecedents and Consequences of Job Engagement : Empirical Study of Bank Employees	Himalayan White House Int'l College
2	Bidur Nepal	Expenditure Pattern of Remittance on Capital Formation in Nepal	Patan Multiple Campus, Patandhoka
3	Achyut Raj Bhattarai	Knowledge Management and Organizational Performance	Shanker Dev Campus, Putalisadak

<b>Cluster : Health Science</b>			
1	Radha Paudel	Factors Influencing Brain Drain Among Nurses	Nepalese Army Institute of Health Sciences, Sano Bharangang
2	Basant Gelal	Assessment of Iodine Status of the School Children of Lagadigoth VDC of Siraha District	BPKHIS, Dharan
3	Ishor Sharma	Rural Urban Difference in the Prevalence of the Central Obesity Amongst the Women Aged 45 to 60 Years in Gurung Community, Kaski, Nepal	Department of Public Health, Pokhara University
4	Tulashi Adhikari(Mishra)	Knowledge and Practice on Exclusive Breastfeeding Among Mothers having Infant Attending Immunization Clinic at Tertiary Level Hospital	Nursing Campus, Maharajgunj
5	Manisa Koirala	Perception of Nursing Students toward the Learning Environment	Nursing Campus, Maharajgunj
6	Ram Bahadur Shrestha	Patient Satisfaction on Free Health Care Services in Rural VDC	Institute of Science and Technology, Pokhara University
7	Shujata Shakya	Knowledge on Earthquake Preparedness Among the Inhabitants of Kathmandu Valley	Nepalese Army Institute of Health Sciences, Sano Bharangang
8	Basant Maharjan	Prevalence of Hypertension and Risk Behaviours Relating to Hypertension Among Adults in Kirtipur Municipality	Kathmandu Model Hospital School of Nursing, Swayambhu
<b>Cluster : Science and Technology</b>			
1	Prakash Chandra Aryal	Being Urbane in Biodiveristy Context : Status Survey of Urban Green Space Trees, Shrubs and Birds in Kathmandu Valley	Goldengate Int'l College, Old Baneshwor
2	Jagan Nath Adhikari	Status and Conservation Challenges of Vultures in Lowland Nepal	Birendra Multiple Campus, Bharatpur
3	Prem Narayan Poudel	Analysis of Formalin Content in the Selected Fish of Kathmandu Valley	School of Science, KU
4	Roshani Manandhar	Feasibility Analysis of REDD : A Case Study of Community Forest of Syangia, Nepal	Amrit Science Campus, Lainchour
5	Chiranjivi Adhikari	Application and Validation of Nepali Version of Beck Anxiety Inventory among Secondary School Adolescents in Nepal	School of Science and Technology, Pokhara University
6	Narendra Kumar Chaudhary	Synthesis and <i>in vitro</i> antibacterial evaluation of Amoxicillin derived Schiff base metal complexes	Mahendra Morang Adarsha Multiple Campus
7	Deependra Parajuli	First Principle Study of Electronic and Magnetic Properties of Ti-Ni Binary Alloy Using Tblmto-ASA Method	Tri-Chandra Multiple Campus, Ghantaghar

8	Ram Prasad Koirala	Thermodynamics and Short Rang Order in Mixtures of Liquid Metals	Mahendra Morang Adarsha Multiple Campus
9	Tanka Raj Adhikari	A Study of Some Characteristics of Rayleigh Distribution	Prithivi Narayan Campus, Pokhara
10	Dipak Raj Silwal	Less Priority of Computer Education in Higher Secondary School	Nuwakot Adarsha Multiple Campus, Nuwakot
11	Ramesh Khanal	The E-application of Cryptography in Chitwan	Balkumari College, Chitwan
<b>Cluster : Education</b>			
1	Madhav Kumar Shrestha	Attitude of Secondary Schools' Teachers Towards Physical Education	Sanothimi Campus, Sanothimi
2	Kisan Prasad Adhikari	Pedagogical Justice in Nepalese Higher Education	Prithivi Narayan Campus, Pokhara
3	Thuma Kumari Paudel	A Study on Perproductive Health Knowledge, Attitude and Practices among Schooling Adolescent in Chitwan	Mahendra Ratna Campus, Tahachal
4	Bed Prasad Dhakal	ICTs in Mathematics Education : Exploring Possibilities	Central Department of Education, TU
5	Bhatta Mheshdatta Taradatta	Minimum Muscular Fitness of Secondary Level Students	Surkhet Campus (Education), Surkhet
6	Narayan Pokhrel	An Analysis of the Learning Materials Used by Secondary Level Students to Learns English	Annapurna Model College, Rupandehi
7	Yadu Ram Upreti	Perception and Trend of Tobacco use Among HSS Level	Pashupati Multiple Campus, Chabahil
8	Khimananda Bhandari	Role of NGOs to Prevent and Control HIV/AIDS in Rupandehi, District	Butwal Multiple Campus, Butwal
9	Janga Bir Rai	राइ जातिको साकेला पर्व र पर्यावरणीय सम्बन्ध	Mahendra Ratna Multiple Campus, Illam
10	Tirtha Raj Khatiwada	कक्षा सातमा अध्ययनरत विद्यार्थीहरूको श्रुतिबोध क्षमता	Mahendra Ratna Campus, Tahachal
11	Jagadish Paudel	The Current Practice of Learning Autonomy in ESL Classroom at Higher Secondary Level in Dadeldhura and Doti District	Dadeldhura Campus, Dadeldhura
12	Purna Bahadur Kadel	An Appraisal of Practice Teaching in M.Ed. Programme at Tribhuvan University	Surkhet Campus (Education), Surkhet
13	Gopal Lamsal	Impact of Education in Empowering Dalit Communities : A Case of Nawalparasi District	Devchuli College, Nawalparasi
14	Kumar Narayan Shrestha	Non-verbal Means of Communication : Views of Student Teachers in Classroom	Mahendra Adarsha Vidyashram College, Satdobato, Lalitpur

Cluster : Humanities and Law			
1	Bhaba Datta Sapkota	Climate Change and its Impacts on the Livelihoods Pattern of Chepang Community in Nepal	Patan Multiple Campus, Patan Dhoka
2	Krishna Prasad Chalise	An Investigation of the Genetic Affinity of Kham, Magar, Chepang, Bhujel, Newar, Baram and Thami	Central Dept. of Linguistics, TU
3	Sangita Rana Pradhan	नेपाली आधुनिक गीतमा शास्त्रीय संगीतको प्रभाव	Lalit Kala Campus, Asan
4	Thaneshwor Kunwar	Health Status and Caring Practice of Elderly People	Ratna Rajya Laxmi Campus, Exhibition Road
5	Bhumi Datta Paudel	Population Ageing in Nepal : An Analysis of Policies and practices	Ratna Rajya Laxmi Campus, Exhibition Road
6	Madhab Prasad Bhusal	Rural Women's Access to Community Finance : A Study of Phulwari VDC, Kailali	Central Department of RD, TU
7	Kashi Kumari Palikhe	Proposal on Occupational Hazard and its Safety Measure Among the Workers at Bhaktapur Ceramics (P) Ltd	Nepalese Army Institute of Health Science, Mahakalsthan, Ktm
8	Sammar Bahadur Chhetri	Examining Women's Status from the Women Rights Perspective	Prithivi Narayan Campus, Pokhara
9	Madhav Prasad Khanal	Food Security in Karnali : A Case Study of Sukatiya VDC of Kalikot District	Surkhet Campus (Education), Surkhet
10	Girdhari Dahal	Gita Philosophy in Democratic Movement of Nepal	Prithivi Narayan Campus, Pokhara
11	Abilal Shah	वैज्यालो प्रथाका मन्त्रको लोकतात्विक अध्ययन	Center for Nepal and Asian Studies, TU
12	Tilak Raj Panday	International Migration and Remittance : Development Vs Dependency	Doti Multiple Campus, Doti
13	Sitaram Ghimire	The Political Representation and Decision-Making Position of <i>Janajati</i> : A Case Study of Political Parites From Eastern Nepal	Mahendra Ratna Multiple Campus, Illam
14	Kumar Bhattarai	To Estimate Households' Willingness to Pay (WTP) for Improved Solid Waste Management in Banepa Municipality	Patan Multiple Campus, Patan Dhoka
15	Tulasi Ram Khanal	नेपाली खेतीगीतको समाजशास्त्रीय अध्ययन	Bhadrakali Multiple Campus, Pokhara
16	Ganga Datta Upreti	मुक्त हलियाको आर्थिक अवस्था: डोटी जिल्ला कलेना गा.वि.स.को अध्ययन	Doti Multiple Campus, Doti

#### 5.2.4.2 Special Research

Under this program, one or more teachers and experts are provided grants for the research on the pre-defined topics. The Academic Committee of UGC invites applications

for research on specified topics. Grants can also be provided for special research proposals received from educational institutions, departments, dean's offices, and professors, and associate professors with a PhD degree.

#### 5.2.4.3 Research Materials

Grants can be provided to researchers to purchase journals, books, equipment, and educational materials needed in the course of the research. After completing the research, they should submit the equipments acquired to their related department/campus. This support will not apply for those receiving a Ph. D. fellowship from UGC.

#### 5.2.4.4 Partial Support for PhD Fellow

Under this program, teachers of constituent and affiliated campuses pursuing PhD study without any support from any other sources are provided with financial grants. This support can be availed for field study, obtaining research materials, typing and binding, and other activities depending on the nature of the work. Candidates can apply for support with a recommendation letter from the campus chief, or the supervisor along with a proposal/progress report. This grant is available to candidates for one activity every six month. The support for typing and binding will be available to the candidates after the submission of their thesis. The candidates, who have have crossed the period of five years since their PhD registration, are not eligible for this support. For the support for field-study, candidates should furnish the supervisor's recommendation as well as a detailed plan of action. For obtaining grants for books, candidates must submit the bills approved by the supervisor. This grant assistance is provided as per the following criteria:

SN	Particulars	Maximum Amount (Rs.)
1	Field Study	115,000
2	Book/Reference	812,000
3	Typing/ Binding	710,000

The following list specifies the details of the teachers who received miscellaneous support in 2013/2014:

SN	Name	University
1	Dr. Gopal Prasad Bhandari	Urlabari Campus, Morang
2	Deepak Neupane	Dhawalagiri Multiple Campus, Baglung
3	Basudev Gautam	
4	Shovakar Kandel	
5	Dibya Dawadi	Faculty of Education, TU
6	Dhurba Prasad Dhakal	

### **5.2.5 Teaching / Study Visit**

Under this grants support program, following activities are financed for by the UGC:

#### **5.2.5.1 Visit by Professors in Higher Education Institutions**

Under this program, the senior professors and subject teachers are provided with the grants for their short-term teaching visits to constituent and/or affiliated campuses of universities in order to improve teaching-learning activities and provide assistance to improve teaching standards.

The following process should be followed to receive this grant:

- I. The teacher has to be at least a professor or senior associate professor having expertise and experience on the subject.
- II. The concerned campus shall select the professor and conduct the program.
- III. The concerned campus should submit the details to the UGC about the subject, duration, and the service expected from the expert.
- IV. When the proposal is accepted, the necessary expenditures needed for up to two professors/teachers shall be provided by the UGC. The provided amount should be used to pay travel allowance and remuneration of the professors/teachers. The fooding and lodging expenses should be paid by the program organizing institution.
- V. The remuneration will be paid after the teacher submits the details of the activities certified by the concerned campus.

#### **5.2.5.2 Visit to Institutions of SAARC Countries for Special Study/Research**

Under this program, financial support is offered to teachers of universities or affiliated campuses to participate in short-term special study or research within the SAARC countries.

The following process should be followed:

- I. With justifications and recommendations of the concerned department, application for funding can be made to travel to any university or educational institution within SAARC for special study or research.
- II. The candidates should submit the acceptance letter from the host institution along with the application.
- III. This support is not provided to those who have already received other grants from the UGC in the same fiscal year.
- IV. The amount of support will be decided by the Academic Committee of UGC.

### 5.2.5.3 Travel Grants to Participate in Foreign Seminars and Conferences

Under this program, partial financial support is offered to teachers invited by international institutions to participate in conferences, workshops, or seminars to present their work papers or posters. The proposals should be submitted in the specified format.

The following documents are required to receive this grant:

- I. Letter of invitation from the host institution;
- II. Recommendation letter from the head of the applicant's educational institution;
- III. A letter from the host organization clarifying the availability or non-availability of the financial or other support;
- IV. Acceptance letter from the organizers specifying the applicant's topic of presentation, work paper, or poster along with its brief summary.

#### Procedure

- I. The concerned academics must present a report with the description of the program to the UGC within a month after returning from the visit.
- II. The grant support will be available to those applications that are accepted in line with the priorities set by the UGC.
- III. While providing travel grants, priority will be given to teachers who have not received such support in the past.
- IV. This grant will be provided once a year.
- V. In the case of group delegation, the grant support is provided only to the group leader.

The mode of support is as follows:

SN	Country	Maximum Amount (Rs.)
1.	Bhutan, Bangladesh and India	15,000
2.	Pakistan, Sri Lanka, Maldives, Thailand, Burma, Malaysia and Cambodia	25,000
3.	Country except 1 and 2	30,000

The details of travel grants provided to teachers in the last fiscal year are presented in *Annex C*.



### 5.2.6 Grants Assistance for Workshops, Seminars, and/or Conferences

Under this program, partial financial support is provided to academic societies of universities, campuses, departments, and the related agencies to host a seminar, workshop, and conference to study and analyze contemporary issues or problems in a specific area. The societies should organize such events jointly with the campus or the concerned department.

The following procedure should be followed to receive the grants:

- I. The proposals should be submitted in the specified format.
- II. The institution should submit a proposal with the details of the theme, nature, duration, and venue of the program along with the estimated costs, topics of the working papers, list of writers, and the detailed schedule.
- III. The teachers whose subject is related with the theme of the program should be the participants of the program as far as possible.
- IV. The approved amount will be provided after the completion of the program and the submission of the report with detailed description and supporting documents.

The following table specifies the range of the support that can be provided to such events:

SN	Program	Support Amount upto (Rs.)
1.	Local level program	50,000
2.	National level program	75,000
3.	International level program	1,50,000

The list of the higher education institutions that received grants for conducting a seminar, workshop, or conference is presented in *Annex D*.

### 5.2.7 Girls Scholarships Program

The UGC has initiated “Girls Scholarship Program” to foster gender equality and to strengthen female students’ approach to higher education. The scholarship is awarded to the girls studying at the Bachelor’s level on the competitive basis, and the priority is given to the girls who are from downtrodden, disadvantaged, impoverished groups, and/or with physical disabilities. Each of the girls selected for this scholarship program is awarded with Rs. 10,000 each year until they complete their Bachelor’s Degree.

## SECTION VI

### THE SECOND HIGHER EDUCATION PROJECT (SHEP)

#### Highlights of the Achievements, Challenges and Way Forward

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##### 6.1 Introduction

The Second Higher Education Project (SHEP) which was started in July 2007 had been successfully completed in June 2014. The project supported by the International Development Agency (IDA) was initially scheduled to end on 15 January 2015. It was agreed between the government of Nepal and IDA to extend the project upto the closing date on no additional cost basis.

The project is a national higher education reform initiative aimed to achieve national objective of developing higher education system that can produce professional human resource, with knowledge and technological expertise capable of supporting economic growth and social reform towards building a prosperous, harmonious and knowledge based inclusive society.

##### Objectives

The project envisaged to achieve two major Project Development Objectives (PDOs)

- i) enhanced quality, efficiency and relevance of higher education through a set of systemic reforms, and incentives to selected institutions; and
- ii) improved access for academically qualified students from disadvantaged groups in (a) higher education and (b) higher secondary education.

##### Project Components

The project activities are provisioned under the following four major project components.

1. Reform grants (Sub components: UGC reform grants; Research Support; and TU reform grants)
2. Student financial assistance
3. Enhancing higher secondary education, and
4. Strengthening system capacity

UGC along with TU and SFAFDB is responsible for implementing components 1, 2, and 4. DOE is responsible for carrying out the component 3. The components have been further specified in terms of subcomponents, major specific aspects and provisions.

The project implementation activities were undertaken on the basis of Project Appraisal Document (PAD), Financing Agreement (FA), UGC Operational and Financial Management Guidelines (OFMG), DOE Guidelines for Higher Secondary Education Component, Student Financial Assistance Guideline, Research Funding Guideline, and Quality Assurance and Accreditation (QAA) Guideline. The documents contained detailed description of operational aspects of the project including implementation framework, progress monitoring, and guidelines for disbursement with quantifiable indicators, and schemes for verification. Mandatory trimester implementation progress reporting and regular joint review missions provided feedback and strategic measures for ensuring successful project implementation.

A mid-term review was carried out in 2010 and the project was restructured with some adjustment in the PDOs, targets and fund allocations. Tribhuvan University was given the responsibility of implementing its own activities including that of its constituent campuses instead of participating as a beneficiary. The revision came into effect starting from March 2011.

## **6.2 Assessment of the Achievements**

The project implementation began with major reform initiatives. UGC formed Research Council and QAA Committee and established Research Division and QAA division to serve as their secretariat; it has also set up Reform Unit and EMIS section; TU prepared and adopted regulation regarding the autonomy of TU constituent campuses and institutions. The regulation has been further revised in 2011 on the basis of the experiences and feedback from the initial implementation; the student financial assistance fund development board (SFAFDB) has been established through government formation order.

The project implementation has brought encouraging results in terms of the key indicators: i) number of accredited institutions reached 12 starting from zero; the target was 6; ii) the number of students enrolled into science, technology, management, and other employment/economic development focused programs increased from the baseline value of 34.6% to the target of 38.4%; iii) the share of girls enrolled increased from 42.9% to 47.4% in the participating HEIs surpassing the target of 44%; and iv) the share of disadvantaged groups in the total higher education enrolment increased from 12.8% to over 16.6%. The students passing rates at Bachelors level and Masters level however remained below the targets of 36% and 26% respectively. The low achievement in improving the pass percentages relates to many aspects not covered by the scope of the project activities. Despite many efforts by TU, the university remained unable to reform the examination system and enforce academic calendar fully.

The project at the initial period was facing many difficulties and challenges and its implementation progress was rated moderately unsatisfactory. The initial implementation situation was related to the then political milieu. This was exacerbated

by the fact that the UGC remained without the executive heads for almost a whole year between July 2010 and April 2011. During the mid-term in 2011 the PDOs and targets were restructured and accordingly size of the target in achieving number of institution gaining autonomy and number of institutions completing QAA cycle have been lowered. The SHEP implementation momentum picked up after the new Chairman and Member Secretary were appointed to the UGC in 2011, gradually upgrading to moderately satisfactory to satisfactory level.

### **Overall rating**

In terms of physical progress, as well as financial disbursement, the project implementation was a very good success: all of the project activities under the components 1, 2, 3 and 4 have been accomplished and the disbursement of 99.7% of the total budget available for the project has been disbursed. World Bank assessment of the project has also rated as being satisfactory as per the revised project development objectives (PDOs).

