



**EDUCATIONAL QUALITY ASSURANCE  
AND  
ACCREDITATION COUNCIL**

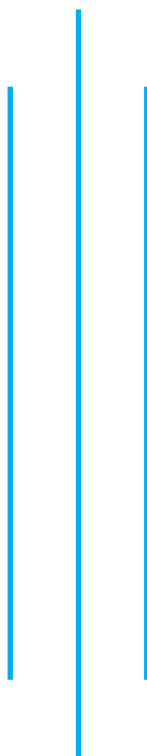
**ANNUAL  
REPORT  
2021/22  
2078/079**



EDUCATIONAL QUALITY ASSURANCE AND  
ACCREDITATION COUNCIL (EQAAC)

# ANNUAL REPORT

2078/2079 (2021/2022)



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

## COMPOSITION OF EQAAC

Position	Representing Organization	Name of Members (Present)
Chairperson	Chairman, UGC	Prof. Dr. Bhim Prasad Subedi
Members	Member Secretary, UGC	Prof. Shanker Prasad Bhandari
	Three prominent Professors nominated by UGC as the experts	Prof. Dr. Keshar Jung Baral Prof. Dr. Jai Raj Awasthi Dr. Usha Jha
	Four representatives (Chairs) from the nominated professional councils nominated by UGC Board	Prof. Dr. Bhagwan Koirala Er. Dilli Raman Niraula Mr. Prajwal Jung Pandey Prof. Sarala KC
	Joint Secretary (Higher Education), Ministry of Education, Science and Technology (MoEST)	Dr. Kamal Prasad Pokharel
Member Secretary	Director, EQAAC Secretariat	Dr. Rishikesh Pandey

## EQAAC SECRETARIAT

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

# PREFACE

Quality of higher education is a global concern today as it comes through the application of systematic approach. Higher Education Institutions (HEIs) need to maintain quality in order to permeate through competitive environment and be sustainable in their respective fields. Quality assessment, monitoring and evaluation, quality enhancement are essential measures for the continual development of the HEIs. The objective of QAA is to enhance the quality and relevance of higher education institutions, programs, and faculties, conduct research in advancing the QAA system and translate the findings into practice. QAA has been taken as a mission for improving quality of higher education in Nepal.

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

This fourth annual report highlights the existing policy provisions of QAA system, steps to accreditation, summary of the EQAAC Strategic Plan 2021-2030, progress in FY 2078/79, followed by an overall analysis of QAA journey in Nepal. To summarize the activities of 2078/79, EQAAC meeting were held for 15 times in which several policy-decisions have been made. Likewise Technical Committee meeting were held for 9 times. In this fiscal year, 18 HEIs were accredited and 27 HEIs have submitted their Letter of Intent (LOI) including renewal. Among the HEIs whose LOI was accepted earlier, Self-Study reports of 19 HEIs were approved. Similarly, a total of 27 portfolio meetings of PRT were held in the course of evaluating claims made in SSR by different HEIs. By the end of fiscal year 2078/79, a total of 292 HEIs have been enrolled in the QAA process after delisting 119 HEIs. The institutions who were

not able to complete the accreditation process in five years of time were delisted from the process. Among them, 143 SSRs approved by the technical committee and 132 HEIs have reached the PRT formation stage. Meanwhile, 121 HEIs have completed the preparatory assessment and out of them Peer Review Assessment of 92 HEIs has been successfully completed. Further, EQAAC has recommended accreditation to 70 of the HEIs.

We look forward adopting the best feasible strategies for the smooth implementation of the QAA system in the country as it expands its horizons to international realms. To meet the changing dimensions and demands of the 21<sup>st</sup> century in higher education and based on the status of HEIs operating in Nepal, EQAAC has taken a progressive step for the revision of the criteria, indicators and benchmarks. The Criteria and Indicator Review Committee has prepared and reported new standards, criteria and indicator to be applicable in the assessment process for accreditation process of HEIs. The earlier eight criteria and 120 indicators have been revised to six criteria and 80 indicators. In addition, the EQAAC has endorsed new set of guidelines for Quality Assurance and Accreditation of Universities in Nepal and additional indicators for professional / technical courses (Health and Allied Sciences, Engineering, Agriculture and Forestry, and Science and Technology) has been developed. This time the criteria is same, however the number of indicators may differ based on the nature of HEIs.

Similarly, UGC seeks best possible ways to strengthen the QAA system in Nepal through timely monitoring of the accredited HEIs, digitization of the QAA system, conduction of the conference/seminars/workshop, facilitation programs to the HEIs, develop and explore international higher educational quality networks/linkages. The UGC organized three Award Ceremonies for the accreditation of 18 HEIs. An orientation program was successfully conducted to orient the LOI accepted HEIs and to facilitate them to prepare Self-Study Report. Due to the continuation of adverse effect of the pandemic a number of facilitations, orientation programs planned remained short to pre-defined targets.

Furthermore, we are looking forward to strengthen the QAA System by granting functional autonomy to increase its scope, which will eventually help to bring the whole higher education system of the country under one umbrella of QAA and assist the UGC to monitor the efficiency and effectiveness of higher education in nation building. Realizing the global competitiveness in higher education, and its recognition, we are making the HEIs aware of the need of quality assurance and accreditation system, encouraging them to participate in the QAA process for the overall enhancement of quality in higher education. We are further planning to make the QAA process more valid, reliable and creditable.

Finally, we appreciate the efforts of our colleagues at the EQAAC Secretariat for timely preparation of Annual Report 2079. We also acknowledge the cooperation and constant support of QAA Technical Committee, Experts, Reviewers / Facilitation Experts, and the Peer Review Teams, including the Foreign Experts, for their invaluable inputs during various stages of QAA process. We look forward to enduring support and constructive suggestions from our stakeholders and readers on improving overall quality of higher education in Nepal.

**Dr. Prof. Bhim Prasad Subedi**  
*Chairman*  
*University Grants Commission*

# ABBREVIATIONS/ ACRONYMS

COVID-19	Coronavirus Disease of 2019
CTEVT	Council for Technical Education and Vocational Training
EMIS	Education Management Information System
EQAAC	Educational Quality Assurance and Accreditation Council
EQAAR	Educational Quality Assurance and Accreditation Regulation
FWU	Far-Western University
FY	Fiscal Year
GAR	Gap Analysis Report
HEI	Higher Education Institution
HERP	Higher Education Reform Program
HEMIS	Higher Education Management Information System
HSEB	Higher Secondary Education Board
IDA	International Development Agency
INQAHE	International Network on Quality Assurance in Higher Education
IQA	International Quality Assurance
IQAC	Internal Quality Assurance Committee
KU	Kathmandu University
LBU	Lumbini Bouddhist University
LoI	Letter of Intent
MoEST	Ministry of Education, Science and Technology
MWU	Mid-Western University
NAAC	National Assessment and Accreditation Council
NEP	National Education Policy



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

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# INTRODUCTION

## 1. Quality Assurance and Accreditation System in Nepal

The QAA system has been in practice in Nepal since 2007, adopted as one of the major components of Second Higher Education Project (SHEP). During these 15 years of QAA practice, it has been widely accepted by HEIs of Nepal. The willingness of participating HEIs towards enrollment in QAA process indicates widening scope of the system in the country. Now, the system has been recognized as a regular system under the UGC Governance as acknowledged by Educational Quality Assurance and Accreditation Regulation (EQAAR) 2017 endorsed by the Government of Nepal.

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

As per the revised organogram of UGC, the earlier Quality Assurance and Accreditation Division (QAAD) has been endorsed as Educational Quality Assurance and Accreditation Council Secretariat (EQAAC Secretariat) which functions as the secretariat to the council. The Secretariat operates under the Director, who is also an ex-officio Member Secretary of the EQAAC. The EQAAC Secretariat performs the daily operations to ascertain quality assurance and accreditation activities through three sections; Facilitation, Monitoring and Evaluation section, Accreditation section, and Administrative and Account Unit.

## 2. Policies and Regulatory Frameworks on QAA

The National Education Policy (NEP) 2076 has highlighted the future orientation of QAA System in Nepal. The policies and strategies of the NEP have set QAA in a broader framework. Similarly, the Strategic Plan (2021-2030) of EQAAC has identified a number of activities to advance the QAA system to the next level.

## 2.1 Quality Concerns of NEP in Higher Education

### **Goal**

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

### **Policies**

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

### **Strategies**

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



### **Working Procedure**

- UGC will be made more effective to manage higher education, implement and get implemented short-term and long-term policies and strategies of higher education, establish links between human resource needs of the country and higher education, coordinate among higher education providing institutions, provide accreditation (10.14.3).
- Institutional strengthening of UGC will be carried out and UGC will be mobilized to provide grants, conduct quality assurance and accreditation function and national eligibility test, and carryout monitoring and regulations of higher education (10.14.4).
- Existing educational institutions providing higher education will be developed as autonomous college by developing standard criteria. Among colleges that have met the standard criteria and have achieved excellence in quality assurance and accreditation will be developed as deemed university (10.49.1).
- National Quality Framework will be developed for quality assurance. Based on the framework, a provision of measuring quality standard will be made through an independent quality assurance mechanism within the Higher Education Commission i.e., University Grants Commission. Institutions failing to meet quality assurance standard within the given time-frame will be barred from operation in the country (10.49.2).
- The quality assurance and accreditation function carried out by the UGC and performance testing system adopted by Educational Review Office will be made more systematic, wider, and effective (10.49.3).
- A system of assessing quality standard of all higher education providing institutions in every 5 years will be established and those failing to meet the requirements will receive lower grants or denied to participate in competitive grants (10.49.4).
- Legal provisions will be made so that all the foreign affiliated institutions providing education in Nepal obtain accreditation through Quality Assurance and Accreditation mechanism of the country (10.49.5).

## 2.2 Strategic Plan of EQAAC (2021-2030)

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

### Destination 2030

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

### Vision

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

### Mission

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

### Core Values

Core values to be adopted in the course of implementation of this strategic plan are:

- Quality Culture
- Research, development and expertise
- Relevance and dynamics
- Efficient in inputs management and processes
- Result-oriented
- Performance-based management system
- Striving for excellence
- Sustainability

## Strategies

Accredited Higher Education Institutions (HEIs) produce competent graduates to meet the need of local, regional and international markets, and these graduates are the building blocks of prosperous Nepal. Therefore, this plan has adopted following strategic goals:

- Dedicated to quality culture in education,
- Increased learning outcomes of students
- Research and development for effective QAA system,
- Efficient and simplified assessment process through independent reviewers,
- Integrity, transparency and accountability in quality assessment process,
- Participatory approach for strengthening QAA system and its outcomes,
- National/international collaboration and resources sharing

## Goals

Goals of this strategic plan are as follows:

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

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

### Objectives of Goal 1

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

Specific objectives of goal 1 are as follows:

- Design a framework-guideline to implement systematic and authentic system for quality assurance and accreditation.

### Objectives of Goal 2

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

Specific objectives of goal 2 are as follows:

- Make HEIs ethically responsible for quality services and encourage them to be morally and professionally bound by their code of conducts.

- Develop and implement quality assurance and accreditation criteria benchmarks and indicators to be applicable in reference to the nature of governance, and program offered by HEIs.
- Internalize the global QAA practices and ensure the quality of Nepali higher education expected by concerned stakeholders.
- Sensitize HEIs to QAA system to improve their academic environment integrating innovative teaching-learning process.
- Expand and strengthen international network and cooperation with QAA Agencies.
- Sustain the HEIs for quality standard defined by QAA system.
- Facilitate Nepali HEIs to identify their specific expertise/capability and encourage them to exhibit scale-specific leadership and engagement (local/provincial/national/ international).
- Facilitate universities and HEIs to strengthen IQAC, Quality Audits and EMIS through innovations and improvement in existing system.
- Enhance the quality of faculties and their outputs (e.g., research and publications, consultancy, graduates, and outreach) through mobility of students and faculties, both nationally and internationally.

### 3. Governance of QAA System in Nepal

The QAA system of Nepal is implemented under an umbrella of the UGC Board. The Educational Quality Assurance and Accreditation (EQAAC) has the functional autonomy under ‘Educational Quality Assurance and Accreditation Regulation (EQAAR) – 2074. The regulation is endorsed by the Government of Nepal.

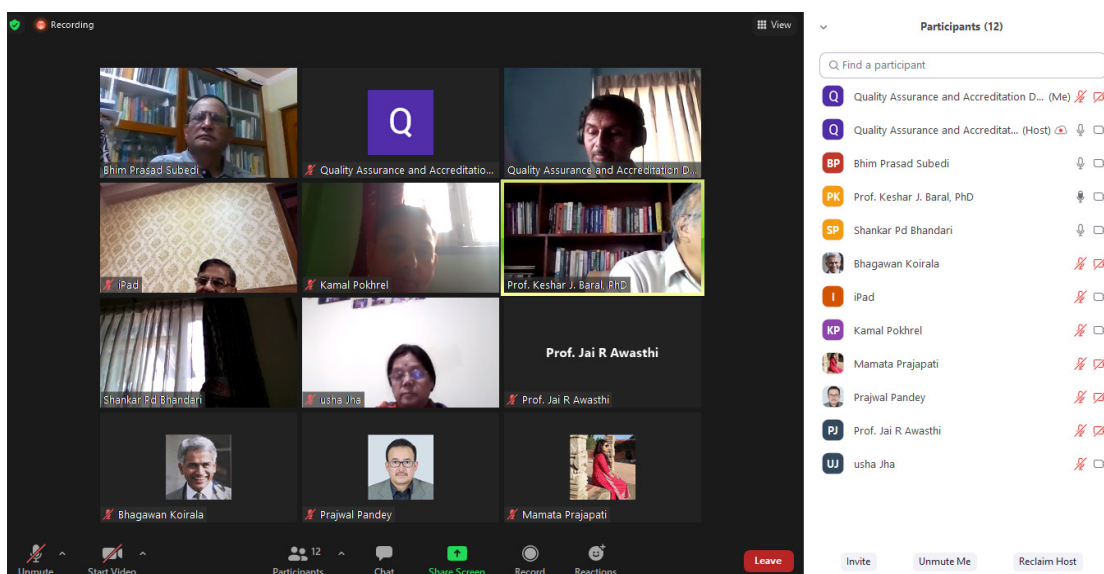
#### 3.1 Educational Quality Assurance and Accreditation Council

The EQAAC has the sole authority of managing and regulating the QAA through defined policy frameworks. An HEQAAC Directives 2074 has also been endorsed by the UGC Nepal to strengthen the process from legal-policy prospective. However, EQAAC is yet to obtain the financial autonomy although the Strategic Plan 2021-2030 has the plan to advance the EQAAC Secretariat to an autonomous directorate by promulgating the QAA Act. Table 1.1 presents the composition of the EQAAC and the detail list of members has been mentioned in Annex 8.

