**PEER REVIEW REPORT OF PRE/PRT ASSESSMENT**

**[NAME OF THE HEI]**

**[ADDRESS OF THE HEI]**

**REVIEW DATE**

|  |  |
| --- | --- |
| **START** | **DD/MM/YY** |
| **EXIT** | **DD/MM/YY** |

**SUBMITTED TO**

**UNIVERSITY GRANTS COMMISSION NEPAL**

**HIGHER EDUCATION QAA COUNCIL**

**QAA DIVISION, SANOTHIMI**

**[DATE (IN MM/YY)]**

**SUBMITTED BY**

|  |
| --- |
| **THE PEER REVIEW TEAM** |
| **NAME, COORDINATOR****NAME, MEMBER****NAME, MEMBER****NAME, MEMBER****NAME, STAFF MEMBER** |

**SECTION A**

# GENERAL INFORMATION

**1. Introduction**

|  |  |
| --- | --- |
| Name of the Institution |  |
| Address of the Institution |  |
| Telephone Number |  |
| Fax Number |  |
| E-mail Address |  |
| Website |  |
| Date of Establishment |  |
| University |  |
| Type of Institution |  |
| Funding Provision |  |
| Head of the Institution |  |
| Contact No./Email |  |
| Date of IQAC Formation |  |
| IQAC Coordinator |  |
| Contact No./Email |  |
| Accreditation Cycle |  |
| Date of First Accreditation |  |

**2. Current Academic Programs Offered by the Institution**

|  |  |  |
| --- | --- | --- |
| **Level** | **Academic Programs** | **No. of Program** |
| Bachelor's |  |  |
| Master's |  |  |
| M. Phil |  |  |
| PHD |  |  |
| **Total** |  |

**3. Academic Departments Functional in the Institution**

|  |  |  |
| --- | --- | --- |
| **SN** | **Name of the Department** | **Faculty/Institute** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**4. Present Status of Student Enrollment (Year)**

| **Level** | **Program** | **No. of Students Per Semester/Year** | **Total** |
| --- | --- | --- | --- |
| **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** | **8th** |
| **Bachelor's** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Master's** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **M. Phil** |  |  |  |  |  |  |  |  |  |  |
| **PHD** |  |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |

**5. Regional Profile of the Student (Year)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No. of Enrollment** | **Bachelor's**  | **Master's**  | **M. Phil** | **PHD** | **Total** |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
| From the same district where the institution is located |  |  |  |  |  |  |  |  |  |  |  |  |  |
| From other districts |  |  |  |  |  |  |  |  |  |  |  |  |  |
| From SAARC Countries  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**6. Human Resources Available in the Institution**

|  |  |
| --- | --- |
| **Category** | **Number** |
| Full Time Faculty Members |  |
| Part Time Faculty Members |  |
| Visiting/Guest Faculty Members |  |
| Non-teaching Staffs |  |

**7. Details of the Faculty Members**

| **SN** | **Designation of the Faculties** | **No. of the Faculties by Nature/Type**  |
| --- | --- | --- |
| **Full Time** | **Part Time** | **Visiting** |
| 1 | Professor |  |  |  |
| 2 | Reader/Associate Professor |  |  |  |
| 3 | Lecturer/Asst. Professor |  |  |  |
| 4 | Teaching Assistant/Instructor |  |  |  |
| **Total** |  |  |  |

**8. Other Details of the Faculty Members**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Qualification** | **No. of Faculties** | **Experience (in Yrs)** | **No. of Faculties** |
| Post Doc. |  | More than 20 years |  |
| PhD |  | 15 to 20 years |  |
| M. Phil |  | 10 to 15 years |  |
| Master's |  | 5 to 10 years |  |
| Bachelor's |  | Less than 5 years |  |

**9. Details of the Non-teaching Staff**

|  |  |
| --- | --- |
| **Particulars** | **Distribution of Staffs by Gender** |
| **Male** | **Female** | **Total** |
| Administrative Staff |  |  |  |
| Technical Staff  |  |  |  |
| **Total** |  |  |  |