The project was successful also in terms of popular demands from the stakeholders to extend the scope of the provisions – provision for participation by more HEIs. Initially, the project had provisioned for participation of TU, its 6 constituent campuses that would become autonomous and 10 decentralized campuses; participation of three other universities KU, PU and PokU took place as they agreed to enter into formula based funding system; and 10 community campuses were selected on the basis of national and regional selection process. Successful endeavors by the community campuses and decentralized campuses created a high demand for the participation in SHEP reform among the rest of the community campuses as well as other constituent campuses of TU. As a result, the provision of SHEP reform grants was expanded under different schemes covering 90 community campuses-- 9 under Scheme A, 10 under Scheme B, 28 under Scheme C and 43 under Scheme D. (One of the scheme D campuses was dropped from the support for the lack of compliance to participation criteria). With this provision, the participation thus covers all the districts in the country that have community campuses. Similarly the provision was expanded to 27 decentralized TU constituent campuses.

The other important achievement worth mentioning is the extent of capacity building of the implementing bodies as well as the beneficiaries. Another achievement relates to the successful drafting of Higher Education Policy Framework through participatory approach and by building consensus. This policy framework has helped outline a national program for higher education reform and establish a basis for the continuation of the reform initiatives started by SHEP as well further extension of reform and development as directed by the policy.

## Impact Studies

UGC has conducted independent impact studies on the Reform Grants, Research Support Funding and Quality Assurance and Accreditation. The studies are carried out as per the duly prepared TOR by the selected experts. In the same line, TU has conducted independent impact studies on institutional autonomy, decentralization and window program. TU has also undertaken the study on the trends and issues of higher education so as to receive feedback on its institutional reform and examination system. Similarly, SFAFDB has conducted impact study on its SFAF programs. The study reports were shared with stakeholders for feedback. The reports provided critical understanding regarding the implementation activities of the programs, their effectiveness, and the implications on overall HE reform.

The following section lists a brief highlights of the achievements of SHEP implementation. The achievement of the objectives of the project are discussed in terms of

- improvements in governance, management and financial sustainability,
- reform in higher education institutions through performance grants, incentive grants and matching grants for resource mobilization initiatives,
- improvement in the teaching and learning with strengthened research capability, curriculum reform and development of new programs,
- establishment and operation of a student financial assistance scheme, and
- Improving higher education system capacity: Establishment of system of quality assurance and accreditation (QAA) and Higher Education Management Information system (HEMIS).

### 6.2.1 Improvements in Governance, Management and Financial Sustainability

#### Autonomy Institutionalized

Four TU constituent campuses have attained the status of autonomy with the support of SHEP reform provisions. These included Mahendra Ratna Multiple Campus, Ilam (in 2009), Dharan Technical School, Dharan (2012); Mahendra Ratna Campus, Kathmandu (2013) and Ayurved Campus, Kirtipur (2013). TU had adopted the autonomy regulation in 2062 BS (2006). Based on the experience of its implementation in Ilam, the regulation was revised in 2068 BS (AD 2011). The other three TU constituent campuses attained autonomy following the revision of the regulation. These four autonomous institutions, in accordance with the autonomy regulation, have formed extensive governing bodies to take the responsibilities and exercise the authority attained with

autonomy. They have prepared extensive strategic development plans and mobilized local resources for implementing the plans. SHEP supported the institutions by matching their resource mobilization and by providing incentive grants and performance grants. They receive earmarked government budget.

To promote and enhance the capacity towards institutional autonomy, over 39 institutions have conducted extensive institutional self analysis identifying the strengths, weaknesses, issues, challenges and opportunities. This has helped additional TU constituent campuses become decentralized. So far, out of 60 TU constituent campuses 49 are decentralized, 4 of them have attained autonomy.

TU took several measures to build confidence among the institutions to facilitate reform actions. One important measure was to declare adherence to its academic calendar. Programs run by the Institutes like Medicine, Engineering, Forestry, Agriculture, Master level programs in Science & Technology and professional courses run by the Faculty of Management (four years Bachelor's Programs) are operating following their own respective academic calendars. Similarly, the TU Controller of Examinations has conducted the Bachelor level first year examinations as per scheduled calendar. Efforts were made to run all the programs on time as per the calendar.

### **Strategic Planning and Compliance to Rules and Regulations**

All the 126 institutions participating in the SHEP reform grants were required to and have prepared their respective strategic plans covering at least 5 years of development. For the first time in the history of higher education in Nepal, such a significant number of institutions have engaged in and prepared strategic plans with the participation of the stakeholders. They also prepared procurement plans following the strategic plans complying with the procurement Act and regulations of the country as well as with the World Bank guidelines. The institutions review their plans annually.

### **Formula Based Funding for Universities**

Agreeing to Formulae based funding was the main criterion for the participation of KU, PokU, & PU in the SHEP reform grants program which is explicitly mentioned in the MOU signed between UGC and the Universities. Accordingly, the regular budget from the GON source has been allocated to the universities on the basis of the agreed formulae. Since 2011, the universities are receiving the formula based funding for Bachelor's, Master's levels and above programs at PU and PokU, and for the Master's level at TU. The HE policy framework has listed formula based funding as a reform step to be adopted as the system of regular public grants support to universities, autonomous campuses and community managed colleges.

## 6.2.2 Reform in Higher Education Institutions through Performance Grant, Incentive Grant and Matching Grant for Resource Mobilization Initiatives

### Matching grants for resource mobilization and sustainability of institutional development

Out of 126 participating HEIs, 98 including 13 TU constituent campuses, 82 affiliated community campuses and 3 other universities have mobilized their stakeholders for resources generation and claimed SHEP matching grants to undertake numerous reform activities, particularly the development of infrastructures and services. They received matching grants at the ratio of 1:1. Following the mid term review, the project was restructured and the matching grant provision was revised to a ratio of HDI coefficient of the respective district and its campuses. The campus from the least developed district received two times of the internally mobilized fund in matching grants. The institutions accomplished numerous reform activities in line with their strategic development plans using the SHEP provisions of matching grants as well as performance grants.

The following table lists the procurement plans approved, achieved and the matching grants disbursed under UGC reform grants.

Institutions	Procurement plan approved	Procurement achieved for matching grants	Matching grants received
Small Universities	583,347,488.00	298,644,715.07	149,322,357.58
Scheme A	1,050,476,548.00	399,582,712.60	214,928,642.32
Scheme B	321,806,023.92	143,081,987.78	78,810,336.63
Scheme C	200,223,550.29	129,962,841.87	70,356,353.58
Scheme D	252,594,251.76	161,639,962.91	90,985,512.50
<b>Total</b>	<b>2,408,447,861.97</b>	<b>1,132,912,220.23</b>	<b>604,403,202.61</b>

The approved project activities proposed by HEIs for matching grants under the UGC and TU reform grants subcomponents amounted Rs. 2,408 million (US\$28.3 million<sup>1</sup>) and Rs. 495.5 (US\$ 5.8 million) respectively. The total cost of project activities completed by HEIs under UGC reform grants stood at Rs. 1,132 million (US\$13.3 million), of which Rs. 604 million (US\$7.1 million) was financed through UGC matching grants. TU disbursed Rs. 112.4 million(US\$ 1.4million) in matching grants. Moreover, 592 SHEP participating higher secondary schools mobilized internal resources and received matching grants from DOE in the ratio of 1:2, the total amount disbursed was Rs. 442 million (US\$5.2 million).

<sup>1</sup> Using an exchange rate of Rs.85 per US\$, which is around the median exchange rate within the Project period.

### System of performance based grants provision

SHEP helped to institutionalize performance based grants for HEIs. Overall, 126 HEIs which includes 3 universities, 4 autonomous and 30 decentralized TU constituent campuses, and 89 community campuses, participated in the performance-based grants scheme. Under the performance-based grants provision, baselines for pre-agreed 13 performance indicators were established for all the participating HEIs and subsequently performance on these indicators were assessed every year.

During the Project period, 3 universities and 9 scheme A<sup>2</sup> community campuses have undergone through 6 rounds of performance progress analysis; 10 community campuses under scheme B and 28 under scheme C have undergone through 5 rounds and 42 under scheme D through 3 rounds. The following table lists the performance grants disbursed under the UGC reform grants.

Institutions	Performance grants received (NPR)
Three Universities under Other Universities scheme	15,80,33,404.81
Nine Community Campuses under Scheme A	66,69,46,832.00
Ten Community Campuses under Scheme B	16,06,25,333.83
Twenty Eight Community Campuses under Scheme C	24,39,82,731.74
Forty Two Community Campuses under Scheme D	17,63,73,157.03
<b>Total Performance Grants (NPR)</b>	<b>1,40,59,61,459.41</b>

Similarly, 4 TU autonomous constituent campuses and 9 TU decentralized constituent campuses have claimed 5 and 4 rounds for performance grants respectively. The additional TU constituent campuses to claim PG include 1 for 3 cycle, 7 for 2 cycle and the rest for 1 cycle. The UGC subcomponent alone disbursed about Rs. 1.405 billion (US\$16.5 million) in performance grants. The performance grants were used to undertake reform activities including infrastructure and human resource development as per strategic plans.

### Incentive grants for undertaking reform initiatives

Incentive grants are provided to TU for developing a system of institutional autonomy to its constituent campuses and institutions; to other universities for agreeing to join the formula based funding; to constituent campuses of TU for undertaking institutional analysis, strategic planning and ultimately for becoming autonomous; for all the constituent and community campuses to prepare strategic plans and for

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2 Scheme A includes community campuses selected according to the original design of the Project. More community campuses were selected later in three phases, which have been classified as scheme B, C and D campuses. The maximum amount of funds available under scheme B was smaller to that for scheme A; under scheme C, the amount was lesser than that of scheme B, and under scheme D, the amount was lesser than that of scheme C.



participating in Quality Assurance and Accreditation process. The following is the details of the incentive grants distributed.

Institutions	Incentive grants received	Remark (incentive for)
Tribhuvan University	65,000,000	Preparation and adoption of Autonomy Regulation
Tribhuvan University	26,000,000	For facilitating 4 constituent campuses attain autonomy
Autonomous TU Campuses	52,000,000	For achieving autonomy
Other three Universities	39,000,000	Formula participation in formula based funding
Nine Community Campuses under Scheme A	5,850,000	For strategic planning and QAA participation
Ten Community Campuses under Scheme B	4,550,000	For strategic planning and QAA participation
Twenty Eight Community Campuses under Scheme C	12,740,000	For strategic planning and QAA participation
Forty Two Community Campuses under Scheme D	19,110,000	For strategic planning and QAA participation
<b>Total Incentive Grants (NPR)</b>	<b>224,250,000</b>	

### 6.2.3 Teaching-learning Improvement with Strengthened Research Capability and Curriculum Reform

#### Curriculum reform and development of new programs

Twenty eight market-oriented new window programs have been launched by 23 different institutions, faculties, central departments, and campuses. Several additional support requests were received.

A total of 39 Master level programs are transformed from annual system to semester system programs: 10 Programs of 10 Central Departments of the Institute of Science and technology; 1 Program of 1 Central Department of the Faculty of Management; 18 Programs of 18 Central Departments of the Faculty of Humanities and Social Sciences; 10 Programs of the Central Department of the Faculty of Education.

Several teams are formed to explore and develop strategies for comprehensive reform in TU systems including examination, professional development, and quality assurance.

The SHEP participating community campuses added fiftythree new programs: 20 at the Bachelor’s level and 33 at the Master’s level. Of the total programs added, 7 at the Bachelor;s level and 2 at the Master’s level are science and technology programs.

Programs added	Bachelor level	Master level
Education	1	12
Management	8	10
Humanities	4	9
Science and Technology	7	2
<b>Total</b>	<b>20</b>	<b>33</b>

Thirty participating community campuses conducted tracer studies. The tracer studies focused on job status of the graduates, their views regarding usefulness of the courses they studied, satisfaction, as well as feedback. The tracer study helped establish the alumni culture among former students, developing relations and a network of the graduates.

### Competitive Research Funding Support for enhancing HE Quality and Relevance

The research funding support were provisioned annually to a number of selected research activities as per the SHEP research funding guideline: inviting through public announcements for the submission of proposals; rigorous 3 stage evaluation of the proposals for national level competitions; 4 stages of monitoring (3 stage desk monitoring and one presentation/interaction) system. Funding support has also been provided to TU for the development of TUCL as a National Research Library on the basis of the strategic development plan that it has submitted. Similarly, funding support has been provided to TU, IOST for strengthening the research labs of the central departments. IOST is now undertaking the task of upgrading research labs. Funding support has also been provided to the Central Department of Library Science to develop a network of university libraries in the country. The system will allow libraries to pool and share resources, including journals, research reports, and books as well as to enhance the capacities for supporting research and professional development.

Research Supported Activities	Initial Target	Target Achieved
a. Workshops to Promote Culture of Enquiry	30	28
b. Workshops on Research Methodology	55	56
a. Masters/M Phil Thesis Research Support	300	303
b. PhD Fellowships	80	80
c. Postdoctoral Fellowships	30	
a. Faculty Research	300	303
b. Institutional/Collaborative Research	40	41

a. Strengthen TU Central Library (TUCL)	1	1
b. Strengthening Research Infrastructure of Laboratories (TU IOST)	1	1
c. Networking of University Libraries	1	1
d. Establish/Upgrade Research Management Cells	50	67
e. Conduct University-Industry Dialogues	25	24
f. Research Capacity Development and Training	1	1

All the targeted provisions of supporting 303 faculty research, 41 institutional research, 80 PhD research, 303 Master and MPhil theses have been accomplished. Similarly 50 institutions have received support for development of research management cells. Based on their success and subsequent demand, the provision has been extended to additional 22 institutions. All these supports were provided to individuals and institutions selected on the basis of national competitions.

Fifty percent of the institutional support was provisioned for the institutions outside of Kathmandu Valley. Research funding support was also extended to conduct 56 research methodology training, each catering to more than 30 aspiring university/campus teachers. Similarly supports were provided to 24 institutions to conduct industry-academia dialogue and 28 institutions to conduct colloquium on the culture of inquiry. More than 5000 faculty members/teachers and research students have had the opportunity to participate in various SHEP supported research activities, training, workshops and research presentation sessions involving the researchers and the experts in subject area clusters. The research and related activities emphasized the country's needs, issues, and challenges of social and economic development as well as the needs and opportunities of relating research with teaching and learning activities.

UGC conducted orientation programs for all the recipients of the research support grants award. Desk monitoring and follow up of all the research supports as well as field based monitoring and evaluation of the supported activities were conducted.

The articles published by the recipients of SHEP Research support award in indexed/refereed journals with ISI impact factor as well as those published in other national and international professional journals have been tracked.

## **6.2.4 Improving Access to Higher Education**

### **Improving access to eligible poor and disadvantaged students**

#### **Student Financial Assistance**

Student financial assistance fund has been established under a national Student Financial Assistance Fund Development Board (SFAFDB) for supporting poor and disadvantaged students including girls, janajatis, and dalits. The bank supported the system through e-banking facility. Overall, the system has successfully provisioned

scholarships for 5 cohorts of the Higher Secondary level and Bachelor's level students. The SFAFDB conducted the scoring of PMT applications for poverty ranking, by working with the Office of the Controller of Examinations (OCE) and Higher Secondary Education Board (HSEB) to check the academic eligibility of the students based on their examination results. More than 14000 disadvantaged students had benefitted from the system.

SFAEDB formed a Fund Raising Committee (FRC) to expand the fund and make the system financially sustainable. It also formed a Work Study Committee (WSC) to help needy students get some supplementary earning by part-time work while studying. In order to ensure a more effective and efficient implementation of the SFA plan, SFAFDB had developed a communication strategy with the use of Information Booklet, a website, an automated voice system as well a SMS telephone response. Information regarding PMT score and the result of the final selection could also be accessed via the internet.

### **Institutionalized support to needy and meritorious students using Performance Grants**

The participating institutions were required to set aside 20% of the performance grants they received to create institutional student financial assistance fund. The institutions are free to manage the scholarships and fee waivers as per their institutional rules and regulations but are required to ensure that the funds are made available to needy students, particularly the poor, dalits, ethnic minorities, and females.

### **Improving Access to Higher Education: Enhancing Higher Secondary School Education**

SHEP envisioned supporting higher secondary school education to expand access to students living in rural areas. This support also helped to phase out PCL programs from universities and replace them by higher secondary schooling thereby enabling universities to focus on higher level academic activities including the knowledge transfer, application skill, research, innovation and development. The Project provided basic grants (Rs.10,000 per graduate to all HS schools meeting basic accountability requirements), Performance grants to the schools with a good performance track record and potential for sustainable growth and matching grants to all selected schools (a ratio of 1:2; for 1 part of community contribution the project provided 2 parts of the fund). The basic grants and matching grants were initially provisioned for 470 schools and performance grants for up to 200 community higher secondary schools.

On the basis of the successful participation of HS schools and in view of the enthusiasm, the participation number has been increased to the limit of funding limit. The basic grants were provided to 575 schools and matching grants to 592 schools.

Performance grants were provided to 168 general schools and additionally 210 schools offering science programs.

The funding support helped improve infrastructure, lab set up, professional development and academic environment. There has been encouraging indicators of improvement in terms of enrollment in HSEB level school. A significant improvement has also been noted in terms of gender parity in the enrollment. Similarly, the project support helped improve curriculum and examinations and strengthen the Educational Management Information System (EMIS).

In terms of disbursement, the higher secondary school enhancement component increased beyond the initial provision. In terms of physical progress, all the planned tasks have been completed; some even exceeded the target. The progress was supported by a favourable reallocation of fund as well as the increased valuation of USD.

### **6.2.5 Improving Higher Education System Capacity**

#### **Quality Assurance and Accreditation**

QAA system has been established by fulfilling basic necessary requirements including QAA Committee, technical committee, QAA guidelines, orientation/training of the peer reviewers, and regularly reviewed roster of peer reviewers. They are made operational by systematic functioning/applications. Regular public calls are made to the interested eligible institutions to submit LOI for the QAA participation. Further, UGC has renewed its memorandum of cooperation with National Assessment and Accreditation Council (NAAC), India for its technical and collaborative support in the development and implementation of QAA in Nepal. UGC is a member of Asia Pacific Quality Network (APQN) for Higher Education and International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has extended relation with other international organizations such as Australian Universities Quality Agency (AUQA) and Council of Higher Education for Accreditation (CHEA) of higher education institutions, USA.

So far ten community campuses participating in the SHEP (8 Scheme A, 1 scheme B and 1 scheme C) have been accredited. Two schools of Kathmandu University (School of Engineering and School of Science and Technology) have also been accredited. Two SHEP scheme B campuses and one TU autonomous constituent campus (Mahendra Ratna Multiple Campus, Ilam) have completed QAA cycle. Further, 5 institutions are under the process of peer review. Many HEIs have undertaken preliminary self assessment, have submitted draft self study report (SSR) and have been revising them based on the preliminary comments and feedback from UGC. Letter of intents (LOIs) from more than one hundred institutions were received during the project period, and those found eligible have been provided orientation and technical supports for the participation and are in the process of undertaking self assessment.

Formation of an autonomous National QAA Board is on the process. A draft of the Regulations has been prepared and already submitted to MOE on April 4, 2011 (2067/12/21) for necessary action.

### **Higher Education EMIS**

EMIS for higher education has progressed by consolidating the system of routine data collection from higher education institutions. UGC's Annual Report has been prepared for publication and circulation. UGC has published the 6th issue of the Annual HEMIS Report. UGC has annually been contributing data to the higher education statistics maintained by the Ministry of Education.

UGC has prepared its EMIS using a comprehensive software which has been launched on the website (<http://ugc.nitc.gov.np> ). The software was piloted in 7 selected institutions (5 TU affiliated campuses, IOE and Pokhara University). In order to make it more effective and efficient, UGC is currently collaboratively working with the universities and other higher education institutions.