**Table 1.1: The Composition of Educational Quality Assurance and Accreditation Council**

Chairperson	Chairman, UG
Members	Member Secretary, UGC
	Three prominent Professors nominated by UGC
	Chairman of the four professional councils as nominated by UGC
	Joint Secretary (Higher Education), Ministry of Education, Science and Technology (MoEST)
Member Secretary	Director, EQAAC Secretariat

### Snapshot of Virtual Meeting of EQAAC



## 3.2 Technical Committee

In order to technically facilitate the EQAAC a seven-member Technical Committee has been formed. The Committee is primarily responsible for reviewing and evaluating the Self-Study Reports (SSR) submitted by the participating HEIs. Based on the review of the committee, feedback is provided to the institutions to incorporate in their SSRs. The Peer Review Teams (PRTs) are formed for the institutions only after their SSR is approved by the Technical Committee. The composition of the Technical Committee is presented in Annex 9.

## Snapshot of Virtual Meeting of Technical Committee.



### 3.3 Educational Quality Assurance and Accreditation Secretariat (EQAAC Secretariat)

The UGC established QAA Division in 2007 (later endorsed as Secretariat) as the permanent functional entity to undertake quality assurance and accreditation related matters. The Secretariat is responsible for facilitating activities related to QAA; organizing dialogues with various stakeholders (academic community, students and employers), drafting / refining benchmarks for academic institutions, programs, and faculties in support of the leading academicians. The Secretariat is headed by the Chairman and operated under the Director, who is also the Member Secretary of both the EQAAC and the Technical Committee.

Currently, the Secretariat is mobilizing the pool of over 200 national and more than 100 international experts to implement the QAA related activities.

#### Working Staff of EQAAC Secretariat (As of FY 2078/79)

1. Dr. Rishikesh Pandey, Director, QAA/UGC
2. Mr. Narayan Prasad Bhandari,
3. Ms. Mamata Prajapati,
4. Ms. Aashma Adhikari,
5. Ms. Nabina Chaulagain

### 4. QAA Status - at a Glance

The total number of HEIs participating in QAA the process through the submission of Letter of Intent (LoI) is 292 at the end of Fiscal Year (FY) 2078/079. This is nearly

21% share of the total number of HEIs (1432) of the country. Likewise, the number of HEIs that have submitted Self-Study Report (SSR) is 190, which is 65.06% of total participating HEIs. Subsequently, the number of peer-reviewed HEIs is 92 resulting 31.5% of total participating HEIs. Finally, the number of accredited HEIs is 78, which is 26.7% of the total HEIs participating in the process. In comparison to the previous year the total number of HEIs in the QAA process has decreased after delisting 119 institutions. The institutions who were not able to complete the accreditation process in five years period were delisted from the process.

**Table 1.2: Distribution of HEIs by their Stage in the QAA Process**

S. N.	Stages	Total Number (Till 2077/78)	Progress in (2078/79)	Total Number (Till 2078/79)	Percentage	Remarks
1	Accreditation	53	18	78	26.7%	Against total number of LoI submission (292).
2	Peer Reviewed	75	9	92	31.5%	
3	Preparatory Assessment	121	27	148	50.68%	
4	SSR Submitted	167	20	190	65.06%	
5	LoI Submitted	384	19	292	21%	<ul style="list-style-type: none"> <li>• Against total number of HEIs (1437).</li> <li>• 119 HEIs were delisted from the QAA process in the beginning of the FY.</li> </ul>

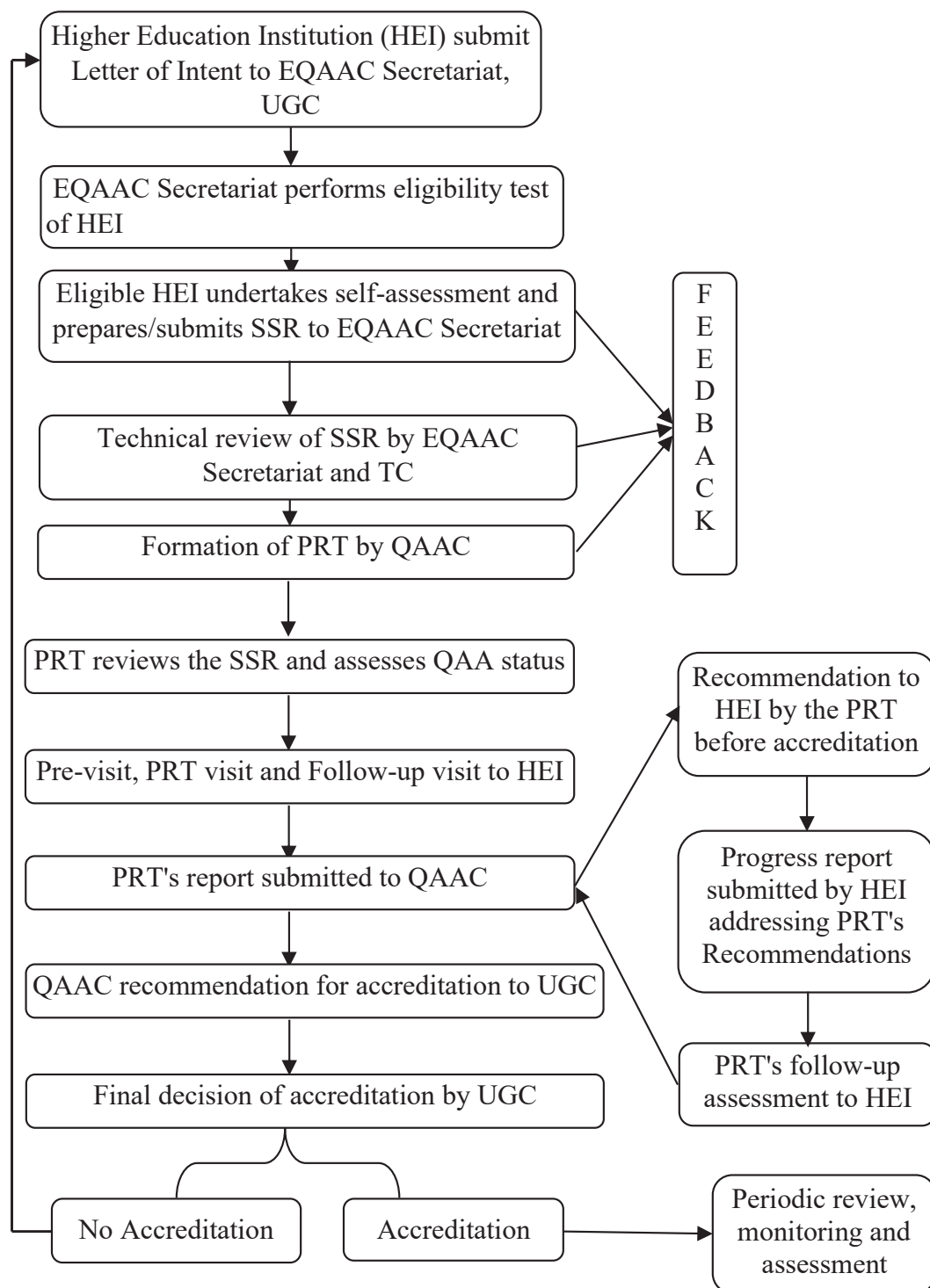
**Accreditation:** As of the data provided in the table 1.2, among 78 HEIs 8 HEIs has been Re-accredited.

**Peer Reviewed:** Out of 92 HEIs, though the Peer Review of 1 HEI for second cycle has been completed it is yet to accomplish the accreditation whereas, 8 HEIs has been Re-accredited.

**Preparatory Assessment:** Out of 27 HEIs, four preparatory assessments were held for second cycle.

**SSR Submitted:** Out of 190, 12 HEIs have submitted its SSR for second cycle of QAA Process.

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

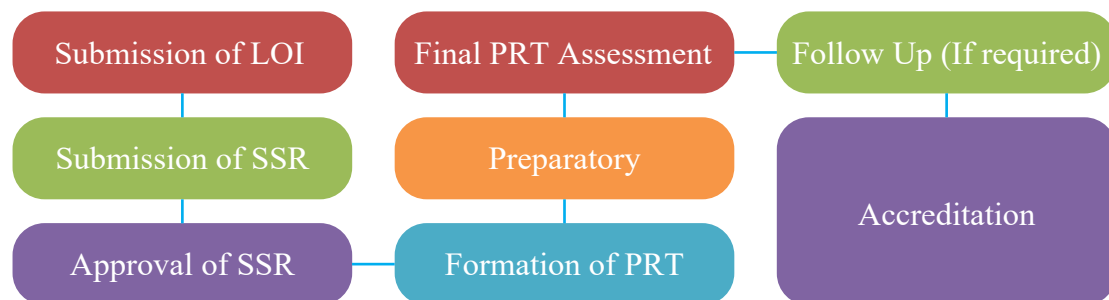
**Figure 1: Institutional Mechanisms of Accreditation**



## 5. Route to Accreditation for HEIs

The figure 2 shows the roadmap of milestones towards accreditation. The QAA journey begins with the submission of Letter of Intent (LoI) and getting it approved. It is mandatory for HEIs to form Internal Quality Assurance Committee (IQAC) and Self-assessment Team (SAT) before the submission of LOI. Once the LOI is approved the HEIs prepares a Gap Analysis Report (GAR), followed by SSR preparation plan, within a defined schedule. The preparation of the self-study report (SSR) and its submission to the EQAAC Secretariat is the prime task of the HEIs participating in QAA process. On receiving the SSR, the EQAAC Secretariat starts with initial review and assessment. If the SSR meets the minimum requirement as of the prescribed format, it shall be forwarded to QAA Technical Committee for detail review or else the HEI is given feedback to update the SSR accordingly. On submission of the updated SSR, the HEI completes its second milestone. The HEIs shall respond / update the SSR as per the feedback and suggestions provided by the EQAAC Secretariat and Technical Committee. If the updated SSR incorporates the feedbacks satisfactorily; the Technical Committee may approve it and recommend the EQAAC to form a Peer Review Team (PRT). At this point, the HEI completes its third milestone.

**Figure 2: Route to Accreditation**



In the recommendation of Technical Committee, the EQAAC forms the Peer Review Team (PRT) for HEI to enter the assessment stage. After the formation of the PRT, the SSR and all other related documents are sent to the PRT members for review. Each member of PRT is responsible to produce individual review report. After it a portfolio of PRT is felicitated by EQAAC secretariat in consultation with the team leader. During the portfolio meeting, observations and markings of individual team members are discussed in detail. The portfolio either schedules the preparatory assessment visit or sends feedback to be accomplished before the preparatory assessment. The preparatory assessment visit (pre-visit) is conducted by the PRT team leader and a staff member from the EQAAC Secretariat. The team makes visit to the institution,

inspects the documents, interacts with different stakeholders, and observes the status of overall infrastructure and services offered. Based on this, the pre-assessment team prepares a report to be submitted to the EQAAC. If the report has incorporated recommendations those are to be accomplished by the institution to be eligible for the final assessment. On completion of the preparatory assessment, the HEI completes its fourth milestone.

Upon meeting the progress as recommended in the pre assessment report, HEI submits updated SSR, updated annexes and response report which is sent to the PRT members for their review. A second portfolio meeting is called to discuss on response report and other updated documents. This portfolio meeting takes decision either to proceed for the final assessment or re-sends feedback for further improvement. After the PRT, the team leader submits its report and gives a brief presentation about the PRT's observations and recommendation. Completion of PRT is the completion of the fifth milestone of the HEI on QAA.

Again, based on the PRT report presented in the EQAAC, the council makes decision on whether the HEI to be recommended for accreditation or either provide additional feedback or recommendations. Thus, if the HEI assures the EQAAC that it will implement the recommendation, the Council recommends the UGC Board for the accreditation. In case of a notably important work that the HEI needs to complete before the accreditation, a follow-up visits of the PRT team leader and a staff from the Secretariat may be arranged. The UGC makes the final decision on accreditation in reference to the recommendation made by the EQAAC. The accreditation decision is the sixth and last milestone.

After the accreditation decision, a program to award the certificate of accreditation is arranged. The Accreditation certificate awarded to an HEI is valid for five years. In this period of time, annual review/assessment, monitoring, and performance of the HEI is taken along. After the first cycle of accreditation completion, i.e., five years, HEIs shall apply for re-accreditation and go through the same QAA process again after five years. In General, it is expected that the HEI shall initiate re-accreditation process notably earlier, at least in the fourth year of accreditation, so the accreditation period does not show the gap. The chronological steps have been elaborated further in Annex 12.

This chapter highlights the vision, mission, core values and strategies of the EQAAC. It also deals with the process and systems of accreditation practiced in Nepal. The next chapter reviews the major activities that have been completed in the fiscal year 2078/79.

## 1. Background

The COVID – 19 pandemics continued to create fear with different waves which have impact the regular pace of the QAA system of Nepal as well. However, on a positive note, it has also contributed in finding the new avenues for innovation to alternate the traditional work behaviors. In the same line, the QAA system managed to digitalize its services. Unlike the previous year, this year QAA activities were conducted using the blended mode i.e., both physical and virtual assessment.

This chapter is designed to report the overall QAA activities performed in the fiscal year 2078/079.

## 2. Meetings and Major Policy Decisions

In the fiscal year 2078/079, 15 EQAAC meetings were held that took some major decisions in line to upgrade, develop and sustain the QAA system in a long run. In the same timeline, 9 Technical Committee and 27 Portfolio Meetings were held.

### 2.1 Major Policy Decisions

#### a. Amendment in Eligibility Criteria for Submission of LoI and SSR:

The EQAAC has amended the both, eligibility criteria for HEIs to submit the LoI participate in QAA process and submit the SSR for assessment for accreditation. The details of existing eligibility criteria for LoI and SSR submission are listed in the Annex 1 and Annex 2 respectively, while the major changes made in these, and other documents are summarized below:

- Amendment in application fee to participate in QAA process for HEI is made in which, the fee for the initial enrolment (to submit LOI) is amount Rs.2000. In case the HEIs fail to submit the SSR within the postulated time of one year and additional extension of six months the HEIs require paying Rs. 10000 for renewal of LOI and continue the enrolment in accreditation process.
- The task of revising existing criteria and indicators for institutional accreditation (2078/79) has been completed. The new system decided to assess the institutions under six criteria and 80 indicators. The system offers two different sets of

indicators for the HEIs offering undergraduate and graduate courses.

