



# Quality Assurance & Accreditation in Higher Education of Nepal



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# Higher Education in Nepal

## History of Higher Education

**Tri-Chandra Campus (1918)**

**Tribhuvan University (1959)- 78.78% of students (2017)**

**B.P. Koirala Institute of Health Sciences (1993)**

# Higher Education in Nepal

**Universities - 11**

**Academies (certificate award institutions) - 4**

**Constitution Colleges (98)**

**Community Colleges (532)**

**Private College (777)**

**Total Colleges (1407)**

# Universities of Nepal

1. **Tribhuvan University, Kirtipur (1959)**
2. **Purbanchal University, Biratnagar (1994)**
3. **Far-western University, Kanchanpur (2010)**
4. **Kathmandu University, Dhulikhel (1991)**
5. **Lumbini Bouddha University (2005)**
6. **Mid Western University, Birendranagar (2010)**
7. **Agriculture and Forestry University, Rampur, Chitwan (2010)**
8. **Nepal Sanskrit University (1986)**
9. **Pokhara University, Pokhara (1997)**
10. **Rajarsi Janak University, Janakpurdham (2017)**
11. **Open university, Kathmandu (2016)**

# Certificate Awarding Institutions

B.P. Koirala Institute of Health Sciences, Dharan (1993)

National Academy of Medical Sciences (NAMS), Bir Hospital (2002)

Patan Academy of Health Sciences (PAHS), Patan, (2008)

Karnali Academy of Health Science (KAHS), Jumala (2011)

# Statistics of Higher Education in Nepal

Description	Prov 1	Prov 2	Prov 3	Prov 4	Prov 5	Prov 6	Prov 7	Total
University	1	1	4	1	2	1	1	11
Academy	1		2			1		4
Colleges	196	126	612	124	197	56	96	1407
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# UGC: University Grants Commission.

The UGC Act was approved by the Parliament on BS 2050 Mangsir 7, and it came into functioning during BS 2051.

UGC is responsible for allocation and disbursement of grants to the universities and their campuses

Regulating activities of universities i.e.maintenance of standard of teaching, examination and research in universities.

Formulating policies and programs for universities.

# What is Quality ?

'It is a simple question, but with a not-so-simple answer.

Quality is a mind-set, a fixed mental attitude or disposition that predetermines a person's response to and interpretation of situations.



# What is education quality?

It is cumulative product of both human and materials resources. It is simply performing better today, what we perform other day and preparing best for tomorrow. It is accountability and efficiency at all level.

Quality is meeting expectation and requirements through consistent performance in teaching and research. Again, Quality is a way of brand building exercise for long term perspective competitive global environment.

# Dimension of service quality

No	Dimension	Definition
1	Time or Timelines	timely completion
2	Completeness	Students get all they should get
3	Courtesy	Treatment by staff
4	Consistency	Same level of service for all the time
5	Accessibility & Convenience	Ease of obtaining service
6	Accuracy	Performed correctly every time
7	Responsiveness	Reaction to special circumstances or requests

# What is QAA in Education?

The University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) programme, as an important aspect of reform in higher education in Nepal. Accordingly, a “Quality Assurance and Accreditation Committee” (QAAC) has been formed in 2003 (2060) for the development and implementation of QAA activities in higher education in Nepal. The QAA Division in UGC has established to facilitate QAAC and to perform regular activities related to QAA.

# What is Accreditation ?

*According to UGC Nepal*

*Accreditation is the process by which authorized body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. The QAA provides opportunities for institutions and their programs to assess their performance and their weaknesses.*

## UGC QAA

**QAA Council (11 members) - Policy Making**

**QAA Division (9 Staff -7 full time) - Implementing Policy**

**QAA Technical Committee (7 member committee) - Auditing**

**Table 1: The Accreditation Process**

Step I	Submission of Letter of Intent (LOI) form by HEI to QAAD-UGC	QAAD gives the letter of acceptance of LOI
Step II	Preparation of Self-Study Report (SSR) by HEI and Submit to QAAD-UGC	Based on 8 Criteria
Step III	SSR Technical Review	Suggestion for Improvement if needed
Step IV	PRT Review of SSR	Suggestion for Improvement if needed
Step V	PRT Pre-Visit	Suggestion for Improvement if needed
Step VI	PRT Final Visit	
Step VII	PRT Report	-Yes or No Decision for Certification
Step VIII	Certification of QAA	