# SECTION B

# CRITERIA WISE ANALYSIS

The Peer Review Team (PRT) has made on-the-spot observation of the infrastructures and facilities, interaction (and meeting) with different groups of stakeholders, and the review of all the related documents in the process of peer review. Necessary documents have been inspected to observe the compliance of the document with the tasks done. Based on these, the PRT has come up with the following major observations:

**Criteria 1:** POLICY AND PROCEDURE

|  |
| --- |
| Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance system. This also helps to increase the public confidence. |
| **Area of Review** | **Major Observations** |
| 1. Institutional strategy for quality and standards
 |  |
| 1. Organization of quality assurance system
 |  |
| 1. Responsibilities of individual departments, units and individuals for the assurance of quality
 |  |
| 1. Relationship between teaching and research in the institution
 |  |
| 1. Involvement of students in quality assurance
 |  |
| 1. Ways in which the policies are implemented, monitored and revised
 |  |

**CRITERIA 2: CURRICULAR ASPECTS**

|  |
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| This criterion deals with how the institution makes its institutional arrangement to fulfill the objectives of the curriculum, enrich the curriculum, make suggestions for betterment of existing curriculum. This aspect also seeks how the institution addresses the issues of job market with the involvement of stakeholders. The other important aspect relates to how curriculum is aligned with the mission statement of the institution. |
| **Area of Review** | **Major Observations** |
| 1. Stated goals and objectives that are communicated systematically to all its constituencies.
 |  |
| 1. Consistency of programs of the institution with goal and objectives
 |  |
| 1. Range of the programs offered by the institution and the provisions of academic flexibility
 |  |
| 1. Feedback system from academic peers, students, employers and other stakeholders to initiate, review and redesign the programs
 |  |
| 1. Curriculum practices to achieve academic excellence and efforts to sustain such practices
 |  |

**CRITERIA 3: TEACHING-LEARNING AND EVALUATION SYSTEM**

|  |
| --- |
| This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order ‘thinking’ and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programs. The efficiency of the techniques used to evaluate the performance of teachers and students continuously is also a major concern of this criterion. |
| **Area of Review** | **Major Observations** |
| 1. Transparency in admission process
 |  |
| 1. Programs of teaching and learning to cater individual differences amongst learners
 |  |
| 1. Facilities for the effective conduct of teaching-learning processes
 |  |
| 1. Provision for use of ICT in the enhancement of teaching process
 |  |
| 1. Effective mechanism to recruit adequate and qualified faculty
 |  |
| 1. Reliable and valid evaluation process of the students
 |  |
| 1. Regulations on students' absence due to illness and other circumstances
 |  |
| 1. An open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty
 |  |
| 1. Opportunities for continued academic growth and professional development of staff
 |  |
| 1. Good practices in teaching, learning and evaluation to achieve academic excellence
 |  |

**CRITERIA 4: RESEARCH, CONSULTANCY AND EXTENSION**

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| This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a ‘research culture’. The institution has the responsibility of enabling faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion. |
| **Area of Review** | **Major Observations** |
| 1. Promoting research culture among faculty and students
 |  |
| 1. Encouraging faculties to publish their works in academic Journals
 |  |
| 1. Encouraging faculty to participate in professional academic programs
 |  |
| 1. Promoting participation of the faculty in consultancy work
 |  |
| 1. Institutional responsiveness to community needs through the relevant extension and outreach activities
 |  |
| 1. Good practices in research, consultancy and extension to achieve academic excellence
 |  |

**CRITERIA 5: INFRASTRUCTURE AND LEARNING RESOURCES**

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| This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programs in the institutions. It also requires information on how every stakeholder of the institution – students, teachers and staff – benefit from these facilities. Expansion of facilities to meet future development is included among other concerns. |
| **Area of Review** | **Major Observations** |
| 1. Adequacy in using the physical facilities for conducting the educational programs efficiently
 |  |
| 1. Balancing the growth of the infrastructure with the academic growth of the institution
 |  |
| 1. Effective mechanism for maintenance and optimal use of infrastructure
 |  |
| 1. Adequacy of computer facility and its output
 |  |
| 1. Health services and facilities available in the institution
 |  |
| 1. Physical and infrastructural facilities for sports and physical education and provision for outstanding students
 |  |
| 1. Organization structure and staffing of the library
 |  |
| 1. Library system and availability of adequate learning resources in the library
 |  |
| 1. E-library with sufficiency of related e-resources and easy access to all its constituencies
 |  |
| 1. Library budget and proper utilization of the allocated budget
 |  |