### **b. Amendment in Standards and Indicators**

- Availability of new set of indicators for professional / technical courses (Health and Allied Sciences, Engineering, Agriculture and Forestry, and Science and Technology) has also been developed and brought into implementation.
- Guideline for Quality Assurance and Accreditation of Universities in Nepal, 2022 has been endorsed by the UGC, in recommendation of the EQAAC.
- Approval of the new standards, criteria and indicator to be used in the assessment process for accreditation has been made as per the report of the Criteria and Indicator Review Committee.
- Approval of the outline of the academic audit report to be submitted by the accredited institution annually.
- Approval of the outline of M&E Report format.

### **c. Amendment in HEQAAC Directives – 2074**

- UGC has been requested for the revision of the Higher Education Quality Assurance and Accreditation Directive 2074.
- The HEQAAC is named as the EQAAC, in reference to the EQAA Regulation 2074

### **d. Updated Roster**

- Approval of qualifications and experience of the peer review team (PRT) members involved in QAA process have been redefined.

### **e. Recommended for Accreditation**

This year 18 HEIs were recommended for accreditation. Table 1.3 presents the details of HEIs recommended for accreditation. Among them, 14 are Community campuses, three are Private Campuses and one is a Department/School.

**Table 1.3 List of HEIs Recommended for Accreditation**

S.N	Name of HEI	Address
1.	Baneshwor Multiple Campus	Shantinagar, Kathmandu
2.	Kanya Campus Pokhara	Pokhara, Kaski
3.	Tridev Multiple Campus	Charali, Jhapa
4.	Chitwan Medical College	Bharatpur, Chitwan

5.	Shaheed Smriti Multiple Campus	Ratnanagar, Chitwan
6.	Bhuwanishankar Multiple Campus	Khairhani, Chitwan
7.	Chaturbhujeshwor Janata Multiple Campus	Harion, Sarlahi
8.	School of Business, Pokhara University	Pokhara, Kaski
9.	Drabya Shah Multiple Campus	Laxmibazar, Gorkha
10.	Janajyoti Multiple Campus	Lalbandi, Sarlahi
11.	Kathmandu School of Law	Duwakot, Bhaktapur
12.	Kumarwanti Multiple Campus	Kawaoti, Nawalparasi
13.	Maiya Devi Girls' College	Bharatpur, Chitwan
14.	Mangalbare Multiple Campus	Deumai, Ilam
15.	Marsyangdi Multiple Campus	Besisahar, Lamjung
16.	National College of Computer Studies	Paknajol, Kathmandu
17.	Tejganga Multiple Campus	Panauti, Kavre
18.	Siddhajyoti Shikshya Campus	Phosretar, Sindhuli

#### f. Completion of Final Assessment

In the fiscal year 2078/79, final assessment was completed in nine institutions. Among them four are Constituent, three Community and two Private campuses.

**Table 1.4 List of Peer Review Team's Assessment Completed**

S.N	Name of HEI	Address
1.	Kanakai Multiple Campus	Surunga, Jhapa
2.	Kathmandu School of Law	Duwakot, Bhaktapur
3.	Marsyangdi Multiple Campus	Besisahar, Lamjung
4.	National College of Computer Studies	Paknajol, Kathmandu
5.	Achham Multiple Campus	Managalsen, Achham
6.	Dhawalagiri Multiple Campus	Baglung Bazar, Baglung
7.	Gorkha Campus	Gorkha Bazar, Gorkha
8.	Institute of Forestry, Pokhara Campus	Pokhara, Kaski
9.	Biratnagar Nursing Campus	Devkota Chowk, Biratnagar

## 2.2 Formation of Peer Review Teams (PRTs)

A total of 19 Peer Review Teams were formed in the year 2078/79. The list of HEIs and their respective PRT members name is presented in the Table 1.5. Out of the PRT formed institutions 10 are community campuses, three are Department/School, three are Private campuses, two are constituent campuses and one is a Trust.

**Table 1.5 Formations of Peer Review Teams (PRTs)**

S. No.	HEI	Address	Name	Designation
1	Sukuna Multiple Campus	Sundarharaincha, Morang	Prof. Dr. Tirtharaj Khaniya	Coordinator
			Prof. Dr. Rejina Maskey	Member
			Prof. Dr. Sushil Bhakta Mathema	
2	Aadikavi Bhanubhakta Campus	Damauli, Tanahun	Prof. Dr. Jai Raj Awasthi	Coordinator
			Prof. Dr. Bagala Basnet	Member
			Prof. Dr. Pradip Chandra Gautam	
3	Kathmandu University, School of Engineering	Dhulikhel, Kavre	Prof. Dr. Tri Ratna Bajracharya	Coordinator
			Prof. Dr. Rajani Malla	Member
			Prof. Dr. P.K. Jha	
4	Nepal College of Management	Dhobighat, Lalitpur	Prof. Dr. Sunity Hada Shrestha	Coordinator
			Prof. Dr. Lekhnath Bhattarai	Member
			Prof. Dr. Krishna Das Manandhar	
5	Kapilvastu Multiple Campus	Taulihawa, Kapilvastu	Prof. Dr. Kailash Nath Pyakurel	Coordinator
			Prof. Dr. Mahananda Chalise	Member
			Prof. Dr. Ranjana Gupta	
6	Central Campus of Technology	Hattisar, Dharan	Prof. Dr. Tri Ratna Bajracharya	Coordinator
			Prof. Dr. Tika Bahadur Karki	Member
			Prof. Dr. Tara Chitrakar	
7	Madhyabindu Multiple Campus	Kawasoti, Nawalparasi	Prof. Dr. Keshar jung Baral	Coordinator
			Prof. Dr. Ranjana Gupta	Member
			Prof. Dr. Pradip Chandra Gautam	
8	Quest International College	Gwarko, Lalitpur	Prof. Dr. Panna Thapa	Coordinator
			Prof. Dr. Ghanashyam Bhattarai	Member
			Prof. Dr. Ranjana Gupta	

9	Central Department of Zoology, TU	Kirtipur, Kathmandu	Prof. Dr. Upendra Kumar Koirala	Coordinator
			Prof. Dr. Mohan Shiwakoti	Member
			Prof. Dr. Anita Dhungel	
10	Janajyoti Campus	Bhimad, Tanahun	Prof. Dr. Indu Acharya	Coordinator
			Prof. Dr. Sushil Bhakta Mathema	Member
			Prof. Madhusudan Subedi	
11	Peoples' Campus	Paknajok, Kathmandu	Prof. Dr. Shanker Thapa	Coordinator
			Prof. Dr. Maheshnath Parajuli	Member
			Prof. Dr. Mangala Manandhar	
12	Sita Ramesh Multiple Campus	Budhabare, Jhapa	Prof. Dr. Chandra Lal Shrestha	Coordinator
			Prof. Dr. Kedar Rijal	Member
			Prof. Dr. Bagala Basnet	
13	Mahendra Morang Adarsha Multiple Campus	Biratnagar, Morang	Prof. Dr. Shib Kumar Rai	Coordinator
			Prof. Dr. Krishna Das Manandhar	Member
			Prof. Dr. Mala Malla	
14	School of Mathematical Sciences, TU	Kirtipur, Kathmandu	Prof. Dr. Jibaraj Pokharel	Coordinator
			Prof. Dr. Tirtharaj Parajuli	Member
			Prof. Dr. Shila Pradhananga	
15	Manmohan Memorial Institute of Health Sciences, Kathmandu	Kathmandu	Prof. Dr. Ganesh Gurung	Coordinator
			Prof. Dr. Laxman gnawali	Member
			Prof. Dr. Sulochana Shrestha	
16	Devdaha Adarsha Multiple Campus	Devdaha, Rupandehi	Prof. Dr. Basu Dev Kafle	Coordinator
			Prof. Dr. Gopi Nath Regmi	Member
			Prof. Dr. Bindu Pokharel	
17	Parroha Multiple Campus	Sainamaina, Rupandehi	Prof. Dr. Ranjana Gupta	Coordinator
			Prof. Dr. Mahananda Chalise	Member
			Prof. Dr. Chiranjibi Khanal	
18	Janaprakash Multiple Campus	Lekhath, Pokhara	Prof. Dr. Rejina Maskey	Coordinator
			Prof. Dr. Gehendra Lal Malla	Member
			Prof. Dr. Sanjaya Kumar Shrestha	
19	Hetauda School of Management and Social Sciences	Hetauda, Makwanpur	Prof. Dr. Prem Raj Pant	Coordinator
			Prof. Dr. Meena Baidya Malla	Member
			Prof. Dr. Bhupa Dhamala	

## 2.3 Other Meetings and Engagement

- ♦ Technical Committee (TC), a committee of experts which overlooks and reviews the quality and standard of the submitted SSR for evaluation, held a total of nine meetings. Recommendation for the formation of PRT in a particular HEI is made only after TC approves the submitted SSR.
- ♦ Similarly, a total count of portfolio meetings of PRTs held throughout the year is 27. During the portfolio meeting, SSR of the HEI being assessed is reviewed and evaluated by the PRT members. They generate suggestions for improvement to the HEIs, develop working strategy for quality assessment and set the date for preparatory visit.
- ♦ Criteria and Indicator Review Committee held a total of 46 meetings in-line to revise the currently practiced QAA criteria and indicators. The committee also held one day conference with stakeholders to discuss on a draft prepared. Apart from that the Criteria and Indicator Review Committee held 11 meetings for the preparation of University Accreditation Guidelines.

## 3. Stage-wise Progress

### 3.1 Progress in QAA participation of HEIs

The number of new HEIs joining the QAA by submitting Letter of Intent (LoI) is 19 in FY 2078/79 which is presented in Table 1.6. Among these nine are Private campuses, five community campuses, three constituents and one Department/School.

**Table 1.6 List of HEIs who have submitted LOI for First Cycle**

S.N	Name of HEI	Address
1	Vishwa Adarsha College	Itahari, Sunsari
2	Samriddhi College	Lokanthali, Bhaktapur
3	Central Department of Nepali	Kirtipur, Kathmandu
4	Presidency College of Management Sciences	Bharatpur, Chitwan
5	Uniglobe College	Baneshwor, Kathmandu
6	Gyan Deep College	Tulsipur, Dang
7	Kantipur Valley College	Purnachandi lane, Lalitpur
8	Ramswarup Ramsagar Multiple Campus	Janakpur, Dhanusa
9	Nepalgunj Nursing Campus	Nepalgunj, Banke



10	Shree Shadananda Multiple Campus	Dingla, Bhojpur
11	Kapan Multiple Campus	Kapan, Kathmandu
12	Janakalyan Campus	Tharmare, Salyan
13	King's College	Babarmahal, Kathmandu
14	Nagarjuna College of Information Technology	Bangalamukhi, Lalitpur
15	Sudur Paschimanchal Campus	Dhangadhi, Kailali
16	Kathmandu Don Bosco College	Lazimpat, Kathmandu
17	Public Youth Campus	Dhobichaur, Kathmandu
18	Galkot Multiple Campus	Hatiya, Baglung
19	N.R. College	Nepaltar, Kathmandu

After the EQAAC made a decision to delist HEIs who were passive for more than 5 years in the QAA process and set policy for renewal of HEIs which fail to submit SSR within 1.5 year (first attempt) and one year (for second attempt), have re-entered and renewed their LOIs. The details in this regard have been mentioned in Annex 11.

### 3.2 Progress on SSR Approval.

In FY 2078/79, the Technical Committee approved SSR of 20 HEIs. This year, the EQAAC continued to approve flexibility in receiving the SSR either through email or through web-link created in the website of respective HEIs. This mode of receiving SSR was adopted to adjust the impact caused by the COVID-19 pandemic. Out of 20 SSR approved, nine were from the community campuses, six of the private campuses, four constituents and one from School/Department.

**Table 1.7 List of SSR Approved HEIs**

S.N.	Name of HEI	Address
1.	Madhyabindu Multiple Campus	Kawasoti, Nawalparasi
2.	Central Campus of Technology	Hattisar, Dharan
3.	Devdaha Adarsha Multiple Campus	Devdaha, Rupandehi
4.	Hetauda School of Management and Social Sciences	Hetauda , Makawanpur
5.	Mahendra Morang Adarsha Multiple Campus	Biratnagar, Morang

6.	Shaheed Smarak College	Sharadanagar, Chitwan
7.	Manmohan Memorial Institute of Health Science	Soalteemode, Kathmandu
8.	Global College International	Old Baneshwor, Kathmandu
9.	Yagyodaya Dudhnath Tharu Multiple Campus	Pharsatikar, Rupandehi
10.	People's Campus	Paknajol, Kathmandu
11.	Parroha Multiple Campus	Rupanedhi
12.	Quest International College	Gwarko, Lalitpur
13.	Central Department of Zoology	Kirtipur, Kathmandu
14.	Jana Prakash Multiple Campus	Bhandardhik, Kaski
15.	Sitaramesh Multiple Campus	Buddhashanti, Jhapa
16.	Reliance College	Chabahil, Kathmandu
17.	Lamjung Campus	Sundarbazar, Lamjung
18.	Madi Campus	Madi, Chitwan
19.	Himalayan College of Engineering	Chyasal, Lalitpur
20.	Birgunj Nursing Campus	Birgunj, Parsa

### 3.3 Preparatory Assessment of HEIs

In fiscal year 2078/79, preparatory-visits were held in 27 HEIs. The preparatory assessment mainly focuses on identifying the readiness of participating HEI for the final assessment. The team leader of the PRT, accompanied by one of the designated staff of the EQAAC Secretariat facilitates the visit for three working days. Among the 27 preparatory assessments held, 14 were at the community campuses, four at private, five at constituents, two at School/Department and one at trust.

