



# UNIVERSITY GRANTS COMMISSION

## *Beneficiary Satisfaction Survey (Baseline)*

### **Final Report**

#### **Alliance for Social Mobilization**

**Nakkhu, Lalitpur**

Phone: 977-1-5526145 / 5545890, Fax - 5552380

PO Box 8975 EPC 655 Kathmandu

Email: [alliance@alliance.com.np](mailto:alliance@alliance.com.np)

URL: [www.alliance.com.np](http://www.alliance.com.np)

**4/26/2023**



There is significant difference between the satisfaction level and importance level of beneficiaries from the existing service quality of HEIs under the all Result Areas and DLIs of NEHEP including safeguard.

# ***Final Report***

**Of**

***Beneficiary Satisfaction Survey (Baseline)***

**Nurturing Excellence in Higher Education Program**

**Submitted To:**



**University Grants Commission (UGC)**

**Sanothimi, Bhaktapur, Nepal**

**Tel: 01-6638548, 6638549**

**Email: [procurement@ugcnepal.edu.np](mailto:procurement@ugcnepal.edu.np)**

**Submitted By:**



**Alliance for Social Mobilization (Alliance Nepal)**

**Nakkhu, Lalitpur**

**Phone: 977-1-5526145 / 5545890**

**Fax - 5552380**

**PO Box 8975 EPC 655 Kathmandu**

**Email: [alliance@alliance.com.np](mailto:alliance@alliance.com.np)**

**URL: [www.alliance.com.np](http://www.alliance.com.np)**

## Acknowledgement

The study was conducted by Alliance for Social Mobilization (Alliance Nepal) From Jan to April 2023 with the financial support from the University Grants Commission (UGC), Nepal under the Nurturing Excellence in Higher Education Program (NEHEP) funded by the World Bank. The main objective of this study was to measure the satisfaction level of teachers/faculties, students, and academic leaders of HEIs and employers. We are very thankful to the UGC for providing this opportunity to conduct baseline study. This study covered the 121 HEIs of 41 districts of seven provinces.

The study was successfully completed in time because of the support of all concerned authorities. We are very grateful to Chairman of the UGC, Prof. (Dr.) Dev Raj Adhikari, and Member Secretary of the UGC, Prof. (Dr.) Shankar Prasad Bhandari who provided valuable suggestions, and direction to complete this study. Likewise, we are grateful to Dr. Pramod Poudel, Research Director of UGC for his constructive feedback, cooperation, and support throughout this study. We are also thankful to the Kapil Risal, Deputy Director, UGC, Bishwas Dhakal, Assistant Director, UGC, Mr. Ram Babu Adhikary, Financial Policy Improvement Specialist, UGC, and Mr. Hikmat Rokaya, IT Expert UGC for their valuable support by providing us available information and documents related to this study. We gratefully acknowledge the administrative and logistical support provided by Jeewan Koju, Procurement Chief of UGC, and other Department Head, and administrative staffs of UGC.

We would also like to thank for the constructive feedback and support of Mohan Prasad Aryal, Tracy Ghale, and Prem Khanal of World Bank. We are also thankful to the all participants of selected HEIs and employers for their valuable information and time to complete the study.

Finally, we would like to thank for the hardworking and regular support of this study team – Dr. Narayan Satyal (Researcher), Dr. Arjun Kumar Thapa (Researcher), Mr. Sugam Bajarcharya (Statistician), Mr. Shailendra Gartoulla (Field Facilitator), and Ms. Kalpana Khadka (Field Supervisor), Mr. Tej Raj Karki (Data entry), and field enumerators.

Once again thank you for all concerned for their valuable support.



**Dr. Tej Bahadur Karki**  
(Team Leader \_ Alliance Nepal)

## Executive Summery

Education is regarded as an important medium for the sustainable peace and prosperity of the country through an educated society. Article 31 of the Constitution of Nepal mentions the right to education. The Constitution of Nepal has guaranteed the right to education as a fundamental right. The constitution has guaranteed the right to access to basic level of education, compulsory and free education up to basic level and free education up to secondary level. It has also guaranteed the right to free higher education for the disabled and economically weaker citizens, right to get an education in mother language by every Nepali community. Besides that, Nepal has set educational target under the SDG4, and 15th five-year plan also. Considering these provision, As a continuation of Higher Education Reform Project (HERP), UGC with funding from the World Bank is implementing Nurturing Excellence in Higher Education Program (NEHEP, 2021-2026) as an integral part of the National Higher Educational Program (NHEP) initiatives. Under the NEHEP, beneficiary satisfaction survey is one major activity so it was conducted with the technical support of Alliance for Social Mobilization. The main objective of Beneficiary Satisfaction Survey is to measure the satisfaction level of the stakeholders (teachers, Students, academic leaders, and employers). This survey also assessed how the direct beneficiaries value the interventions under the project, especially NEHEP and also needs and areas for improving overall satisfaction and retention.

The study covered the all seven provinces, among them detail survey was done in Madhesh, Bagmati, Gandaki and Karnali provinces, and KII and FGD was done in rest three provinces. It was a cross-sectional descriptive study which measured the satisfaction level and importance level of beneficiaries. It collected the both quantitative and qualitative data by using the survey and interview checklist. The study covered the 121 HEIs from 41 districts of seven provinces. The study collected the quantitative data from 724 respondents (394 students, 191 teachers, 139 academic leaders), and qualitative data from KII with 41 CMC members, 25 employers, and 27 FGD. The study used the Five Points Likert's scale to measure the satisfaction level (*1-very unsatisfied & 5 – very satisfied*) and importance level (*1 - Not important at all & 5- very important*). The quantitative data was analyzed from SPSS and qualitative data was transcribed, manually analyzed, and presented under the thematic areas of study. Triangulation method is used to draw the conclusion of this study.

The DLI 1 of NEHEP has focused on the labor market-driven autonomous programs, faculty members training and academic leaders' sensitization. In this regards, beneficiaries were asked about the status of these provision and services in their respective HEI and asked to rate their level of satisfaction and importance of these facilities based on the current practices. The findings shows that the mean value of satisfaction level of DLI 1 is 3.1277, 3.2115, 3.0913, and 3.14, and importance level is 3.5194, 3.8409, 3.9520, and 3.77 for teachers, students, academic leaders, and total respectively.

Similarly, the DLI 2 of NEHEP has focused on the collaborative research and entrepreneurship program in HEIs. The project aims to lunch the collaborative research and provide the

entrepreneurship program to the HEIs. In this regards, the baseline study found the mean value of satisfaction level are 2.1416, 2.8458, 2.8919 and 2.63, and mean value of importance level are 2.9075, 3.7395, 3.8874, and 3.51 for teachers, students, academic leaders, and total respectively out of 5 point scale.

DLI 3 has focused on the promotion of Quality Assurance and Accreditation (QAA), and Quality Enhancement (QE) of HEIs. In this regards, the study found that the mean values of satisfaction level of beneficiaries are 3.3551, 3.2054, 3.6061, and 3.39, and mean values of importance levels are 3.9221, 3.9579, 4.2770, and 4.05 for teachers, students, academic leaders, and total respectively out of 5 point scale.

DLI 4 has included the activities related to Performance Based Grants received by HEIs from UGC. In the context, the study discussed with the respondents and found that the mean values of satisfaction levels are 3.5942, 3.5108, and 3.55, and mean value of importance levels are 4.0002, 4.1079, and 4.05 for the teachers, academic leaders and total respectively.

DLI 5 of NEHEP is related to enrollment of disadvantaged students in lagging and/ or disaster affected provinces and remote regions. It is found from the study that the mean values of satisfaction levels are 3.6762, 3.3880, 3.8228, and 3.63 and the mean values of importance level are 4.0532, 4.0228, 4.2109, and 4.10 for teachers, students, academic leaders, and total out of 5 point scale respectively.

Finally, the DLI 6 of NEHEP is related to online teaching, learning and digitized administration of all HEIs. The study found that the mean values of satisfaction level are 3.3039, 3.0358, 3.1845, and 3.17, and the mean values of importance level are 3.8398, 3.8782, 3.9986, and 3.91 out of 5 point scale for the teachers, students, academic leaders, and total respectively.

Similarly, Results Area wise also, it is found that the total mean value of satisfaction level for teachers, students and academic leaders were 3.38, 3.17 and 3.39 respectively, and for importance level were 3.87, 3.39 and 4.08 respectively out of 5 point scale. This shows that total satisfaction level of teachers, students and academic leaders were almost neutral, whereas importance level is slightly higher than satisfaction level. The differences of satisfaction level and importance level are statistically significant.

In the case of employers' satisfaction, there was significant difference between the satisfaction level and importance level on product quality of student from HEIs (mean difference is -16.68421), and employees' performance (mean difference is -12.78947). Employers were expecting that the HEIs should coordinate with them for designing the new market-relevance curriculum and HEIs should produce the more technical manpower required for the industry and manufacturing companies.

In summary of the DLIs wise, and Result Area wise findings considering the total mean value indicates the moderate level of satisfaction (*up to 1.67 – unsatisfied, 1.67-3.33 – moderately satisfied, and above 3.33 – highly satisfied*) because the total mean value of satisfaction level is 3.25 and 3.31 respectively. Similarly, findings indicate the very importance (*up to 1.67 – not*

*important, 1.67-3.33 – moderately important, and above 3.33 – very important*) to lunch the NEHEP because total mean value of importance level is 3.90 and 3.78 out of 5 point scale.

Regarding the relevancy, effectiveness, efficiency, and sustainability of project, on the ground of major findings on this baseline satisfaction survey, the study team found the following results based on the different thematic areas of study:

**Relevancy of program:** As discussed with the respondents, the expectation of teachers, students, and academic leaders is high from the project. They were expecting to develop the new market relevant curriculum, provide entrepreneurship skill to students and faculties, do the collaborative research, digitization, and receive performance grants and other services to enhance the quality of their HEI. The program has been essential, and contextual in present situation. The statistically also, the mean value of ‘importance level’ is higher than ‘satisfaction level’ in each DLIs and Result Area of NEHEP which strongly justifies the relevancy of this program.

**Effectiveness of program:** the qualitative discussion and quantitative analysis of this study found that the program will be more effective to address the current need of HEIs, support to improve the quality of service and contribute to decrease the drop-out rate of students. The program can be extremely useful to refurbish the university education. Beneficiary of HEIs were very enthusiastic.

**Efficiency of Program:** the successful implementation of program can increase the efficiency of HEIs staffs, faculty, academic leaders; students because the program aims to develop operational policies for capacity building of HEIs, digitized, increase access of disadvantaged students, and provide training to the faculty and academic leaders which can contribute to increase the academic performance of HEIs.

**Sustainability:** all the HEIs participated in the study were found very eager to lunch the NEHEP in their HEI. Present NEHEP program seems to distinctly beneficial and sustainable among the QAA certified or who are in process of QAA campuses because such HEIs have maintained the service quality like basic infrastructure, sanitation, regular classes, trained faculty members, research activities, close monitoring of student performance. Though, many HEIs shared the financial crisis so it can be assumed that after successful implementation of NEHEP, the best achievement can be continued by HEIs by increasing the collaborative work with other governmental and non-governmental institutions.

**Lesson learnt:** UGC/NEHEP should encourage all HEIs to participate in the program for the quality improvement of HEIs. Periodic monitoring from UGC will ensure the effective implementation of program as well as can support to sustain the best achievement of program for long-run.

It can be concluded that in general, level of satisfaction of teachers, students, and academic leaders are found close to the average level (*neither satisfied nor unsatisfied*) because the mean

value is close to 3 out of 5. Comparatively, satisfaction level of academic leaders and teachers is almost same whereas students' satisfaction is less than these two. There is significant gap between the satisfaction level and importance level of all beneficiaries under the all Result Areas of NEHEP. Based on the findings of quantitative and qualitative data, it can be concluded with one sentence that all types of beneficiaries were moderately satisfied from the service quality of HEIs, which strongly justify the relevancy of NEHEP for the quality enhancement of HEIs.

Finally, the study strongly recommends the implementation of NEHEP considering the areas of improvement in HEIs (*chapter 3.9*), and specific recommendation of this study (*chapter 4.2*).



## Table of Contents

|   |           |
|---|-----------|
| <b>Executive Summery .....</b>  | <b>ii</b> |
| <b>CHAPTER I: INTRODUCTION .....</b>  | <b>1</b>  |
| 1.1 Background of the study .....   | 1         |
| 1.2 Objectives of the Assignment .....  | 2         |
| 1.3 Coverage of study.....  | 2         |
| 1.4 Rationale of NEHEP for HEIs .....   | 4         |
| 1.5 Educational Policies and Plans of Nepal Government.....                                   | 4         |
| 1.5.1 The Constitution of Nepal, 2015 (B. S. 2072) .....                                      | 4         |
| 1.5.2 The Fifteenth Plan (Fiscal Year 2019/20 – 2023/24).....                                 | 5         |
| 1.5.3 Nepal’s Sustainable Development Goals.....  | 5         |
| 1.5.4 National Education Policy 2019 (B.S. 2076).....   | 6         |
| <b>CHAPTER II: METHODOLOGY .....</b>  | <b>7</b>  |
| 2.1 Study area.....   | 7         |
| 2.2 Study design .....  | 7         |
| 2.3 Sampling technique .....  | 7         |
| 2.3.1 Selection of Study location and number of University and college .....                  | 7         |
| 2.3.2 Sample size calculation and its distribution .....                                      | 10        |
| 2.4 Data collection tools and techniques .....  | 12        |
| 2.5 Data Analysis .....   | 14        |
| 2.5 Quality assurance .....   | 14        |
| 2.6 Supervision and validation of data .....  | 15        |
| 2.7 Report writing .....  | 16        |
| 2.8 Human Resource mobilization plan .....  | 16        |
| <b>CHAPTER III: FINDINGS OF THE STUDY.....</b>  | <b>17</b> |
| 3.1 DLIs wise satisfaction and Importance level of Teachers, Students, Academic Leaders<br>17 |           |
| 3.1.1 Status of DLI 1 – Satisfaction vs. Importance level .....                               | 17        |
| 3.1.2 Status of DLI 2 – Satisfaction vs. Importance level .....                               | 18        |
| 3.1.3 Status of DLI 3 – Satisfaction vs. Importance level .....                               | 18        |
| 3.1.4 Status of DLI4- Satisfaction vs. Importance level .....                                 | 19        |
| 3.1.5 Status of DLI 5 – Satisfaction vs. Importance level .....                               | 19        |
| 3.1.6 Status of DLI 6 – Satisfaction Vs. Importance level .....                               | 20        |
| 3.1.7 Teachers - Correlation between DLIs wise satisfaction & Importance level .....          | 20        |



|       |  |    |
|-------|--|----|
| 3.1.8 | Students - Correlation between DLIs wise satisfaction & importance level .....                   | 21 |
| 3.1.9 | Academic leaders - Correlation between DLIs wise satisfaction & importance level .....           | 22 |
| 3.2   | Level of satisfaction and Importance of Teachers/faculties .....                                 | 23 |
| 3.2.1 | RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research .....        | 23 |
| 3.2.2 | RA2- Strengthening Governance and Financing of Higher Education .....                            | 26 |
| 3.2.3 | RA3: Widening Access to Quality Higher Education for Disadvantaged Students .....                | 28 |
| 3.2.4 | RA4: Extending Digitalization of Higher Education .....  | 29 |
| 3.2.5 | Social and Environmental Safeguard .....   | 30 |
| 3.2.6 | Gap in Teachers' satisfaction .....  | 31 |
| 3.3   | Level of satisfaction and Importance of Students .....   | 33 |
| 3.3.1 | RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research .....        | 33 |
| 3.3.2 | RA2- Strengthening Governance and Financing of Higher Education .....                            | 34 |
| 3.3.3 | RA3: Widening Access to Quality Higher Education for Disadvantaged Students .....                | 35 |
| 3.3.4 | RA4: Extending Digitalization of Higher Education .....  | 36 |
| 3.3.5 | Social and Environmental Safeguard .....   | 37 |
| 3.3.6 | Gap in Students' satisfaction .....  | 39 |
| 3.4   | Level of satisfaction and Importance of Academic leaders .....                                   | 40 |
| 3.4.1 | RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research .....        | 40 |
| 3.4.2 | RA2- Strengthening Governance and Financing of Higher Education .....                            | 42 |
| 3.4.3 | RA3: Widening Access to Quality Higher Education for Disadvantaged Students .....                | 43 |
| 3.4.4 | RA4: Extending Digitalization of Higher Education .....  | 44 |
| 3.4.5 | Social and Environmental Safeguard .....   | 46 |
| 3.4.6 | Gap in academic leaders' satisfaction .....  | 47 |
| 3.5   | Level of satisfaction and Importance of employers .....  | 49 |
| 3.5.1 | Satisfaction on the product quality of HEIs .....  | 49 |
| 3.5.2 | Importance of the product quality of HEIs .....  | 49 |
| 3.5.3 | Satisfaction from the employees performance .....  | 50 |
| 3.5.4 | Importance of employees performance .....  | 51 |
| 3.5.5 | Gap in employers' satisfaction .....   | 51 |
| 3.6   | Overall satisfaction level and importance level of teachers, students and academic leaders ..... | 54 |
| 3.7   | Findings of FGD and KIIs .....   | 56 |

|   |   |            |
|---|---|------------|
| 3.7.1   | RA1 Improved Labor-market relevance, Entrepreneurship, and Collaborative Research | 56         |
| 3.7.2   | RA2- Strengthening Governance and Financing of Higher Education for Quality       | 60         |
| 3.7.3   | RA3: Widening Access to Quality Higher Education for Disadvantaged Students       | 64         |
| 3.7.4   | RA4: Extending Digitalization of Higher Education.....                            | 66         |
| 3.7.5   | Social & Environmental Safeguard during construction period.....                  | 68         |
| 3.8   | Challenges of HEIs.....   | 69         |
| 3.9   | Areas of improvement in HEIs .....  | 71         |
| <b>CHAPTER IV: CONCLUSION AND RECOMMENDATION.....</b>                             |   | <b>73</b>  |
| 4.1   | Conclusion.....   | 73         |
| 4.2   | Recommendation.....   | 77         |
| <b>Annex 1 – District wise list of selected academic institutions .....</b>       |   | <b>78</b>  |
| <b>Annex 2: District wise participation of Academic Leaders in the study.....</b> |   | <b>82</b>  |
| <b>Annex 3: List of KII Participants.....</b>                                     |   | <b>83</b>  |
| <b>Annex 4: Quantitative Data Related to Teachers .....</b>                       |   | <b>85</b>  |
| <b>Annex 5: Quantitative Data Related to Students.....</b>                        |   | <b>89</b>  |
| <b>Annex 6: Quantitative Data Related to Academic Leaders .....</b>               |   | <b>93</b>  |
| <b>Annex 7: Qualitative Data.....</b>   |   | <b>97</b>  |
| <b>Annex 8: Some Sample FGD Attendance .....</b>                                  |   | <b>107</b> |
| <b>Annex 9: Data collection tools.....</b>  |   | <b>107</b> |

## List of Tables

|   |    |
|---|----|
| Table 1: Province-wise distribution of HEIs .....   | 8  |
| Table 2: Selection of HEIs for survey.....  | 8  |
| Table 3: District wise no. of respondents based on HEIs .....                                 | 10 |
| Table 4: Province wise distribution of respondents in final survey.....                       | 12 |
| Table 5: Cronbach’s Alpha test.....   | 15 |
| Table 6: Status of DLI 1 – Satisfaction vs. Importance level .....                            | 17 |
| Table 7: Status of DLI 2 – Satisfaction vs. Importance level .....                            | 18 |
| Table 8: Status of DLI 3 – Satisfaction vs. Importance level .....                            | 18 |
| Table 9: Status of DLI4- Satisfaction vs. Importance level.....                               | 19 |
| Table 10: Status of DLI 5 – Satisfaction vs. Importance level .....                           | 19 |
| Table 11: Status of DLI 6 – Satisfaction vs. Importance level .....                           | 20 |
| Table 12: Correlation between DLIs wise satisfaction indicators .....                         | 20 |
| Table 13: Correlation between DLIs wise importance level .....                                | 21 |
| Table 14: Correlation between DLIs wise satisfaction indicators .....                         | 21 |
| Table 15: Correlation between DLIs wise importance level .....                                | 21 |
| Table 16: Correlation between DLIs wise satisfaction indicators .....                         | 22 |
| Table 17: Correlation between DLIs wise importance level .....                                | 22 |
| Table 18: Satisfaction of Teachers under RA 1 .....   | 23 |
| Table 19: Satisfaction of Teachers under RA 2.....  | 26 |
| Table 20: Satisfaction of Teachers under RA 3.....  | 28 |
| Table 21: Satisfaction of Teachers under RA4.....   | 29 |
| Table 22: Satisfaction of Teachers under Safeguard .....                                      | 30 |
| Table 23: Paired sample t-test of Satisfaction Vs. importance level of Teachers.....          | 32 |
| Table 24: Satisfaction of students under RA1 .....  | 33 |
| Table 25: Satisfaction of students under RA2 .....  | 34 |
| Table 26: Satisfaction of students under RA3 .....  | 35 |
| Table 27: Satisfaction of students under RA4 .....  | 36 |
| Table 28: Satisfaction of students under safeguard .....                                      | 38 |
| Table 29: Paired sample t-test of Satisfaction vs. Importance level of students.....          | 40 |
| Table 30: Satisfaction of Academic leaders under RA1 .....                                    | 40 |
| Table 31: Satisfaction of Academic Leaders under RA2.....                                     | 42 |
| Table 32: Satisfaction of Academic Leaders under RA3.....                                     | 43 |
| Table 33: Satisfaction of Academic Leaders under RA4.....                                     | 44 |
| Table 34: Satisfaction of Academic Leaders under Safeguard .....                              | 46 |
| Table 35: Paired sample t-test in Satisfaction vs. Importance level of Academic Leaders ..... | 48 |
| Table 36: Paired sample t-test in Satisfaction Vs. Importance level of employers .....        | 53 |
| Table 37: Total mean value of satisfaction and importance level of beneficiaries.....         | 54 |

## List of Figures

|  |    |
|--|----|
| Figure 1: Province wise Number and types of HEIs.....                          | 17 |
| Figure 2: Province wise satisfaction of Teacher under RA1 .....                | 24 |
| Figure 3: Province wise satisfaction of Teacher under RA2 .....                | 26 |
| Figure 4: Province wise satisfaction of Teacher under RA3 .....                | 28 |
| Figure 5: Province wise satisfaction of Teacher under RA2 .....                | 30 |
| Figure 6: Province wise satisfaction of Teacher under Safeguard.....           | 31 |
| Figure 7: Teachers Satisfaction vs. importance level .....                     | 32 |
| Figure 8: Province wise satisfaction of students under RA1 .....               | 33 |
| Figure 9: Province wise satisfaction of students under RA2 .....               | 35 |
| Figure 10: Province wise satisfaction of students under RA3 .....              | 36 |
| Figure 11: Province wise satisfaction of students under RA4 .....              | 37 |
| Figure 12: Province wise satisfaction of students under Safeguard .....        | 38 |
| Figure 13: Satisfaction vs. importance level of students .....                 | 39 |
| Figure 14: Province wise satisfaction of academic leaders under RA1 .....      | 41 |
| Figure 15: Province wise satisfaction of academic leaders under RA2.....       | 42 |
| Figure 16: Province wise satisfaction of academic leaders under RA3.....       | 44 |
| Figure 17: Province wise satisfaction of academic leaders under RA4.....       | 45 |
| Figure 18: Province wise satisfaction of academic leaders under safeguard..... | 47 |
| Figure 19: Satisfaction vs. importance level of academic leaders .....         | 48 |
| Figure 20: Satisfaction from Product Quality of HEIs .....                     | 49 |
| Figure 21: Importance of Product Quality of HEIs .....                         | 50 |
| Figure 22: Satisfaction from employees' performance.....                       | 50 |
| Figure 23: Importance of employees' performance.....                           | 51 |
| Figure 24: Difference in Product Quality of HEIs.....                          | 52 |
| Figure 25: Difference in employees' performance .....                          | 53 |
| Figure 26: Comparison of total satisfaction level of Beneficiaries.....        | 54 |
| Figure 27: Comparison of total importance level of Beneficiaries.....          | 55 |
| Figure 28: Overall Satisfaction vs. Importance .....                           | 75 |

## **Abbreviation**

|       |  |
|-------|--|
| BBS   | : Bachelor in Business Studies                     |
| BSS   | : Beneficiary Satisfaction Survey                  |
| CMC   | : College Management Committee                     |
| CSR   | : Corporate Social Responsibility                  |
| DLIs  | : Disbursement Link indicators                     |
| DLRs  | : Disbursement-linked results                      |
| ECA   | Extra-Curricular Activities                        |
| EMIS  | : Educational Management Information System        |
| FGD   | : Focus Group Discussion                           |
| GESI  | : Gender Equality and Social Inclusion             |
| GRM   | : Grievance Redress Mechanism                      |
| HEIs, | : Higher Education Institutions                    |
| HERP  | : Higher Education Reform Project                  |
| HoD   | : Head of Department                               |
| IA    | : Implementing Agency                              |
| IT    | : Information Technology                           |
| KII   | : Key Informants Interview                         |
| KPIs  | : Key Performance Indicators                       |
| LDC   | : Least Developed Country                          |
| MTEF  | : Medium-Term Expenditure Framework                |
| MWU   | : Mid-Western University                           |
| NEHEP | : Nurturing Excellence in Higher Education Program |
| NHEP  | : National Higher Educational Program              |
| NPC   | : National Planning Commission                     |
| PAD   | : Project Appraisal Document                       |
| PRT   | : Peer Review Team                                 |
| QAA   | : Quality Assurance and Accreditation              |
| QE    | : Quality Enhancement                              |
| RA    | : Result Areas                                     |
| RMC   | : Research Management Cell                         |
| ICT   | : Information and Communication Technologies       |
| SDG   | : Sustainable Development Goals                    |
| SHEP  | : Second Higher Education Project                  |
| TU    | : Tribhuvan University                             |
| UGC   | : University Grants Commission                     |
| WB    | : World Bank                                       |

## CHAPTER I: INTRODUCTION

### 1.1 Background of the study

Higher education is considered the backbone for human capital development that contributes to overall national development. The Higher Education Project (1994-2001) financially supported by the World Bank aimed at improving the quality of higher education through infrastructure development, curriculum restructuring, academic/professional development, equipping the laboratories and faculties, strengthening management and promoting decentralized and participatory system in Tribhuvan University. Drawing on the lessons learnt from the Higher Education Project and needs assessment, the Second Higher Education Project (SHEP) was implemented during the period from July 2007 to 2014 by the University Grants Commission (UGC). Then, Higher Education Reform Project (HERP, 2014-2020) was also implemented by the University Grants Commission with financial support of the World Bank. As a continuation of HERP, UGC with funding from the World Bank is implementing Nurturing Excellence in Higher Education Program (NEHEP, 2021-2026) as an integral part of the National Higher Educational Program (NHEP) initiatives; NHEP is government program. Financial agreement has been completed between the government of Nepal and international development association, World Bank on August 19, 2021. The duration of implementation of this study is from July 16, 2021 – July 15, 2026.

The lessons from the predecessor projects (HEP, SHEP) including the recently closed Higher Education Reforms Project (HERP, closed Dec. 2020) laid the foundations of the NEHEP. The NEHEP supports specific reform initiatives of the NHEP in four Result Areas (RAs): RA1 - Improved Labor-market relevance, Entrepreneurship, and collaborative Research; RA2 - Strengthening Governance and Financing of higher education for Quality enhancement; RA3: Widening Access to Quality Higher Education for Disadvantaged Students; and RA4: Extending Digitalization of Higher Education. These RAs are clustered around six Key Performance Indicators (KPIs). Sixteen intermediate Results Indicators (IRIs) and 17 Disbursement Linked Results which will measure the overall progress of the program during implementation and upon completion. This program is divided into two components: component 1 consists of program for results while component 2 consists of capacity building and program management and M&E. In order to complete two components, the costing is considered around \$60M. The implementing agencies consist of two parts: principle IA- UGC and subsidiary IA- TU. Thus, the beneficiaries of this study include universities, HEIs, faculties, students, graduates and administration staffs. Overall, this study can help to uplift the campus and college situations.

Beneficiary Satisfaction Survey (BSS) is one of the key activities of the NEHEP. The baseline satisfaction survey assessed the satisfaction level of the direct beneficiaries namely, teachers, students and academic leaders in terms of access to and quality of education, teaching & learning, research environment and facilities, governance, alternative mode of learning including

digitalization, collaboration and the stakeholders and employers in terms of their perception and participation in improving the quality of graduates in areas of the NEHEP intervention. This study also measured the importance level of various service areas of HEIs from the perspective of beneficiaries. The study helps to know the baseline status of labor market relevance and quality of higher education, practice of collaborative research, enhance equitable access for underprivileged disaster affected groups, and digitization of HEIs.

## 1.2 Objectives of the Assignment

Major objective of Beneficiary Satisfaction Survey is to measure the satisfaction level of the stakeholders (teachers/faculties, students, academic leaders, and employers). This survey will also assess how the direct beneficiaries value the interventions under the project, especially NEHEP and also needs and areas for improving overall satisfaction and retention.

The specific objectives are:

1. To measure the satisfaction level of beneficiaries (teacher/faculties, students, academic leaders, and employers),
2. To identify major issues and provide insights into the opinions of the beneficiaries in relation to the NEHEP interventions,
3. To identify needs and areas for improving overall satisfaction of the beneficiaries,
4. To suggest the ways for the consolidation of the output and modality for future course of action,

## 1.3 Coverage of study

The study team prepared the survey tools covering the following six Disbursement Link indicators (DLIs) across the four results areas identified for NEHEP interventions:

Summary of RAs, six DLIs, and 17 Disbursement-linked results (DLRs)

| DLIs   | DLRs (quantitative DLRs are scalable)  |
|--|--|
| <b>RA1: Improved Labor-market relevance, Entrepreneurship, and Collaborative Research</b>                    |  |
| DLI 1: Labor market-driven autonomous programs, faculty members training and academic leaders' sensitization | DLR 1.1: Standards, operational policies and guidelines for faculty competency development and academic leadership sensitization designed and approved<br>DLR 1.2: 1,600 faculty members trained and academic leaders sensitized<br>DLR 1.3: 100 labor- market driven autonomous programs introduced |
| DLI 2: Collaborative research and entrepreneurship program   | DLR 2.1: Standards, operational policies and guidelines for collaborative research and entrepreneurship programs designed and approved<br>DLR 2.2: 20 collaborative research projects awarded<br>DLR 2.3: 50 entrepreneurs trained and received seed funds grants                                    |



| DLIs  | DLRs (quantitative DLRs are scalable)  |
|---|--|
| <b>RA2: Strengthening Governance and Financing of Higher Education for Quality Enhancement</b>                |  |
| DLI 3: Quality Assurance and Accreditation (QAA), and Quality Enhancement (QE)                                | DLR 3.1: 50 accredited HEIs undertook at least three QE activities<br>DLR 3.2: Five HEIs reconstituted as Deemed Universities or equivalent TU Chapters<br>DLR 3.3: Five Universities or Academies have completed peer review for QAA<br>DLR 3.4: Additional 220 HEIs or programs of HEIs have been accredited or completed peer review for QAA (cumulative 297) |
| DLI 4: Performance Based Grants   | DLR 4.1: Standards, operational policies guidelines for performance grants designed and approved<br>DLR 4.2: 400 HEIs received performance grants (cumulative)   |
| <b>RA3: Widening Access to Quality Higher Education for Disadvantaged Students</b>                            |  |
| DLI 5: Enrollment of disadvantaged students in lagging and/ or disaster affected provinces and remote regions | DLR 5.1: 100 HEIs in lagging and/or disaster affected Provinces and Remote Regions received Equity Grants<br>DLR 5.2: Additional 20,000 higher education students supported from bottom quintiles  |
| <b>RA4: Extending Digitization of Higher Education</b>  |  |
| DLI 6: Online teaching, learning and digitized administration   | DLR 6.1: Standards and operational policies for higher education digitization, connectivity, and implementation procedures designed and approved<br>DLR 6.2: Share of students registered in courses with online/blended teaching methods increased to 50%<br>DLR 6.3: Digital learning platform and online administration established at UGC                    |

Besides that the study has also covered the Environmental and Social safeguards aspects, and Gender Equality and Social Inclusion (GESI) perspectives in the study. Data collected from the teachers/faculties, students, and academic leaders of different universities and HEIs, also from employers associated with Chambers of Commerce and Industries (CCI). The study adopted both quantitative and qualitative techniques which is helpful for the triangulation of the information.

The study adopted the blended method physical and online for the data collection. The team used Google-Form to collect the survey data from teachers, students, academic leaders and employers, besides that the study team also physically visited to the most of the selected university and college to collect the data.

## **1.4 Rationale of NEHEP for HEIs**

NEHEP is implementing with the focus of four Result areas which are equally important to enhance the institutional capacity of HEIs and improve their educational performance. The study also found many challenges of public academic institutions like inadequate physical infrastructure, old curriculum, and no adequate scholarship for the disadvantaged students, lacking of required human resources, no proper IT facilities, inadequate collaborative research, lack of online library and digitization of resources and information.

Study suggests that there is significant gap between the satisfaction level and importance level in students, teachers and academic leaders from the service delivery of HEIs. The overall mean value of satisfaction level of all the result areas of NEHEP is 3.17, 3.38, and 3.39 while the overall mean value of importance level is 3.93, 3.87, and 4.08 for students, teachers and academic leaders respectively. Due to gap between satisfaction level and importance level of students, leaders and teachers, this research plays significant role in implementing and improving current practices and service quality of HEIs. Thus, it indicates that there is high importance of implementing NEHEP for improving those practices of HEIs.

## **1.5 Educational Policies and Plans of Nepal Government**

Nepal government has prepared policies and plans to increase the access of education to all people and improve the educational performance.

### **1.5.1 The Constitution of Nepal, 2015 (B. S. 2072)**

Education is regarded as an important medium for the sustainable peace and prosperity of the country through an educated society. Article 31 of the Constitution of Nepal mentions the right to education. The Constitution of Nepal has guaranteed the right to education as a fundamental right. The constitution has guaranteed the right to access to basic level of education, compulsory and free education up to basic level and free education up to secondary level. It has also guaranteed the right to free higher education for the disabled and economically weaker citizens, right to get an education in mother language by every Nepali community.

Present constitution of Nepal basically focus on higher education as the basic fundamental right, citizens with disabilities and economically indigent citizens, visually impaired, and citizens with hearing or speaking impairment shall have right to get higher education in accordance with law of Nepal. The provision of free higher education has been made for citizens with disabilities and economically indigent citizens, visually impaired citizens, and citizens with hearing or speaking impairment. According to Article 38 clause (5) Women shall have the right to obtain special opportunity in education, health, employment and social security on the basis of positive discrimination. Article 40 mentions the Rights of *Dalit*; according to clause (2) provision of free education with scholarship, from primary to higher education, shall be made by law for the *Dalit*

students. Special provision shall be made by law for the Dalit in technical and vocational education.<sup>1</sup>

### **1.5.2 The Fifteenth Plan (Fiscal Year 2019/20 – 2023/24)**

The Fifteenth Plan (Fiscal Year 2019/20 – 2023/24) prepared by National Planning Commission has set the following vision, goal and objective for education improvement:

**Vision:** Development of human resources for socio-economic transformation,

**Goal:** To develop creative, skilled, competitive, productive, and innovative human resources through quality education,

#### **Specific Objectives:**

1. To make basic education compulsory and free to all children along with the provision of early childhood education and free access to secondary level education and to make education high-quality, practical for real life, and technology-friendly.
2. To ensure expansion and quality of inclusive and equitable access in technical education and vocational skills development.
3. To develop a knowledge-based society and economy by making higher education scientific, innovative, research-based, technology-friendly, and employment-oriented through quality and access enhancement.
4. To ensure the opportunity of life-long education for all citizens.
5. To maintain good governance in educational administrative entities and educational institutions of all levels as per the federal structure.<sup>2</sup>

### **1.5.3 Nepal's Sustainable Development Goals**

The United Nations General Assembly had declared the SDGs in September 2015 with the commitment of transforming the world between 2016 and 2030 and leaving no one behind in all dimensions of development. According to the declaration, 17 goals, 169 quantitative goals, and 232 universal indicators have been determined. Commitments such as health and education for all, and ending poverty and hunger through participatory, rights oriented, and equitable development in all nations of the world are covered in the SDGs. Nepal had started internalizing the SDGs since the launch of the Fourteenth plan by implementing it in accordance with the country's economic, social, and environmental contexts.

Government of Nepal is applying its effort to achieve the seventeen Sustainable Goals (SDGs). Among them, SDG 4 is related to quality education. It is entitled to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: The targets under SDG 4 include ensuring, by 2030, (i) that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, (ii) that all girls and boys have access to quality early childhood development, care and pre-primary

---

<sup>1</sup> Constitution of Nepal, 2015(2072)

<sup>2</sup> National Planning Commission. (2020 March). The Fifteenth Plan (Fiscal Year 2019/20 – 2023/24). Nepal Government.

education so that they are ready for primary education, (iii) equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, (iv) that a larger percent the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, and (v) elimination of gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, among others. The major targets for SDG 4 include 99.5 percent net enrolment and completion of primary education, and 99 percent gross enrollment in secondary education by 2030. The other targets are: 95 percent of students enrolled in grade one to reach grade eight; and elimination of gender disparities in tertiary education<sup>3</sup>.

#### **1.5.4 National Education Policy 2019 (B.S. 2076)**

Nepal Government has prepared the National Education Policy 2019 which has made plan to improve the educational status of Nepalese academic institutions. The study has highlighted the main points related to higher education only. As this policy, following provisions are made for higher education:

Policy 10.14 - Institutional development and strengthening for higher education coordination, grant distribution, quality assurance and accreditation, national qualification testing, standard setting, monitoring and regulation.

Policy 10.15 - to improve the use of information technology in addition to timely modification in teaching and learning methods, techniques, procedures and curriculum of university level education.