A framework for a dynamic website has been prepared and subsequently launched. The website allows the posting of data forms and the collection of the data to monitor the progress of projects and calculate the performance grants. The performance progress reports are prepared annually.

TU has also developed a comprehensive software-based EMIS consisting of modules for examination system, teacher and staff record, financial management, student records, and the overall planning and monitoring.

### **6.2.6 Higher Education Policy Framework**

A comprehensive national higher education policy framework draft was prepared and presented in the National consultation workshop on 2070 Shrawan 30 (August 14, 2013) for finalization.. The draft has been further revised and submitted to MOE for endorsement on 16 April 2014.

UGC had undertaken the higher education policy formulation work through a participatory approach, for which a 22 member policy committee, comprised of various stakeholders, was formed. Based on the recommendation of the policy committee, five task groups were formed to identify the issues and generate policy suggestions to address the following five thematic areas: 1) redirecting the thrust for development and innovation in higher education; 2) establishing and strengthening universities/higher education institutions; 3) regulating and monitoring institutions affiliated to foreign universities; 4) quality assurance in higher education; and 5) financing in higher education. The thematic reports are consolidated by a core committee of the thematic group coordinators, UGC Chairman and the Member Secretary.

The discussion papers prepared by the thematic groups were presented in the consultation seminars held for the policy level stakeholders (current and former

ministers, NPC members, VCs, Registrars and Rectors, UGC members, members of academic committees, etc) in five development regions to receive feedback from different stakeholders including higher education institutions, local government bodies, industry and business communities, employers, students, teachers, and administrators, local leaders, educationists, etc. Further consultations were held with teachers, students and staff unions. Previously, UGC had also announced the initiatives and called for feedback and suggestions from general public through national dailies and through the UGC website.

### **Overall HE System Development**

The procurement system has been enhanced based on Procurement Act and Regulation as well as the WB guidelines. Annual field-based follow-ups and progress monitoring are implemented regularly following a stipulated schedule.

A systematic reform of Financial Management Division was further geared up. A computerized Financial Management System has been prepared and installed. Similarly, internal audit, settlement of audit compliance as well as the overall capacity development of procurement, financial management, planning and program development, monitoring and evaluation have been initiated.

Since last fiscal year, mainly because of the vigorous efforts, reform activities have increased and grants disbursement improved substantially, despite many challenges and hurdles.

### **6.3 Summary, Challenges and Future Direction**

#### **Summary**

The project has closed on June 30, 2014. Towards the end, the project activities focused on 1) clearing of the remaining tasks and 2) systemic absorption of the outcomes of the project. The first part has been accomplished as planned. In terms of SHEP components, important tasks accomplished included ensuring that all SHEP participating universities, TU autonomous campus, selected decentralized TU campuses, selected community campuses under scheme A, B and C and D have achieved a successful mobilization of stake holders' resources and claimed matching grants. Similarly, they have undergone several rounds of performance progresses analyses and received performance grants accordingly. The participating institutions also implemented their strategic plans, completing the implementation of procurement plans utilizing SHEP performance grants and matching grants. Development of research capacity and inculcation of research culture are the main goals of SHEP research funding support to institutions, faculty members and students. In this regard, UGC has provisioned funding support to enhance research activities and also developed a robust system of research support. The scheme of student financial assistance has been

gradually established as a credible system of identifying needy students using proxy means test and bringing support through a transparent and traceable funding mechanism involving SFA, the system of DEOs, and a financial institution (RBB). SFA scheme expertise has been extended to similar student support programs in technical and vocational education.

QAA system in UGC has been established and functioning. It is now a member of APQN and INQAAHE and has been collaborating with NAAC. There are now over 103 institutions that are participating in the system—12 accredited, additional 3 have completed the QAA cycle and peer review teams are reviewing the reports of 3 institutions, others are at different stages of SSR preparations. Higher education EMIS is another important aspect of system capacity development. UGC has been publishing annual higher education management information system (HEMIS) based statistical report; so far it has brought out 6 issues. UGC along with TU and other universities has initiated the development of computerized comprehensive database systems. UGC has prepared and launched a web based data system.

Higher education policy framework, prepared and consolidated with the participation and feedback from a large number of stakeholders, has been submitted to the ministry of education for government endorsement. This is a great achievement that helped outline the future direction for further reform and development of higher education in the country.

The second task is taken as a challenge in view of the fact that its accomplishment required government decision for system reform including regular operation and management with additional personnel, activities and capacity development. The following is a list of the remaining challenges.

### **Remaining challenges**

The project has come to a very successful end. All the listed project activities have been accomplished. However, many of the project activities are regular requirements for maintaining the essential activities initiated by the project and for absorbing the project outcomes. There is a need for expanding government commitment for the continuation of the provisions of support as in the project to continue the enhanced features as well to absorb the outcomes.

Systems of indicators-based performance progress assessment and Performance Grants provision have been established under SHEP and the participating institutions have realized the need for robust EMIS; however, their data keeping still remain mostly traditional, rudimentary, and adhoc. Part of the reason for this situation relates to overall milieu of low data seriousness and a lack of data capacity. There is a need to continue supporting the institutional efforts to strengthen data system towards developing and consolidating the data culture: use of data for institutional analysis and planning for reform and development.



SHEP has supported setting up a comprehensive system of monitoring consisting of desk monitoring, issue-based follow-up, field based monitoring and technical support/supervision. The monitoring exercise has indicated a need for additional support to the participating institutions in establishing EMIS based progress monitoring. There is a need for developing an adaptable framework, capacity building work and a system of technical support. A robust performance progress monitoring is also important for the development of a more comprehensive system of performance-based public grants to higher education institutions. There is need for the continuation of the technical support provisions and the funding for such activities.

UGC and other implementing agencies continued to make sure that MOU compliances are met by the beneficiaries, including compliance to the procurement regulation. Many of the SHEP participating institutions continued to face challenges in meeting a full compliance. During the final year of the project, more so in the last trimester period, there was a remarkable increase in the volume of procurement activities. The capacities of implementing bodies as well as the beneficiaries were stressed to the limit in ensuring that the procurements are technically sound and process-wise correct. It was realized that there is a need for expanding the personnel capacity to address the challenges of implementing matching grants. Procurement training has been considered an important aspect. Emphasis need to be given to intensify the training to the beneficiary institutions to build their capacities for full compliance with the procurement regulations.

As per the strategy for reform in research funding, consultation meetings were held with the major stakeholders. It has been felt necessary that research funding need to be made more dynamic on the basis of regular assessment of the effectiveness of research activities and generating feedback so that the research activities produce tangible outcomes useful for addressing the national priorities as well as improving in teaching and learning. The research activities must be tied up with the user. It is desirable that ownership be developed among the research users and their role be ensured in research monitoring.

It is important to take political milieu into account in designing strategies for higher education reform. Throughout SHEP implementation period, the political milieu continued to affect all higher education institutions including TU and its constituent and affiliated campuses as well as other universities, thus adding more hurdles to reform actions. Due to political disturbances, operation and management of the universities, establishing data system and supporting reform actions remained erratic and challenging.

Sustainability has been a crucial concern of SFAS. In this regard SFAFDB has prepared a concept proposal on “PMT based scholarship management/mainstreaming in Nepal” UGC and DOE have approved the proposal however its implementation remains yet to come.

It is also noted that Environmental Screening with Environmental Management Plan and Social Safeguards Assessment for the construction works remained a challenging task for the participating institutions.

### **Lessons learned**

SHEP scheme of incentives for bold initiatives, performance based grants provisions and matching the efforts of resource mobilization have worked well in creating challenges and motivation with support provisions. They are identified as essential aspects of achieving reform in higher education.

In Nepal it has been noted that timely and persistent efforts as well as perseverance are important in achieving success in higher education reform and development activities. It was noted that consistent provisions of SHEP gradually succeeded to help develop confidence and capacity of beneficiary institutions in resource mobilization and in following the procedures in compliance with the MOU and the procurement regulation. A remarkable increase in the mobilization for matching grants was noted towards the final years. They have become aware with the legal requirement of public procurement and tried to understand the PPA and PPR. Earlier, they had been performing their procurement activities as per their own procedures and practice. Preparations of specifications, bid documents were new practice for them and they did not have sufficient knowledge and experience in such practices; however compliance to procurement should not be compromised irrespective of the contextual issues. Therefore, this is a very important development towards establishing regulation-based credible system of institutional management and governance. However, if the funding support provisions are not extended there is chance of sliding back to the earlier situation.

As also noted in the review by WB that all the implementing bodies including UGC, TU-PIO, DOE and SFAFDB have, over the last few years, learned through practical experiences in procurement management under the Bank and GON procedures. However, the procurement capacities of beneficiary campuses are still weak. UGC has prepared procurement guidelines for the participating institutions. The implementing bodies have prepared monitoring and technical support plans and increased the field visits targeting to solve important issues on site. Nonetheless, there is need to strengthen procurement compliance of the beneficiary institutions significantly with the increased number of procurement experts providing trainings on a regular basis to staff involved in procurement initiation, review and decision making process.

The successful establishment of QAA system and the remarkable participation of HEIs in the QAA process indicate that it is possible, with supporting provisions of SHEP, to start and achieve success in implementing challenging reform actions in a limited time. Same is the case of implementing the poverty targeted student support system (SFA scheme) and EMIS system development.

Coordination among the implementing bodies has been identified as an important aspect that supported implementation progress and strengthening the institutional capability. A coordination between UGC and TU has been effected through a joint-coordination committee to address the challenges of solving the systemic issues such as developing integrated EMIS, inducting QAA system in TU and as well as coordinated performance based progress monitoring. As a result, the effort needs to extend to enhance the coordination with the ministry of education and SFAFDB.

The increased progress rate in the later part of the project implementation shows that proactivism with calculated risk taking particularly on the part of the institutional leadership, is important in ensuring the success of project implementation, for that matter undertaking reform initiatives.

### **Important strategies identified**

1. UGC has increased consultation and provided technical facilitation to the universities for establishing database for formula funding. It has prepared and implemented a field based monitoring. It has completed the development and implementation of FMIS by piloting software based EMIS framework for higher education. TU is also developing software-based modular EMIS and is piloting them.
2. Scheme for development of system capacity of UGC, TU and SFAFDB are given serious consideration with a view of sustained management and operation of reform and development activities.
3. Separate independent impact studies have been carried out on the programs under UGC including reform grants, research funding support, and QAA. In the same line, studies have been carried out on the programs under TU including Autonomy, Decentralization, Window programs for their impacts. A study has also been conducted on the impact of SFAF. The studies are found helpful in understanding the project critically and draw lessons. All the stakeholders of higher education feel that the activities of SHEP need to be continued to consolidate outcomes for sustaining new systemic establishments such as performance based grants for HEIs, formula based funding for universities, QAA, comprehensive research funding support and SFAF.
4. The implementing bodies have duly focused on the measures to ensure effective clearance of all SHEP tasks of and to absorb them in the main feature of regular program. All possible measures are taken for systemic absorption of the outcomes of the project. UGC has prepared a national higher education policy framework and

submitted to the Minister of Education for government endorsement. It has also prepared a comprehensive proposal for national higher education development program following the higher education policy frame work and learning from the lessons of the SHEP implementation. The proposal has also taken into account the current issues, country needs, and priotities. TU has also developed a comprehensive proposal for its reform following the SHEP initiatives.

### **Future Prospects: HE Policy, Comprehensive National Program and HERP**

In view of the need for a sustained systemic reform including regulatory monitoring, provisions of technical and professional support, supporting effective regular operation and management with additional personnel, and capacity development, the government of Nepal has started a comprehensive approach for the reform. It is undertaking the process of adopting a comprehensive higher education policy framework duly prepared by UGC through nation-wide consultations. It has also duly initiated the process of preparing a comprehensive National Program for Higher Educaiton Reform and Development in line with the HE policy framework. The proposal is also based on the experiences and lessons learned from the SHEP, taking into account the current issues and challenges of HE in the country, national needs and priorities. The government of Nepal has already requested the World Bank for supporting next phase of higher education reform – for which a higher education reform project (HERP) has been outlined as a subset of the comprehensive national program. This has been taken as an important area of cooperation by the world bank and has accordingly followed with HERP pre-appraisal mission that identified the areas of reform as well as main indicators to link for possible world bank lending support.

Extensive consultations were made with experts and stakeholders in the preparation of the comprehensive national HE program as well as HERP. It has also taken account of the extensive exercise undertaken by TU in developing a comprehensive proposal for its long term development and strategic reform, similarly SFAFDB has also developed a strategic plan for sustainable development.

## **SECTION VII**

### **ISSUES, CHALLENGES, AND THE PROSPECT OF HIGHER EDUCATION**

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#### **7.1 Issues and Challenges**

In Nepal, the demand for higher education has been growing rapidly, particularly since the 1990s. Accordingly, student enrolment at the tertiary level education is expanding; new universities have been established and every year numbers of their affiliated community managed as well as private campuses are increasing. In the process of development, several issues have surfaced. The first issue relates to quality and credibility of higher education institutions, their programs and the graduates they are producing. The second crucial issue relates to the relevance of higher education to needs of the country and priorities as well as to students' need to connect to the world of work and society including employment and/or economic activities and social interactions. The third issue relates to concerns for equality and inclusiveness of access to higher education. The fourth relates to the regulation of management and operation of higher education institutions for effectiveness and efficiency as well as rationalization. The fifth issue relates to linking the higher education provisions and development nationally as well as globally, ensuring mutual recognition of degrees, courses and the provision of credit transfer. Most importantly the sixth issue relates to lessening priority of higher education in national budget allocation and program provisions. As the nation got overwhelmed with the need to address educational development at school level, higher education remained sidelined creating a big gap in terms of national provisions and systemic inter-linkages between the two levels.

Nepal is now facing a number of significant challenges in addressing the issues. Ensuring quality is a big challenge because many institutions have developed and launched programs when there was no system of quality assurance; there is still a need for a system of norms and standards to regulate establishment and development of higher education institutions. Consequently, many institutions do not have adequate and appropriate infrastructures, adequate number of professionally competent teachers, and provisions/services as well as activities for students and faculties needed to insure satisfactory level of quality. It has been a big challenge for the government to increase budget allocation to higher education for addressing the quality improvement needs. There is a need for a comprehensive education sector development perspective and plan with well balanced proportion of budget provisions. Balanced growth across all levels of education is necessary to ensure healthy and sustainable development of education sector as a whole. Transitional political contexts of the country has been further

augmenting the challenges as the activities of the unions of students, teachers and staff in collusion with the political parties in the country have often created situations with undesirable implications on academic programs as well as environment. Good governance and rationalized financing still remain major reform agenda because of the current challenging situation and also inadequate system capacity to address the issues and the challenges.

In view of the issues and the challenges there has been a growing realization among all stakeholders that the country needs a long term vision, forward looking policy, good planning and programs to transform the current higher education scenario making it more beneficial to all stakeholders including students, teachers, society and country.

## **7.2 Prospects of Higher Education**

The UGC has been initiating the tasks of reform through the Second Higher Education Project (SHEP), preparing comprehensive higher education policy draft, and planning for further long term development. The SHEP has been in implementation since July 2007 with technical as well grant support of International Development Agency (IDA). It has been designed and implemented in line with the national objective of developing higher education system in Nepal which aims to produce professional human resource, with knowledge and technological base, capable of supporting economic growth and social reform towards building a prosperous, harmonious and knowledge based inclusive society. The project has four major components: Reform Grants, Student Financial Assistance, Enhancing Higher Secondary Education, and Strengthening System Capacity. It is supporting comprehensive activities for reform in higher education that include:

- reform in higher education institutions through performance grant, incentive grant and matching grant for resource mobilization initiatives,
- improvements in the teaching and learning with strengthened research capability,
- improvements in governance, management and financial sustainability,
- establishment and operation of a student financial assistance scheme, and
- establishment of Quality Assurance and Accreditation System (QAAS) and Higher Education Management Information system (HEMIS).

The UGC is planning for further activities and reform programs to facilitate expansion of professional and technical programs that have potential for economic development and job creation. It aims to develop a measurable performance-based public funding system that emphasizes the quality, service, efficiency, social equity, professionalism, and cost effective management with participation of stakeholders. UGC

is planning for an effective system of support and facilitation for the expansion of technical and professional programs, streamlining general and traditional programs to make them more relevant, beneficial and effective in terms of quality and efficiency. Similarly UGC intends to enhance practical and work-oriented academic programs and activities with an emphasis on grants support to experimental and application-oriented lab-based programs. The UGC has supported restructuring of SHEP with the provision of incentives for TU institutions, campuses and departments that launch market oriented technical/professional new window programs.

There is need and scope for opening new institutions and programs of technical education/applied sciences relevant to and needed for economic development. The UGC emphasizes the development of new universities and other higher education institutions with this need in view. UGC is aware of the need to train or orient the staff including teaching and non-teaching staff in the higher education institutions. There is also need for institutionalized training provision and teacher support system. For undertaking challenges of development of such provisions there is need for good and capable human resource-- well trained, proactive and entrepreneurial.

Eventually, ICT need to be incorporated in the institutional management as well as in the teaching and learning process. This can be addressed through training and technical support. This area can be addressed best in collaboration with international institutions and their technical and funding support. There are also other areas of high importance where some reform efforts have already been initiated such as performance based reform grants, QAA system establishment, student financial assistance fund development, EMIS system development, national teacher eligibility test. In order to consolidate the efforts into a comprehensive national higher education reform program there is need and scope for collaborations in drawing technical and funding support of different international development partners.

Most importantly, the UGC considers that there is need to address the dilemma of political issues affecting higher education organizations and institutions. This will be possible only through consensus in considering that higher education reform and development are of common interest and are highly important, and that the tasks should be supported by all stakeholders.

Addressing the issues and challenges of higher education requires proper and careful procedures. There should be a logical approach to solve the issues of reform and development of higher education. University Grants Commission considers collaboration and cooperation with the stakeholders to be the key strategy in addressing such issues and challenges.