**Table 1.8 List of HEIs Concluding Preparatory Assessment in FY 2078/79**

S.N.	Name of HEI	Address
1.	Sukuna Multiple Campus	Sundarharaincha, Morang
2.	Bagiswori College	Chyamhasing, Bhaktapur
3.	Bhairahawa Multiple Campus	Bhairahawa, Rupandehi
4.	Sirjana College of Fine Arts	Lazimpat, Kathmandu
5.	Central Campus of Technology	Hattisar, Dharan

6.	Chautara Multiple Campus	Chautara, Sindhupalchowk
7.	Diktel Multiple Campus	Diktel, Khotang
8.	Kapilvastu Multiple Campus	Taulihawa, Kapilvastu
9.	Kathmandu Model College	Kamaladi, Kathmandu
10.	Kathmandu School of Law	Duwakot, Bhaktapur
11.	Koteswhor Multiple Campus	Koteswhor, Kathmandu
12.	Rapti Babai Campus	Tulsipur, Dang
13.	Shanker Dev Campus	Putalisadak, kathmandu
14.	Nepal College of Management	Dhobighat, Lalitpur
15.	Pokhara Nursing Campus	Pokhara, Kaski
16.	School of Engineering, KU	Dhulikhel, Kavre
17.	Aadikavi Bhanubhakta Campus	Damauli, Tanahun
18.	Madhyabindu Multiple Campus	Kawasoti, Nawalparasi
19.	Devdaha Adarsha Multiple Campus	Devdaha, Rupandehi
20.	Hetauda Campus	Hetauda, Makwanpur
21.	Hetauda School of Management and Social Sciences	Hetauda , Makawanpur
22.	Maharajgunj Nursing Campus (IOM)	Marahajung, Kathmandu
23.	Sitaramesh Multiple Campus	Buddhashanti, Jhapa
24.	Janajyoti Campus	Bhimad, Tanahun
25.	Parroha Multiple Campus	Sainamaina, Rupanedhi
26.	Quest International College	Gwarko, Lalitpur
27.	Central Department of Zoology	Kirtipur, Kathmandu

### 3.4 Peer Review Team's Assessment of HEIs

The PRT visit is the most crucial part of assessment for accreditation, not only because it is the most decisive one but also because the report it generates hold a dominating influence over taking decision on accreditation. As per the recent practice, the HEI being assessed is visited by five PRT members. The team conducts series of consultation meetings with stakeholders, observes overall infrastructure and facilities offered at the institution. It also verifies the compliance of decisions and documents submitted as evidence along with the SSR.

In FY 2078/79, nine final assessments were conducted. Among them four are community campuses; two are private institutions, and three are constituent campuses.

**Table 1.9: List of Peer Review Team's Assessment in FY 2078/79**

S.N	Name of HEI	Address
1.	Kanakai Multiple Campus	Surunga, Jhapa
2.	Kathmandu School of Law	Duwakot, Bhaktapur
3.	Marsyangdi Multiple Campus	Besisahar, Lamjung
4.	National College of Computer Studies	Paknajol, Kathmandu
5.	Achham Multiple Campus	Mangalsen, Achham
6.	Dhawalagiri Multiple Campus	Baglung Bazar, Baglung
7.	Gorkha Campus	Gorkha Bazar, Gorkha
8.	Institute of Forestry, Pokhara Campus	Pokhara, Kaski
9.	Biratnagar Nursing Campus	Devkota Chowk, Biratnagar

### 3.5 Accreditation of HEIs

A total of 18 HEIs were accredited in the FY 2078/079. Among them, Shaheed Smriti Multiple Campus was reaccredited for the second cycle whereas other 17 of them were accredited for the first time. Out of 18 accredited institutions 14 are Community campuses and three Private Campus and one is a Department/School.

**Table 1.10: List of Accredited HEIs in FY 2078/079**

S.N	Name of HEI	Address
1.	Baneshwor Multiple Campus	Shantinagar, Kathmandu
2.	Kanya Campus Pokhara	Pokhara, Kaski
3.	Tridev Multiple Campus	Charali, Jhapa
4.	Chitwan Medical College	Bharatpur, Chitwan
5.	Shaheed Smriti Multiple Campus	Ratnanagar, Chitwan
6.	Bhuwanishankar Multiple Campus	Khairhani, Chitwan
7.	Chaturbhujeshwor Janata Multiple Campus	Harion, Sarlahi
8.	School of Business, Pokhara University	Pokhara, Kaski
9.	Drabya Shah Multiple Campus	Laxmibazar, Gorkha
10.	Janajyoti Multiple Campus	Lalbandi, Sarlahi

11.	Kathmandu School of Law	Duwakot, Bhaktapur
12.	Kumarwanti Multiple Campus	Kawaoti, Nawalparasi
13.	Maiya Devi Girls' College	Bharatpur, Chitwan
14.	Mangalbare Multiple Campus	Deumai, Ilam
15.	Marsyangdi Multiple Campus	Besisahar, Lamjung
16.	National College of Computer Studies	Paknajol, Kathmandu
17.	Tejganga Multiple Campus	Panauti, Kavre
18.	Siddhajyoti Education Campus	Phosretar, Sindhuli

### 3.6 Monitoring of HEIs

In 2078/79 monitoring activity was held in two of the HEIs. Both of them are Community campuses.

**Table 1.11 Lists of Monitored HEIs in 2078/79**

S.No	Name of HEI	Address
1.	Myagdi Multiple Campus	Beni, Myagdi
2.	Gupteshwor Mahadev Multiple Campus	Pokhara, Kaski

## 4. Activities held at the EQAAC Secretariat

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

### 4.1 Snapshots of QAA Award

In fiscal year 2078/79 three QAA Awards ceremony were held to accredited 18 higher education institution. On 29<sup>th</sup> Ashad, 2079 eight of the HEIs were bestowed with QAA Awards organized at UGC Conference Hall in the chairmanship of Prof Dr. Bhim Prasad Subedi. The ceremony was held in presence of EQAAC members, Dean of various departments, technical committee members, subject experts, PRT team members, participating colleges, and UGC Staff members

### Felicitating Marshyangdi Multiple Campus with QAA Award.



### Audiences observing the QAA Award Ceremony held at UGC Conference Hall





## HEIs sharing their QAA Award Credibility Online



**National College of Computer Studies - NCCS** • Following

14 Jul • 🌐

We are delighted to announce that NCCS has been awarded with "Certificate of Institutional Accreditation", accredited by University Grants Commission (UGC), Nepal.

We are thankful to the CMC members and Hats off to all the members of NCCS for this amazing achievement.



**Janajyoti Multiple Campus Notice** • Follow

13 Jul • 🌐

JJMC Accredited QAA (Quality Assurance Accreditation).



## 4.2 Orientation and Workshop

The frequency of orientation workshops continued to remain low due to occurrence of different waves of COVID-19 pandemic. There was one virtual orientation held for HEIs regarding the accreditation process such as: global context of QAA, policy linkage, horizon of the QAA, methods of preparing SSR, etc. Apart from this one workshop was held with cluster member and subject expert for collecting feedback regarding the finalization of criteria and indicator prepared by the Indicator Review Committee.

## Snapshot of SSR reports published online by Shaheed Smriti Multiple Campus

Thursday 22nd September 2022

**Shaheed Smriti Multiple Campus**  
Ratanagar, Chitwan, Nepal

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Apr 24, 2022	Protected: SSMC Fallow UP Recommendation Response Report
Apr 24, 2022	Protected: SSMC Additional Annex Vol 1
Nov 13, 2021	Protected: SSMC Annex Vol 2 PRT Recommendation Response Report
Nov 13, 2021	Protected: SSMC Annex Vol 1 PRT Recommendation Response Report
Nov 13, 2021	Protected: SSMC PRT Recommendation Response for Fallow UP 2021
Oct 04, 2021	Protected: SSMC Revised Response Report

**News & Events**

स्नातकोत्तर तह प्रथम बर्षको मौका समेतको परीक्षा दिने आंशिक परीक्षाथीहन्को परीक्षा आवेदन फारम भर्ने म्याद थप गरिएकोबारे विशेष सूचना !

Shaheed Smriti Multiple Campus (SSMC) was established in 2037 B.S.

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To summarize, EQAAC Secretariat held various doings for the participating HEI's, Peer Review Team, Technical Committee, Council, Criteria Indicator Review Committee and UGC throughout the fiscal year 2078/79. All the activities held were in support to the QAA process. This year engagements were mostly focused on conducting workshops for participating HEIs, QAA award, monitoring HEIs, hosting virtual meetings, and reframing the criteria indicator of QAA process. EQAACS focuses to strengthen the activities in upcoming days enhancing engagements with the concerned stakeholders. EQAACS targets to implement the new framework of QAA process in the upcoming financial period initiate Quality Enhancement (QE) process and upsurge monitoring activities of the accredited institution for quality enrichment.



## CUMULATIVE PROGRESS in QAA PROCESS AND STAKEHOLDERS APPROACH

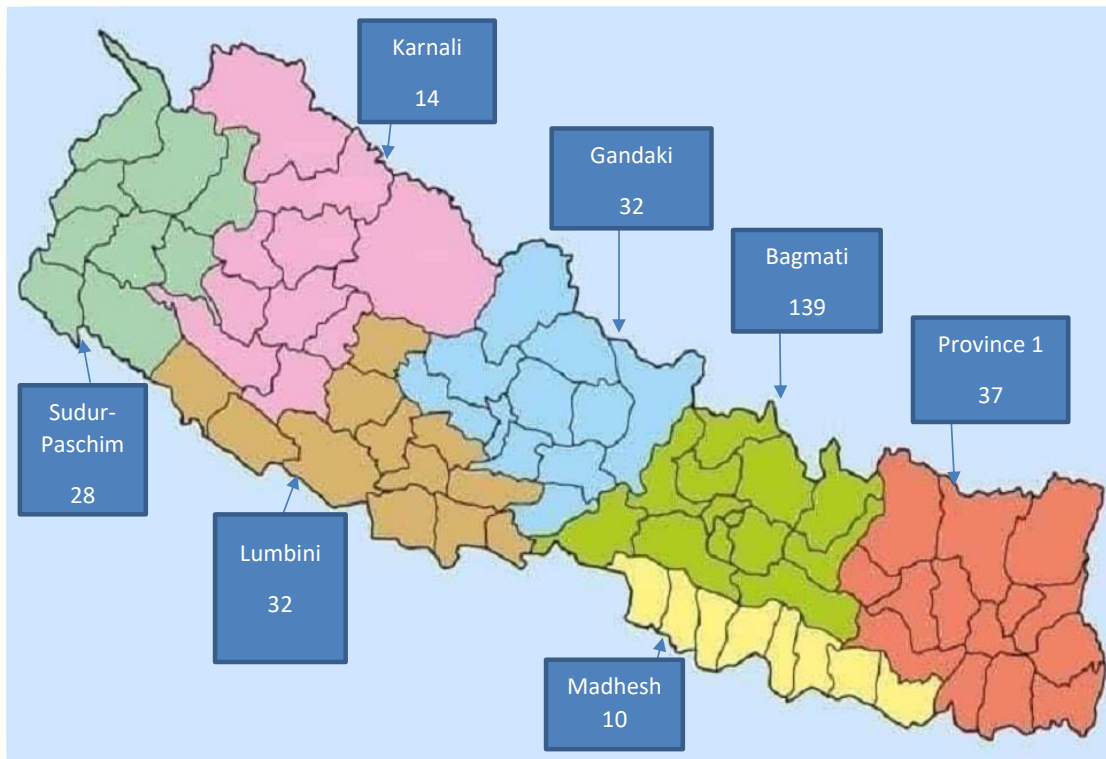
### 1. Trends of Progress in Accreditation

The QAA system has now entered into the maturity stage with fifteen years' experience in hand. The number of participating HEIs is increasing, policy and regulatory guidance has been provided and its acceptance has been widened. This overview indicates that, in near future, QAA will be getaway for the higher education sector of Nepal, not only in terms of reforms, rather for earning credibility of educational quality, internationalization and meeting standards of today.

This chapter presents the cumulative progress of the QAA system of Nepal and stakeholders' approach.

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

**Figure 3: Distribution of HEIs Participating in QAA Process by Provinces**



As per the EMIS report (2020/21), there are a total of 1437 HEIs of all the types, operating in the country. Additionally, the record retrieved from the Ministry of Education, Science and Technology (MoEST), indicate additional 83 HEIs run under the affiliation of foreign universities, making it a grand total of 1520. The HEIs affiliated to foreign university are not exempted from the process of QAA as per the National Education Policy, 2076. Therefore, these HEIs are also under the jurisdiction of the QAA system. On the other hand, the actual number of HEIs participating in QAA process is 292 after delisting 119 HEIs.

Table 1.12 enlists participation as per the nature of HEIs, provincially. The participation of community campuses is seen higher in reference to other nature of institution.

**Table 1.12: Analysis of HEIs Participation in QAA Process by Nature and Province**

Province	Central Department	School/ Central Campus	Constituent	Community	Private	Trust	Foreign Affiliated	Total
Province 1	0	0	11	24	2			37
Madhesh	0	0	3	6	1			10
Bagmati	23	3	18	46	46	1	2	139
Gandaki	0	3	7	18	4			32
Lumbini	0	1	6	22	3			32
Karnali	0	1	6	6	1			14
Sudurpaschim	0	1	11	14	2			28
Total	23	9	62	136	59	1	2	292

## 1.2 Distribution of HEIs in QAA process by universities

It is a fact that most of the HEIs in Nepal are run under the affiliation of universities where TU is in the dominating position. TU has a total of 1144 HEIs which is 79.76%. Likewise, Purvanchal University has 116 affiliations, Pokhara University has 67, and Kathmandu University has 24 affiliations. The other universities hold 82 remaining affiliations (EMIS 2020/21). The following table (Table 1.13) presents the distribution of HEIs participating in QAA by university and the governing structure:

**Table 1.13: Distribution of HEIs participating in the QAA process by types of governance and affiliating university**

University	Constituent	Central Department	School/ Central Campus	Community	Private	Trust	Sub Total
TU	46	23	2	128	39	0	240
NSU							0
KU			5			1	6
PU	2			3	10	0	15
PoKU			3		7		10
LBU	0	0	1	0	0	0	1
AFU	0	0	1	0	0	0	1
MWU	8		1	0	1		10
FWU	6		1				7
NOU							0
RJU							0
Foreign Affiliation					2		2

As evident in the Table 1.13: TU have dominant position in terms of QAA participation. In various stages of the QAA process, the number of TU affiliated HEIs have made a remarkable presence. The following table (Table 1.14) shows the HEIs by their affiliation and stages in the QAA process.