Policy 10.16 - To encourage universities that are currently operating and are willing to remain at the provincial level to operate as provincial universities in coordination with the provincial government.<sup>4</sup>

---

<sup>3</sup> National Planning Commission, 2017: Nepal's Sustainable Development Goals, Baseline Report, 2017. Government of Nepal, National Planning Commission, Kathmandu, Nepal

<sup>4</sup> राष्ट्रिय शिक्षा नीति २०७६, नेपाल सरकार, शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय

## CHAPTER II: METHODOLOGY

### 2.1 Study area

The study covered 121 HEIs of 41 districts of seven provinces through the detail questionnaire survey, KII and FGD through online and physical mode. Among these seven provinces, detail survey (questionnaire survey, KII and FGD) was done in four provinces which were selected based on the number of total population of HEIs. The study has divided the provinces into three categories: high, median, and low population of HEIs. So Bagmati province (High), Gandaki province (median), and Karnali province (Low) are selected for the study. Besides that, the study also selected Mahesh Province for the detail survey because of its cultural and geographical differences than other provinces. In addition to that, the study also covered the Koshi, Lumbini and Sudurpaschim province through the KII and FGD with Academic Leaders and CMC members. So, finally, all seven provinces became the study areas of this study.

### 2.2 Study design

The study was cross-sectional descriptive study. It collected the both quantitative and qualitative data by using the survey and interview checklist. All the respondents were approached through the online mode by sending the Google form of tools and physically also met the HEIs with hard-copy of data collection tools so the study adopted the blended approach to collect the data. Team leaders, researcher, survey facilitators moved to the field and also deployed the enumerators as required in the field for data collection. It followed the concurrent mixed-method to collect the quantitative and qualitative data.

### 2.3 Sampling technique

The study team adopted the multi-stage cluster random sampling technique to select universities, and HEIs from the study area. Besides that, employer organizations were selected with the coordination and support of district level Chamber of Commerce and Industry of study district. HEIs list was taken from the UGC then random sampling technique was used to select the sample from the study areas.

#### 2.3.1 Selection of Study location and number of University and college

There are 13 Universities, and 1440 Campuses in Nepal (UGC EMIS 2020/21). The study selected the universities, constituent campuses, community campuses and QAA certified private colleges.

#### **First Stage – Ranking of province based on the total population of HEIs**

The study identified the province wise total list of constituent, community and private college from the UGC EMIS data.

The study covered all seven provinces through the key informant's interview of academic leaders and College Management Committee (CMC), but for the questionnaire survey, it was difficult to cover all the provinces so the study team ranked the High, Median, and Low population province based on the total number of three types of academic institutions. Besides that it has also

included the Madhesh Province to know the academic status, progress and challenges of university/campuses located in the Tarai area.

**Table 1: Province-wise distribution of HEIs**

| Province     | Community  | Constituent | Private    | Total       | %            | Ranking    | Remarks                                     |
|--------------|------------|-------------|------------|-------------|--------------|------------|---|
| Bagmati      | 170        | 44          | 410        | 624         | 43.4         | High       | Detail study                                |
| Gandaki      | 83         | 17          | 51         | 151         | 10.5         | Median     |   |
| Karnali      | 25         | 19          | 18         | 62          | 4.3          | Low        |   |
| Madhesh      | 41         | 9           | 73         | 123         | 8.6          | Additional |   |
| Koshi        | 81         | 24          | 92         | 197         | 13.7         |            | Survey with Academic leaders & KII with CMC |
| Lumbini      | 86         | 19          | 80         | 185         | 12.9         |            |   |
| Sudurpaschim | 50         | 20          | 25         | 95          | 6.6          |            |   |
| <b>Total</b> | <b>536</b> | <b>152</b>  | <b>749</b> | <b>1437</b> | <b>100.0</b> |            |   |

### **Second Stage – Selection of HEIs**

After identifying the total list of academic institutions, the study team selected three province based on the total population of HEIs (except university) considering the High number, Medium number, and Low number of HEIs out of seven provinces. From these selected three provinces, three districts are selected considering the High number (H), Medium number (M), and Low number (L) of HEIs within the each province. Besides that additional province (Madhesh) also selected because of its geographical and cultural differences than other provinces, and additional districts (Chitwan, and Kavre) were also selected to cover the other University established in Bagmati province. The study also covered the other three provinces through KII and FGD.

The ranking presented in above Table 1, the sample size is distributed in below Table 2:

**Table 2: Selection of HEIs for survey**

| Ranking           | Province | District       | University | Constituent College |              | Community college |              | Private college (only QAA certified) | Total sample HEI |
|-------------------|----------|----------------|------------|---------------------|--------------|-------------------|--------------|--------------------------------------|------------------|
|                   |          |                |            | N                   | Sample (30%) | N                 | Sample (30%) | N                                    | N                |
| <b>High (H)</b>   | Bagmati  | KTM (H)        | 1          | 18                  | 5            | 35                | 11           | 1                                    | 18               |
|                   |          | Lalitpur (M)   | 2          | 4                   | 1            | 12                | 4            |                                      | 7                |
|                   |          | Makawanpur (L) |            | 2                   | 1            | 7                 | 2            |                                      | 3                |
|                   |          | Chitwan        | 1          |                     |              |                   |              | 1                                    | 2                |
|                   |          | Kavre          | 1          |                     |              |                   |              |                                      | 1                |
| <b>Medium (M)</b> | Gandaki  | Kaski (H)      | 1          | 11                  | 3            | 13                | 4            |                                      | 8                |
|                   |          | Tanahu (M)     | 1          | 1                   | 1            | 8                 | 2            |                                      | 4                |
|                   |          | Gorkha (L)     |            | 1                   | 1            | 5                 | 2            |                                      | 3                |
| <b>Low (L)</b>    | Karnali  | Surkhet (H)    | 1          | 11                  | 3            | 3                 | 1            |                                      | 5                |
|                   |          | Dailekh (M)    |            | 2                   | 1            | 3                 | 1            |                                      | 2                |

| Ranking   | Province | District    | University | Constituent College |              | Community college |              | Private college (only QAA certified) | Total sample HEI |
|---|----------|-------------|------------|---------------------|--------------|-------------------|--------------|--------------------------------------|------------------|
|   |          |             |            | N                   | Sample (30%) | N                 | Sample (30%) | N                                    | N                |
| Additional  | Madhesh  | Kalikot (L) |            | 1                   | 1            | 2                 | 1            |                                      | 2                |
|   |          | Parsa       |            |                     | 1            |                   |              |                                      | 1                |
|   |          | Dhanusa     | 1          |                     |              |                   |              |                                      | 1                |
|   |          | Siraha      |            |                     |              | 1                 |              | 1                                    |                  |
| Total   |          |             | 9          | 51                  | 18           | 88                | 29           | 2                                    | 58               |
| Lalitpur Patan Academy  |          |             |            |                     |              |                   |              |                                      | 1                |
| KII of Academic Leaders & CMC members from Koshi, Lumbini, and Suderpaschim |          |             |            |                     |              |                   |              |                                      | 62               |

The study has drawn the 30% academic institutions from constituent, and community colleges for the baseline survey. Generally speaking, the smaller the population, the larger the sampling ratio needed. For populations under 1,000, a minimum ratio of 30 percent is advisable to ensure representativeness of the sample. For larger populations, such as a population of 10,000, a comparatively small minimum ratio of 10 percent is required to ensure representativeness of the sample.<sup>5</sup>

But in case of Universities, all universities of these selected provinces are selected for this study. Besides that, this study has selected the Quality Assurance and Accreditation (QAA) certified private college also from these four provinces. As the report of UGC, the FY 2078/79, 18 HEIs were recommended for accreditation. Among them, 14 are Community campuses, three are Private Campuses and one is a Department/School<sup>6</sup>. Among these three private campuses, two campuses (Chitwan Medical College, Bharatpur, Chitwan, and National College of Computer Studies, Paknajol, Kathmandu) are from the Bagmati province which is the study area of this survey. So, this study has selected these two colleges for this study. The detail list of selected sample HEIs for this study is attached in Annex 1.

As the Table 2, the study adopted the cluster random sampling technique to select the sample number of academic institutions. The study team considered the types of Higher education like technical and non-technical categories also. Under the technical category – Science, Medicine, Engineering, Forestry, and Agriculture subjects are kept, and under the non-technical category – Humanities, Management, Education, Law subject are kept so study team also considered the categories of campuses during the sampling.

<sup>5</sup><https://wp.stolaf.edu/iea/sample-size/#:~:text=For%20populations%20under%201%2C000%2C%20a,ensure%20representativeness%20of%20the%20sample>

<sup>6</sup> UNIVERSITY GRANTS COMMISSION / EQAAC, Annual Report 2078/79 (2021/22)



### 2.3.2 Sample size calculation and its distribution

The sample size for the questionnaire survey is calculated by using the following sample calculation formula<sup>7</sup>:

$$n = \frac{z^2 pq N}{E^2 (N - 1) + z^2 pq}$$

Where,

N = total population of students that is 289, 277 (Bagmati province 230,608, Gandaki province 40,291, and Karnali province 18,378)<sup>8</sup>,

Z = confidence level (95%),

E = margin of error (5%),

P = prevalence (50%),

q = p-1

The sample size became 384 which are multiplied by 1.5 design effect because this study covers the different geographical location so it is based on the cluster random sampling technique. So, considering the statistical calculation of sampling formula, the final sample size became 576 for the survey (quantitative). The study team tried to collect the more sample to minimize the measurement error so final sample become 724 (394 students, 191 teachers, 139 academic leaders).

The study adopted the simple random sampling technique to select the respondents from the study areas for the questionnaire survey (quantitative data), and purposive sampling was used to select the respondent for FGD and KII (qualitative data). The above mention statistical method is used to calculate the sample size for the quantitative data whereas '*saturation point of information*' was considered for the qualitative data. In general, approximately 10-15% of 576 (sample size of quantitative data) was considered for the sample size of qualitative data for this baseline study. The study team ensures that the final sample size is statistically significant for the data analysis. The study took the interview of 41 CMC members, 25 employers and did the 27 FGD.

The following Table 3 presents the distribution of sample size based on HEIs:

**Table 3: District wise no. of respondents based on HEIs**

| Province/Districts | Teachers |        | Total | Students |        | Total | Academic Leader |        | Total | Total |        | Total |
|--------------------|----------|--------|-------|----------|--------|-------|-----------------|--------|-------|-------|--------|-------|
|                    | Male     | Female |       | Male     | Female |       | Male            | Female |       | Male  | Female |       |

<sup>7</sup><http://www.raosoft.com/samplesize.html>

<sup>8</sup> EMIS Report on Higher Education 2019/20 A.D. UGC Nepal

| Province/Districts |          |                    | Teachers |        | Total | Students |        | Total | Academic Leader |        | Total | Total |        | Total |
|--------------------|----------|--------------------|----------|--------|-------|----------|--------|-------|-----------------|--------|-------|-------|--------|-------|
|                    |          |                    | Male     | Female |       | Male     | Female |       | Male            | Female |       | Male  | Female |       |
| Province 1         | District | Bhojpur            | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Ilam               | 0        |        |       |          |        |       | 2               |        | 2     | 2     | 0      | 2     |
|                    |          | Jhapa              | 0        |        |       |          |        |       | 5               |        | 5     | 5     | 0      | 5     |
|                    |          | Khotang            | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Morang             | 0        |        |       |          |        |       | 2               |        | 2     | 2     | 0      | 2     |
|                    |          | Solukhumbu         | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Taplejung          | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Udayapur           | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    | Total    |                    | 0        | 0      | 0     | 0        | 0      | 0     | 14              | 0      | 14    | 14    | 0      | 14    |
| Madhesh            | District | Dhanusha           | 5        | 1      | 6     | 20       | 16     | 36    | 2               |        | 2     | 27    | 17     | 44    |
|                    |          | Parsa              | 2        | 0      | 2     | 4        | 2      | 6     | 4               |        | 4     | 10    | 2      | 12    |
|                    |          | Sarlahi            | 0        |        |       |          |        |       | 2               |        | 2     | 2     | 0      | 2     |
|                    |          | Siraha             | 2        | 0      | 2     | 1        | 0      | 1     | 4               |        | 4     | 7     | 0      | 7     |
|                    | Total    |                    | 9        | 1      | 10    | 25       | 18     | 43    | 12              | 0      | 12    | 46    | 19     | 65    |
| Bagmati            | District | Bhaktapur          | 0        |        |       |          |        |       | 1               | 0      | 1     | 1     | 0      | 1     |
|                    |          | Chitwan            | 3        | 1      | 4     | 9        | 2      | 11    | 8               | 0      | 8     | 20    | 3      | 23    |
|                    |          | Dhading            | 0        |        |       |          |        |       | 1               | 0      | 1     | 1     | 0      | 1     |
|                    |          | Dolakha            | 0        |        |       |          |        |       | 1               | 0      | 1     | 1     | 0      | 1     |
|                    |          | Kathmandu          | 65       | 16     | 81    | 75       | 69     | 144   | 27              | 3      | 30    | 167   | 88     | 255   |
|                    |          | Kavre              | 0        |        |       | 3        | 0      | 3     | 2               | 1      | 3     | 5     | 1      | 6     |
|                    |          | Lalitpur           | 10       | 7      | 17    | 19       | 2      | 21    | 9               | 1      | 10    | 38    | 10     | 48    |
|                    |          | Makawanpur         | 29       | 1      | 30    | 17       | 24     | 41    | 11              | 0      | 11    | 57    | 25     | 82    |
|                    |          | Nuwakot            | 0        |        |       |          |        |       | 1               | 0      | 1     | 1     | 0      | 1     |
|                    |          | Sindhuli           | 0        |        |       |          |        |       | 3               | 0      | 3     | 3     | 0      | 3     |
|                    |          | Sindhupalchowk     | 0        |        |       |          |        |       | 1               | 0      | 1     | 1     | 0      | 1     |
|                    | Total    |                    | 107      | 25     | 132   | 123      | 97     | 220   | 65              | 5      | 70    | 295   | 127    | 422   |
| Gandaki            | District | Baglung            | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Gorkha             | 9        | 1      | 10    | 11       | 9      | 20    | 3               |        | 3     | 23    | 10     | 33    |
|                    |          | Kaski              | 11       | 4      | 15    | 35       | 11     | 46    | 5               |        | 5     | 51    | 15     | 66    |
|                    |          | Nawalparasi (east) | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Syangja            | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Tanahu             | 9        | 1      | 10    | 26       | 0      | 26    | 5               |        | 5     | 40    | 1      | 41    |
|                    | Total    |                    | 29       | 6      | 35    | 72       | 20     | 92    | 16              | 0      | 16    | 117   | 26     | 143   |
| Lumbini            | District | Dang               | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Gulmi              | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Kapilvastu         | 0        |        |       |          |        |       | 5               |        | 5     | 5     | 0      | 5     |
|                    |          | Nawalparasi (west) | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |
|                    |          | Palpa              | 0        |        |       |          |        |       | 1               |        | 1     | 1     | 0      | 1     |

| Province/Districts |          |           | Teachers |        | Total | Students | Total | Academic Leader |      | Total | Total  |     | Total |     |
|--------------------|----------|-----------|----------|--------|-------|----------|-------|-----------------|------|-------|--------|-----|-------|-----|
|                    |          |           | Male     | Female |       | Male     |       | Female          | Male |       | Female |     |       |     |
|                    |          | Pyuthan   | 0        |        |       |          |       | 1               |      | 1     | 1      | 0   | 1     |     |
|                    |          | Rupandehi | 0        |        |       |          |       | 2               |      | 2     | 2      | 0   | 2     |     |
|                    | Total    |           | 0        | 0      | 0     | 0        | 0     | 12              | 0    | 12    | 12     | 0   | 12    |     |
| Karnali            | District | Dailekh   | 2        |        | 2     | 6        | 2     | 8               | 2    | 2     | 10     | 2   | 12    |     |
|                    |          | Kalikot   | 4        |        | 4     | 1        | 1     | 2               | 2    | 2     | 7      | 1   | 8     |     |
|                    |          | Surkhet   | 8        |        | 8     | 19       | 10    | 29              | 7    | 7     | 34     | 10  | 44    |     |
|                    | Total    |           | 14       | 0      | 14    | 26       | 13    | 39              | 11   | 0     | 11     | 51  | 13    | 64  |
| Sudurpashchim      | District | Baitadi   | 0        |        |       |          |       | 1               |      | 1     | 1      | 0   | 1     |     |
|                    |          | Kailali   | 0        |        |       |          |       | 3               |      | 3     | 3      | 0   | 3     |     |
|                    | Total    |           | 0        |        |       |          |       | 4               |      | 4     | 4      | 0   | 4     |     |
| Grand Total        |          |           | 159      | 32     | 191   | 246      | 148   | 394             | 134  | 5     | 139    | 539 | 185   | 724 |

Detail list of district wise selected HEIs is attached in Annex 1.

**Table 4: Province wise distribution of respondents in final survey**

| Data types                 | Respondents                              | Province  |           |            |            |           |           |               |            |
|----------------------------|--|-----------|-----------|------------|------------|-----------|-----------|---------------|------------|
|                            |  | Koshi     | Madhesh   | Bagmati    | Gandaki    | Lumbini   | Karnali   | Sudurpashchim | Total      |
| Survey                     | Teachers                                 |           | 11        | 131        | 36         |           | 13        |               | 191        |
| Survey                     | Students                                 |           | 43        | 220        | 92         |           | 39        |               | 394        |
| Survey                     | Academic Leaders                         | 14        | 12        | 70         | 16         | 12        | 11        | 4             | 139        |
| <b>Quantitative Total</b>  |  | <b>14</b> | <b>66</b> | <b>421</b> | <b>144</b> | <b>12</b> | <b>63</b> | <b>4</b>      | <b>724</b> |
| <b>Survey + KII</b>        | <b>Employers</b>                         |           | <b>10</b> | <b>7</b>   | <b>3</b>   |           | <b>5</b>  |               | <b>25</b>  |
| <b>KII</b>                 | <b>CMC of all provinces (Annex 3)</b>    |           |           |            |            |           |           |               | <b>41</b>  |
| <b>KII total</b>           |  |           |           |            |            |           |           |               | <b>66</b>  |
| <b>FGD</b>                 | <b>Teachers</b>                          |           | <b>2</b>  | <b>5</b>   |            |           |           |               | <b>7</b>   |
|                            | <b>Students</b>                          |           | <b>2</b>  | <b>5</b>   |            |           |           |               | <b>7</b>   |
|                            | <b>Teacher + students</b>                |           |           | <b>1</b>   | <b>2</b>   |           | <b>1</b>  |               | <b>4</b>   |
|                            | <b>CMC of all provinces</b>              |           |           |            |            |           |           |               | <b>3</b>   |
|                            | <b>Academic leaders of all provinces</b> |           |           |            |            |           |           |               | <b>3</b>   |
|                            | <b>Employers</b>                         |           | <b>2</b>  | <b>1</b>   |            |           |           |               | <b>3</b>   |
| <b>FGD total (Annex 4)</b> |  |           | <b>6</b>  | <b>12</b>  | <b>2</b>   |           | <b>1</b>  |               | <b>27</b>  |

From the each selected institutions, HEIs were requested to make the participation of at least 5-6 students, 5-6 teachers, and 2 academic leaders for the survey. Responses were received from almost all selected HEIs based on the availability of number of beneficiaries. The study also considered the female participation in each category of the respondents.

## 2.4 Data collection tools and techniques

The study team designed the data collection tools following the specific objectives and four result areas of NEHEP. The following are the key tools applied for this baseline survey.

**Desk review:** with focus to review of the strategic and project documents such as strategic plan, Project Appraisal Document (PAD) of NEHEP, operational manuals, progress report of NEHEP, and previous document of HERP. Appropriate key findings of secondary sources are reflected in the final report.

**Questionnaire Survey:** the consult team did the online and physical questionnaire survey by using the structured questionnaire. The survey was done among the teachers, students, academic leaders and employers to measure their satisfaction from the existing service quality of academic institutions and importance of such services in HEIs. The study used the five point Likert's scale to measure the satisfaction level and importance level. 1 denotes the very unsatisfied or not important at all whereas 5 denote the very satisfied or very importance (Annex 9).

**FGDs:** and the study team did the FGD with academic leaders (Campus Chief, Asst. Campus Chief, and teachers), students and employer by using a semi-structured checklist. The list of FGD participants is kept in the Annex 9.

**Key Informant Interviews (In-depth discussions):** The study team did the KII with CMC members, Registrar, Campus chief, Asst. Campus chief, and members of chambers of commerce and industry. Interview was taken from the online and physical mode. The study used structured types of tool to take the interview of academic leaders and employers because the study aims to measure the satisfaction level of academic leaders and employers also. Besides that, open ended question was also used for the interview of CMC members, Registrar, Dean, Assistant Dean, HoD, NEHEP focal person of UGC (Annex 9).

**Field observations:** the study team visited most of the Universities and HEIs offices, to observe the physical infrastructure and environment. The field observation supported to explain the existing facilities and finding of study.

The consulting firm prepared the data collection tools then shared with UGC and World Bank for the discussion and finalization. After series of meeting and discussion, tools was finalized then the tools were pre-tested before going for the final data collection in the field to ensure its readability and understandability. The study team prepared Google form and KOBO tools for the online data collection then it was sent through email to the all respondents for pre-testing. Respondents preferred the Google form and hard copy so in the final survey, the study team used Google form and also visited HEIs with hard copy for data collection.

The study team physically visited the Bagmati (Hetauda, Chitwan Kavre, Lalitpur, Kathmandu), Madhesh (Lahan, Janakpur, Birgunja), Karnali (Surkhet), and Gandaki (Kaski, Tanahu) provinces for the data collection from Feb 7 – 28, 2023 and other districts were covered from the online mode and workshop held in UGC from Feb 26 – 28, 2023.

### **Study of safeguard practice of HEIs**

There was no separate environmental and social management framework or plan of NEHEP though safeguard is an important activity to ensure the safety of social and environmental property from the intervention of project. In general, safeguard means to protect someone or something from potential risk of undesirable happening. It will mainly focus on the project-induced social and environmental impact. So, considering its importance, the study team incorporated some question related to the safeguard practice of HEIs. Structured questionnaire was prepared with five-point Likert's scale and asked to teachers, students, and academic leaders. Basically, the study asked about the management of sound pollution, rescue facilities, disaster management facilities, solid-waste management system, occupational health and safety of labors, gender-based violence, and grievance mechanism during the construction period. As the nature of NEHEP, there is no large scale civil work though, safeguard is integrated part of development work so the study tried to know their existing practice and feeling of importance of specific knowledge of safeguard for HEIs. Respondents were asked about their satisfaction level and importance of safeguard intervention for HEIs. The detail question asked to respondents is attached in Annex 9.

## **2.5 Data Analysis**

The study team collected both quantitative and qualitative data so quantitative data was analyzed by using the statistical software (SPSS) and presented in the table, pie chart, and bar charts. The data are presented based on the specific objectives following the standard reporting template. The statistical models like frequency distribution, mean, paired sample t-test were run to analyze the data.

Similarly, the qualitative data collected from FGD and KII were manually edited, transcribed and thematically presented under the specific objective which were logically described and triangulated with the findings of quantitative data.

## **2.5 Quality assurance**

The Team Leader was responsible for optimally utilizing the core team members. They were oriented by the Team Leader in Kathmandu before the field visit. Detailed tools and data collection plan agreed with UGC was used as content for the training of the researchers and core evaluation team by the Team Leader. In addition, processes for note-taking, templates for the production of field visit reports, and research protocol were discussed and agreed upon in the team.

There was series of meeting with UGC to finalize the sampling framework, tools, mode of data collection and field visit. The data collection tools were pre-tested to ensure the quality of data.

The finding of pre-testing was shared with the UGC and study team also. The summary of pre-test is as below:

The study team first prepared the English and Nepali version of tools and uploaded it into the online software; Google form and KOBO tool. The online questionnaire was send to the selected teachers and students. The study team physically also visited the respondent to test the instrument. Among the selected 59 HEI, the tools was shared with the 4 colleges – Tri-Chandra Multiple Campus, Makawanpur Multiple Campus, and Hatiya janapriya multiple campus, Hetauda, and Chamunda College, Dailekh. Total 32 respondents (5.5% of total sample) were selected for the pre-testing. Among them 15 teachers and 15 students, and 2 academic leaders participated in the study. Pre-testing was done from 2-6 Feb 2023.

There was positive response from the teachers, students, and academic leaders. All participants given the complete answer and questions were readable and understandable for them. Both English and Nepali language was used in the each questions so it was easy to understand the meaning of question. All the questions were relevant for the HEIs and became happy to connect with the NEHEP project. They suggested to share the Google form than KOBO, and also requested the study team to physically visit their HEI to discuss on the data collection tools. More respondent preferred hard copy than online form.

Based on the feedback of pre-testing, the study team adopted both online and physical method. The study team started the final data collection from the 7 Feb and completed by 28 Feb 2023.

The reliability of data was tested from the Cronbach's Alpha test. Regarding the acceptable Alpha value, many sources have stated that above 0.70 is acceptable. 0.80 Or greater is preferred for high reliability so higher value is better.<sup>9</sup> Here, the value of Cronbach's Alpha is more than .8 in all three categories so it can be claimed that there is high level of reliability of data.

**Table 5: Cronbach's Alpha test**

| Questionnaire version | Reliability Statistics |            |
|-----------------------|------------------------|------------|
|                       | Cronbach's Alpha       | N of Items |
| Teachers              | .977                   | 116        |
| Students              | .876                   | 110        |
| Academic Leaders      | .931                   | 54         |

## 2.6 Supervision and validation of data

The study team was responsible to supervise the data collection process and ensure the quality of data by rechecking the source of data and its presentation. The Team Leader, Researcher, and Survey facilitator visited the field to collect the data. The team developed the Google form for online data collection but based on the feedback of pre-testing, the team leader mobilized the

---

<sup>9</sup> Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of applied psychology*, 78(1), 98

field enumerators also to collect the data physically. Study team regularly checked the offline and online data, error response and consistency of data, and used to provide the feedback for the field team. The progress was regularly shared with the UGC also.

## 2.7 Report writing

The study team prepared the inception report before field visit and submitted to the UGC. As the process of data collection, the study team did the pre-testing of tools to check its readability and understandability. The short report of pre-testing was shared with UGC too. After completing the data collection work, the study team prepared the first draft report and shared with the UGC for their feedback. The final report was submitted after incorporating the feedback given in the draft report.

## 2.8 Human Resource mobilization plan

The consulting firm has managed the following number of human resource to complete this assignment. The Team Leader was responsible to mobilize the expert team in field as the requirement of assignment. Team leader, Researcher, Survey facilitator, Field Supervisor, and enumerators were mobilized for the data collection.

| SN | Position                                      | Responsibilities  |
|----|---|---|
| 1  | Dr. Tej Bahadur Karki (Team Leader)           | Overall responsibility of planning, human resource mobilizing, instrument designing, quality assurance, reporting, presentation |
| 2  | Dr. Narayan Satyal (Researcher)               | Support in tools development, facilitate in the field for data collection, assist in reporting                                  |
| 3  | Dr. Arjun Thapa (Researcher)                  |   |
| 4  | Mr. Sugam Bajracharya (Data Analyst)          | Responsible for the data editing and analysis   |
| 5  | Mr. Shailendra Gartoulla (Survey Facilitator) | Facilitate in the field survey to mobilize the required enumerators for data collection   |
| 6  | Ms. Kalpana Khadka (Field Supervisor)         | Coordinate and communication with selected HEIs for data collection   |
| 7  | Mr. Tej Raj Karki (Data entry)                | Work on the data entry in SPSS software   |



## CHAPTER III: FINDINGS OF THE STUDY

The chapter covers the findings of the beneficiary's satisfaction survey. The study collected the data from 394 students, 191 teachers, 139 academic leaders, 25 employers, and 41 CMC members. The study covers 121 HEIs of 41 districts from all seven provinces covering university, constituent, community, private and health academy (Fig. 1). The data is presented following the Result Areas of NEHEP considering the category of respondents. Both quantitative and qualitative data are presented under the different thematic areas.

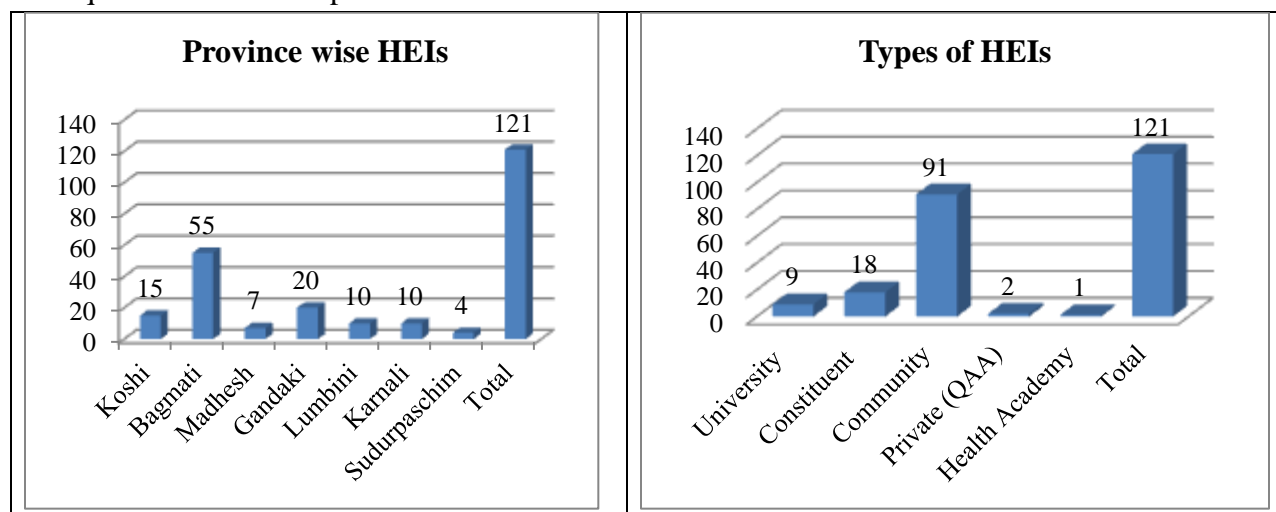


Figure 1: Province wise Number and types of HEIs

### 3.1DLIs wise satisfaction and Importance level of Teachers, Students, Academic Leaders

#### 3.1.1 Status of DLI 1 – Satisfaction vs. Importance level

The DLI 1 of NEHEP focuses on the Labor market-driven autonomous programs, faculty members training and academic leaders' sensitization. In this regards, beneficiaries were asked about the status of these provision and services in their respective HEI and asked to rate their level of satisfaction and importance of these facilities based on the current practices.

Table 6: Status of DLI 1 – Satisfaction vs. Importance level

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI1_Satisfaction level | 3.1277 |
|                        | DLI1_Importance level   | 3.5194 |
| Students               | DLI1_Satisfaction level | 3.2115 |
|                        | DLI1_Importance level   | 3.8409 |
| Academic Leaders       | DLI1_Satisfaction level | 3.0913 |
|                        | DLI1_Importance level   | 3.9520 |

The data presented in Table 6 shows that the mean value of satisfaction level is 3.1277, 3.2115 and 3.0913, and importance level is 3.5194, 3.8409, and 3.9520 out of 5. All beneficiaries' level of satisfaction is closed to the 3 (neutral) whereas the importance level is close to 4 (importance) so the result focused on the need of implementation of NEHEP for the improvement in satisfaction level of teachers.

### 3.1.2 Status of DLI 2 – Satisfaction vs. Importance level

DLI 2 of NEHEP has focused on the collaborative research and entrepreneurship program in HEIs. The project aims to lunch the collaborative research and provide the entrepreneurship program to the HEIs. In this regards, the baseline study found the 2.14 mean value of satisfaction and 2.91 importance level out of 5 rating as the data presented in Table 7.

**Table 7: Status of DLI 2 – Satisfaction vs. Importance level**

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI2_Satisfaction level | 2.1416 |
|                        | DLI2_Importance level   | 2.9075 |
| Students               | DLI2_Satisfaction level | 2.8458 |
|                        | DLI2_Importance level   | 3.7395 |
| Academic Leaders       | DLI2_Satisfaction level | 2.8919 |
|                        | DLI2_Importance level   | 3.8874 |

The result shows the need of improvement in the DLI 2 focused area of selected HEIs.

### 3.1.3 Status of DLI 3 – Satisfaction vs. Importance level

The main focus of DLI 3 is related to Quality Assurance and Accreditation (QAA), and Quality Enhancement (QE) of HEIs. The NEHEP has planned to support HEIs to take QAA and accredited HEIs should undertake QE activities. This program also encouraged the HEIs to be Deemed Universities or equivalent TU Chapters. In this connection, the study asked the beneficiaries about their level of satisfaction on existing effort to get QAA and QE activities conducted by their HEI. As the data presented in Table 8 shows the moderate level satisfaction whereas the importance level is high so the result recommends to effectively lunch the DLI 3 to meet the expectation of beneficiaries.

**Table 8: Status of DLI 3 – Satisfaction vs. Importance level**

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI3_Satisfaction level | 3.3551 |
|                        | DLI3_Importance level   | 3.9221 |
| Students               | DLI3_Satisfaction level | 3.2054 |
|                        | DLI3_Importance level   | 3.9579 |
| Academic Leaders       | DLI3_Satisfaction level | 3.6061 |
|                        | DLI3_Importance level   | 4.2770 |

### 3.1.4 Status of DLI4- Satisfaction vs. Importance level

The DLI 4 of NEHEP focuses on Performance Based Grants to be received by HEIs because of their best academic performances. It is related to the Strengthening Governance and Financing of Higher Education for Quality Enhancement of HEIs. The beneficiaries were convinced that they will get performance based grants if their HEI can do better performance. The QAA certified HEIs were getting such grant which was supportive to conduct the quality enhancement activities like training and workshop for faculty and students. So the teachers and academic leaders were found satisfied (close to 4 mean value out of 5) in this DLI whereas importance of performance grants is high. They were expecting more grants to refurbish the infrastructure and organize the various QE activities.

**Table 9: Status of DLI4- Satisfaction vs. Importance level**

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI4_Satisfaction level | 3.5942 |
|                        | DLI4_Importance level   | 4.0002 |
| Academic Leaders       | DLI4_Satisfaction level | 3.5108 |
|                        | DLI4_Importance level   | 4.1079 |

*Note: students were not well-informed about the performance based grants received to HEI, so, this DLI was not asked to students.*

### 3.1.5 Status of DLI 5 – Satisfaction vs. Importance level

The DLI 5 is more important to increase the enrollment of disadvantaged students in lagging and/ or disaster affected provinces and remote regions because HEIs established in the hard-to-reach areas are still back from the regular facilities of electricity, internet, online library, digitization of administrative system, communication, dissemination of information, and lack of subject teachers. Scholarship for the disadvantaged community can be one tool to increase their access in HEIs. In this context, the study discussed about the current status of disadvantaged students in selected HEIs. The data presented in the Table 10 shows low level of satisfaction of students than the teachers and academic leaders. As the information of students, they were not well-satisfied from the current scholarship system. The ultra-poor and disadvantaged community also needs to do competition and need to follow all the process of scholarship.

**Table 10: Status of DLI 5 – Satisfaction vs. Importance level**

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI5_Satisfaction level | 3.6762 |
|                        | DLI5_Importance level   | 4.0532 |
| Students               | DLI5_Satisfaction level | 3.3880 |
|                        | DLI5_Importance level   | 4.0228 |
| Academic Leaders       | DLI5_Satisfaction level | 3.8228 |
|                        | DLI5_Importance level   | 4.2109 |

### 3.1.6 Status of DLI 6 – Satisfaction Vs. Importance level

One of the aims of this program is extending digitization of higher education. DLI 6 focuses on online teaching, learning and digitized administration of HEIs. The program supports to develop the standards and operational policies for higher education digitization, connectivity, and implementation procedures. Besides that, it also supports to establish online teaching and learning platform. During the study time, many HEIs shared the problem of dedicated electricity, internet, communication and EMIS in their HEI. The study also felt such problem during the online data collection from Karnali provinces (Kalikot & Dailekh). Due to lack of internet facility, expected data could not come from these areas. The data presented in Table 11 shows the need of implementation of DLI 6 to extend the digitization of HEIs because mean value of importance level is higher than the satisfaction level.

**Table 11: Status of DLI 6 – Satisfaction vs. Importance level**

| Descriptive Statistics |                         |        |
|------------------------|-------------------------|--------|
|                        | Indicators              | Mean   |
| Teachers               | DLI6_Satisfaction level | 3.3039 |
|                        | DLI6_Importance level   | 3.8398 |
| Students               | DLI6_Satisfaction level | 3.0358 |
|                        | DLI6_Importance level   | 3.8782 |
| Academic Leaders       | DLI6_Satisfaction level | 3.1845 |
|                        | DLI6_Importance level   | 3.9986 |

### 3.1.7 Teachers - Correlation between DLIs wise satisfaction & Importance level

The statistical analysis of correlation between the DLIs is found significant in satisfaction level and importance level of teachers. There is significant correlation between all DLIs because p-value of each relation is less than 0.01 significant level and r – value of satisfaction level is minimum .317 to .672 and for importance level is .449 to .825 which indicates that if there is change in one DLI then it can bring the changes in another DLI. So, there is positive relationship between each DLI (Table 12 and 13).