# Criteria and weightage

Criteria	Weightage
Policy and Procedures	15
Curricular aspects	10
Teaching-Learning and Evaluation System	15
Research-Consultancy and Extensions	10
Infrastructure and Learning Resources	20
Student Support and Guidance	10
Information System	10
Public Information	10
Total	100

# Policy and Procedure

The policy statement of an institution is expected to include:

1. institutional strategy for quality and standards
2. organization of quality assurance system
3. responsibilities of individual departments, units and individuals for the assurance of quality
4. relationship between teaching and research in the institution
5. involvement of students in quality assurance
6. ways in which the policy is implemented, monitored and revised.



# Curricular Aspects

This criterion deals with

1. Freedom allowed in curricular design.
2. Aligns curricular with the mission statement of the institution.
3. Academic flexibility and diversity to suit different levels of learners,
4. Aspects on career orientation, multi-skill development
5. Involvement of stakeholders in curriculum updating

# Teaching Learning and Evaluation System

The focus of this criterion is captured as follows:

1. **Transparency in admission process**
2. **Facilitation of the effective conduct of the teaching-learning processes**
3. **Provision for use of ICT in the enhancement of teaching process**
4. **Effective mechanism to recruit adequate qualified faculty**
5. **Reliable and valid evaluation process of the students**
6. **Regulations on students' absence, illness and other circumstances**
7. **Participative mechanism for evaluation of teaching work**
8. **Satisfaction of the faculty**
9. **Opportunities for continued academic growth and professional development of staff**
10. **Good practices in teaching, learning and evaluation to achieve academic excellence**

# Research Consultancy and Extensions

The focus of this criterion comprises the following:

1. Promotes research culture among faculty and students
2. Encourages faculty to publish in academic journals
3. Encourages faculty to participate in professional academic programmes
4. Promotes faculty participation in consultancy work
5. Institutional responsiveness to community needs through the extension and conducting relevant extension
6. Good practices in research, consultancy and extension to achieve academic excellence.

# Infrastructure and Learning Resources

This criterion focuses on:

1. Adequate use of physical facilities to conduct educational programmes efficiently.
2. Balancing the growth of the infrastructure with the academic growth of the institution.
3. Effective mechanisms for maintenance and optimal use of infrastructure
4. Adequate library, computer facilities and other learning resources, with easy access to all its constituencies

# Student Support and Guidance

The focus of this criterion is on the following:

1. Provision of clear information to students about admission, completion requirements for all programmes; the fee-structure and refund policies; financial aid and student support services
2. Sufficient and well-run support services to all its students
3. Mechanisms of monitoring student progression
4. Mechanisms for student counseling and placement services
5. Effective mechanism to use student feedback for quality enhancement.

# Information System

Institutions should collect, analyze and use relevant information for the effective management of their programmes of study and other activities. It includes