## ANNEX A

### The List of Community Campuses that Received Regular Grants and Physical Development Grants in 2070/71

Serial No.	SN	Campus Information										Regular Grant	Decided Grants FY 2070/71		Remarks	
		Name of Campuses	Address	Pro-grams	General Information					Human Resource			This year	Infrastructure		Fur/Boo/ Eq
					Bachelor	Master	Total	Estd.	Affili	Teaching	Non					
<b>01</b>		<b>Taplejung</b>														
01-01	328	Pathibhara Multiple Campus	Taplejung	B. Ed., BBS, BA,	716	0	716	2047	TU	24	2	860,000			Scheme D	
01-02	326	Sinam Multiple Campus	Taplejung	B. Ed., BBS,	278		278	2065					350,000			
<b>02</b>		<b>Panchthar</b>														
02-1	298	Panchthar Multiple Campus	Phidim, Panchthar	BA, B. Ed., BBS, M. Ed.,			1160	2039	TU	26	9	1,080,000			Scheme C	
02-2	23	Siddha Devi Campus	Yasok, Panchthar	B. Ed.,	99	0	99	2064	TU	12	2	480,000	1,250,000	-		
02-3	55	Rabi Campus	Rabi-5 Panchthar	B. Ed.,	181	0	181	2065	TU	10	2	480,000	1,100,000	-		
02-4	82	Rabi Campus	Tharpu Campus	B. Ed.,	109	0	109	2065	TU				1,250,000			
<b>03</b>		<b>Ilam</b>														
03-1	122	Mangalbare Multiple Campus	Mangalbare, Ilam	B. Ed., BA, BBS,	268	0	268	2063	TU	17	2	620,000			Scheme D	
03-2	54	Karfok Bidya Mandir Multiple Campus	Panchkanya, Ilam	B. Ed., BBS, BA,	176		176	2002	PU	18	3	470000	1,250,000			
<b>04</b>		<b>Jhapa</b>														
04-1	7	Birendra Namuna Campus	Chandragadi, Jhapa	B. Ed., BBS,	769	0	769	2063	TU	26	5	620,000		750,000		
04-2	115	Madan Ashrit Memorial Multiple Campus	Topgachhi, Jhapa	B. Ed., BBS, M. Ed.,	232	30	262	2057	PU	23	2	590,000	-	600,000		
04-3	128	Anarmani Public Campus	Birtamod, Jhapa	BBS,	157	0	157	2064	TU	7	4	300,000				
04-4	152	Dhulabari Campus	Mechinagar, Jhapa	B. Ed., BBS,	214	0	214	2048	TU/PU	18	2	470,000	2,500,000			
04-5	208	Gauradaha Multiple Campus	Gauradaha, Jhapa	B. Ed., , BBS, BA, M. Ed.,			570	2046	TU	23	9	700,000			Scheme D	
04-6	247	Kakarvitta Multiple Campus	Mechinagar, Jhapa	B. Ed., BBS,	304	0	304	2060	TU	25	5	470,000	1,021,000	-		
04-7	250	Tridev Multiple Campus	Duhagadi, Jhapa	B. Ed., BBS,	313	0	313	2064	TU	19	5	470,000	960,000	-		
04-8	101	Gauriganj Campus	Gauriganj, Jhapa	B. Ed., BA,	80	0	80	2048	TU	12	5	420,000	1,000,000	-		
04-9	294	Damak Multiple Campus	Damak, Jhapa	BBS, BA, BSC, B. Ed., MA, MBS			1929	2038	TU	59	31	300,000			Scheme A	
04-11		Sanischare Multiple Campus	Jhapa	BBS, Bed	495		495									
04-12		Kankai Multiple Campus	Jhapa									-			Scheme B	
04-13	23	Shivaganj Multiple Campus	Jhapa	BBS, B. Ed.,	366	0	366	2066	TU	13	3	300000	2,500,000			
04-15		Satashidham Multiple Campus	Satashidham, Jhapa	BBS,	104		104	2066	TU	8	4			300,000		
1		Sita Ramesh M. Campus	Jhapa	B. Ed., BBS,	275		275	20670	TU	18	3		2,500,000			
5		Laxmi Campus	Baniyani, Jhapa	B, Ed, BBS,	134		134	2066	TU	12	3			500,000	Yes	
10		Jagriti Campus	Goldhap, Jhapa	B. Ed.,	147		147	2065	TU	11	n/a					



<b>05</b>	<b>Morang</b>										-				
05-1	83	Ramailo Multiple Campus	Keraun, Morang	BBS, BA,	115	0	115	2048	TU	17	4	420,000	.	.	
05-2	163	Gograha College	Biratnagar, Morang	B. Ed., BBS, 1B. Ed.,	607	0	607	2057	PU	33	11	620,000	.	.	
05-3	121	Sukuna Multiple Campus	Indrapur, Morang	B. Ed., BA, BBS, M. Ed., MBS			1993	1992	TU	93	24	300,000		Scheme B	
05-4	223	Letang Campus	Letang, Morang	B. Ed., BBS,	391	0	391	2064	TU	71	4	470,000		550,000	
05-5	225	Pathari Multiple Campus	Pahari Morang	BA, BBS, B. Ed.,	783	0	783	2064	TU	25	5	680,000		750,000	
05-6	232	Urlabari Multiple Campus	Urlabari Morang	BA, B. Ed., BBS, MA, M. Ed.,			647	2043	TU	34	8	860,000		Scheme D	
05-7	284	Belbari Multiple Campus	Belbari, Morang	BBS, B. Ed., BA,	429	0	429	2054	TU	31	3	580,000	1,250,000	.	
05-8	292	Janata Campus	Rangeli, Morang	B. Ed., BBS,	121	0	121	2044	TU	19	4	420,000	.	.	
<b>06</b>	<b>Sunsari</b>											-			
06-1	4	Janata Multiple Campus	Itari, Sunsari	BA, BBS, B. Ed., M. Ed., MBS			2411	2045	TU	61	20	960,000		Scheme C	
06-2	52	Sunsari Multiple Campus	Inaruwa, Sunsari	B.A, B. Ed., BBS,	602	0	602	2037	TU	34	10	680,000	2,500,000		
06-3	1	Rastriya Janasahayog College	Sunsari	BBS, B. Ed.,	239	0	239	2066	TU	10	5	300000	1,250,000	Yes	
<b>07</b>	<b>Dhankuta</b>											-			
07-1	21	Bhasha Campus	Kagate, Dhankuta	BBS,	71	0	71	2064	TU	8	3	390,000	.	100,000	Yes
07-2	189	Jalapa Devi Campus	Pakhribas, Dhankuta	B. Ed.,	103	0	103	2065	TU	10	2	390,000	1,250,000		
07-3	243	Jitpur Campus	Jitpur, Dhankuta	B. Ed.,	56	0	56	2064	TU	9	10	390,000		500,000	Yes
<b>08</b>	<b>Terhathum</b>											-			
08-1	112	Myanglung Campus	Tamphula, Terhathum	B. Ed., BA, BBS, M. Ed., MA,			359	2038	TU	26	10	800,000		Scheme C	
8		Hyatrung Jharana Campus	Dadagaun, Terhathum	B, Ed	77		77	2066	TU	15	2			270,000	
<b>09</b>	<b>Sankhuwasabha</b>											-			
09-1	60	Himalaya Campus	Khadwari, Sankhuwasabha	B. Ed., M. Ed.,	207	77	284	2061	PU	14	4	650,000	900,000		
09-2	123	Madi Multiple Campus	Madi, Sankhuwasabha	B. Ed.,	57	0	57	2044	TU	8	3	480,000	.		
09-3	146	Sankhuwasabha Multiple Campus	Chianpur, Sankhuwasabha	BA, BBS, B. Ed.,	308	0	308	2037	TU	14	5	710,000	.	.	
09-4	165	Barun Multiple Campus	Khandbari, Sankhuwasabha	B. Ed., BBS, BA, M.Ed			505	2043	TU	27	6	980,000		Scheme C	
09-5	30	Rameshwar Campus	Shankhuwasava	B. Ed.,	66	0	66	2066	TU	6	1	390000	.	.	
<b>010</b>	<b>Bhojpur</b>											-			
7		Kulung Multiple Campus	Kulung, Bhojpur	BBS, B. Ed.,	17		71	2066	TU	7	2		2,500,000	.	
<b>011</b>	<b>Solukhumbu</b>											-			
011-1	180	Himal Darsan Campus	Nechabatase, Solukhumbu	B. Ed.,	124	0	124	2057	TU	7	3	390,000		500,000	
011-2	311	Solukhumbu Multiple Campus	Salleri Solukhumbu	B. Ed., BA, M. Ed.,			571	2053	TU	22	4	730,000		Scheme C	
011-3	83	Dudha Koshi Multiple Campus	Salyan, Solukhumbu	BA,	36	0	36	2066	TU						
<b>012</b>	<b>Okhaldhunga</b>											-			
012-1	70	Rumjatar Campus Rumjatar	Rumjatar, Okhaldhunga	B. Ed.,	81	0	81	2063	TU	19	1	480,000			
012-2	116	Shahid Adarsha Campus	Rampur, Okhaldhunga	B. Ed.,	371	0	371	2059	TU	14	2	530,000		Scheme D	
012-3		Okhaldhunga Campus	okhaldhunga	Bed, BBS, M. Ed.,			361	2042	TU					Scheme D	

012-4		Gramodaya Yugkabi Siddhicharan Campus	okhaldhunga	B. Ed.,			96								
012-5	37	Uma Katwal Campus	Okhaldhunga	B. Ed.,	56	0	56	2065	TU	7	2	480000		200,000	
9		Gyan Jyoti Community Campus	Fulbari, Okhaldhunga	B. Ed.,	47		47	2065	TU	7	2		.	.	
<b>013</b>		<b>Khotang</b>										-			
013-1	118	Diktel Multiple Campus	Diktel, Khotang	B. Ed., BA, BBS,	693	0	693	2037	TU		9	860,000			Scheme C
013-2	145	Khotang Campus	Khotang bazar, Khotang	B. Ed.,	212	0	212	2065	TU	9	3	530,000	.	.	
013-3	184	Simpani Campus	Simpani, Khotang	B. Ed.,	68	0	68	2064	TU	11	3	480,000	.	.	
4		Rawa Campus	Kharpa-4, Khotang	B. Ed.,	196		196	2065	TU	10	2			350,000	
<b>014</b>		<b>Udayapur</b>										-			
014-1	293	Trijuga Janata Multiple Campus	Gaigat, Udayapur	BA, BBS, B. Ed., M. Ed.,			1151	2044	TU	28	13	1,080,000			Scheme c
014-2	2	Udayashree Multiple Campus	Udayapur	B. Ed., BA,	170	0	170	2057	TU	11	11	300000	1,250,000	.	
014-3	59	Baruwa Campus	Udayapur	BBS, B. Ed.,	315		315	2066	TU	14	5			750,000	Yes
<b>015</b>		<b>Saptari</b>										-			
015-1	20	Budilal Bidya Munar Campus	Saptari	B. Ed.,	958	0	958	2066	TU	11	3	500000			
<b>016</b>		<b>Siraha</b>										-			
016-1	99	Rampratap Ramprasad Tamang Janata Multiple Campus	Ashanpur, Siraha	B. Ed., BA, BBS, M. Ed.,			1158	2059	TU	37	7	900,000			Scheme D
016-2		J.S Murarka	Lahan, Siraha	B. Ed., BA, BBS, B.S.C., M. Ed.,	2889	45	2934	2044	TU	55	31	1,080,000			Scheme c
016-3		Bramhchari Damodaranand College	Mirchahiya, Siraha	B. Ed., BBS,	371		371	2065	TU	22	5		800,000	.	Yes
6		Gobardan Janata Campus	Fattepur, Saptari	B. Ed., BBS,	226		226	2064	TU	16	5				
<b>017</b>		<b>Dhanusa</b>										-			
017-1	98	Janakpur Campus	Dhanusa, Janakpur	B. Ed., M. Ed.,	337	38	375	2048	TU	42	14	520,000			Scheme C
017-2		B.P Koirala multiple Campus	Dhanusa												
<b>018</b>		<b>Mahottari</b>										-			
018-1	22	Bardibas Janta Multiple Campus	Bardibas, Mahottari	B. Ed., BBS,	634	0	634	2064	TU	20	3	620,000	.	550,000	Yes
018-2		Ramananda Bisheshwor Mahendra Campus	Mahottari	B. Ed., M. Ed.,	455										Scheme D
018-3		Gaurishankar Multiple Campus	Manara, Mahottari												
2		Durga Campus	Mahottari	BBS,	38		38	2066	TU	6	2			300,000	
<b>019</b>		<b>Sarlahi</b>										-			
019-1	17	Chaturbhujeshwor Janta Multiple Campus	Hariwan, Sarlahi	B. Ed., BBS, BA,	670		670	2048	TU	22	7	670,000			Scheme D
019-2	172	Shubha Janata Multiple Campus	Barahatawa, Sarlahi	B. Ed., BBS,	518	0	518	2064	TU	19	4	610,000	.	.	
019-3	218	Narayan Multiple Campus	Ishworpur, Sarlahi	BBS, B. Ed., BA,	240	0	240	2064	TU	20	3	620,000	.	.	
019-4	209	Janajyoti Multiple Campus	Lalbandhi, Sarlahi	BA, BBS, B. Ed., M. Ed.,			925	2057	TU	32	8	300,000			Scheme B
019-5	267	Sarlahi Campus	Managwa, Sarlahi	B. Ed., BBS, M. Ed.,	1165		1165	2037	TU	21	7	930,000		620,000	Yes
3		Mahaveer Janta M Campus	Haripur-9 Sarlahi	B. Ed.,	71		71	2066	TU	7	n/a			500,000	Yes
<b>020</b>		<b>Sindhuli</b>										-			
020-1	31	Kamala Multiple Campus	Dodauli, Sindhuli	BA, B. Ed.,	283	0	283	2064	TU	16	4	650,000	.	240,000	Yes
020-2	32	Marin Multiple Campus	Meheswata- Sindhuli	B. Ed.,	179	0	179	2064	TU	8	2	480,000	.	.	
020-3	47	Janajagriti Campus	Bhiman, Sindhuli	B. Ed.,	102	0	102	2063	TU	9	3	480,000		240,000	
020-4	73	Siddha Jyoti Education Campus	Kamalamai, Sindhuli	B. Ed., , M.Ed			465	2063	TU	17	4	700,000		650,000	

020-5	130	Kusheshwar Bidhyapeeth Multiple campus	Dumja, Sindhuli	B. Ed.,	68	0	68	2064	TU	7	0	480,000			
020-6	155	Tripureshwor Shiksha Campus	Bahuntulpung, Sindhuli	B. Ed.,	207	0	207	2064	TU	18	5	530,000		650,000	
020-7	181	Lampantar Multiple Campus	Lampantar, Sindhuli	B.A B. Ed., M. Ed.,			251	2062	TU	21	5	770,000			Scheme D
020-8	190	Sindhuli Multiple Campus	Kalamamai, Sindhuli	B. Ed., BBS, BA, M.Ed MBS, MA,		816	816	2041	TU	31	6	300,000			Scheme B
020-9	192	Bhimjyoti Campus	Khurkot, Sindhuli	B. Ed.,	114	0	114	2064	TU	10	1	480,000		250,000	Yes
020-10	203	Sunkoshi Campus	Jhagagoriratamate, Sindhuli	B. Ed.,	83	0	83	2048	TU	12	2	480,000			
020-11	195	Saraswati Campus	Dakaha, Sindhuli	B. Ed.,	141	0	141	2064	TU	16	4	480,000	.	.	
020-12	53	Timpatan Education Campus	Bhimsthan, Sindhuli	B. Ed.,	126	0	126	2064	TU	11	2	480,000		350,000	
020-13	60	Kamala Science Campus	Dhungrebas, Sindhuli	Bsc	39	0	39	2066	TU	10	2		2,500,000		Yes
15		Gaumati Multiple Campus	Madi Bazar, Sindhuli	BBS, BA,	146		146	2067	TU	9	n/a			400,000	
<b>021</b>		<b>Ramechhap</b>										-			
021-1	6	Prayageshwor Multiple Campus	Pakarbas, Ramechhap	B. Ed.,	69	0	69	2064	TU	22	3	480,000		250,000	
021-2	134	Gaurishankar Multiple Campus	Ramechhap bazar, Ramechhap	B. Ed., BA,	72	0	72	2057	TU	11	3	600,000	.	.	
021-3	143	Tamakoshi Campus	Khimti Ramechhap	B. Ed.,	140	0	140	2064	TU	14	2	480,000	.	.	
021-4	193	Manthali sahid Smriti Multiple Campus	Manthali, Ramechhap	B. Ed., BA, BBS, M.Ed			596	2057	TU	26	8	880,000	.	.	Scheme C
021-5	196	Siddheshwar Education Public Campus	Bamti, Ramechhap	B. Ed.,	129	0	129	2063	TU	10	5	480,000			
021-6	238	Himganga Multiple Campus	Sanghututar, Ramechhap	B. Ed.,	89	0	89	2064	TU	11	2	480,000	1,250,000	.	
021-7	40	Saradodaya Multiple Campus	Those Bazar, Ramechhap	B. Ed., BBS,	135	0	135	2065	TU	13	2	600,000	2,500,000	.	
<b>022</b>		<b>Dolakha</b>										-			
022-1	66	Pratap Smriti College	Singati, Dolakha	B. Ed.,	139	0	139	2065	TU	20	2	480,000		200,000	
022-2	162	Golmeshwor Campus	Malu, Dolakha	B. Ed.,	75	0	75	2065	TU	12	3	480,000	2,500,000		
022-3	197	Hanumante Shwor Campus	Kavre, Dolakha	B. Ed.,	174	0	174	2058	TU	14	1	530,000		350,000	
022-4	279	Jiri Campus	Jiri, Dolakha	B. Ed., BBS,	60	0	60	2055	TU	13	3	600,000	.	.	
022-5		Melung Campus	Dolakha	B. Ed.,	51		51								
022-6	47	Kalinag Multiple Campus	Dolakha	B. Ed.,	99	0	99	2065	TU	8	2	300000	2,500,000		
022-7	61	Tripura Campus	Dolakha	B. Ed.,	127		127	2065	TU	6	1	350,000		300,000	
022-8		Gaurishankar Multiple Campus	Bhimeshwor, 01,Dolakha	BA, BBS, B. Ed., M. Ed	633	34	667	2038	TU	27	7			.	
<b>023</b>		<b>Sindhupalchok</b>										-			
023-1	50	Araniko Campus	Barabise, Sindhupalchok	BBS, B. Ed.,	271	0	271	2062	TU	17	3	650,000	2,500,000		
023-2	51	Sunkoshi Multiple Campus	Lamosangu, Sindhupalchowk	BBS, B. Ed.,	451	0	451	2057	TU	17	2	700,000			
023-3	131	Thokarpa Samudayik Multiple Campus	Thokarpa, Sindhupalchok	B. Ed.,	115	0	115	2065	TU	13	5	480,000	1,000,000		Yes
023-4	144	Melamchi Valley Campus	Mahangkal, Sindhupalchok	B. Ed.,	167	0	167	2060	TU	11	4	480,000		350,000	
023-5	148	Chautara Multiple Campus	Chautara, Sindhupalchok	B. Ed., BBS, Bsc	332	0	332	2058	TU	23	3	890,000			Scheme D
023-6	170	Indrawati Campus	Melamchi, Sindhupalchok	B. Ed.,	209	0	209	2064	TU	14	2	530,000		400,000	
023-7	227	Jugal Multiple Campus	Sangachok, Sindhupalchok	BA, BBS, B. Ed.,	129	0	129	2064	TU	10	4	660,000	.	250,000	