**Table 12: Correlation between DLIs wise satisfaction indicators**

| Correlations – DLI wise satisfaction level of teachers |                     |      |        |        |        |        |        |
|--|---------------------|------|--------|--------|--------|--------|--------|
|  |                     | DLI1 | DLI2   | DLI3   | DLI4   | DLI5   | DLI6   |
| DLI1_S   | Pearson Correlation | 1    | .483** | .523** | .508** | .427** | .443** |
|  | Sig. (2-tailed)     |      | .000   | .000   | .000   | .000   | .000   |
| DLI2_S   | Pearson Correlation |      | 1      | .543** | .450** | .317** | .517** |
|  | Sig. (2-tailed)     |      |        | .000   | .000   | .000   | .000   |
| DLI3_S   | Pearson Correlation |      |        | 1      | .800** | .514** | .724** |
|  | Sig. (2-tailed)     |      |        |        | .000   | .000   | .000   |
| DLI4_S   | Pearson Correlation |      |        |        | 1      | .605** | .672** |
|  | Sig. (2-tailed)     |      |        |        |        | .000   | .000   |
| DLI5_S   | Pearson Correlation |      |        |        |        | 1      | .532** |
|  | Sig. (2-tailed)     |      |        |        |        |        | .000   |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 13: Correlation between DLIs wise importance level**

| Correlations – DLIs wise importance level of teachers |                     |      |        |        |        |        |        |
|---|---------------------|------|--------|--------|--------|--------|--------|
|   |                     | DLI1 | DLI2   | DLI3   | DLI4   | DLI5   | DLI6   |
| DLI1  | Pearson Correlation | 1    | .583** | .528** | .462** | .464** | .449** |
|   | Sig. (2-tailed)     |      | .000   | .000   | .000   | .000   | .000   |
| DLI2  | Pearson Correlation |      | 1      | .656** | .596** | .559** | .595** |
|   | Sig. (2-tailed)     |      |        | .000   | .000   | .000   | .000   |
| DLI3  | Pearson Correlation |      |        | 1      | .825** | .735** | .589** |
|   | Sig. (2-tailed)     |      |        |        | .000   | .000   | .000   |
| DLI4  | Pearson Correlation |      |        |        | 1      | .762** | .520** |
|   | Sig. (2-tailed)     |      |        |        |        | .000   | .000   |
| DLI5  | Pearson Correlation |      |        |        |        | 1      | .601** |
|   | Sig. (2-tailed)     |      |        |        |        |        | .000   |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

### 3.1.8 Students - Correlation between DLIs wise satisfaction & importance level

The study had discussed with the students also to know their level of satisfaction and importance level under the different DLIs of NEHEP. The data presented in Table 14 and 15 shows the correlation between the different DLIs. The statistical value shows that there is significant correlation between the all DLIs in satisfaction level and importance level of students because the p-value of each relation is less than 0.01 significant levels. The data indicates that each DLI are significantly associated with each-other so one can effect to another. So, during the program implementation, all DLIs should be implemented with equal consideration.

**Table 14: Correlation between DLIs wise satisfaction indicators**

| Correlations – Satisfaction of students |                     |      |        |        |        |        |
|---|---------------------|------|--------|--------|--------|--------|
|   |                     | DLI1 | DLI2   | DLI3   | DLI5   | DLI6   |
| DLI1                                    | Pearson Correlation | 1    | .714** | .645** | .535** | .580** |
|   | Sig. (2-tailed)     |      | .000   | .000   | .000   | .000   |
| DLI2                                    | Pearson Correlation |      | 1      | .744** | .608** | .683** |
|   | Sig. (2-tailed)     |      |        | .000   | .000   | .000   |
| DLI3                                    | Pearson Correlation |      |        | 1      | .771** | .776** |
|   | Sig. (2-tailed)     |      |        |        | .000   | .000   |
| DLI5                                    | Pearson Correlation |      |        |        | 1      | .701** |
|   | Sig. (2-tailed)     |      |        |        |        | .000   |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 15: Correlation between DLIs wise importance level**

| Correlations – importance level of students |                     |      |        |        |        |        |
|---|---------------------|------|--------|--------|--------|--------|
|   |                     | DLI1 | DLI2   | DLI3   | DLI5   | DLI6   |
| DLI1  | Pearson Correlation | 1    | .764** | .671** | .602** | .509** |
|   | Sig. (2-tailed)     |      | .000   | .000   | .000   | .000   |

|      |                     |  |   |        |        |        |
|------|---------------------|--|---|--------|--------|--------|
| DLI2 | Pearson Correlation |  | 1 | .771** | .677** | .618** |
|      | Sig. (2-tailed)     |  |   | .000   | .000   | .000   |
| DLI3 | Pearson Correlation |  |   | 1      | .811** | .646** |
|      | Sig. (2-tailed)     |  |   |        | .000   | .000   |
| DLI5 | Pearson Correlation |  |   |        | 1      | .650** |
|      | Sig. (2-tailed)     |  |   |        |        | .000   |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

### 3.1.9 Academic leaders - Correlation between DLIs wise satisfaction & importance level

Academic leaders were found more responsible to manage the day to day activities of HEIs for the better performance and academic excellence. They were also asked the various questions under the each DLI. The data presented in Table 16 and 17 shows the significant correlation between each DLI in satisfaction level and importance level at 0.01 and 0.05 significant level. The result indicates that one DLI can positively influence another DLI so implementation of each DLI is equally important from the response of academic leaders of selected HEIs.

**Table 16: Correlation between DLIs wise satisfaction indicators**

| Correlations – DLIs wise satisfaction level of Academic Leaders |                     |      |        |        |        |        |        |
|---|---------------------|------|--------|--------|--------|--------|--------|
|   |                     | DLI1 | DLI2   | DLI3   | DLI4   | DLI5   | DLI6   |
| DLI1  | Pearson Correlation | 1    | .571** | .512** | .198*  | .162   | .320** |
|   | Sig. (2-tailed)     |      | .000   | .000   | .020   | .057   | .000   |
| DLI2  | Pearson Correlation |      | 1      | .430** | .234** | .225** | .435** |
|   | Sig. (2-tailed)     |      |        | .000   | .006   | .008   | .000   |
| DLI3  | Pearson Correlation |      |        | 1      | .436** | .391** | .480** |
|   | Sig. (2-tailed)     |      |        |        | .000   | .000   | .000   |
| DLI4  | Pearson Correlation |      |        |        | 1      | .226** | .253** |
|   | Sig. (2-tailed)     |      |        |        |        | .008   | .003   |
| DLI5  | Pearson Correlation |      |        |        |        | 1      | .365** |
|   | Sig. (2-tailed)     |      |        |        |        |        | .000   |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table 17: Correlation between DLIs wise importance level**

| Correlations – DLIs wise importance level of Academic Leaders |                     |      |        |        |        |        |        |
|---|---------------------|------|--------|--------|--------|--------|--------|
|   |                     | DLI1 | DLI2   | DLI3   | DLI4   | DLI5   | DLI6   |
| DLI1  | Pearson Correlation | 1    | .678** | .674** | .394** | .406** | .610** |
|   | Sig. (2-tailed)     |      | .000   | .000   | .000   | .000   | .000   |
| DLI2  | Pearson Correlation |      | 1      | .546** | .370** | .358** | .677** |
|   | Sig. (2-tailed)     |      |        | .000   | .000   | .000   | .000   |
| DLI3  | Pearson Correlation |      |        | 1      | .442** | .472** | .727** |
|   | Sig. (2-tailed)     |      |        |        | .000   | .000   | .000   |
| DLI4  | Pearson Correlation |      |        |        | 1      | .192*  | .429** |

|  |                     |  |  |  |  |      |        |
|--|---------------------|--|--|--|--|------|--------|
|  | Sig. (2-tailed)     |  |  |  |  | .024 | .000   |
| DLI5   | Pearson Correlation |  |  |  |  | 1    | .458** |
|  | Sig. (2-tailed)     |  |  |  |  |      | .000   |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |  |  |  |  |      |        |
| *. Correlation is significant at the 0.05 level (2-tailed).  |                     |  |  |  |  |      |        |

### 3.2 Level of satisfaction and Importance of Teachers/faculties

Teachers were one of the main respondents of this study. Structured survey questionnaire was done to collect the data from teachers. Total 191 teachers participated in the study and they were discussed under the different thematic area of study.

#### 3.2.1 RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

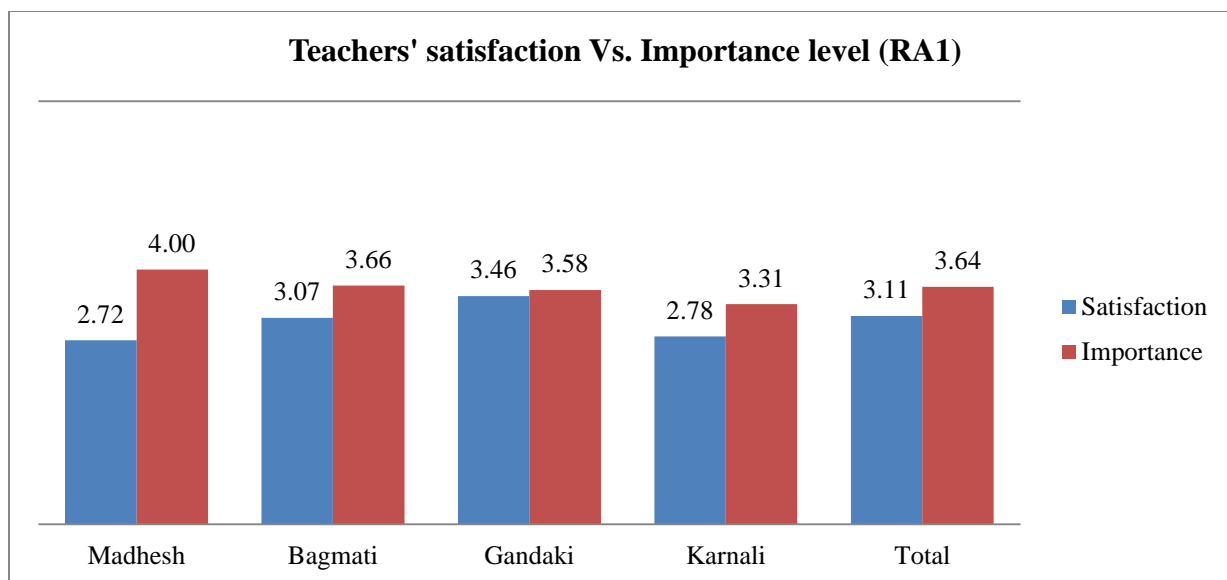
Result Area 1 of NEHEP covers the Improved Labor-market relevance, Entrepreneurship, and Collaborative Research. In this concerned, the study measured the satisfaction level and importance level of teachers. The data presented in Table 18 shows that 57.6 percent teachers were satisfied from the current practice of HEIs related to RA1 followed by 31 percent were neither satisfied nor unsatisfied and rest were unsatisfied. From the perspective of importance level, 78 percent felt the importance of RA1 followed by 17.8 percent neutral and rest felt not important to implement RA1.

**Table 18: Satisfaction of Teachers under RA 1**

| Satisfaction Level | Frequency  | Percent      | Importance Level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 3          | 1.6          | Not important at all | 1          | .5           |
| Unsatisfied        | 19         | 9.9          | Not Important        | 7          | 3.7          |
| Neutral            | 59         | 30.9         | Neutral              | 34         | 17.8         |
| Satisfied          | 84         | 44.0         | Important            | 80         | 41.9         |
| Very Satisfied     | 26         | 13.6         | Very Important       | 69         | 36.1         |
| <b>Total</b>       | <b>191</b> | <b>100.0</b> | <b>Total</b>         | <b>191</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of teachers. The mean value presented in Figure 2 shows that mean value of overall satisfaction level is 3.11 and importance level is 3.64 which show the slightly higher value of importance than the satisfaction. It indicates the importance of RA1 for HEIs.





**Figure 2: Province wise satisfaction of Teacher under RA1**

In comparison of province, high gap is seen in Madhesh province and low gap is seen in Gandaki and Karnali province.



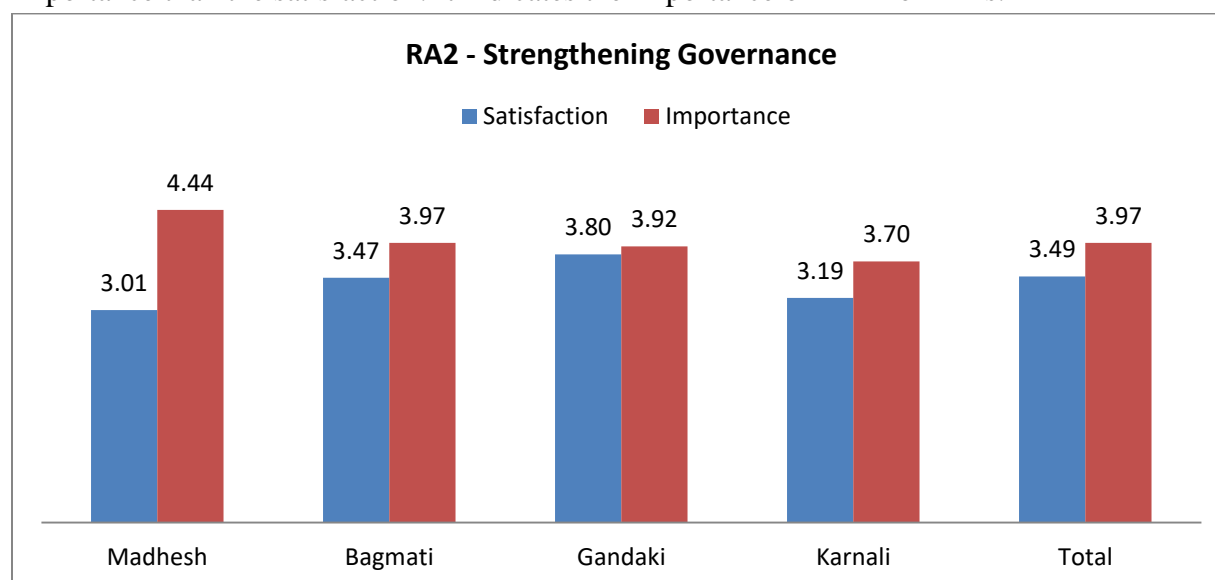
### 3.2.2 RA2- Strengthening Governance and Financing of Higher Education

The main objective of result area 2 of NEHEP is to strengthening governance and financing of higher education. In this context, the study discussed with the teachers to know their level satisfaction and importance of strengthening governance system of HEIs and need of financing of higher education. The data presented in Table 19 shows that 75.4 percent teachers were satisfied from the current practice of HEIs related to RA2 followed by 17.8 percent were neither satisfied nor unsatisfied and rest were unsatisfied. From the perspective of importance level, 87.9 percent felt the importance of RA2 followed by 8.9 percent neutral and rest felt not important at all to implement RA2.

**Table 19: Satisfaction of Teachers under RA 2**

| Satisfaction Level | Frequency  | Percent      | Importance Level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 1          | .5           | Not important at all | 1          | .5           |
| Unsatisfied        | 12         | 6.3          | Not Important        | 5          | 2.6          |
| Neutral            | 34         | 17.8         | Neutral              | 17         | 8.9          |
| Satisfied          | 94         | 49.2         | Important            | 73         | 38.2         |
| Very Satisfied     | 50         | 26.2         | Very Important       | 95         | 49.7         |
| <b>Total</b>       | <b>191</b> | <b>100.0</b> | <b>Total</b>         | <b>191</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of teachers. The mean value presented in Figure 3 shows that mean value of overall satisfaction level is 3.49 and importance level is 3.97 which show the slightly higher value of importance than the satisfaction. It indicates the importance of RA2 for HEIs.



**Figure 3: Province wise satisfaction of Teacher under RA2**

The mean value of importance level is minimum 3.70 of Karnali to maximum 4.44 of Madhesh province whereas mean value of satisfaction level is minimum 3.01 of Madhesh to maximum 3.80 of Gandaki. In comparison of provinces, HEIs of all provinces felt above average level of

satisfaction because mean value of each province is slightly greater than average mean (3). Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

### 3.2.3 RA3: Widening Access to Quality Higher Education for Disadvantaged Students

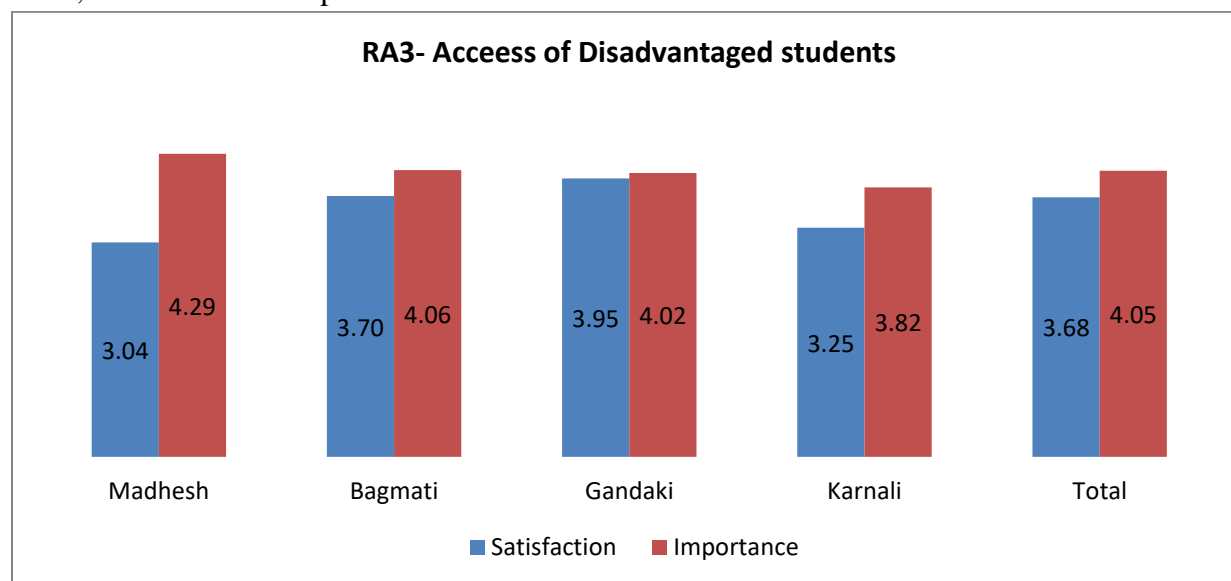
The main objective of result area 3 of NEHEP is to widening access to quality higher education for disadvantaged students. In this context, the study discussed with the teachers to know their level of satisfaction and importance of improving and widening access to quality higher education for disadvantaged students.

The data presented in Table 20 shows that 77.0 percent teachers were satisfied from the current practice of HEIs related to RA3 followed by 16.8 percent were neither satisfied nor unsatisfied and rest were unsatisfied. From the perspective of importance level, 89.5 percent felt the importance of RA3 followed by 7.9 percent neutral and rest felt not important at all to implement RA3.

**Table 20: Satisfaction of Teachers under RA 3**

| Satisfaction Level | Frequency  | Percent      | Importance Level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 3          | 1.6          | Not important at all | -          | -            |
| Unsatisfied        | 9          | 4.7          | Not Important        | 5          | 2.6          |
| Neutral            | 32         | 16.8         | Neutral              | 15         | 7.9          |
| Satisfied          | 84         | 44.0         | Important            | 72         | 37.7         |
| Very Satisfied     | 63         | 33.0         | Very Important       | 99         | 51.8         |
| <b>Total</b>       | <b>191</b> | <b>100.0</b> | <b>Total</b>         | <b>191</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of teachers to know the access to quality higher education for disadvantaged students. The mean value presented in Figure 4 shows that mean value of overall satisfaction level is 3.68 and importance level is 4.05 which show the slightly higher value of importance than the satisfaction. Thus, it indicates the importance of RA3 for HEIs.



**Figure 4: Province wise satisfaction of Teacher under RA3**

The minimum mean value of importance level is found from Karnali province (3.82) while maximum is for Madhesh (4.29). Similarly, the minimum mean value of satisfaction level is found from Madhesh (3.04) while maximum is for Gandaki (3.95). In comparison of provinces, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). Similarly, the mean value of importance level is higher than average mean so the findings indicate the need of improvement in the existing service delivery.

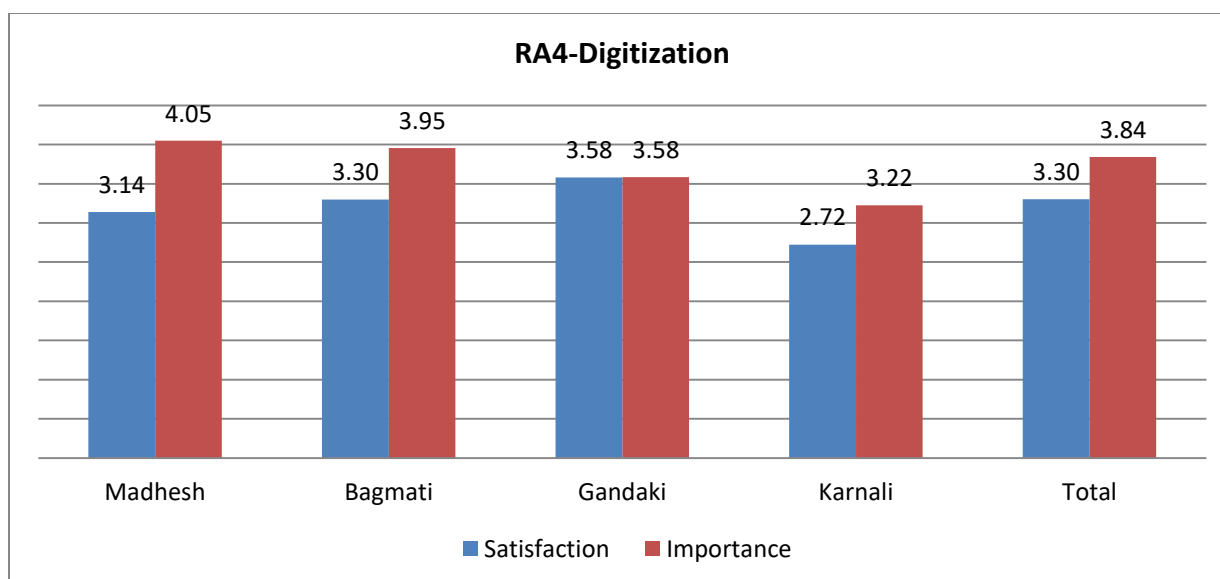
### 3.2.4 RA4: Extending Digitalization of Higher Education

The result area 3 of NEHEP is to extending digitalization of higher education. In this context, the study discussed with the teachers to know their level of satisfaction and importance of extending digitalization of higher education. This also helps to find out the how condition of digitalization in their respective colleges/campuses. The data presented in Table 21 shows that 64.4 percent teachers were satisfied from the current practice of HEIs related to RA4 followed by 19.9 percent were neutral and rest were unsatisfied. From the perspective of importance level, 81.2 percent felt the importance of RA4 followed by 12.6 percent neutral and rest felt not important at all to implement RA4.

**Table 21: Satisfaction of Teachers under RA4**

| <b>Satisfaction Level</b> | <b>Frequency</b> | <b>Percent</b> | <b>Importance Level</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------------------|------------------|----------------|-------------------------|------------------|----------------|
| Very Unsatisfied          | 5                | 2.6            | Not important at all    | 4                | 2.1            |
| Unsatisfied               | 25               | 13.1           | Not Important           | 8                | 4.2            |
| Neutral                   | 38               | 19.9           | Neutral                 | 24               | 12.6           |
| Satisfied                 | 85               | 44.5           | Important               | 75               | 39.3           |
| Very Satisfied            | 38               | 19.9           | Very Important          | 80               | 41.9           |
| <b>Total</b>              | <b>191</b>       | <b>100.0</b>   | <b>Total</b>            | <b>191</b>       | <b>100.0</b>   |

The study also calculated the province wise average mean of satisfaction level and importance level of teachers to know the digitalization of higher education. The mean value presented in Figure 5 shows that average mean value of overall satisfaction level is 3.30 and importance level is 3.84 which show the slightly higher value of importance than the satisfaction. Thus, it indicates the importance of RA4 for HEIs.



**Figure 5: Province wise satisfaction of Teacher under RA2**

The minimum mean value of importance level is found from Karnali province (3.22) while maximum is for Madhesh (4.05). Similarly, minimum mean value of satisfaction level is found from Karnali (2.72) while maximum is for Gandaki (3.58). In comparison of provinces, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). Similarly, the mean value of importance level is higher than average mean so the findings indicate the need of improvement in the existing service delivery.

### 3.2.5 Social and Environmental Safeguard

Social and environmental safeguard ensures the safety of society and environment during and after development activities. It is more related with the civil work though it is applicable in social development and capacity building program. There is no separate environmental and social management framework (ESMF) or any Environmental and Social Management Plan (ESMP) of NEHEP because there is no big scale civil work, though considering the Environmental and Social Framework (ESF) of World Bank, the study had asked some question to teachers, students, and academic leaders about the management of sound pollution, rescue facilities, disaster management facilities, solid-waste management system, occupational health and safety of labors, gender-based violence, and grievance mechanism during the construction period.

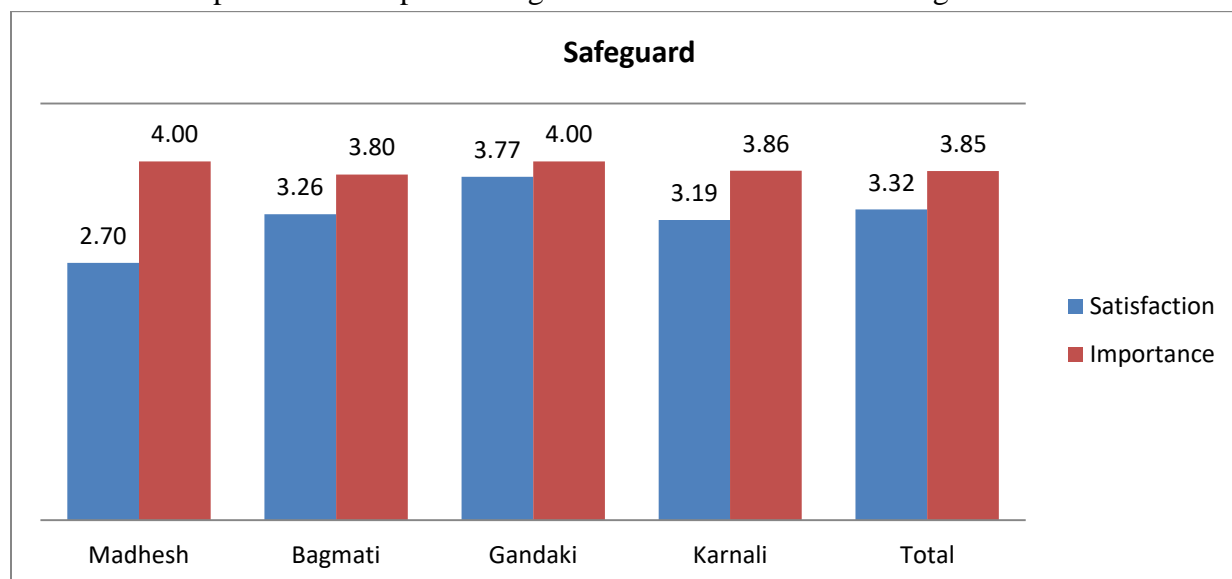
In this context, the study discussed with the teachers to know their level of satisfaction and importance of social and environmental safeguard. The data presented in Table 22 shows that 68.1 percent teachers were satisfied from the current practice of HEIs followed by 19.4 percent were neutral and rest were unsatisfied. From the perspective of importance level, 83.3 percent felt the importance of social and environmental safeguard followed by 11.5 percent neutral and rest felt not important at all to implement such safeguard.

**Table 22: Satisfaction of Teachers under Safeguard**

| Satisfaction Level | Frequency | Percent | Importance Level     | Frequency | Percent |
|--------------------|-----------|---------|----------------------|-----------|---------|
| Very Unsatisfied   | 10        | 5.2     | Not important at all | 3         | 1.6     |

|                |            |              |                |            |              |
|----------------|------------|--------------|----------------|------------|--------------|
| Unsatisfied    | 14         | 7.3          | Not Important  | 7          | 3.7          |
| Neutral        | 37         | 19.4         | Neutral        | 22         | 11.5         |
| Satisfied      | 89         | 46.6         | Important      | 88         | 46.1         |
| Very Satisfied | 41         | 21.5         | Very Important | 71         | 37.2         |
| <b>Total</b>   | <b>191</b> | <b>100.0</b> | <b>Total</b>   | <b>191</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of teachers to know the social and environmental safeguard. The mean value presented in Figure 6 shows that average mean value of overall satisfaction level is 3.32 and importance level is 3.85 which show the slightly higher value of importance than the satisfaction. Thus, it indicates the importance of implementing social and environmental safeguard for HEIs.



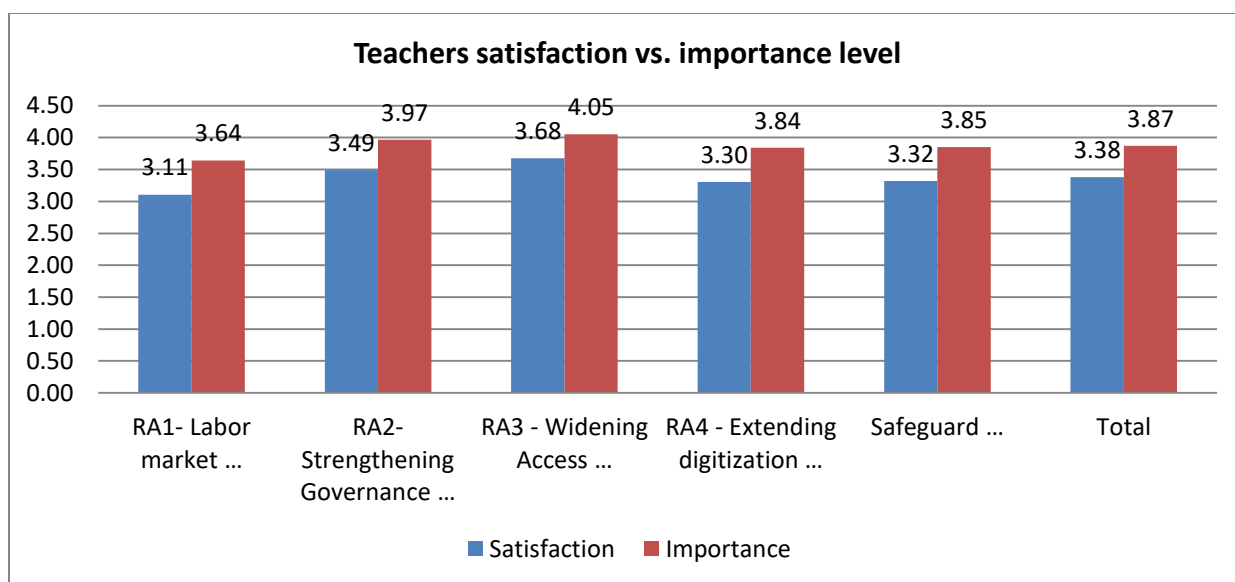
**Figure 6: Province wise satisfaction of Teacher under Safeguard**

The minimum mean value of importance level is found from Karnali province (3.86) while maximum is for Madhesh and Gandaki provinces (4.05). Similarly, the minimum mean value of satisfaction level is found from Madhesh province (2.70) while maximum is for Gandaki (3.77). In comparison of provinces, HEIs of almost all provinces felt above average level of satisfaction because mean value of each province is slightly greater or nearly equal to the average mean value (3). Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

### 3.2.6 Gap in Teachers' satisfaction

Figure 7 show that there is gap in teachers' between the satisfaction level and importance level. The overall mean value of satisfaction level of all the parameters is 3.38 while the overall mean value of importance level of all the parameters is 3.87. Thus, it indicates there is greater importance of implementing and improving those practices for HEIs.





**Figure 7: Teachers Satisfaction vs. importance level**

The mean value of importance level greater than 3 for all the parameters and the highest is for widening access to quality higher education for disadvantaged students (4.05) while the lowest is for improved labor market relevance and collaborative research (3.64). Similarly, the mean value of satisfaction level is also almost equal to 3 for all the parameters. The minimum mean value is for improved labor market relevance and collaborative research (3.11) while maximum mean value is for widening access to quality higher education for disadvantaged students (3.68). This shows that HEIs felt almost above neutral level of satisfaction because mean value of all the parameters is slightly greater than the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement of all the parameters.

**Table 23: Paired sample t-test of Satisfaction Vs. importance level of Teachers**

| Paired Samples Statistics         |              |        |                 |                 |                        |
|-----------------------------------|--------------|--------|-----------------|-----------------|------------------------|
|                                   |              | Mean   | Mean difference | Sig. (2-tailed) | Result                 |
| RA1- Labor market ...             | Satisfaction | 3.1060 | -.53613         | .000            | Significant difference |
|                                   | Importance   | 3.6421 |                 |                 |                        |
| RA2- Strengthening Governance ... | Satisfaction | 3.4902 | -.47539         | .000            | Significant difference |
|                                   | Importance   | 3.9656 |                 |                 |                        |
| RA3 - Widening Access ...         | Satisfaction | 3.6762 | -.37707         | .000            | Significant difference |
|                                   | Importance   | 4.0532 |                 |                 |                        |
| RA4 - Extending digitization ...  | Satisfaction | 3.3039 | -.53586         | .000            | Significant difference |
|                                   | Importance   | 3.8398 |                 |                 |                        |
| Safeguard                         | Satisfaction | 3.3187 | -.53356         | .000            | Significant difference |
|                                   | Importance   | 3.8523 |                 |                 |                        |

### 3.3 Level of satisfaction and Importance of Students

Students were one of the main respondents of this study. Structured survey questionnaire was done to collect the data from the students. Total 394 students participated in the study and they were discussed under the different thematic area of study.

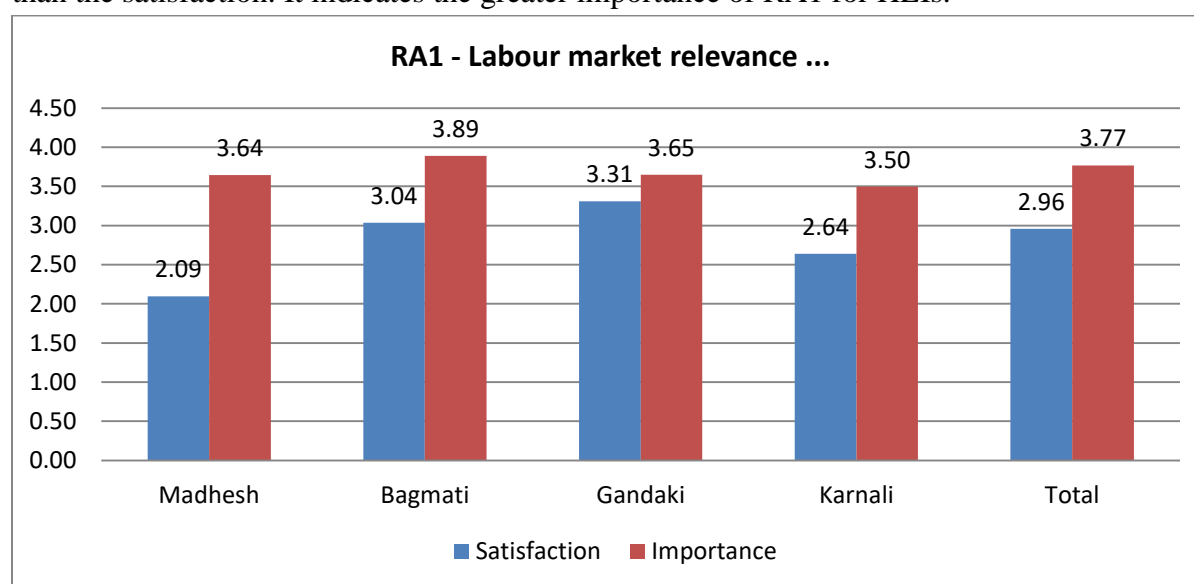
#### 3.3.1 RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

Result Area 1 of NEHEP covers the Improved Labor-market relevance, Entrepreneurship, and Collaborative Research. In this context, the study measured the satisfaction level and importance level of students. The data presented in Table 24 shows that 50.0 percent of students were satisfied from the current practice of HEIs related to RA1 followed by 35.8 percent neutral and rest were unsatisfied. From the perspective of importance level, 81.7 percent felt the importance of RA1 followed by 11.7 percent neutral and rest felt not important to implement RA1.

**Table 24: Satisfaction of students under RA1**

| Satisfaction level | Frequency  | Percent      | Importance level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 15         | 3.8          | Not important at all | 10         | 2.5          |
| Unsatisfied        | 60         | 15.2         | Not Important        | 16         | 4.1          |
| Neutral            | 122        | 31.0         | Neutral              | 46         | 11.7         |
| Satisfied          | 141        | 35.8         | Important            | 136        | 34.5         |
| Very Satisfied     | 56         | 14.2         | Very Important       | 186        | 47.2         |
| <b>Total</b>       | <b>394</b> | <b>100.0</b> | <b>Total</b>         | <b>394</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of students. The mean value presented in Figure 8 shows that mean value of overall satisfaction level is 2.96 and importance level is 3.77 which show the higher value of importance than the satisfaction. It indicates the greater importance of RA1 for HEIs.



