

ANNUAL REPORT

2021-2022 | 2078-2079



**UNIVERSITY GRANTS
COMMISSION (UGC)**

Sanothimi, Bhaktapur, Nepal

Website: www.ugcnepal.edu.np

University Grants Commission Composition

1. The apex body of UGC (the Board) consists of eleven members headed by the Executive Chairman. Some office bearers are nominated by the government while some others are ex-officio members.
2. Upon the recommendation of the Ministry of Education, the Council of Ministers nominates the Executive Chairman and the Executive Member Secretary of the commission from among the academic leaders and eminent professors.
3. The secretaries of the Ministry of Education and Ministry of Finance, and a member of National Planning Commission (Social Sector/Education Desk) are the ex-officio members.
4. Among the two Vice-Chancellors represented, one is usually from Tribhuvan University. Additionally, two distinguished professors and two prominent educationists are nominated as the members of the apex body. The tenure of the members, including the Chairman and the Member-Secretary, is four years from the date of their appointments.

UGC Board in 2020-2021

1.	<i>Chairman</i> Prof. Bhim Prasad Subedi	
2.	<i>Member Secretary</i> Prof. Shankar Prashad Bhandari	
<i>Members</i>		
3.	Dr. Pusparaman Wagle	Member, National Planning Commission
4.	Mr. Madhu Marasini	Secretary, Ministry of Finance
5.	Mr Ram Prashad Thapaliya (Till Kartik 2078)	Secretary, Ministry of Education, Science & Technology
	Mr. Yadav Prashad Koirala (From Paush, 2078)	
6.	Prof. Dr. Dharmakanta Baskota	Vice-chancellor, Tribhuvan University
7.	Prof. Dr. Yadav Prakash Lamichhane	Vice-chancellor, Nepal Sanskrit University
8.	Prof. Dr. Govinda Nepal	Senior Professor
9.	Prof. Dr. Avaya Kumar Das	Senior Professor
10.	Prof. Dr. Tulsi Prashad Pathak	Expert
11.	Prof. Dr. Sangeeta Singh	Expert

Foreword

University Grants Commission (UGC) is established in 1993 after multiuniversity concept was implemented in the country. The primary aim of the commission is to promote quality of higher education. In its attempts to promote higher education in main activities include develop funding policies for Higher Education Institutions and disburse accordingly, coordinate with universities, provide advice to the government in establishing new university and most importantly carry out activities promoting quality higher education and provide scholarship to students. We are pleased to present you this report that outlines the summary of the activities that the UGC carried out in the FY 2078/79. Also, the report presents the summary of the policies and programs of UGC has developed to shape the future of higher education in Nepal.

This year was quite remarkable in terms of achievement for UGC. Due to the continued support of the government, better understanding of the HEIs and the dedicated staff of the UGC, we have been able to accomplish most of the planned activities. Our entire efforts were geared towards the post Covid 19 to take education at its own pace as result we succeeded to set academic standards for higher education, quality education and good collaboration among the universities.

In addition to the disbursement of the grants to the HEIs, scholarship support to the targeted students and coordinating with the regular activities, the UGC has formed several policy, guidelines, manuals in order to facilitate activities carried out as part of higher education reform framework (2021-2030) high level committee was formed to develop standards and criteria to establish new Universities, develop parameters indicators for university ranking and suggesting ways so that small campuses could be merged for effective functioning. A committee to develop a formal for University Grants policy was formed and has been working for this issue., Nurturing Excellence in Higher Education (NEHEP) supported by the World Bank has been started and implementing in first year in order to make higher education relevant to the market and capacity development of MoEST, UGC and subsidiary implementing agencies.

The QAA system is governed by the Educational Assurance and Accreditation Council (EQAAC). The existing Quality Assurance and Accreditation Division has been recognized as EQAAC Secretariat. Guideline for university accreditation has been approved . EQAAC strategic plan 2021-2030 which certainly indicates the widening scope of the QAA in Nepal. National registry of higher education providers has been started from this year. We have started implementing

I would like to extend our sincere thanks to the government of Nepal for being with us throughout. I spread our sincere thanks to all members of the UGC Board for their advice and support. I extend our sincere acknowledgement to the World Bank for their support in the higher education reform and the support. Finally, I thank all the HEIs for their cooperation and the UGC team for their continued commitment to the UGC.

Prof. Bhim Prasad Subedi, PhD
Chairman

EXECUTIVE SUMMARY

As a statutory and autonomous body of higher education institutions in Nepal, University Grants Commission makes justifiable allocation and disbursement of grants to universities and higher education institutions to strengthen their operation and academic excellence. UGC sets academic standards for higher education and formulates plans and policies regarding fostering quality education, good rapport, and coordination among the universities in the country.

This report summarizes the accomplishments of the UGC which commenced in 2021-22 to attain its major objective of promoting, facilitating, supporting, and enhancing the quality of higher education. year 2021/22 was quite remarkable in terms of achievement for UGC During 2021-22, UGC undertook various programs and activities focusing on infrastructure development of higher education institutions, capacity development of faculties, fellowships and scholarships, research and innovation, quality assurance and accreditation, and Nurturing Excellence in Higher Education (NEHEP).

In the last fiscal year, the Commission endorsed the NEHEP Standard Operation Procedure Guideline (SOPG), Poverty Targeted Scholarship Guidelines (PTSG), QAA Guidelines for University Accreditation, SOPG for Higher education digitalization, SOPG for collaborative research and entrepreneurship program, SOPG for performance-based funding, SOPG for Faculty Competency Development and Academic Leadership Sensitization, Equity Grants Guidelines, Environmental and Social Safeguard Strategy for Strengthening Capacities of Beneficiary Institutions, Labor Management Procedures for effective implementation of Nurturing Excellence in Higher Education Program. Guidelines for Harmonizing B.E./ B.Arch. Entrance Exam Across Universities in Nepal was approved. High-level Committee was constituted to spell out standards and criteria open new universities and specify their rights and roles, set parameters and indicators for ranking of Universities and criteria for merging small community campuses into sizeable campus .

In the fiscal year 2021-22, UGC supported two hundred one graduate students for their Master's thesis and fourteen students for their MPhil thesis likewise fifty students were supported

for PhD fellowship and research, and fifty-two were supported for MPhil Fellowship. Under the faculty research grant, 50 small research, development, and innovation grants and 35 faculty research supports were provided. Seven Collaborative research grants were provided in 4 different programs, and 11 selected applicants received travel grants. Under the institutional research support, Six HEIs were provided support under Technical Innovation, Scientific Investigation, and Research Lab support Heading.

UGC provided special Scholarship support to Six students from Dom, Badi, Chamar and Mushahar Communities: Five for medical studies and one for Engineering studies. Similarly ninety-six students from Martyr's family and 49 from conflict victim families have received scholarships for higher education. other receiving scholarship under different categories included thirty-one Muslim women and 12 Kamalari, 123 with disabilities, 272 Dalit and 471 economically deprived students.

A total of 472 community campuses received regular grants, Similarly 269 campuses received development grants under different heading namely construction of buildings, purchasing books, furniture and equipment, and procurement of material for extracurricular activities. UGC also supported 216 employees for capacity development and 200 technical skill development, as [art of sensitization/ training of academic leaders of the Universities, 61 campus chiefs were provided training on higher education planning and administration.

In the field of quality assurance and accreditation 18 higher education institutions (HEIs) were accredited and additional 18 completed their quality assurance and accreditation cycle. A total of 40 HEIs submitted Letter of Interest (LOI) for quality assurance and accreditation and self study reports (SSR) from 22 HEIs were approved. Similarly peer review assessment of nine HEIs were completed and peer review teams (PRT) for 19 HEIs were formed. Overall the achievement under assurance and accreditation was more notable compared with the year.

Table of Contents

1. UGC Nepal

1.1 Introduction	9
1.2 Function of UGC	9
1.3 Organizational Structure	10
1.4 Budget and Finance of UGC	11

2. Major Initiatives/Activities During the Year

2.1 Major Policy Decisions	15
2.2 Major Activities	20

3. Higher Education Statistics

3.1 Universities and Campuses	28
-------------------------------	----

4. Support To Higher Education Institute

4.1 Support to Universitites, Boards and Projects	31
4.2 Support To The Community Campuses	33

5. Capacity Development Programs and Scholarship

5.1 Capacity Development Program	37
5.2 Scholarship	41

6. Research Development and Innovation

6.1 Fellowships and Partial Support	43
6.2 Institutional Collaborative Research Grant	44
6.3 Faculty Research Grant	45
6.4 Small Research Development and Innovation Grant	45
6.5 Supports for Research Infrastructure	46
6.6 Sippoorts for Publication	46

7. QualiY Assurance and Accreditation (QAA)

7.1 Introduction	47
------------------	----

8. Nurturing Excellence in Higher Education Program (NEHEP)

8.1 Background	53
8.2 Program Development Objectives (PDOs)	53
8.3 Components	54
8.4 Direct Program Beneficiaries	58
8.5 Program Financing/Cost	59
8.6 Insitutions and Implementation Arrangements	59
8.7 Implementing Agencies	60
8.8 Other Institutional Arrangements	62
8.9 Independent Verification Agency (IVA)	63
Photos	65

1. UGC NEPAL

1.1 Introduction

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

Established as an autonomous statutory body under the *University Grants Commission Act* 1993, UGC has the following broadly envisioned objectives:

- promote, facilitate, support, and enhance the quality of higher education,
- enable educational institutions to meet the national need for an educated and trained workforce,
- develop Nepali academia as per the global standard,
- solve problems and address challenges that have been historically impairing the development and quality of higher education in the country, and
- make higher education inclusive and accessible to disadvantaged and marginalized communities.

1.2 Functions of UGC

UGC allocates and disburses grants to universities and higher education institutions to ensure their smooth operation and help them realize academic excellence. UGC is also expected to define the academic standards of higher education and to facilitate good rapport and coordination among the universities in the country, thereby encouraging them to cooperate, collaborate, and

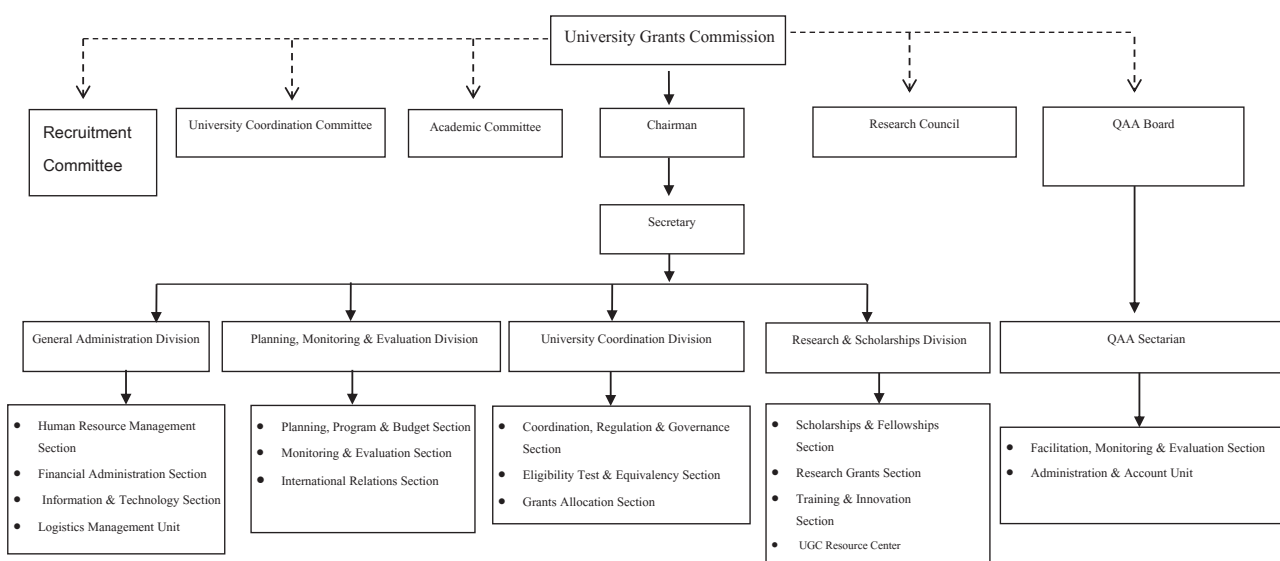
exchange their academic experiences. In this spirit, the *UGC Act, 1993* mandates the University Grants Commission to carry out the following functions:

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

1.3 Organizational Structure

The apex body of UGC (the Board) comprises eleven members headed by the Executive Chairman. Some office bearers are nominated by the government, while some others are *ex-officio* members. Upon the recommendation of the Ministry of Education, the Council of Ministers nominates the Executive Chairman and the Executive Member Secretary of the Commission from among the academic leaders and eminent professors. The secretaries of the Ministry of Education and Ministry of Finance and a member of the National Planning Commission (Social Sector/Education Desk) are the *ex-officio* members. Among the two Vice-Chancellors who are selected to represent all, one is usually from Tribhuvan University. Additionally, two distinguished professors and two prominent educationists are nominated as members. The tenure of the members, including that of the Chairman and the Member-Secretary, is four years from the date of their appointments.

