EQASA Q Enhancing Quality Assurance in South Asia

External Assessment of the Quality Exercise and Recommendations

Deliverable 4.4

📄 CONTENTS

EQASA Enhancing Quality Assurance in South Asia

GENERAL INFORMATION

Title of the case   *Comments on the Quality Exercise / Strategic Plan*

Organisation(s)   *Anna University*

Country   *India*

Author(s)   *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

PRINCIPLES OF QUALITY ASSURANCE

1. INTRODUCTION

Quality assurances processes and practices vary internationally and are usually formulated according to local cultures, the national legal framework and the institutional resources available. The following basic principles underlie most European accreditation systems and it is advisable that relative information should be compiled and presented in a self study report if you wish to be able to compare your undergraduate study programmes to those operating in the European Union.

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Institutions should ensure that their undergraduate programmes are delivered in a way that encourages students to take an active role in the learning process. The assessment methods should reflect this approach.

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Institutions should develop and apply published regulations covering all aspects and phases of studies (admission, progression, recognition and certification).

Principle 5: Teaching Staff

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Principle 7: Information Management

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An easy way to assess the compliance of a study program to general quality assurance principles is through a checklist that depicts specific mechanisms (which the Internal Quality Assurance Cell can use during the preparation of a self-study/self assessment report for a program evaluation). The checklist can be modified, as necessary, to comply with your country's and/or institutions' particular needs and quality priorities and objectives.

2. CHECKLIST FOR THE COMPLIANCE TO QUALITY ASSURANCE PRINCIPLES

PRINCIPLES	YES	NO
1.Quality Assurance Policy & Strategic Plans		
Quality Policy - Quality Statement – Vision & Mission	X	
Strategic Plan	X	
Quality Goals - Action Plan	X	
2.Design and Approval of the Study Programs		
Institutional Process for the Design- Approval and Revision of the Study Programs	X	
Participation of External Stakeholders in Program Design	X	
3.Student-Centred Learning, Teaching and Assessment.		
Flexible Learning Pathways/Elective courses	X	
Student engagement policy (internships –scholarships-awards)	X	
Outcome Based Education	X	
Student Feedback/Satisfaction Survey	X	
4: Student Admission, Progression, Recognition And Certification		
Transparent admission system	X	
Student assessment by multiple methods	X	
Student support system to ensure timely graduation	X	
Handbooks and Course Regulations	X	
5: Teaching Staff		
Suitable qualification of the teaching staff	X	
Tracking of the participation of teaching staff in research projects	X	
Tracking of academic publications	X	
Information on awards – distinctions - patents	X	
Continuous Professional Development of Teaching Staff	X	

6: Learning Resources and Student Support		
Laboratories	X	
Library	x	
Student Halls	x	
Student Support System (Advisors)	x	
7: Information Management		
Internal information management system	x	
Internal quality assurance system	x	
8: Public Information		
Complete and informative sites for university services/facilities & study programs	X	
Publication on the site of evaluation/accreditation reports	X	
Control of the objectivity and clarity of information made available to the public	X	

3. REMARKS

It is obvious from the material submitted and available on-line that Anna University has an effective and efficient quality assurance system which has positively contributed to the achievement of a high ranking both in the national NIRF system as well as the QS global ranking system. The university ranks first in the Tamil-Nadu area and is characterized as an institution with potential of excellence in specific subject-areas. The university has developed an excellent infrastructure and its research output would enable it to be classified as a Type 1, research-oriented university.

The university possesses an effective management information system operated by a small but very efficient Quality Cell. A wealth of quantitative data is available through the annual AQAR report submitted (2018-2019) which in accordance with the Indian framework are provided are in an aggregate form (for the four campuses of Anna University). On the university site (www.annauniv.edu) there are dedicated pages for NAAC accreditations and certification, the Internal Quality Assurance Cell and all the programmes of study offered by the university.