<b>024</b>	<b>Kavrepalanchok</b>											-			
024-1	14	Sanjiwani College	Dhulikhel, Kavrepalanchok	B. Ed., BBS,	426	0	426	2063	TU	28	8	610,000	2,500,000		
024-2	236	Dedithumka Public Campus	Mahadevsthan, Kavrepalanchok	BA, BBS, B. Ed.,	190	0	190	2062	TU	19	4	570,000	1,250,000		
024-3	35	Prabha Multiple Campus	Katike, Kavrepalanchok	B. Ed.,	245	0	245	2062	TU	15	4	440,000	1,200,000		
024-4	2	Kabhre Multiple Campus	Banepa, Kavrepalanchok	BBS, BA, B. Ed., MBS, MA,	420		420	2037	TU	50	12	850,000			Scheme C
024-5	142	Kanpur Campus	Banepa, Kavrepalanchok	B. Ed.,	71	0	71	2064	TU	15	4	390,000	.	.	
024-6	147	Chaitanya Multiple Campus	Banepa, Kavrepalanchok	B. Ed., M. Ed.,			480	2048	TU	40	14	610,000	1,250,000		
024-7	202	Kushadevi Campus	Banepa, Kavrepalanchok	B. Ed.,	98	0	98	2064	TU	8	2	390,000		500,000	
024-8	212	Sarbamangala Multiple Campus	Banepa, Kavrepalanchok	B. Ed., BBS,	308	0	308	2063	TU	22	4	560,000	1,250,000		Yes
024-9	224	Indreshwor Campus	Banepa, Kavrepalanchok	B. Ed., BBS, BA, MBS	327	32	359	2058	TU	66	4	740,000		500,000	
024-10	270	Tejganga Multiple Campus	Banepa, Kavrepalanchok	B. Ed., BBS, BA, M. Ed.,	443	46	489	2057	TU	36	9	790,000			
024-11	307	Dhulikhel Campus	Banepa, Kavrepalanchok	BBS,	237	0	237	2054	TU	17	6	440,000		500,000	Yes
024-12	10	Janak Multiple Campus	Mithinkot, Kavre	B. Ed.,	76		76	2066	TU	10	2	350,000	1,250,000		
	11	Dapcha Krishna Multiple Campus	Dapcha, Kavre	B. Ed., BBS,	160		160	2067	TU	n/a	n/a		2,500,000		
<b>025</b>	<b>Lalitpur</b>											-			
025-1	3	Kitini College	Godawari, Lalitpur	BA, B. Ed., BBS,	282	0	282	2058	TU	26	9	530,000		250,000	
025-2	15	Namuna Machhindra Campus	Lagankhel, Lalitpur	BBS, BA,	645	0	645	2037	TU	40	14	620,000			
025-3	76	Jana Bhawana Campus	Chapagau, Lalitpur	BBS, BA, B. Ed.,	433	0	433	2047	TU	31	9	530,000			
025-4	95	Lalit Multiple Campus	Lalitpur	B. Ed., BBS, 1 B. Ed., M. Ed.,	416	53	469	1991	TU	34	9	640,000			
025-5	157	Phulchowki College	Thaiba, Lalitpur	BBS,	78	0	78	2059	TU	11	3	300,000	1,250,000		
025-6	179	Mahalaxmi Campus	Lubu, Lalitpur	BBS,	77	0	77	2039	TU	16	5	300,000		250,000	
025-7	198	Adarsha Saula College	Sainbu, Lalitpur	BBS, B. Ed.,	332	0	332	2062	TU	22	6	470,000		500,000	
025-8	233	Aadarsh Kanya Campus	Mangal bazar, Lalitpur,	BBS,	144	0	144	2046	TU	12	9	300,000			
025-9	323	Shramik Shanti Campus	Lalitpur	BBS,	262		262							500,000	
025-10		Mahakal Campus	Lalitpur		101		101								
025-11	313	Mahendra Aadarsh Bidhyaasram	Lalitpur	BBS, B. Ed.,	124		149	2062	TU	0	0	350,000		300,000	
<b>026</b>	<b>Bhaktapur</b>											-			
026-1	173	Sharada Campus	Bhaktapur	B. Ed., BBS, M.Ed	174	65	239	2047	TU	46	6	590,000			Scheme C
026-2	211	Adarsha Multiple Campus	Sanothimi, Bhaktapur	BBS,	83	0	83	2048	TU	9	4	300,000			
026-3	235	Khwopa College	Bhaktapur	BBS, BA, BSC, MSc, MBS, MA,			1402	2058	TU	117	21	1,140,000	.	1,000,000	Yes
026-4	164	Nava Durga Multiple Campus	Nava Durga, Bhaktapur	BBS,	31	0	31	2041	TU	14	4	300,000	.	.	
026-5	26	Bagishwori College	Chyamhasing, Bhaktapur	BBS, BA, MBS			734	2064	TU	60	36	840,000	.	.	



027-28	113	Mangal Multiple Campus	kirtipur, Kathmandu	B. Ed., BBS,	238	0	238	2064	TU	20	10	350,000		350,000	
027-29	290	Jitpurpardi Multiple Campus	Tinipale, Kathmandu	BA,	59	0	59	2064	TU	11	2	300000		.	
		Central Campus for the Deaf		B. Ed.,	68		68							500,000	
<b>028</b>		<b>Nuwakot</b>													
028-1	80	Chandeswory Multiple Campus	Tupche, Nuwakot	B. Ed., BA,	163	0	163	2064	TU	17	7	600,000			
028-2	92	Amar Jyoti Multiple Campus	Kharanitar, Nuwakot	B. Ed., BBS,	293	0	293	2065	TU	18	6	600,000	1,250,000		Yes
028-3	120	Nuwakot Aadarsh Multiple Campus	Bidur, Nuwakot	B. Ed., BBS, BA, M.Ed MBS			970	2042	TU	33	12	1,040,000			Scheme C
028-4	171	Ranabhuwaneshwory Multiple Campus	Khadgabhanjyang, Nuwakot	B. Ed., BBS,	198	0	198	2063	TU	18	2	600,000			
028-5	161	Suryagadi samudaik Campus	Bageshwori, Nuwakot	B. Ed.,	69	0	69	2065	TU	10	0	480,000	2,500,000		Yes
028-6	264	Tribhuvan Trisuli Multiple College	Bidur, Nuwakot	B. Ed., BBS,	325	0	325	2060	TU	17	4	650,000	.	500,000	Yes
028-7	33	Kumari Namuna Campus	Nuwakot	BBS, B. Ed.,	76	0	76	2066	TU	11	3	390000	.	.	
17		Jana Gyan Nikatan Campus	Thanapati, Nuwakot	BBS,	95		95	2066	TU	6	2			500,000	
<b>029</b>		<b>Rasuwa</b>											-		
029-1	100	Kalika Himalaya Campus	Kalika sthan, Rasuwa	B. Ed., BBS,	277	0	277	2062	TU	12	6	650,000			Scheme D
<b>030</b>		<b>Dhading</b>											-		
030-1	10	Nil Kantha Campus	Nil kantha, Dhading	B. Ed., BBS, M. Ed.,		928	928	2057	TU	40	5	920,000			Scheme D
030-2	36	Salyantar Campus	Salyantar, Dhading	B. Ed.,	148	0	148	2064	TU	12	2	480,000	.	.	
030-3	88	Aadarsh Multiple Campus	Gajuri, Dhading	B. Ed., BBS,	371	0	371	2063	TU	18	0	700,000		850,000	
030-4	269	Netrawati Community Campus	Tripureshwor, Dhading	B. Ed.,	206	0	206	2064	TU	10	3	480,000			
030-5	34	Dhumbesi Adarsha Campus	Dhading	BBS, B. Ed.,	53	0	53	2066	TU	9	4	480000		350,000	
030-6	38	Chandraodaya Multiple Campus	Dhading	BBS, B. Ed.,	129	0	129	2066	TU	14	2	350,000			
030-7		Machchhindra Multiple Campus	Dhading	BBS, BA,	131		131	2066	TU	14	3			450,000	
030-8		Jaya Bageshwori Multiple Campus	Malekhu, Dhading	B. Ed., BBS,	159		159	2067	TU	15	3			500,000	
<b>031</b>		<b>Makwanpur</b>											-		
031-1	194	Hetauda Campus	Hetauda, Makwanpur	B. Ed., M. Ed.,			982	2049	TU	50	8	810,000	.	200,000	
031-2	201	Bansha Gopal Multiple Campus	Hetauda, Makwanpur	B. Ed., BBS,	253	0	253	2064	TU	27	5	560,000			
031-3	28	Palung Multiple Campus	Palung, Makawanpur	BA, BBS,	175	0	175	2060	TU	12	3	510,000	.	.	
031-4	402	Makwanpur Multiple Campus	Hetauda, Makwanpur	BA, BBS, BSc, MA, MBS	2561	377	2938	2037	TU	78	32	300,000			Scheme A
<b>032</b>		<b>Rautahat</b>											-		
032-1	85	Jana Jyoti Multiple Campus	Chandranigaha, Rautahat	B. Ed., BBS, BA,	1303	0	1303	2058	TU	18	6	870,000		900,000	
032-2		Gauri Shankar Yadav Campus	Rautahat							25					Scheme C
032-3	16	Madhya Rautahat Multiple Campus	Rautahat	B. Ed., BBS, . BA,	960		960	2065	TU	17	3	590000	1,250,000		Yes
032-4	43	Judhha Campus	Rautahat	B. Ed.,	750	0	750	2065	TU	19	4	590000	1,250,000		
032-5		Sublal Bhagawat Multiple campus	Rautahat	BBS,	79		79		TU	12	n/a		2,500,000		
<b>033</b>		<b>Bara</b>											-		
033-1	5	Ram Raja (M.B.S.) Multiple campus	Kalaiya, Bara	BBS, B. Ed.,	743	0	743	2038	TU	35	9	710,000			Scheme C
033-2	67	Gauri Shankar Campus	Nijhad, Bara	B. Ed., BBS, B.A. M. Ed.,			439	2063	TU	21	3	790,000	2,500,000		
033-3	273	Dumarwana Multiple Campus	Dumarwana, Bara	B. Ed., . BA, BBS,	242	0	242	2064	TU	36	4	620,000	.	350,000	Yes

033-4	309	Simara College	Simra, Bara	BBS, B. Ed.,	320	0	320	2060	TU	28	5	560,000	2,500,000	-	
033-5	22	Bakuliya Campus	Bara	B. Ed.,	213	0	213	2066	TU	8	4	300000			
<b>034</b>	<b>Parsa</b>											-			
034-1	252	Hari Khetan Multiple Campus	Birgunj, Parsa	BBS, BA, B. Ed., BSC, LLB, MBS, MA, M. Ed.,			838	2038	TU	57	37	1,140,000			Scheme D
<b>035</b>	<b>Chitwan</b>											-			
035-1	13	Jana Adharsa Multiple Campus	Birendranagar, Chitwan	B. Ed., BBS,	466	0	466	2050	TU	19	9	520,000			
035-2	34	Bhuwani Sankar Multiple Campus	Khaireni, Chitwan	B. Ed., BBS,	810	0	810	2059	TU	36	5	620,000	.	.	
035-3	48	Uma Badi Aadarsha Serchan College	Dibyanagar, Chitwan	B. Ed., BBS,	273	0	273	2063	TU	14	3	470,000		350,000	
035-4	96	Madi Multiple Campus	Madi, Chitwan	B. Ed., BBS,	200	0	200	2053	TU	19	5	470,000		200,000	
035-5	108	Maiya Devi Girls College	Bharatpur, Chitwan	BBS, BA, B. Ed., M A, M Ed, MBS			727	2057	TU	94	11	860,000			Scheme D
035-6	109	Arunodaya College	Gita Nagar, Chitwan	BBS, B. Ed.,	259	0	259	2058	TU	18	5	470,000			
035-7	158	Amar Janashakti Multiple Campus	Patihani, Chitwan	B. Ed., BBS,	222	0	222	2060	TU	16	2	470,000	.	.	
035-8	167	Shaheed Smarak college	Sardanagar, Chitwan	B. Ed., BBS,	385	0	385	2051	TU	29	6	520,000			Scheme D
035-9	304	Saptagandaki Multiple Campus	Bharatpur, Chitwan	B. Ed., BBS, BA, BSC, 1B. Ed., M. Ed., MBS, MA,			2089	2045	TU	83	24	300,000			Scheme B
035-10	306	Saheed Smriti Campus	Ratnanagar, Chitwan	BBS, B. Ed., BA, M. Ed., MBS, MA,	1774	262	2036	2037	TU	59	21	300,000			Scheme A
035-11		Balkumari Campus	Chitwan												Scheme A
	14	Sarva Shanti Campus	Chitwan	BBS,	45		45	2066	TU	7	n/a				
<b>036</b>	<b>Gorkha</b>											-			
036-1	63	Darbya Shah Multiple Campus	Laxmi Bazar, Gorkha	BBS, B. Ed., BA, MA,			650	2042	TU	25	2	790,000			Scheme C
036-2	226	Paropakar Aadarsh Multiple Campus	Jauwari, Gorkha	B. Ed., BBS,	57	0	57	2064	TU	13	3	510,000	.	180,000	
036-3	245	Dullav Campus	Manel, Gorkha	B. Ed.,	182	0	182	2064	TU	17	3	440,000	.	.	
036-4	91	Bhawani Multiple Campus	Gorkha	B. Ed., BBS,	78	0	78	2063	TU	11	14	300000	1,250,000		
036-5	15	Bheemodaya Multiple Campus	Gorkha	B. Ed., BBS,	197	0	185	2064	TU	11	3	350,000		750,000	
<b>037</b>	<b>Lamjung</b>											-			
037-1	81	Bhakti Aadarsha Multiple Campus	Voteodar, Lamjung	B. Ed., BBS,	208	0	208	2057	TU	19	2	510,000			Scheme D
037-2	132	Ishaneshwar Campus	Bhotetar, Lamjung	B. Ed., BBS,	203	0	203	2057	TU	16	0	510,000	.	.	
037-3	210	Sarbodaya Campus	Duradanda, Lamjung	B. Ed.,	102	0	102	2062	TU	10	2	390,000		120,000	
037-4	268	Matribhumi Campus	Sundar Bazar Lamjung	B. Ed.,	102	0	102	2055	TU	14	3	390,000		500,000	Yes
037-5	119	Marshyangdi Multiple Campus	Beshi Sahar, Lamjung	BBS, B. Ed., BA, MA, M. Ed.,			548	2047	TU	22	6	950,000			Scheme C
037-6	41	Mangala Campus	Lamjung	B. Ed.,	49	0	49	2064	TU	11	5	300000	.	500,000	
037-7	72	Pupalata Janaekta Multiple Campus	Ramga, Lamjung	B. Ed.,	55	0	55	2063	TU	10	2	300000	.	500,000	
<b>038</b>	<b>Tanahu</b>											-			
038-1	58	Bandipur Campus	Bandipur, Tanahu	B. Ed.,	91	0	91	2037	TU	14	1	390,000			
038-2	68	Mahesh Sanskrit Gurukul Vidyapeeth	Devghat, Tanahu	Sastree, Acharya	125	5	130	2056	NSCU	9	5	510,000			
038-3	114	Janajyoti Campus	Bhimad, Tanahu	B. Ed., BBS,	184	0	184	2007	TU	23	3	510,000		750,000	Yes
038-4	139	Tribhuwan Campus	Manechauka, Tanahu	B. Ed.,	171	0	171	2056	PU	13	3	440,000	.	.	

038-5	205	Aadikavi Bhanubhakta Campus	Vyas, Tanahu	BA, BBS, B. Ed., MA, M. Ed., MBS	1205	161	1366	2044	TU	54	13	1,050,000			Scheme C
038-6	263	Bhanu Bhatka Multiple Campus	Dulejaunda, Tanahu	BA, B. Ed., BBS, M. Ed.,			649	2044	TU	19	8	790,000	.	.	
038-7	265	Anbookhaireni Campus	Anbookhaireni, Tanahu	B. Ed., BBS,	383	0	383	2063	TU	16	4	560,000		600,000	
<b>039</b>		<b>Syangja</b>										-			
039-1	45	Mirmee Multiple Campus	Mirmee Dawa, Syangja	B. Ed., BBS, BA,	324	0	324	2062	TU	19	6	710,000		350,000	
039-2	54	Siddhartha Community Multiple Campus	Phedikhola, Syangja	B. Ed., BBS,	185		185	2064	TU	15	1	600,000		350,000	Yes
039-3	125	Galyang Multiple Campus	Jagatra Devi, Syangja	B. Ed., BBS, BA, , M.Ed	550		550	2060	TU	29	5	980,000		550,000	Yes
039-4	82	Waling Multiple Campus	Waling, Syangja	B. Ed., BA, BBS, M. Ed., MA,			956	2067	TU	40	14	1,040,000			Scheme C
039-5	127	Kaligandaki Campus	Birgha, Syangja	B. Ed.,	204	0	204	2052	TU	20	3	480,000	.	.	
039-6	135	Balsiddha Campus	Kaware Bhanjyangi, Syangja	B. Ed.,	84	0	84	2065	TU	0	0	480,000		300,000	
039-7	186	Tribhuvan Adarsha Multiple Campus	Putalibazar, Syangja	B.A, B. Ed., BBS, 1 B. Ed.,	483	0	483	2048	TU	21	4	760,000		750,000	Yes
039-8	248	Pardhyumna Paneru Multiple Campus	Setidovan, Syangja	B. Ed., BBS, BA,	86	0	86	2063	TU	10	3	600,000	.	.	
039-9	251	Kalika Multiple Campus	Khilung, Deurali, Syangja	B. Ed., BBS,	242	0	242	2063	TU	9	3	650,000		350,000	Yes
039-10	286	Radha Damodar Sanskrit Bidyapeth	Sakhar, Syangja	Sastree	56	0	56	2051	NSU	9	2	300,000	1,000,000	.	
039-11	297	Chapakot Campus	Chapakot, Syangja	B. Ed., BBS,	95	0	95	2062	TU	0	0	600,000	.	.	
039-12	24	Janapradeep Multiple Campus	Syangja	B. Ed.,	42		12	2066	TU	7	2	350,000	.	.	
	18	Malunga Sarbajanik Multiple Campus	Syangja	B. Ed., BBS,	103		103	2067	TU	19	3		2,500,000	.	
<b>040</b>		<b>Kaski</b>										-			
040-1	129	Kanya (Girls) Campus, Pokhara	Pokhara, Kaski	B. Ed., BBS, BA, MBS			537	2048	TU	52	7	700,000			
040-2	110	Siksha Mahavidyalaya	Pokhara, Kaski	B. Ed., 1B. Ed.,	100	0	100	2050	TU	25	5	300,000	.	.	
040-3	168	Machhapuchhre Education Campus	Dhikur pokhari, Kaski	B. Ed.,	146	0	146	2054	TU	18	3	300,000		500,000	
040-4	206	Gauri Shankar Multiple Campus	Hemja, Kaski	B. Ed.,	68	0	68	2048	TU	21	8	300,000		200,000	
040-5	237	Laxmi Aadarsh Multiple Campus	Shishuwa, Kaski	B. Ed.,	188	0	188	2062	TU	11	0	300,000	.	.	
040-6	249	Kalika Public College	Pokhara, Kaski	B. Ed., BBS,	360	0	360	2064	TU	29	7	470,000	2,500,000		
040-7	106	Pokhara Multiple Campus	Nawabazar, Kaski	B.A, BBS,	879	0	879	2044	TU	25	7	620,000			
040-8	35	Jana Prakash Multiple Campus	Lekhnath, Kaski	BBS,	180	0	180	2062	TU	10	3	300,000	1,250,000		
040-9	76	Gupteshwor Mahadev Multiple Campus	Kaski	B. Ed., BBS,	359	0	359	2065	TU	24	6	350000			
040-10		Janapriya Campus	Kaski	BA, Bed, BBS, Bsc, MA, M. Ed.,	1510		1510						.	.	Scheme A
040-11		Kalika Multiple Campus	Kajipokhari, Kaski	BA, B. Ed., BBS,	727		727						.	.	
040-12	9	Bindya Bhasini Multiple Campus	Kaski	BBS,	69	0	69	2066	TU				1,250,000	.	
	22	Bhadrakali Multiple Campus	Kudahar, Kaski	BA, BBS,	267		267	2066	TU	15	4			500,000	
<b>041</b>		<b>Manang</b>													
<b>042</b>		<b>Mustang</b>										-			
<b>043</b>		<b>Myagdi</b>										-			
043-1	117	Myagdi Multiple Campus	Arthung, Myagdi	BA, BBS, B. Ed.,	735	0	735	2048	TU	31	10	860,000			Scheme D