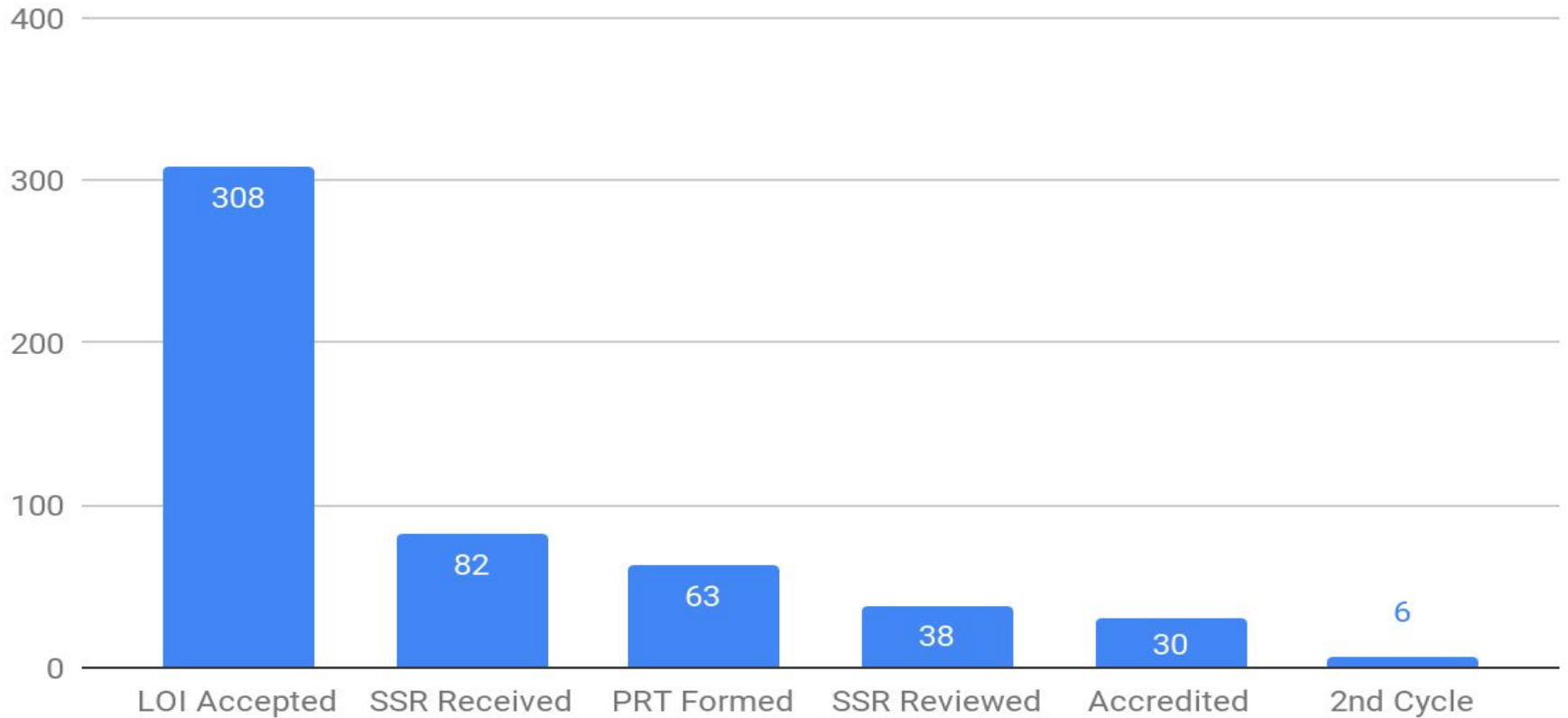
1. Students' progression and success rates
2. Employability of graduates
3. Students' satisfaction with their programmes
4. Effectiveness of teachers
5. Profile of student population
6. Available learning resources and their cost
7. Institutions' own performance indicators

# Public Information

Institutions should regularly publish up to date, impartial information on

1. Programmes they are offering,
2. Intended learning outcomes
3. Qualification they award,
4. The teaching, learning and assessment procedures used
5. Learning opportunities available to their students
6. Profile of current student population and views and employment destinations of past students

## Number of HEIs in Accreditation Process





# Benefit of Accreditation

- Brand Building
- Development of database of HEIs.
- know its strengths, weaknesses, and opportunities through its Strategic Plan (or Policy)
- Identification of areas of planning and resource allocation
- Opportunity to get affiliation of Higher Valued Programs. (For Affiliated Colleges)
- Opportunity to get funds
- Initiate on innovative and modern methods of pedagogy
- Intra and inter-institutional interactions

# Challenges of Accreditation

Lengthy Process

Slippery definition of dimensions of Quality

Competent Human Resource to work on Accreditation Process

Lack of awareness and trainings

Quality is Journey not Destination...

your queries???