The visibility of the study program is high, as it possesses a well organised site with concise and clear presentation with quantitative and qualitative data of interest to the general public (i.e. full cvs of the teaching staff - research activities – facilities etc). The regulations and the syllabus of the undergraduate programme B.E. Electronics and Instrumentation in Engineering are available on line at the address http://cac.annauniv.edu/PhpProject1/uddetails/udug_2012/EIE.pdf

EQASA ☰ Enhancing Quality Assurance in South Asia

GENERAL INFORMATION

Title of the case   *Comments on the Quality Exercise / Strategic Plan*

Organisation(s)   *Dr. Babashaheb Ambedkar Marathwada University (BAMU)*

Country   *India*

Author(s)   *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

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Quality Goals - Action Plan	X	
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Institutional Process for the Design- Approval and Revision of the Study Programs	X	
Participation of External Stakeholders in Program Design	X	
3.Student-Centred Learning, Teaching and Assessment.		
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Student engagement policy (internships –scholarships-awards)	X	
Outcome Based Education	X	
Student Feedback/Satisfaction Survey	X	
4: Student Admission, Progression, Recognition And Certification		
Transparent admission system	X	
Student assessment by multiple methods	X	
Student support system to ensure timely graduation	X	
Handbooks and Course Regulations	X	
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Suitable qualification of the teaching staff	X	
Tracking of the participation of teaching staff in research projects	X	
Tracking of academic publications	X	
Information on awards – distinctions - patents	X	
Continuous Professional Development of Teaching Staff	X	

6: Learning Resources and Student Support		
Laboratories	X	
Library	x	
Student Halls	x	
Student Support System (Advisors)	x	
7: Information Management		
Internal information management system/not used by all departments	x	
Internal quality assurance system	x	
8: Public Information		
Complete and informative sites for university services/facilities & study programs	X	
Publication on the site of evaluation/accreditation reports	X	
Control of the objectivity and clarity of information made available to the public	X	

3. REMARKS

It is obvious from the study visit, the material submitted and available on-line that BAMU University has an effective quality assurance system, which has positively contributed to its development and its role as a regional university in the Maharastra state. The Internal Quality Assurance Cell is

It is commendable that the university has developed a specific policy for the support of vulnerable students of low socio-economic status as well as a concise gender equality policy (Womens' Study Centre), which are integrated in the overall quality policy of the institution. Such policies have allowed the university to operate as a pole for regional development. It is to be noted that one of the goals of the university is to foster entrepreneurship activities and make full use of the university incubator.

The university has a fully adequate campus and is constantly developing its infrastructure. The university possesses a management information system, which however is not used by all its departments. The university would benefit from the generalized use of the management system by all its departments.

The university operates a quality assurance system which is in compliance with international and European standards, it has established institutional policies and practices that safeguard the quality of the programs of study. It has introduced an outcomes based education, which could be considered as analogous to learning outcomes in the European context and renders the programs offered comparable internationally.

Complete quantitative data is available through the self-study report and the annual quality assurance report submitted (2017-2018). On the university site (www.bamu.ac.in) there are dedicated pages the Internal Quality Assurance Cell were all quality assurance reports are publicized. On the university website information is provided for all the study programmes of the university.

GENERAL INFORMATION

Title of the case   *Comments on the Quality Exercise / Strategic Plan*

Organisation(s)   *ICTI*

Country   *Afghanistan*

Author(s)   *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

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2. CHECKLIST FOR THE COMPLIANCE TO QUALITY ASSURANCE PRINCIPLES

PRINCIPLES	YES	NO
1.Quality Assurance Policy & Strategic Plans		
Quality Policy - Quality Statement – Vision & Mission	x	
Strategic Plan	x	
Quality Goals - Action Plan	x	
2.Design and Approval of the Study Programs		
Institutional Process for the Design- Approval and Revision of the Study Programs		x
Participation of External Stakeholders in Program Design	x	
3.Student-Centred Learning, Teaching and Assessment.		
Flexible Learning Pathways/Elective courses	-	
Student engagement policy (internships –scholarships-awards)		x
Outcome Based Education		x
Student Feedback/Satisfaction Survey	x	
4: Student Admission, Progression, Recognition And Certification		
Transparent admission system	x	
Student assessment by multiple methods	-	
Student support system to ensure timely graduation		x
Handbooks and Course Regulations	x	
5: Teaching Staff		
Suitable qualification of the teaching staff		x
Tracking of the participation of teaching staff in research projects	x	
Tracking of academic publications	x	
Information on awards – distinctions - patents		x
Continuous Professional Development of Teaching Staff		x

6: Learning Resources and Student Support		
Laboratories	x	
Library	x	
Student Halls	x	
Student Support System (Advisors)		x
7: Information Management		
Internal information management system		x
Internal quality assurance system	x	
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Complete and informative sites for university services/facilities	x	
Complete and informative sites for study programs		x
Publication on the site of evaluation/accreditation reports		x
Control of the objectivity and clarity of information made available to the public	x	

3. REMARKS

ICTI made its first effort towards producing a self-study report in the framework of the EQASA project, using the accreditation guidelines provided by the Ministry of Higher Education of Afghanistan. It is a great achievement that without an internal management information system and a dedicated budget ICTI was able to prepare a self-study report.