Figure 1.1 : Organogram



1.4 Budget and Finance of UGC

One of the major responsibilities of UGC is to formulate policies for allocating grants to different higher education institutions. The Government of Nepal (GoN) provides a higher education budget to the UGC classified as capital and operating grants with and without terms. The Commission provides grants to institutions and, when necessary, coordinates with concerned bodies to provide additional funding to universities. Based on concerned sector's requirements, the government also provides additional grants. Funds to the universities are made available in the form of block grants under two categories: operational and developmental.

1.4.1 Allocation of budget and actual expenses: Regular

Table 1.1 illustrates UGC's annual budget under the regular scheme. Units are measured in Thousand Nrs.

Table 1.1: Regular Program Budget and Expenditure

Name	Source	Budget	deposit Received	deposit not received	Total Expenditure
Recurrent Grants to government bodies, committees, and boards	Government of Nepal	10,755,500	10,755,500	-	10,720,949.819

Recurrent Grants to government bodies, committees, and boards	Government of Nepal Internal Loan	2,196,100	2,196,100	-	18,741,554
Capital Grants to government bodies, committees, and boards	IDA	1,440,000	1,440,000	-	1,414,475
Capital Grants to government bodies, committees, and boards	Chinese Government	1,000,000	-	1,000,000	-
Capital Grants to government bodies, committees, and boards	Government of Nepal	3,047,600	3,047,600	-	2,937,674.063
	Total	18,439,200	17,439,200	1,000,000	33,814,652.883

RS 11,77,29,260.00 committed obligation Liabilities of FY 2077/078.

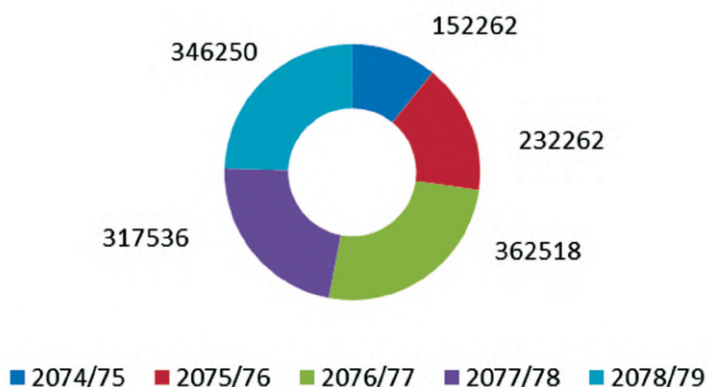
1.4.2 The Total Grants Released in Different Category In FY 2078/79

Table 1.2: Grants released

Name	Grants Released (In Nrs Thousand)		Total
	Recurrent	Capital	
Regular Grants Released	639,896.3		639,896.3
Physical Grants(including Garamani Campus Three Crores)		604,475	604,475
Special Scholarship (Dom /Chamar)	10,828.871		10,828.871
Central Campus for Deaf	2,000		2,000
Conflict affected/ martyre	1,740		1,740
Muslim/Kamlari	525		525
poor/dalit/disability	10,515		10,515
	665,505.171	604,475	1,269,980.171

1.4.3 Research Budget

Figure 1.2 illustrates the research budget for five years period. This unit is measured in NRs.

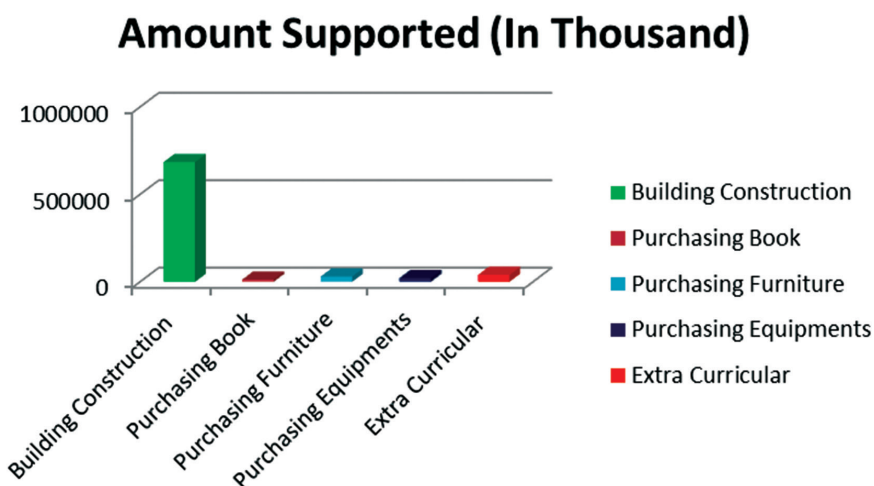


1.4.4 Grants to Community Campuses

The following chart depicts the budget for the community campuses of 2078/79.

Type of Support	Selected Campuses	Amount Supported (In Thousand)
Building Construction	108	684450
Purchasing Book	35	13000
Purchasing Furniture	56	30900
Purchasing Equipments	38	21100
Extra Curricular	32	39000

Figure 1.3 Grants to community campus bar graph



1.4.5 Nurturing Excellence in Higher Education Program (NEHEP) Budget

The UGC received the following soft loan from World Bank for the implementation of NEHEP project. Table 1.3 illustrates the Grants released under *NEHEP* in 2078/79 In Nrs Thousand

Table 1.3: NEHEP Budget

Expenditure Code	Source		Final budge	Deposited	Total expenditure	Remaining budget which is not deposited
Name	Primary	Type				
Recurrent Grants to government bodies, committees, and boards	Government of Nepal	Cash	578,500	248,500	73,597.083	330,000
Recurrent Grants to government bodies, committees, and boards	IDA	Concessional Loan	55,500	44,500	21,984.011	11,000
Capital Grants to government bodies, committees, and boards		Concessional Loan	4,500	4,500	3,619.687	-
Total			638,500	297,500	99,200.782	341,000

2. MAJOR INITIATIVES/ ACTIVITIES DURING THE YEAR

In the last fiscal year, the UGC Board met 25 times. The major decisions in those meetings are summarized in the following points:

2.2 Major Policy Decisions

2.1.1 UGC Program Guidelines 2078

Guidelines to provide grants to the affiliated campuses have been revised to include the indicators outlined in UGC Program Guidelines, 2078.

2.1.2 Guidelines for Grant Disbursement to Affiliated Community Campuses

UGC provides grants to universities and community campuses affiliated to various universities under regular and physical grants. The Guidelines for Disbursement Grants to Affiliated Community campuses, 2073, and the procedures, standards and guidelines specified by the annual program procedures were revised, and Guidelines for Grant Disbursement to Affiliated Community Campuses were approved.

2.1.3 Standards, Operational Policies and Guidelines (SOPG) for Collaborative Research and Entrepreneurship

UGC board approved approved Standards, Operational Policies and Guidelines for Collaborative Research and Entrepreneurship Programs. Collaboration Research and Entrepreneurship of DLI 3 under Result Area 1: Improved Labor-market Relevance, Entrepreneurship and Collaborative Research of the Nurturing Excellence in Higher Education Program. NEHEP was implemented by the Commission from 16 July 2021 (1 July 2078)

2.1.4 Research Development and Innovative Program Implementation Guidelines, 2021

UGC Board approved Research, Development and Innovative Program Implementation Guidelines 2021 (6th edition) for the Integrated Program Guidelines, Research Development, and New Innovative Program

2.1.5 A Bill to Amend and Consolidate Laws Relating to Higher Education

UGC formulated a committee to provide feedback on A Bill Amend and Consolidate Laws Relating to Higher Education, and submitted a report. Feedback report with the suggestions from UGC board members was submitted to the Ministry of Education, Science, and Technology.

2.1.6 National Eligibility Test

Nominating senior members in the high-level committee under the chairmanship of the UGC chairperson and forming a three-member technical committee for facilitation and support of committee members for the establishment and jurisdiction of new universities, determining the level of universities currently operating in Nepal, and adopting the policy of merging community campuses with low student numbers.

2.1.7 Operations Manual (OM):

As the program is in its initial phase, UGC has carried out only a related policy on program operations. First of all, an “Operations Manual” was developed and approved by the UGC Board. This manual presents the main features of the NEHEP that defines the program implementation and administration model. It reflected the program implementation approach to reform and further developed the higher education sector. The Manual emphasized the policy and implementation procedures to achieve result areas as outlined in the National Higher Education Program (NHEP 2021/022 – 2025/026). The Operations Manual has provided up-to-date guidance on NEHEP program operations for use by UGC, TU, other universities, and program-participating HEIs with external partners and counterparts. It provides the core reference for the overall NEHEP program guidance system, guidance to the procedures to be followed in implementing and managing the program, confirms the responsibilities and accountabilities within the organization for different aspects of Program Operations, and guidance to funding options based on funding criteria. This manual is presented online on the UGC website (<https://www.ugcnepal.edu.np>).

2.1.8 Poverty Targeted Scholarship Guidelines (PTSG):

UGC has prepared higher education Poverty Targeted Scholarship Guidelines (PTSG), 2078.

This Guidelines comes under the broader framework of UGC Operational Management Guidelines 2060 B.S. under the provision of the UGC Act 2050, which also deals with scholarship. The objectives of the scholarship support are to enhance equitable access of poor, underprivileged, and disaster-affected students to quality higher education. While the share of the poorest quintile students in higher education is less than 2 percent, this intervention will help increase the share of such category of students in higher education. This will ultimately contribute to increased human capital development in the country by involving a large share of students who otherwise would not have opportunities for such contribution to national growth and prosperity.

2.1.9 The Environmental and Social Safeguard Strategies

UGC Board approved The Environmental and Social Safeguard Strategy and Labor Management Procedure to provide a comprehensive review of relevant government systems and procedures that address environmental and social issues associated with the Program; to carry out a comprehensive review of systems and procedures of implementing agencies - MoEST, University Grants Commission (UGC), universities, and HEIs; to address social and environmental issues associated with the implementation of the NEHEP.

2.1.10 SOPG for Higher Education Digitalization

Standards, Operational Policies and Guidelines for Higher Educational Digitalization has been approved to improve the policy and governance system for digitization and connectivity and strengthen the institutional capacity to digitize teaching and learning and administration of higher education

2.1.11 SOPG for Performance-based Funding

Standards, Operational Policies, and Guidelines for Performance-based Funding have been approved to support the expansion of the performance grants system for HEIs to promote good practices for excellence. High-performing campuses, schools, and departments will receive additional grants based on a range of performance indicators. Performance criteria would include, among others, the major requirements such as (i) the merit-based selection of HEIs' leadership

and excellence-based recruitment of faculty; (ii) student-centric teaching and learning process; (iii) evaluation of classes and campuses by students, teachers, and other stakeholders; (iv) student and faculty mobility; (v) academia-employer collaboration; (vi) distance learning practices and digitization; (vii) graduate tracking and employability; and (viii) research outputs including action researches.

2.1.12 Universities Quality Assurance and Accreditation (QAA) Guidelines:

UGC has prepared the Guidelines for Universities Quality Assurance and Accreditation for the first time in Nepal. The Guidelines has been approved by QAA Council and is under the approval procedure of the UGC Board. The Guidelines will help achieve the goals set by the National Higher Education Policy 2076, the National Higher Education Program Framework, and the QAA Strategic Plan 2021-2030. The existing QAA system will be further strengthened to support the accreditation of universities. The QAA assessment system, including the process, milestones, criteria, indicators, marking system, and other relevant mechanisms, shall be implemented as defined in the QAA Guidelines.

2.1.13 SOPG for Faculty Competency Development and Academic Leadership Sensitization

Standards, Operational Policies and Guidelines for Faculty Competency Development and Academic Leadership Sensitization to boost the interventions intended by 'Improved Labor-market relevance, entrepreneurship, and collaborative research' Result Area 1 of Nurturing Excellence in Higher Education Program.

2.1.14 Guidelines for Harmonizing B.E. /B. Arch. Entrance Exam across Universities in Nepal

The Guidelines for harmonizing B.E./B. Arch. Entrance Exam Across Universities in Nepal has been approved and sent to the Ministry of Education, Science, and Technology to maintain the quality of engineering education, in the case of those who go to study abroad or study in engineering education institutions under various universities of the country; to maintain uniformity

in the standards of the entrance examination, to maintain institutional management and academic balance.

2.1.15 Guidelines for Providing Scholarships in Higher Education to People with Disability, Dalit, Economically Disadvantaged Mukta Kamalari and Muslim Women Students, 2079

The Guidelines for Providing Scholarships in Higher Education to People with Disability, Dalit, Economically Disadvantaged Mukta Kamalari and Muslim Women Students, 2079, has been approved by the Board meeting. There is a constitutional provision to provide scholarships to people with disability, dalit, and economically disadvantaged students for higher education. A committee was formed to prepare the guidelines from the Commission meeting dated 01.06.2078, as mentioned in the Commission's program procedure.

2.1.16 Equity Grants Guidelines

Equity Grants Guidelines is approved for DLI 5: Enrollment of disadvantaged students in lagging and/or disaster-affected provinces and remote regions under Result Area 3: Widening Access to Quality Higher Education for Disadvantaged Students of the NEHEP.

2.1.17 Guidelines for QAA - HEIs

UGC has revised the Guidelines for Quality Assurance and Accreditation (QAA)-HEIs. The Revised Guidelines is under the approval procedure by the QAA Council. The QAA assessment system, including the process, milestones, criteria, indicators, marking system, and other relevant mechanisms, shall be implemented as defined in the revised QAA Guidelines.