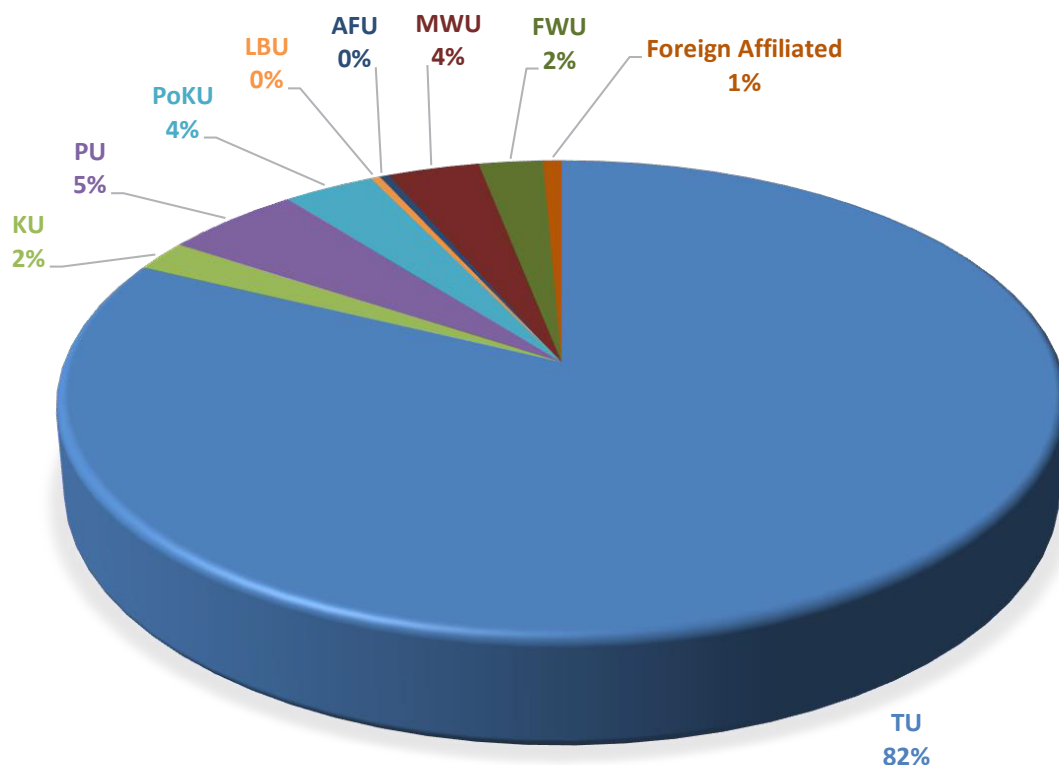
**Table 1.14: Distribution of HEIs by Universities in Stages of QAA**

University	Stages					Total
	LoI Submission	SSR Approved	Pre-Assessment Completed	PRT Completed	Accreditation	
TU	122	16	32	9	61	240
NSU						
KU	0	1	1	0	4	6
PU	11	1	1	0	2	15
PoKU	5	0	2	2	1	10
LBU	1					1
AFU	1					1
MWU	6	2	1	1	0	10

FWU	2	2	2	0	1	7
NOU						
RJU						
Foreign Affiliated	1	0	0	0	1	2

As illustrated in the Table 1.14, out of the total QAA participants, 240 HEIs are affiliated to TU, which is about 82.1% of the total HEIs followed by PU, having a total of 15 affiliated HEIs participating in the QAA process. Likewise, MWU and PoKU are in the third position with equal 10 participating HEIs. FWU share the fourth position having seven participating HEIs.

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



In reference to nature of governance, participation in QAA process of HEIs operated under the community management are found to be relatively high as compared to HEIs operated with different nature. Distribution of HEIs by the governance type and their stages in the QAA process illustrates the HEIs under community management being dominant in number. A total of 131 community HEIs have submitted LoI to

participate in QAA process, out of which 80 have already submitted the Self Study Report (SSR) followed by 73 pre-assessment, 52 PRT completed, and 49 accredited. The 70% of accredited HEIs are itself from the community category.

In terms of participation of constituent campuses, 62 HEIs have entered the QAA process. Out of which, 27 have submitted SSR; pre-assessment of 22 HEIs has been carried-out, followed by completion of 12 PRTs. Of those PRT completed, Six HEIs have been accredited. The percent of accredited constituent campuses against the total number of HEIs is 8.57%, while it is 21.2% in terms of total participation among the Constituent HEIs.

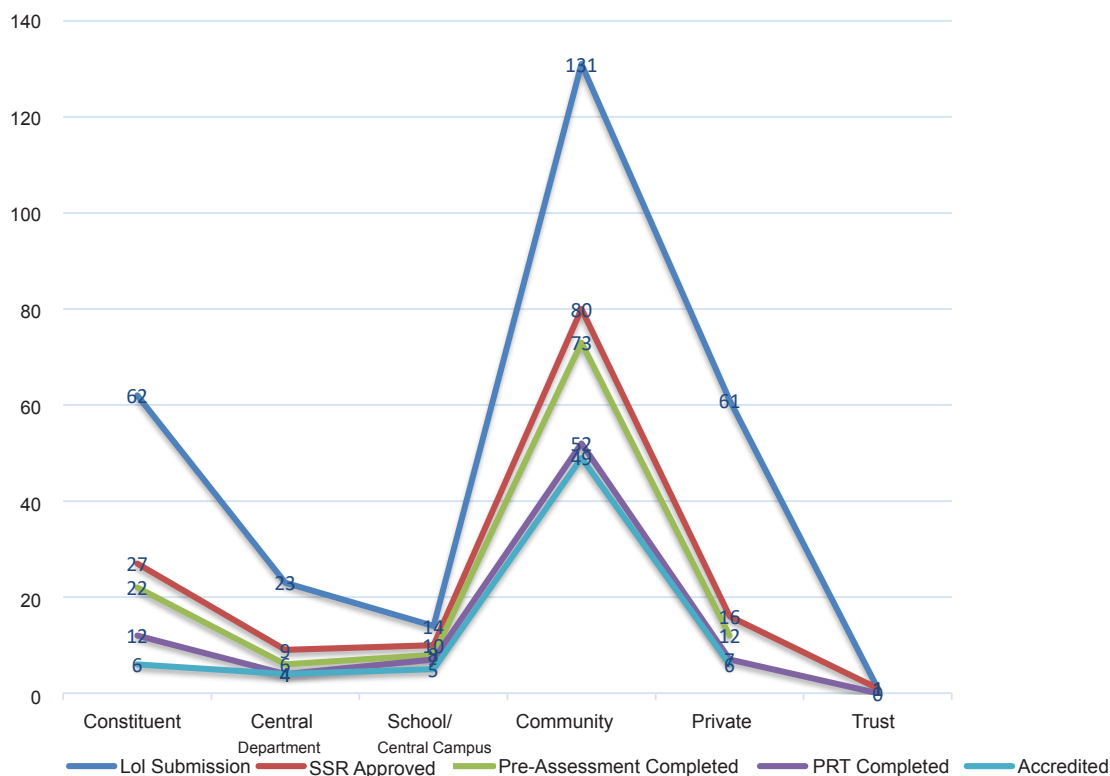
Whereas, the private institution indicates that a total of 61 HEIs have submitted LoI. Out of that, 16 SSR have been approved. Among the SSR accepted, preparatory assessment of 12 HEIs is completed, followed by completion of seven PRTs, and accreditation of six HEIs. The percent of accredited constituent HEIs against the total is 8.57% and their participation in overall QAA process is 20.89%.

The number of Central Department/school/central campus of universities who have submitted the LOI to participate in the QAA process can be found in the table 1.15.

**Table 1.15: Share of HEIs in Various Stages of QAA Process by their nature of governance**

*Note\* Re pre-assessment visit of one HEI was completed successfully in FY 2078/79.*

Nature	Stages				
	LoI Submitted	SSR Approved	Pre-Assessment Completed	PRT Completed	Accredited
Constituent	62	27	22	12	6
Central Department	23	9	6	4	4
School/ Central Campus	14	10	8	7	5
Community	131	80	73	52	49
Private	61	16	12	7	6
Trust	1	1		0	
Total	292	143	121	82	70

**Figure 5: Distribution of HEIs in various stages of QAA Process**

### 1.3 Ecological Distribution of HEIs in QAA Process

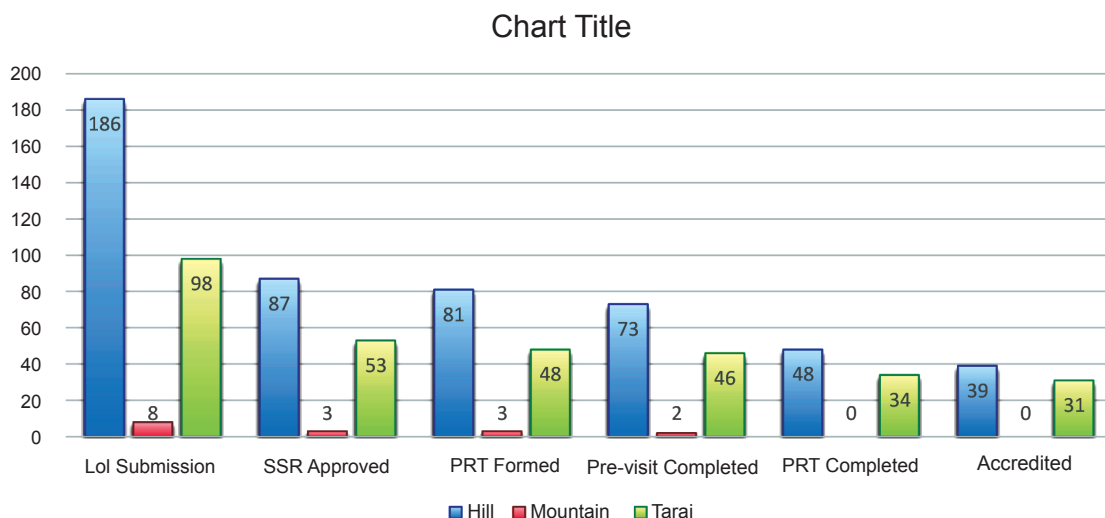
Most of the HEIs participating in the QAA process are from the Hilly region. A total of 186 HEIs from the Hilly region have submitted LoI. Whereas, 98 HEIs from Tarai have entered the QAA process. The limited presence of HEIs in the Mountain region has been reflected in the participation in the QAA process. As of now only eight HEIs from the mountain region have participated in the process. None of the HEIs are accredited from the Mountain region while 39 HEIs from Hilly region and 31 from Tarai region have been accredited. The overall progress in the QAA is dominated by the HEIs located in the Hilly region in terms of number as illustrated Table 1.16.

**Table 1.16 Distributions of HEIs Participating in QAA Process by Ecological Zone**

Status Ecology	LoI Submission	SSR Approved	PRT Formed	Pre-visit Completed	PRT Completed	Accredited
Hill	186	87	81	73	48	39

Mountain	8	3	3	2	-	-
Tarai	98	53	48	46	34	31

**Figure 6: Distribution of HEIs Participating in QAA Process by Ecological Zone**



#### 1.4 Temporal Scenario of HEIs in QAA process

Table 1.17 presents the progression of HEIs' participation in QAA process over the years. The data also includes the delisted number of HEIs. The HEIs which were unable to proceed QAA over a span of five years were delisted from the process.

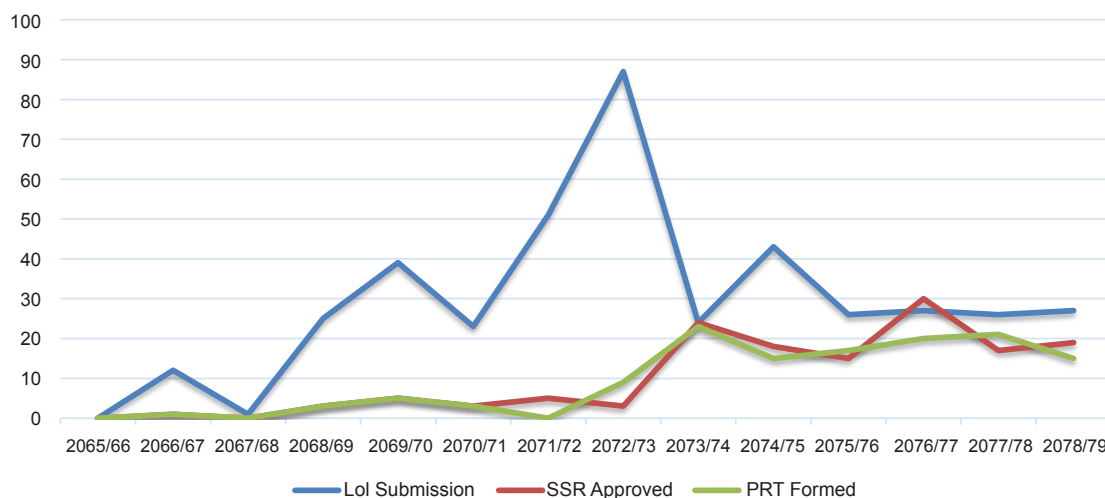
**Table 1.17: Progression of HEIs in QAA Process over the years**

Stages Year	LoI Submission	SSR Approved	PRT Formed	Pre-visit Completed	PRT Completed	Accredited
2065/66	0	0	0	0	0	0
2066/67	12	1	1	1	1	0
2067/68	1	0	0	0	0	0
2068/69	25	3	3	1	0	1
2069/70	39	5	5	3	4	3
2070/71	23	3	3	3	3	1
2071/72	51	5	0	0	0	0
2072/73	87	3	9	7	2	3

2073/74	24	24	23	13	3	2
2074/75	43	18	15	20	13	9
2075/76	26	15	17	21	20	13
2076/77	27	30	20	17	7	17
2077/78	26	17	21	12	20	4
<b>Sub-Total</b>	<b>384</b>	<b>124</b>	<b>117</b>	<b>98</b>	<b>73</b>	<b>53</b>
HEIs Delisted in 2078/79	(119)					
2078/79	27	19	15	23	9	17
<b>Total</b>	<b>292</b>	<b>143</b>	<b>132</b>	<b>125</b>	<b>82</b>	<b>70</b>

The figure 7 depicts the number of Higher Education Institutions (HEIs) that have submitted the Letter of Intent (LOI) to participate in the Quality Assurance and Accreditation (QAA) process over the years. The trend of LOI submission appears to be fluctuating over time. Till the date, 292 HEIs have submitted LOI for participating in QAA process after delisting 119 colleges.