**Figure 8: Province wise satisfaction of students under RA1**

The minimum mean value of importance level is found for Karnali province (3.50) while maximum is for Bagmati (3.89). Similarly, the minimum mean value of satisfaction level is found for Madhesh (2.09) while maximum is for Gandaki (3.31). In comparison of provinces, HEIs of all provinces felt almost below average level of satisfaction because mean value of each province is slightly less than average mean (3). Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

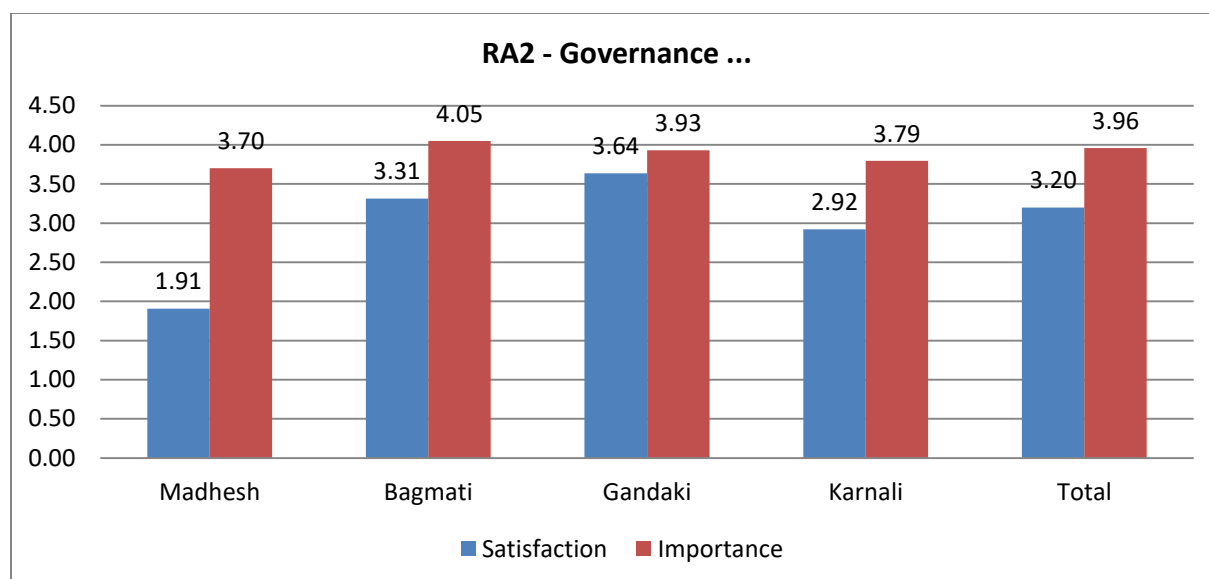
### 3.3.2 RA2- Strengthening Governance and Financing of Higher Education

The main objective of result Area 2 of NEHEP is to strengthening governance and financing of higher education. In this context, the study measured the satisfaction level and importance level of students. The data presented in Table 25 shows that 61.2 percent of students were satisfied from the current practice of HEIs related to RA2 followed by 22.8 percent neutral and rest were unsatisfied. From the perspective of importance level, 83.7 percent felt the importance of RA2 followed by 10.2 percent neutral and rest felt not important to implement RA2.

**Table 25: Satisfaction of students under RA2**

| Satisfaction level | Frequency  | Percent      | Importance level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 15         | 3.8          | Not important at all | 9          | 2.3          |
| Unsatisfied        | 48         | 12.2         | Not Important        | 15         | 3.8          |
| Neutral            | 90         | 22.8         | Neutral              | 40         | 10.2         |
| Satisfied          | 145        | 36.8         | Important            | 108        | 27.4         |
| Very Satisfied     | 96         | 24.4         | Very Important       | 222        | 56.3         |
| <b>Total</b>       | <b>394</b> | <b>100.0</b> | <b>Total</b>         | <b>394</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of students regarding RA2. The mean value presented in Figure 9 shows that mean value of overall satisfaction level is 3.20 and importance level is 3.96 which show the slightly higher value of importance than the satisfaction. It indicates the importance of RA2 for HEIs.



**Figure 9: Province wise satisfaction of students under RA2**

The minimum mean value of importance level is found for Madhesh province (3.70) while maximum is for Bagmati (4.05). Similarly, the minimum mean value of satisfaction level is found for Madhesh (1.91) while maximum is for Gandaki (3.64). In comparison of provinces, except Madhesh province, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). For Madhesh province satisfaction level of students is very low due to much less mean value of 1.91. Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

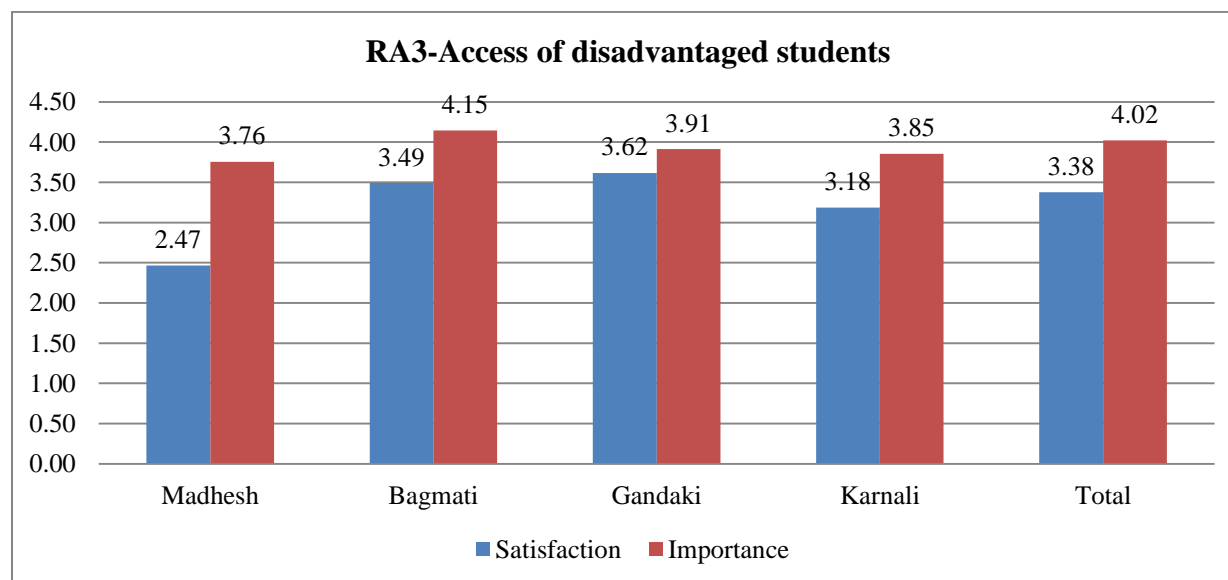
### 3.3.3 RA3: Widening Access to Quality Higher Education for Disadvantaged Students

The objective of result Area 3 of NEHEP covers the widening access to quality higher education for disadvantaged students. In this context, the study measured the satisfaction level and importance level of students. The data presented in Table 26 shows that 66.3 percent of students were satisfied from the current practice of HEIs related to RA3 followed by 24.9 percent neutral and rest were unsatisfied. From the perspective of importance level, 86.3 percent felt the importance of RA3 followed by 10.2 percent neutral and rest felt not important to implement RA3.

**Table 26: Satisfaction of students under RA3**

| Satisfaction level | Frequency  | Percent      | Importance level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 8          | 2.0          | Not important at all | 6          | 1.5          |
| Unsatisfied        | 27         | 6.9          | Not Important        | 8          | 2.0          |
| Neutral            | 98         | 24.9         | Neutral              | 40         | 10.2         |
| Satisfied          | 161        | 40.9         | Important            | 125        | 31.7         |
| Very Satisfied     | 100        | 25.4         | Very Important       | 215        | 54.6         |
| <b>Total</b>       | <b>394</b> | <b>100.0</b> | <b>Total</b>         | <b>394</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of students regarding RA3. The mean value presented in Figure 10 shows that mean value of overall satisfaction level is 3.38 and importance level is 4.02 which show the slightly higher value of importance than the satisfaction. It indicates the importance of RA3 for HEIs.



**Figure 10: Province wise satisfaction of students under RA3**

The minimum mean value of importance level is found for Madhesh province (3.76) while maximum is for Bagmati (4.15). Similarly, the minimum mean value of satisfaction level is found for Madhesh (2.47) while maximum is for Gandaki (3.62). In comparison of provinces, except Madhesh province, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). For Madhesh province satisfaction level of students is low as the mean value is 2.47. Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

### 3.3.4 RA4: Extending Digitalization of Higher Education

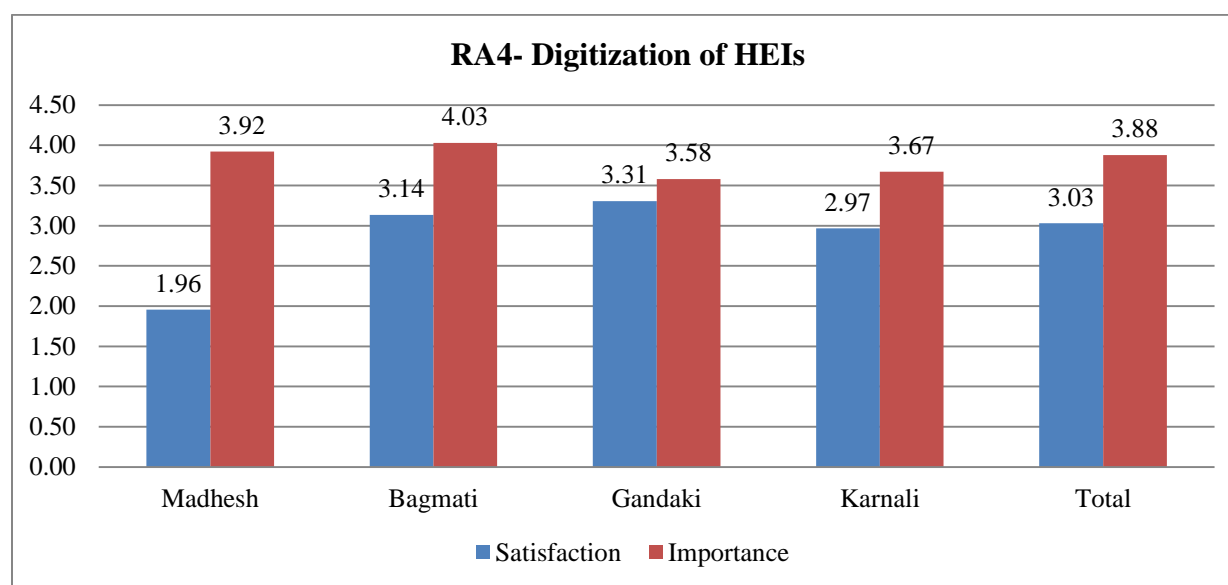
The objective of result Area 4 of NEHEP covers the extending digitalization of higher education. In this context, the study measured the satisfaction level and importance level of students. The data presented in Table 27 shows that 54.0 percent of students were satisfied from the current practice of HEIs related to RA4 followed by 27.4 percent neutral and rest were unsatisfied. From the perspective of importance level, 82.2 percent felt the importance of RA4 followed by 12.2 percent neutral and rest felt not important to implement RA4.

**Table 27: Satisfaction of students under RA4**

| Satisfaction level | Frequency | Percent | Importance level | Frequency | Percent |
|--------------------|-----------|---------|------------------|-----------|---------|
|--------------------|-----------|---------|------------------|-----------|---------|

|                  |            |              |                      |            |              |
|------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied | 13         | 3.3          | Not important at all | 5          | 1.3          |
| Unsatisfied      | 60         | 15.2         | Not Important        | 17         | 4.3          |
| Neutral          | 108        | 27.4         | Neutral              | 48         | 12.2         |
| Satisfied        | 157        | 39.8         | Important            | 134        | 34.0         |
| Very Satisfied   | 56         | 14.2         | Very Important       | 190        | 48.2         |
| <b>Total</b>     | <b>394</b> | <b>100.0</b> | <b>Total</b>         | <b>394</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of students regarding RA4. The mean value presented in Figure 11 shows that mean value of overall satisfaction level is 3.03 and importance level is 3.88 which show the slightly higher value of importance than the satisfaction. It indicates the importance of RA4 for HEIs.



**Figure 11: Province wise satisfaction of students under RA4**

The minimum mean value of importance level is found for Gandaki province (3.58) while maximum is for Bagmati (4.03). Similarly, the minimum mean value of satisfaction level is found for Madhesh (1.96) while maximum is for Gandaki (3.31). In comparison of provinces, except Madhesh province, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). For Madhesh province satisfaction level is quite low as the mean value is 1.96. Similarly, the mean value of importance level is higher than average mean so the findings indicates the need of improvement in the existing service delivery

### 3.3.5 Social and Environmental Safeguard

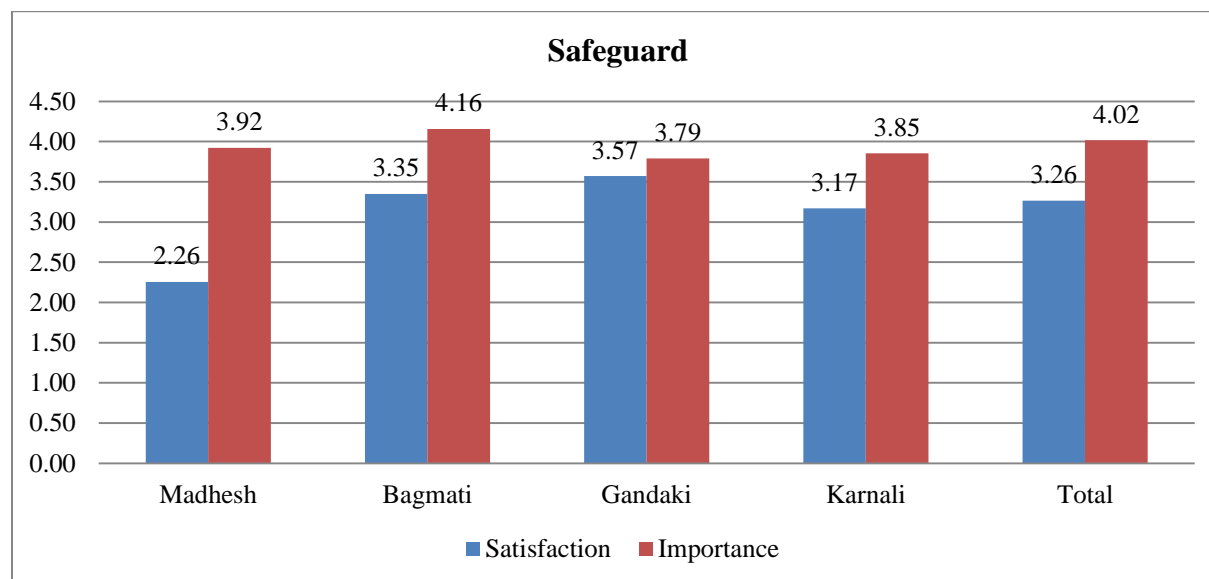
One of the objectives of NEHEP covers the social and environmental safeguard. In this context, the study measured the satisfaction level and importance level of students. The data presented in Table 28 shows that 61.2 percent of students were satisfied from the current practice of HEIs

followed by 24.4 percent neutral and rest were unsatisfied. From the perspective of importance level, 85.3 percent felt the importance of social and environmental safeguard followed by 9.4 percent neutral and rest felt not important to implement such practices.

**Table 28: Satisfaction of students under safeguard**

| Satisfaction level | Frequency  | Percent      | Importance level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 17         | 4.3          | Not important at all | 8          | 2.0          |
| Unsatisfied        | 40         | 10.2         | Not Important        | 13         | 3.3          |
| Neutral            | 96         | 24.4         | Neutral              | 37         | 9.4          |
| Satisfied          | 150        | 38.1         | Important            | 125        | 31.7         |
| Very Satisfied     | 91         | 23.1         | Very Important       | 211        | 53.6         |
| <b>Total</b>       | <b>394</b> | <b>100.0</b> | <b>Total</b>         | <b>394</b> | <b>100.0</b> |

The study also calculated the province wise average mean of satisfaction level and importance level of students of social and environmental safeguard. The mean value presented in Figure 12 shows that mean value of overall satisfaction level is 3.26 and importance level is 4.02 which show the slightly higher value of importance than the satisfaction. It indicates the importance of social and environmental safeguard for HEIs.



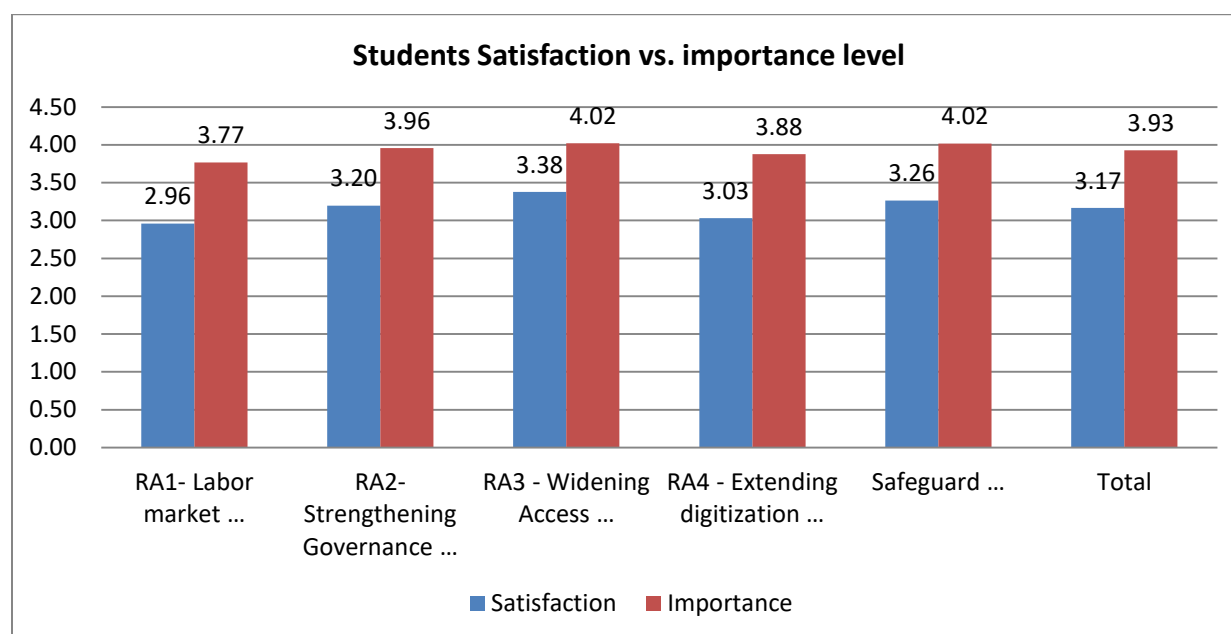
**Figure 12: Province wise satisfaction of students under Safeguard**

The minimum mean value of importance level is found from Gandaki province (3.79) while maximum is for Bagmati (4.16). Similarly, the minimum mean value of satisfaction level is found from Madhesh (2.26) while maximum is for Gandaki (3.57). In comparison of provinces, except for Madhesh province, HEIs of all provinces felt above average level of satisfaction because mean value of each province is slightly greater than average mean (3). For Madhesh province the mean value of satisfaction level is 2.26 and thus they felt below average level of

satisfaction. Similarly, the mean value of importance level is higher than average mean so the finding indicates the need of improvement in the existing service delivery.

### 3.3.6 Gap in Students' satisfaction

Figure 13 show that there is gap in students' between the satisfaction level and importance level. The overall mean value of satisfaction level of all the parameters is 3.17 while the overall mean value of importance level of all the parameters is 3.93. Thus, it indicates there is greater importance of implementing and improving those practices of HEIs.



**Figure 13: Satisfaction vs. importance level of students**

The mean value of importance level greater than 3 for all the parameters and the highest is for widening access to quality higher education for disadvantaged students (4.02) while the lowest is for improved labor market relevance and collaborative research (3.77). Similarly, the mean value of satisfaction level is also almost equal to 3 for all the parameters. The minimum mean value is for improved labor market relevance and collaborative research (2.96) while maximum mean value is for widening access to quality higher education for disadvantaged students (3.38). This shows that HEIs felt almost above neutral level of satisfaction because mean value of all the parameters is slightly greater than the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement of all the parameters.



**Table 29: Paired sample t-test of Satisfaction vs. Importance level of students**

| Paired Samples Statistics         |              |        |                 |                 |                        |
|-----------------------------------|--------------|--------|-----------------|-----------------|------------------------|
|                                   |              | Mean   | Mean difference | Sig. (2-tailed) | Result                 |
| RA1- Labor market ...             | Satisfaction | 2.9572 | -.80921         | .000            | Significant difference |
|                                   | Importance   | 3.7664 |                 |                 |                        |
| RA2- Strengthening Governance ... | Satisfaction | 3.1972 | -.75975         | .000            | Significant difference |
|                                   | Importance   | 3.9569 |                 |                 |                        |
| RA3 - Widening Access ...         | Satisfaction | 3.3778 | -.64259         | .000            | Significant difference |
|                                   | Importance   | 4.0204 |                 |                 |                        |
| RA4 - Extending digitization ...  | Satisfaction | 3.0300 | -.84690         | .000            | Significant difference |
|                                   | Importance   | 3.8769 |                 |                 |                        |
| Safeguard                         | Satisfaction | 3.2634 | -.75198         | .000            | Significant difference |
|                                   | Importance   | 4.015  |                 |                 |                        |

There is significant difference found between the satisfaction level and importance level in all Result Areas including safeguard in the case of response of students (Table 29).

### 3.4 Level of satisfaction and Importance of Academic leaders

The study team took the interview of 139 Academic leaders from all seven provinces. They were discussed about the labour-market relevancy of curriculum, entrepreneurship skill of students, graduates and facilities, collaborative research practice of HEIs, governance, financing, increase access of disadvantaged students, digitization, and safeguard issues.

#### 3.4.1 RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

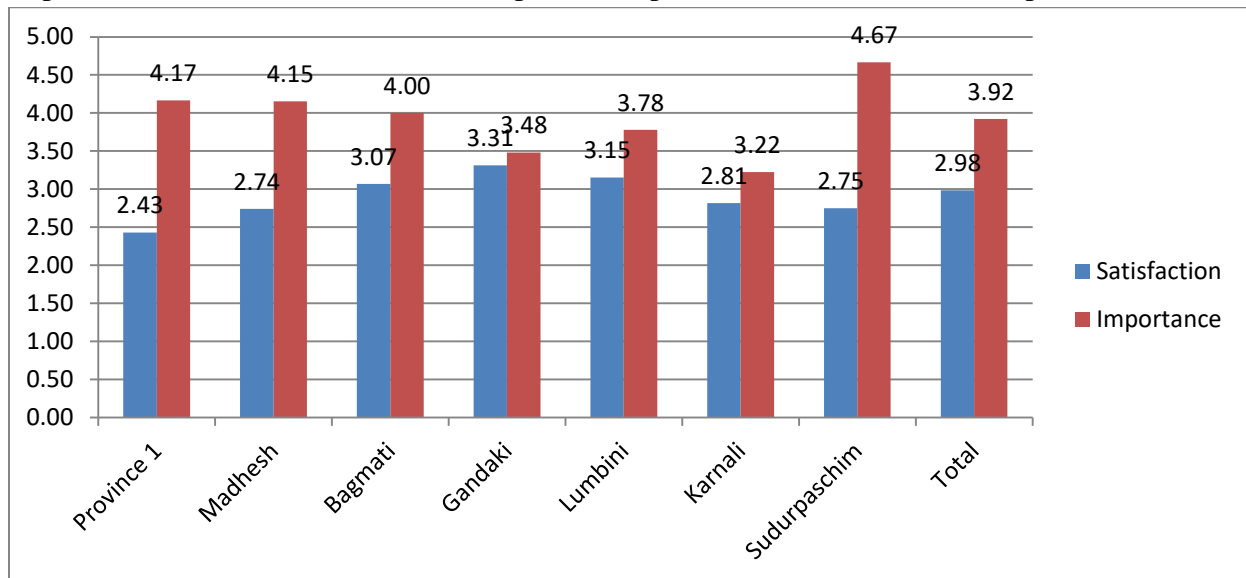
The data presented in Table 30 shows that 55 percent academic leaders were satisfied from the labor-market relevancy of curriculum, entrepreneurship skill transferred to the students and collaborative research practice of HEIs. But they felt the need of improvement in current practice and service delivery of HEIs. 85 percent felt the need of improvement in curriculum designing and need to provide the practical education to the students.

**Table 30: Satisfaction of Academic leaders under RA1**

| Satisfaction Level | Frequency  | Percent      | Importance Level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 4          | 2.9          | Not important at all | 2          | 1.4          |
| Unsatisfied        | 22         | 15.8         | Not Important        | 6          | 4.3          |
| Neutral            | 36         | 25.9         | Neutral              | 13         | 9.4          |
| Satisfied          | 67         | 48.2         | Important            | 52         | 37.4         |
| Very Satisfied     | 10         | 7.2          | Very Important       | 66         | 47.5         |
| <b>Total</b>       | <b>139</b> | <b>100.0</b> | <b>Total</b>         | <b>139</b> | <b>100.0</b> |

### **Province wise distribution of response**

Similarly the study analyzed province wise response of academic leaders. The data presented in below Figure 14 shows that there is gap between the satisfaction level and importance level of improved labor-market relevance, entrepreneurship, and collaborative research practice of HEIs.



**Figure 14: Province wise satisfaction of academic leaders under RA1**

The mean value of importance level is minimum 3.22 of Karnali to maximum 4.67 of Sudurpaschim province whereas mean value of satisfaction level is minimum 2.43 of Province 1 to maximum 3.31 of Gandaki. In comparison of provinces, HEIs of all provinces felt low level of satisfaction because mean value of each province is below and around average mean (3) whereas the mean value of importance level is higher than average mean so the findings indicate the need of improvement in the existing service delivery. The HEIs should work on updating the curriculum considering the labor-market relevancy, entrepreneurship skill should be transferred to students, and faculties should be encouraged to involve in collaborative research.

### 3.4.2 RA2- Strengthening Governance and Financing of Higher Education

The academic leaders were asked about the governance and financing of higher education for quality enhancement. The data presented in Table 31 shows that in total higher numbers (76.2 percent) of academic leaders were satisfied from the governance system of HEIs. Only 23.8 percent were not satisfied. Some HEIs shared the economic problems, lack of IT facilities, lack of subject-wise experienced teachers, and high drop-out rate of students.

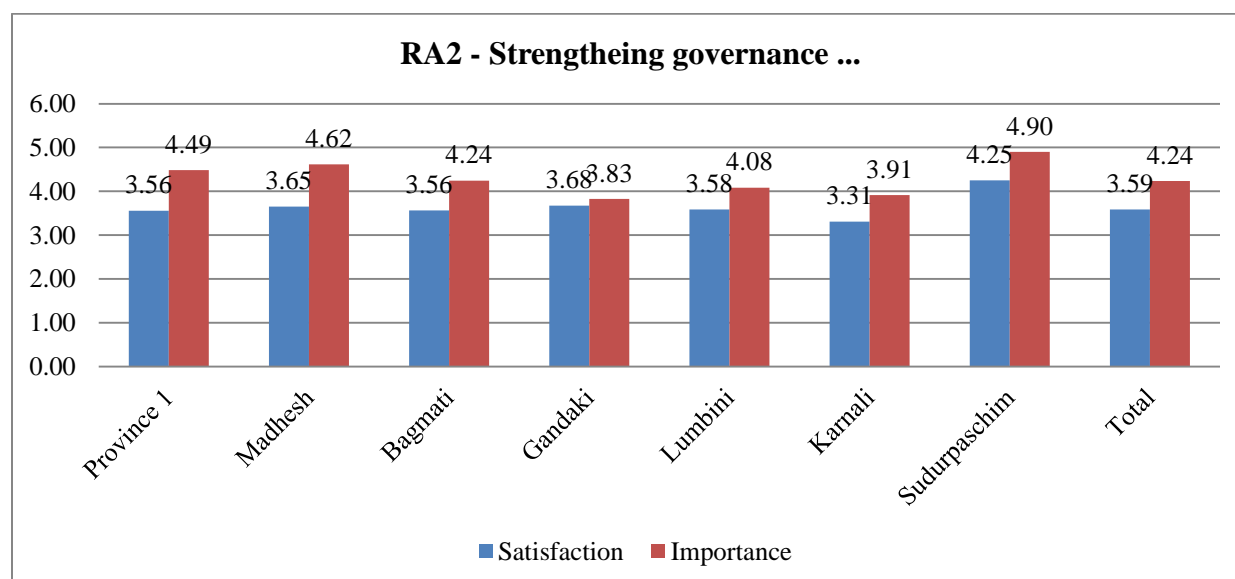
**Table 31: Satisfaction of Academic Leaders under RA2**

| Satisfaction Level | Frequency  | Percent      | Importance Level | Frequency  | Percent      |
|--------------------|------------|--------------|------------------|------------|--------------|
| Unsatisfied        | 8          | 5.8          | Not Important    | 1          | .7           |
| Neutral            | 25         | 18.0         | Neutral          | 6          | 4.3          |
| Satisfied          | 69         | 49.6         | Important        | 50         | 36.0         |
| Very Satisfied     | 37         | 26.6         | Very Important   | 82         | 59.0         |
| <b>Total</b>       | <b>139</b> | <b>100.0</b> | <b>Total</b>     | <b>139</b> | <b>100.0</b> |

Regarding the importance of strengthening governance and financing of higher education for quality enhancement, all HEIs agreed on the importance of these services. About 95% of the respondents felt that there is strong need of strengthening governance and financing of higher education for quality enhancement.

#### Province wise distribution

This study analyzed province wise response of academic leaders. The data presented in below Figure 15 shows that there is gap between the satisfaction level and importance level of strengthening governance and financing of higher education for quality enhancement practice of HEIs.



**Figure 15: Province wise satisfaction of academic leaders under RA2**

The mean value of importance level is minimum 3.31 of Karnali to maximum 4.25 of Sudurpaschim province whereas mean value of satisfaction level is minimum 3.83 of Gandaki to maximum 4.90 of Sudurpaschim. In comparison of provinces, HEIs of all provinces felt low level of satisfaction because mean value of each province is below and around average mean (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement in the existing service delivery. Thus, it is seen that the HEIs should be made punctual to their assigned work, capacity building training to manager/teacher/staffs should be given, and there should be effort to QAA from UGC for strengthening governance and financing of higher education for quality enhancement

### 3.4.3 RA3: Widening Access to Quality Higher Education for Disadvantaged Students

The academic leaders were asked about the widening access to quality higher education for disadvantaged students. The data presented in Table 32 shows that in total higher numbers (79.8%) of academic leaders were satisfied with the access to quality higher education for disadvantaged students of HEIs. Only 20.2% of the leaders were not satisfied with those accesses.

**Table 32: Satisfaction of Academic Leaders under RA3**

| <b>Satisfaction Level</b> | <b>Frequency</b> | <b>Percent</b> | <b>Importance Level</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------------------|------------------|----------------|-------------------------|------------------|----------------|
| Very Unsatisfied          | 4                | 2.9            | Not important at all    | 5                | 3.6            |
| Unsatisfied               | 8                | 5.8            | Not Important           | 1                | .7             |
| Neutral                   | 16               | 11.5           | Neutral                 | 4                | 2.9            |
| Satisfied                 | 59               | 42.4           | Important               | 54               | 38.8           |
| Very Satisfied            | 52               | 37.4           | Very Important          | 75               | 54.0           |
| <b>Total</b>              | <b>139</b>       | <b>100.0</b>   | <b>Total</b>            | <b>139</b>       | <b>100.0</b>   |

Regarding the importance of widening access to quality higher education for disadvantaged students, all HEIs agreed on the importance of these services. About 92.8 of the respondents felt that there is strong need of widening access to quality higher education for disadvantaged students while small fraction of respondents 7.2% didn't find it as important.

#### **Province wise distribution of response**

This study analyzed province wise response of academic leaders. The data presented in below Figure 16 shows that there is gap between the satisfaction level and importance level of widening access to quality higher education for disadvantaged students of HEIs.

The mean value of importance level is minimum 3.65 of Gandaki to maximum 4.67 of Sudurpaschim province whereas mean value of satisfaction level is minimum 3.11 of Karnali to maximum 4.09 of Sudurpaschim. In comparison of provinces, HEIs of all provinces felt neutral level of satisfaction because mean value of each province is almost same as the average mean value (3) whereas the mean value of importance level is higher than average mean so the

findings indicates the need of improvement in the widening access to quality higher education for disadvantaged students. The HEIs should provide free education services to the marginalized and poor students along with scholarship program to various students provide equality in education, provision of books, copy and other related materials along with motivation, and different awareness program should be launched to widen and encourage the access to quality higher education.

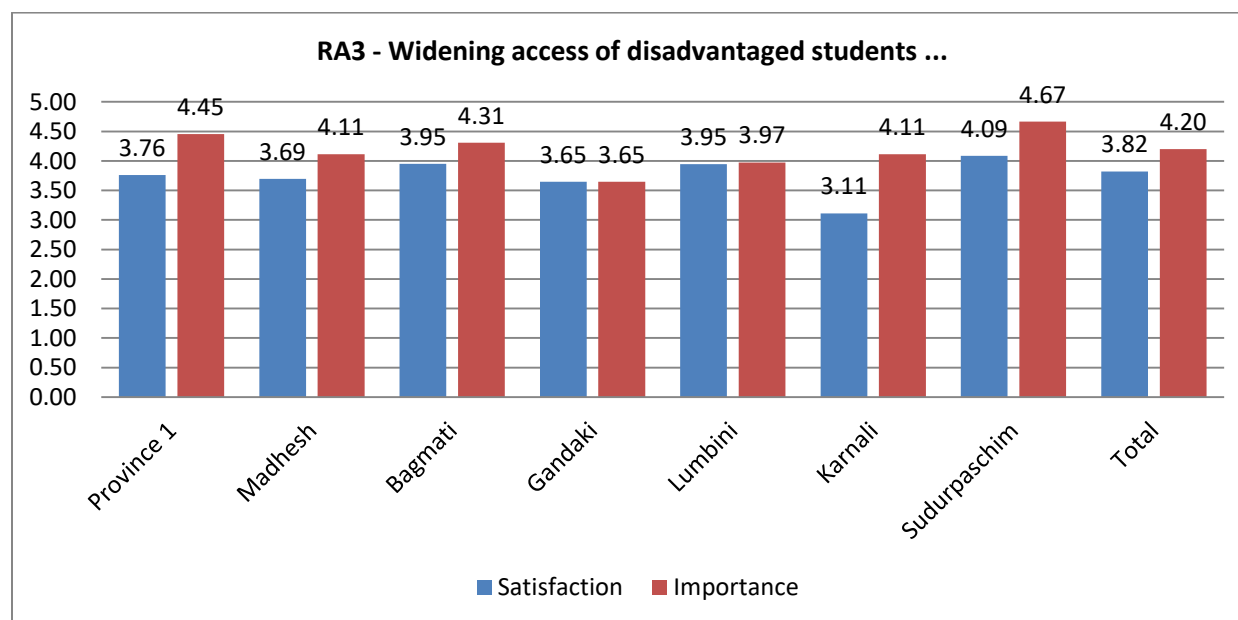


Figure 16: Province wise satisfaction of academic leaders under RA3

### 3.4.4 RA4: Extending Digitalization of Higher Education

The academic leaders were asked about the extending digitalization of higher education. The data presented in Table 33 shows that in majority (59.0%) of the academic leaders were satisfied with the digitalization of higher education of HEIs while rest of 41.0% of the leaders were not satisfied with those services. Some HEIs shared that there lack of use of modern EIMS system, lack of uniformity of software among the campuses or the department, lack of use of skilled manpower, along with access and training to the IT and related program with updated technology should be provided for improving digitalization of higher education.

Regarding the importance extending digitalization of higher education, all HEIs agreed on the importance of these services. About 86.3% of the respondents felt that there is strong need of extending and improving digitalization of higher education.

Table 33: Satisfaction of Academic Leaders under RA4

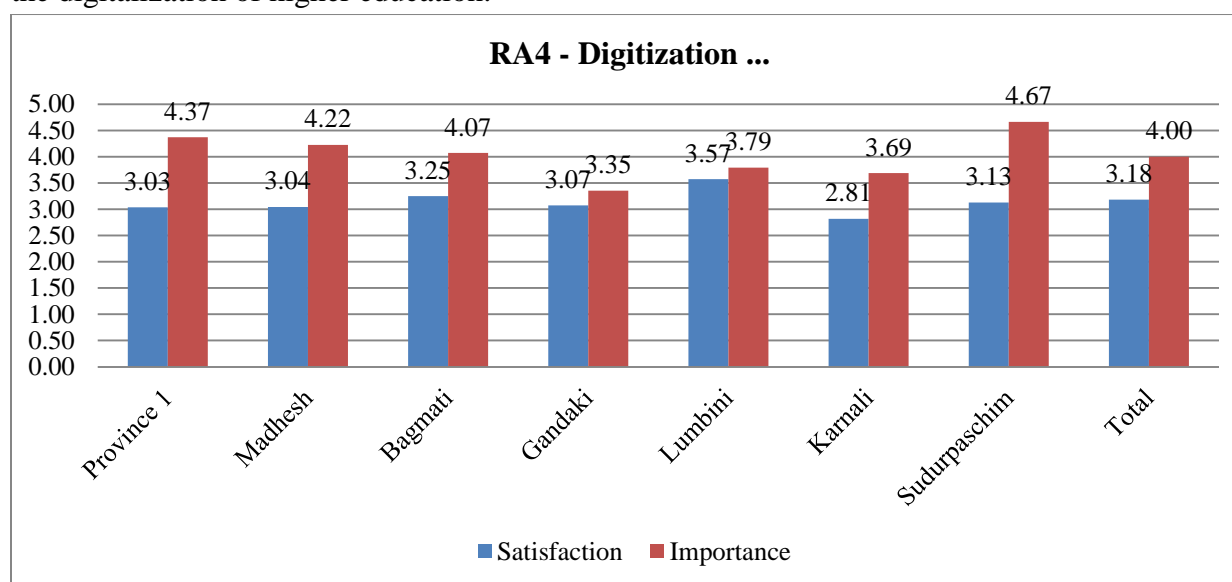
| Satisfaction Level | Frequency | Percent | Importance Level     | Frequency | Percent |
|--------------------|-----------|---------|----------------------|-----------|---------|
| Very Unsatisfied   | 4         | 2.9     | Not important at all | 1         | .7      |
| Unsatisfied        | 10        | 7.2     | Not Important        | 6         | 4.3     |
| Neutral            | 43        | 30.9    | Neutral              | 12        | 8.6     |

|                |            |              |                |            |              |
|----------------|------------|--------------|----------------|------------|--------------|
| Satisfied      | 63         | 45.3         | Important      | 47         | 33.8         |
| Very Satisfied | 19         | 13.7         | Very Important | 73         | 52.5         |
| <b>Total</b>   | <b>139</b> | <b>100.0</b> | <b>Total</b>   | <b>139</b> | <b>100.0</b> |

#### **Province wise distribution of response**

This study analyzed province wise response of academic leaders. The data presented in below Figure 17 shows that there is gap between the satisfaction level and importance level of extending digitalization of higher education of HEIs.