2.1.18 UGC Accounting Policy:

UGC has prepared a draft document of an Accounting Policy, which will be presented to the UGC Board for approval. This policy will help establish consistent and effective policies and procedures for implementing the program by UGC and other higher education institutions according to the Nepal Public Sector Accounting Standards (NPSAS). The system will facilitate

adequate control over the expenditures, ensure proper recording of financial transactions and prescribe financial reporting formats that provide decision-useful information—the information that is relevant and faithfully represents the economic reality of the UGC’s activities during the reporting period and the financial condition at the end of the period based on Modified Cash Based Accounting System. It also aims to ensure accuracy and reliability in the records maintained.

2.2 Major Activities

2.2.1 Approval of Annual Program and Budget of UGC

The UGC Board meeting held on 28th September 2021 approved the annual programs and budget for the Fiscal Year 2078-79 with a total amount of Rs. (NRs Thousand) **18,279,200**.

Table 2.1: UGC Program and Budget for FY 2078-79

Regular Program Budget (In Thousand)							
S.N	Description	Source	Actual Income for 2077/78	Actual Expenditure for 2077/78	Estimated Income for 2078/79	Last Year's Payments Balance	Total
1	Current	Nepal Government	11,704,900	11,349,252	10,502,500	3,000	10,505,500
		Government of Nepal/Internal Debt			2,196,100		2,196,100
2	Capital Grant Government of Nepal	Government of Nepal	3,616,500	3,399,490	3,047,600	90,000	3,137,600
		IDA/WB Concessional Loan			1,440,000		1,440,000
		A direct payment of the Chinese government			1,000,000		1,000,000
Total			15,321,400	14,748,742	18,186,200	93,000	18,279,200

Nurturing Excellence in Higher Education Program						
1	Current grant	Government of Nepal			578,500	
		IDA/WB Concessional Loan	751,400	1,615,348	55,500	
2	Capital Grant	IDA/WB Concessional Loan	-	-	4,500	
Total			751,400	1,615,348	638,500	
Resource Allocated Budget						
1	Government of Nepal				14,128,600	
2	Government of Nepal/Internal Loan				2,196,100	
3	IDA/WB Concessional Loan				1,500,000	
4	4 Grants payable directly from the Chinese Government				1,000,000	
5	Due to the previous year's payment of the Commission source				93,000	
Total					18,917,700	

2.2.2 Equity Grants Manual:

UGC has prepared the draft of the Equity Grant Manual. The Manual will be presented to UGC Board for approval. The Manual has detailed out the Support provision in five thematic areas: Accessibility and Disaster, Access Equalizer, Climate Change, Knowledge Management, and Capacity Building. UGC secretariat will directly implement the grants scheme in community campuses. Universities will implement it in their constituent campuses.

2.2.3 Dissemination Workshop:

UGC also organized the dissemination program on Nurturing Excellence in Higher Education Program (NEHEP) with Tribhuvan University on 25th May 2022 at the Institute of Engineering, Pulchowk Lalitpur. The program - primarily aimed at disseminating the detailed provisions and support system to high-level officials of Tribhuvan University TU, the subsidiary implementing agency of NEHEP.

UGC has also organized the NEHEP dissemination workshops with universities and HEIs in a blended mode on different dates in which overall program-related brief introduction, existing provision of NEHEP, provision of Disbursement Linked Indicators (DLIs), and Disbursement Linked Results (DLRs) and responsibility of the universities and HEIs during program implementation were

briefly explained. The Universities portfolio (VC, Rector, Registrar, Dean, Asst. dean, Directors, HOD, etc.) and HEIs portfolio (Campus Chief, Asst. Campus Chief, Department/Division Head, and Faculties, etc.) actively participated in the events and knew about the NEHEP provisions and various guidelines prepared by UGC.

- Dissemination program for VC, Rector, Registrar, Dean, Director, HOD of PU, RJU, AFU, NU, KU on 2079 Jestha 17
- Dissemination program for VC, Rector, Registrar, Dean, Director, HOD of MU, FWU, NSU, POKU, LBU on 2079 Jestha 23
- Dissemination program for all Accredited HEIs on 2079 Jestha 26 (Total 53 HEIS participated)

2.2.4 UGC Day Celebration

UGC celebrated its 28th Anniversary on 23 Nov. 2021, marking the endorsement of the UGC Act 2050 by the Parliament. A special program was organized at UGC Office, Sanothimi, Bhaktapur. Prof. Dr. Bhim Prasad Subedi, Chairperson, UGC, presided over the function focusing on major achievements of UGC as:

- University Grants Commission Staff Regulations 2078 approved institutional strengthening.
- Impact studies of higher education reform projects: (1) quality accreditation, (2) effectiveness of formula/performance-based grants, (3) autonomy, (4) quality improvement of higher education institutions, (5) targeted assistance to poor students, and (6) academic excellence and research
- National Higher Education Program Framework, 2021-2030 prepared.
- Nurturing Excellence in Higher Education Program (The Commission will implement concessional loan assistance of US\$ 60 million from the World Bank from 2021 to 2026).
- Formation of various committees for policy issues.
- Facilitation of learning through alternative systems
- Some leap towards digitization and on-line learning.
- Focusing on path to be taken by the Commission in the coming days:
- Targeting remote areas and disadvantaged communities to increase GER and expanding and making effective underprivileged scholarships.
- Prepare a strategic plan for the Commission
- National Higher Education Program Framework, 2021-2030, to be implemented
- Further expansion and development of Learning Management Systems in the areas of Digitization and On-line learning
- Timely improvement of data/information collection and management system
- Increase the existing low percentage (22%) in technical education

The program was attained by former Chairpersons of UGC Prof. Dr. Krishna Bahadur Thapa, Prof. Dr. Bidur Prasad Upadhaya and Dr. Kamal Krishna Joshi, Vice Chancellor of Agriculture and Forestry Prof. Dr. Punya Prasad Regmi, Secretary of Ministry of Education, Science and Technology Mr. Ram Prasad Thapaliya, former Secretaries of UGC Prof. Dev Raj Adhikari and Mr. Bhola Nath Pokherel, former Member of UGC Prof. Dr. Govind Acharya and present members Prof. Dr. Govinda Nepal, Prof. Dr. Abhoya Das, Prof. Dr. Tulasi Prasad Pathak, and Prof. Dr. Sangita Singh. Coordinators members of different committees, professors, and educationists also attended the program.

In the program, UGC Secretary Prof. Shankar Prasad Bhandari presented the annual progress report of the Commission. He highlighted the major achievements, special initiations, and regular activities of the Commission, as well as the current status, challenges, and issues of higher education.

In the program, three employees were felicitated for their work performance. Mr. Devendra Rawal, Information and Communication Officer, received a felicitation as the best employee from the officer level, while Mrs. Punita Upadhaya, Senior Administrative Assistant, was felicitated as the best employee from the assistant level. Similarly, Mr. Keshav Rijal, Light Vehicle Driver, was also felicitated as the best employee. Prof. Bhim Prasad Subedi provided a certificate of appreciation and cash prize to the winners for their best performance in the institution. Prof. Subedi also distributed the prizes to the winner staff of different sports competitions organized in the occasion of the anniversary.

2.2.5 UGC Chairman's Visit to Universities and HEI's

UGC Chair, Prof. Dr. Bhim Prasad Subedi visited Lumbini Buddhist University to participate in the 17th Annual Day Function of the University held on 15th Mangsir, 2078, Pokhara University on 8th of Falgun to attend the 17th Special Senate and Convocation Ceremony of the University, Agriculture Forestry University to Chair the IQAC Orientation Training program as a Chief Guest on 25th of Falgun, 2078.

The Chairman also paid visits to Far Western University on Asadh 3, 2079, to participate in the 2nd Special Senate and Convocation Ceremony of The University and Lumbini Buddhist University to participate in the 4th Special Senate and 2nd Convocation Ceremony of the University held on Asadh 10, 2079.

Furthermore, The Chairman went to Pokhara Multiple Campus on Mangsir 13, 2078, to participate in the 35th Annual Day Function of the Campus and 9th Senate of the Campus, Jalbire Multiple Campus, Sindhupalchok to participate in the 11th Anniversary of the Campus as a Chief Guest held on Poush 7, 2078.

To observe the status of the campuses after QAA Accreditation, The Chairman visited Mechi Multiple Campus and Tridev Multiple Campus, Jhapa, from 2079/01/02-04. Furthermore, the status of Kankai Multiple Campus post PRT visit was also observed by The UGC Chair during a visit to the campus on 2079/01/05.

UGC Chairman also became a part of International Conferences/Seminars as a distinguished speaker for the seminar entitled 'International Conference of Academic Institutions' dated 5-6 January 2022 in me Ahmedabad, Gujrat, India as a pre-summit event of '10th Vibrant Gujrat Summit 2022. Similarly, on November 9, 2021, The Chairman participated as a keynote speaker at the National Conference on Quality Assurance in Higher Education organized by Green Mentors.

The Training/Workshops/Seminars funded by the UGC were also Chaired as a Chief Guest by UGC Chairman that involved training programs entitled, 'Workshop on Data Analysis for Research' organized by Southwestern State College during Asadh 12-16, 'Scientific Analysis of Qualitative and Quantitative Data' by Mangal Multiple Campus on Jestha 24-28, 'Role of Management in Economic Development' by Khwopa College on 29-30 Jestha 2079, 'Enhancing capacity and skills of health science faculty members on statistical analysis and data presentation using 'Programming' by Asian College of Advanced Studies dated 2079/02/18 to 22, 'Interaction Program on Mitigating the Industry- Academia Gap in Nepal- Way forward, by Janamaitri Multiple Campus on Jestha 21, 2079, 'Time Series Econometric Analysis Using E-views', organized by Khwopa College on Asoj 19, 2078, 'International Workshop on Computational Material Engineering(CME-2021), by Central Department of Physics, Tribhuvan University held on Asoj 18, 2078, 'Qualitative Research and Data Analysis Training Workshop' by Baneshwor Multiple Campus on Asoj 14, 2078, 'Research Methods and Data Analysis Training and Workshop' organized by Bishwa Shanti Chiran Milan Campus on Asoj 9, 2078. Furthermore, the Chairman attended the workshop entitled, 'Workshop on Thesis Writing Guidelines' organized by the Institute of Medicine dated Asadh 8-10, 2079. The Chairman also participated in the Academic Meet of the Golden Jubilee celebration of IOM on Asadh 25, 2022, as a panelist for the event.

The 15th Convocation Ceremony of the International School of Tourism and Hotel Management was Chaired by UGC Chairman held on June 3, 2022, an art show of Srijana College of Fine Arts titled, "SRIJANA- a collective art show, 2022, 38th General Convention of Nepal Physical Society held on Baisakh 9-10, 2079 were also chaired by the UGC Chairman as a chief guest.

2.2.6 High-level Committee Formation

These members were nominated in the high-level committee under the chairmanship of the Commission to adopt the policy of establishment and jurisdiction of new universities, determining the level of universities currently operating in Nepal and merging community campuses with fewer students. The committee's coordinator decided to form a three-member technical sub-committee to facilitate and support the committee's work.

Nominated members

- Coordinator, Prof. Dr. Bhim Prashad Subedi, Chairman, University Grants Committee
- Member, Hon. Member National Planning Commission
- Member, Prof. Dr. Bhola Thapa, Vice Chancellor, Kathmandu University
- Member, Secretary, Education Science and Technology
- Member, Prof. Dr. Govinda Nepal. University Grants Commission Member
- Member, Prof. Dr. Ghanashyam Bhattarai, Tribhuvan University
- Member Secretary, Director, Quality Assurance and Accreditation Division.

2.2.7 Taskforce Formation

In order to give suggestions for timely revision of the minimum standards and procedures for the education degree, Prof. Dr. Kailash Nath Pyakurel, the former Vice-Chancellor of the University of Agriculture and Forestry Sciences, Prof. Bhadra Pokharel, a member of the commission's research department committee, and Professor Bhadra Pokherel, the director of research of the commission, Prof. Pramod Poudel, are members. It was informed to the Commission based on the decision of the Commission on establishing a member working group dated 2078/11/4.

2.2.8 Policy and Program Set

According to the concept and policy of multi-university, there are now more than ten universities in the country, producing human resources comparable and competitive at the international level, expanding the opportunities of higher education, promoting the economy based on knowledge and technology, making the new idea a reality, and promoting good governance and participation in the education sector. This will help create an environment to study and work together, to create opportunities for talented young people, and to serve in their country to the best possible effect. After studying the restructuring of the educational administration, demographic trends, internal and external migration trends, mapping of educational opportunities, and preparation of people dedicated to moral and national interests, an annual policy for the financial year 2079-80 was formulated as mentioned below. . It was decided to set the program and recommend it to the Ministry of Education, Science and Technology.

1. Emphasis on research and promotion in higher education, the admission to technical education will be increased by expanding professional scholarships, and scholarships will be made effective.
2. To ensure the quality of higher education, the quality assurance and accreditation system will be made mandatory, the national qualification test will be conducted, and the curriculum will be revised in time.
3. Emphasizing the expansion of digitalization by prioritizing the use of information technology to make teaching and research in higher education productive and effective.
4. By improving the existing universities, the standards of university establishment, grant policy, and distribution framework will be improved.
5. Development of national and international cooperation and coordination in higher education and the institutional strengthening of the commission will be done.