Collection of quantitative data was difficult, as the Institute does not possess an internal management information system. The leadership of the institute is clearly invested in quality assurance and are willing to work towards developing an accreditation system according to MoHE directives and international principles.

This being said, there are a number of steps to be taken in order to fully achieve this goal.

- Regarding the institutional level the Institute would be facilitateted in its quality efforts by the development of a quality manual describing all its standard processes and mechanisms for quality assurance as well as the persons/committees responsible for them.

- Regarding the study program level, the department should develop a standard internal process through which the courses/modules included in the program of study are updated and modernised every year. To decide on the necessary courses/modules it would be advisable to compare the content and syllabi of modules given in Afghanistan with those of modules given in foreign universities, which you consider of comparable standing. It is advisable to clearly describe whether optional courses are offered (or not) keeping in mind that in most student-centred systems the development of flexible learning pathways is a goal.

- It would be helpful to clarify a "graduate profile" that would describe the basic and professional skills acquired through the study program that facilitate the graduates' entry in the labour market. This would assist you to implement outcome-based education. Ideally, such graduate profiles should be developed for all the study programs offered by the Institute. The establishment of an alumni network could be useful in this respect, as it could be a source of valuable qualitative data, putting at the

centre of interest graduate careers. At a later stage, it would be commendable to establish a career centre for tracking graduates' career.

- The Institute as a whole and the individual Departments would benefit from the establishment of an internal management information system or even a rudimentary database with a view to track systematically and record: enrollments, progress of students, grades per subject and graduation data as well as information on its teaching and administrative personnel. This will enable the development of basic performance indicators – such teacher/student ratios and graduation ratios on an annual basis. Such performance indicators are indispensable for all accreditation processes.

- Perhaps you could use the excellent relations between ICTI and MoHE to advocate for the development of a national management information system (either with the ministry or an independent national quality assurance agency) to collect and analyse uniform data for all Afghani universities.

- The Institute and the Departments should decide on a policy regarding the public information that is made available on line to all interested parties, with a view to heighten the international visibility of the study programs offered. In Europe the usual practice is to have on line student handbooks with the description of courses/modules and syllabi, some data on graduation rates, as well as teaching staff cv's.

- It is advisable that you continue internal campaigns with a view to familiarise and sensitise staff and students on the advantages of quality and quality assurance. The participation of students in quality assurance process, through the development of questionnaires that evaluate courses and services is also advisable, as it is seen as the main way to develop a quality culture in the institution.

EQASA

Enhancing Quality Assurance in South Asia

GENERAL INFORMATION

Title of the case   *Comments on the Quality Exercise / Strategic Plan*

Organisation(s)   *Nangarhar University*

Country   *Afghanistan*

Author(s)   *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

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Publication on the site of evaluation/accreditation reports		x
Control of the objectivity and clarity of information made available to the public	x	

* Indicates no data available

3. REMARKS

From the submitted case studies it is obvious that currently Nangarhar University is rethinking its strategic goals and quality policy. According to the strategic plan submitted, the university has elaborated an ambitious plan for the period 2020-2024, providing for the revision and restructuring of all 62 study programs currently on offer. In the framework of the strategic plan new postgraduate programs of study will be also established. The leadership of the university appears to be determined to proceed with the establishment of quality assurance processes, in line with MoHE directives. These being said, there are a number of steps to be taken in order to fully achieve this overarching goal.

Currently the strategic plan is formed along 4 axes: (a) revision of existing study programs and establishment of new ones (b) qualifications, continuous professional development and evaluation of university personnel, (c) student and alumni empowerment and participation in university processes (d) development of a quality culture. Although the institutional leadership has developed a vision for the future of the university, the steps to be followed for the achievement of the goals set in the strategic plan are not clear, i.e. a definite implementation plan has not been developed.