The mean value of importance level is minimum 3.35 of Gandaki to maximum 4.67 of Sudurpaschim province whereas mean value of satisfaction level is minimum 2.81 of Karnali to maximum 3.57 of Lumbini. In comparison of provinces, HEIs of all provinces felt almost neutral level of satisfaction because mean value of each province is almost same or equal to the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement in the extending digitalization of higher education. Many leaders focused that there should be improvement of ITs related services in the school area, uniformity in the software packages among the colleges, management of workers as well as training should be provided, consistency should be in system and modification of digitalization, and financial and technological support should be provided to the campus to improve and extend the digitalization of higher education.



**Figure 17: Province wise satisfaction of academic leaders under RA4**

This study found the province wise satisfaction level of the academic leaders in extending digitalization of higher education. The data presented in Figure 17 shows that the level of satisfaction is more among the academic leaders of Lumbini province (3.57 mean) while low among Karnali province (2.81 mean) for extending and improving digitalization of higher education.

Similarly, it was found that the province wise importance level was almost same. It showed there need of improvement in digitalization of higher education.

### 3.4.5 Social and Environmental Safeguard

The academic leaders were asked about the social and environmental safeguard during construction period. The data presented in Table 34 shows that in majority (68.3%) of the academic leaders were satisfied with the social and environmental safeguard during construction period while rest of 31.7% of the leaders were not satisfied with such services.

Regarding the importance social and environmental safeguard during construction period, all HEIs agreed on the importance of these services. About 89.6% of the respondents felt that there is strong need of social and environmental safeguard during construction period.

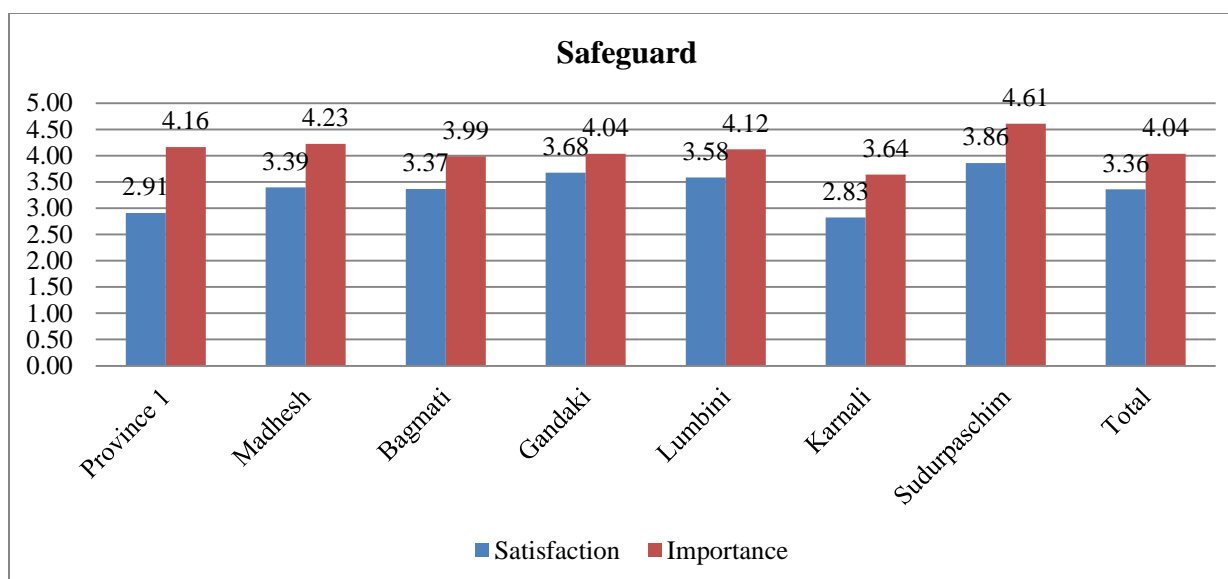
**Table 34: Satisfaction of Academic Leaders under Safeguard**

| Satisfaction Level | Frequency  | Percent      | Importance Level     | Frequency  | Percent      |
|--------------------|------------|--------------|----------------------|------------|--------------|
| Very Unsatisfied   | 2          | 1.4          | Not important at all | 3          | 2.2          |
| Unsatisfied        | 13         | 9.4          | Not Important        | 4          | 2.9          |
| Neutral            | 29         | 20.9         | Neutral              | 6          | 4.3          |
| Satisfied          | 69         | 49.6         | Important            | 57         | 41.0         |
| Very Satisfied     | 26         | 18.7         | Very Important       | 69         | 49.6         |
| <b>Total</b>       | <b>139</b> | <b>100.0</b> | <b>Total</b>         | <b>139</b> | <b>100.0</b> |

#### **Province wise distribution of response**

This study analyzed province wise response of academic leaders. The data presented in below Figure 18 shows that there is gap between the satisfaction level and importance level of extending digitalization of higher education of HEIs.

The mean value of importance level is minimum 3.64 of Karnali to maximum 4.61 of Sudurpaschim province whereas mean value of satisfaction level is minimum 2.83 of Karnali to maximum 3.86 of Sudurpaschim province. In comparison of provinces, HEIs of all provinces felt almost neutral level of satisfaction because mean value of each province is almost same or equal to the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement in the social and environmental safeguard during construction period. Many leaders were not satisfied with the sound pollution management, rescue facilities, disaster management process and management of occupational health and safety of labor during construction period.



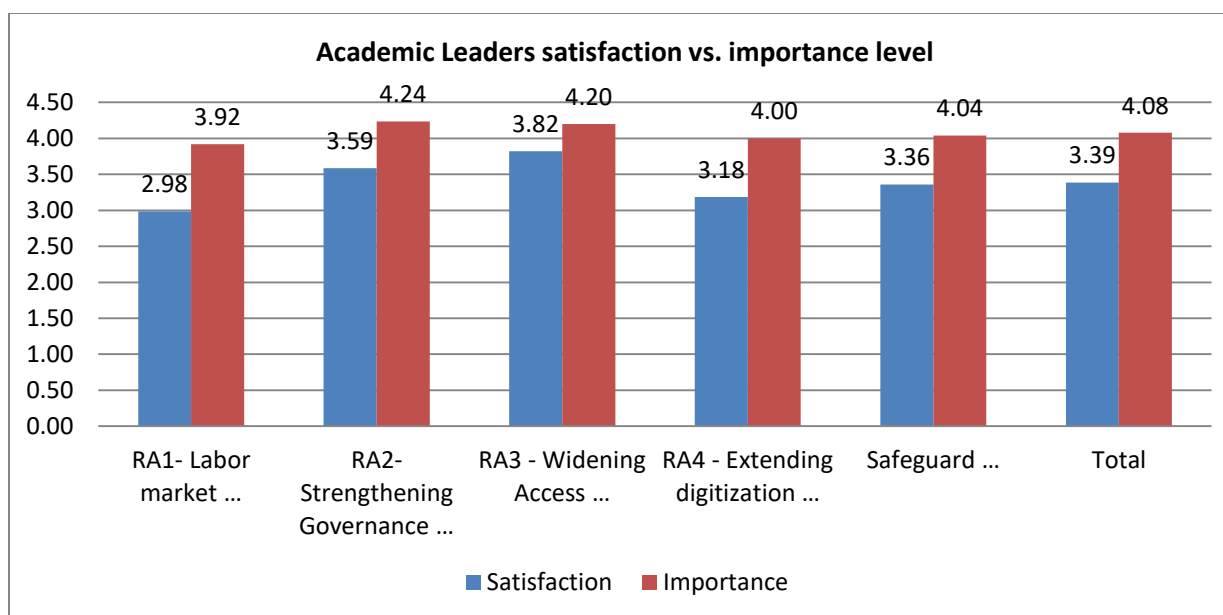
**Figure 18: Province wise satisfaction of academic leaders under safeguard**

### **3.4.6 Gap in academic leaders' satisfaction**

Figure 19 show that there is gap in academic leaders' between the satisfaction level and importance level.

The mean value of importance level is minimum 3.64 of Karnali to maximum 4.61 of Sudurpaschim province whereas mean value of satisfaction level is minimum 2.83 of Karnali to maximum 3.86 of Sudurpaschim province. In comparison of provinces, HEIs of all provinces felt almost neutral level of satisfaction because mean value of each province is almost same or equal to the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement in the social and environmental safeguard during construction period. Many leaders were not satisfied with the sound pollution management, rescue facilities, disaster management process and management of occupational health and safety of labor during construction period.





**Figure 19: Satisfaction vs. importance level of academic leaders**

The mean value of importance level greater than 3 for all the parameters and highest is for strengthening governance and financing of higher education for quality enhancement (4.24) while minimum is for improved labor market relevance and collaborative research (3.92). Similarly, the mean value of satisfaction level is also almost equal to 3 for all the parameters. The minimum mean value is for improved labor market relevance and collaborative research (2.98) while maximum mean value is for widening access to quality higher education for disadvantaged students (3.82). This shows that HEIs felt almost neutral level of satisfaction because mean value of all the parameters is almost same or equal to the average mean value (3) whereas the mean value of importance level is higher than average mean so the findings indicates the need of improvement of all the parameters.

The mean of difference between satisfaction and importance level is highest for widening access to quality higher education for disadvantages students (-1.13) while the average value of difference between satisfaction and importance level was lowest for improved labor market relevance and collaborative research (-5.61).

**Table 35: Paired sample t-test in Satisfaction vs. Importance level of Academic Leaders**

| Paired Samples Statistics         |              |        |                 |                 |                        |
|-----------------------------------|--------------|--------|-----------------|-----------------|------------------------|
|                                   |              | Mean   | Mean difference | Sig. (2-tailed) | Result                 |
| RA1- Labor market ...             | Satisfaction | 2.9848 | -.93482         | .000            | Significant difference |
|                                   | Importance   | 3.9196 |                 |                 |                        |
| RA2- Strengthening Governance ... | Satisfaction | 3.5871 | -.64892         | .000            | Significant difference |
|                                   | Importance   | 4.2360 |                 |                 |                        |
| RA3 - Widening Access ...         | Satisfaction | 3.8228 | -.37612         | .000            | Significant difference |
|                                   | Importance   | 4.1989 |                 |                 |                        |

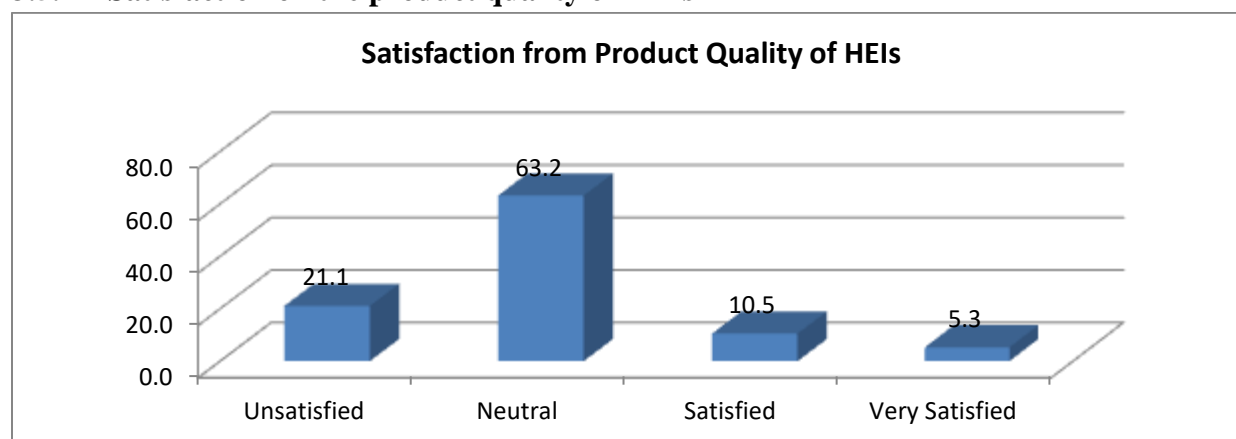
|                                  |              |        |         |      |                        |
|----------------------------------|--------------|--------|---------|------|------------------------|
| RA4 - Extending digitization ... | Satisfaction | 3.1845 | -.81417 | .000 | Significant difference |
|                                  | Importance   | 3.9986 |         |      |                        |
| Safeguard                        | Satisfaction | 3.3569 | -.68101 | .000 | Significant difference |
|                                  | Importance   | 4.0379 |         |      |                        |

The data presented in Table 35, the statistical analysis of paired sample t-test shows there is significant difference between the level of satisfaction and level of importance in all the result areas including safeguard, because p-value of each test is 0.000 which is less than .05 significant levels.

### 3.5 Level of satisfaction and Importance of employers

The study measured the satisfaction level of employers from the product quality of HEIs. The statistical analysis of survey data presented in below Figure 20 shows that only 16 percent employers were satisfied whereas rest 84 percent were unsatisfied from the quality of students produced by HEIs considering the need of labor-market.

#### 3.5.1 Satisfaction on the product quality of HEIs

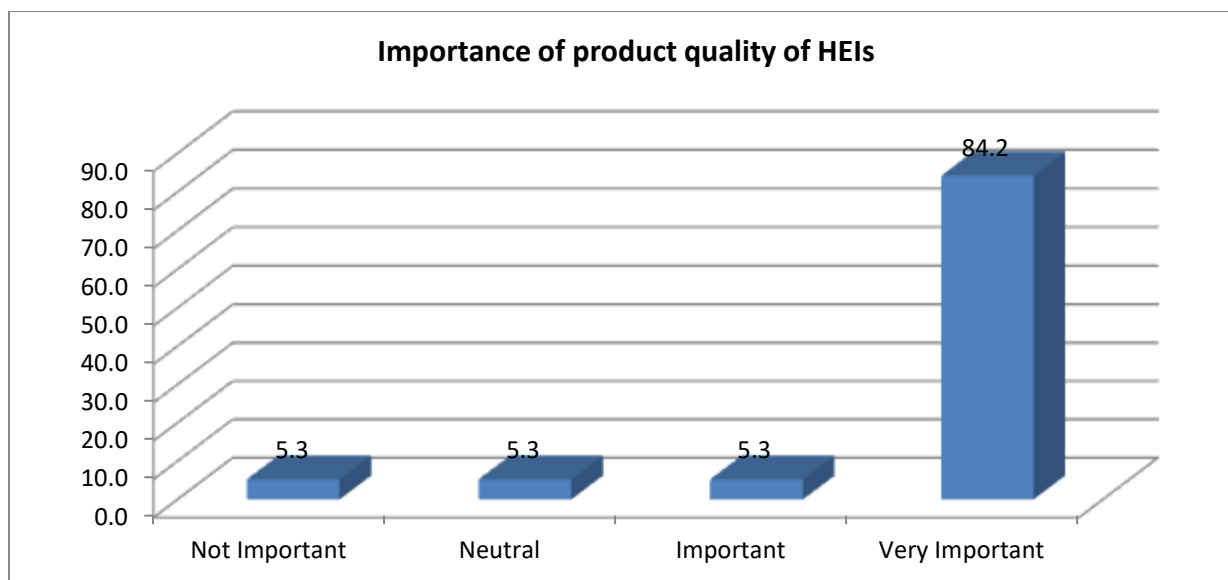


**Figure 20: Satisfaction from Product Quality of HEIs**

In the experience of employers, graduates of HEIs have got only theoretical knowledge from HEIs which is not fully applicable for the labor-market. Curriculums should be updated considering the labor-market needs. Basically, labor-market needs more technical manpower that can handle the machine, production and marketing of goods, know the quality of product.

#### 3.5.2 Importance of the product quality of HEIs

Against the considering of level of satisfaction, the study also measured the importance of quality of students. The data presented in below Figure 21 shows that there was highly importance of product quality of HEIs. As the data, 84 percent felt the very importance of product quality of graduates followed by 5.3 percent agreed on importance of it. In total, 5.3 percent felt not importance because in the experience of employers, theoretical knowledge gained from HEIs is not enough to handle the responsibility in office so employer have to train their employees as the work-nature and requirement of employers.



**Figure 21: Importance of Product Quality of HEIs**

The HEIs should provide the practical knowledge to their students and must be involved in the internship program with collaboration of employers.

### 3.5.3 Satisfaction from the employees performance

The second issue of discussion was the employees' performance. The study team discussed with the employers to know their level of satisfaction from the performance of newly recruited employees. The data presented in below Figure 22 shows that 53 percent were satisfied from the performance of employees whereas still 47 percent were not satisfied.



**Figure 22: Satisfaction from employees' performance**

As the experience sharing by the employers, newly recruited employees have lack of effective coordination, communication and leadership skills. Employers have to give on the job training and special coaching to make them fit for the labor-market. Accountant has to learn the

accounting system of concerned office, Tax and VAT rules of government, procurement system, billing and voucher after recruitment. One officer of Makawanpur CCI said, “One new staff has no idea about the preparing meeting minutes.” So, such types of basic but importance knowledge should be transferred from the HEIs through the practical teaching.

### 3.5.4 Importance of employees performance

Employees’ performance is highly important to increase the organizational performance. Quality and required quantity of human resource both are equally important for organization so each organization searched qualified and trained human resource. As the analysis of survey data of this study, the finding shows that all employers gave very importance for the employees’ performance (Fig. 23).

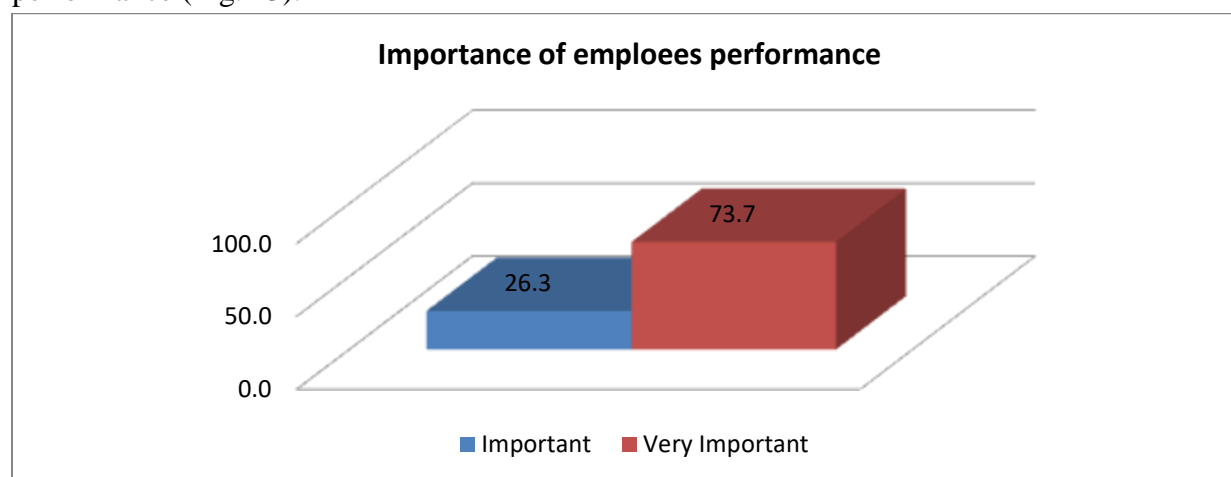


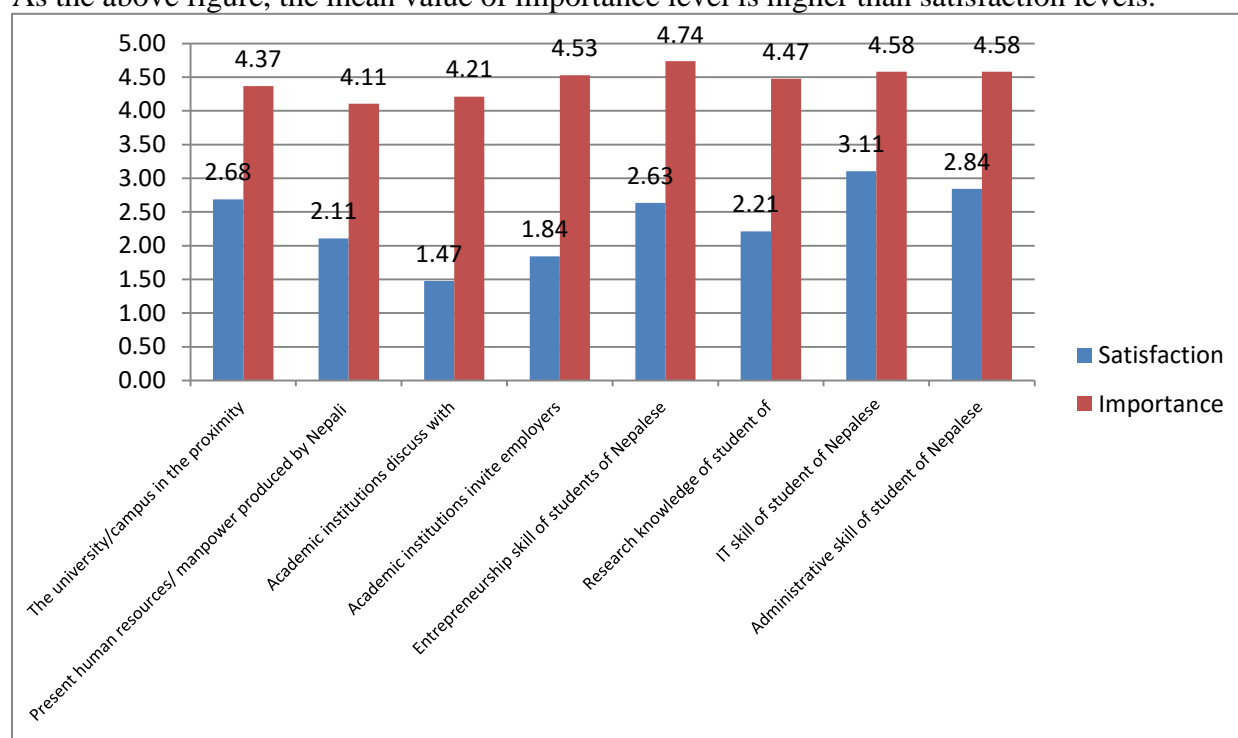
Figure 23: Importance of employees’ performance

### 3.5.5 Gap in employers’ satisfaction

The study analyzes the gap in employers’ satisfaction because it has measured the satisfaction level and importance level from the product quality of students and employers performance. The data presented in Figure 24 shows the mean value of different indicators of importance level and satisfaction level. The graphs chart clearly shows the gap between the importance of quality and its current level of satisfaction.

#### 3.5.5.1 Differences in product quality of student

As the above figure, the mean value of importance level is higher than satisfaction levels.

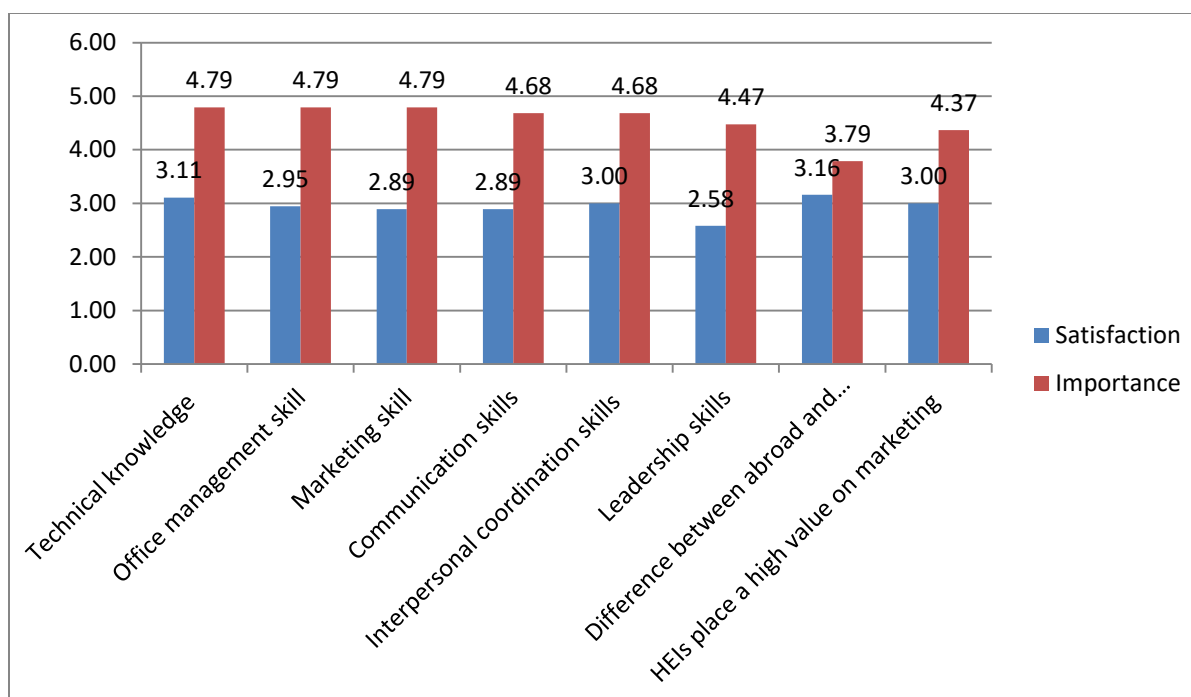


**Figure 24: Difference in Product Quality of HEIs**

The range of mean value of importance level is 4.21 to 4.58, whereas mean value of satisfaction level is 1.47 to 2.48 only which below the average mean level. The above data indicates that the level of satisfaction is below the average mean; unsatisfactory and importance level is high. So, the finding recommends the need of empowerment of employees' performance as the need of labor-market.

### 3.5.5.2 Differences in performance of employees

The study also calculated the gap in employees' performance calculating the mean value of satisfaction level and importance level. The data presented in below Figure 25 shows that the mean value of importance level is 3.79 to 4.79 whereas mean value of satisfaction level is 2.58 to 3.16. The finding indicates the high level of importance and low level of satisfaction of employers from the employees' performance.



**Figure 25: Difference in employees' performance**

The above data recommends the need of improvement in employees' performance to increase the satisfaction level of employers.

### 3.5.5.3 Gap in the employers satisfaction

The study finds out the statistical gap between the satisfaction level and importance level of employers. The data presented in Table 36 shows that the mean value of satisfaction is 18.8947 and importance level is 35.5789 under the product quality of students from HEIs with -16.68421 mean differences. The mean of importance level is higher than the level of satisfaction. The statistical analysis of paired sample t-test shows that there is significant difference between the satisfaction level and importance level with p-value .000 which is less than .05 significant levels.

**Table 36: Paired sample t-test in Satisfaction Vs. Importance level of employers**

| Paired Samples Statistics            |              |         |                 |                 |                        |  |
|--------------------------------------|--------------|---------|-----------------|-----------------|------------------------|--|
|                                      |              | Mean    | Mean difference | Sig. (2-tailed) | Result                 |  |
| Product quality of student from HEIs | Satisfaction | 18.8947 | -16.68421       | .000            | Significant difference |  |
|                                      | Importance   | 35.5789 |                 |                 |                        |  |
| Employees' Performance               | Satisfaction | 23.5789 | -12.78947       | .000            | Significant difference |  |
|                                      | Importance   | 36.3684 |                 |                 |                        |  |

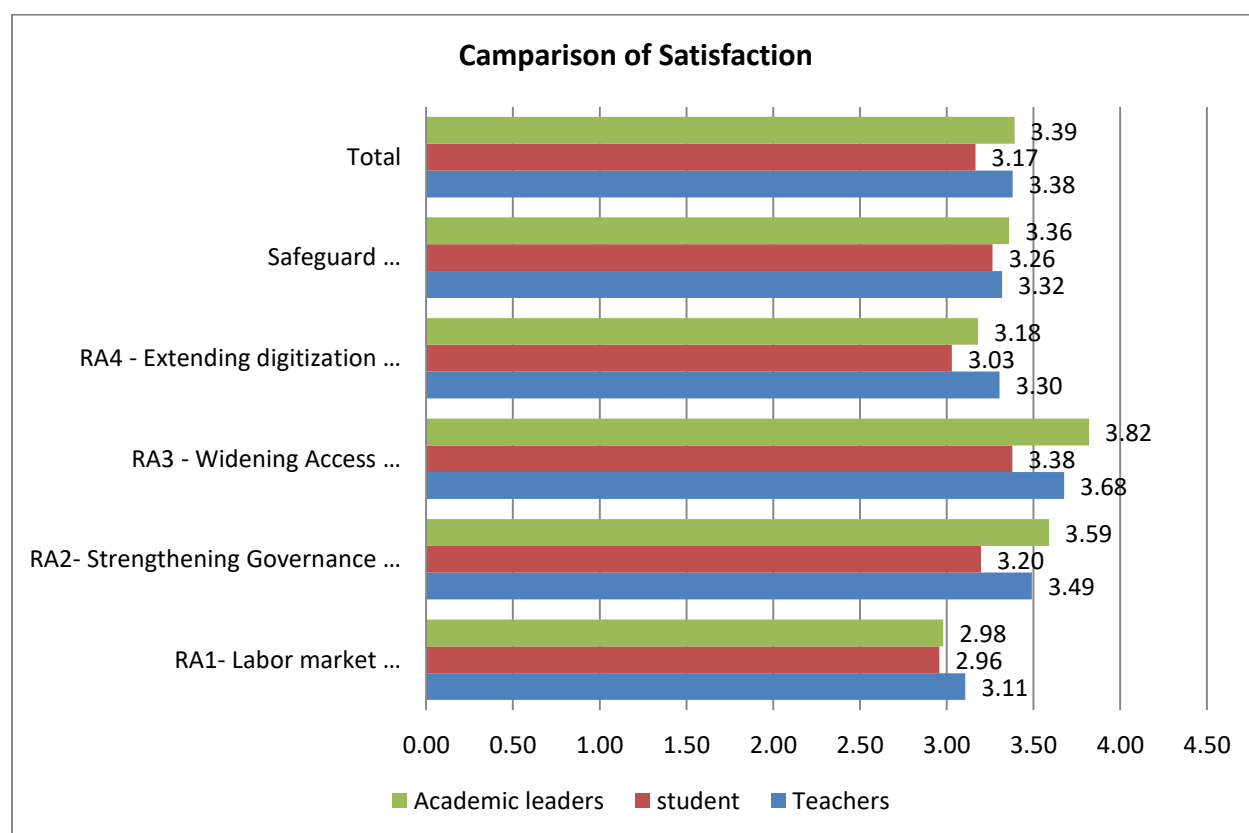
Similarly, the study also calculated the mean difference between the satisfaction level and importance level under the employees' performance. The mean of satisfaction level is 23.5789 and mean of importance level is 36.3684 with -12.78947 mean differences. There is higher mean value of importance level than satisfaction level, so statistically, there is significant difference between it with p-value .000.

### 3.6 Overall satisfaction level and importance level of teachers, students and academic leaders

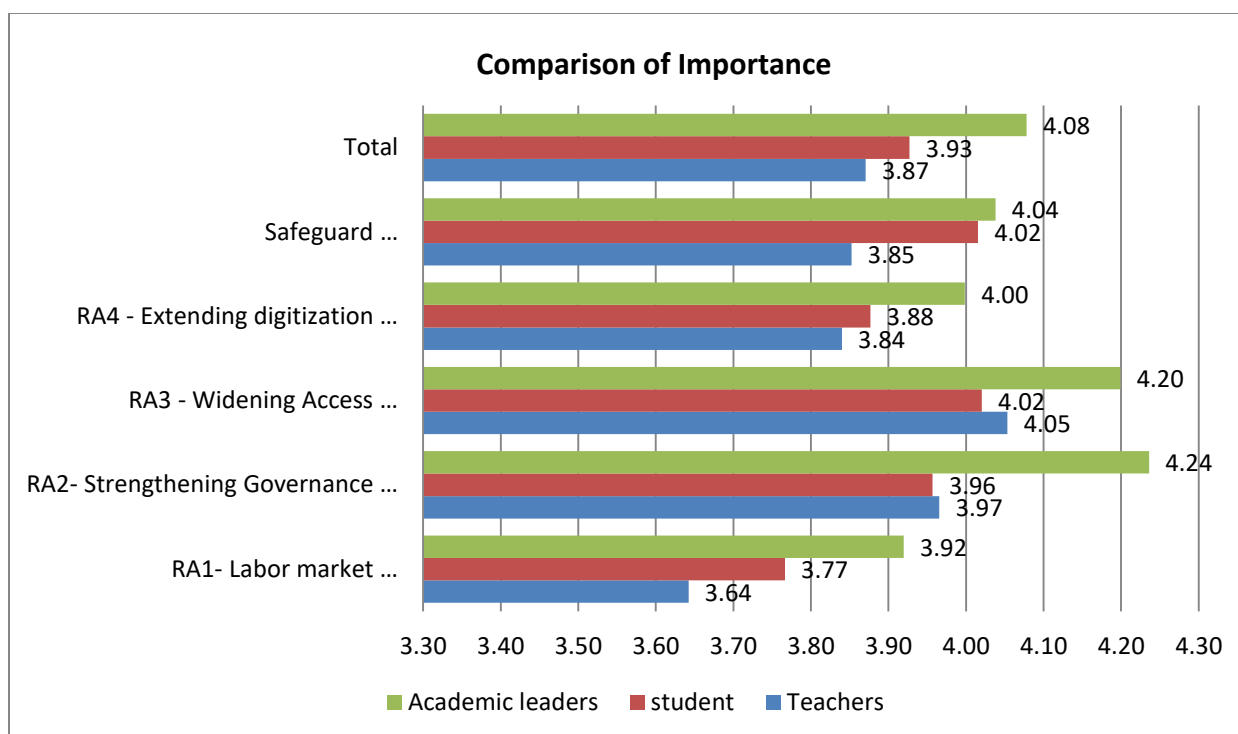
The data presented in Table 37, and Figure 26 & 27 gives the overall level of satisfaction and importance of beneficiaries from the service delivery of HEIs. It shows the Result Areas wise distribution of total mean value of satisfaction level and importance. The mean value of importance level is higher than the satisfaction level.

**Table 37: Total mean value of satisfaction and importance level of beneficiaries**

| Types of respondents                   | Satisfaction | Importance  | Difference   |
|--|--------------|-------------|--------------|
| Teachers ( <i>Mean value</i> )         | 3.38         | 3.87        | -0.49        |
| Students ( <i>Mean value</i> )         | 3.17         | 3.39        | -0.22        |
| Academic Leaders ( <i>Mean value</i> ) | 3.39         | 4.08        | -0.69        |
| <b>Total</b>                           | <b>3.31</b>  | <b>3.78</b> | <b>-0.47</b> |

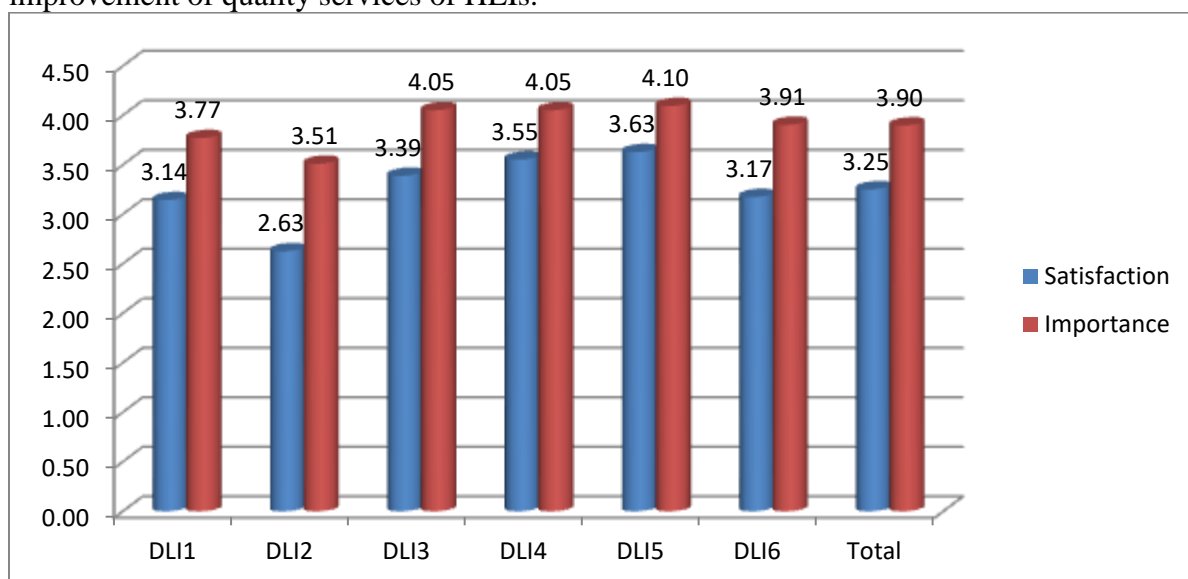


**Figure 26: Comparison of total satisfaction level of Beneficiaries**



**Figure 27: Comparison of total importance level of Beneficiaries**

DLIs wise level of satisfaction and importance of beneficiaries of HEIs is found as below Figure 28. There are significant differences between the satisfaction level and importance in each DLI which strongly recommend the implementation of each DLI in HEIs for the effective improvement of quality services of HEIs.



DLI wise, the findings indicate the moderate level of satisfaction (*up to 1.67 – unsatisfied, 1.67-3.33 – moderately satisfied, and above 3.33 – highly satisfied*) because the total mean value of satisfaction level is 3.25. Similarly, findings indicate the very importance (*up to 1.67 – not important, 1.67-3.33 – moderately important, and above 3.33 – very important*) of project because total mean value of importance level is 3.90 out of 5 point scales.



### 3.7 Findings of FGD and KIIs

The study conducted total 27 FGD, among them 7 with teachers and 7 with students, and 4 with mix group of teachers and students, 3 with CMC members, 3 with academic leaders, and 3 with employers. Similarly, the 66 KIIs were conducted with CMC members, registrar, campus chief, asst. campus chief, and department head, and employers.

The major findings of FGD and KIIs are as below:

#### 3.7.1 RA1 Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

Part-4 of the Constitution of Nepal 2072, under the Directive Principles, Policies and Responsibilities of the State, Article 51 has a section on the policies of the state, under which sub-section (Jha) according to sub-section 1 of the labor and employment policy - by ensuring that everyone can work, the existing labor force is known as the main socio-economic force of the country should be skilled and professional and increased employment in the country itself,<sup>10</sup> The educational curriculum of academic institutions should labour-market oriented and students should get the practical knowledge and skill which can be applicable for the market. Considering the provision of Constitution and Result Area 1 of NEHEP, the study discussed with the key informants.