2.2.9 Preparation of Environmental and Social Safeguard Document

The ESS committee at UGC is required to guide/prepare necessary documents related to environmental and social safeguards from which HEIs may easy to implement NEHEP related activities.

The core activities performed by the UGC for implementing environmental and social safeguard measures are given below:

- 1.1 Formation of an Expert Committee: Because of the unavailability of the required expertise within the UGC, a decision was made to constitute an Environmental and Social Committee (ESC) at UGC on 6th June 2018 (2075 Jetha 23)
- 1.2 Continuation of ESC from HERP: For the purpose of doing necessary activities relating to Nurturing Excellence in Higher Education Project, an expert committee which was formed in the HERP period, the same committee is a continuation from 6th February 2021 (2077 Magh 24) to till days
- 1.3 Awareness raising & dissemination as one of its main activities during the launching phase of the project. The UGC-NEHEP E&S Committee members have participated in the following programs as part of the awareness-raising and dissemination activities:

1.3.1 Thirty-six participants from the UGC, including the Chairman, Member Secretary, Rector, Registrar, Deans, Executive Directors of different universities, and the Campus Chief, and Assistant Campus Chief of 53 Accredited HEIs, Moreover, the HoD of the Central Department, Planning Chief, and WB Task Team Leader participated in dissemination program.

1.3.2 Working closely with the World Bank team, the above-mentioned group organized 2 (two) workshops at The Hotel Royal Singh regarding Advanced Training on Sexual Exploitation and Abuse(SEA)/Sexual Harassment (SH) requirements in WB Operation, expert committee members, participated in the training/workshop.

1.3.3 UGC conducted five days residential Training on Higher Education Planning and Administration for the campus chief and assistant campus chief. In this training, UGC-NEHEP E&S committee expert Prof. Dr. Rejina Maskey highlighted the major environmental management.

1.3.4 For the purpose of NEHEP implementation, UGC developed the necessary documents regarding ESS. During the period from 17th May 2020 to 22nd August 2022, UGC has prepared the following guidelines related to the implementation of NEHEP:

- Environment and Social Safeguard Strategy for beneficiary institutions
- Labor Management Procedure (LMP)
- SEA/SH Code of Conduct
- Screening and monitoring checklist

3. HIGHER EDUCATION STATISTICS

Universities and Campuses

Currently, twelve full universities and five medical academies are providing higher education in Nepal. Gandaki University, one of the full universities among twelve universities, is a provincial university and has started classes in 2078. These universities have established different faculties, and several programs are developed in those faculties; central departments, constituent campuses, and affiliated campuses are running those programs.

The twelve universities that are operating now are Tribhuvan University (TU), Nepal Sanskrit University (NSU), Kathmandu University (KU), Pokhara University (PokU), Purbanchal University (PU), Lumbini Buddhist University (LBU), Agriculture and Forestry University (AFU), Mid-Western University (MU), and Far Western University (FWU), Nepal Open University (NOU), Rajarshi Janak University (RJU) and Gandaki University (GU).

Table 3.1 Status of higher education institutions in Nepal, 2020/21

SN	Univeristy	Campuses				Students				Teachers
		Constituent	Community	Private	Total	Constituent	Community	Private	Total	
Full Universities										
1	TU	62	528	554	1144	120158	133362	93749	347269	7592
2	NSU	13	4	3	20	2236	425	167	2828	745
3	KU	9	0	15	24	8203	0	7843	16046	504
4	PU	7	5	106	118	1995	257	24644	26896	74
5	PokU	9	0	58	67	3754	0	30412	34166	133
6	LBU	3	0	9	12	482	0	341	823	23
7	AFU	10	0	7	17	3708	0	562	4270	109
8	FWU	16	0	0	16	10922	0	0	10922	491
9	MWU	12	0	1	13	10886	0	826	11712	345
10	NOU	1	0	0	1	2926	0	0	2926	212
11	RJU	1	0	0	1	417	0	0	417	45
12	GU	1	0	0	1	201	0	0	201	32
Medical Academies										
13	BPKIHS	1	0	0	1	1334	0	0	1334	na
14	NAMS	2	0	0	2	642	0	0	642	329
15	PAHS	1	0	0	1	234	0	0	234	219
16	KAHS	1	0	0	1	64	0	0	64	76

17	PokAHS	1	0	0	1	76	0	0	76	102
	Total	150	537	753	1440	168238	134044	158544	460826	11031

Table shows the number of campuses for each university. Altogether there are 1,440 campuses and 460,826 students. Among 1,440 campuses 150 are constituent, 537 are community and 753 are private. Only three universities: TU, PU and NSU have campuses of all three types.

Figure 3.1 University wise Percentage of Students

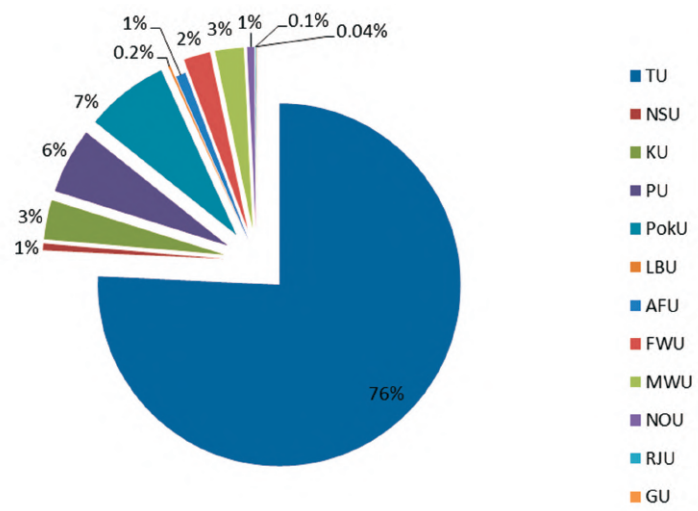
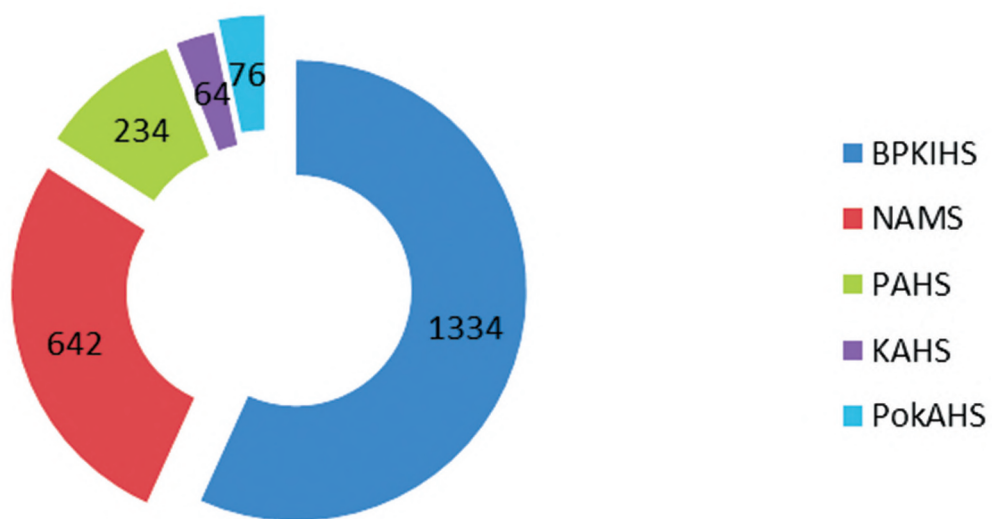


Figure 3.2: number of Students in Medical academies

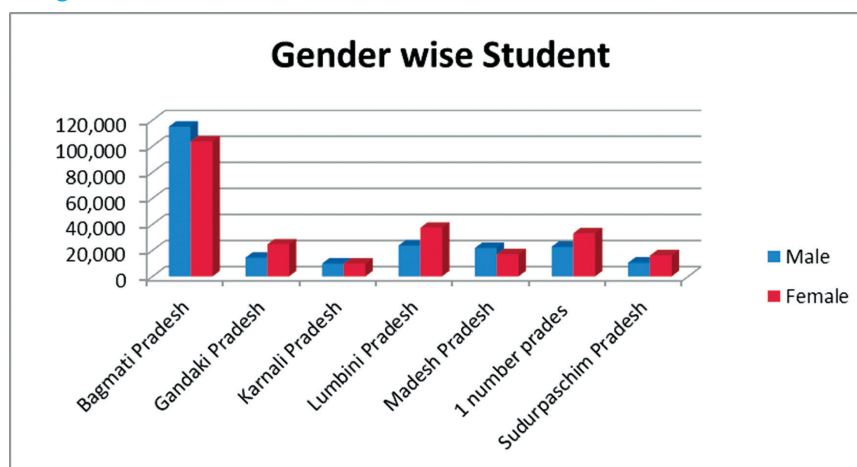


The distribution of students in seven different provinces is given in the following table. Bagmati province has the largest number of campuses and students, and Karnali province has the smallest number of campuses and students

Table 3.2 : Province wise Number of Students.

S.No	Province	Number of Campuses	Number of students		
			Male	Female	Total
1	Bagmati Pradesh	628	115,147	103,741	218,888
2	Gandaki Pradesh	152	14,476	24,709	39,185
3	Karnali Pradesh	56	9,904	9,855	19,759
4	Lumbini Pradesh	188	23,808	37,501	61,309
5	Madesh Pradesh	123	21,979	16,908	38,887
6	One	198	22,831	33,281	56,112
7	Sudurpaschim Pradesh	95	10,578	16,108	26,686
		1440	218,723	242,103	460,826

Figure 3.3: Province wise number of male/female student



According to United Nations Statistics Division, “the **Gender Parity Index (GPI) of GER** is calculated by dividing the female Gross Enrolment Ratio by the male Gross Enrolment Ratio for the given level of education. It is one of the most important indicators used to measure the participation of girls in higher education. The gender Parity Index of the Gross Enrollment Ratio is 0.9.

The preliminary result of the census report 2020/21 has shown a decline in the growth rate of the population of Nepal to 0.93 from 1.35 (growth rate in the year 2011). As a result, the population size of people belonging to the age group 19-23 has decreased compared to the previous year’s population. This has resulted in an increase in the overall **Gross Enrollment Ratio (GER)** of higher education in the year 2020/21 from 15 (in the year 2019/20) to 17.77.

4. SUPPORT TO HIGHER EDUCATION INSTITUTE

4.1 Support to Universities, Boards and projects

UGC provides grant assistance to higher education institutions through recurrent and capital grants. forms of grants include block, formula-based, or program grants fro. Universities must apply with the detail of their programs alongside a budget estimate for the grants, and the UGC, after consultation with the relevant stakeholders, provides the grants as per the set criteria.

Table 4.1 Budget To Universities

S.N.	Name	Annual Budget 2078.079 (In Thousand)		Total 2078/79
		Gross Recurrent Budget26412	Capital-26422	
1	Tribhuvan University	8,911,318	640,000	9,551,318
2	Nepal Sanskrit University	688,116	135,000	823,116
3	Purvanchal University	100,000	130,000	230,000
4	Pokhara University	100,000	10,000	110,000
5	Kathmandu University	100,000	180,000	280,000
6	Lumbini Boudha University	63,300	200,000	263,300
7	Far Western University	281,000	150,000	431,000
8	Mid Western University	274,889	250,000	524,889
9	Agriculture And Forestry University	508,783	470,000	978,783
10	Nepal Open University	84,000	10,000	94,000
11	Rajarshi Janak University	75,020	10,000	85,020
12	Geta Medical College infrastructure development project	50,000	860,000	910,000
13	Surkhet Medical College infrastructure Development Project	6,000	20,000	26,000
14	Butwal Medical College infrastructure Development Project	6,700	60,000	66,700

15	Bardibas Medical College infrastructure Development Project	6,700	60,000	66,700
16	Madan Bhandari Technological University Development Board RC Sir	5,000	50,000	55,000
17	Madan Bhandari University of Science & Technology Development Board, 2075(RD Joshi Sir)	50,000	500,000	550,000
18	Bidushi Yogmaya Aayurved University I C D C	5,000	10,000	15,000
19	Nepal University	3,000	10,000	13,000
	Total released	11,318,826	3,755,000	15,073,826

Table 4.2 Budget Released

SN	Name	Gross budget Released (In Thousand)		
		Recurrent Budget26412	Capital-26422	Total
1	Tribhuvan University	9,346,206.570	799,680	10,145,886.570
2	Nepal Sanskrit University	703,116.470	135,000	838,116.47
3	Purvanchal University	100,000	130,000	230,000
4	Pokhara University	100,000	10,000	110,000
5	Kathmandu UnSiversity	100,000	182,080	282,080
6	Lumbini Boudha University	64,047.28	200,000	264,047.28
7	Far Western University	287,516.23	150,000	437,516.23
8	Mid Western University	281,197.78	253,000	534,197.78
9	Agriculture And Forestry University	548,563	480,000	1,028,563
10	Nepal Open University	84,000,	10,000	94,000

11	Rajarshi Janak University	76,088.13	10,000	86,088.13
12	Geta Medical College infrastructure development project	50,000	860,000	910,000
13	Surkhet Medical College infrastructure Development Project	6,000	7,700	13,700
14	Butwal Medical College infrastructure Development Project	6,700	24,400	31,100
15	Bardibas Medical College infrastructure Development Project	6,500	14,350	20,850
16	Madan Bhandari Technological University Development Board RC Sir	5,000	50,000	55,000
17	Madan Bhandari University of Science & Technology Development Board, 2075(RD Joshi Sir)	50,000	500,000	550,000
18	Bidushi Yogmaya Aayurved University ICDC	5,000	10,000	15,000
19	Nepal University	3,000	10,000	13,000
	Total released	11,822,935.46	3,836,210	15,659,145.46

4.2 Support to the Community Campuses

4.2.1 Regular Grants

Affiliated community campuses which have completed at least one academic year with the bachelor's or master's program receive regular grants to enhance the quality of education. The community campuses are selected based on based on the documented evidence that includes the number of students, academic programs, and the location of the campus (for example, backward areas, remote areas, or hilly regions). The Commission has a set of guidelines for the grants to the community campuses.