<b>044</b>	<b>Parbat</b>											-			
044-1	111	Paiyun Multiple Campus	Trivani, Parbat	B. Ed.,	146	0	146	2063	TU	14	3	480,000		250,000	
044-2	137	Janata Sudarshan Multiple Campus	Thulipokhari, Parbat	BA,	43	0	43	2048	TU	9	5	300,000	.	.	
044-3	124	Parbat Multiple Campus	Devasthan, Parbat	B. Ed., BBS, BA,	212	0	212	2041	TU	14	3	710,000			
044-4	287	Nawa Jagrit Multiple Campus	Tilahaar, Parbat	B. Ed.,	81	0	81	2064	TU	13	2	480,000	.	.	
044-5	316	Gupteshwor Multiple Campus	Sivalaya, Parbat	BA, BBS, B. Ed.,	645	0	645	2048	TU	24	4	860,000	.	.	Scheme D
	19	Wahaki Community Campus	Shaligram, Parbat		97		97	2067	TU	9	3				
<b>045</b>	<b>Baglung</b>											-			
045-1	271	Galkot Multiple Campus	Hatiya, Baglung	B. Ed., BBS,	175	0	175	2061	TU	16	3	510,000	.	.	
045-2	281	Nishibhujii Janata Campus	Burtibanj, Baglung	B. Ed., BA,	253	0	253	2048	TU	16	2	560,000	.	.	
045-3	315	Balewa Paiyunpata Multiple Campus	Balewa, Baglung	B. Ed., BA,	148	0	148	2047	TU	14	6	510,000	.	.	Scheme D
045-4	314	Shanti Deep Multiple Campus	Kushmisera Baglung	B. Ed., BBS,	107	0	107	2064	TU	12	4	510,000	.	.	
045-5	305	Krishnagandaki Campus	Balewa, Baglung	BBS,	0	35	2066	TU	5	1	350,000		200,000		
<b>046</b>	<b>Gulmi</b>											-			
046-1	94	Rudrawati Multiple Campus	Wami, Gulmi	B. Ed., BBS,	231	0	231	2063	TU	14	4	560,000	.	.	
046-2	228	Manaka Tikaram Multiple Campus	Turang, Gulmi	B. Ed., BBS,	131	0	131	2008	TU	16	3	510,000	.	500,000	Yes
046-3	9	Resunga Multiple Campus	Tamjhas, Gulmi	B. Ed., BA, BBS, B. Ed., one, M. Ed.,	766	39	805	2039	TU	33	13	890,000	.	.	Scheme C
046-4	303	Shringeeshor Multiple Campus	Baletaksar, Gulmi	B.A.B. Ed., BBS,	261	0	261	2057	TU	18	2	620,000			
046-5	52	Chandrakot Campus	Gulmi	BA, BBS,	98		98	2066	TU	13	3	300000			
046-6	71	Ridi Multiple Campus	Gulmi	BBS,	26	0	26	2066	TU	5	2				
046-7	12	Digam Adarsh Multiple	Digam, Gulmi	B. Ed., BBS,	51	-	51	2065	TU	9	1			200,000	
046-8		Dhurkot Multiple Campus	Gulmi												
046-9		Janajyoti Multiple Campus	Gulmi												
<b>047</b>	<b>Palpa</b>											-			
047-1	24	Mandavya Multiple Campus	Damkada, Palpa	B. Ed., BBS,	218	0	218	2048	TU	26	3	560,000			
047-2	30	Nawa Adarsha Multiple Campus	Deurali, Palpa	BBS, B. Ed.,	36	0	36	2063	TU	12	2	300,000	1,250,000		
047-3	46	Shaheed Multiple Campus	Rampur, Palpa	B. Ed., BBS, M. Ed.,	528	41	569	2048	TU	25	8	730,000		550,000	
047-4	69	Masyam Ekikrit Campus	Masyam Palpa	B. Ed.,	63	0	63	2064	TU	10	2	300,000	.	200,000	Yes
047-5	97	Tansen Multiple Campus	Tansen, Palpa	B. Ed., BA, M. Ed.,	444	365	809	2047	TU	46	9	830,000			Scheme C
047-6	160	Argali Multiple Campus	Argali, Palpa	B. Ed., BBS,	74	0	74	2064	TU	18	3	510,000	1,250,000		
047-7	187	Bhairav Multiple Campus	Chhahara, Palpa	B. Ed.,	73	0	73	2064	TU	11	2	390,000		250,000	
047-8	239	Udbuddha College	Ringneraha, Palpa	B. Ed., BBS,	137	0	137	2063	TU	15	4	510,000		500,000	Yes
047-9	277	Saraswati Multiple Campus	Khasyauli Palpa	B. Ed.,	81	0	81	2064	TU	12	2	390,000		200,000	
047-10	105	Palpa Multiple Campus (JVT)	Tansen, Palpa	B. Ed., BBS,	604	0	604	2064	TU	46	6	710,000	2,500,000		
047-11	8	Bhairab Janata Multiple Campus	Palpa	BBS,	26		26	2066	TU	9		350,000			
<b>048</b>	<b>Nawalparasi</b>											-			
048-1	8	Surya Bhatka Patanadevi Memorial College	Baidakot, Nawalparasi	B.A, B. Ed., BBS,	255	0	255	2063	TU	37	0	530,000	1,100,000	.	
048-2	12	Devchuli College	Rajahar, Nawalparasi	B. Ed., BBS, BA,	502	0	502	2057	TU, PU	34	6	530,000	.	.	
048-3	42	Nava Jagaran Multiple Campus	Chormara, Nawalparasi	B. Ed., BA, BBS,	452	0	452	2063	TU	23	2	580,000	.	.	
048-4	64	Janak College	Gaidakot, Nawalparasi	BBS,	183	0	183	2064	TU	10	4	300,000			
048-5	86	Dibya jyoti Multiple Campus	Chisapani, Nawalparasi	B. Ed., BBS, BA, M. Ed., MBS	1098	49	1147	2047	TU	35	6	960,000			Scheme D

**-90- Annual Report**

048-6	199	Jana Jyoti Adarsha Mutiple Campus	Pragatinagar, Nawalparasi	B. Ed., BBS,	291	0	291	2064	TU	19	3	470,000		350,000	
048-7	215	Tribhuwan Campus	Pratabpur, Nawalparasi	B. Ed., BBS,	429	0	429	2061	TU	18	5	520,000		200,000	Yes
048-8	216	Aarungkhola Multiple Campus	Mangalchaur, Nawalparasi	B. Ed., BBS,	192	0	192	2063	TU	19	2	420,000	1,250,000		
048-9	217	Mahakavi Devkota Campus	Sunwal, Nawalparasi	BA, BBS, B. Ed.,	491	0	491	2060	TU	27	3	580,000			
048-10	221	Madhya Bindu Multiple Campus	Kawasoti, Nawalparasi	BBS, B. Ed., BA, MBS M. Ed.,			1305	2063	TU	41	9	960,000	.	.	
048-11	253	Palhi Multiple Campus	Ramgram, Nawalparasi	B. Ed., BBS, BA, 1B. Ed.,	404	0	404	2046	TU	20	4	530,000	.		
048-12	261	Nawalpur Multiple Campus	Tribhuvan Tar, Nawalparasi	B. Ed., BBS,	295	0	295	2064	TU	24	3	470,000		.	
048-13	262	Lumbini Aadarsh Degree College	Kawasoti, Nawalparasi	B. Ed., 1B. Ed., BA, BBS,	292	0	292	2056	PU	27	6	530,000	.	.	
048-14	318	Kumarwati Multiple Campus	Nawabazar, Nawalparasi	BA, B. Ed., BBS, 1 B. Ed., MA, MBS, M.Ed	560	81	641	2045	TU	33	8	760,000	.	.	Scheme c
048-15	7	Janamukhi Aadarsha College	Nawalparasi	BBS,	164	0	164	2066	TU	12	2	390000	1,250,000	.	Yes
048-16		Mukundasen Multiple College	Nawalparasi	BBS,	93		93	2067	TU	9	1		1,250,000	0	
048-17		Motilal Multiple Campus	Ramnagar, Nawalparasi	BBS, BA,	327		327	2066	TU	19	3			500,000	Yes
048-18		Kolhuwa Multiple Campus	Kolhuwa, Nawalparasi	BBS,	65		65	2066	TU	12	4	300,000		500,000	
<b>049</b>		<b>Rupandehi</b>											-		
049-1	241	Sahid Narayan Pokhrel Ramapur College	Dudhraksha, Rupandehi	BBS, B. Ed., Med			652	2060	TU	26	4	640,000	1,250,000		
049-2	246	Rupandehi Campus	Siddharthnagar, Rupandehi	B. Ed., BBS,	648	0	648	2048	TU	24	6	620,000	1,250,000		Yes
049-3	39	Devdaha Adarsha Mutiple Campus	Devdaha, Rupandehi	B. Ed., BBS,	376	0	376	2065	TU	17	4	470,000	.	.	
049-4	49	Pashupati College	Kotihawa, Rupandehi	BBS, BA,	448	0	448	2062	TU	22	26	520,000	.	.	
049-5	65	Siddhartha Gautam Buddha Campus	Butwal, Rupandehi	B. Ed., BBS, M.Ed, MBS	1948	172	2120	2048	TU	64	17	900,000			
049-6	138	Haraiya Multiple Campus	Rudrapur, Rupandehi	B. Ed., BBS,	322	0	322	2064	TU	18	3	470,000	.	.	
049-7	79	Ramnani Multiple Campus	Manigram, Rupandehi	BBS, B. Ed., BA, 1B. Ed., MA, MBS	934	63	997	2045	TU	35	16	860,000			Scheme D
049-8	296	Lumbini Banijya Campus	Rupandehi												Scheme A
049-9		Farsatikar Yugvodaya Multiple Campus	Rupandehi	BA, B. Ed., BBS,			485							200,000	
	21	Liladhar Ghimire Chhapiya Janata College	Siddharthanagar, Rupandehi	B. Ed., BBS,	159		159	2066	TU	19	6		2,500,000		
	25	Parroha Multiple campus	Rupandehi	BBS,	115		115	2067	TU	11	3		2,500,000	500,000	
<b>050</b>		<b>Kapilbastu</b>											-		
050-1	182	Siddhartha Campus	Banganga Kapilbastu	B. Ed., BBS, BA, M. Ed.,	912	134	1046	2048	TU	46	12	890,000			Scheme C
050-2	266	Nepal Aadarsha Multiple Campus	Shivpur, Kapilbastu	BA, B. Ed.,	377	0	377	2064	TU	13	3	560,000		550,000	
050-3	300	Kapilvastu Multiple Campus	Taulihawa, Kapilbastu	BA, BBS, B. Ed., 1 B. Ed., M. Ed.,	730	48	778	2037	TU	34	10	890,000			Scheme D
050-4	25	Buddha Bhumi Campus	Kapilbastu	B. Ed.,	124	0	124	2065	TU	15	2	390000			
050-5	282	Falahari Baba Multiple Campus	Kapilbastu	B. Ed.,	176	0	176	2066	TU	12	2	350,000	.	.	
	24	Badganga Multiple Campus	Motipur, Kapilvastu	B. Ed., BBS,	199		199	2066	TU	16	4			500,000	
		Gautam Buddha Multiple Campus	Goringhe	BA, B. Ed., BBS,	162		162	2066						500,000	Yes

<b>051</b>	<b>Arghakhanchi</b>													-		
051-1	44	Harihar Shiksha Campus	Pokharadok, Araghakhanchi	BA, BBS,	130	0	130	2057	TU	11	2	390,000		280,000		
051-2	191	Suryathum Multiple Campus	Mareng, Argakhanchi	B. Ed., BBS,	144	0	144	2064	TU	5	1	390,000	2,500,000			
051-3	256	Birendra Shiksha Campus	Mareng, Argakhanchi	B. Ed.,	52	0	52	2064	TU	9	3	300,000		500,000		
051-4	401	Panini Campus	Sandi Kharka, Argakhanchi	B. Ed., BBS, BA, M. Ed.,	621	56	677	2045	TU	24	8	300,000				Scheme B
<b>052</b>	<b>Pyuthan</b>													-		
052-1	18	Amar Campus	Bhigri, Pyuthan	B. Ed.,	138	0	138	2064	TU	10	0	480,000	1,000,000	-		
052-2	153	Gaumukhi Multiple Campus	Okharkot, Pyuthan	B. Ed., BBS,	288	0	288	2063	TU	15	2	650,000	2,500,000			
052-3	220	Sworgadwari Multiple Campus	Bijuwari, Pyuthan	BA, B. Ed., BBS, 1B. Ed., M. Ed.,	883	76	959	2037	TU	17	4	980,000				Scheme D
052-4	234	Pyuthan Campus	Khalanga Pyuthan	BA, B. Ed., BBS,	280	0	280	2064	TU	12	2	600,000	1,250,000			
<b>053</b>	<b>Rolpa</b>													-		
053-1	219	Nawa Nepal Campus	Jugar, Rolpa	B. Ed.,	246	0	246	2054	TU	7	3	480,000		750,000	Yes	
053-2	324	Jajjala Campus	Rolpa	Bed, BA,	464	0	464	2061	TU	12	2	700,000	2,500,000			Scheme D
<b>054</b>	<b>Rukum</b>													-		
054-1	299	Musikot Khalanga Multiple Campus	Khalanga, Rukum	B. Ed., BA, 1 B. Ed., M. Ed.,	1847	140	1987	2037	TU	26	10	1,020,000				Scheme C
054-2	244	Sheetal Campus	Chaurjahari, Rukum	B. Ed.,	1027	0	1027	2063	TU	12	3	680,000		750,000		
054-3	31	Sisne Shiksha Campus	Rukumkot, Rukum	B. Ed.,	285	0	285	2064	TU	9	3	530,000		350,000		
054-4	26	Jahari Campus	Rukum	Bsc, B. Ed.,	139	0	139	2066	TU	10	5	600000	1,250,000			
<b>055</b>	<b>Salyan</b>													-		
055-1	29	Janakalyan Campus	Tharmare, Salyan	B. Ed.,	1091	0	1091	2063	TU	17	3	680,000	.	.		
055-2	78	Salyan Multiple Campus	Khalanga, Salyan	B. Ed., BA, BBS,	572	0	572	2037	TU	17	5	760,000				
055-3	102	Sharada Campus	Sankhamul, Salyan	B. Ed.,	273	0	273	2064	TU	9	3	530,000	.	.		
055-4	166	Shivajan Campus	Khalanga, Salyan	B. Ed.,	605	0	605	2064	TU	12	0	680,000		1,000,000		
<b>056</b>	<b>Dang</b>													-		
056-1	214	Deukhuri Multiple Campus	Deukhuri, Dang	B. Ed., BBS, BA, M.Ed	853	0	853	2062	TU	22	5	840,000		1,250,000	Yes	
056-2	231	Rapti Babai Campus	Tulsipur, Dang	BBS, BA, B. Ed., M. Ed.,	1943	26	1969	2047	TU	47	10	900,000				Scheme D
056-3	41	Yerawati Aadarsha Multiple campus	Lalmatiya, Dang	BBS, B. Ed., B.A	185	0	185	B. Ed. 2065 BBS 2067 BA. 2065	TU	12	2	480,000				
<b>057</b>	<b>Banke</b>													-		
057-1	25	Gyanodaya Multiple Public Campus	Khajura, Banke	B. Ed.,	248	0	248	2065	TU	0	0	350,000	1,250,000			
057-2	103	Laxmi Samudaik Multiple Campus	Kachanapur, Banke	B. Ed.,	200	0	200	2064	TU	11	4	350,000		350,000	Yes	
057-3	222	Bageshwori Multiple Public Campus	Kohalpur, Banke	BA, B. Ed., BBS, M. Ed.,	1103	202	1305	2048	TU	37	13	900,000				Scheme C
<b>058</b>	<b>Bardiya</b>													-		
058-1	84	Chure Campus Bagnaha	Bagnaha, Bardiya	B. Ed., BBS,	502	0	502	2063	TU	24	5	610,000	.	550,000		
058-2	156	Bardiya Multiple Campus	Deudhakala, Bardiya	B. Ed.,	275	0	275	2065	TU	13	3	440,000	.	.		
058-3	174	Amar Shahid Multiple Campus	Rajapur, Bardiya	BBS, B. Ed.,	618	0	618	2065	TU	15	2	710,000		450,000		
058-4	280	Babai Multiple Campus	Guleria, Bardiya	BA, BBS, B. Ed.,	1217	0	1217	2044	TU	38	17	300,000				Scheme B
058-5	14	Manusha Tika Singh T. M (Nikunj Madhyawarti Multiple Campus)	Bardiya	B. Ed., BBS, B. A	507		507	2065	TU	23	4	610,000	1,250,000			
058-6	44	Bansgadhi Multiple Campus	Motipur, Bardiya	B. Ed.,	222	0	222	2065	TU	13	3	440,000		150,000		