Most of the student and teachers shared that the curriculum is not updated and not relevant to the labor market. They were found very unsatisfied from the theoretical teaching-learning practice of HEIs. Teaching practice is still traditional and curriculum is also very old; there is need to do the practical teaching which can be applicable for the labor-market.

As focus group discussion with the Bachelor level student of Hatiya Janapriya Multiple Campus, Hetauda Makawanpur said that the curriculum is not updated and they were felling boring to complete the 4 year course of Bachelor but course content has no any newness as required by the labor-market. In this regards, Campus Chief of same campus said, “There is more than 60% dropout in Bachelor level. Motivation of students is decreasing gradually. Old curriculum and economic problems are the main reason of dropout of students. Most of the students tried to go in aboard country for study and job. There they will get opportunity to do job and study simultaneously.” A

<sup>10</sup> Constitution of Nepal, 2015(2072)



similar type of experience was shared by Campus chief of Kitni College, Lalitpur said, “Students do not see their future destination from the current education. There is no practical education as required by labor market. More than 50% drop out rate is experienced by HEIs in Bachelor level. Students try to go in abroad market for the education and job.”

The study team did KII with Chairperson of CMC of Gaurishakar Multiple campus, Dolakha, and discussed on the issue of labor-market oriented curriculum. In this regard, he said, “campuses are giving only theoretical knowledge to the students. These subjects are not fully applicable to the practical need of market, so there is need to revise the curriculum based on the market needs.”

Regarding the discussion on course content of Science subject with Bachelor and Master level students of Mahendra Ratna Campus, Tahachal, and Kathmandu said that they were reading the same curriculum which was read by their parents. Similar type of experience was shared by the students of other HEIs also. But experience of student of Balmiki Vidhyapith Campus was different than the other HEIs. They said that their Sanskrit curriculum was relevant to the need of society. As their experience, society needs qualified religious leaders and priest to correctly celebrate worship and teach the morality, ethics and honesty.



CMC of Mangalbare M. campus, Ilam shared that, their graduates are not competitive to their job market, and not addressing the need of job market because of the lack of such labor-market relevant curriculum. Further, Campus has not been able to do collaborative research; only the short term survey has been carried out in collaboration with local authority and local cooperative. Similar experience was shared by CMC Chairperson of Dronachal campus, Dailekh. He said, “We have not developed employment oriented curriculum. We are depending on the curriculum developed by Tribhuvan University.” But, in the experience of Chairperson of CMC of Aiswarya

Multiple Campus, Dhangadhi, Kailali, they were able to produce labor-market relevant graduates. He said, *“Our campus has received enough support from UGC. Campus has been running science and management programs; the graduates produced from campus are well saleable in job market and are employed. Aiswarya Campus is conducting collaborative research in association with local authority, Red Cross and Transparency International.”*



The issue of Result Area 1 was discussed with the employers also. In the KII, President of Birgunj CCI said, *“Academic institution should do the separate labor-market study to know the requirement of nature of employees for employers. They should discussion with the employers at the time of designing curriculum. More HEIs are producing accountant but market needs more technical person for industry. Employers are hiring technical person from international market in high pay which become more expensive for industry. So, they suggested preparing labour-market relevant curriculum and coordinating with employers for internship program. There should be more practical teaching.”* Vice-president also added that parents should stop sending their children in the abroad market for education and job. Parents should force Government to prepare market-oriented curriculum and make practical teaching.

The president of Janakpur CCI said, *“There is no coordination between HEIs and employers to discussion on the curriculum. There is no marketing of quality of students by HEIs so employers have no idea about the types of quality produced by Nepalese HEIs. Curriculum should be based on the local context; one employee should know*





*their local market. There are more than 300 industries in Janakpur areas but there is lack of technical manpower who can handle the machine, so Nepalese industries are compelled to hire the manpower from abroad market. We need to produce train driver, mechanics for train.* ”

Senior Vice-Chairperson of Makawanpur Chamber of Commerce and Industry said that there is lack of good accountant in market; the newly passed management student has no proper ideas of voucher, bill, accounting, PAN, VAT, and Tax. So HEIs should coordinate with employers to design the market-relevant curriculum and should provide practical education to their students. Along it, HEIs should invite employer to give guest lecture time to time which can enable the students to know the quality requirement of labour-market.

Secretary of HAPN (Hotel association of Pokhara, Nepal) shared his experience by saying, *“Regarding the quality of graduate students, it’s very rare to find such staff with high qualification because every graduate student fly to abroad in search of job and better opportunities due to that we are facing lack of man power. Majority of hotel management student they travel abroad for internship instead of staying in nations. They want to attend internship in abroad for their future job opportunities.”* In the context of Pokhara, Vice president of Pokhara industry and commerce said, *“I have been working in this industrial sector for many years but so far I have not seen any graduate students working in this field. I have not even found a chef with good qualification and skill in bakery. In a Kaski district, we could not find any staff with good skill, we can find only that person who wants to work for short time and they fly abroad after working for few months.”* He further said, *“If university shares industrial knowledge to candidates by training, workshop, internship so that in future after graduation, candidates can find job easily and also industries can recruit employees without any difficulties.”*

The study team also discussed on the issue of entrepreneurship skill of students, graduates and faculties with students and faculties of School of Business (SoB) at Pokhara University. In the KII with SoB, he shared that management students get theoretical knowledge of entrepreneurship which can be applicable in their practical life. Further he said that around 90% of MBA students are engaged in self-employment or being job holder, and around 40-50% of BBA students are also engaged in employment and remaining other students are interested to go in abroad. Some graduates are engaged in self-employment and few are doing very good progress as an entrepreneur like agro- framing, restaurants and chai (self – designed idea).

In the FGD of Pokhara Multiple Campus, academic leader shared that they were also conducting internships and sharing information about bank related jobs and other jobs. They had Lok Sewa preparation classes also for students. One Academic head said, *“Our students are aware of all information as we update them everything in time to time by conducting trainings and counselling.”* Similarly, Vice Principal of Surkhet Multiple campus during the KII expressed the future plan of his college. He said, *“We have planned to launch the “Teach Karnali” campaign*

*that aims to teach the students of different schools from Karnali Province by the students of Surkhet Multiple Campus.”*

Regarding the implementation of collaborative research, it was found from the FGD and KII of academic leaders and CMC, HEIs done some collaborative work on waste management, health camp and sanitation but research work was not done with the support of other stakeholders. Almost all campuses have Research Management Cell (RMC) but it needs to be more activated for the promotion and implementation of research activities. A few campuses basically who have got QAA did research work with the financial support of UGC.

In general, there is need of updating the existing curriculum considering the current labour market-relevancy and need of industrial sectors. There is lack of coordination between HEIs and employers association during the designing of curriculum. Research based activities need to be promoted with the effective coordination of governmental, non-governmental and private organization.

### **3.7.2 RA2- Strengthening Governance and Financing of Higher Education for Quality**

The study team discussed with the CMC and academic leaders about the governance system and financing of higher education. Most of the HEIs shared the challenges to run the campuses due to decreasing trend of students. Most of the community colleges shared the economic problem, lack of adequate building and classroom, lack of consistent internet facility, electricity and safe drinking water. Almost all HEIs had no online library and learning sharing platform. Teachers are not well-trained in IT which disturbed the online teaching.



In general, the study found that activeness and performance of campus management committee is moderately satisfied level. In the comparison of QAA certified or who are in process of certification had more active CMC than the QAA non-certified HEIs. Teachers shared that there

was lack of concrete capacity building plan of faculty with HEIs so retention of experienced faculties was one challenges basically for the community campus established in the remote area.

This study team discussed with CMC Chairperson of N. R. College, Kathmandu about the governance and financing of higher education for quality. He shared that their teachers and students were provided with skill development program through training and seminars. However, due to lack of economical and physical infrastructures, it was very difficult to implement the planned activities. Moreover, he shared that due to lack of upgrade in curriculum as it only focused on theoretical courses, skilled manpower in related field are not being produced.

Similarly, in discussion with the CMC Chairperson of Gaurishankar Multiple Campus, he shared that campus has focused on providing minimum technology and methods for improving quality education. It has focused on learning methods for the students that helps them to provide quality education. Moreover, their campus has also collaborated with related stakeholders for research. Though the output of the research was not satisfactory, more collaborative work with other stakeholders will be done in the future. Regarding the campus facilities, CMC Chairperson of Bhuwani Shankar Multiple Campus shared that their campus has computer lab, research lab and multimedia projector. Apart from that they also have seminar hall that is used during different purposes. They did academic audit and they had practice of interaction program with the related stakeholders to strengthen the governance system of campus.

QAA is one indicator of improved governance system so in this concern, CMC Chairperson of Kapan Multiple Campus, said *“We have dedicated team for QAA. At present, LOI is obtained and SSR is in the final stage.”*

Chairperson of CMC of Sita Ramesh Multiple Campus, Jhapa said, *“Their campus is under the process of QAA certification, pre visit, Peer Review Team (PRT) visit has been completed.”* He added that Sita Ramesh campus has been regularly providing scholarship to the disadvantaged and marginalized students.

As we discussed with Saptagandaki Multiple Campus, Chitwan shared that they have made plan of faculty promotion. They have digitalized classroom along with the extension of lab and library. Each department is connected with technology that helps to provide quality enhancement. There is also access of library with journal services that might help in motivation of the literary people. In this context, CMC member of Maiyadevi Kanya College, Chitwan said, *“We are providing extra classes, access to the e-library, taking internal examination, and inviting guest lectures. Apart from that, we are also buying different technology and books for students.”*



In discussion with Campus Chief of Janajyoti Multiple Campus shared that they were using new technology for training, and development for promoting new courses considering the need of nation, new knowledge of technology, and creating good educational environment. Moreover, they also focused to provide team work. Further he said, *“But due to political interference, the educational environment is worsened”*.

As the information shared by Mangal Multiple Campus, they had Research Management Cell (RMC), Extra-Curricular Activities (ECA) committee, Grievance Redress Mechanism (GRM), EMIS, job placement system, strategic plan, annual action plan, different faculties and department, guidelines and so on.

Regarding the QAA, Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi shared that their campus was in process of QAA. Rapti campus was) QAA certified on 16th November 2022. Similarly, Chair of Galkot Multiple Campuses, CMC, Baglung also shared the status of their campus by saying that their campus completed LoI stage and entered in SSR stage in the process of acquiring QAA. Similarly, Purchoudi campus, Baitadi shared that they were in the process of QAA and recently Pre assessment had been completed.





In the FGD of Pokhara Multiple Campus, participants shared that UGC has supported their campus for infrastructure development, regular financial support, library related work, academic support, computer, books, furniture expenses and so on. Their campus was providing program of humanity management and BBS. In humanity program there was mass communication, sociology, major English, rural development. As their information, campus was associated with various organizations and providing counselling and training to students about all kinds of latest information.

Regarding the governance of HEI, a teacher of Graduate School of Engineering, MWU said, *“We have technical category facilities in our College. We have been managing the improved laboratory setup and library, organizing different extracurricular activities for quality input and result of students.”* In the issue of good governance and quality education, Vice-Principal of Surkhet Multiple campus suggested, *“Motivation and training programme for teachers, research based curriculum development by the university and its implementation and regular and effective monitoring and supervision by stakeholders are the major aspects to be strength for good governance and quality enhancement.”*

In brief discussion with several academic leaders of different colleges it was found that some of the colleges had focused on research oriented and market oriented curriculum, motivate students to take regular classes, improving exam system, educational, physical and administrative improvement, digitalization and automation system, faculties and students motivational classes and regular appraisal system. Apart from that, leaders also shared that there is need of new updated syllabus along with research and market-oriented education. Students are having problem with having exam and results on time. Motivation of students is decreasing day by day so drop-out rate is increasing due to attraction of abroad market. Punishment and award system should be implementing in HEIs also to strengthen the governance system. There should be training and skills development program for the students, teachers and leaders. All the



information and data of HEIs should be digitized and teaching and learning should be connected with ICT. Basically community colleges are facing economic problem due to decreasing rate of students so concerned university should facilitate for the merger and acquisition of colleges.

### 3.7.3 RA3: Widening Access to Quality Higher Education for Disadvantaged Students

In Article 31 of Constitution of Nepal has guaranteed the right to free higher education for the disabled and economically weaker citizens. Similarly, in Article 51, Section (Ja) of the State Policies mentions the policy related to the basic needs of the citizen:

**Sub-article no. 1** - education shall be scientific, technical, professional, skill-oriented, to prepare competent, competitive, ethical and dedicated manpower for national interest by making it employment-oriented and people-oriented.

**Sub-article no. 3-** Making higher education easy, quality and accessible and gradually making it free. 11 The provision of Constitution only can be fulfilled when academic institution implements these provisions. In this context, the study also discussed with the academic leaders and CMC members to know the quality of higher education and access of disadvantaged students in higher education.

CMC of Mangalbare M. campus, Ilam argues that campus high enrollment rate of women, disadvantaged, and from remote areas, campus provides discounts and scholarships to needy students. In addition to this information, Karfok Multiple Campus, Ilam argues that, campus has been providing scholarship to few students and they have forty percent students from disadvantaged family.

Chairperson of College Management Committee of Janbhawana Campus, Godawari -11, Lalitpur said *“Our college provides scholarship for the disadvantaged students with the recommendation of scholarship selection committee of campus. But it is not enough to cover all students so UGC should bring separate program of scholarship to increase the access of such students in higher education.”* In this context, Chairperson of CMC of Bhuwanishankar Multiple College also said, *“We are providing*

---

<sup>11</sup> Constitution of Nepal, 2015(2072)



*scholarship to poor and disadvantaged students with the support of Municipality.”*

In the focus group discussion with CMC and Academic leaders, it was shared that they were following the standard rules of scholarship and providing scholarship to 10 to 20 percent disadvantaged students who meets the selection criteria. In this context, Campus Chief of Makawanpur Multiple Campus, Hetauda, said, *“There is one scholarship provision of government which has certain provision need to be fulfill by the students to get scholarship. But there is no separate standard guideline to directly select the students from disadvantaged communities”*. He further shared that 2 students from Bankariya community (endangered community) has joined grade 11 in Makawanpur Multiple campus and they are asking for the scholarship but there is no direct policy to provide them full scholarship; they have to meet the provision mentioned in the scholarship scheme. So policy is barrier to directly access the disadvantaged students in higher education through scholarship.

Chairperson of Tejjanga Multiple Campus, Kavre shared that most of the students were poor, marginalized, disaster affected students. The policy of the campus is that the scholarship should be provided to the 3% of total students. Scholarships to all students cannot be provided with their campus income so there is need of UGC like organization for further scholarship programs.

Chairperson of Chautara Multiple Campus said, *“Admission rate is normal. Students get upto 50% scholarship in total fees. There is need of additional scholarships to the students through UGC to increase admission.”*

Chair of CMC of Drabyashah Multiple Campus, Gorkha stated that campus has less enrollment rate from the disadvantaged, marginalized and victims of disaster group of students and campus has been providing scholarships to these marginalized and disadvantaged and girls students.

Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi argues most of the students are from the rural area and many students are from disadvantaged, marginalized, disaster victim group and campus has been providing scholarships to the needy students.

Dronachal Multiple Campus, Dailekh argues that, campus is facing problem to increase the enrollment rate of *dalit* and ethnic groups, and backward community. To admire, empower and encourage the disadvantage group in mainstreaming, Dronachal campus has been providing scholarship.

The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali said, *“Our campus has been providing scholarship to the disadvantaged students, so their enrollment is increasing in higher education.”*



The study team also discussed with the Deputy Director of UGC to know the provision of scholarship scheme for specific disadvantaged students. In this issue, he shared that UGC provides specific scholarship to conflict victim between BS 2051 to 2063, Dalit, Kamlari, endangered community. Those students should fill out the scholarship form specified by UGC.

#### **3.7.4 RA4: Extending Digitalization of Higher Education**

The NEHEP is working to extending digitization of higher education. The aim of Result Area 4 is to improve the policy and governance of digitization and connectivity. This includes the preparation of a new ICT strategy for the higher education sector, including strategies to leverage the available broad-band connectivity facilities. Similarly, it also works on strengthening campus networks and distance learning capabilities (a) establishing last-mile connectivity, (b) strengthening the bandwidth for better connectivity, and (c) installing on-campus wi-fi connectivity. UGC has planned to develop intranet to communicate within the different department of same institution or from center office to their own branch office. The program supports for Connectivity and ICT infrastructure development, capacity building of faculties and students (digital literacy training, digital pedagogy training, subject-specific tools handling training), and strengthening Web-based EMIS.

The study did more discussion with the academic leaders, and CMC members to know the status and practice of digitization of HEI. Being an Open University, Nepal Open University is providing the online classes to the students. As discussed with the faculties of this University, there was no any problem in online teaching and learning.

The study team took the interview of CMC members of different provinces and found their response as below:

In this issue, CMC of Damak M. campus shared that, campus has been connected with Management Information System (MIS) and providing online classes and services to students.

Chairperson of CMC of Gaurishankar Multiple Campus, Dolakha said, *“We are using MIS for student enrollment, exam schedule. We have also started to develop E-library.”* In addition to this, Chairperson of CMC of Chaitnya Multiple Campus, Banepa Kavre shared the problem of online system by saying, *“We have website only. We are trying to develop online library but till not successes.”*

Similarly, in discussion with Chairperson of Bhuwani Shankar Multiple Campus for extending digitalization of higher education, he said, *“We have software but not made online access for all. This can be improved. For students, we provide notification of information with mobile application.”* Similar condition was shared by a CMC member of Maiyadevi Kanya College, Chitwan said, *“Students records, account, library, exam information and report, class conduct and so on information is in MIS. Its improvement is further needed.”*

Former chair of Mahakabi Devkota Campus CMC, Sunawal, Nawalparashi says, campus has not any facilities of website, online library, and management Information System (MIS) and they are planning to implement these in future.



Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has separate management Information System (MIS), notice of campus, and campus activities are used to upload in MIS of campus.

Dronachal Multiple Campus, Dailekh argues that, campus has developed software but facing the problem to update it MIS has not been functional.



The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus have their own MIS system, entire data of campus and library are well digitized.

Regarding the EMIS, majority of academic leaders and management committee requested to develop the integrated EMIS from UGC which can be shared with all HEIs for the accuracy, consistency and uniformity of data. The individual level EMIS of HEIs should be connected with the UGC EMIS to make the regular data reporting. Data reporting format should be standard and consistent. The physical reporting format should be similar to the EMIS data reporting format so that, it will be easy for timely reporting. It will make the efficient communication between the UGC and HEIs. Furthermore, they suggested that basic training related on IT should be provided to them in order to handle the online classes and get to know about the software and its application. Apart from that, there is need of financial incentive to improve and upgrade that software on time.

### **3.7.5 Social & Environmental Safeguard during construction period**

As discussed with the HEIs, most of the colleges had no clear ideas about the importance and concept of social and environmental safeguard. They were doing as usual traditional practice during the construction period. In the normal condition, HEIs used to collect the waste of campus then safely disposed with the support of Municipality. Regarding the environmental sanitation and health safety, HEIs shared that they used to spray water to control the dust, kept the first-aid kit box, boundary wall in school, gardening, and sanitation of premises.

During the KII with CMC members and academic leaders, their responses are as follows:

Chairperson of CMC of Chautara Multiple Campus said, *“We follow the safety rules and considered the environmental effect during the construction work.”* Similarly, chairperson of Indreshwor Campus, Panauti Kavre said, *“environmental and social issue induced by construction work is fully considered but it is not in planned way.”*

Chairperson of CMC of NR College, Tarkeshwor Kathmandu said that they were trying to adopt the safe and pollution-free method at the time of construction.

Assistant Campus chief of Janamaitri Multiple Campus said, *“Construction work is well managed without damaging environment.”*

Vice-chairperson of Mangal Multiple Campus shared that they have managed waste matter to the waste collector. In order to manage the dust, water is spread around the dusty area of campus. Similarly, they have also used sign board in order to reduce accident level. A similar type of practice was shared by Chairperson of Kapan Multiple Campus. He said, *“Environmental factors*

*are very well considered while making building. In order to manage dusty area, water is used and there is also a facility of primary health services.”*

A member of Maiyadevi Kanya College said, *“Waste materials are collected after the construction work is done and with municipality collaboration, it is managed properly.”* Similar type of practice was found in Kavre Multiple Campus also. The Chairperson of CMC of Kavre Multiple Campus shared that the waste matter is managed properly. Those wastes that can be managed within the campus area were managed internally, while which cannot be managed properly, is managed through the waste collection organizations.

Vice-chairperson of CMC of Tejjanga Multiple Campus, Kavre said, *“Environmental factor is carefully noted while constructing physical structures.”*

Gupteswar Mahadev Multiple Campus, Pokhara shared, *“Their campus have its own mechanism for solid waste management system and environment promotion programs, all of these activities has run by campus with association of municipality.”*

CMC Chairperson of Galkot Multiple Campus, Baglung said, *“We are managing environment pollution in our campus by raising awareness to all students, teachers and community.”*

HoD of Civil Engineering college of MWU said, *“We follow all the safety measures during the construction. We have shifted here from Surkhet. You can see our construction work is still going here at Sano Surkhet.”*

Dronachal Multiple Campus, Dailekh shared that, their campus have no any particular mechanism in management of environmental pollution at the time of construction work, they have only first aid facility in case of accidents. Precautionary measures are not in practice. Similarly, Sukuna Multiple Campus, Morang also shared their practice that their campus was managing their waste using their own effort. In this regards, Janajyoti Multiple Campus, Lalbandi, Sarlahi have followed environment friendly construction work. Janajyoti Campus provides entire responsibilities of social and environmental safeguard during construction work to the respective contractor, however campus have not any problem in environmental pollution till date.

### **3.8 Challenges of HEIs**

The study team discussed with the college management committee and academic leaders about the challenges of HEIs. Some of the key challenges shared by HEIs are as bellows:

1. Lack of adequate physical infrastructure,
2. Lack of reliable internet and electricity facility in campus,
3. Decreasing trend of students due to abroad migration for education and job,
4. Curriculum are not labor-market specific - only theory; no practice,

5. Lack of collaborative research with the support of governmental, non-governmental and private organizations,
6. Inadequate subject specific teachers (for regular subject and non-credit course),
7. Financial crisis to manage the logistic requirement,
8. Lack of technical expert and EMIS for digitization of HEIs,
9. Inadequate support of community to the community college,
10. Lack of coordination between the HEIs and employers to explore the employment opportunities for graduates and faculties,
11. There is lack of environmental and social safeguard provision among the HEIs,

Chairperson of CMC of Kavre Multiple Campus said, *“There is problem to get market-relevant subject teacher. Similarly, there is problem to increase the permanent teachers as required by Campus.”*

Chairperson of CMC of Janabhawana Campus, Godawari, Lalitpur said, *“Major challenges of community campus are lack of adequate infrastructure and students. These factors effect on the retention of trained teachers. So, Government should invest on the infrastructure of HEIs first.”*

Chairperson of CMC of Chautara Multiple Campus said, *“Economic problem is the first challenge of our campus. We are trying to solve it gradually. We are expecting to solve it after getting QAA from UGC.”*

Vice-chairperson of CMC of Mangal Multiple Campus said, *“There is lack of adequate classroom. Campus is unable to provide the sufficient salary to teachers as their requirement, and also feeling difficult to digitize the HEIs system.”*

Chairperson of CMC of Gaurishankar Multiple Campus, Dolakha shared that major problem of community campus is economic crisis. Accountability, interest and consideration of communities are very less which effect on the student enrollment, and management of physical and educational activities.

In the FGD with academic leaders and faculties of School of Business at Pokhara University shared some specific challenges of their college as below:

- ❖ Academic environment is lacking due to high political interference.
- ❖ Physical environment of classroom are not well-off,
- ❖ Staffs are not well trained.
- ❖ Imposed educational system is in practice, spontaneously learning environment is lacking - Students are not interested to study as every time a teacher has to go behind them or be convenient to them.
- ❖ Reduction in academic ethics in HEI.
- ❖ Sanitation is not well maintained,

- ❖ Administrative blocks are not spacious.

Chairperson of CMC of Kapan Multiple Campus shared that there is lack of financial resource as per requirement. There is also need of help from the UGC and government. Similarly, there is also need of economical and physical help from the people's participation along with help in making working plan in the future.

Assistant vice-chairperson of CMC of Tejjanga Multiple Campus said, *"In order to make technology friendly, the source of technology is not available. Furthermore, teachers and students are lacking training facilities that could help them to make technology friendly. Laptop, digital board, fast internet and other devices are very much needed."*

Vice-chairperson of Saptagandaki Multiple Campus said, *"There is decrease in admission rate of students in the campus for higher studies. Some of the admitted students eventually goes to other countries or they are drop out. Students Union is dominant and they disturb the educational environment."*

A member of Maiyadevi Kanya College shared that there is only slight management in technological devices. Though laptop is provided to the principle to minimize or lessen the problems of the college, it's not working apparently so further assistance is needed to reduce such problems. Similarly, there is also need of computer lab, library and books, enough rooms among others.

A member of CMC of Chaitanya Multiple Campus said, *"There are many colleges that haven't filled yearly educational work accomplishment so much information are not found. So it should be managed properly and they should be motivated to fill such forms. Furthermore, training and development program is needed in various fields."*

### **3.9 Areas of improvement in HEIs**

From the analysis of survey data, the following areas of HEIs are in need of improvement:

1. Excellent classroom environment admire and encourage the students' learning activities,
2. There is need to update the curriculum considering the labor-market. HEIs should organize the motivational activities to decrease the drop-out of students.
3. HEIs should provide the entrepreneurship knowledge and skill to the students, and then they should be motivated to create employment opportunity in Nepal.
4. HEIs should coordinate with the private sector for the internship of students in the respective organization. Besides that, HEIs should encourage private sectors/organizations to invest the Corporate Social Responsibility (CSR) amount in education sectors.
5. HEIs should establish the Research Management Cell (RMC) and strengthen it. RMC should coordinate with private sector, Governmental organizations and Non-governmental organizations to conduct the collaborative research.



6. There is need to enhance the ICT skill of teachers to access online resources, and to conduct the online classes as well as to facilitate the students for online activities.
7. Capacity building of faculties following linkage through research training, facilitation, workshop, conferences, and teacher exchanges program to the aboard universities.
8. HEIs should clearly prepare the scholarship program for the disadvantaged students and it should be widely disseminated among the students and communities. It is essential to raise the awareness among disadvantaged groups of students about the scholarship scheme.
9. It is essential to promote the quality of ICT facilities accessible to all faculties and students. All HEIs should develop the integrated advance EMIS which should be linked with the UGC EMIS to bring the consistency in data reporting.
10. HEIs should be aware about the Safeguard and apply it during the construction, reconstruction, and retrofitting work.

## CHAPTER IV: CONCLUSION AND RECOMMENDATION

The chapter has included the overall conclusion and recommendation of this study.

### 4.1 Conclusion

The main purpose of this study was to identify the satisfaction level of students, teachers, and academic leaders from the existing services being provided by HEIs. Similarly, it also explored the satisfaction level of employers from the employee's performance and product quality of HEIs. The study measured the importance level and satisfaction level of various activities and services of HEI.

There are six Disbursement Link indicators (DLIs) across the four results areas identified for NEHEP interventions. The DLI 1 of NEHEP has focused on the labor market-driven autonomous programs, faculty members training and academic leaders' sensitization. In this regards, the findings shows that the mean value of satisfaction level of DLI 1 is 3.1277, 3.2115, 3.0913, and 3.14, and importance level is 3.5194, 3.8409, 3.9520, and 3.77 for teachers, students, academic leaders, and total respectively. Similarly, the DLI 2 of NEHEP has focused on the collaborative research and entrepreneurship program in HEIs. The project aims to lunch the collaborative research and provide the entrepreneurship program to the HEIs. In this regards, the mean value of satisfaction level are 2.1416, 2.8458, 2.8919 and 2.63, and mean value of importance level are 2.9075, 3.7395, 3.8874, and 3.51 for teachers, students, academic leaders, and total respectively out of 5 rating scales.

There is need of strong collaboration between the private sectors; basically employers association and non-governmental organization to effectively implement the market-based curriculum, enhance the entrepreneurship skill of students, faculties, and do the collaborative research. The research management cell of HEIs should be activated and need to make their active involvement in research activities. They should be trained on proposal writing, article writing, journal publication and report writing.

Under the RA2, there are DLI 3 & which DLI 4 which have focused on the promotion of Quality Assurance and Accreditation (QAA), and Quality Enhancement (QE) of HEIs, and Performance Based Grants. In this regards, the study found that the mean values of satisfaction level of all beneficiaries were lower than importance level under both DLI3 and DLI4. The result indicates that HIEs were expecting the importance of QAA, QE activities and need performance based grants. Regarding the strengthening governance and financing for higher education of RA2 is also found moderately satisfied because mean value of each beneficiary is from 3 to 4 out of 5.

Additionally, under the RA3, there is DLI 5 which is related to enrollment of disadvantaged students in lagging and/ or disaster affected provinces and remote regions. It is found from the study that the mean values of satisfaction levels are 3.6762, 3.3880, 3.8228, and 3.63 and the mean values of importance level are 4.0532, 4.0228, 4.2109, and 4.10 for teachers, students, academic leaders, and total out of 5 scale respectively. Satisfaction level of beneficiaries from

widening access of disadvantaged students in higher education was better than other result areas because mean value of each beneficiary is close to 4 (satisfaction).

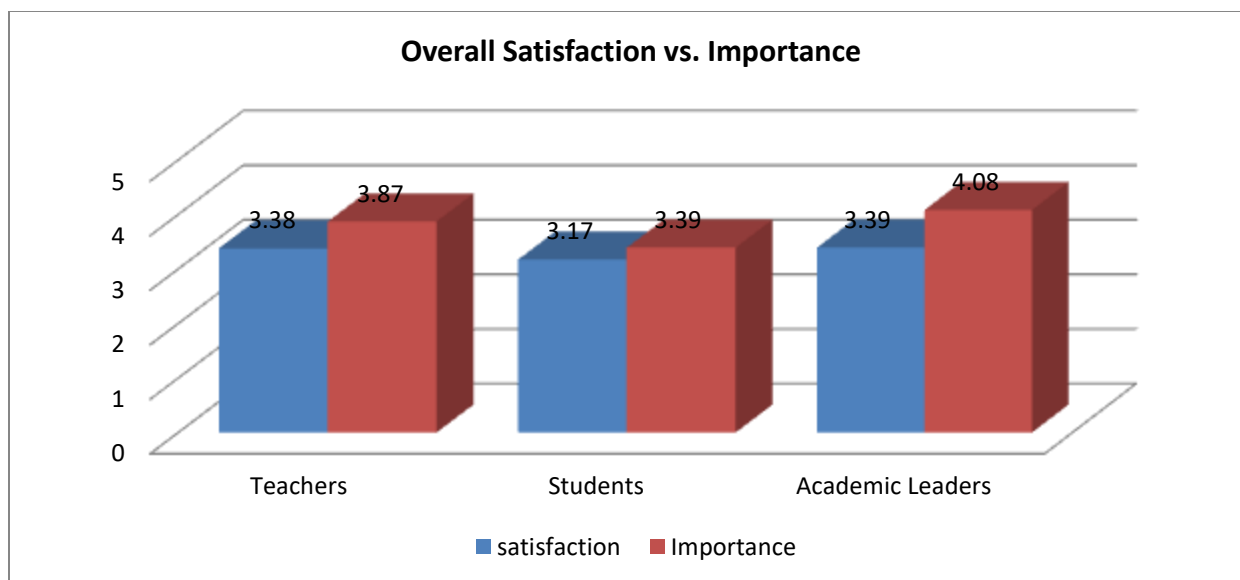
Finally, under the RA4, there is DLI 6 which is related to online teaching, learning and digitized administration of all HEIs. The study found that the mean values of satisfaction level are 3.3039, 3.0358, 3.1845, and 3.17, and the mean values of importance level are 3.8398, 3.8782, 3.9986, and 3.91 out of 5 points for the teachers, students, academic leaders, and total respectively. Digitization of HEIs is found poor because mean value of each category of satisfaction level is close to 3 (neutral). Most of the HEIs shared the problem of internet, email and electricity problem for the online teaching and learning practices.

Results Area wise also, it is found that the total mean value of satisfaction level for teachers, students and academic leaders were 3.38, 3.17 and 3.39 respectively, and for importance level were 3.87, 3.39 and 4.08 respectively out of 5 point scales. This shows that total satisfaction level of teachers, students and academic leaders were almost neutral, whereas importance level is slightly higher than satisfaction level. The differences of satisfaction level and importance level are statistically significant.

In summary of the DLIs wise, and Result Area wise findings considering the total mean value indicates the moderate level of satisfaction (*up to 1.67 – unsatisfied, 1.67-3.33 – moderately satisfied, and above 3.33 – highly satisfied*) because the total mean value of satisfaction level is 3.25 and 3.31 respectively. Similarly, findings indicate the very importance (*up to 1.67 – not important, 1.67-3.33 – moderately important, and above 3.33 – very important*) to lunch the NEHEP because total mean value of importance level is 3.90 and 3.78 out of 5 point scales.

The study found that there was no clear knowledge about the Environmental and Social Safeguard among the representatives of HEIs and employers. Safeguard is integrated part of each development activities so it should be properly implemented by all HEIs and employers during the physical work or construction or reconstruction activities. UGC should organize safeguard training to the beneficiaries of NEHEP.

In the case of employers' satisfaction, there was significant difference between the satisfaction level and importance level on product quality of student from HEIs (mean difference is -16.68421), and employees' performance (mean difference is -12.78947) with p-value = .000 which is less than .05 significant levels. So it also strongly recommends for the need of improvement in education quality of HEIs to meet the need of labor-market relevancy and increase the employment opportunity.



**Figure 28: Overall Satisfaction vs. Importance**

Based on the above Figure 28, it can be concluded that in general, level of satisfaction of academic leaders, students, and teachers are found close to the average level (neither satisfied nor unsatisfied) because the mean value is close to 3 out of 5. Comparatively, satisfaction level of academic leaders and teachers is almost same whereas students' satisfaction is less than these two. Based on the findings of quantitative and qualitative data, it can be concluded with one sentence that all types of beneficiaries were moderately satisfied from the service quality of HEIs, which strongly recommend the relevancy of NEHEP for the quality enhancement of HEIs.

On the ground of major findings on this baseline satisfaction survey, the study team found the following result based on the different thematic areas of study:

### 1. Relevancy:

- The design of program is found as the need of HEIs because all DLIs are relevant to the present context,
- Program has been essential, and contextual in present situation because all respondents suggested to develop market-relevance curriculum, increase QE activities, performance-based grants, and connect the HEIs with ICT,
- The program is relevant to enhance the teaching & learning capacity of faculty,
- Statistically, the mean value of 'importance level' is higher than 'satisfaction level' in each Result Area of NEHEP which strongly justifies the relevancy of this program.

### 2. Effectiveness:

- Present program have been extremely useful to refurbish the university education.
- Teachers, students and academic leaders were more enthusiastic to be benefited from this program.
- The successful implementation of NEHEP can be effective to control the drop-out rate especially in community college.

**3. Efficiency:**

- a. The successful implementation of program can increase the academic performance of HEIs staffs, faculty, academic leaders; students,
- b. The program aims to develop Standards, operational policies and guidelines for faculty competency development,
- c. Capacity building to training to the faculty and academic leaders HEIs,
- d. QE activities can increase the motivation of students and teachers which can increase their attendance in colleges,
- e. Online teaching, learning and digitization of administration can increase the efficiency in service delivery,

**4. Sustainability:**

- a. Many HEIs shared the financial crisis so it can be assumed that after successful implementation of NEHEP, the best achievement can be continued by HEIs by increasing the collaborative work with other governmental and non-governmental institutions.
- b. Present NEHEP program seems to distinctly beneficial and sustainable among the QAA certified or who are in process of QAA campuses because they were maintaining the service quality.
- c. To reform the constituent campus additional program required, to mitigate the over-politicization.

**5. Expectations of beneficiaries:**

- a. Both constituent and community campuses were expecting more budgetary requirement for infrastructure development.
- b. Periodic monitoring from UGC can be supportive to encourage campus administration.
- c. Dissemination of information based on benefits, including grants, scholarships etc.
- d. Private QAA certified campuses were also seeking some technical support from the program or UGC.

**6. Expectations of entrepreneurs:**

- a. Required highly skilled and efficient manpower to address the market need.
- b. Introduce different subjects to address the need of job market, particularly industry based, railway based, manufacturing based manpower is required to produce in own country.
- c. Curriculum is more theoretical and less practical so required to modify.
- d. HEIs should discuss with entrepreneurs at the time of designing curriculum, and also invite them for the guest lectures about the current need and practice of industrial market,
- e. HEIs should do the market research before launching any academic activities to do the need assessment of market,
- f. HEIs should coordinate with entrepreneurs for the internship of students,

## 4.2 Recommendation

Based on the findings of this study, the following recommendations are made for the future program:

### A. Recommendation for UGC

1. UGC should widely disseminate the information about NEHEP, QAA process, grants, and other support facilities among the HEIs.
2. UGC should do the regular monitoring of HEIs to encourage them to be part of NEHEP, QAA, QE activities and other regular services of UGC.
3. UGC should develop the integrated EMIS and it should be provided to all HEIs so that consistent data will be reported from all HEIs in time.

### B. Recommendation for NEHEP

1. NEHEP should do the separate market research for the need assessment of market to design the labor- market driven autonomous programs,
2. NEHEP should prepare one separate Environmental and Social Management Plan and there is need to provide the intensive Safeguard Training to beneficiaries of NEHEP including all HEIs and representative of employers too.
3. Most of the colleges reported high rate of dropout rate in Bachelor and Master Program so, NEHEP should facilitate to update the curriculum considering the labor-market needs.

### C. Recommendation for HEIs

1. HEIs should do the coordination with private sectors and non-governmental organization to design the market-based curriculum, marketing of quality of students, providing internship opportunity to students, do the collaborative research.
2. HEI should coordinate with the employers to invite them for guest lectures, designing the labor-market based curriculum, and do the internship of students.
3. HEIs should activate and capacitate the Research Management Cell (RMC) of their own HEI.