(a) Regarding the revision of study programs:

- It is recommended that the university develop a quality manual, describing all internal administrative process through which the courses/modules included in the programs of study are updated and modernised according to national priorities. To decide on the necessary courses/modules it would be advisable to compare the content and syllabi of modules given in Afghanistan with those of modules given in foreign universities, which you consider of comparable standing. It is advisable to clearly describe whether optional courses are offered (or not) keeping in mind that in most student-centred systems the development of flexible learning pathways is a goal.

- The development of a quality manual describing all the standard processes and mechanisms for quality assurance as well as the persons/committees responsible for

them is indispensable in this respect, as well as for the development of fair and consensual administrative and academic processes.

- It would be helpful to clarify a "graduate profile" that would describe the basic and professional skills acquired through the study program that facilitate the graduates' entry in the labour market. This would assist the implementation of outcome-based education. Ideally, such graduate profiles should be developed for all the study programs offered.

(b) Qualifications, continuous professional development and evaluation of university personnel,

- It is not clear if the university is free to hire and fire its personnel, or whether this is under the authority of the MoHE. In any case, in order to achieve this goal, a clear process for the entry and promotion of academic staff through the ranks should be developed, with transparent and objective criteria, which can be subject to peer review.

- The internal re-trainings and campaigns that have taken place in the framework of the EQASA project, can be used in the future, with a view to contribute to the better understanding of quality assurance principles, processes and requirements. The university could foresee in the future the repetition of these workshops for the further training of academic staff.

- Furthermore, in the absence of continuous professional development programs one could consider the possibility of the development of a small scholarship scheme for further training of teaching staff abroad, with the understanding that the recipient will assume the obligation to return to the university and teach for a definite period of time.

(c) Student and alumni empowerment and participation in university processes

- The university should develop a system to record anonymously student satisfaction from the organisation and the implementation of the courses/modules on offer, as well as student assessment methods. It is recommended that you establish said processes (for example an anonymous evaluation questionnaire) as soon as possible. This would contribute to the development of a quality culture in the institution.

- The establishment of student councils could be useful in this respect, as it could be a source of valuable qualitative data. The development of an alumni network, that could provide information relative to the ease or difficulty of entry in the labour market is also recommended.

(d) Development of a quality culture.

- A quality culture develops overtime and is dependent on the systematic implementation of evaluation processes and collection of data. It is to be expected that it will take considerable time to develop and that in order to ensure the engagement of internal and external stakeholders the usefulness of quality assurance process must be proven.

- It is advisable that you continue internal campaigns with a view to familiarise and sensitise staff and students on the advantages of quality and quality assurance. The participation of students in quality assurance process, through the development of questionnaires that evaluate courses and services is also advisable, as it is seen as the main way to develop a quality culture in the institution.

- However, it is indispensable that the university establishes an internal management information system or even a rudimentary database with a view to track systematically and record: enrollments, progress of students, grades per subject and graduation

data as well as information on its teaching and administrative personnel. This will enable the development of basic performance indicators – such teacher/student ratios and graduation ratios on an annual basis. The analysis of such performance indicators is necessary for all accreditation processes.

- Given that the development of a management information system requires substantion know-how and funds, perhaps you should use the university's existing experience with quality assurance processes and request your MoHE to develop a national management information system to collect and analyse uniform data for all Afghani universities.

- Finally the development of a bilingual website that would provide basic information on the university and its services, the programs of study on offer as well as general information of interest in accreditation processes is strongly recommended. The Institute and the Departments should decide on a policy regarding the public information that is made available on line to all interested parties, with a view to heighten the international visibility of the study programs offered. In Europe it is customary to have on line student handbooks with the description of courses/modules and syllabi, some data on graduation rates, as well as teaching staff cv's.

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Organisation(s) *Mid-Western University*

Country *Nepal*

Author(s) *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

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Institutions should assure themselves of the qualifications and competence of the teaching staff. They should apply fair and transparent processes for the recruitment and development of the teaching staff.

Principle 6: Learning Resources and Student Support

Institutions should have adequate funding to cover teaching and learning needs. They should –on the one hand- provide satisfactory infrastructure and services for learning and student support and–on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g. lecture rooms, laboratories, libraries, networks, boarding, career and social policy services etc.).

Principle 7: Information Management

Institutions bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Principle 8: Public Information

Institutions should publish information about their teaching and academic activities which is clear, accurate, objective, up-to-date and readily accessible. These are useful for current students and attracting prospective students as well as for other stakeholders and the general public. For purposes of comparison this information should be available both in the national and the English language.