058-7	63	Mainapokhar Sharada Multiple Campus	Bardiya	BBS, B. Ed.,	168	0	168	2066	TU	14	4	350000	1,250,000		Yes
	26	Gurans Multiple Campus	Bardiya	B. Ed., BBS,	175		175	2067	TU	14	4		.	.	
<b>059</b>	<b>Surkhet</b>														
059-1	71	Bheri Education Campus	Gumi, Surkhet	B. Ed.,	233	0	233	2064	TU	11	5	440,000	850,000		
059-2	75	Vidyapur Janta Multiple Campus	Vidyapur, Surkhet	B. Ed.,	169	0	169	2064	TU	13	3	390,000	.	.	
<b>060</b>	<b>Dailekh</b>														
060-1	56	Dronachal Education Campus	Dullu, Dailekh	B. Ed.,	1239	0	1239	2059	TU	17	4	780,000			Scheme C
060-2	230	Narayan Campus	Rampur, Dailekh	BA, B. Ed.,	977	0	977	2054	TU	17	0	800,000		500,000	Yes
060-3	295	Chamunda College	Chamunda, Dailekh	B. Ed.,	364	0	364	2065	TU	16	3	580,000	1,250,000		
<b>061</b>	<b>Jajarkot</b>														
061-1	178	Bheri Gyanodaya Campus	Khalanga, Jajarkot	BA, B. Ed.,	2137	0	2137	2043	TU	12	8	900,000			Scheme C
<b>062</b>	<b>Dolpa</b>														
062-1	278	Dolpo Campus	Dunai, Dolpa	B. Ed.,	309	0	309	2061	TU	18	14	530,000			Scheme D
<b>063</b>	<b>Jumla</b>														
<b>064</b>	<b>Kalikot</b>														
064-1	77	Tila Karnali Multiple Campus	Manma, Kalikot	B. Ed.,	1435	0	1435	2062	TU	13	5	780,000			Scheme D
<b>065</b>	<b>Mugu</b>														
065-1	283	Mahadev Mashta Chaturdev Campus	Kotdanda, Mugu	B. Ed.,	455	0	455	2064	TU	9	9	580,000			
065-2	302	Rara Campus	Gangathi, Mugu	B. Ed.,	183	0	183	2064	TU	0	0	480,000			Scheme D
<b>066</b>	<b>Humla</b>														
066-1	62	Mansarowar Multiple Campus	Humla	BA, B. Ed.,	483		483	2066	TU	7	5	350,000			
<b>067</b>	<b>Bajura</b>														
067-1	40	Bajura Campus	Martadi, Bajura	B. Ed., BBS, BA,	581	0	581	2063	TU	13	2	760,000			Scheme D
067-2	57	Badimalika Campus	Naubis, Bajura	B. Ed., BBS,	434	0	434	2057	TU	9	5	700,000			Scheme D
067-3	288	Budhinanda Campus	Kolti, Bajura	BA, B. Ed.,	75	0	75	2064	TU	7	4	600,000		250,000	Yes
<b>068</b>	<b>Bajhang</b>														
068-1	19	Thalara Multiple Campus	Thalara, Bajhang	B. Ed.,	161	0	161	2064	TU	10	3	530,000		350,000	
068-2	59	Seti Campus	Thagat Gau, Bajhang	B. Ed.,	361	0	361	2063	TU	10	3	530,000		350,000	Yes
068-3	61	Shanti Adarsha Campus	Basi, Bajhang	B. Ed.,	365	0	365	2063	TU	22	7	580,000	.	.	
068-4	62	Jaya Prithvi Multiple Campus	Chainpur, Bajhang	B. Ed., BA,	771	0	771	2038	TU	18	9	800,000			Scheme C
068-5	257	Sunkuda Campus	Sunkuda, Bajhang	B. Ed.,	386	0	386	2064	TU	9	2	580,000	.	.	
068-6	3	Tiveni Adarsha Multiple Campus	Bajhang	B. Ed.,	263	0	263	2065	TU	13	3	530000	1,250,000		Yes
<b>069</b>	<b>Achham</b>														
069-1	16	Achham Multiple Campus	Mangalsen, Achham	B. Ed., BBS,	1046		1046	2048	TU	22	4	900,000			Scheme D
069-2	90	Tirpura Sundari Campus	Jalpadevi, Achham	B. Ed., BBS,	526	0	526	2064	TU	15	4	700,000	.	.	
069-3	141	Panchadewal Campus	Binayak, Achham	B. Ed.,	315	0	315	2063	TU	8	5	580,000	.	300,000	Yes
069-4	400	Janta Multiple Campus	Achham												Scheme D
069-5	4	Kailash Multiple Campus	Achham	B. Ed., BBS,	363	0	363	2066	TU	8	4	530000		220,000	
<b>070</b>	<b>Doti</b>														
070-1	27	Sita Ram Campus	Ramaashram, Doti	B. Ed.,	89	0	89	2065	TU	7	2	390,000		240,000	
070-2	255	Ghanteshwar Seti-Mahakali Multiple Campus	Laxminagar Doti	B. Ed.,	202	0	202	2064	TU	9	2	440,000		350,000	Yes
<b>071</b>	<b>Kailali</b>														
071-1	11	Ghoda Ghodi Multiple Campus	Sukhad, Kailali	B. Ed., BA, BBS,	1006	0	1006	2062	TU	29	4	870,000			Scheme D
071-2	38	Tikapur Multiple Campus	Tikapur, Kailali	B. Ed., BBS, BA, M. Ed., MBS	1713	163	1876	2058	TU	30	19	300,000			Scheme B

071-3	74	Kailali Multiple Campus	Kailali, Dhangadi	BBS, BA, B. Ed., +1 MBS, M. Ed., MA,	4748	426	5174	2037	TU	32	21	300,000								Scheme A
071-4	89	Durga Laxmi Multiple Campus	Attariya, Kailali	B. Ed., BA, BBS,	1682	0	1682	2063	TU	29	4	870,000			750,000					Yes
071-5	93	Mahunwal Multiple Campus	Bhajani, Kailali	B. Ed., BA,	245	0	245	2064	TU	15	4	440,000			750,000					
071-6	104	Lamki Multiple Campus	Baliya, Kailali	B. Ed., BBS, BA,	700	0	700	2064	TU	25	5	770,000			550,000					
071-7	140	Rastriya College	Sukhad, Kailali	B. Ed., BA,	462	0	462	2065	TU	17	4	610,000			550,000					Yes
071-8	150	Raghunath Aadarsha Mutiple Campus	Bauniyan, Kailali	B. Ed., BBS,	297	0	297	2063	TU	13	2	560,000			350,000					Yes
071-9	151	Birendra Vidhya Mandir Multiple Campus	Tikapur, Kailali	B. Ed., BBS,	417	0	417	2063	TU	16	5	560,000			550,000					Yes
071-10	276	Khaptad Multiple Campus	Masuriya, Kailali	B. Ed., BA, BBS,	515	0	515	2063	TU	21	4	670,000			400,000					Yes
071-11	36	Phulwari Multiple Campus	Kailali	B. Ed., BBS,	302	0	302	2066	TU	15	4	440000	1,250,000							Yes
071-12	49	Aishwarya Multiple Campus	Dhangadi, Kailali	BBS, Bsc	358	0	379	2063	TU						750,000					Yes
<b>072</b>	<b>Kanchanpur</b>											-								
072-1	43	Bhanu Multiple Campus	Dodaara, Kanchanpur	B. Ed., BBS,	247	0	247	2064	TU	14	4	470,000	850,000							Yes
072-2	176	Mahakali Multiple Campus	Shreepur, Kanchanpur	B. Ed., BBS,	534	0	534	2048	TU	18	4	520,000			500,000					Yes
072-3	177	Kanchan Multiple Campus	Krishnapur, Kanchanpur	B. Ed., BBS, BA,	513	0	513	2062	TU	22	3	520,000			500,000					Yes
072-4	258	Rauleshwar Janta Aadarsh Multiple Campus	Beldadi, Kanchanpur	B. Ed.,	408	0	408	2064	TU	12	2	400,000	-	-						
072-5	260	Janata Mutiple Campus	Tribhuvan Basti, Kanchanpur	B. Ed., BBS, BA,	344	0	344	2058	TU	23	4	530,000	2,500,000							
072-6		Kanchan Bidhya Mandir Samudiyk Campus	Kanchanpur	BBS,	688		688	2066	TU	16	12				750,000					
072-7		Jana Ekata Multiple Campus	Jimuwa, Kanchanpur	B. Ed., BBS	127		127	2067	TU	12	3				500,000					
072-8		Krishna Bajinath M. Campus	Jhalari , Kanchanpur	B. Ed., BBS	416		416	2067	TU	18	2				500,000					Yes
<b>073</b>	<b>Dadeldhura</b>											-								
073-1	169	Triveni Multiple Campus	Jogbuda, Dadedhura	B. Ed., BA	356	0	356	2064	TU	11	4	560,000								
<b>074</b>	<b>Baitadi</b>											-								
074-1	183	Patan Multiple Campus	Patan, Baitadi	B. Ed., BA	321	0	321	2042	TU	14	3	650,000								Scheme D
074-2	200	Puchoundi Multiple Campus	Haat, Baitadi	B. Ed.,	241	0	241	2065	TU	7	6	530,000	2,500,000							
074-3	301	Jagannath Multiple Campus	Dasharathchan, Baitadi	B. Ed., BA, BBS, M. Ed.	432	41	473	2046	TU	18	8	880,000								Scheme D
074-4	5	Manilek Campus	Baitadi	B. Ed., BBS, BSC	456	0	456	2066	TU	14	2	730000	1,250,000							
074-5	107	Baitadi Education Campus	Baitadi	B. Ed.	167	0	167	2066	TU	17	4	390000			60,000					Yes
<b>075</b>	<b>Darchula</b>											-								
075-1	87	Gokuleshwar Multiple Campus	Gokuleshwar, Darchula	B. Ed., BA, BBS, BSC, M. Ed.	1533	101	1634	2064	TU	24	9	1,260,000								Scheme D
075-2	154	Krishna Snatak Campus	Lali, Darchula	B. Ed.	238	0	238	2065	TU	10	6	530,000	1,195,000							
075-3	274	Darchula Multiple Campus	Khalanga, Darchula	B. Ed., BBS, 1Bed, M. Ed.	841	108	949	2059	TU	21	8	920,000								Scheme C
	28	Rastriya Campus	Darchula	B. Ed.	164		164	2066	TU	n/a	n/a									
<b>Total</b>					<b>139736</b>	<b>5584</b>	<b>179216</b>						<b>202,390,000</b>	<b>131,476,000</b>	<b>61,390,000</b>					

## The List of Campuses (Three Year Not Completed) that Received Grants for Equipment/Book/Furniture in 2070/71

SN	Campus Information						FY 2070/71 FBC	Remarks
	Name of Campuses	Address	Programs	Student				
				Total	Establish	Affiliation		
<b>01</b>	<b>Dhankuta</b>							
01-1	Hile Campus	Hile, Dhankuta		120	2067		150,000	
<b>02</b>	<b>Sindhupalchok</b>							
02-1	Abhayananda Education Campus	Sindhupalchok	B.Ed	101	2069	TU	150,000	
02-2	Jalbire Valley Campus	Sindhupalchok	B.ED, BBS	90	2067	TU	150,000	
<b>03</b>	<b>Kavrepalanchok</b>							
03-1	Parbati Multiple Campus	Dhungakharka, Kavre	BBS	70	2069	TU	150,000	
03-2	Mahgal Janabijaya Campus	Mangaltar, Kavre	B.ED, BBS	79	2069	TU	150,000	
<b>04</b>	<b>Bhaktapur</b>							
04-1	Padma College	Bhaktapur	BBS	89		TU	150,000	
<b>05</b>	<b>Kathmandu</b>							
05-1	Bouddha M. Campus	Bouddha, Ktm	BBS, MBS	152	2067	TU	250,000	Yes
<b>06</b>	<b>Rupandehi</b>							
06-1	Bhairahawa Model Campus	Siddhartha Nagar, Rupandehi	BBS	59	2068	TU	150,000	
<b>07</b>	<b>Arghakhanchi</b>							
07-1	Jyoti M. Campus	Thada	B.Ed, BBS	36	2069	TU	150,000	
<b>08</b>	<b>Rukum</b>							
08-1	Radijyula Shiksha Campus	Aathbiskot	B.Ed	160	2067	TU	250,000	Yes
<b>09</b>	<b>Salyan</b>							
09-1	Bangad Campus	Bangad	B.Ed.	92	2069	TU	150,000	
<b>10</b>	<b>Bardiya</b>							
10-1	Janasewa M. Campus	Dhadhwar	BBS, BA	146	2066	TU	150,000	
<b>11</b>	<b>Kalikot</b>							
11-1	Nanda Devi Multiple Campus	Kotbada	B.Ed	176	2069	TU	250,000	Yes
<b>12</b>	<b>Baitadi</b>							
12-1	Shreekot Multiple Campus	Shreekot	B.Ed, BBS	158	2069	TU	250,000	
<b>13</b>	<b>Darchula</b>							
13-1	Latinath Campus	Darchula	B.Ed	127	2069	TU	150,000	
<b>Grand Total</b>							<b>2,650,000</b>	

## The List of New Campuses (Under Maturity) that Received Grants for Equipment/Book/Furniture in 2070/71

SN	Campus Information				Decided Grants FY 2070/71		Remarks
	Name of Campuses	Address	Programs	General Information	Infrastructure	Furniture/Book/ Equipments	
				Total			
1.	Kapan Multiple Campus	Kapan, Kathmandu	B.Ed, BBS	190		250,000	
2.	Aalamdevi Banijya Campus	Kotakot, Mirmi, syan	BBS	37		150,000	Yes
3.	Gram Prakash Multiple Campus	Lekfant, Parbat	B.Ed, BBS	32		150,000	
4.	Padmodaya Campus	Dang	BBS, B.Sc	80		150,000	Yes
5.	Sailung Campus	Magapouwa, Dolakha	BA	30		150,000	
6.	Paanchpokhari Multiple Campus	Sipapokhara, Sindhupalchowk	BA	27		150,000	
7.	Prakash Campus	Bhunlutar, Kavre	B.Ed	37		150,000	
8.	Sahid Ramnath M. Campus	Vanasthali, Kathmandu	BBA	274		250,000	
9.	Annapurna Samudiyak Campus	Karkineta, Parbat	B.Ed	26		150,000	
10.	Himjyoti M. Campus	Sarkegaad, Humla	B.ED	31		150,000	
11.	Gokuleshwor Agriculture and Animal Science college	Gokuleshwor, Baitadi	Bsc. Ag	166		250,000	
12.	Kolma Barahachaur Samudayik Campus	Kolma 6, Syangja	B.Ed	38		150,000	
13.	Kedar Jyoti Punja Multiple Campus	BP Nagal, Doti	B.Ed, BBS	104		150,000	
<b>Total</b>						<b>22,50,000</b>	

## ANNEX B

### Refresher Course/Capacity Development Program/ Research Methodology Training

#### 1. Refresher Course Program 2070/71

SN	Rgd. No.	Name of Institute	Address	Title of Program	Participants	Days	Amount Sanction	Remarks
1	1	Pokhara University Curriculum Development Center	Lekhanath, Kaski	Orientation Program on Revised Curriculum	3 programs, 240 participants including host, teachers from Pokhara, Dhangadi and Butwal	3	90000	
2	2	Tridev Multiple Campus	Jhapa	व्यवस्थापन सङ्कायको चारवर्षे वि.वि.एस. कार्यक्रमको पाठ्यक्रम अभिमुखीकरण तालिम	25 participants, 2 teachers from 10 campuses, 5 from host campus	2	70000	
3	3	Institute of Science and Technology, TU	Kirtipur	Orentation program of 4 years' BSc program for 2nd year course teaching				Requested for nine program-Agenda for the board meeting
4	4	Kalika Sanskrit Bidyapith	Nawalparasi	संस्कृत विश्वविद्यालमा शास्त्रीय विषय शिक्षणका समस्या, चुनौति र निराकरणका उपायहरु	69 participants from 19 institutions including experts, commentators and hosts	2	70000	
5	5	Central Dept. of Botany	Kirtipur	Orientation Program for Botany Teachers on B.Sc Third Year Course	40 including host, lecturers, readers and professors from different institutions	6	100000	



6	6	Faculty of Sc. & Tech. Pokhara University	Lekhanath, Kaski	Refresher Course in Undergraduate Program of Public Health of Pok. Uni.	35-40, participants from affiliated and constituent colleges of Pok. Uni., BPH program	5	100000	
7	7	Nepal Sanskrit University, English Subject Committee	Dang	Refresher Training of sashtri 3rd year English Courses and Syllabus designing of English Courses for 4 year Bachelor Level	50 including host, teachers from 12 institutions are participating	7	100000	
8	8	Tri Chandra Multiple Campus	Kathmandu	Teachers' Orientatin Programme for BSc III year of four Years BSc Course (Chemistry)	Participants from constituent, affiliated and private colleges	2	70000	
9	10	Central Dept. of Education	Kirtipur	Refresher Training for B.Ed and M.Ed Level Geography Teachers of Faculty of Education, TU	30 participants from 12 consituents campuses, Central Dpt. Of education and Dept. of geography education	4	100000	
10	12	Nepal Commerce Campus	Kathmandu	Refresher Course	focused for BBS faculty members	3	90000	
11	13	Siddha Jyoti Campus	Sindhuli	Refersher Course Training on Compulsory Nepali of B.Ed. First year	28 participants from 14 different campuses	3	90000	
12	14	Central Dept. of Mathematics	Kirtipur	Teacher Training for 4 year B.Sc program 2070	from different colleges	3	90000	

13	16	Central Dept. of Microbiology	Kirtipur	Teacher' Orientation Programme for B.Sc III year of four years B.Sc Course	Participants from 32 campuses	2	70000	
14	17	Kathmandu Shiksha Campus	Kathmandu	Orientation Workshop on M.Ed Curriculum	250 students in Med only, 35 full time & 25 part time teachers are working in the campus	3	90000	
15	18	Post Graduate Campus	Biratnagar	Refresher Course in Bioinformatics, Biostatistics, GIS and Remote Sensing	15 faculties of botany and zoology along with students,	21	100000	
16	19	Birat Campus, School of Management Studies	Biratnagar	One day Orientation Program on New Curriculum of BBS level in TU	69 participants from different colleges	1	50000	
17	20	Padma Kanya Campus	Kathmandu	Refresher Training Course for MA faculty in Political Science, Psychology, Dance and Fashion Designing in Padma Kanya Multiple Campus	40 participants from different departments	3	90000	
18	21	Central Department of Statistics	Kirtipur	Faculty Orientation Progm for 4 years B.Sc. Program	40 participants	4	100000	
19	22	Central Department of Physics	Kirtipur	Third Year B.Sc. (Physics) Teachers' Training	60 including host from 11 different campuses.	5	100000	
20	23	B. P. Koirala Institute of Health Sciences	Dharan	Curriculum Development Workshop for MDS and curriculum review workshop for BDS program	25 nominated faculties	3	90000	

21	26	Bajra Interantional College	Kathmandu	बज्र कलेजका प्राध्यापकहरुका निम्ति पुनर्ताजगी प्रशिक्षण कार्यक्रम	32 faculties of Bajra college	7	100000	
22	28	Central Department of Zoology	Kirtipur	Preparation of Micro syllabus and Orientation to Teachers on New Syllabus 3rd year of BSc 4 years program in zoology	30 teachers from different colleges	3	90000	
<b>Total</b>							<b>1850000</b>	

## 2. Capacity Development Program 2070/71

SN	Rgd. No.	Name of Institute	Address	Title of Program	Participants	Days	Amount Sanction
1	1	Matribhumi Campus	Lamjung	Skill Development Training	37 participants from 12 campuses	5	100000
2	2	Central Dept. of History, Culture & Archeology	Kirtipur	नेपाली इतिहास, संस्कृति तथा पुरातत्व विषयको अध्यापन तथा अनुसन्धान कार्यमा देखापरेका समसामयिक समस्याहरु र शिक्षकहरुमा पुनर्ताजगी	25 teachers from different campuses	4	100000
3	3	Central Department of Geology, TU	Kirtipur	Teachers' Training (Curriculum, Teaching methodology, Micro syllabus and Model Question	teachers from 3 different campuses	2	70000
4	4	Dept. of Computer Science & Engineering, KUSOE	Dhulikhel	e-Learning Through Moodle	40 participants from different departments	2	70000
5	5	School of Engineering, Pok, Uni	Lekhanath, Kaski	Training on Geographic Information System	25 faculties of engineering	5	100000

6	7	Ratna rajya laxmi Campus	Kathmandu	ArcGIS and ILWIS for promotion of knowledge in handling of geographic information for Bachelor level Curricula	20 participants from 6 different campuses	10	100000
7	8	Masters' Program in International Relations and Diplomacy, TU	Kirtipur	Capacity building workshop for the newly inducted faculties	15 persons	6	100000
8	9	Kapan Multiple Campus	Kathmandu	Teacher Training to enhance the quality of education	30 participants from different community campuses	5	100000
9	11	Kathmandu Model Hospital School of Nursing	Kathmandu	Workshop on Developing Clinical Package	18 participants from 13 different colleges	3	90000
10	12	Shahid Multiple Campus	Palpa	Capacity development training to teacher	teachers from 3 different campuses	3	90000
11	14	Manthali Sahid Smriti Multiple Campus	Ramechhap	Three day Training on Capacity Development Program	Teachers from different campuses of Ramechhap district	3	90000
12	15	Chautara Multiple Campus	Sindhupalchok	Capacity Development Program	30 lecturers from Sindhupalchowk district	1	50000
13	16	Kathmandu University, Department of Pharmacy	Dhulikhel	Capacity Building Training on Quality Standards of Traditional Herbal Medicine in Nepal	5 universities and 13 industries will participate in the program	3	90000
14	18	Central Dept of Environmental Science	Kirtipur	Capacity development for faculties involved in B.Sc Environmental Science	24 (8 out of Ktm valley + 16 inside ktm), teachers from 16 different are participating	4	100000
15	19	KU, Department of Natural Science	Dhulikhel	Capacity Development Program on Using Latex	30-35 staff from KU	2	70000
<b>Total</b>							<b>1320000</b>