**Figure 7: Trends in LOI Submission, SSR Approval, PRT Formation Completion**



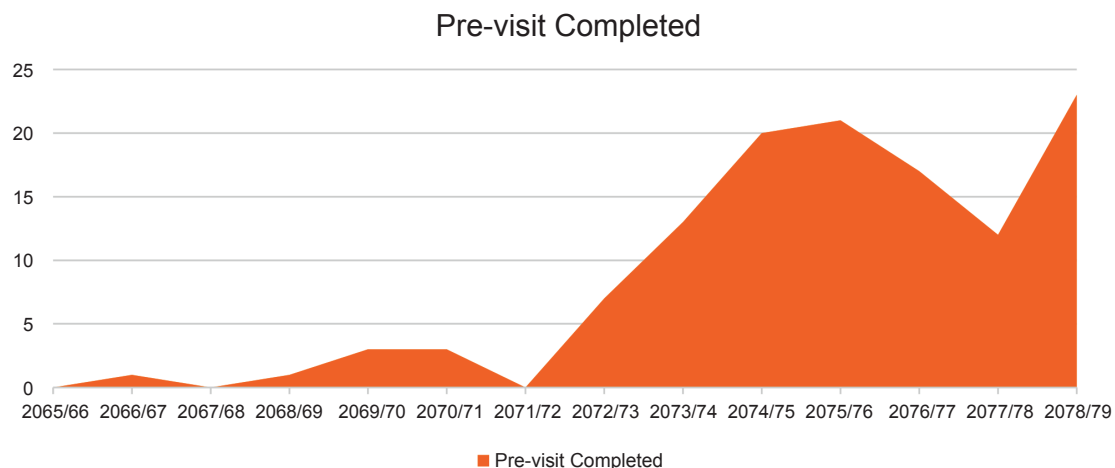
Among the HEIs who have expressed their intent to participate in the QAA, they start preparing the self-study report and submit to the EQAAC Secretariat for further assessment process. Only 143 SSRs have been accepted/ approved based on eligibility criteria, The EQAAC adopted formative / facilitative approach so that the SSR reports submitted by HEIs are reviewed and provided feedback. The number of



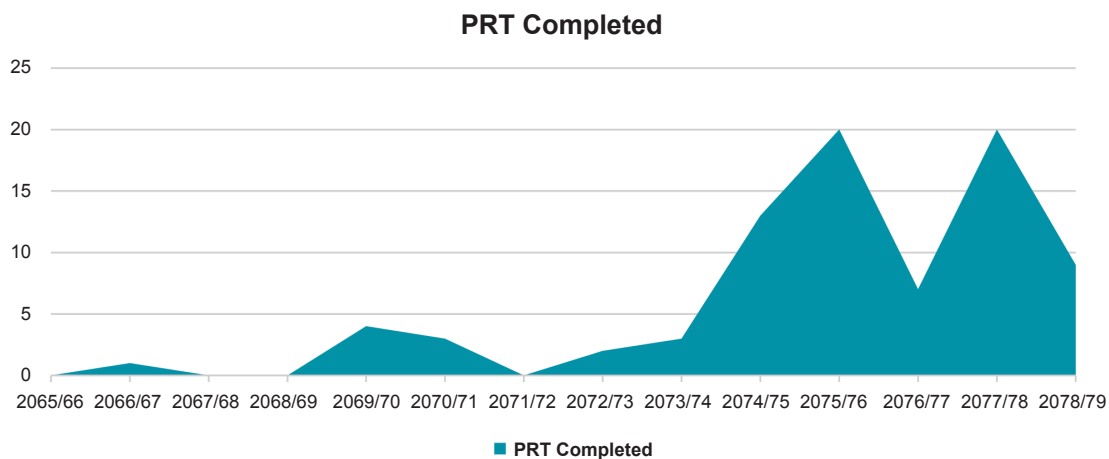
SSR approvals has been increasing in recent fiscal years. This demonstrates that the institutions are being aware of SSR preparation, QAA Process, and the mechanisms that need to be developed and implemented for the institution's quality practices. In FY 2078/79 SSR of 19 HEIs were approved.

After the approval of the SSR submitted by the HEIs, Educational Quality Assurance and Accreditation Council (EQAAC) forms the Peer Review Team (PRT) comprised of a Coordinator, two members (national) and one foreign expert, and a staff member on behalf of the EQAAC Secretariat. The EQAAC may add more members as per the necessity, however, for the HEIs offering the degrees require the approval of professional councils, additional members from professional councils. The trend of PRT formation shows the increasing trend. In aggregate, 136 PRT has been complete till the end of fiscal year 2078/79 (Figure 9).

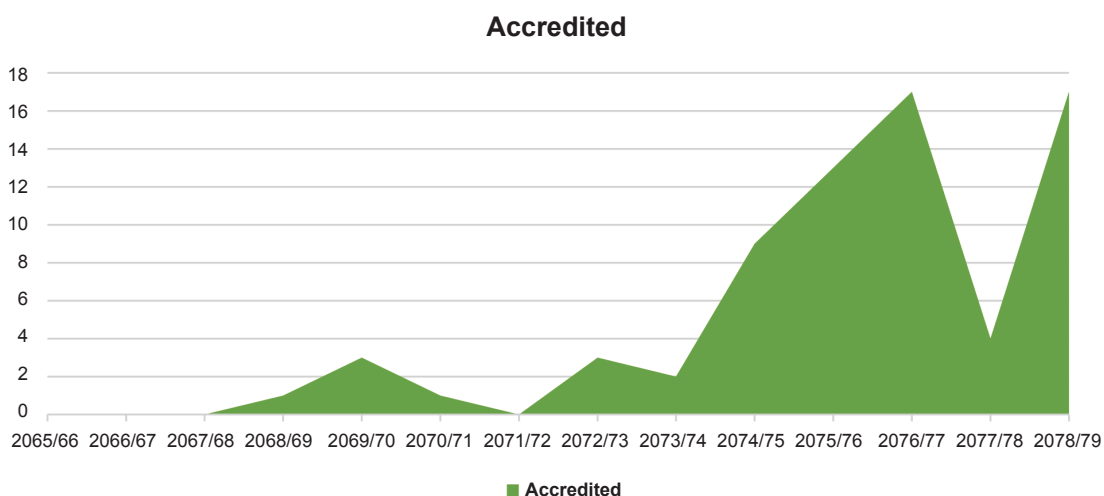
**Figure 8: Status of Pre-Visit completed over the Years**



The figure 8 also demonstrates the number of preparatory assessments completed from year 2065/66 to 2078/79. At a glance, the trend line reveals that, from year 2065/66 to 2073/74 there was a slow progress in preparatory assessment. However, afterwards, there is a rapid progress till 2075/76. The reason for the decline in pre-assessment in year 2076/77 and 2077/78 is due to the effect of the global pandemic. However, there has been an increase in preparatory visit in 2078/79. In total 27 preparatory assessments were successfully completed.

**Figure 9: Status of PRT completed over the Years**

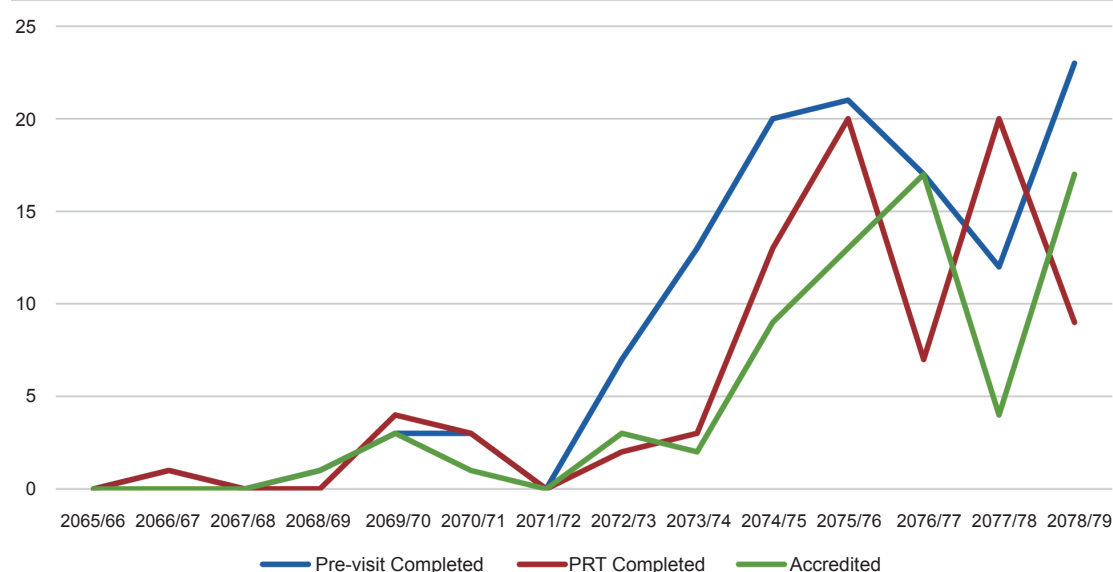
Given figure 9 illustrates the number of PRT assessments completed over the years from 2065/66 to 2078/79. The trend shows very few assessments to have been completed in initial times, as the concept of QAA was itself new for adoption. From FY 2073/74 the increasing trend in completion of PRT assessments is visible. However, FY 2076/77 shows the great plunge in the number of assessments of HEIs due to the COVID-19 pandemic. After the endorsement of EQAAC Protocol, 2020 to adopt virtual assessment at the time of pandemic, the number assessment increased to 20 in FY 2077/78. However, there has been decrease in PRT visit in 2078/79 as the number of preparatory visit in the previous year was affected by the pandemic and campuses were unable to submit the response report on time. In total only 9 PRT were held in 2078/79.

**Figure 10: Status of Accredited HEIs over the Years**

The UGC Board is the final decision-making authority on accreditation. COVID-19 has

adversely affected the assessment process for the Quality Assurance and Accreditation of the HEIs. Due to which the number of accreditations of HEIs in FY 2077/78 had notably decreased although it was at high rate in previous years. It was mostly due to the decision of EQAAC to conduct the activities virtually. Therefore, PRT completed institutions were accumulated for accreditation in the current fiscal year. In 2078/79 there were 17 institutions who were awarded with accreditation due to which there is an increment seen in the figure 10. Till the end of the fiscal year 2078/79, 70 HEIs have been accredited so far and 8 institutions have been reaccredited.

**Figure 11: Trends in Pre-visit, PRT assessment Completion, and Accreditation.**



## 2. HEIs in Re-accreditation Process

Accreditation Certificate awarded to the HEIs is valid for the period of five years, with the provision of additional annual review/assessment and monitoring and satisfactory progress made by the accredited HEIs. After the completion of the first cycle of accreditation, HEIs will have to apply for the re-accreditation and go through a fresh QAA Process again after five years. In this process, eight HEIs have been re-accredited while other nine other HEIs are in the process for re-accreditation. Among the eight HEIs which are re-accredited seven of them are the community campuses while one of them is a constituent. The following table (Table 1.18) shows the status of re-accredited HEIs.

**Table 1.18: List of Re-accredited HEIs**

S.N.	Name of HEI	Address
1.	Balkumari College	Bharatpur, Chitwan
2.	Damak Multiple Campus	Damak, Jhapa

3.	Lumbini Banijya Campus	Butwal, Rupandehi
4.	Kailali Multiple Campus	Dhangadhi, Kailali
5.	Makwanpur Multiple Campus	Hetauda, Makwanpur
6.	Janapriya Multiple Campus	Pokhara, Kaski
7.	Tikapur Multiple Campus	Tikapur, Kailali
8.	Shaheed Smriti Multiple Campus	Ratnagar, Chitwan

Similarly, among the nine HEIs in reaccreditation process six of them include community campuses, two from Schools/Department and one as Constituent campus. The following table (Table 1.19) shows the status of HEIs in reaccreditation process.

**Table 1.19: HEIs in Re-accreditation process and their Status**

S.N.	Name of HEI	Address	Status
1.	Kathmandu University School of Science (KUSOS)	Dhulikhel, Kavre	Cycle Completed
2.	Kathmandu University School of Engineering (KUSOE)	Dhulikhel, Kavre	Preparatory Assessment Completed
3.	Aadikavi Bhanubhakta Campus	Danauli, Tanahun	Preparatory Assessment Completed
4.	Sukuna Multiple Campus	Sundarhaincha, Morang	Preparatory Assessment Completed
5.	Sindhuli Multiple Campus	Kamalamai, Sindhuli	SSR Submitted
6.	Mahendra Ratna Multiple Campus	Ilam Bazar, Ilam	SSR Submitted
7.	Madhyabindu Multiple Campus	Kawasoti, Nawalparasi	Preparatory Assessment Completed
8.	Rupandehi Campus	Siddharthanagar, Rupandehi	LOI Submitted
9	Lumbini Banijya Campus	Butwal, Rupandehi	LOI Submitted for third cycle

### 3. Stakeholders Perspective on QAA.

The EQAAC Secretariat collected a reflection from few accredited institutions regarding the impact of QAA Award at their institution. The Secretariat received responses as:

*“After QAA award was received by this campus, we are feeling very excited. We are able to improve the quality of the campus in different ways. We were also able to build new infrastructure to provide quality education. Different rules and regulations amended and developed to lead organization in a systematic way. Moreover, it is a*

*pathway to improve the campus towards success. It is a self-study to assess strength, weakness, opportunities and threats and take corrective measures to enhance quality. At last it should be compulsory to all institutions for their sustainability”.*

**Sures Kumar Manandhar, Kanya Campus Pokhara**

*“We have been receiving greater response from the district authority, educationist and other concerned stakeholders. QAA Award has driven the institution in systematic approach where institutional ownership has been taken into account. It has also added enthusiasm among us to accomplish further tasks. Recently, a team of 40 Psychology students from Tribhuvan University visited our campus for study visit which brought us into highlight even amongst the non-profit institutions”.*

**RamChandra Dawadi, Drabya Shah Multiple Campus**

*“QAA Award has led the institution to improve in four dimensions i.e., social awareness, student involvement, infrastructural development and digitalization. We conducted a municipality level stakeholder’s orientation on the importance of QAA. Similarly, we have increased interaction with our student regarding the institutional framework. We have prioritized on research and performance evaluation activities”.*

**Chandra Mani Kafle, Tejganga Multiple Campus**

## **4. Blended mode in QAA process**

Due to the spread of the novel corona virus (COVID-19) the QAA Assessment of various Higher Education Institutions were interrupted. Consequently, EQAAC switched the assessment method and initiated the provision of the virtual as well as the blended assessment for the completion of the QAA process of the HEIs. It was recognized that the HEIs are highly vulnerable for the transmission of the covid-19 virus as the assessment is carried out face to face with the various stakeholders like faculties, staff, students and community members.