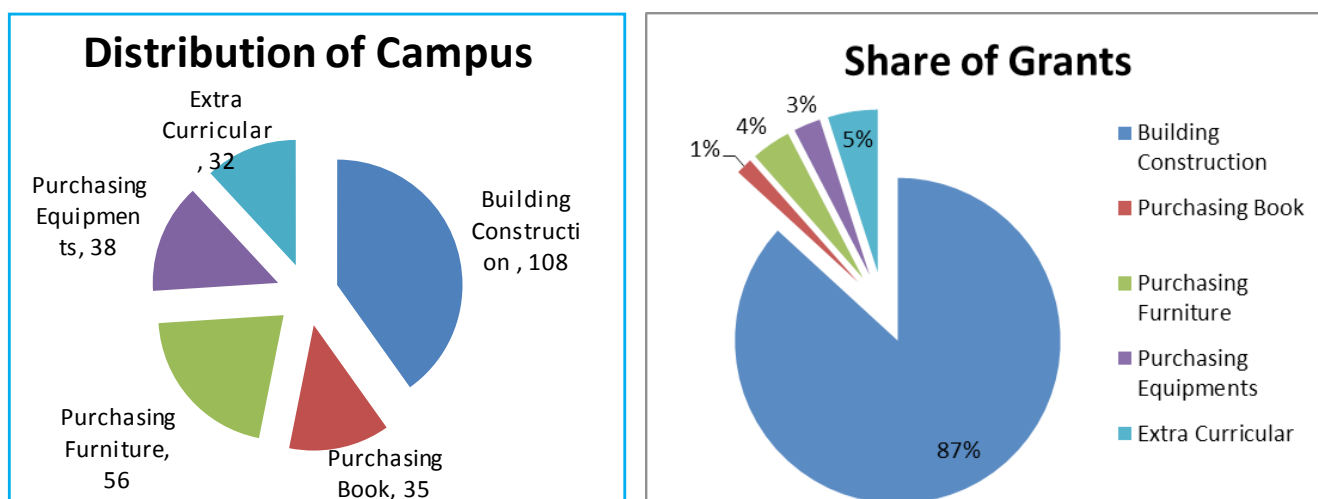
Table 4.3

Regular Grants	Applied Number of Campuses	Selected Campuses	Disbursed Amount in Rs.
	476	472	64,06,96,300

4.2.2.1 Physical Facility Development Grants

Grants under this category are provided to enhance physical facilities and improve the campuses' capacity to provide access to quality higher education in the country. The grants are used to expand physical facilities such as classrooms, libraries, playgrounds, toilets, and administrative buildings. Support for purchasing books, furniture, equipment, and materials for extracurricular activities are also provided under this scheme

Figure 4.1 Physical Facility Development Grant



4.2.2.2 Physical (Building) Development Grants

The grants under this category are provided to enhance the physical facilities of the campuses to foster quality of education and improve campus's capacity to enhance access to quality higher education in the country. The grants are provided to expand physical facilities that include classrooms, a library, a toilet, and administrative buildings. Support for references and textbooks is also provided under this grants scheme. The physical development grants were provided to 101 campuses throughout the country, ranging from NRs.12,50,000 to Nrs.1,00,00,000 in the fiscal year of 2078-79.

Table 4.4

Physical Facility Development Grants	Applied Number of Campuses	Selected Campuses	Disbursed Amount in NRs.
	109	108	684450000

4.2.2.3 Grants for Purchasing Books

Under this program, the UGC provides grants to community campuses to purchase books to enrich their libraries. A Thirty-five campuses were selected under this scheme to strengthen the existing libraries to have better access to both references and textbooks.

Table 4.5

Grants for Purchasing Books	Applied Number of Campuses	Selected Campuses	Disbursed Amount in NRs.
	83	35	13000000

4.2.2.4 Grants for Purchasing Furniture

Under this program, grants can be provided to community campuses to purchase classrooms and library furniture. Fifty-six campuses were selected to equip with furniture for the classroom and libraries in the fiscal year of 2078-79.

Table 4.6

Grants for Purchasing Furniture	Applied Number of Campuses	Selected Campuses	Disbursed Amount in NRs.
	94	56	30900000

4.2.2.5 Grant Assistance for Purchasing Equipment

UGC also provides grants to community campuses to purchase computers and other ICT equipment to help them efficiently execute their administrative and academic activities through systematic use of information technology. 38 out of 73 campuses were selected to equip with basic ICT equipment in the fiscal year of 2078-79.

Table 4.7

Grants for Purchasing Equipment	Applied Number of Campuses	Selected Campuses	Disbursed Amount in NRs.
	73	38	21100000

4.2.2.6 Grants for Infrastructure Development for Extra-Curricular Activities

Under this program, grants can be provided to community campuses to develop infrastructure, especially playgrounds for football, volleyball, basketball, and table tennis courts. The grant is also utilized to buy other necessary materials for , indoor and outdoor extracurricular activities. Thirty-two campuses were selected to develop such infrastructure in the fiscal year of 2078-79.

Table 4.8

Grants for ECA	Applied Number of Campuses	Selected Campuses	Disbursed Amount in NRs.
	33	32	39000000

5. CAPACITY DEVELOPMENT PROGRAMS AND SCHOLARSHIP

5.1 Capacity Development Program:

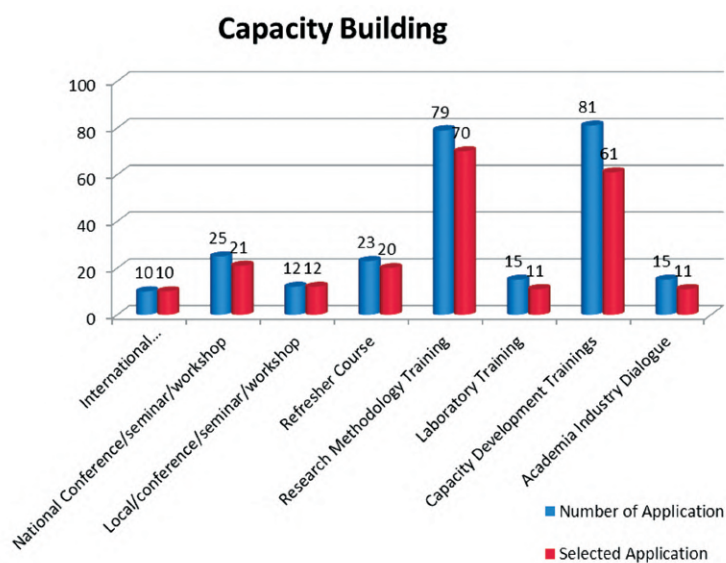
Several programs such as Refresher Courses, Capacity Development Trainings, and Research Methodology Training are used to enhance the capability of teachers and staff members of the universities and constituent campuses. Different authorities such as universities, subject committees, dean's offices, departments, campuses, or other higher education institutions can conduct capacity development programs with grant assistance from the UGC. The program-hosting institution or authority can submit a grant proposal to UGC an outline the programs. If the proposal meets the set standards of the UGC, it provides a specified grant amount.

Table 5.1 Capacity building program of FY 2078/79

Name of the Program	Number of Application	Selected Application	Transfer if any	Number of Institutions: Program Completion Report submitted	Number of Institutions: Program Completion Report not submitted
International Conference/ seminar/ workshop	10	10		9	1
National Conference/ seminar/ workshop	25	21		15	6
Local/ conference/ seminar/ workshop	12	12	+21	27	6
Refresher Course	23	20	+1	19	2
Research Methodology Training	79	70	-10	53	7

Laboratory Training	15	11		11	0
Capacity Development Trainings	81	61	-11	44	6
Academia-Industry Dialogue	15	11	-1	9	1
Total	260	216		187	29

Figure 5.1 Capacity Building program.



5.1.1 Refresher Course

The objective of “refresher training programs” is to make university teachers aware of the recent changes in the course contents and teaching methods and to identify the best approach in the classroom. Such programs also help teachers enhance their academic capability by familiarizing them with the latest teaching trends. Higher education institutions and their constituents also receive financial support to organize refresher training in areas of curriculum development, dissemination, and pedagogical orientations. 20 selected applicant awarded in this course.

5.1.2 Capacity Development Training

In this scheme, the Commission provides the financial assistance to universities, the dean's office, the research centre, departments, constituents, and affiliated campuses for organizing different training programs to enhance the capacity of the teachers and staff members to organize different training programs. 61 awarded from this training.

5.1.3 Research Methodology Training

The provision of supporting research training aims to develop the research capabilities of young faculties. The training will also help the participants publish their research work. The main purpose of the research training is to develop skills in conceptualizing and writing research proposals, including the skills of preparing a research design, conducting a literature review, formulating research questions and hypotheses, collecting information, using statistical tools as well as writing a research paper for publication. 70 participant trained in thi training.

The research training should address any of the following areas:

- Research Methodology (theories and research design)
- Research Proposal Development and Research Management,
- Data Management and Analysis,
- Scientific Writing,
- Responsible Conduct of Research,
- Laboratory Safety,
- Advanced Hands-on Laboratory Training

5.1.4 Conference/ Seminar /Workshop

Financial support is also provided to the HEIs to conduct other academic and professional activities, including seminars, workshops, and conferences held on an international, national and local level. The table shows the member who participated in different seminars, conferences, and workshops.

Table 5.2 Conference/ Seminar /Workshop

Conference/ Seminar / Workshop	International		National		Local	
	Total Application	Awarded	Total Application	Awarded	Total Application	Awarded
	10	10	25	21	12	12

5.1.5 Academia-Industry Dialogue

The purpose of this program is to support higher education institutions in conducting dialogues to establish effective relationships between the industry sector and universities through cooperation and participation. Continuation or institutionalization of the such dialog will be encouraged. Such practice will help significantly in establishing an industry-university interface to make the overall research and development and academic programs more application-oriented. 11 awarded from this program.

5.1.6 Training in Higher Education Planning and Administration

The overall objective of this training program was to enable the Campus Chiefs to bring changes in their activities and behavior so that organizational efficiency and effectiveness of campuses could be enhanced. This program also aims to enhance understanding in planning and administration of the academic institution, provide information and enhance knowledge in leadership, decision-making, communication, negotiation, quality, and budgeting, and enable Campus Chief with skill in the implementation of the program and Administration of colleges. 61 participant trained on Higher Education Planning and Administration.

5.1.7 University-Community Linkage Program

The purpose of the program is to support higher education institutions in promoting the relationship between university and community by involving faculties and students the in exploring the community's needs and necessities for its benefit. The program is designed to narrow down the gap between the universities and communities and establish a close relationship by engaging in communities through research and communication. There were 4 participants awarded from the School of Medical science (KU), the Department of Mechanical Engineering (KU), Central Department of Microbiology (TU) Kapan Multiple Campus. And participants awarded from Laboratory training.

5.2 Scholarship

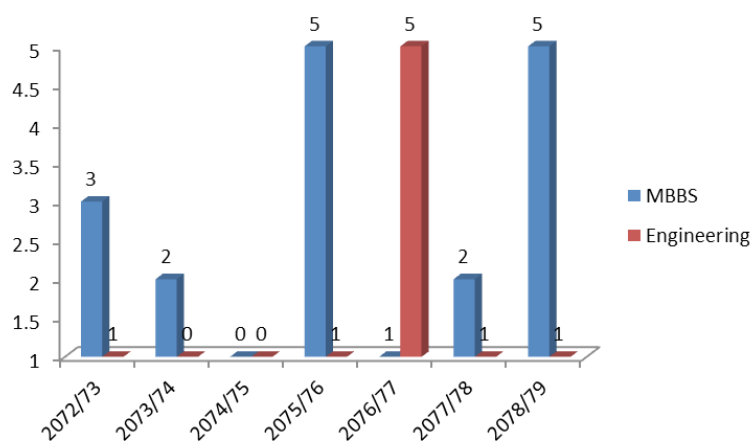
5.2.1 Special Scholarship

Provision has been made to cover the higher education expenses of the students from low-income bands from the educationally disadvantaged dalit communities that include Dom, Badi, Chamar, and Mushahar in Engineering and Medicine, provided that the candidates meet the minimum eligibility criteria for the admission. Tuition and other education institution-related fees will be paid directly to the institution's bank account and NRs. 5,000/- monthly stipend will be paid to the student's account in two alinstallments per year. The institution-related fee will be of NRs. 35,00,000/- for Medical subjects of the Medical colleges of the Kathmandu valley. In the case of the Medical colleges outside the valley, additional education-related expenses will also be paid to the institution as decided by the Faculty Board. In the case of the Engineering field maximum amount NRs. 12,00,000 will be paid to the institution

Table 5.3: Special Scholarship (2072-2079)

S.N	Academic year	Applicants	Selected	MBBS	Engineering	Remarks
1	2072/73	5	4	3	1	All chamar
2	2073/74	8	2	2	0	All chamar
3	2074/75	7	0	0	0	
4	2075/76	14	6	5	1	1 Dom and 5 chamar
5	2076/77	12	6	1	5	All chamar
6	2077/78	16	3	2	1	1 Mushar and 2 Chamar
7	2078/79	23	6	5	1	1 Badi and 5 chamar

Figure 5.2 special scholarship in bargraph



5.2.2 Technical Skill Manpower Development Training

The commission provided financial support to Engineering, B. Sc. Agriculture, and B. Sc. Forestry under technical skill manpower development training for skill enhancement of the participants.