**Annex 1 – District wise list of selected academic institutions**

| Province       | Districts  | University (all) | Constituent College   | Community college   | QAA certified Private college            |
|----------------|------------|------------------|---|---|--|
| <b>Koshi</b>   | Jhapa      |                  |   | 1. Kankai Multiple Campus<br>2. Tridev Multiple Campus<br>3. Sita Ramesh Multiple Campus<br>4. Birendra Namuna Campus<br>5. Damak Multiple Campus<br>6. Kakarvitta Multiple Campus  |  |
|                | Taplejung  |                  |   | 1. Pathivara Campus   |  |
|                | Illam      |                  |   | 1. Mangalbarey Multiple Campus<br>2. Karfok Bidhya Mandir Multiple Campus   |  |
|                | Khotang    |                  |   | 1. Diktel Multiple Campus   |  |
|                | Morang     |                  |   | 1. Pathari Multiple campus<br>2. Sukuna Multiple Campus   |  |
|                | Solukhumbu |                  |   | 1. Solukhumbu Multiple Campus   |  |
|                | Bhojpur    |                  |   | 1. Shree Shadananda Multiple campus   |  |
|                | Udayapur   |                  |   | 1. Triyuga Janta Multiple Udayapur  |  |
| <b>Bagmati</b> | Kathmandu  | 1. TU            | 1. Thapathali Campus<br>2. Mahendra Ratna Campus<br>3. Amrit Campus<br>4. Balmeeki Vidyapith Campus (NSU)<br>5. Tri-Chandra Multiple Campus | 1. Mangalodaya Multiple Campus<br>2. Kathmandu Shiksha Campus<br>3. People'S Campus<br>4. Dillibazar Kanya Multiple Campus<br>5. Koteswor Campus<br>6. Sahayogi Multiple College<br>7. Sahid Adarsha Campus<br>8. Ganeshman Singh Multiple Campus<br>9. Central Campus For Deaf<br>10. Girija Prasad Koirala Smriti College<br>11. Janamaitri Multiple Campus<br>12. Sirjana College of Fine Arts<br>13. Kapan Multiple Campus<br>14. NR College<br>15. Baneshwor Multiple campus | 1. National College of Computer Studies, |

| Province | Districts     | University (all)   | Constituent College                          | Community college  | QAA certified Private college |
|----------|---------------|--|--|--|-------------------------------|
|          |               |  |  | 16. Mangal Multiple Campus   |                               |
|          | Lalitpur      | 1. Nepal Open University in Lalitpur<br>2. Madan Bhandari University of Science and Technology, Lalitpur | 1. National Open College of University (NOU) | 1. Mahalaxmi Campus<br>2. Kitini College<br>3. Mahendra Adarsha Vidyasram College<br>4. Bajrabarahi Campus<br>5. Jana Bhawana Campus |                               |
|          | Bhaktapur     |  |  | 1. Bageshwori College  |                               |
|          | Lalitpur      | Patan Academy  |  |  |                               |
|          | Makawanpur    |  | 1. Hetauda (Forestry) Campus (Makawanpur)    | 1. Makawanpur Multiple Campus<br>2. Hatiya Janapriya Multiple Campus<br>3. Hetauda Campus  |                               |
|          | Chitwan       | 1. Agriculture and Forestry University in Rampur, Chitwan  |  | 1. Maiya Devi Girl's College<br>2. Saptagandaki Campus<br>3. Buwanishankhar Multiple College<br>4. Sahid Smarak College              | 1. Chitwan Medical College    |
|          | Kavre         | 1. Kathmandu University in Dhulikhel   |  | 1. Tejganga Multiple Campus<br>2. Chitanya Multiple Campus<br>3. Kavre Multiple Campus<br>4. Indeshwori Multiple College             |                               |
|          | Sindhupalchok |  |  | 1. Chutara Multiple Campus   |                               |
|          | Dhading       |  |  | 1. Nilkantha Multiple Campus   |                               |
|          | Nuwakot       |  |  | 1. Nuwakot secondary multiple Campus   |                               |
|          | Dolakha       |  |  | 1. Gaurishankhar Multiple Campus   |                               |
|          | Sindhuli      |  |  | 1. Sinduli Multiple Campus   |                               |



| Province | Districts                   | University (all)                 | Constituent College  | Community college   | QAA certified Private college |
|----------|-----------------------------|----------------------------------|--|---|-------------------------------|
|          |                             |                                  |  | 2. Siddhajyoti Education Campus<br>3. Lampantar Multiple Campus   |                               |
| Gandaki  | Kaski                       | 1. Pokhara University            | 1. Prithvi Narayan Campus<br>2. School of Development and Social Engineering<br>3. Bindubasini Sanskrit Bindhyapith Campus | 1. Bindhyabasini Campus<br>2. Pokhara Multiple Campus<br>3. Shiva Shakti Campus<br>4. Triveni International College<br>5. Gupteshwor Mahadev Multiple Campus<br>6. Jana priya Multiple Campus |                               |
|          | Tanahu                      | 1. Gandaki University in Tanahun | 1. Parmananda Sanskrit Gurukulam   | 1. Mahesh Sanskrit Gurukul Bidhyapith<br>2. Bandipur Campus   |                               |
|          | Gorkha                      |                                  | 1. Gorkha campus   | 1. Drabya Shah Campus<br>2. Paropakar Adarsha Multiple Campus   |                               |
|          | Gulmi                       |                                  |  | 1. Resunga Multiple Campus  |                               |
|          | Syanja                      |                                  |  | 1. Waling Multiple Campus   |                               |
|          | Baglung                     |                                  |  | 1. Galkot Multiple Campus   |                               |
|          | Nawalparasi East (Nawalpur) |                                  |  | 1. Madhyabindhu Multiple Campus   |                               |
| Lumbini  | Kapilvastu                  |                                  |  | 1. Kapilvastu Multiple Campus<br>2. Lumbini Banigya Campus<br>3. Siddhartha Gautam Campus<br>4. Yogadaya Dudhnath Tharu Multiple Campus<br>5. Siddhartha campus                               |                               |
|          | Rupandehi                   |                                  |  | 6. Rupandehi Campus   |                               |
|          | Nawalparasi West (Paras)    |                                  |  | 1. Mahakavi Devkota Campus  |                               |

| Province           | Districts | University (all)                        | Constituent College  | Community college   | QAA certified Private college |
|--------------------|-----------|---|--|---|-------------------------------|
|                    | Pyuthan   |   |  | 1. Swargadwari Multiple Campus  |                               |
|                    | Dang      |   |  | 1. Rapti Babai Multiple Campus  |                               |
|                    | Palpa     |   |  | 1. Sahid Multiple Campus  |                               |
| <b>Karnali</b>     | Surkhet   | 1. Mid-West University in Birendranagar | 1. Surkhet (Education) Campus<br>2. Management Central Campus<br>3. Engineering Central Campus | 1. Himshikhar Multiple Campus   |                               |
|                    | Dailekh   |   | 1. Narayan Multiple  | 1. Chamunda College   |                               |
|                    | Kalikot   |   | 1. Tila Karnali Multiple Campus  | 1. Janachetana Multiple Campus<br>2. Dronachal College  |                               |
| <b>Sudhupachim</b> | Kailali   |   |  | 1. Aishwarya Multiple Campus<br>2. Ghodaghodi Multiple Campus<br>3. Birendra Bidhya Mandir Campus |                               |
|                    | Baitadi   |   |  | 1. Purchoundi Multiple Campus   |                               |
| <b>Madhesh</b>     | Parsa     |   | 1. Thakurram Multiple Campus, Birgunj  | 1. Hariketan Multiple campus  |                               |
|                    | Dhanusa   | 1. Rajarshi Janak University            |  |   |                               |
|                    | Siraha    |   |  | 1. J.S. Murarka Campus, Lahan, Siraha<br>2. Bramachari damodranansa College                       |                               |
|                    | Sarlahi   |   |  | 1. Narayan Multiple Campus<br>2. Janajyoti Multiple Campus  |                               |

**Annex 2: District wise participation of Academic Leaders in the study**

| SN  | Districts          | Frequency |
|-----|--------------------|-----------|
| 1.  | Baglung            | 1         |
| 2.  | Baitadi            | 1         |
| 3.  | Bhaktapur          | 1         |
| 4.  | Bhojpur            | 1         |
| 5.  | Chitwan            | 8         |
| 6.  | Dailekh            | 2         |
| 7.  | Dang               | 1         |
| 8.  | Dhading            | 1         |
| 9.  | Dhanusha           | 2         |
| 10. | Dolakha            | 1         |
| 11. | Gorkha             | 3         |
| 12. | Gulmi              | 1         |
| 13. | Ilam               | 2         |
| 14. | Jhapa              | 5         |
| 15. | Kailali            | 3         |
| 16. | Kalikot            | 2         |
| 17. | Kapilvastu         | 5         |
| 18. | Kaski              | 5         |
| 19. | Kathmandu          | 30        |
| 20. | Kavre              | 3         |
| 21. | Khotang            | 1         |
| 22. | Lalitpur           | 10        |
| 23. | Makawanpur         | 11        |
| 24. | Morang             | 2         |
| 25. | Nawalparasi (east) | 1         |
| 26. | Nawalparasi (west) | 1         |
| 27. | Nuwakot            | 1         |
| 28. | Palpa              | 1         |
| 29. | Parsa              | 4         |
| 30. | Pyuthan            | 1         |

| SN  | Districts      | Frequency  |
|-----|----------------|------------|
| 31. | Rupandehi      | 2          |
| 32. | Sarlahi        | 2          |
| 33. | Sindhuli       | 3          |
| 34. | Sindhupalchowk | 1          |
| 35. | Siraha         | 4          |
| 36. | Solukhumbu     | 1          |
| 37. | Surkhet        | 7          |
| 38. | Syangja        | 1          |
| 39. | Tanahu         | 5          |
| 40. | Taplejung      | 1          |
| 41. | Udayapur       | 1          |
|     | <b>Total</b>   | <b>139</b> |

### Annex 3: List of KII Participants

| S. N | Campus name                     | Address                      | Name of the respondent    | Designation    | Email  |
|------|---------------------------------|------------------------------|---------------------------|----------------|--|
| 1    | N.R campus                      | Ta.Na Pa 11                  | Chitrabar dhoj Thapa      | Chairperson    | <a href="mailto:nr4366262@Gmail.com">nr4366262@Gmail.com</a>                     |
| 2    | Gaurisankar Multiple campus     | Dolakha                      | Rajandra Manndhar         | Chairperson    |  |
| 3    | Bhubanisankar bahumukhi college | Pnairhan 6 Chitwan           | Amrit Mainali             | Chairperson    |  |
| 4    | Kapan Multiple campus           | Budanilakantha               | Kumarparsad Ojha          | Chairperson    | <a href="mailto:e4komals@gmail.com">e4komals@gmail.com</a>                       |
| 5    | Saptagandaki campus             | Bartpur chitwan              | Ramakala Sapkota          | Chairperson    | <a href="mailto:rksapkota451@Gmail.com">rksapkota451@Gmail.com</a>               |
| 6    | Kavre multiple campus           | Banepa 6                     | Lambothor Kayastha        | Chairperson    |  |
| 7    | Kathamandu Shiksha campus       | Chandragiri 10 satungal      | Gauri parsad Dabadi       | Member         | <a href="mailto:gairidawadi@gmail.com">gairidawadi@gmail.com</a>                 |
| 8    | Maiyadebi Kanya college         | Bhartpur 10 chitwan          | Krishna Parsad Neupane    | Member         | <a href="mailto:neupanekrishnaprsad@Gmail.com">neupanekrishnaprsad@Gmail.com</a> |
| 9    | Mangal Multiplecampus           | Kritipur                     | Dr. Shyam krishna Mahrjan | co chairperson | <a href="mailto:shyam.mhre@gmail.com">shyam.mhre@gmail.com</a>                   |
| 10   | Chiatanya Campus                | Banepa                       | Rajbhai Mandhar           | Member         |  |
| 11   | Janabhawana Campus              | Godawari nagarpalika ward 11 | Rabin kumar shrma         | Chairperson    | <a href="mailto:rabinsharmag@gmail.com">rabinsharmag@gmail.com</a>               |

|    |   |                               |                          |                   |  |
|----|---|-------------------------------|--------------------------|-------------------|--|
| 12 | Indeshwori Multiple campus              | Panauti no                    | tupakaji Tamrakar        | Chairperson       | <a href="mailto:indrashworcapus2058@gmail.com">indrashworcapus2058@gmail.com</a>         |
| 13 | Janmitri multiple college               | Kukleshwor kathmandu          | Madhab khanal            | s principle       | <a href="mailto:madhavakhanal@gmail.com">madhavakhanal@gmail.com</a>                     |
| 14 | Chutara multiple campus                 | Chautara Sindhupachok         | Gambir lal shrestha      | Chairperson       | <a href="mailto:shresthagambir1@gmail.com">shresthagambir1@gmail.com</a>                 |
| 15 | Tejganga multiple campus                | Panauti kabhra 8              | Rajaram shiju            | co chairperson    | <a href="mailto:tmcpanauti@gmail.com">tmcpanauti@gmail.com</a>                           |
| 16 | Triyuga Janta Multiple Campus           | Gaighat, Udayapur             | Min Bahadur Jiu Thakuri  | Chairperson       |  |
| 17 | Jana Jyoti Multiple Campus              | Lalbandhi, sarlahi            | Dipak Adhikari           | Chairperson       | <a href="mailto:dipakadhikari031@gmail.com">dipakadhikari031@gmail.com</a>               |
| 18 | Dronachal Campus                        | Dullu, Dailekh                | Tej Bahdur Khadka        | Vice Campus Chief | <a href="mailto:tejkhadka2177@gmail.com">tejkhadka2177@gmail.com</a>                     |
| 19 | Sukuna Multiple Campus                  | Sundar Haraicha -12, Morang   | Keshav Adhikari          | Chairperson       | <a href="mailto:adhikarik25@gmail.com">adhikarik25@gmail.com</a>                         |
| 20 | Karfok Multiple Campus                  | Suryodhaya-12, Illam          | Ratna Kumar Dhungana     | Chairperson       |  |
| 21 | Kakarvitta Multiple Campus              | Mechinagar M-6, Jhapa         | Kamal Thapa Chettri      | Chairperson       |  |
| 22 | Aishwarya Multiple Campus               | Dhagadi-5, Kailali            | Nipra Bd. Odd            | Chairperson       | <a href="mailto:oddnipranc@gmail.com">oddnipranc@gmail.com</a>                           |
| 23 | Pathari Multiple Campus                 | Pathri Sanischarey -1, Morang | Ram Kumar Basnet         | Chairperson       | <a href="mailto:ramkumarbasnet71@gmail.com">ramkumarbasnet71@gmail.com</a>               |
| 24 | Mangalbarey Multiple Campus             | Deumai M- 4, Illam            | Meg Prasad Chamlagai     | Chairperson       |  |
| 25 | Damak Multiple Campus                   | Damak-9, Jhapa                | Devi Prasad Dahal        | Chairperson       |  |
| 26 | Rapti Babahi Campus                     | Tulsipur Sub M -19, dang      | Min Oli                  | co chairperson    |  |
| 27 | Sita Ramesh Multiple Campus             | Buddha Shanti RM-1, Jhapa     | Padam Prasad Pokhrel     | Chairperson       |  |
| 28 | Jana Priya Multiple Campus              | Pokhara- 8, Kaski             |                          | Chairperson       |  |
| 29 | Siddhartha gautam Buddha Campus         | Butwal                        | Krishna Lal Joshi        | co chairperson    | <a href="mailto:krishna863@gmail.com">krishna863@gmail.com</a>                           |
| 30 | Kankai Multiple Campus                  | Surunga, Jhapa                | Prem Prasad Chudal       | Chairperson       | <a href="mailto:prkashchprem@gmail.com">prkashchprem@gmail.com</a>                       |
| 31 | Galkot Multiple Campus                  | Galkot-3, Baglung             | Ghan Shyam Sharma Subedi | Chairperson       | <a href="mailto:subedighanshyam38@gmail.com">subedighanshyam38@gmail.com</a>             |
| 32 | Siddhartha Campus                       | Budachi, Kapilvastu           | Jhaki Lal Pokhrel        | Chairperson       |  |
| 33 | Maha kavi Devkota Campus                | Sunwal, Nawalparasi West      | Bishnu Pd. Poudel        | Chairperson       |  |
| 34 | Darbya Shah Multiple                    | Gorkha M-8, Gorkha            | Sital Kaji Maskey        | Chairperson       | <a href="mailto:kajimaskey999@gmail.com">kajimaskey999@gmail.com</a>                     |
| 35 | Mygdi Multiple campus                   | Beni M-8, Mygdi               | Somnath Dhungana         | Chairperson       | <a href="mailto:dungana.somnath@gmail.com">dungana.somnath@gmail.com</a>                 |
| 36 | Yasodaya Budhnath Tharu Multiple Campus | Suddhodhan-3, Rupandehi       | Ramesh Khanal            | Chairperson       | <a href="mailto:khanalramesh2002@gmail.com">khanalramesh2002@gmail.com</a>               |
| 37 | Rupandhei Campus                        | Siddharthanagar-9, Rupandehi  | Prathivendra Upadhaya    | CMC Member        | <a href="mailto:parthivendraruandehicampus.edu.np">parthivendraruandehicampus.edu.np</a> |

|    |                                    |                       |                      |              |  |
|----|------------------------------------|-----------------------|----------------------|--------------|--|
| 38 | Pokhara Multiple Campus            | Pokhara-9, Shantiban  | Shishukala Parajuli  | Campus Chief | <a href="mailto:pokharamultiplecampus@gmail.com">pokharamultiplecampus@gmail.com</a> |
| 39 | Gupteshwor Mahadev Multiple Campus | Pokhara-16, Dhorpatan | Shree Ram Subedi     | Chairperson  |  |
| 40 | Resunga Multiple Campus            | Resunga-1, Gulmi      | Shree Prasad Bhalami | Chairperson  | <a href="mailto:bhalamishree123@gmail.com">bhalamishree123@gmail.com</a>             |
| 41 | Purchoundi Multiple Campus         | Purchoundi-1, Baitadi | Dharmanand Joshi     | Chairperson  | <a href="mailto:purchoundicampus2065@gmail.com">purchoundicampus2065@gmail.com</a>   |

#### Annex 4: Record of FGD

| Record of FGD |                                 |  |              |
|---------------|---------------------------------|--|--------------|
| S.N           | Types of Beneficiaries          | Name of Institution                            | Place of FGD |
| 1             | Entrepreneur                    | Makawanpur Chamber of Commerce and Industries  | Makwanpur    |
| 2             | Entrepreneur                    | Birgunj Chamber of Commerce and Industries     | Parsa        |
| 3             | Entrepreneur                    | Janakpur Chamber of Commerce and Industries    | Dhanusha     |
| 4             | Teacher and Student             | Hatiya janpriya Campus                         | Makwanpur    |
| 5             | Student (Bachelor+Master level) | Rajshree University                            | Dhanusha     |
| 6             | Student (Master level)          | Thakuram Multiple college                      | Parsa        |
| 7             | Students (Bachelor level)       | Student of Forestry campus                     | Makwanpur    |
| 8             | Students (Master level)         | Koteshwor Campus                               | Kathamandu   |
| 9             | Students (Bachelor level)       | Balmeeki Vidyapith Campus                      | Kathamandu   |
| 10            | Students (Bachelor level)       | Girija Prasad Koirala Smriti College           | Kathamandu   |
| 11            | Students (Bachelor level)       | Mahendra Ratna Campus                          | Kathamandu   |
| 12            | Teacher                         | Rajshree University                            | Dhanusha     |
| 13            | Teacher                         | Thakuram Multiple College                      | Parsa        |
| 14            | Teachers                        | Makwanpur Multiple Campus                      | Makwanpur    |
| 15            | Teachers                        | Forestry Campus Hetauda                        | Makwanpur    |
| 16            | Teachers                        | National Open University                       | Kathamandu   |
| 17            | Teachers                        | Balmeeki Vidyapith Campus                      | Kathamandu   |
| 18            | Teachers                        | Koteshwor Campus                               | Kathamandu   |
| 19            | Teachers and Students           | Pokhara Multiple Campus                        | Kaski        |
| 20            | Teachers and Students           | School of Business College, Pokhara University | Kaski        |

|    |                       |                                     |                      |
|----|-----------------------|-------------------------------------|----------------------|
| 21 | Teachers and Students | Graduate School of Engineering, MWU | Surkhet              |
| 22 | Academic Leaders      | Mixed group of different HEIs       | UGC office, Bhaktpur |
| 23 | Academic Leaders      | Mixed group of different HEIs       | UGC office, Bhaktpur |
| 24 | Academic Leaders      | Mixed group of different HEIs       | UGC office, Bhaktpur |
| 25 | CMC Members           | Mixed group of different HEIs       | UGC office, Bhaktpur |
| 26 | CMC Members           | Mixed group of different HEIs       | UGC office, Bhaktpur |
| 27 | CMC Members           | Mixed group of different HEIs       | UGC office, Bhaktpur |

### Annex 5: Quantitative Data Related to Teachers

#### RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

| RA1_SATISFACTION |                      |          |         |         |         |        |
|------------------|----------------------|----------|---------|---------|---------|--------|
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA1_SATISFACTION | Very Unsatisfied     | 18.2%    | 0.8%    |         |         | 1.6%   |
|                  | Unsatisfied          | 9.1%     | 12.2%   | 2.8%    | 7.7%    | 9.9%   |
|                  | Neutral              | 18.2%    | 32.1%   | 25.0%   | 46.2%   | 30.9%  |
|                  | Satisfied            | 36.4%    | 42.7%   | 50.0%   | 46.2%   | 44.0%  |
|                  | Very Satisfied       | 18.2%    | 12.2%   | 22.2%   |         | 13.6%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| RA1_IMPORTANCE   |                      |          |         |         |         |        |
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA1_IMPORTANCE   | Not important at all |          | 0.8%    |         |         | 0.5%   |
|                  | Not Important        |          | 4.6%    | 2.8%    |         | 3.7%   |
|                  | Neutral              |          | 17.6%   | 19.4%   | 30.8%   | 17.8%  |
|                  | Important            | 54.5%    | 38.9%   | 44.4%   | 53.8%   | 41.9%  |
|                  | Very Important       | 45.5%    | 38.2%   | 33.3%   | 15.4%   | 36.1%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

## RA2- Strengthening Governance and Financing of Higher Education

| RA2_SATISFACTION |                      |          |         |         |         |        |
|------------------|----------------------|----------|---------|---------|---------|--------|
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA2_SATISFACTION | Very Unsatisfied     |          | 0.8%    |         |         | 0.5%   |
|                  | Unsatisfied          | 18.2%    | 6.9%    | 2.8%    |         | 6.3%   |
|                  | Neutral              | 36.4%    | 18.3%   | 5.6%    | 30.8%   | 17.8%  |
|                  | Satisfied            | 27.3%    | 47.3%   | 61.1%   | 53.8%   | 49.2%  |
|                  | Very Satisfied       | 18.2%    | 26.7%   | 30.6%   | 15.4%   | 26.2%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| RA2_IMPORTANCE   |                      |          |         |         |         |        |
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA2_IMPORTANCE   | Not important at all |          | 0.8%    |         |         | 0.5%   |
|                  | Not Important        |          | 3.1%    | 2.8%    |         | 2.6%   |
|                  | Neutral              |          | 10.7%   | 5.6%    | 7.7%    | 8.9%   |
|                  | Important            | 27.3%    | 33.6%   | 50.0%   | 61.5%   | 38.2%  |
|                  | Very Important       | 72.7%    | 51.9%   | 41.7%   | 30.8%   | 49.7%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

## RA3: Widening Access to Quality Higher Education for Disadvantaged Students

| RA3_SATISFACTION |                  |          |         |         |         |       |
|------------------|------------------|----------|---------|---------|---------|-------|
|                  |                  | Province |         |         |         | Total |
|                  |                  | Madhesh  | Bagmati | Gandaki | Karnali |       |
| RA3_SATISFACTION | Very Unsatisfied |          | 2.3%    |         |         | 1.6%  |
|                  | Unsatisfied      | 9.1%     | 5.3%    |         | 7.7%    | 4.7%  |
|                  | Neutral          | 45.5%    | 15.3%   | 8.3%    | 30.8%   | 16.8% |
|                  | Satisfied        | 36.4%    | 42.7%   | 55.6%   | 30.8%   | 44.0% |



|                       |                |          |         |         |         |        |
|-----------------------|----------------|----------|---------|---------|---------|--------|
|                       | Very Satisfied | 9.1%     | 34.4%   | 36.1%   | 30.8%   | 33.0%  |
| Total                 |                | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| <b>RA3_IMPORTANCE</b> |                |          |         |         |         |        |
|                       |                | Province |         |         |         | Total  |
|                       |                | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA3_IMPORTANCE</b> | Not Important  |          | 3.8%    |         |         | 2.6%   |
|                       | Neutral        |          | 9.9%    | 5.6%    |         | 7.9%   |
|                       | Important      | 36.4%    | 32.8%   | 47.2%   | 61.5%   | 37.7%  |
|                       | Very Important | 63.6%    | 53.4%   | 47.2%   | 38.5%   | 51.8%  |
| Total                 |                | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

#### RA4: Extending Digitalization of Higher Education

|                         |                      |          |         |         |         |        |
|-------------------------|----------------------|----------|---------|---------|---------|--------|
| <b>RA4_SATISFACTION</b> |                      |          |         |         |         |        |
|                         |                      | Province |         |         |         | Total  |
|                         |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA4_SATISFACTION</b> | Very Unsatisfied     |          | 3.8%    |         |         | 2.6%   |
|                         | Unsatisfied          | 27.3%    | 10.7%   | 8.3%    | 38.5%   | 13.1%  |
|                         | Neutral              | 9.1%     | 22.9%   | 11.1%   | 23.1%   | 19.9%  |
|                         | Satisfied            | 36.4%    | 43.5%   | 55.6%   | 30.8%   | 44.5%  |
|                         | Very Satisfied       | 27.3%    | 19.1%   | 25.0%   | 7.7%    | 19.9%  |
| Total                   |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| <b>RA4_IMPORTANCE</b>   |                      |          |         |         |         |        |
|                         |                      | Province |         |         |         | Total  |
|                         |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA4_IMPORTANCE</b>   | Not important at all |          | 2.3%    | 2.8%    |         | 2.1%   |
|                         | Not Important        | 9.1%     | 2.3%    | 8.3%    | 7.7%    | 4.2%   |
|                         | Neutral              |          | 13.0%   | 8.3%    | 30.8%   | 12.6%  |

|       |                |        |        |        |        |        |
|-------|----------------|--------|--------|--------|--------|--------|
|       | Important      | 36.4%  | 33.6%  | 55.6%  | 53.8%  | 39.3%  |
|       | Very Important | 54.5%  | 48.9%  | 25.0%  | 7.7%   | 41.9%  |
| Total |                | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

### **Social and Environmental Safeguard**

| <b>SAFEGUARD_SATISFACTION</b> |                      |          |         |         |         |        |
|-------------------------------|----------------------|----------|---------|---------|---------|--------|
|                               |                      | Province |         |         |         | Total  |
|                               |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>SAFEGUARD_SATISFACTION</b> | Very Unsatisfied     | 9.1%     | 6.9%    |         |         | 5.2%   |
|                               | Unsatisfied          | 18.2%    | 6.9%    | 5.6%    | 7.7%    | 7.3%   |
|                               | Neutral              | 36.4%    | 20.6%   | 2.8%    | 38.5%   | 19.4%  |
|                               | Satisfied            | 18.2%    | 45.0%   | 63.9%   | 38.5%   | 46.6%  |
|                               | Very Satisfied       | 18.2%    | 20.6%   | 27.8%   | 15.4%   | 21.5%  |
| Total                         |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| <b>SAFEGUARD_IMPORTANCE</b>   |                      |          |         |         |         |        |
|                               |                      | Province |         |         |         | Total  |
|                               |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>SAFEGUARD_IMPORTANCE</b>   | Not important at all |          | 2.3%    |         |         | 1.6%   |
|                               | Not Important        | 9.1%     | 4.6%    |         |         | 3.7%   |
|                               | Neutral              | 9.1%     | 12.2%   | 11.1%   | 7.7%    | 11.5%  |
|                               | Important            | 27.3%    | 46.6%   | 44.4%   | 61.5%   | 46.1%  |
|                               | Very Important       | 54.5%    | 34.4%   | 44.4%   | 30.8%   | 37.2%  |
| Total                         |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

## **Annex 6: Quantitative Data Related to Students**

### **RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research**

| <b>RA1_SATISFACTION</b> |
|-------------------------|
|-------------------------|

|                         |                      | Province |         |         |         | Total  |
|-------------------------|----------------------|----------|---------|---------|---------|--------|
|                         |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA1_SATISFACTION</b> | Very Unsatisfied     | 16.3%    | 0.5%    | 3.3%    | 10.3%   | 3.8%   |
|                         | Unsatisfied          | 27.9%    | 15.9%   | 7.6%    | 15.4%   | 15.2%  |
|                         | Neutral              | 37.2%    | 32.3%   | 23.9%   | 33.3%   | 31.0%  |
|                         | Satisfied            | 16.3%    | 37.7%   | 40.2%   | 35.9%   | 35.8%  |
|                         | Very Satisfied       | 2.3%     | 13.6%   | 25.0%   | 5.1%    | 14.2%  |
| Total                   |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| <b>RA1_IMPORTANCE</b>   |                      |          |         |         |         |        |
|                         |                      | Province |         |         |         | Total  |
|                         |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA1_IMPORTANCE</b>   | Not important at all | 9.3%     | 1.4%    | 1.1%    | 5.1%    | 2.5%   |
|                         | Not Important        | 7.0%     | 3.2%    | 6.5%    |         | 4.1%   |
|                         | Neutral              | 2.3%     | 10.0%   | 16.3%   | 20.5%   | 11.7%  |
|                         | Important            | 27.9%    | 32.7%   | 34.8%   | 51.3%   | 34.5%  |
|                         | Very Important       | 53.5%    | 52.7%   | 41.3%   | 23.1%   | 47.2%  |
| Total                   |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

## RA2- Strengthening Governance and Financing of Higher Education

| <b>RA2_SATISFACTION</b> |                  |          |         |         |         |        |
|-------------------------|------------------|----------|---------|---------|---------|--------|
|                         |                  | Province |         |         |         | Total  |
|                         |                  | Madhesh  | Bagmati | Gandaki | Karnali |        |
| <b>RA2_SATISFACTION</b> | Very Unsatisfied | 20.9%    | 1.4%    | 1.1%    | 5.1%    | 3.8%   |
|                         | Unsatisfied      | 32.6%    | 10.0%   | 6.5%    | 15.4%   | 12.2%  |
|                         | Neutral          | 27.9%    | 23.6%   | 14.1%   | 33.3%   | 22.8%  |
|                         | Satisfied        | 16.3%    | 39.1%   | 43.5%   | 30.8%   | 36.8%  |
|                         | Very Satisfied   | 2.3%     | 25.9%   | 34.8%   | 15.4%   | 24.4%  |
| Total                   |                  | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

| RA2_IMPORTANCE |                      |          |         |         |         |        |
|----------------|----------------------|----------|---------|---------|---------|--------|
|                |                      | Province |         |         |         | Total  |
|                |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA2_IMPORTANCE | Not important at all | 9.3%     | 1.4%    | 1.1%    | 2.6%    | 2.3%   |
|                | Not Important        | 7.0%     | 3.6%    | 2.2%    | 5.1%    | 3.8%   |
|                | Neutral              | 4.7%     | 8.6%    | 15.2%   | 12.8%   | 10.2%  |
|                | Important            | 23.3%    | 25.5%   | 29.3%   | 38.5%   | 27.4%  |
|                | Very Important       | 55.8%    | 60.9%   | 52.2%   | 41.0%   | 56.3%  |
| Total          |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

### RA3: Widening Access to Quality Higher Education for Disadvantaged Students

| RA3_SATISFACTION |                  |          |         |         |         |        |
|------------------|------------------|----------|---------|---------|---------|--------|
|                  |                  | Province |         |         |         | Total  |
|                  |                  | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA3_SATISFACTION | Very Unsatisfied | 7.0%     | 0.9%    | 1.1%    | 5.1%    | 2.0%   |
|                  | Unsatisfied      | 23.3%    | 4.5%    | 4.3%    | 7.7%    | 6.9%   |
|                  | Neutral          | 44.2%    | 24.1%   | 20.7%   | 17.9%   | 24.9%  |
|                  | Satisfied        | 20.9%    | 43.6%   | 38.0%   | 53.8%   | 40.9%  |
|                  | Very Satisfied   | 4.7%     | 26.8%   | 35.9%   | 15.4%   | 25.4%  |
| Total            |                  | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

| RA3_IMPORTANCE |                      |          |         |         |         |       |
|----------------|----------------------|----------|---------|---------|---------|-------|
|                |                      | Province |         |         |         | Total |
|                |                      | Madhesh  | Bagmati | Gandaki | Karnali |       |
| RA3_IMPORTANCE | Not important at all | 9.3%     | 0.5%    | 1.1%    |         | 1.5%  |
|                | Not Important        | 2.3%     | 1.4%    | 3.3%    | 2.6%    | 2.0%  |
|                | Neutral              | 11.6%    | 7.7%    | 13.0%   | 15.4%   | 10.2% |
|                | Important            | 27.9%    | 30.9%   | 30.4%   | 43.6%   | 31.7% |
|                | Very Important       | 48.8%    | 59.5%   | 52.2%   | 38.5%   | 54.6% |

|       |        |        |        |        |        |
|-------|--------|--------|--------|--------|--------|
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
|-------|--------|--------|--------|--------|--------|

#### RA4: Extending Digitalization of Higher Education

| RA4_SATISFACTION |                      |          |         |         |         |        |
|------------------|----------------------|----------|---------|---------|---------|--------|
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA4_SATISFACTION | Very Unsatisfied     | 14.0%    | 1.4%    | 1.1%    | 7.7%    | 3.3%   |
|                  | Unsatisfied          | 44.2%    | 13.2%   | 10.9%   | 5.1%    | 15.2%  |
|                  | Neutral              | 30.2%    | 28.6%   | 21.7%   | 30.8%   | 27.4%  |
|                  | Satisfied            | 11.6%    | 37.7%   | 54.3%   | 48.7%   | 39.8%  |
|                  | Very Satisfied       |          | 19.1%   | 12.0%   | 7.7%    | 14.2%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| RA4_IMPORTANCE   |                      |          |         |         |         |        |
|                  |                      | Province |         |         |         | Total  |
|                  |                      | Madhesh  | Bagmati | Gandaki | Karnali |        |
| RA4_IMPORTANCE   | Not important at all |          | 0.5%    | 3.3%    | 2.6%    | 1.3%   |
|                  | Not Important        | 7.0%     | 3.6%    | 5.4%    | 2.6%    | 4.3%   |
|                  | Neutral              | 11.6%    | 9.5%    | 18.5%   | 12.8%   | 12.2%  |
|                  | Important            | 27.9%    | 28.6%   | 41.3%   | 53.8%   | 34.0%  |
|                  | Very Important       | 53.5%    | 57.7%   | 31.5%   | 28.2%   | 48.2%  |
| Total            |                      | 100.0%   | 100.0%  | 100.0%  | 100.0%  | 100.0% |

#### Social and Environmental Safeguard

| SAFEGUARD_SATISFACTION |                  |          |         |         |         |       |
|------------------------|------------------|----------|---------|---------|---------|-------|
|                        |                  | Province |         |         |         | Total |
|                        |                  | Madhesh  | Bagmati | Gandaki | Karnali |       |
| SAFEGUARD_SATISFACTION | Very Unsatisfied | 20.9%    | 2.7%    | 1.1%    | 2.6%    | 4.3%  |
|                        | Unsatisfied      | 23.3%    | 9.1%    | 5.4%    | 12.8%   | 10.2% |

|                             |                      |                 |         |         |         |        |
|-----------------------------|----------------------|-----------------|---------|---------|---------|--------|
|                             | Neutral              | 25.6%           | 25.0%   | 19.6%   | 30.8%   | 24.4%  |
|                             | Satisfied            | 23.3%           | 38.6%   | 43.5%   | 38.5%   | 38.1%  |
|                             | Very Satisfied       | 7.0%            | 24.5%   | 30.4%   | 15.4%   | 23.1%  |
| Total                       |                      | 100.0%          | 100.0%  | 100.0%  | 100.0%  | 100.0% |
| <b>SAFEGUARD_IMPORTANCE</b> |                      |                 |         |         |         |        |
|                             |                      | <b>Province</b> |         |         |         | Total  |
|                             |                      | Madhesh         | Bagmati | Gandaki | Karnali |        |
| <b>SAFEGUARD_IMPORTANCE</b> | Not important at all | 9.3%            | 0.5%    | 2.2%    | 2.6%    | 2.0%   |
|                             | Not Important        |                 | 2.7%    | 6.5%    | 2.6%    | 3.3%   |
|                             | Neutral              | 4.7%            | 9.1%    | 12.0%   | 10.3%   | 9.4%   |
|                             | Important            | 25.6%           | 27.7%   | 38.0%   | 46.2%   | 31.7%  |
|                             | Very Important       | 60.5%           | 60.0%   | 41.3%   | 38.5%   | 53.6%  |
| Total                       |                      | 100.0%          | 100.0%  | 100.0%  | 100.0%  | 100.0% |