Related to the assessment process, virtual evaluation has become the most concerning aspects of covid-19 pandemic. First, the HEIs needs to submit all the documents online and needs to upload the report and annexes in their website to meet the assessment requirement. Secondly, it is unclear for the EQAAC secretariat and the peer review team to ensure that the documents submitted by the HEIs are not fake and they do not use unauthentic materials during the assessment without the physical inspection of the team.

The HEIs were requested to upload the documents in their respective website with a secured password. EQAAC Secretariat and the Peer Review Team accessed the documents through the provided web-link and the password. Virtual portfolio meeting of the PRT were conducted to review the SSR and the annexes of the HEIs. In context of the PRT assessment, PRT Coordinator and the EQAAC Secretariat staff member physically observed and inspected the HEIs whereas PRT members and the Foreign Expert joined virtually. Interactions with the various stakeholders were done through the blended mode.

In the fiscal year 2078/79, 3 preparatory assessments and 9 Peer Review Team assessments were carried out using the blended mode. Out of 3 preparatory assessments, 2 of them were held in the community campuses whereas one of the institutions was the private. Among the 9 PRT assessments conducted 4 of the institutions were constituent, 3 were community and 2 were private campuses.

Blended mode of assessment has both pros and cons. This mode has worked as a panacea during the pandemic period which has enabled assessment of the large portion of HEIs and learn remotely. Perhaps one of the most profound issues for the HEIs was to upload the voluminous annexes in the website which could be beyond the capacity of the website and the issue for EQAAC Secretariat was to ensure whether the documents submitted by the institution are authentic or not. The HEIs located in the remote area do not have the access to internet due to which the blended mode was difficult to pursue. Further it has to be supported with the physical inspection of the infrastructure and the documents for the maintenance of the quality.

## 1. Annual Plan

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

In this realm, the UGC Nepal, the parent organization of the EQAAC, has felt the need for systemic reform in QAA as well. In response to this, a comprehensive 10-years strategic plan for ‘Quality Assurance and Accreditation of Higher Education Institutions (2020 – 2030) has been prepared. As such, it has proposed the following activities for the year 2079/80.

**Table 1.20: Plan of Actions for FY 2078/79**

S.N.	Activities	Unit
<b>A.</b>	<b>Publication</b>	
1	Annual report Preparation and Publication	300
2	Publish updated SSR preparation handbook/guide book	1
3	Publication of QAA Handbook (150 pages)	1000
4	Publish and disseminate Code of Conduct and Professional ethics in QAA system	1000

<b>B.</b>	<b>Quality Assurance and Accreditation and Quality Enhancement</b>	
	<b>QAA</b>	
1	Rapid technical Review of SSR submitted by HEIs	30
2	Technical Committee Meeting (as required/with at least once a month), Meeting allowance and refreshment/meal support staff	18
3	Pre-Assessment	24
4	Portfolio Meeting	40
5	Final PRT Assessment	18
6	Follow-up visit	12
7	Monitoring of progress of Accredited HEIs (Implementation of plan, allocation of research budget, research output, IQAC activities and outcomes) annually	7
8	EQAAC Meetings	18
9	QAA Award Ceremony (5*4 HEIs)	5
10	Review of SSR & Feedback	20
11	Receiving LoI, Verification & Approval	24
	<b>QE</b>	
12	QE Assessment	25
13	QAA and QE Orientation to HEIs	4
14	University Accreditation (Facilitation)/in Collaboration with University	3
15	QAA Refresher & QE Orientation to Expert	2

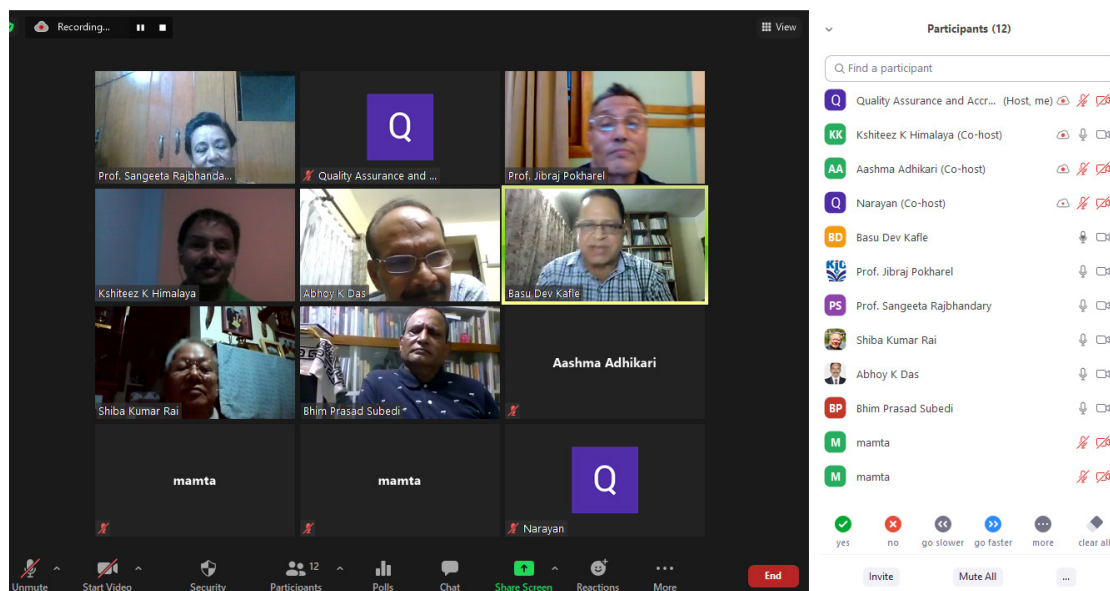
## 2. Re-visiting QAA Benchmarks, Standards and Indicators

To meet the changing dimensions and demands of contemporary higher education, the EQAAC felt the need of revising the existing Benchmarks, Standards and Indicators as well the process of assessment, applicable in Nepal. For this purpose, the UGC Nepal formed Indicator Review Committee comprised of seven members, coordinated by the UGC/EQAAC Chair. The task of revising existing criteria and indicators for institutional accreditation (2078/79) has been completed. The new system has decided to assess the institutions under six criteria and 80 indicators. The system offers two different sets of indicators for the HEIs offering undergraduate and graduate courses. The new set of indicators for professional / technical courses (Health and Allied Sciences, Engineering, Agriculture and Forestry, and Science and



Technology) has also been developed and will be brought into implementation from new fiscal year. Apart from that Guideline for Quality Assurance and Accreditation of Universities in Nepal, 2022 has been endorsed by the UGC, in recommendation of the EQAAC.

### Virtual Snapshot of Criteria Indicator Review Committee Meeting



### 3. The NEHEP

The program will play vital role in achieving goals set by the National Higher Education Policy 2076, the National Higher Education Program Framework and the QAA strategic plan 2021-2030. The existing QAA system will be further strengthened to support accreditation of universities. The QAA assessment system including the process, milestones, criteria, indicators, marking system and other relevant mechanism shall be operationalized as defined in the revised QAA guidelines. There are six core criteria to be applied in assessment of universities and individual HEIs include; (i) Governance and Leadership; (ii) Curriculum Management; (iii) Research, Innovation and Knowledge Expansion; (iv) Infrastructural Resource; (v) Student Welfare; (vi) Human Resource. Each of the criteria has different sets of sub criteria and associated indicators. These are explained in the QAA guidelines.

In regards to the QAA practice held by the EQAAC Secretariat has added services as per the new guideline based on University Accreditation and framework developed for Quality Enhancement of the accredited HEIs. The new highlights enlist:

### 3.1 Universities Accreditation

The UGC has prepared a Guideline for universities Accreditation. Universities completing the peer review for the Quality Assurance and Accreditation will be supported with the UGC grant funding of NPR 26,000,000.00 per university to the universities with multidisciplinary program up to three, and NPR 20,000,000.00 per university to other universities up to two. The first tranche will be release upon approval of the university Self Study Report and final tranche upon completion of the Peer review. All the implementation steps for HEIs accreditation will also be applicable for universities accreditation.

### 3.2 HEIs Accreditation

NEHEP has set annual targets for quality accreditation of the HEIs to be accomplished within the project period as per the DLI 3 mentioned in Table 1.21.

**Table 1.21: Performance Indicators with Annual Targets**

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

### 3.3 Quality Enhancement

UGC has developed a framework for quality enhancement of HEIs. Interested HEIs meeting the criteria as defined in the framework as briefly explained below will be eligible for participation as well as funding support from UGC. Interested accredited HEIs after one year of the accreditation/ reaccreditation will be eligible to participate in the QE. Teaching and learning, Research, Development and Innovation, Governance, and Innovative Practices will be the major thematic areas with different indicators. The framework will guide the implementing agencies and the beneficiaries about the implementation of Quality Enhancement.

**Table 1.22: Implementation Steps for Quality Enhancement**

Core Activities	Description
i. Sensitization	i. UGC conducts sensitization program for Universities/HEIs
ii. Application Call	ii. UGC calls the application for QE grants from accredited HEIs once in a year.

iii. Submission of Application and Documents	iii. Eligible HEIs submit application to UGC along with necessary documents within stipulated time.
iv. Screening, review, assessment, and selection	iv. Screening and review by UGC QAA Division, and assessment, preparation of merit list and selection decision by QAAC
v. Grants Award	v. Designated Division/unit of UGC
vi. Monitoring & Evaluation	vi. UGC will conduct monitoring & evaluation on the basis of output, outcome and impact of the QE activities implemented by concerned HEIs. The findings will be shared with the concerned entities and HEIs for further actions.

**Eligibility for Participation in Quality Enhancement:** Interested accredited HEIs after one year of the accreditation/ re- accreditation will be eligible to participate in the QE.

**Quality Enhancement Criteria:** Teaching and learning, Research, Development and Innovation, Governance, and Innovative Practices will be the major thematic areas with different Indicators. The framework mentioned in Annex 7 will guide the implementing agencies and the beneficiaries about the implementation of Quality Enhancement.

#### 4. Monitoring of Accredited HEIs

Although the number of HEIs being accredited has been increasing, the monitoring mechanism under the EQAAC is yet to be systematic and make regular activity. HEIs are accredited based on the UGC decision which compels for annual monitoring. In absence of proper monitoring system, the progress evaluation of accredited HEIs is yet to be systemized. In 2078/79 monitoring was held in two of the HIEs as listed in Table 1.14. The secretariat plans in strengthening the monitoring activity further.

#### 5. Digitalization of QAA System

The issue was in discourse for a long time, the COVID – 19 pandemic has favored the urgency for the digitalization of a system. During the pandemic, the EQAAC Secretariat carried out most of its work by utilizing digital platforms. To avoid receiving the hard copies of SSR and other documents, HEIs were asked to upload those, by creating web-link in their website. This learning has open up a room to proceed for digitalization of the system. Digitalization of QAA has been one of the major concerns of World Bank funded ‘Nurturing Excellence in Higher Education Program (NEHEP)’ and aims to fulfill at the earliest.

## 6. International Networking of EQAAC

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

## 7. Study and Research

To enrich the Nepali QAA system and to make it academically resourceful, scientific research is required. Therefore, the secretariat is conducting research in ‘transition to digital era of accreditation’ in support of INQAAHE. As of now it has been able to prepare a draft copy.

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## Annexes

## Annex 1

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

HEIs should have submitted the registry form to be registered in the National Registry of the Higher Education Service Provider

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

**Student size-related eligibility currently proposed is as follows:**

Remoteness Category	Description	Minimum Student number required to be eligible	Remarks
A	Remote Rural / Municipality (Remote - 'Ka')	150	The list of the Local Government Units by the Remoteness / level of Accessibility, as per the Ministry of Federal Affairs and General Administration (MOFAGA).
B	Rural / Municipality (Moderately Accessible - 'Kha')	200	
C	Rural/Municipalities (Accessible - 'Ga / Gha')	300	
D	Metropolitan and Sub-Metropolitan / Cities (Well-Accessible - 'Gha')	400	

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

3. The HEI must follow the non-conformity of multiple affiliations within the same premises (abiding by the rules and regulations of respective affiliating university) and must not be within the politico-administrative jurisdiction of same local

authority (rural/ municipality).

4. HEI shall not have academic programs from different universities and the programs of school education such as grade 11 or 12, as well as vocational programs of CTEVT. In case if the HEI has its feeder school or extension for vocational programs, their institutional management team (such as CMC/BOD), full-time faculties and staff, Account and Financial management, examination system, EMIS, and library as well as other related administrative records must have been clearly separated from higher education.
5. HEIs must have at least 60% full time qualified faculty members against the total number of faculties, and have taken over 75% of course / research supervision load by full-time faculties.
6. Executive Head, Head of the Academic Departments (HoDs), Program Coordinators and the Coordinator of the Internal Quality Assurance Cell / Committee (IQAC) must be the full-time appointees.
7. HEIs must have been established at least five years before the date of LOI submission and should have produced at least one batch of graduates.
8. Internal Quality Assurance Cell / Committee (IQAC) must have been formed and its comprehensive working guidelines should have been developed and approved by governing body of the HEI in accordance to the IQAC Directives – 2077 endorsed by the UGC Nepal (available at for reference: <https://ugcnepal.edu.np/uploads/webuploadsfiles/IQAC%20Directives%202020.PDF>).
9. At least 5% of the total operating budget of the institution offering graduate programs shall be allocated for the promotion and sustenance of research culture within the institution. For the HEIs offering only undergraduate programs, this research budget shall be at least 3% of the total operating budget of the institution. It is the responsibility of the HEI to ensure that the research budget is spent for research promotion (funding the research project of faculties – above 60% of research budget, up to 15% for research methodology workshop/seminars, research publications; up to 15% research supervision, mentoring, evaluation, best-research publication recognition/award; and up to 10% for research administration – meeting logistics and refreshments). No transfer of research budget for other purpose is permitted.
10. The HEI should meet the minimum criteria stated by the professional councils (applicable to HEIs offering professional courses), and shall have been authorized / accredited by Medical Education Commission – Standards and Accreditation



Committee, in case of the HEIs offering the programs of Health and Allied Sciences

11. Education Management Information System (EMIS) Unit shall have been formed and its guidelines / Terms of Reference (ToR) shall have been defined / endorsed by governing authority of the institution.
12. Institutions running on leased properties must have a plan for institutional sustainability and continuity, including their own infrastructural development plan and commitment to implement the plan within next five years.
13. The lease period must be longer than 10 years, with the provision of at least one-year's pre-notification, in case either party intends to end the contract, to the other party. The institution must have allocated at least 10% of its total budget for the academic and institutional development (mostly applicable to private institutions).