Table 5.4: Technical Skill Manpower Development Training

Technical Skill Manpower Development Training FY 2078/79		
Faculty	Total Application	Awarded
Engineering	192	143
B. Sc. Agriculture	50	47
B. Sc. Forestry	10	10

5.2.3 Scholarship to Children of Martyrs and Conflict Victims of Higher Education

This scholarship is given to the families of the citizens who were martyred at different times and died due to the conflict between Falgun 1st, 2052, and Manghsir 5th, 2063, who were physically disabled and disappeared during the conflict. At the Bachelor level, the amount of the scholarship can only be provided for the entire study period or up to a maximum of 66 months. While in the case of the Master level, an amount equivalent to a maximum of 24 months can be provided. The amount for a bachelor is up to NRs 24000 annually and NRs 30000 for the master level. This year, 96 Children of Martyrs families and 49 Conflict Victims children get a scholarship from UGC.

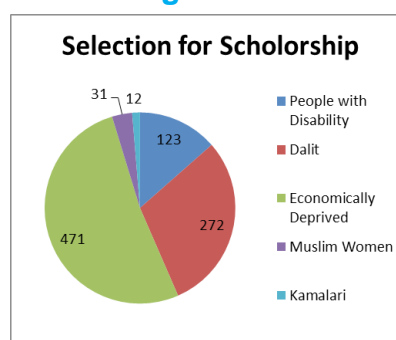
5.2.4 Scholarship for Students with Disabilities, Dalit, Economically Deprived, Mukta Kamalari, and Female Muslim Students

It is given to the Students with Disabilities, Dalit, Economically Deprived, Mukta Kamalari, and Female Muslim Students. At the Bachelor level, the amount of the scholarship can only be provided for the entire study period or up to a maximum of 48 months. While in the case of the Master level, an amount equivalent to a maximum of 24 months can be provided. The amount for a bachelor is monthly 2000 for the general subject and Monthly 2500 for the Technical subject, and for master level, monthly 2500 for the general subject and Monthly 3000 for the technical subject. This year 96 Children of Martyr's families, 49 Conflict Victims' children, 31 Muslim women, and 12 Kamalari got a scholarship from UGC.

Table 5.5

Category	Selected
People with Disability	123
Dalit	272
Economically Deprived	471
Muslim Women	31
Kamalari	12

Figure 5.3



6. Research Development and Innovation

The research-funding programs of UGC aim to inculcate a culture of research, development, and innovation (RDI); enhance the competitive research capabilities of faculties and higher education institutions; link teaching-learning to RDI; promote university-industry relationships and support the generation of relevant knowledge and technology for socio-economic development of the country. University Grants Commission is currently providing financial support to higher education institutions, faculties, and students for the following programs:

6.1 Fellowships and Partial Support

It covers the financial support to the faculty members from HEIs and fresh postgraduate students taking Masters, MPhil, or PhD degrees. This program the and also introduces postdoctoral fellowship provision in UGC-funded large research projects. The primary purpose of this program is to support quality research in the areas of national priority and academic excellence leading to theses required for postgraduate degrees. Young students and faculty members of HEIs of Nepal and, and faculty members of HEIs of Nepal are beneficiaries of this program. There are two kinds of support: Fellowship (MPhil and PhD) and Research Support (Masters, MPhil, and PhD). The Fellowship consists primarily of a monthly stipend to partially support the educational cost of the Fellow. The Research Support is provided to cover the cost of the proposed research leading to the thesis of the Fellow. Under this category are PhD fellowships, M. Phil. fellowships, partial support for PhD, and master's research support.

Figure 6.1: Master thesis Preparation Support in different faculty.

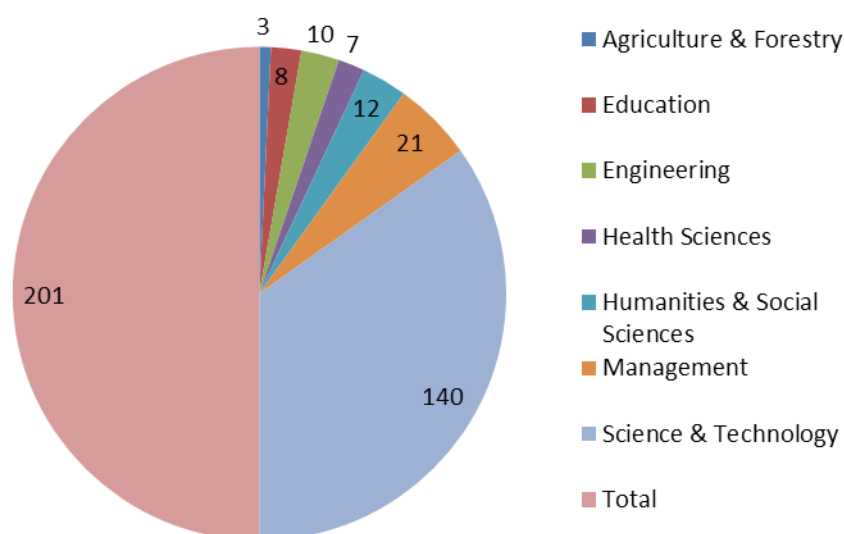


Figure 6.2 : Support to Mphil Student

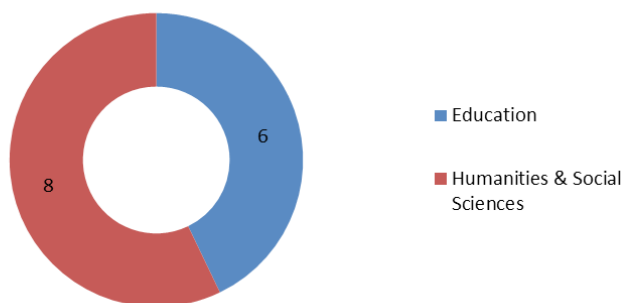
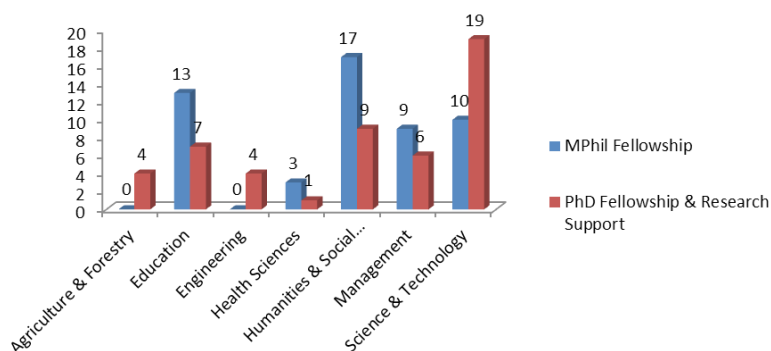


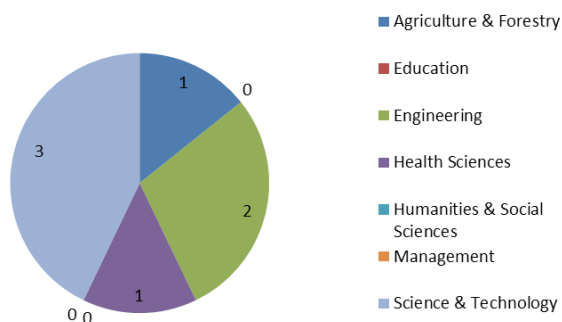
Figure 6.3: Fellowship support in different faculty.



6.2 Institutional Collaborative Research Grant

The UGC Collaborative Research Grant is the largest of all the supports in size of funding, and the purpose of the program is to promote a strong collaborative research culture in the HEIs, support relatively extensive research in the area of national priorities, allow the opportunity to train students for the highest degrees or in more significant numbers, and significantly enhance the national research output. Under this program, research funding is offered to collaborative research projects involving three or more faculty members of an institution or collaborating institutions which might be national or international institutions.

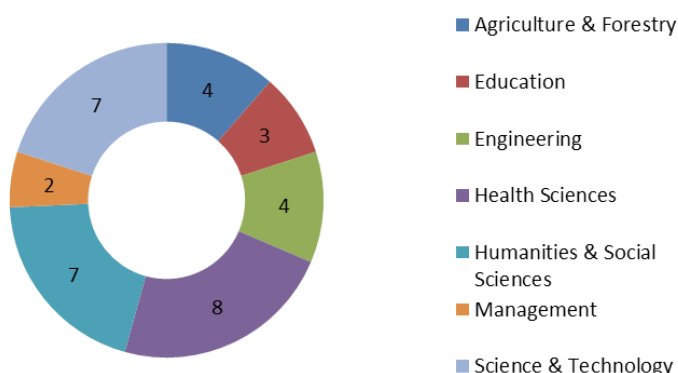
Figure 6.4: collaborative research grant for different faculty



6.3 Faculty Research Grant

The purpose of this program is to foster research collaboration among a smaller number of local faculty members, allow the s the opportunity to train postgraduate students for their theses required for the degree, and contribute to national research output. Two-year research project collaboration at least between two faculty members with a commitment to training at least two students for their theses is funded with a medium size grant under this program. A collaboration involving underprivileged institutions, including community campuses, is particularly encouraged. Such collaboration gets additional marks during the evaluation for the award.

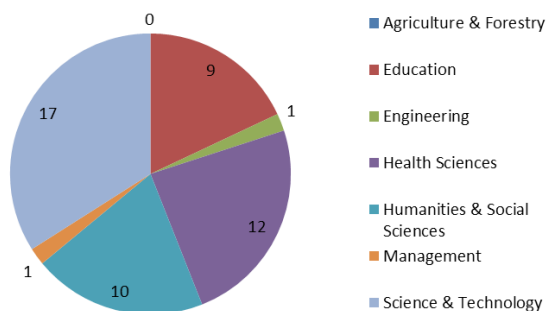
Figure 6.5: Faculty Research Grant



6.4 Small Research Development and Innovation Grant

The purpose of this program is to support relatively small research projects (Research Category) and small development and innovation activities (Innovation Category) in higher education institutions. Any basic research that can be completed within a year is considered small. In contrast, an innovation project is focused on new technology, product, or service of commercial value or application for solving existing problems. Preliminary results or prototype of the product developed by the applicant is the primary criteria for evaluating e the proposals in the Innovation Category. The proposal format and the benchmarks for evaluation are slightly different for Research Project (R-Project) and Innovation Project (I-Project).

Figure 6.7: small research development and Innovation Grant



6.5 Supports for Research Infrastructure

The purpose of this program is to provide financial support to higher education institutions to strengthen their research infrastructure. This program also includes a program to support national peer-reviewed journals to strengthen and upgrade their quality. Under this support, the following activities could be carried out in the HEIs:

1. Strengthening laboratory
2. Library strengthening and networking
3. Establishment of the Research Management Cell (RMC)

In FY 2078/79, there is no support for research Infrastructure.

6.6 Supports for Publication

Under this program, the UGC supports the publication of scholarly journals as well as the publication of research articles in high-impact -factor indexed journals. The limit of funding per eligible research article is Rs. 50,000.