An easy way to assess the compliance of a study program to general quality assurance principles is through a checklist that depicts specific mechanisms (which the Internal Quality Assurance Cell can use during the preparation of a self-study/self assessment report for a program evaluation). The checklist can be modified, as necessary, to comply with your country's and/or institutions' particular needs and quality priorities and objectives.

2. CHECKLIST FOR THE COMPLIANCE TO QUALITY ASSURANCE PRINCIPLES

PRINCIPLES	YES	NO
1.Quality Assurance Policy & Strategic Plans		
Quality Policy - Quality Statement – Vision & Mission	x	
Strategic Plan	x	
Quality Goals - Action Plan	x	
2.Design and Approval of the Study Programs		
Institutional Process for the Design- Approval and Revision of the Study Programs	x	
Participation of External Stakeholders in Program Design	x	
3.Student-Centred Learning, Teaching and Assessment.		
Flexible Learning Pathways/Elective courses		x
Student engagement policy (internships –scholarships-awards)		x
Outcome Based Education		x
Student Feedback/Satisfaction Survey		x
4: Student Admission, Progression, Recognition And Certification		
Transparent admission system		x
Student assessment by multiple methods		x
Student support system to ensure timely graduation		x
Handbooks and Course Regulations	x	
5: Teaching Staff		
Suitable qualification of the teaching staff		x
Tracking of the participation of teaching staff in international research projects	x	
Tracking of international academic publications	x	
Information on awards – distinctions - patents		x
Continuous Professional Development of Teaching Staff	x	

6: Learning Resources and Student Support		
Laboratories	x	
Library	x	
Student Halls	x	
Student Support System (Advisors)		x
7: Information Management		
Internal information management system		x
Internal quality assurance system	x	
8: Public Information		
Complete and informative sites for university services/facilities		x
Complete and informative sites for study programs		x
Publication on the site of evaluation/accreditation reports		x
Control of the objectivity and clarity of information made available to the public		x

3. REMARKS

From the information collected on Nepal and the data available on the national Education Management Information System (EMIS) it is obvious that the state of quality assurance processes are still at their infancy and that universities need further support and guidance in order to develop policies and mechanisms for accreditation purposes.

Despite the limited infrastructure at institutional and national level, Midwestern University took advantage of the EQASA project and produced a number of strategic documents, such as the Operational Policy and Guidelines on Quality Assurance, The MUSOM (School of Management) Strategic Plan and the Mid-Western University Strategic Plan, that may provide a basis for further development of a quality culture in the University.

It is obvious from the submission of these three documents that the university has developed a general policy for quality assurance, has formed a number of committees that are in charge of specific processes at the institutional, as well as at the program of studies level, and has a definite vision for the future.

With respect to the vision of the university we have noted a inconsistency. It is commendable that your vision for the future includes the prospect of Midwestern University becoming a Centre of Excellence for teaching, research and innovation. However you should not underestimate the mission stated on the School of Management strategic plan "Transforming Rural Nepal Through Community Based Model of Higher Education", which accurately describes the highly important service offered to your local community and the regional role of the University.

In order to achieve your future goals a number of steps need to be taken in order to prepare the university for accreditation purposes.

- It is understandable that Mid-Western University being a young, regional university has limited resources to devote to quality assurance. It is recommended that the university should make every effort to conduct the entry/admissions examinations according to definite transparent criteria.

- The development of a management information system at the institutional level is strongly recommended. The regular recording and follow-up of enrollments, success rates of students per subject and graduation data as well as information on its teaching and administrative personnel is indispensable. The collection of such data will facilitate both the formulation of key performance indicators such as teacher/student ratios and graduation rates on an annual basis. The analysis of such performance indicators is necessary for accreditation processes and will facilitate the provision of data in the EMIS system.

- Finally the restructuring of the website is strongly recommended. The University website should provide basic information on the services offered and should describe the programs of study on offer. It is advised that you include pages on the Quality Assurance Process that you develop at the Institutional and the Campus level and that you publicize all relevant information. (Letters of Intent submitted, Accreditations granted by your QAA etc.). Such process will heighten the visibility of Midwestern University at the national level.

- The Curriculum Development Center of the university, should try to develop flexible learning pathways that will cover the needs of its students. To this end some optional courses are usually included in the programs of study.

- It would be helpful to clarify a "graduate profile" that describes the basic and professional skills acquired through the study programs and which would facilitate the graduates' entry in the labour market. This would assist the formation of outcome-based education, should you choose to proceed in the direction of India.

