

Quality Assurance & Accreditation Issues and Practices in Mid-West University, Nepal

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Abstract

Quality assurance and accreditation issues and practices have become the integral academic issue and practice in all higher education institutes of Nepal for quality academic, research and innovation based entrepreneurship education. Purpose of this study was to describe and analyze quality assurance and accreditation issues in twenty higher education institutes of Mid-West University to provide work integrated higher education service in Karnlai Province and different parts of the Nepal. The focus was on teaching, learning and evaluation, faculty development, research and extension services, infrastructure, learning resources, interface, interface quality, students support, leadership and governance, innovative practice and performance improvement. This study has been conducted by selecting Deans, head of HEIs and QAA associated faculty members of each HEI of Mid-West University as its respondents as they are the key responsible people to assure quality education service mechanism in line with UGC QAA system. The research method was quantitative model with survey design using descriptive analysis. The instruments used was online and off line structured and open-ended questionnaires. The census study method was used to design questionnaires for collecting information. Along with identifying solutions to the challenges relating to Mid-West University quality assurance and accreditation implementation, the study has identified policy implications and recommendations to help Nurturing Excellence in Higher Education Programs of UGC for its effective implementation within Mid-West university for ensuring quality higher education services in Nepal. Findings has shown poor and average in all indicators of teaching-learning, research, innovation, capacity development focusing on the conclusion that MU HEIs must work hard to implement QAA plan for offering quality and work-integrated higher education in the region.

Keywords: Quality assurance, quality control, survey, academic research, descriptive research

Introduction

Quality assurance and accreditation has been the instrumental in providing quality education to cope with the global and local labor market needs with high efficiencies and excellence. QAA has become the more fashionable philosophy planned to reforming existing educational activities. An issue of quality assurance in higher education institutions has been the major concern and it has become the global trend for all universities over the last decades (Munchemwa 93). With this emerging trend the QAA concern has been

the focused issue of Nepal for redesigning Nepalese universities (Durmuş Şenyapar, H. N., & Bayındır, R; (2024). Issues of improving the quality of higher education has been the major focus of Government of Nepal to meet the local and global market requirements as mentioned in *15th National Development Plan and National Education Policy 2019*, Nepal (UGC Strategic Plan 2021-2030).

UGC Nepal Second Higher Education Program (SHEP) 2007-2014 established the road to QAA system in Nepal to enhance quality with the support from International Development Assistance/World Bank in 2007. SHEP formally started QAA mechanism in 2009 under the UGC, Nepal. The 16th International Conference on Quality on 18-20 September 2010, was organized by joint effort of the Asia Pacific Quality Organization and Kathmandu University made QAA more visible in Nepal (UGC Nepal Strategic Plan 2021-2030). UGC Nepal with the support of Government of Nepal has made QAA the basic requirement to ensure quality higher education for accomplishing national goal of making Nepal "Prosperous Nepal, Happy Nepali". UGC Nepal has prepared Strategic Plan 2021-2030 to improve QAA system in Nepal with an objective of helping National Education Policy 2076 BS for producing locally and globally competent human capitals. UGC Nepal with the support of Ministry of Education initiated Higher Education Reform Project (HERP) 2015-2020 to strengthen QAA system and quality of higher education institutes as prerequisite for all HEIs for international recognition and labor market driven education.

Higher Educational Quality Assurance and Accreditation Council is an apex body of the UGC for making decision for quality assurance and accreditation in Nepal (UGC Strategic Plan 2021-2030). Educational Quality Assurance and Accreditation Council (EQAAC) is responsible and autonomous to carry out QAA activities in Nepal. National Education Policy developed a provision for establishment of QAA agency in Nepal to improve quality of higher education. Quality Assurance and Accreditation Division (QAAD) is the Secretariat of EQAAC which has already extended mutual collaboration with international professional agencies such as NAAC (India), MQA (Malaysia), and others.

Based on The 15th National Development Plan (2076/77-2080), National Education Policy 2076, and National Science, Technology and Innovation Policy-2076, UGC has crafted principles and policies for quality higher education such as autonomy: It is an autonomous system and process with shared responsibility to ensure that HEIs meet quality criteria and continue to progress for improvement. Safeguarding social interest: UGC and HEIs have to respect and promote interest of the society in relation to accreditation process, Encouragement and support: Encourage all stakeholders to nurture the culture of assuring quality higher education, thoroughness as to make sense of true responsibility carry out QAA activities, flexibility as to acknowledge differences and originalities, collaboration as to collaborate with all national and international quality assurance agencies , and transparency as to let all see QAA procedures open and transparent for public scrutiny.

The mission of the University is to serve the people of Nepal and enrich global learning community by extending the advantages of higher education in much deprived areas of the country (MU Three-Year Strategic Plan). MU initiated its QAA plan and implementation from 2020 to gear up quality education promotion through the university academic programs and research. The University established QAD formally, prepared strategic plan and guidelines to ensure the university involvement in QAA activities as UGC planned (MU QAA Strategic Plan).