Table 6.1: Publication support

SN	Programs	Applications	Awards
1	Masters/MPhil Research Support	220	215
2	MPhil Fellowship	50	50
3	PhD Fellowship	50	50
4	Small Research Development and Innovation Grant	50	50
5	Faculty Research Grant	35	35
6	Collaborative Research Grant	7	7
7	Technical Innovation, Scientific Investigation and Research Lab	-	6

7. Quality Assurance and Accreditation (QAA)

7.1 Introduction

1. Quality Assurance and Accreditation in Nepal

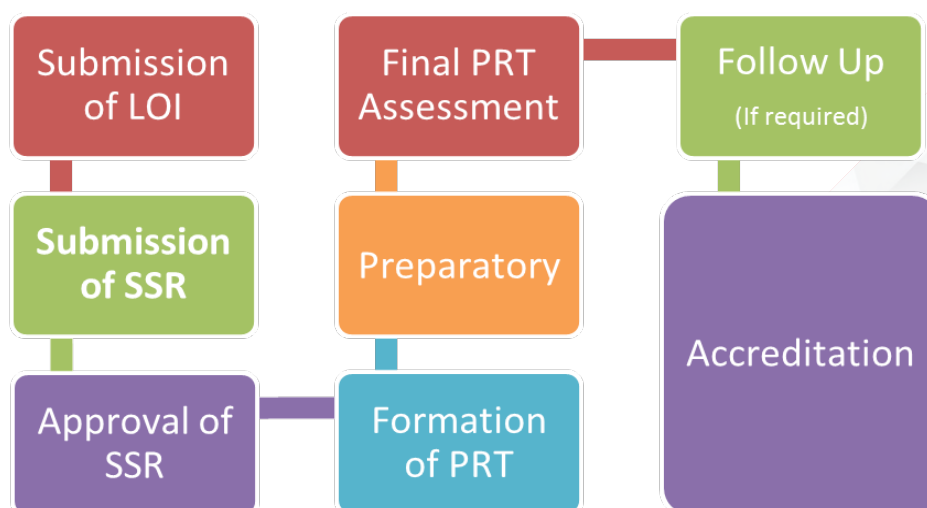
The QAA system has been in practice in Nepal since 2007, adopted as one of the major components of Second Higher Education Project (SHEP). During these 15 years of QAA practice, it has been widely accepted by HEIs of Nepal. The willingness of participating HEIs towards enrollment in QAA process indicates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

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

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

2. QAA Process in Nepal

Route to Accreditation



3. Annual Activities of the EQAAC in FY 2078/79

a. Major Policy-decisions of EQAAC in FY 2078/79

The EQAAC in the year 2078/79 has made various policy-decisions which include:

1. The HEQAAC is named as the EQAAC, in reference to the EQAA Regulation 2074
2. Decision on maintaining National Registry of HEIs at UGC is made and HEIs are to be coded with an NHEP Number
3. Amendment in application fee to participation in QAA Process for HEI is made in which, the fee for the initial enrolment (to submit LOI) is amount Rs.2000. In case the HEIs fail to submit the SSR within the postulated time of one year and additional extension of six months, HEIs require paying Rs. 10000 for renewal of LOI and continue the enrolment in accreditation process.
4. Farewell bid of five council members and nomination of new members in the vacant positions have been made.
5. Approval of qualifications and experience of the peer review team (PRT) members involved in QAA process have been redefined.
6. Approval of the new standards, criteria and indicator to be used in the assessment process for accreditation has been made as per the report of the Criteria and Indicator Review Committee.
7. Approval of the outline of the academic audit report to be submitted by the accredited institution annually.
8. Approval of the outline of M&E Report format.
9. UGC has been requested for the revision of the Higher Education Quality Assurance and Accreditation Directive 2074.
10. Criteria set for PRT members not to be involved informally and personally for QAA consulting service at the higher institutions.
11. HEIs are request to revise the terminologies (Senate, Academic Council, Subject Committee) since they are mostly using the same terminologies as of the universities.

b. Snapshots of QAA Award

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



**Marshyangdi Multiple Campus
with QAA Award.**



**Audiences observing
the QAA Award Ceremony**

c. Orientation and Workshop

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

d. Meetings and Engagement

- The EQAAC and its decision making wings remained constantly busy throughout the year in FY 2078/79. As reported earlier in this report, EQAAC has made various policy related decisions of long-lasting impacts. A total of 15 meetings of EQAAC held in the year.

- Likewise, Technical Committee (TC), a committee of experts which overlooks and reviews the quality and standard of the submitted SSR for evaluation, held a total of nine meetings. Recommendation for the formation of PRT in a particular HEI is made only after TC approves the submitted SSR.

- Similarly, a total count of portfolio meetings of PRTs held throughout the year is 27. During the portfolio meeting, SSR of the HEI being assessed is reviewed and evaluated by the PRT members. They generate suggestions for improvement to the HEIs, develop working strategy for quality assessment and set the date for preparatory visit.

- There were 46 meetings held by the Criteria Indicator Review Committee in regards to revision of the task indicators. The committee also held one day conference with the outside stakeholders to discuss on a draft prepared. Apart from that the Criteria Indicator Review Committee held 11 meetings for the preparation of University Accreditation Guideline.

4. HEIs' Participation in QAA

The FY 2078/079 ended up with momentous contribution in overall progress of the QAA. As such, a cumulative total of HEIs who have entered the process of LOI is 292 after delisting 119 HEIs in the beginning of this year. A total of 190 SSRs are approved by the Technical Committee. Out of 190, 12 HEIs have submitted its SSR for second cycle of QAA Process. Among them, 92 HEIs have already entered into the PRT formation stage. Out of 92 HEIs, Peer Review of 1 HEI has been completed which in the second cycle of QAA process while 78 HEIs are accredited. As such, the remaining 14 HEIs are in the position of presenting their candidature for accreditation. This number reported also includes the participation of HEIs attended for the re-accreditation, which are eight.

Table 7.1 : Distribution of HEIs participating in QAA by their stage of Progress towards accreditation

Particulars	FY 2077/78	FY 2078/79		Total (till date)
LOI Submission	26 HEIs	44 HEIs	Description: 4 HEIs for Second Cycle 1 HEI for Third Cycle 11 HEIs for renewal of LOI 8 Renewed after delisting 20 for the first cycle of Accreditation	292 HEIs
SSR Approved	19 including 2 HEIs for second Cycle	22 HEIs	1 HEI for Second Cycle 21 HEI for First Cycle	143 HEIs
PRT Formed	21 HEIs	19 HEIs	4 HEIs for Second Cycle 15 HEIs for First Cycle	138 HEIs excluding PRT Reformation and PRT formed for Reaccreditation
Preparatory Assessment	13 HEIs	27 HEIs	4 HEIs for Second Cycle 23 HEIs for First Cycle	121 HEIs + 9 (8 re-accredited and 1 cycle completed)
PRT Completed	20 HEIs	9 HEIs	9 HEIs for First Cycle	82 HEIs excluding 9 HEIs (8 re-accredited and 1 cycle completed)
Accredited	4 HEIs	18 HEIs	1 HEI for Second Cycle 17 HEI for First Cycle	Total HEIs Accredited : 70 Total Accreditation Award : 78 (including 8 Reaccredited Awards)

Note: Total Number of LOI decreased as 119 HEIs were delisted from the QAA Process in FY 2078/79. Follow up Assessment of 14 PRT Completed HEIs were completed successfully in FY 2078/79 Monitoring and Evaluation of 2 HEIs.

5. Overall Achievements of QAA

The QAA system has completed almost one and a half decades in Nepal with the growing number of participating institutions in the QAA. This certainly indicates the widening scope of the system. Key achievements of the system till the date are summarized as:

- Based on the council's recommendation, as of the EQAAC Strategic plan 2021-30 and the decision of the UGC Nepal, the task of revising existing criteria and indicators for institutional accreditation (2078/79) has been completed. The new system decided to assess the institutions under six criteria and 80 indicators. The system offers two different sets of indicators for the HEIs offering undergraduate and graduate courses.
- Availability of new set of indicators for professional / technical courses (Health and Allied Sciences, Engineering, Agriculture and Forestry, and Science and Technology) has also been developed and brought into implementation.
- Guideline for Quality Assurance and Accreditation of Universities in Nepal, 2022 has been endorsed by the UGC, in recommendation of the EQAAC.

8. Nurturing Excellence in Higher Education Program (NEHEP) 2021-2026

8.1 Background

The Nurturing Excellence in Higher Education Program (NEHEP) is a pragmatic and systematic effort of the Government of Nepal (GoN), including the University Grants Commission (UGC), designed to sustain the achievements from the previous reform initiatives and also to add to the new endeavors for the overall expansion and development of the higher education sector in Nepal. NEHEP is the sub-set of the National Higher Education Program (NHEP) and will contribute to attaining development objectives set by the NHEP. The major objectives of NEHEP revolve around three intended outcome areas viz. (a) to strengthen labor market relevance and quality of higher education, (b) to boost collaborative research and innovation, and (c) to enhance equitable access for underprivileged and disaster-affected groups.

The overall responsibilities of the implementation lie at UGC, with the MoEST in the supervisory role. Additionally, Tribhuvan University will establish a dedicated office/ unit, a subsidiary agency to implement NEHEP interventions specific to TU's constituent campuses, schools, and central departments. The total estimated cost of NEHEP will be USD 60 million, financed from the International Development Agency (IDA)/ World Bank credit. The program will be implemented for period of five years commencing from 2021/22 till 2025/26.

8.2 Program Development Objectives (PDOs)

The PDOs are *“to strengthen labor market relevance and quality of higher education, boost collaborative research and innovation, and enhance equitable access for underprivileged and disaster affected groups.”*

The following Key Performance Indicators (KPIs) will be used to measure the achievement of the PDOs:

Indicator 1: Number of students completed the first year in labor market-relevant programs;

Indicator 2: Number of HEIs/ Programs Accredited/ completed peer review for quality assurance and accreditation

Indicator 3: Number of collaborative research projects awarded

Indicator 4: Number of higher education students supported from bottom quintiles Indicator 5: Share of students registered in online/ blended learning

8.3 Components

There are two major components embedded in the NEHEP. The first component supports reform of higher education through four results areas. The second component is designated to support the capacity development of MoEST, UGC, and subsidiary implementing agencies.

Component 1: The program is structured in the Program for Result (PforR) instrumental approach of the IDA/ WB. This component supports the key reform areas identified under the national higher education program through result-based financing. There are four result areas for reform interventions briefly mentioned as the following:

a) Results Area 1 - Improved Labor-market relevance, Entrepreneurship, and Collaborative Research: This Results Area aims to improve the overall graduate employability and boost research and innovation by HEIs in Nepal.

Sub-RA 1.1 - Improve employability and labor market relevance of teaching: The Sub-RA will support in the following areas:

i. To strengthen academic autonomy: The Sub-RA will help promote and strengthen academic autonomy by supporting competitively selected autonomous/ accredited HEIs to introduce and enhance their autonomous academic programs aligned with local job market needs in the federal context. A total of 100 market-driven autonomous programs will be introduced by the end of the program.

ii. To support the establishment of continuous professional development (CPD) programs for faculty: The Sub-RA will also help to promote teaching and leadership excellence. A total of 1600 faculties will be trained, and academic leaders will be sensitized.

Sub-RA 1.2 - Promote collaborative research and innovation: The Sub-RA will provide support in the following areas:

i. To support collaborative research and innovation: This Sub-RA will have support provisions to enhance collaborative research and innovation with more focus on collaborations with industry partners. The program will provide additional competitive research funding for select accredited HEIs, Schools, Central Departments, and Centers of Excellence (COE) to finance collaborative research and innovation with priorities on STEM disciplines. The UGC will set up a national knowledge-sharing platform for research, innovation, and patent management.

ii. The Sub-RA will support revising and developing regulatory provisions in line with global practices to promote innovation and patenting. Universities will also revise regulatory frameworks for collaborative research and patent management; and

iii. The Sub-RA will also have support provisions to aid in establishing a system for curbing plagiarism.

Sub-RA 1.3 - Encourage entrepreneurship and self-employment: The Sub-RA will focus on the following areas of interventions:

i. To support entrepreneurship: Under these provisions, students, graduates, and faculty will be encouraged for entrepreneurship and self-employment. Competitively selected participants will receive entrepreneur support packages that will include entrepreneurship skills training, legal training, financial education, and seed funds. UGC will form a committee of qualified individuals to evaluate the proposals for their innovative ideas and potential to grow as a start-up. Current students, recent graduates, and faculty members from public and private HEIs will be eligible.

b) Results Area 2 - Strengthening Governance and Financing of Higher Education: This Area aims to strengthen quality assurance, financing, and governance systems to improve the quality and market relevance of higher education.

Sub-RA 2.1 - Strengthen Autonomy, Quality Assurance, and Accreditation (QAA) and Quality Enhancement (QE): The Sub-RA will have the following support provisions:

i. Support for expansion of QAA and promote QE activities: The provisions under this category will help expand the existing QAA program nationwide with an emphasis on QE activities. The accreditation of universities will also be initiated during the program period.

ii. Support for transition to deemed university: The provision will provide support as dedicated performance grants to around five accredited and autonomous campuses that opt to become 'deemed universities' as per the provision of the New Higher Education Act 2020. The support will aid the transitional requirements of the concerned HEIs. There will be a reasonable distribution across the provinces. The deemed universities will be in areas of provincial development priorities in coordination with respective provinces.

iii. Support for capacity building: The Sub-RA will also support capacity-building training for managers/ principals of HEIs and policymakers on academic management and leadership.

Sub-RA 2.2 - Extend performance grants for improving quality and governance: The Sub-RA will have the following support provisions:

Support to extend the Performance Based Funding (PBF): The provisions under this category will support the expansion of the performance grants system for HEIs to promote good practices for excellence. High-performing campuses, schools, and departments will receive additional grants based on a range of performance indicators. Performance criteria would include, among others, the major criteria such as (i) the merit-based selection of HEIs' leadership and excellence-based recruitment of faculty; (ii) student-centric teaching and learning process; (iii) evaluation of classes and campuses by students, teachers, and other stakeholders; (iv) student and faculty mobility; (v) academia-employer collaboration; (vi) distance learning practices and digitization; (vii) graduate tracking and employability; and (viii) research outputs including action researches.