Regarding the further development of a quality culture in the university

- A quality culture develops overtime and is dependent on the systematic implementation of evaluation processes and collection of data. It is to be expected that it will take considerable time to develop and that in order to ensure the engagement of internal and external stakeholders the usefulness of quality assurance process must be proven.

- It is advisable that you continue internal campaigns with a view to familiarise and sensitise staff and students on the advantages of quality and quality assurance. The internal re-trainings and campaigns that have taken place in the framework of the EQASA project, can be used in the future, with a view to contribute to the better understanding of quality assurance principles, processes and requirements. The university should organised in the future further workshops for the training of academic staff. The involvement of students and alumni in quality assurance process, will empower them and is also advisable. Internal stakeholders should complement the network of external stakeholders that you are trying to be, and it is seen as an effective way to develop a quality culture in the institution.

GENERAL INFORMATION

Title of the case   *Comments on the Quality Exercise / Strategic Plan*

Organisation(s)   *Tribhuvan University*

Country   *Nepal*

Author(s)   *Prof. Yiouli Papadiamantaki – Dr. G.Fragoulis*

PRINCIPLES OF QUALITY ASSURANCE

1. INTRODUCTION

Quality assurances processes and practices vary internationally and are usually formulated according to local cultures, the national legal framework and the institutional resources available. The following basic principles underlie most European accreditation systems and it is advisable that relative information should be compiled and presented in a self study report if you wish to be able to compare your undergraduate study programmes to those operating in the European Union.

Principle 1: Academic Unit Policy for Quality Assurance

Institutions should apply a quality assurance policy as part of their strategic management. This policy should expand and cover all institutional areas of activity, and should particularly address the issue of the quality requirements of undergraduate programmes. This policy should be publicized and implemented by all members of the institution.

Principle 2: Design and Approval of Study Programmes

Institutions should develop their undergraduate programmes following a defined written process, which should involve all internal stakeholders and approval committees for the program. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them should be set out in the program design. The above details as well as information on the program's structure should be published in a student guide.

Principle 3: Student-centered Learning, Teaching and Assessment

Institutions should ensure that their undergraduate programmes are delivered in a way that encourages students to take an active role in the learning process. The assessment methods should reflect this approach.

Principle 4: Student Admission, Progression, Recognition and Certification

Institutions should develop and apply published regulations covering all aspects and phases of studies (admission, progression, recognition and certification).

Principle 5: Teaching Staff

Institutions should assure themselves of the qualifications and competence of the teaching staff. They should apply fair and transparent processes for the recruitment and development of the teaching staff.

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An easy way to assess the compliance of a study program to general quality assurance principles is through a checklist that depicts specific mechanisms (which the Internal Quality Assurance Cell can use during the preparation of a self-study/self assessment report for a program evaluation). The checklist can be modified, as necessary, to comply with your country's and/or institutions' particular needs and quality priorities and objectives.

2. CHECKLIST FOR THE COMPLIANCE TO QUALITY ASSURANCE PRINCIPLES

PRINCIPLES	YES	NO
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Quality Goals - Action Plan – Implementation Plan		x
2.Design and Approval of the Study Programs		
Institutional Process for the Design- Approval and Revision of the Study Programs		x
Participation of External Stakeholders in Program Design		x
3.Student-Centred Learning, Teaching and Assessment.		
Flexible Learning Pathways/Elective courses		x
Student engagement policy (internships –scholarships-awards)		x
Outcome Based Education		x
Student Feedback/Satisfaction Survey		x
4: Student Admission, Progression, Recognition And Certification		
Transparent admission system		x
Student assessment by multiple methods		x
Student support system to ensure timely graduation		x
Handbooks and Course Regulations	*	
5: Teaching Staff		
Suitable qualification of the teaching staff		x
Tracking of the participation of teaching staff in international research projects		x
Tracking of international academic publications		x
Information on awards – distinctions - patents		x
Continuous Professional Development of Teaching Staff		x

6: Learning Resources and Student Support		
Laboratories	x	
Library	x	
Student Halls	x	
Student Support System (Advisors)		x
7: Information Management		
Internal information management system		x
Internal quality assurance system		**X**
8: Public Information		
Complete and informative sites for university services/facilities		x
Complete and informative sites for study programs		x
Publication on the site of evaluation/accreditation reports		x
Control of the objectivity and clarity of information made available to the public		x

3. REMARKS

In the case of Tribhuvan University, it is clear that the development of quality assurance processes is still at their infancy. Tribhuvan University established a center for Quality Assurance and Accreditation in 2017. The QAA office has very limited resources and does not have a dedicated web-page in the university web-site.