## Annex 7: Quantitative Data Related to Academic Leaders

### RA 1- Improved Labor-market relevance, Entrepreneurship, and Collaborative Research

|                  |   |         |         |         |         |         |              |        |
|------------------|---|---------|---------|---------|---------|---------|--------------|--------|
|                  | <b>Province wise Satisfaction Level</b> |         |         |         |         |         |              | Total  |
|                  | Province 1                              | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Very Unsatisfied | 7.1%                                    | 8.3%    | 2.8%    |         |         |         |              | 2.9%   |
| Unsatisfied      | 42.9%                                   | 16.7%   | 9.7%    | 12.5%   | 16.7%   | 22.2%   | 25.0%        | 15.8%  |
| Neutral          | 28.6%                                   | 25.0%   | 29.2%   | 18.8%   | 8.3%    | 33.3%   | 25.0%        | 25.9%  |
| Satisfied        | 14.3%                                   | 41.7%   | 52.8%   | 50.0%   | 66.7%   | 44.4%   | 50.0%        | 48.2%  |
| Very Satisfied   | 7.1%                                    | 8.3%    | 5.6%    | 18.8%   | 8.3%    |         |              | 7.2%   |
| Total            | 100.0%                                  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |
|                  | <b>Province wise Importance Level</b>   |         |         |         |         |         |              | Total  |
|                  | Province 1                              | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |

|                      |        |        |        |        |        |        |        |        |
|----------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Not important at all |        |        | 1.4%   |        | 8.3%   |        |        | 1.4%   |
| Not Important        | 7.1%   |        | 1.4%   | 12.5%  |        | 22.2%  |        | 4.3%   |
| Neutral              |        | 8.3%   | 6.9%   | 18.8%  | 16.7%  | 22.2%  |        | 9.4%   |
| Important            | 28.6%  | 50.0%  | 40.3%  | 50.0%  | 16.7%  | 22.2%  | 25.0%  | 37.4%  |
| Very Important       | 64.3%  | 41.7%  | 50.0%  | 18.8%  | 58.3%  | 33.3%  | 75.0%  | 47.5%  |
| Total                | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

## RA2- Strengthening Governance and Financing of Higher Education

### Province wise distribution

|                | Province wise satisfaction level |         |         |         |         |         |              | Total  |
|----------------|----------------------------------|---------|---------|---------|---------|---------|--------------|--------|
|                | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Unsatisfied    | 7.1%                             | 25.0%   | 4.2%    | 6.2%    |         |         |              | 5.8%   |
| Neutral        | 21.4%                            |         | 22.2%   |         | 25.0%   | 33.3%   |              | 18.0%  |
| Satisfied      | 42.9%                            | 16.7%   | 50.0%   | 68.8%   | 58.3%   | 55.6%   | 50.0%        | 49.6%  |
| Very Satisfied | 28.6%                            | 58.3%   | 23.6%   | 25.0%   | 16.7%   | 11.1%   | 50.0%        | 26.6%  |
| Total          | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |
|                | Province wise importance level   |         |         |         |         |         |              | Total  |
|                | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Not Important  |                                  |         |         | 6.2%    |         |         |              | 0.7%   |
| Neutral        |                                  |         | 5.6%    |         | 16.7%   |         |              | 4.3%   |
| Important      | 21.4%                            | 25.0%   | 36.1%   | 50.0%   | 33.3%   | 66.7%   |              | 36.0%  |
| Very Important | 78.6%                            | 75.0%   | 58.3%   | 43.8%   | 50.0%   | 33.3%   | 100.0%       | 59.0%  |
| Total          | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |

## RA3: Widening Access to Quality Higher Education for Disadvantaged Students

### Province wise distribution of response

|                      | Province wise satisfaction level |         |         |         |         |         |              | Total  |
|----------------------|----------------------------------|---------|---------|---------|---------|---------|--------------|--------|
|                      | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Very Unsatisfied     | 7.1%                             |         | 2.8%    | 6.2%    |         |         |              | 2.9%   |
| Unsatisfied          |                                  | 16.7%   | 2.8%    | 6.2%    |         | 33.3%   |              | 5.8%   |
| Neutral              | 14.3%                            | 8.3%    | 9.7%    | 6.2%    | 25.0%   | 11.1%   | 25.0%        | 11.5%  |
| Satisfied            | 42.9%                            | 41.7%   | 43.1%   | 50.0%   | 41.7%   | 33.3%   | 25.0%        | 42.4%  |
| Very Satisfied       | 35.7%                            | 33.3%   | 41.7%   | 31.2%   | 33.3%   | 22.2%   | 50.0%        | 37.4%  |
| Total                | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |
|                      | Province wise importance level   |         |         |         |         |         |              | Total  |
|                      | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Not important at all |                                  |         | 2.8%    | 12.5%   | 8.3%    |         |              | 3.6%   |
| Not Important        |                                  | 8.3%    |         |         |         |         |              | 0.7%   |
| Neutral              | 7.1%                             |         | 1.4%    |         | 8.3%    | 11.1%   |              | 2.9%   |
| Important            | 28.6%                            | 50.0%   | 33.3%   | 68.8%   | 41.7%   | 44.4%   |              | 38.8%  |
| Very Important       | 64.3%                            | 41.7%   | 62.5%   | 18.8%   | 41.7%   | 44.4%   | 100.0%       | 54.0%  |
| Total                | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |

#### **RA4: Extending Digitalization of Higher Education**

##### **Province wise distribution of response**

|                  | Province wise satisfaction level |         |         |         |         |         |              | Total  |
|------------------|----------------------------------|---------|---------|---------|---------|---------|--------------|--------|
|                  | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Very Unsatisfied | 7.1%                             | 16.7%   | 1.4%    |         |         |         |              | 2.9%   |
| Unsatisfied      | 14.3%                            |         | 5.6%    | 12.5%   |         | 22.2%   |              | 7.2%   |
| Neutral          | 28.6%                            | 16.7%   | 34.7%   | 31.2%   | 16.7%   | 33.3%   | 50.0%        | 30.9%  |
| Satisfied        | 35.7%                            | 50.0%   | 43.1%   | 50.0%   | 58.3%   | 44.4%   | 50.0%        | 45.3%  |
| Very Satisfied   | 14.3%                            | 16.7%   | 15.3%   | 6.2%    | 25.0%   |         |              | 13.7%  |
| Total            | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |



|                      | Province wise importance level |         |         |         |         |         |              | Total  |
|----------------------|--------------------------------|---------|---------|---------|---------|---------|--------------|--------|
|                      | Province 1                     | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Not important at all |                                |         |         | 6.2%    |         |         |              | 0.7%   |
| Not Important        | 7.1%                           |         | 2.8%    | 6.2%    | 8.3%    | 11.1%   |              | 4.3%   |
| Neutral              |                                | 8.3%    | 8.3%    | 25.0%   | 8.3%    |         |              | 8.6%   |
| Important            | 14.3%                          | 25.0%   | 34.7%   | 37.5%   | 50.0%   | 55.6%   |              | 33.8%  |
| Very Important       | 78.6%                          | 66.7%   | 54.2%   | 25.0%   | 33.3%   | 33.3%   | 100.0%       | 52.5%  |
|                      | 100.0%                         | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |

### **Social and Environmental Safeguard**

#### **Province wise distribution of response**

|                      | Province wise satisfaction level |         |         |         |         |         |              | Total  |
|----------------------|----------------------------------|---------|---------|---------|---------|---------|--------------|--------|
|                      | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Very Unsatisfied     |                                  | 8.3%    | 1.4%    |         |         |         |              | 1.4%   |
| Unsatisfied          | 35.7%                            | 8.3%    | 8.3%    |         |         | 11.1%   |              | 9.4%   |
| Neutral              | 14.3%                            | 16.7%   | 23.6%   | 12.5%   | 8.3%    | 44.4%   | 25.0%        | 20.9%  |
| Satisfied            | 35.7%                            | 33.3%   | 47.2%   | 75.0%   | 75.0%   | 44.4%   | 25.0%        | 49.6%  |
| Very Satisfied       | 14.3%                            | 33.3%   | 19.4%   | 12.5%   | 16.7%   |         | 50.0%        | 18.7%  |
| Total                | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |
|                      | Province wise importance level   |         |         |         |         |         |              | Total  |
|                      | Province 1                       | Madhesh | Bagmati | Gandaki | Lumbini | Karnali | Sudurpaschim |        |
| Not important at all |                                  |         | 4.2%    |         |         |         |              | 2.2%   |
| Not Important        | 7.1%                             | 8.3%    | 1.4%    |         |         | 11.1%   |              | 2.9%   |
| Neutral              |                                  |         | 5.6%    |         |         | 22.2%   |              | 4.3%   |
| Important            | 28.6%                            | 25.0%   | 38.9%   | 75.0%   | 58.3%   | 22.2%   | 25.0%        | 41.0%  |
| Very Important       | 64.3%                            | 66.7%   | 50.0%   | 25.0%   | 41.7%   | 44.4%   | 75.0%        | 49.6%  |
| Total                | 100.0%                           | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 100.0%       | 100.0% |

## Annex 8: Qualitative Data

### Perspectives of KII (College Management committee Chairs/Members)

#### **RA1: Improved labor market relevance, Entrepreneurship and collaborative research**

CMC of Damak M. campus argues that their production are partially saleable to respective labor market, and some graduates are generating self-employment, whereas the faculties and graduates are not involving collaborative research. CMC of Mangalbare M. campus, Ilam argues that, their graduates are not competitive to their job market, and not addressing the need of job market, the campus is unable to run collaborative research. Campus has not been in collaborative research; only the short term survey has been carried in collaboration with local authority and local cooperative. The Chair of CMC of Pathari M. campus, Morang argues that because of traditional curriculum, campus graduates are not saleable in respective job market, and there is lacking between need of job market and produced graduates from campus. There is wide gap between theoretical knowledge and practical knowledge required in job market. The Chair of CMC of Pathari M. campus, Morang argues that most of the teachers are involve pursuing M.Phil. Program, except this, there is not any progress in collaborative research. The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus has received enough support from UGC. Campus has been running science and management programs; the graduates produced from campus are well saleable in job market and are employed. Aiswarya Campus is conducting collaborative research in association with local authority, Red Cross and Transparency International. . The Chair of CMC of Kakarvitta M. campus, Jhapa argues that, campus has received digital technology facility from UGC; campus has been running management and education faculties and graduates of education are less saleable in job market. Campus has been facing the problem of entrepreneurship and self-employment and feeling the need of training. Karrvitta campus has not been involved in collaborative research.

Karfok Multiple Campus, Ilam argues that, campus have very weak infrastructures, a little bit support from UGC is not enough. The graduates of campus are not saleable as of need of job market and campus has been running management, humanities, and education programs. To address the need of job market, reformation in existing curriculum is required. Karfok campus has been running small scale collaborative research in association with local authority, province government, industry and commerce association, and other local level NGOs. Sukuna Multiple Campus, Morang argues that, they have received performance based grants, infrastructure grants, and regular grants from UGC, campus has been running education, humanities and science programs in Bachelor level and the graduates produced from campus are partially saleable in job market. The knowledge of entrepreneurship among the faculties, officials and students of Sukuna campus is general and not specified and campus has not been conducting collaborative research. Dronachal Multiple Campus, Dailekh argues that, campus has received support from UGC for the infrastructure development. Dronachal campus has not develop employment oriented curriculum and are depending on the curriculum developed by Tribhuvan University, whereas campus is interested to develop entrepreneurship and self-employment based curriculum. Dronachal campus has not conducted collaborative research, more faculties are involve to pursue MPhil program applying their endeavor. Janajyoti Multiple Campus, Lalbandi, Sarlahi argues that, campus has been receiving infrastructure development grant and regular grants from UGC.

Janajyoti campus has been running bachelors program in education, humanities and management programs and running Master's program as well, but in the perspective of Janajyoti campus present curriculum is not enough to address the need of entrepreneurship, skill development and self-employment generation. Janajyoti campus is pursuing regular research as given in syllabus but collaborative research has not been running and is planning to pursue collaborative research in future. Triyuga Janata Multiple Campus, Gaighat, Udayapur states that campus has well develop infrastructure and partial facilities of computer and projector utilizing the UGC grant. SHEPIHERP program has supported to promote library and furniture. Triyuga campus has been running Bachelors and Master's programs in Humanities, education and in management stream, but campus has not developed any other curriculum to address the need of job market. Campus has not run collaborative research, but in personal interest of faculties less number of researches is running. Purchoundi Multiple Campus, Baitadi states that UGC has supported to develop the infrastructures of the campus including girls hostel, campus has been running education and management programs.

Chair of CMC of Purchoudi campus states that faculties have adequate knowledge and skills of entrepreneurship and self-employment, but the condition of knowledge dissemination is weak and chair further argues collaborative research is weak in campus. Chair of CMC of Resunga Multiple Campus, Gulmi states, campus has well developed infrastructures and UGC has supported to develop it. Campus has been running Bachelors and Masters programs in Humanities, Education and in Management streams. Resunga campus is not facilitating and disseminating any knowledge and skills regarding entrepreneurship and self-employment and not been conducting any collaborative research except individually conducted research. Chair of CMC of Gupteswar Mahadev Multiple Campus, Pokhara states, campus have well developed infrastructure and facilities and UGC has supported for infrastructure development. Gupteswar Mahadev Multiple Campus has run market relevant and job oriented technical and vocational programs, nevertheless, there is not any problem to disseminate the knowledge of entrepreneurship and self-employment generating programs, instead of these positive aspects, campus has not been running collaborative research programs. Chief of Pokhara Multiple Campus, Pokhara argues, campus has constructed infrastructure, using UGC grants. Pokhara campus has not launch market oriented curriculum. Campus is located at core area of Pokhara, however graduates of Pokhara campus are easily saleable in job market, those not interested in job they are self-employed. Pokhara campus itself has not started collaborative research, whereas, using own interest and contact some students and faculties involve in research activities in organizations.

Chair of CMC of Janapriya Multiple Campus, Pokhara says, campus has utilize the grants by SHEP, HERP and Matching fund. Campus further stated that, Campus has been running the program of Bachelors and Masters Programs in Management, Humanities, Education and Science programs. Campus further stated that campus has developed entrepreneurship skills to the students, studying in campus. Campus has been conducting mini research but not running collaborative research. Siddhartha Gautam Multiple Campus, Butwal stated, they have well develop infrastructures in college premises including computer lab, canteen safe drinking water facility, sports and training to teachers. Siddhartha Campus has been running Bachelors and Masters programs in education, management faculties. Campus has stated campus has not been transferring the skills of entrepreneurship, and self-employment generation skills to

their students, campus has been running participatory research in association with local organizations and local authorities, Rotary, Jaycees and Lions clubs but campus has not launching entrepreneurship training to teachers and students. , Rupandehi has stated that with support of UGC, they have enough infrastructures with thirty class room and ICT laboratory. Campus has been running bachelors programs in management and in education. Rupandehi campus has not been running entrepreneurship training and self-employment training targeting to teachers and students. Rupandehi campus has been running participatory mini research in association with hospitals.

Former chair of Mahakabi Devkota Campus, Sunawal, Nawalparashi says, using the grants of UGC, campus has infrastructure, and in this building bachelors classes are running in management, education and humanities stream. Teachers and students have limited ideas and knowledge regarding entrepreneurship and self-employment, Campus has not been involved in collaborative research. Chair of Sidhhartha Campus, CMC, Kapilbastu says, campus has utilize UGC grants to construct building, computer lab, library and furniture, campus further argue that they have not market or job oriented program and running the curriculum prepared by Tribhuvan University, that is not practical and based on theoretical knowledge. In association with Lumbini province government campus has conducted collaborative research. Chair of Galkot Multiple Campus, CMC, Baglung says, in the name of infrastructure, they have building, furniture and toilet facilities. Campus has been running education and management faculties and Chair of CMC argues the curriculum run by the campus/ university is not relevant to address the need of job market. Chair of CMC alludes, theoretical learning in classroom without learning skill, leading students toward emigration. Campus has not been involved to pursue collaborative research.

Chair of CMC of Kankai multiple campus, Surunga, Jhapa states that they have received ten million rupees grants from UGC and constructed a building having middle class facilities. Chair of CMC argues Kankai campus has been running humanities, education and management programs; these curriculums are partially oriented to job market. The knowledge and skill of entrepreneurship and self-employment among the teacher have in normal level but the students have very low. Chair of CMC argues campus has not conducted collaborative research. Chair of CMC of Myagdi campus, Beni, Myagdi stated they have well-off infrastructures (building, canteen, hostel, computer laboratory, furniture etc.), these structures were constructed using the UGC grants. Myagdi campus has been running humanities; education, and management streams, campus chair argues that among these streams, only the limited graduates are being saleable in job market. Campus has been running the curriculum based on theory but the graduates feels very difficult to turn them saleable in job market. Myagdi campus has been running collaborative research in coordination with local authority. Chair of CMC of Drabyashah Multiple Campus, Gorkha stated that they have well-off infrastructures including e-library, canteen, administrative block and drinking water facility. Campus has been running humanity, management and education faculties. And have not prepare and running market need oriented curriculum in campus. Chair of CMC of Drabyashah campus stated that faculties, officials and students have little knowledge on entrepreneurship and self-employment orientation, the campus has been running mini research but not the collaborative research. Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi argues infrastructures in campus are satisfactory and campus has been receiving UGC regular grants and other support grants as per the

shilling of UGC. Campus has been running curriculum launched by Tribhuvan University and CMC chief argues that these curriculums are unable to address the need of job market. CMC chair further argues knowledge and skills regarding entrepreneurship and self-employment among the faculties, officials and students have satisfactory and campus has been trying to run collaborative research but nowadays no one is participating in collaborative research in campus.

Vice-chair of CMC of Rapti Babai Campus, Tulshipur, Dang argues Rapti campus has satisfactory infrastructure but every facilities in campus is not complete and enough. Campus has been running three faculties- Humanity, Education and Management. Vice-chair of CMC of Dang says, the faculties, officials and students of campus have not adequate knowledge and skills on entrepreneurship, and self-employment. According to Vice-Chair of CMC of campus states, campus has been conducting mini research in association with local authority, local organization but campus has not been running collaborative research. Chair of CMC of Sita Ramesh Multiple Campus, Jhapa argues, UGC has been providing complete support, local authority and volunteering organizations also supporting the campus to develop infrastructure in campus. The curriculum running in campus is not relevant to the need of job market and the curriculum is theoretical, however, promotion of entrepreneurship and self-employment related knowledge is very weak among faculties, official and among the students. According to chair of CMC campus has been running participatory research program in close association with local authority and community based organization.

## **RA2: Strengthening governance and financing of Higher education for quality enhancement**

Chair of Damak Multiple Campus has stated that they have well develop infrastructures, likewise, Chair of management committee (CMC) Mangalbare Multiple campus and others has stated the same. These infrastructures were develop by own effort and from support of UGC grants. CMC of Damak multiple campus argues that their campus have completed UGC accreditation in 2068BS and however, now they are in the recycling process of QAA. CMC of Mangalbare M. campus, Ilam argues that, the campus is underway to complete the all process of QAA, recently involving in research promotion activities and library promotion. The Chair of CMC of Pathari M. campus, Morang argues that campus have incomplete infrastructures except computer laboratory furniture provided by UGC. The Chair of CMC of Pathari M. campus, Morang argues that campus is under the process of submission of SSR report. The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, the campus has received QAA, after that within one year campus has turned IT friendly and professionalism of lecturer has been developed in campus. . The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus has been providing scholarship and transportation facilities to the students. Kakarvitta Campus is under the process of QAA and in the stage of Letter of Intent (LoI). Karfok Multiple Campus, Ilam argues that, campus is in the process toward QAA and in the stage of pre-visit. The chair of Sukuna Multiple Campus, Morang argues that, they have QAA and within one year campus is regularly publishing its progress report, professionalism promotion programs to faculties. Dronachal Multiple Campus, Dailekh argues that, campus is in the process of QAA and in the stage Letter of Intent ( LoI). Janajyoti campus has received QAA ten months ago, and are found interested to promote additional academic performance.

Triyuga Janata Multiple Campus, Gaighat, Udayapur states that campus has received QAA and applying efforts to promote the quality of education. Purchoudi campus, Baitadi is in the process of QAA and in the stage of Peer Review Team (PRT) stage. Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has taken QAA and are running campus promotion activities. Chair of CMC of Resunga Multiple Campus, Gulmi states, campus has received QAA and within one year after QAA , campus has been running result improvement activities, research oriented training, academic discussions, enrollment promotion programs. Chair of CMC of Gupteswar Mahadev Multiple Campus, Pokhara states that campus has achieved QAA, within one year after QAA, campus has published research journal, and planning for new programs. Chair of CMC of Janapriya Multiple Campus, Pokhara state that campus has proceed QAA and running in second cycle, and now in preparing to enter in third phase and preparing LoI. Siddhartha Gautam Multiple Campus, Butwal state that campus is in policy review state to achieve QAA. After QAA Rupandehi campus has been running RCT laboratory, health desk, publication of peer reviewed journal in recent one year. Former chair of Mahakabi Devkota Campus, Sunawal, Nawalparashi says, campus is QAA certified, after one year of QAA; record management and publication of journal has been upgraded and managed well in comparison to past.

Chair of Sidhhartha Campus, CMC, Kapilbastu says, they have acquired QAA certificate and within one year academic audit, academic calendar implementation, research and publication has been carried out. Chair of Galkot Multiple Campus, CMC, Baglung says, campus has completed LoI stage and entered in SSR stage in the process of acquiring QAA. Chair of CMC state that they have acquired QAA certification and within one year campus has started planning, responsibility allocation and recording of documents started. Kankai campus have high enrollment rate of poor, backward and socially disadvantaged, marginalized and women students. Campus has been providing scholarship to needy students, and campus provides transport facilities to girls and planning to construct hostel, tiffin snacks, and free text books. Chair of CMC of Myagdi campus, Beni, Myagdi stated that they are running extracurricular activities, use of technology in teaching and learning and student support program are the key features within this year. Chair of CMC of Drabyashah Multiple Campus, Gorkha stated campus has received QAA. Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi argues campus is in process of QAA. Rapti campus has recently (two months ago) QAA certified. According to . Chair of CMC of Sita Ramesh Multiple Campus, Jhapa, campus is under the process of QAA certification, pre visit, fast track SSR stage has been completed. Sita Ramesh campus has been regularly providing scholarship to the disadvantaged and marginalized students.

### **RA3: Widening assess to quality higher education for disadvantaged students**

CMC of Damak M. campus argues that, the campus is facilitation disadvantaged and poor student and are providing scholarships for needy students. . CMC of Mangalbare M. campus, Ilam argues that campus high enrollment rate of women, disadvantaged, and from remote areas, campus provides discounts and scholarships to needy students. The Chair of CMC of Pathari M. campus, Morang argues



that campus has not been providing any scholarship to the students because they have high problem of dropout of students. The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus has been providing scholarship to the students and they have high enrollment rate of the students. Karrvitta campus, Jhapa, has been providing scholarship and transport facility to the students. Karfok Multiple Campus, Ilam argues that, campus has been providing scholarship to few students and they have forty percent students from disadvantaged family. Sukuna Multiple Campus, Morang argues that, campus has been providing discount in campus fees, scholarship to needy student and generating fund from donation and interest of bank deposits. Dronachal Multiple Campus, Dailekh argues that, campus is facing problem to increase the enrollment rate of *dalit* and ethnic groups, and backward community. To admire, empower and encourage the disadvantage group in mainstreaming, Dronachal campus has been providing scholarship. Janajyoti Multiple Campus, Lalbandi, Sarlahi argues that, campus have high enrollment rate from rural areas, and girls/women and campus is regularly providing scholarships to needy students. Triyuga Janata Multiple Campus, Gaighat, Udayapur states that most of the students enroll in campus are from poor and disadvantage family instead of this constraints, campus is encouraging marginalized, socially excluded, student associated with disability students, and girls scholarships and stipend to empower the targeted group of students.

Chair of CMC of Purchoudi campus states that student enrollment rate is satisfactory and are managing to provide scholarship to increase the intake of students. Chair of CMC of Resunga Multiple Campus, Gulmi states that campus provides scholarships to needy students. Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has been providing scholarships to needy students as per the policy of government. Chair of CMC of Gupteswar Mahadev Multiple Campus, Pokhara states that campus has been providing scholarships to the needy students. Chair of CMC of Janapriya Multiple Campus, Pokhara state that campjus has been providing enough scholarship to the needy students. Siddhartha Gautam Multiple Campus, Butwal state that campus has attractive student enrollment rate and campus has been providing enough scholarship to needy students. Campus use to provide scholarship to girls, *dalits* and marginalized group of the people. Rupandehi campus has been providing scholarships to financially weak and needy students. Former chair of Mahakabi Devkota Campus, Sunawal, Nawalparashi says, campus has high admission rate and CMC provides enough scholarships to the students. Chair of Sidhhartha Campus, CMC, Kapilbastu says, campus have high enrollment rate, among them 71 percent girls/women students, most of the students are financially weak, and campus is planning to increase the access of scholarship.

Chair of Galkot Multiple Campus, CMC, Baglung argues, campus have high enrollment rate from disadvantaged and marginalized group of people but to retain the students depends on scholarship; campus is not well-off to provide scholarships to all. Chair of CMC of Myagdi campus, Beni, Myagdi stated student enrollment rate from disadvantage and exclude group is normal and campus has been providing scholarships to needy students. Chair of CMC of Drabyashah Multiple Campus, Gorkha stated that campus has less enrollment rate from the disadvantaged, marginalized and victims of disaster group of students and campus has been providing scholarships to these marginalized and disadvantaged and girls students. Chair of CMC of Yagyodaya Budhnath Tharu Multiple

Campus, Rupandehi argues most of the students are from the rural area and many students are from disadvantaged, marginalized, disaster victim group and campus has been providing scholarships to the needy students. Enrollment rate is high from disadvantaged, marginalized, disaster victim group in Rapti campus and campus used to provide scholarship to needy students. According to Sita Ramesh campus, they have not been connected with EMIS system

#### **RA4: Extending digitalization of higher education**

CMC of Damak M. campus argues that, campus has been connected with Management Information System (MIS) and providing online classes and services to students. CMC of Mangalbare M. campus, Ilam argues that campus is working to update MIS and online services, it is in process. The Chair of CMC of Pathari M. campus, Morang argues that campus has been providing MIS service but it is not so effective, because campus is facing severe financial problem. The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus have their own MIS system, entire data of campus and library are well digitized. Kakarvitta Campus has separate management Information System (MIS) and runs classes using digital technology. Karfok Multiple Campus, Ilam argues that, campus has only the facility of website and the e-library of the campus has not been managed. Sukuna Multiple Campus, Morang argues that, they have the facility of MIS in their campus. Dronachal Multiple Campus, Dailekh argues that, campus has developed software but facing the problem to update it MIS has not been functional. Unlike Dronachal campus, Janajyoti Multiple Campus, Lalbandi, Sarlahi have MIS and online facilities. Triyuga Janata Multiple Campus, Gaighat, Udayapur states that campus has their website and partial MIS facilities, campus is applying its endeavor to pursue efficient MIS system.

Chair of CMC of Purchoudi campus states that campus has Management Information System (MIS) and overall system runs by online and functioning well. Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has been operating MIS. Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has separate management Information System (MIS), notice of campus, and campus activities are used to upload in MIS of campus. Chair of CMC of Gupteswar Mahadev Multiple Campus, Pokhara states campus have its own Management Information System (MIS), systems of campus including account, library, student information are runs in campus through MIS. Janapriya Multiple Campus, Pokhara stated that campus has MIS and online services in limited sectors including sharing information excluding digital library and account management. Siddhartha Gautam Multiple Campus, Butwal stated that campus have MIS, basically while publishing result of the students, account management and administrative fuction has been carried out in campus using information technology.

Rupandehi campus has been publishing newsletter and annual report online and Have the MIS facility. Former chair of Mahakabi Devkota Campus CMC, Sunawal, Nawalparashi says, campus has not any facilities of website, online library, and management Information System (MIS) and they are planning to implement these in future. Chair of Sidhhartha Campus, CMC, Kapilbastu says, campus have information management system, including websites, research publication, tracer study report and progress report periodically published online. Chair of Galkot Multiple Campus, CMC, Baglung says, campus has not online services and are



planning to manage information management(MIS) system in near future. Chair of CMC of Kankai campus stated they have EMIS software facilities, overall system of campus has been tie up in the EMIS system. Chair of CMC of Myagdi campus, Beni, Myagdi stated they have well-functioning EMIS system all of the campus activities and documents are online . Chair of CMC of Drabyashah Multiple Campus, Gorkha stated campus has been using EMIS and entire system of campus are running through online system based on EMIS. Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi argues campus has EMIS and overall campus system are running through online system. Rapti campus has stated, campus has the EMIS system and this system has been using to maintain account and to run administration.

### **Social & environmental safeguard during construction period**

CMC of Damak M. campus argues that, the campus manage the pollutant, garbage and waste collected in campus premises and Damak municipality collect and manage it properly. CMC of Damak M. campus argues that, campus is applying its effort to reduce the dropout rate, launching academic calendar and online classes. . CMC of Mangalbare M. campus, Ilam argues that they have their own system of environment management, and providing first aid care facilities, campus further argues unmanaged calendar of Tribhuvan University creating the problem in well management academic system. The Chair of CMC of Pathari M. campus, Morang argues that campus is maintaining environment in coordination of local authority. Campus has been facing the problem of quality manpower and it is creating problem in quality enhancement. The Chair of CMC of Aiswarya M. campus, Dhangadhi, Kailali argues that, campus has been managing their environment applying their own effort, they have not any idea regarding risk management; campus further argues that they are facing the problem of land and its management. Kakarvitta Campus, Jhapa uses the time of vacation to pursue construction work using safety feasure, however there is not any disturbance, pollution and risk of accidents in campus premises.

Chair of Karfok Multiple Campus, Ilam argues that, they are applying their endeavor to make their campus environment friendly and are taking suggestion from experts. For the perfect implementation of academic program Karfok campus is facing challenges on financial part, lacking of expert manpower and to retain them, high dropout rate, very weak association with respective authority and organizations. Sukuna Multiple Campus, Morang argues that, campus manage their waste using their own effort. Sukuna Campus has been facing the challenges from respective organization to receive attractive programs according to the need of job market. Dronachal Multiple Campus, Dailekh argues that, campus have not any particular mechanism in management of environmental pollution at the time of construction work, they have only first aid facility in case of accidents, precautionary measures are not in practice. Dronachal campus has been facing problem in able and efficient faculties, local politics and conflict in Management committee, problem of resource allocation, competition in management committee formation and indifference to promote the quality.

Janajyoti Multiple Campus, Lalbandi, Sarlahi have followed environment friendly construction work. Janajyoti Campus has been providing entire responsibilities to follow the precatation in the construction work and environment pollution control to the respective

contractor, however campus have not any problem in environmental pollution. To address the challenges and to cope with the academic problem Janajyoti campus have been providing IT based trainings to faculties, encouraging in collaborative research and to publish journals regularly. Triyuga Janata Multiple Campus, Gaighat, Udayapur states that, campus has been managing environmental pollution using their own effort in association with local municipality, and in case of emergency or injury, trauma they have first aid and sent to local hospital nearby. Triyuga campus has been facing the problem of efficient faculties, problem to pursue collaborative research, faculty empowerment training, to empower the faculties campus facilitate the faculties to pursue MPhil and PhD. Chair of CMC of Purchoudi campus states that campus has not developed environmental safeguard system, campus has been taking support from local authority to solve the problems of campus.

Chair of CMC of Resunga Multiple Campus, Gulmi states that campus has develop local coordination committee to manage the waste and to promote the environment. Resunga campus has manipulated faculties and management committee to cope with the challenges of the campus. Gupteswar Mahadev Multiple Campus, Pokhara states campus have its own mechanism for solid waste management system and environment promotion programs, All of these activities has run by campus with association of municipality. Janapriya Multiple Campus, Pokhara stated campus has been managing environment and controlling pollution applying own effort. Chair of CMC of Siddhartha Gautam Multiple Campus, Butwal state that campus has been managing environment and controlling pollution using own method and ways. Rupandehi campus has not any fixed plan on pollution and environmental hazard mitigation and safety measures. Rupandehi campus has been facing financial problem, constraints on getting new programs from university.

Former chair of Mahakabi Devkota Campus, Sunawal, Nawalparashi says, campus has manage the environmental and social hazards, pollution making plans and discussions. Mahakabi campus has been facing problem in campus because of student politics in campus, using limited resources they have to work for more. Chair of Sidhhartha Campus, CMC, Kapilbastu has focus to promote greenery to reduce pollution, campus has facing the problem on financial aspect, have land but without registration document, policy level confusions are important problems. Chair of Galkot Multiple Campus, CMC, Baglung says, they are managing environment pollution, raising awareness. Campus has stated that they are facing financial problem to upgrade quality of education. Chair of CMC of Kankai campus stated they have manage environment and control pollution using own idea. Kankai campus has face problem and challenge- to increase student enrollment rate, high dropout rate, difficulty to increase the quality of education, irregularity of students in class and limited financial resources in campus.

Campus CMC chair, further suggests to mitigate the problem, these suggestions were- implementation of QAA indicators and strong effort applied to achieve the goal. Chair of CMC of Myagdi campus, Beni, Myagdi has stated campus has been running environmental hazard and pollution control activities applying their own effort. Chair of CMC of Myagdi campus, Beni, Myagdi stated that they are facing challenges in – decreasing rate of enrollment of student in campus, financial crisis, problem to get efficient faculties. Chair of CMC of Drabyashah Multiple Campus, Gorkha stated they manage environmental and construction based hazards

and pollution using their local efforts and further argues they settle the local challenges followed by mutual discussions with stakeholders. Chair of CMC of Yagyodaya Budhnath Tharu Multiple Campus, Rupandehi argues campus has facilities of insurance, safety measures for construction worker and applying effort to control the hazard, promote environment, measures to control pollution including noise pollution during construction work, has been followed in campus premises. According to Chief of CMC, Campus has been facing these challenges for better performance- financial crisis, lack of efficient manpower to pursue research. Rapti campus has not any problem to mitigate the risk of environmental hazard and pollution, Rapti campus has been facing diverse problem and they solve these with mutual cooperation. According to Sita Ramesh campus, Jhapa they are not facing any problem of environmental pollution and hazards. Sita Ramesh campus, Jhapa has been facing educational challenge, to cope with these challenges, campus discuss with stakeholders and solve the local problems.

## Annex 9: Some Sample FGD Attendance

University Grants Commission  
Sanathini, Bhaktapur  
Nurturing Excellence in Higher Education Program  
Beneficiary Satisfaction Survey (Baseline)  
Attendance of FGD Participants

Province: Bagmati District: KTM Date: 2073/10/26

Types of Beneficiaries: Faculty members, Professors,

| SN | Name                          | Address      | Contact No. | Signature   |
|----|-------------------------------|--------------|-------------|-------------|
| 1  | Prof. Dr. Pawan Thapa         | Lalla Chauri | 984200758   | [Signature] |
| 2  | Prof. Dr. Sujan Babu Mahabadi | Bataryu      | 985712679   | [Signature] |
| 3  | Sanjaya Mahajan               | Teradole, LP | 9860021657  | [Signature] |
| 4  | Har. Shrestha                 | N.Y.         | 9851100669  | [Signature] |
| 5  | Nandram Sapkota               | NOU          | 9891205752  | [Signature] |
| 6  | Risham Kumari Shrestha        | "            | 9849155453  | [Signature] |

University Grants Commission  
Sanathini, Bhaktapur  
Nurturing Excellence in Higher Education Program  
Beneficiary Satisfaction Survey (Baseline)  
Attendance of FGD Participants

Province: Madhesh District: Dhanusha Date: 2073/10/29

Types of Beneficiaries: Sanakpur Chamber of Commerce and Industry

| SN | Name           | Address           | Contact No. | Signature   |
|----|----------------|-------------------|-------------|-------------|
| 1  | Prakash Mahila | Sitauli, Dhanusha | 9854078517  | [Signature] |
| 2  | Prakash Mahila | Sitauli, Dhanusha | 9801656928  | [Signature] |
| 3  | Ramesh Mahila  | Jamnapur          | 9843215489  | [Signature] |
| 4  | Shankar Prasad | Jamnapur          | 9814879400  | [Signature] |
| 5  | Prakash Mahila | Sitauli, Dhanusha | 9862262279  | [Signature] |
| 6  | Prakash Mahila | "                 | "           | [Signature] |

University Grants Commission  
Sanathini, Bhaktapur  
Nurturing Excellence in Higher Education Program  
Beneficiary Satisfaction Survey (Baseline)  
Attendance of FGD Participants

Province: Madhesh District: Bara Date: 12 Feb 2023

Types of Beneficiaries: Students, MBS, Jrd sen

| SN | Name           | Address | Contact No. | Signature   |
|----|----------------|---------|-------------|-------------|
| 1  | Sahdev Kumar   | Bara    | 9811828942  | [Signature] |
| 2  | Sahdev Kumar   | Bara    | 9824022202  | [Signature] |
| 3  | Mahendra Kumar | Bara    | 981528124   | [Signature] |
| 4  | Sangram Jha    | Bara    | 9845557951  | [Signature] |
| 5  | Jyoti Sah      | Bara    | 9855020550  | [Signature] |
| 6  | Prakash Sah    | Bara    | 980861098   | [Signature] |

University Grants Commission  
Sanathini, Bhaktapur  
Nurturing Excellence in Higher Education Program  
Beneficiary Satisfaction Survey (Baseline)  
Attendance of FGD Participants

Province: Madhesh District: " Date: 12 Feb 2023

Types of Beneficiaries: Teachers (Annam Multiple college) Bara

| SN | Name                     | Address       | Contact No. | Signature   |
|----|--------------------------|---------------|-------------|-------------|
| 1  | Dinshah Pr. Sah          | T.R.M. Campus | 9855025080  | [Signature] |
| 2  | Rishi Kumar Singh        | T.R.M. Campus | 9845035120  | [Signature] |
| 3  | S.S. Sah                 | T.R.M. Campus | 9745152492  | [Signature] |
| 4  | Girish Pr. Sah           | "             | 9855027908  | [Signature] |
| 5  | Dr. Baidyanath Pr. Yadav | "             | 9845038031  | [Signature] |

## **Annex 10: Data collection tools**

# **Final Report**

## **Beneficiaries Satisfaction Survey (Baseline)**

### **Nurturing Excellence in Higher Education Program (NEHEP)**



**University Grants Commission (UGC)**

**Sanothimi, Bhaktapur, Nepal**

**Tel: 01-6638548, 6638549**

**Email: [procurement@ugcnepal.edu.np](mailto:procurement@ugcnepal.edu.np)**