Sub-RA 2.3 - Expansion of non-government sectors for enhancing technical education:

The Sub-RA will have the following support provisions:

The support provisions under this Sub-RA will strengthen policy and regulatory systems to create an encouraging environment for expanding technical education to address the low share of technical education in higher education. It would also allow accredited affiliated institutions to conduct such programs. The program will support the development of guidelines to facilitate such partnerships with non-government sectors, including monitoring arrangements.

c) Results Area 3 - Widening Access to Quality Higher Education for Disadvantaged Students: This Results Area aims to enhance equitable access to higher education in Nepal, focusing on underprivileged students, particularly from disadvantaged provinces and disaster-affected regions.

i. Support to underprivileged students/ disadvantaged women: The support provision will continue to support the proxy means testing (PMT) based scholarship program initiated in the earlier higher education reform projects. The scholarship will flow directly to beneficiaries' individual bank accounts. The PMT criteria will also be revised to include students affected by disasters, including the COVID-19 pandemic. A particular focus will be on enrollment and continued education for disadvantaged women.

ii. Support to HEIs in lagging/ disaster-affected provinces: The provisions will support HEIs in lagging and/or disaster-affected provinces that received equity grants and encourage special arrangements to attract quality teachers and improve teaching in these provinces, including in strengthening connectivity, conducting online courses, making peer learning arrangements from other HEIs/provinces, and sharing resources for efficient use, and capacity building.

d) Results Area 4 – Extending Digitization of Higher Education: This Results Area aims to improve the policy and governance system for digitization and connectivity and strengthen the institutional capacity to digitize teaching and learning and administration of higher education.

Sub-RA 4.1 - Improving the policy and governance of digitization and connectivity: The provisions under this category will support the preparation of a new ICT strategy for the higher education sector, including strategies to improve the available broadband connectivity facilities under the NREN or similar institutions. The NREN facility will support online platforms for blended learning and research, and innovation. The program will set up more collaborative governance arrangements for the NREN or similar institutions with the presence of the MOEST and other regulatory provisions.

Sub-RA 4.2 - Strengthening campus networks and distance learning capabilities: The Sub-RA will support in the following areas:

i. Support for strengthening connectivity: This category of support provisions will aid competitively selected HEIs with digitization grants to promote connectivity in a cost-sharing approach through (i) establishing last-mile connectivity with the NREN; (ii) strengthening the bandwidth for better connectivity; and (iii) installing in-campus wifi connectivity.

ii. Support for capacity building in online/ blended teaching and learning: The support provisions will assist in capacity building of HEIs for integrating online/digital learning for all aspects of academic activities, from student enrollment to class teaching, examination, and graduation. HEIs will engage in peer learning opportunities by bringing together the experience of COVID responses under HERP and online programs of the Nepal Open University and TU Open and Distance Education Center (TU ODEC).

Sub-RA 4.3 - Digitization of UGC and university administration: This sub-results area will support UGC and the universities in enhancing their digitization system. The key areas will cover a resource planning system to manage the universities' human resources, finances, and procurement tasks, student administration, including the admissions, examination, alumni relations, and student scholarship/aid functions, and to efficiently manage monitoring and evaluation.

Component 2: This component will support the capacity development of MOEST, UGC, and subsidiary implementing agencies in strengthening their core regulatory and financing functions of the higher education sector.

The capacity building will cover key reform actions under the four Results Areas.

Disbursement Linked Indicators (DLIs) and Disbursement Linked Results (DLRs)

The NEHEP has a total of six Disbursement Link Indicators (DLIs) across the four results areas. Similarly, each DLI has a set of Disbursement Linked Results (DLRs) that are mapped across the five years towards the achievement of PDOs. Most of the DLRs will support the achievement of specific outputs to incentivize the successful implementation of critical reform actions. Among the supported DLIs, results related to the institutional and system-level actions for enhancing the quality and market relevance receive higher value (DLI 1, DLI 3, DLI 4, and DLI 6) to bring more emphasis on urgent reform actions to generate highly skilled professionals for the economy. DLI

2 and DLI 5 will support strengthening research and innovation and enhance equitable access, respectively. More specifically, the DLIs and corresponding DLRs are mentioned as the following:

DLI 1 - Labor market-driven autonomous courses, faculty members training, and academic leaders' sensitization: This DLI will map the scope of the achievements of the targets set to boost the interventions intended by the result area 1, viz. 'Improved Labor-market relevance, entrepreneurship, and collaborative research. There are three corresponding DLRs that will be used for assessing the total targets achieved by the end of the program period under this DLI.

DLI 2 - Collaborative research and entrepreneurship program: The DLI 2 will also support the result area 1. There are three corresponding DLRs in this DLI.

DLI 3 - Quality Assurance and Accreditation, and Quality Enhancement: This DLI will support the result area 2, which intendeds to strengthen governance and financing of higher education for quality assurance and enhancement. There are three DLRs in the DLI.

DLI 4 - Performance Based Grants: The DLI will also support the result area 2. There are two DLRs corresponding to this DLI.

DLI 5 - Enrollment of disadvantaged students in lagging and/or disaster-affected provinces: This DLI comes under the result area 3, which focuses on widening access to quality higher education for disadvantaged students.

DLI 6 - Online teaching, learning, and digitized administration: This DLI will support the result area 4, which intends to extend the digitization of higher education.

8.4 Direct Program Beneficiaries

The direct beneficiaries of the NEHEP will be the students, teachers, staff, leaders, and authorities of the HEIs and the constituent campuses, community campuses, schools, and central departments of the HEIs. Similarly, the institutions such as universities, dean's offices, exam offices, and implementing agencies that include MOEST, UGC, and subsidiary IAs will also benefit from this program.

8.5 Program Financing/Cost

The total program cost for the GoN's National Higher Education Program (NHEP) will be US\$ 603.4 million over five years, of which International Development Agency (IDA)/ World Bank share will be US\$ 60.0 million for the implementation of the Nurturing Excellence in Higher Education Program (NEHEP). The NEHEP will support NHEP. Component 1 of the IDA-supported program will have a ceiling of US\$ 55.0 million and is based on the Program for Results (PforR). Component 1 will support key reforms clustered around four Results Areas. Similarly, Component 2 of the IDA-supported program will be US\$ 5.0 million, which will be an Investment Project Financing (IPF) from the IDA/ WB. The second component will support capacity building for Program Management, Monitoring, and Evaluation.

Component 1, with a ceiling of USD 55 million, will use results-based financing and disburse funds to the Treasury following the verified achievements of a set of agreed Disbursement Linked Indicators (DLIs). The fund allocations for different DLIs are determined based on the relative importance of individual results in terms of the national agenda. The results-based financing will provide critical fiscal space for UGC to accelerate sectoral reform actions planned under the national program and achieve the program development objectives. Considering the constraints that emerged due to COVID-19 Pandemic and following GON's request, up to 25% of the total DLI values could be claimed as an advance in Year 1 to facilitate fiscal space for the MOF. Unless otherwise specified, all DLRs can be achieved and claimed at any time during the program period.

8.6 Institutions and Implementation Arrangements

University Grants Commission (UGC) will be the principal implementing agency. Tribhuvan University will be the subsidiary implementing agency that will primarily be responsible for implementing the program activities specific to the university. UGC will work closely with all subsidiary implementing agencies, including the MoEST. The Ministry of Education, Science, and Technology (MOEST) will be responsible for program coordination and policy matters at the government level.

8.7 Implementing Agencies

Ministry of Education, Science, and Technology (MoEST)

The MoEST is the line ministry of the government of Nepal which will have the responsibility regarding NEHEP in overall coordination and also in matters related to the policies at the federal, provincial, and local government levels. The ministry will be the supervising entity for overall policy guidance. The MoEST will be responsible for the overall coordination of fiduciary management as an oversight Ministry to facilitate budget approval and implementation of fiduciary management of the programs, including the timely release of the approved program and budget to UGC and ensuring monitoring and reporting.

University Grants Commission (UGC)

UGC will be the primary implementing agency responsible for the overall implementation arrangement of NEHEP. UGC will channel all of the program implementation activities, including grants administration, financial management, procurement, safeguards, M&E, and reporting arrangements through the government system. UGC will coordinate with the MoEST and other subsidiary implementing agencies, including the beneficiary higher education institutions (HEIs) and other beneficiaries. UGC, in coordination with respective affiliating universities, will also provide training, management, and monitoring support to the beneficiary HEIs. UGC will coordinate all the Financial Management functions from planning and budgeting, accounting and reporting, and coordination for internal and external audits. The following are the roles and responsibilities of UGC, among others, in regard to the implementation of NEHEP:

Roles and Responsibilities:

- Coordination with MoEST, Ministry of Finance, and other ministries
- Preparation of the Annual Work Plan and Budget (AWPB)
- Implementation of the programs
- Coordination with subsidiary implementing agencies
- Preparation of the results achievement reports
- The hiring of an Independent Verification Agency (IVA)
- Coordinate with the IVA for the verification

- Preparation and approval of required SOPGs and POM
- Monitoring and Evaluation (M&E)

Program Support Secretariat (PSS) at UGC

The Program Support Secretariat will be established at the UGC to implement the program activities effectively and efficiently. The PSS will contain different divisions and sections including planning, monitoring, procurement, financing, safeguards, etc. The secretariat will provide overall implementation support to UGC.

The PSS will be provided with the technical support team with additional human resources.

TU as a Subsidiary Implementing Agency

TU will be one of the major subsidiary implementing agencies that will be accountable for implementing the program activities specific to the university. In support, coordination, and supervision of the UGC, TU will conduct the university-specific program activities through a designated Program Support Secretariat established at the university.

Beneficiary Universities/ HEIs

At the beneficiary level, where most of the expenditures are made, the main frontline actors are the universities and their constituent and affiliated institutions. The governing bodies of these institutions will be responsible for managing all of the institution-level activities. The beneficiary Universities/ HEIs will have respective Program Coordinators to facilitate implementation support and coordination with UGC.

8.8 Other Institutional Arrangements

Financial Comptroller General Office (FCGO): The major responsibility of the FCGO is to act as the accounting and treasury management agency of the GON, overseeing all government expenditures against the budget, recording unified accounts of revenue collection and other receipts, and preparing consolidated financial statements. With four divisions and 14 sections, the FCGO's field offices are spread across all 77 districts of the country. Each district has a District Treasury Controller Office (DTCO) that is involved in making payments based upon the request of the spending units within the approved budgets of government offices, budgetary controls, and reporting. There are Provincial Treasury Controller Offices (PTCO) in all seven provinces under the

Ministry of Finance (MOF): The MOF, through its International Economic Cooperation and Coordination Division (IECCD), is responsible for mobilizing the foreign aid resources. The Budget and Program Division prepares public expenditure plans. The Public Expenditure and Financial Accountability (PEFA) Secretariat coordinates PFM reform activities. The role of PEFA Secretariat is important as several fiduciary improvement actions will require coordination between the MOEST, UGC, MOF, FCGO, etc.

National Planning Commission (NPC): The NPC formulates development policies and prepares periodic development plans within a long-term development perspective framework. The role of the NPC will also be in finalizing the ceiling of the annual budget for the Program.

Office of the Auditor General (OAG): The OAG is the supreme audit institution (SAI) in Nepal - a constitutional body mandated to conduct the external audit of all government offices, including UGC and most universities, as specified by law. The OAG provides audit opinion in the integrated financial statements of the GON, including those of state-owned enterprises and DP-assisted projects/programs, and follows up on previous audit observations/ recommendations. As mandated, the OAG presents its annual report to the President, who then presents it to Parliament.

Commission for Investigation of Abuse of Authority (CIAA): The CIAA, a constitutional body, is an anticorruption agency with the authority to file corruption cases in special court. As mandated, the CIAA presents an annual report to the President, who then presents the report to the Parliament.

Public Accounts Committee (PAC): The PAC is a parliamentary committee of the House of Representatives tasked to examine the GON financial transactions and accounts and discuss the OAG's report. It directs the government in prominent issues regarding financial irregularities and prepares an annual report of its work.

Public Procurement Monitoring Office (PPMO): The PPMO prepares a public procurement policy; coordinates procurement, including debarment proceedings; and supports capacity building through professional development plans and training for public officials. It also monitors public procurement through site visits.

8.9 Independent Verification Agency (IVA)

NEHEP has the provision of hiring an independent verification agency (IVA) for conducting third-party verifications against the DLI and DLR achievement claims by the implementing agencies. The IVA can be a private or autonomous public entity with adequate institutional capabilities, human resources, qualifications, and a track record of reliably conducting verification processes. It should be able to act independently from the direct influence of the leading implementing agency. The capability of contributing to GON's long-term systemic strengthening will also be one of the key criteria for the IVA.

UGC will recruit an IVA for third-party verification and reporting of DLI and DLR achievements. The IVA will verify the DLI achievement evidence submitted by the implementing agencies according to the DLI definitions and verification protocols. IVA reports will be submitted to the IDA/WB team for clearance and processing for disbursement. The selected IVA would be engaged in mid- to long-term contracts, conditional upon their

Other Accomplishments:

The following tasks are also achieved during the FY 2078/079

- The Environmental and Social Safeguard Strategy for Strengthening Capacities of Beneficiary Institutions: prepared and approved by the UGC Board

- The Labor Management Procedures: prepared and approved by UGC Board

- The capacity building plan (CBP) of UGC: prepared with budget allocation
- The Environmental and Social Assessment Report: prepared
- The draft document of Quality Enhancement Guidelines / Framework: draft prepared
- The Environmental and Social Commitment Plan(ESCP): finalized
- The Stakeholders Engagement Plan (SEP): finalized

Annual Day



Best Staff Award



Training to Campus Chiefs



Support To HEIs



Chairman's Visit



Visit to Pokhara University



Visit to AFU, Chitwan



Kankai Multiple Campus



Tridev Multiple Campus



Mechi Multiple Campus

QAA Award Ceremony