Tribhuvan University is the oldest and the most prestigious university of the country. It is a huge university, According to the table of the Planning Directorate of the university a total of 392.400 students are enrolled in the 61 constituent campuses and the 1.061 affiliated colleges of the university, which cover all 7 provinces of the country.

The academic and administrative organisation of the university is complicated. The university possesses 4 faculties[1], 5 Institutes[2] and 4 (Research) Centres[3]. and The organisational differences between faculties and institutes or centres and research centres are not clear. On the positive side the university keeps track of the number of students enrolled in each faculty/institute. However, the various programs of study operate with different regulations and admission processes, even those given by the same faculty/institute. Furthermore there appears to be some mechanism for the revision of the study programs through designated committees. These processes are not well described and these committees do not appear to consult the University's QA Unit. There fore the whole process seems to be fragmented with the QA office setting up policies, which do not relate to the mechanisms in use. The lack of unified administrative procedures, the complex bureaucratic structure of the university, along with the very limited resources of the university and of the country in general, and the restricted access to technology, make hard the design and implementation of institutional QA mechanisms that operate in a uniform and consistent manner.

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[1] Faculty of Law, of Humanities and Social Sciences, of Management and of Education.
[2] Institute of Engineering, of Medicine, of Forestry, of Agriculture and Animal Science, of Science and Technology.
[3] Center for Economic Development and Administration, for Nepal and Asian Studies, Research Centre for Applied Science and Technology and Research Centre for Educational Innovation and Development.

The university elaborated a strategic plan for 2019-2025 based on the eight criteria set by UGC, which comprise Policy and Procedures, Curricular Aspects, Teaching – Learning and Evaluation System, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Guidance, Information System and Public Information. On the base of these criteria, the university tried for the first time to form policies, elaborate strategies, design activities and measure the outcomes by setting performance indicators.

However, reviewing the strategic plan submitted by the university, it is clear that despite the ambitious policies and strategies set, the designed activities and the performance indicators proposed are vague. Furthermore they are not supplemented by an action or implementation plan that would measure their effectiveness.

It is fully understandable that the very limited resources of the country and of the university itself, the limited possibility to use Information and Communication Technologies, in combination with the size and the territorial expansion of the university, along with the lack of expertise of the Nepali colleagues, make the whole attempt to establish QA mechanisms difficult and challenging. To this extent, the initiation of the EQASA project which coincided with the establishment of university's QA cell was a positive development, in the sense that the project allowed our Nepali colleagues to meet for the first time the challenge to be involved in QA process and implement relative activities. However, university authorities did not take full advantages of the funds and training offered by the project for the efficient organization of their QA cell.

- Given that Tribhuvan university is the oldest and most prestigious university of Nepal it should make every effort to properly organise QA processes and provide an example for all Nepali university

- The development of a management information system at the institutional level is strongly recommended. The regular recording and follow-up of enrollments, success rates of students per subject and graduation data as well as information on its teaching and administrative personnel is indispensable. The collection of such data will facilitate both the formulation of key performance indicators such as teacher/student ratios and graduation rates on an annual basis. The analysis of such performance indicators is necessary for accreditation processes and will facilitate the provision of data in the EMIS system.

- Finally the restructuring of the website is necessary. The University website should provide basic information on the services offered and should describe the programs of study on offer. It is advised that a separate page is created for the QA Office where all relative information is publicized. (Letters of Intent submitted, Accreditations granted by your QAA etc.). Such process will heighten the visibility of Midwestern University at the national level.

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- It is advisable that you continue internal campaigns with a view to familiarise and sensitise staff and students on the advantages of quality and quality assurance. The internal re-trainings and campaigns that have taken place in the framework of the EQASA project, can be used in the future, with a view to contribute to the better

understanding of quality assurance principles, processes and requirements. The university should organised in the future further workshops for the training of academic staff. The involvement of students and alumni in quality assurance process, will empower them and is also advisable. Internal stakeholders should complement the network of external stakeholders that you are trying to be, and it is seen as an effective way to develop a quality culture in the institution.