**3. Research Methodology Training 2070/71**

SN	Rgd. No.	Name of Institute	Address	Title of Program	Participants	Days	Amount Sanction
1	1	Nuwakot Adarsha Multiple Campus	Nuwakot	New insights and Trends in Educational Research: Research Methodology Training cum workshop for M.Ed. & MBS Teachers	40 teachers who are supervising M.Ed and MBS thesis	5	100000
2	2	Mid Western University	Surkhet	Research Methodology Training	30 teachers (6 teachers from 5 faculties) of the university	4	100000
3	3	Bhadrakali Multiple Campus	Pokhara	Research Methodology Training Programme	50 including supportive staffs from different campuses	2	70000
4	4	Dhulikhel Campus	Dhulikhel	Research Methodology Training	52 from the campuses of Kavre district	3	90000
5	6	Shree Raghunath Adarsh Multiple Campus	Kailali	Research Methodology Training	33 from 14 campuses	2	70000
6	7	Tikapur Multiple Campus	morang	Advanced level Research Methodology Training	35 from 20 campuses	7	100000
7	8	Khwopa College	Bhaktapur	Research Mehtodology Training	25-30 faculties of MBS and MA economics from different colleges	6	100000
8	10	Balkumari College	Chitawan	A proposal for Training/workshop on Research Methodology	35-40 teachers, including from the campuses of adjoining area	4	100000
9	11	Sukuna Multiple Campus	Morang	Research Methodology Training cum Workshop	35 from 12 campuses of eastern development region	7	100000

10	14	Birendra Multiple Campus	Chitawan	Training on Survey Data Analysis	30 including participants from other colleges as well	6	100000
11	16	Himalaya Campus	Khandabari	Research Methodology Training	35 teachers (15 same college, 10 TU affiliated campuses and 10 PU affiliated campuses)	7	100000
12	17	Butwal Multiple Campus	Rupandehi	Proposal for Research Methodology Training	30 teachers including 15 campuses of Lumbini Zone	5	100000
13	18	Central Dept. of Botany	Kirtipur	Research Methodology Training program to PhD scholars, TU	20 PhD scholar (Botany, Zoology, Environment Sc & Microbiology)	5	100000
14	19	Padma Kanya Campus	Kathmandu	Research Methodology Training for Potential Researchers, PhD/Mphil Candidates and Interested Faculty in Padma Kanya Multiple Campus	30 faculties of PK including PhD/Mphil scholars	3	90000
15	20	Baneshwor Campus	Kathmandu	Proposal on Research Methodology Training for Public Campus Teachers	25 teachers from 13 campuses of Ktm Valley	2	70000
16	21	School of Business, Faculty of Management Pok, University	Pokhara	Workshop on Research Methodology Training	Teachers from western development region of Nepal	4	100000
17	22	Rammani Multiple Campus	Rupandehi	Research Methodology Training Program	30-40 teachers from the adjoining areas	3	90000
18	23	Pashupati Multiple Campus	Kathmandu	Training /Workshop on Research Methodology	40 young faculties	5	100000
19	24	Birendra Namuna Campus	Jhapa	A proposal for Research Methodology Training	30 lecturers from various colleges	5	100000

20	25	Siddhartha Gautam Buddha Campus	Butwal	Training on Research Methodology	60 faculties from 20 campuses	5	100000
21	26	Rupandehi Campus	Rupandehi	Proposal writing and Thesis Writing	32 faculties will participate in the training	2	70000
22	28	Drabya Shah Multiple Campus	Gorkha	Proposal on Workshop on Academic Writing	35 faculties of different campuses of Gorkha District	3	90000
23	29	Manamohan Memorial Institute of Health Sciences	Lalitpur	Research Methodology Training	30 faculties	4	100000
24	30	Health, Physical & Population Education Dept. TU	Kirtipur	Capacity Building of HPPE Department Faculties on Research Methods and SPSS	15 selected faculties of the department	7	100000
25	31	Patan Multiple Campus	Baitadi	Workshop on Research Methodology	70 faculties	2	70000
26	32	Post Graduate Campus	Biratnagar	Capacity Development Training on SPSS program in Social Science Research	30 teachers will participate in the training	3	90000
27	33	Mahendra Ratna Multiple Campus	Ilam	Research Methodology Training in Social and Technical Science	35 faculties of the campus.	3	90000
<b>Total</b>							<b>2490000</b>

## ANNEX C

### Travel Grants Support for Participation in Foreign Seminar/Conferences

SN	Name	Institution	Program Date	Title of Presentation	City/ Country	Amount Sanction
1	Dr. Kanhaiya Jha	KU, School of Science	May 6-10, 2013	Some Aspects of Fixed Point Theory in Applied Mathematics	New Delhi, India	15000
2	Dr. Mala Malla	Dept. of Nepalese History, Culture & Archaeology	Aug, 21-23, 2013	Festivals Celebrated by Newaras of Kathmandu Valley	Kelaniya, Sri Lanka	25000
3	Ms. Ushana Shrestha Khwakhali	Amrit Campus	Aug 19-23, 2013	Prevalence of Pathogenic Species of <i>Aspergillus</i> in Kathmandu Valley, Nepal	Beijing, China	30000
4	Mr. Bhim Dhoj Shrestha	Central Dept. of Library and Info Sc.	Aug 19-20, 2013	Open Access Repository Nepal: A case study of NELIC.	Bangalore, India	15000
5	Sabitri Aryal	Janaprashasan Campus	Sept 20-21, 2013	Understanding Sustainability, Gender Issues, & Poverty Alleviation: Small Farmers perspective in Nepal	Virginia, USA	30000
6	Mr. Narayan Gautam	Dept. of Biochemistry, Universal Col. of Medical Sc.	Dec 2-5, 2013	Study of Glycated Hemoglobin by ion exchange chromatography and affinity binding nycocard reader in Diabetes mellitus	Melbourne, Australia	30000
7	Dr. Dipendra Raj Pandeya	Nepalese Army Institute of Health Sc.	Sept 21-24, 2013	Increased growth and survival of neonates following immediate bacterial colonization of the intestine	Shanghai, China	30000
8	Dr. Narayan Prasad Ahikari	Central Dept. of Physics, TU	Sept 14-15, 2013	Initiatives in Science Education, Research and Capacity Building	Dhaka, Bangladesh	15000



9	Laxman Ghimire	Greenfield National College	Nov 6-8, 2013	Towards the Development of effective model of MTB MLE for multilingual classrooms	Bangkok, Thailand	25000
10	Ajaya Bhattarai	Mahendra Morang	Nov 20-23, 2013	Investigations on morin/AOT/alcohol/water system with UV-vis at 25 degree Celsius	West Bengal, India	15000
11	Prof. Mohan Krishna Balla	Institute of Forestry	Oct 17-20, 2013	Farmer's dependency on forests for nutrients (NPK) transfer to farmlands in mid-hills and high mountain regions in Nepal (Case studies in Tibrekot, Kaski and Lete and Kunjo, Mustang district)	Madison, USA	30000
12	Khum Pd. Sharma	Padma Kanya Campus	Oct 4-6, 2013	Bapu: Nepal's Greatest Poet Devkota's Triute to Gandhi	Nagpur, India	15000
13	Dr. Dil Islam Mansur	KU, School of Medical Sciences	Nov 22-25, 2013	A study on Growth Pattern of Height at Different age of Children of Dhulikhel, Nepal.	Chandigarh, India	15000
14	Dilip Kumar Mehta	KU, School of Medical Sciences	Nov 22-25, 2013	Study of Aggressive Behavior of an Individual from ratio of Index and Ring fingers' Length	Chandigarh, India	15000
15	Ramendra Kumar Raman	Kantipur Dental College	Nov 23-25, 2013	A morphological study of circle of willis and its Variation in Adult human Cadavers of Kathmandu Valley.	Chandigarh, India	15000
16	Raman Pd. Sah	IOM	28-31, Oct, 2013	Refractive Anomalies in Children with Visual Impairment	New Delhi, India	15000
17	Prof. Subarna Shakya	IOE,	Oct 31-Nov 2, 2013	E-Government and its Implementation Challenges in Nepal	Phuket, Thailand	25000
18	Bhawani Datta Joshi	Siddhanath Science Campus	Aug 6-9, 2013	Spectroscopic and quantum Chemical Study of oncalyxone A	Kerela, India	15000

19	Jagadish Chataut	KU, School of Medical Sciences	Nov 6-9, 2013	The Prevalence and Risk Factors of Hypertension in Adults Living in Central Development Region of Nepal	Seoul, South Korea		30000
20	Prof. Dr. Yogendra Pd. Singh	IOM	3-5, Oct, 2013	Breast Cancer in Young Women from a low Risk Population	Dubai/UAE		30000
21	Bharat Singh Thapa	Central Dept of Management	24-25 Nov, 2013	Financial Market and Monetary Policy	Bangladesh		15000
22	Arun Kumar Shrestha	School of Science, KU	Dec 3-6, 2013	Influence of Pressure and Voltage on the Plasma Parameters in a low Pressure DC Glow Discharge using Langmuir Double Probe Method	Bhubaneswar, India		15000
23	Rajendra Shrestha	Basu College	Dec 3-6, 2013	Generation of Atmospheric Pressure Dielectric Barrier Discharge [DBD] for Ozone Generation for Water Treatment	Bhubaneswar, India		15000
24	Ganga Gharty Chhetri	Trichandra College, Kathmandu	28-31 Jan 2014	In vitro screening of bacterial isolated for their antagonistic activities against the opportunistic fungal pathogens	Mumbai, India	Oral	15000
25	Hom Bahadur Baniya	Trichandra College, Kathmandu	13-15 Feb, 2014	Surface Modification of Polycarbonate for Improvement of Wettability Using Mesh Electrode at Atmospheric Pressure Discharge At 50hz.	Pune/India	Poster	15000
26	Tara Lal Shrestha	Central Dept. of English	24-25 March, 2014	Silent Cries of Dalits in Refugee Voice	Oxford/UK	Paper	30000

27	Manoj Kumar Gupta	Dept. of Computer Sc & Engineering, KU	5-7 March, 2014	A system Model of Online Trading System of Nepal Stock Exchange	New Delhi, India	Oral	15000
28	Abhinav Vaida	Dept. of Community Medicine, Kathmandu Medical College	18-21 March, 2014	Epidemiology and Prevention/ Nutrition Physical Activity and Metabolism 2014 Scientific Session	San Francisco/USA	Poster	30000
29	Ananda Kumar Sharma	Institute of Medicine,	2-6 April, 2014	Epidemiology of Blindness and Cataract Surgery in Nepal, comparison of recent survey findings and Nepal Blindness survey 1981	Tokyo, Japan	Paper	30000
30	Pradip Paudel	Shaheed Smriti Multiple Campus	16-18 March, 2014	Work-Based Learning Practice in Nepal and Its Role on Value Inculcation	Boston, USA	Paper	30000
31	Bal Krishna Upadhyay	Trichandra College	28th March, 2014	Participatory Forest Management and Time preference for products: Evidence from Dhading District, Nepal	Australia	Paper	30000
32	Binod Pokharel	Central Dept. of Sociology/Anthropology	14-16 March, 2014	Street Vendors as a Community in the Age of Globalization: Some Ethnographic Reflections from Kathmandu, Nepal	New Haven, USA	Paper	30000
33	Kusumakar Neupane	PN Campus	Nov 31 to Dec 1, 2013	Nepali Lyrical Literature and Diaspora Literature	Washington DC, USA	Paper	30000

34	Krishna Pd. Parajuli	Central Dept. of Linguistics	15-30 March, 2014	Language situation and policy in Nepal	France	Paper	30000
35	Umesh Bhattarai	Kathmandu Medical College Teaching Hospital	19-23 March, 2014	Brainstem Auditory Evoked Potentials in Type 2 Diabetes Mellitus	Berlin/Germany	Paper	30000
36	Ganga Ram Gautam	Mahendra Ratna Campus	26-29 March, 2014	Learner's Autonomy in Large Class through Innovative Project-Based Learning	Oregon, USA	Paper	30000
37	Tirtha Raj Adhikari	Central Dept. of Hydro & Meteorology	4-6 Jan, 2014	Climate Change scenario and its impact on water resources of Langtang Khola basin, Nepal	Bologna, Italy	Paper	30000
38	Kul Prasad Limbu	Post Graduate Campus	11-13 April, 2014	Lesser Adjutant: Present scenario in eastern Nepal	Erfurt/Germany	Oral	30000
39	Khelanand Prasad Singh	Institute of Medicine,	July 28- August 1, 2013	Detection of the single nucleotide polymorphism (Rs 1468384) in niemann-pick C1-like 1 gene using a PCR-RFLP assay in Nepalese healthy cohort	Houston TX, USA	Paper	30000
40	Udhab Raj Khadka	Amrit Campus, Kathmandu	9-13 May, 2014	Hydro-geochemistry of Lesser Himalayan Phewa Lake from Pokhara Valley, Nepal	Yangling, China	Oral	30000
41	Sailesh Bhattarai	BPKIHS, Dharan	13-19 July, 2014	Utilization of Shamanistic services for the general ailments in the Eastern Nepal	Yokohama, Japan	Oral	30000

42	Shanta Pokhrel	Tri-Chandra Multiple Campus, Kathmandu	25-27 June, 2014	Synthesis and Characterization of Chitosan, Mechanical and Antimicrobial Properties of its Blends with Polyvinyl Alcohol	Merseburg, Germany	Poster	30000
43	Deependra parajuli	Tri-Chandra Multiple Campus, Kathmandu	11-18 May, 2014	Physics Olympiad Activities in Nepal	Singapore	Poster	30000
44	Dinesh Mani Ghimire	Central Dept. of Management, TU, Kirtipur	19-22 May, 2014	Issue for Sustainability of Management Education in Nepal	Shanghai, China	Oral	30000
45	Raju Bhai Tyata	Khwopa College of Engineering, Bhaktapur	30 June-11 July, 2014	Generation, characterization and application of Atmospheric pressure plasma	Italy	Poster	30000
46	Manoj Kumar Sah	Kantipur Dental College, Kathmandu	6-10 Sept, 2014	Extended-Spectrum-Beta-Lactamase producing Multidrug Resistant Nosocomial Bacterial Isolates Causing Lower Respiratory Tract Infection in Tertiary Care Hospital, Nepal	Munich, Germany	Poster	30000
47	Udaya Raj Dhungana	Dept. of Electronics & Computer Eng, Pok. U., Kaski	6-8 May, 2014	Word Sense Disambiguation in Nepali Language	Bangkok, Thailand	Paper	25000

## ANNEX D

### The List of Higher Education Institutions that Received Grants for Conducting Seminar/Workshop/Conference in 2070/71

SN	Name of Institute	Address	Title of Program	Local/ National/ International	Participants	Amount Sanction
1	Mahendra Multiple Campus	Dharan	सिर्जनात्मक लेखन र कविता वाचन सम्बन्धी तीन दिने कार्यशाला	Local	30 (10 from india)	50000
2	Central Department of Mathematics	Kirtipur	Emergency Mitigation Using Optimization and Simulation Methods	National	50 participants	75000
3	Central Dept. of Sociology/ Anthropology	Kirtipur	International Conference 'Current Dynamics in Transforming Nepal'	International	participants from different countries	150000
4	School of Science, KU	Dhulikhel	Instructional Workshop on Applied Mathematics (IWAM 2014)	National	teachers, research scholars and students	75000
5	Madan Bhandari Memorial College	Kathmandu	34 <sup>th</sup> Annual Conference of Linguistic Society of Nepal	International	200 from different countries	150000
6	Lamki Multiple Campus	Kailali	A Workshop on ICT Program in Teaching	Local	50 from different campuses	50000
7	New Vision Multiple College	Kathmandu	Research in Management	Local	30 participants, lecturers, Mphil and PhD students of the college	50000
8	Netrawati Community Campus	Dhadhing	सामुदायिक क्याम्पस संचालनमा स्थानीय निकायको भूमिका विषयक अन्तरक्रिया तथा कार्यशाला गोष्ठी	Local	100 from different campuses of Dhadhing district	50000

9	Management Campus, PU	Biratnagar	National Seminar of Management Campuses on Management Education of PU: Enhancement of Quality is our Curiosity	National	75-85 including supportive staffs from different colleges	75000
10	Bhairahawa Multiple Campus	Rupandehi	Workshop cum Seminar on the BBM program	National	40 - 50 participants of 6 colleges of Bhairahawa	75000
11	Surkhet Campus (Education)	Surkhet	National Conference of Mathematics	National	80 participants	75000
12	Pushpalal Memorial College	Kathmandu	पत्रकारिता शिक्षाका लागि व्यवहारिक शिक्षण विधि	National	80 teachers from 40 colleges	75000
13	Kalika Multiple Campus	Syanja	Seminar/ Conference	Local	teachers from different colleges	50000
14	Mahakabi Devkota Campus	Nawalparasi	Seminar/ Conference	Local	different teachers and stakeholders will participate	50000
15	Siddha Jyoti Education Campus	Sindhuli	Conference on Action Research and Journal Publication	Local	45 participants from 14 colleges	50000
16	Kailai Multiple Campus	Kailali	नेपाली लोकवार्ता तेस्रो राष्ट्रिय सङ्गोष्ठी	National	102 were participated	75000
17	College of Biomedical Engineering & Applied Sciences	Kathmandu	Medical Materials Devices and Regenerative Medicine (MMDRM 2014)	International	National and international participants	150000
18	Balkumari College	Chitawan	शोध प्रस्ताव लेखन सम्बन्धी भाषिक अनुसन्धान गोष्ठी	National	50 participants from different universities of Nepal	75000

19	Shurya Bhakta Patanadevi Memorial College	Nawalparasi	स्नातक तहको अनिवार्य नेपाली शिक्षणमा देखिएका समस्या र समाधानका उपाय विषयक दुई दिने कार्यशाला गोष्ठी	Local	50 Participants from 7 districts	50000
20	Lalitpur Valley College	Lalitpur	Workshop on food safety management on Honey/Dairy Processing Sector	Local	Lecturers from various food technology colleges, technician from industry and government bodies	50000
21	Prithvi Narayan Campus	Kaski	The Crossing the Boarder Conference 2014, Interdisciplinary Studies/Research in Climate Change	Regional	12 experts and 40 participants from different faculties & departments	50000
22	School of Sciences, KU	Dhulikhel	International Conference on Plasma Science and Application	International	90 participants & about 15 countries will participate	150000
23	Pokhara University	Kaski	International Symposium on Current Trends and Future Prospects in Pharmaceutical Sciences	International	125 including national, international & speakers	150000
24	Central Dept. of Physics	Kirtipur	Regional School on Astrophysical Data Reduction	International	A total of 100 participants including 30 non-Nepalese	100000
25	Sirjana College of Fine Arts	Kathmandu	Workshop on portrait and bust sculpture painting	Regional	40 participants including host	50000