**CRITERIA 6: STUDENT SUPPORT AND GUIDANCE**

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| The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the Campus and to facilitate their holistic progression. It also seeks information on student and alumni profiles. |
| **Area of Review** | **Major Observations** |
| 1. Clear information to students about admission procedure, completion requirements for all programs; the fee-structure and refund policies; financial aid and student support services
 |  |
| 1. Sufficient and well-run support services to all its students
 |  |
| 1. Effective monitoring of student’s progression
 |  |
| 1. Mechanisms for student counseling and placement services
 |  |
| 1. Profile of student population and the graduates
 |  |
| v) Effective mechanism to use student feedback for quality enhancement |  |

**CRITERIA 7: INFORMATION SYSTEM**

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| --- |
| Campus should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities. |
| **Area of Review** | **Major Observations** |
| i) Effective mechanism to analyze and record various academic data |  |
| ii) Areas of analysis and record keeping system |  |
| iii) Access of stakeholders on institutional data |  |
| iv) Mechanism to receive comments/feedbacks on the published data |  |
| v) Coverage of information system on students' progression and success rates, employability of graduates, students' satisfaction with their programs, and effectiveness of teaching |  |
| vi) Institutions' own performance indicators |  |
| vii) Impacts of information system on decision making and quality improvement |  |

**CRITERIA 8: PUBLIC INFORMATION**

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| Campus should regularly disseminate updated and accurate quantitative and qualitative information and data about the institutions as well as awards offered. It is its responsibility to play good public role. The information should be accurate, impartial, objective and readily accessible to the all stakeholders and should not be used simply only for marketing of its programs. |
| **Area of Review** | **Major Observations** |
| 1. Mechanism to manage public information
 |  |
| 1. Coverage (area) of public information: programs they offer, intended learning outcomes, qualification they award, and teaching, learning and assessment procedures used
 |  |
| 1. Frequencies, and tools of publishing information
 |  |
| 1. Major publications related to public information
 |  |
| 1. System of seeking responses on the publication
 |  |
| 1. Impacts of public information and system of evaluating the impact
 |  |

# SECTION C

**CRITICAL APPRAISAL**

Based on the Peer Review, the PRT has generated following appraisal results (SWOC) on the institution:

|  |  |
| --- | --- |
| **Particulars** | **Appraisal Results** |
| Strengths (S) of the Institution |  |
| Weaknesses (W) of the Institution |  |
| Opportunities (O) of the Institution |  |
| Challenges/ Concerns (C) of the Institution |  |

**SECTION D**

**CONCLUSION AND RECOMMENDATIONS**

**1. CONCLUSION**

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**2. RECOMMENDATIONS**

Based on the Peer Review, the PRT would like to put forward the following recommendations to the institution for further improvement:

| **Criteria** | **Recommendations** |
| --- | --- |
| 1. Policy and Procedure |  |
| 2. Curricular Aspects |  |
| 3. Teaching Learning and Evaluation System |  |
| 4. Research, Consultancy and Extension |  |
| 5. Infrastructure and Learning Resources |  |
| 6. Student Support and Guidance |  |
| 7. Information System |  |
| 8. Public Information |  |

**PEER REVIEW TEAM**

|  |  |  |
| --- | --- | --- |
| **Name of the Peer Reviewers** | **Designation** | **Signature** |
|  | Coordinator |  |
|  | Member |  |
|  | Member |  |
|  | Member |  |
|  | Staff Member |  |

**ON BEHALF OF THE INSTITUTION**

|  |  |  |
| --- | --- | --- |
| **Name of the Representatives** | **Designation** | **Signature** |
|  | Chief of the Management |  |
|  | Head of the Institution |  |
|  | IQAC Coordinator |  |
|  | SAT Coordinator |  |

**Date:**

**Place:**