## **Annex 2**

### **List of Documents to be submitted by HEIs with LOI form**

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

1. Cover letter of an applicant institution.
2. Decision of Governing Body regarding to participate in QAA process
3. Document regarding to the Registration - Registered in the National Registry of Higher Education Provided - UGC\*), Registered as per other areas, as applicable - Social Welfare Council, Office of the Company Registrar, Ministry of Education, Science and Technology, the evidence of establishment (Campus Statute/Regulation/Act).
4. Decision of Governing Body on formation of IQAC, EMIS, and approval/endorsement of respective operational guidelines.
5. Letter of affiliations from respective university together with the Evidences of regular renewal of academic programs from the affiliating university
6. Appointment/ Nomination letters of all the full time faculties and their JD/ToR.
7. Actual student enrollment record of last two academic years.
8. Annual Operating budget, with clear separation of research budget (5%) and institutional development budget (10%) if the institution is in leased property.



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

### Annex 3

#### Eligibility Criteria for Universities and Similar Entities to submit LOI

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

the university shall be allowed to submit LOI. In such way, university shall be brought parallel to HEIs - HEIs complete each stage (LOI Acceptance, SSR Approval; Peer Review Assessment, and Accreditation) at first, followed by the university.

The university shall constitute an Internal Quality Assurance Policies and Guidelines to practice the system and ensure the internal quality and practice for quality enhancement. There shall be a Secretariat at the university for IQA System to implement the internal quality assurance process, which shall be governed by an IQA Committee, duly approved by the Governing Board / Senate of the University. The Secretariat shall be headed by an IQAC Rector/Dean/Director who shall be the Lesion Officer for the purpose of external accreditation and practicing the internal assessment to ensure quality within the university (centers schools, campuses, departments, research centers, laboratories, industries, constituent campuses, and affiliate, both community and private, campuses).

5. IQAC shall have its Policy/ operational guideline, meeting minimum requirement of the IQAC Directives – 2077 (<https://ugcnepal.edu.np/uploads/webuploadsfiles/IQAC%20Directives%202020.PDF>) of the UGC Nepal).
6. The university shall have been established at least a decade earlier, have offered academic programs, and have conferred the degrees to its graduates.
7. The university should meet the minimum criteria stated by the professional councils (if university offers professional courses), and shall have been authorized / accredited by Medical Education Commission – Standards and Accreditation Committee, in case of the HEIs offering the programs of Health and Allied Sciences
8. Education Management Information System (EMIS) Unit shall have been formed and its guidelines / Terms of Reference (ToR) shall have been defined / endorsed by governing authority / Executive Committee of the university.
9. Universities, whether private, public, community, or a trust-managed, shall have majority (60% or above) of their lands and infrastructure related properties under the institution's ownership. No major share of such properties under lease shall be permitted.

## Annex 4

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

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

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

18. Awards / Certificate of recognition by Quality Assessing Agency, if any (if claimed in the form above).
19. Decision of the Executive Council to establish the Education Management Information System (EMIS) Unit with its operational directive / guideline.

## **Annex 5**

### **Eligibility Criteria for Acceptance of Self Study Report (SSR)**

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

## **Annex 6**

### **Full time faculties shall meet following conditions.**

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

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

## Annex 7

Quality Enhancement Criteria

## Thematic Areas for Performance

Thematic Areas/Indicators	Weightage (Total:100)	Description
1. Teaching and Learning (T&L)Outcome	40	
1.1Result Quality Improvement (Improvement in students results)	10	Result under grading system should be at least A-10% B- 20 % C-30 % D-30% and at least E-10%.  Result under percentage based annual system: HEIs attaining more than 80% pass rate maintained over theperiod of last 3 years.
1.2 Non-credit courses aligned withclimate change (employment/entrepreneurship oriented professional courses)	8	At least one duly formulated non-credit course should be embedded in each academic program. The duration of the course shall follow the GRID approach with at least of 40  hours. Teachers and students will develop the non-credit course.
1.3 Extension services such as specialized training/ camps provided to the local community by faculties and students/ graduates for same activity in same year)	7	Microfinance, entrepreneurship, health camps, indigenous knowledge enhancement, alternative energy promotion, climate adaptation and mitigation, social issues, etc.
1.4 Increased Retention/Reduced Dropouts	6	Increased Ratio of exam attendees to enrolled (average of last 3 years)

1.5 Curriculum feedback system in place and functioning	5	Faculties and students will be engaged in the curriculum development in consultation with business community and other stakeholders. The review report will be submitted to the concerned entities as the feedback.
1.6 Due implementation of Academic Calendar	4	Constituent/ Affiliated HEIs will implement duly approved academic calendar. Additionally, internal assessments will be conducted and remedial measures to boost pass rate will be one of the key aspects of the system.
<b>2. Research, Development and Innovation (RDI) Outcome</b>	<b>30</b>	
2.1 Publication of articles in peer reviewed journals by full time faculties at least by 40% faculty members of the HEI.	6	The standard should be above QAA indicators
2.2 At least 1 research collaboration national/international institution last year/multi year	6	Collaborative report/topic
2.3 At least 5% full time faculties received academic research grants from funding national/ international agencies	5	At least one related with climate change
2.4 Dissemination and application of research findings in community welfare/ national welfare/ student knowledge enhancement	4	Knowledge sharing and application

2.5 Patent received by full time faculty Members	4	After patent received
2.6 Promotion of research and innovation through internally funded research projects conducted by at above 5% full time faculties(this is in addition to item #2.3)	3	Selection of the projects for funding should be as per the guidelines prepared by the HEI
2.7 Institutional revenue generated by research/ consultancies by full time faculties	2	Shall be at least 5% of the HEIs total annual revenue generated against students' tuition fees
<b>3. Governance Outcome</b>	<b>20</b>	
3.1 Student Support and graduate tracking system on employability and academic progress	5	<ul style="list-style-type: none"> <li>• No of graduates increased</li> <li>• Increased placement services</li> <li>• Percentage increased in progress on further studies</li> </ul>
3.2 Faculty Members evaluation by students	4	Students' confidential evaluation will be used in teachers' performance evaluation at the end of each academic calendar. The markings from the evaluation will be embedded in the promotions and other benefits for faculty members
3.3 Internal quality assurance assessment conducted by IQAC annually and corrective measures planned and implemented	3	Related Report
3.4 Merit based student enrolment system in place	2	Number of students appearing in the entrance exam is 30% more than the enrolling students

3.5 Merit based faculties/staff recruitment	2	HEI faculty member/staff recruitment criteria should not be less than the affiliated university specific minimum qualification
3.6 Audit observation(s) of the previous FY settled and publicly disclosed (governance & transparency)	2	Comparison of audit report with preceding years audit reports and management responses
3.7 Physical infrastructure developed/progressing as per the pre-designed master plan and annual/strategic plan	2	With provision of climate change adaptation and mitigation activities at HEI level
<b>4. Additional Innovative QE practice (Open)</b>	<b>10</b>	QAAC will decide (accept/reject) the idea as innovation. Priority innovative areas <sup>34</sup> , weightage of areas will be defined in a separate Guideline
<p><b>General condition:</b> a) HEI(s) with Master level program: at least two indicators from each among 1 to 3 areas; b) HEI(s) only with under-graduate level program: one indicator under RDI theme and other any five indicators with at least one from each area.</p> <p><b>Special condition</b> (if accomplished an innovative indicator): a) HEI(s) with Master level program: other any five indicators at least one from RDI, b) HEI(s) only with under-graduate level program: other any five indicators.</p>		

**Modified Source: NEHEP**



## Annex 8

### List of Educational Quality Assurance and Accreditation Council Members

S.No.	Name	Designation
1	Prof. Dr. Bhim Prasad Subedi	Chairman
2	Prof. Dr. Shankar Prasad Bhandari	Member
3	Prof. Dr. Keshar Jung Baral	Member
4	Prof. Dr. Jai Raj Awasthi	Member
5	Dr. Usha Jha	Member
6	Prof. Dr. Bhagwan Koirala	Member
7	ER. Dilli Raman Niraula	Member
8	Mr. Prajwal Jung Pandey	Member
9	Prof. Sarala KC	Member
10	Dr. Kamal Prasad Pokhrel	Member
11	Dr. Rishikesh Pandey	Member-Secretary

## Annex 9

### List of Immediate members of Technical Committee

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

S.No.	Name	Institutional Involvement	Designation
1	Dr. Mana Prasad Wagley	Professor, Education, TU/KU	Coordinator
2	Dr. Ganesh Bahadur Gurung	Professor	Member
3	Dr. Triratna Bajracharya	Professor	Member
4	Dr. Shree Krishna Shrestha	Professor	Member
5	Dr. Meena Baidhya Malla	Professor	Member
6	Dr. Ranjana Gupta	Professor	Member
7	Dr Rishikesh Pandey	Director EQAAC Secretariat	Member -Secretary

## Annex 10

### List of QAA Process and Indicator Review Committee

S.No	Name of Members	Designation
1	Prof. Dr. Bhim Prasad Subedi	Coordinator
2	Prof. Dr. Abhoy Kumar Lal Das	Member
3	Prof. Dr. Jibraj Pokharel	Member
4	Prof. Dr. Shiva Kumar Rai	Member
5	Prof. Dr. Basu Dev Kafle	Member
6	Prof. Dr. Sangeeta Rajbhandary	Member
7	Dr. Rishikesh Pandey	Member Secretary

## Annex 11

### Addition Status of HEIs in QAA Process

#### List of HEIs who have submitted LOI from the Delist

S.N	Name of HEI	Address
1	Solukhumbu Multiple Campus	Solududhakunda, Solukhumbu
2	Nesfield International College	Lagankhel, Lalitpur
3	Kalika Multiple Campus	Pokhara, Kaski
4	Salyan Multiple Campus	Lulaping, Salyan
5	Durgalaxmi Multiple Campus	Godawari, Kailali
6	Ayurveda Campus	Kirtipur, Kathmandu
7	Gokuleshwar Multiple Campus	Shaillyashikar, Darchula
8	Texas International Campus	Mitrapark, Kathmandu

#### List of HEIs who have submitted LOI for Renewal

S.N	Name of HEI	Address
1	St. Xavier's College	Maitighar, Kathmandu
2	Birgunj Public College	Birgunj, Parsa
3	Lamjung Campus	Sundarbazar, Lamjung

4	Central Department of Education	Kirtipur, Kathmandu
5	Bishwa Shanti Chiran-Milan Campus	Gairigau, Kathmandu
6	Kakarvitta Multiple Campus	Mechinagar, Jhapa
7	Kantipur Engineering College	Dhapakhel, Lalitpur
8	Southwestern State College	Tokha, Kathmandu
9	Butwal Kalika Campus	Butwal, Rupandehi
10	Purwanchal Campus, Institute of Engineering, TU	Dharan, Sunsari
11	Universal Engineering & Science College	Chakupat, Lalitpur
12	Aadim National College	Chabahil, Kathmandu

### List of HEIs who have submitted LOI for Re-accreditation

S.N.	Name of HEI	Address
1	Dibya Jyoti Multiple Campus	Bardghat, Nawalparasi
2	Lumbini Banijya Campus	Butwal, Rupandehi
3	Mahakavi Devkota Campus	Sunwal, Nawalparasi
4	Mahendra Ratna Multiple Campus	Ilam Bazar, Ilam
5	Rupandehi Campus	Siddharthanagar, Rupandehi

## Annex 12

### Chronological Steps of QAA Process

#### 1. LoI Submission

##### A. Responsibility of HEIs:

- Download **Eligibility Criteria, LoI Form** and **Documents to be submitted** with LoI form.
- Confirm that the institution is eligible.
- Collect all the required documents.
- Fill up the form.
- Print the cover letter in a page having institution's letter head.
- Sign and stamp all pages of LoI.

- Stamp all Xerox pages to be submitted.
- Make a binding of all pages or create a folder in web-link.
- Make verification of documents at the QAA Secretariat.
- Upon verification, deposit a fee\* in given UGC account\*\* number.
- Produce bank voucher to Account Section of UGC and get a slip from there.
- Include slip with the form.
- Register and get the registration number.

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

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

## **B. Responsibility of QAA Secretariat**

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

## **2. SSR Submission**

### **A. Responsibility of HEIs:**

- Read carefully the ‘SSR Manual’.
- Identify the gap between given indicators and institutional efforts.
- Create awareness among stakeholders about QAA process and institutional attempts.
- Develop required policy documents, form mechanisms and prepare plan of activities.
- Conduct required activities.
- Gather all the documents of QAA concerns.
- Prepare first draft of SSR.
- Share draft SSR to stakeholders and get feedback.
- Incorporate feedback (if useful) and finalize SSR.
- Produce SSR in CMC meeting or equivalent body and get approval decision.
- Create folders either criterion-wise or thematically.

- Create a web-link and share it to QAA Secretariat.
- Contact secretariat and confirm that your SSR has been registered.

## **B. Responsibility of QAA Secretariat**

- The QAA Secretariat presents SSR to the Technical Committee. Any feedback from Technical Committee will be communicate back it to the institution.
- Upon approval of Technical Committee, PRT will be formed for the respective institution/s.
- PRT portfolio shall be conducted which would take decision on whether to proceed for pre- assessment visit or to provide back feedback to the institution.
- Upon approval of visit (by UGC), pre-assessment shall be completed.

## **3. Addressal of Pre-assessment Recommendations**

### **At the institutional Level**

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

S.N.	Recommendations	Progress made	Annex Info.	Remarks
1.				
2.				

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

### **At the QAA Secretariat**

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

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

#### 4. Addressal of Final Assessment Recommendations (if any)

##### At the institutional Level:

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

S.N.	Recommendations	Progress made	Annex Info.	Remarks
3.				
4.				

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

##### At the QAA Secretariat

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

**ANNUAL  
REPORT  
2021/22  
2078/079**



**UNIVERSITY GRANTS COMMISSION**

EDUCATIONAL QUALITY ASSURANCE AND ACCREDITATION COUNCIL

SANOTHIMI, BHAKTAPUR NEPAL

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