At the same time, quality assurance and accreditation is the difficult system in terms of efficiency and continuous commitment (Durante and Vardasca, 2023). Even in the European nations it has been the innovative approach to reform higher education. USA highlights it for continuous enhancement of education (Brittingham, 2020). Initiatives like the Washington Accord made an attempt to internationalize it (Dugarova et al., 2016). With difference accreditation system is developed across the globe to respond to the

changing landscape of education (Demidov et al., 2021). The differences are natural as seen in the local cultural context (Tabishev (2019).

It is also argued that agencies taking the job of quality accreditation should be professional (Cheung, 2015). It is open system and it requires regular updates and improvement to assure educational quality. Many people believe that quality assurance has got a major role in assuaging quality (Aburizaizah, 2022). Collective effort from all stakeholders is important factor for assuring quality (Durate and Vardasca, 2023). Both internal and external resources play role in quality assurance (Lenn, 2018). An issue of quality assurance is given focus in balance of regional practices (Bedoll et al., 2021). USA has been a pioneer in conducting quality accreditation system as a means of keeping education more practical (Brittingham, 2020).

Rational

Despite the Mid-West University's involvement in QAA system, no study has been carried out on the issues of quality assurance and accreditation at the Mid-West University. The urgent need is that the study should be conducted to examine the status of the university and its HEIs in terms of quality assurance and accreditation. With the purpose of enhancing MU QAA the university has envisioned a provision of having in place the four tiers of quality assurance structural mechanism (MU Quality Assurance Policy Guidelines). MU has 19 HEIs across the country. About 13 thousand students are studying in seven Graduate Schools, one autonomous school, ten constituent campuses, and one private college. An autonomous HEI, MU School of Management and a private college, Global International College are accredited HEIs of the Mid-West University. Ten constituent campuses are LOI accepted HEIs of the MU. Seven graduate school are under the process of preparing LOI. Despite the improving status of the university, it is necessary to look into the QAA system and its practices at Mid-West University to identify the major issues, challenges and the ways to enhance quality through enhancement of QAA practices.

Objectives

Main objective of this study is to examine issues and practices quality assurance and accreditation in Mid-West University and its HEIs. Specific objectives are to examine level of implementation in teaching learning and evaluation, faculty development, research and extension, infrastructure and learning resources, student support, placement, leadership and governance, innovative practices, and improvement in all sectors of the HEIs services in terms of keeping QAA status in place.

Scope of the Study

This study has examined the QAA status of MU HEIs to assess quality of education provided by the MU. Heads, Deans and SAT related faculty members are respondents for the questionnaire with purpose of collecting data analyzed using descriptive and analytical method.

Methods

Research Design

This study applied quantitative model with survey design using descriptive analysis. Both close ended and open ended online or google form based questionnaire were administered to faculty members associated with QAA system of the university and campus to describe and analyze level of implementation and improvement in teaching, learning, and evaluation, faculty development, research, and extension, infrastructure, learning resources, interface quality, student support, leadership and governance, innovative practices, and

organizational performance, collaboration, exchange, major challenges, pedagogy, publication, performance evaluation, and feedback system in terms of QAA issues and practices at the Mid-West University and its HEIs from the perspective of faculty members involved in institutional QAA system.

Respondents

The study used purposive sampling method. The sample were the 26 faculty members from graduate schools of university and campuses of the university.

Instrument

The questionnaire was set in the format that included 23 main specified statements and 61 supplementary statements relating to location of the HEI, HEI year of establishment, type of HEI, QAA initiation, size of HEI, implementation of teaching, learning, and evaluation, faculty development, research, and extension, infrastructure, learning resources, interface quality, student support, leadership and governance, innovative practices, and organizational performance, collaboration, exchange, major challenges, pedagogy, publication, performance evaluation, and feedback system.

Procedure

The researcher distributed the questionnaire to the head and faculty members via email of each respondent.

Data Analysis

The collected data were analyzed statistically using SPSS and transformed into pie and bar charts to provide overview of the QAA issues and practices in Mid-West University and its HEIs. Frequency count and mean and subjective responses were taken into account. Hinton, McMurray, & Brownlow (2014) argue that SPSS has been the most effective software to be used in quantitative study to do statistical analysis and manage data to help researcher for idea generation to reach the finding of the research. The description of the bar and pie charts or graphs, followed the pictures and discussed with the relevant theories.

Results and Analysis

Head and faculty members of university HEIs are the key actor to assure quality education services with their active involvement in issues and practices of quality assurance and accreditation. 26 respondents from MU 19 HEIs filled and returned the google forms based questionnaire. The responses were ranked on the basis of mean to present and describe frequency and percentage using pie and bar charts.

Percentage of Responses on General Information about Institution

Responses on Location, Type, Size, Establishment, Involvement in QA and formation of IQAC

Figure 1 shows that there are 92.31% of responses in favor that HEIs are in municipality and only 7.69% of responses in favor that HEIs are in rural municipality.

Figure 1-Location of MU HEIs

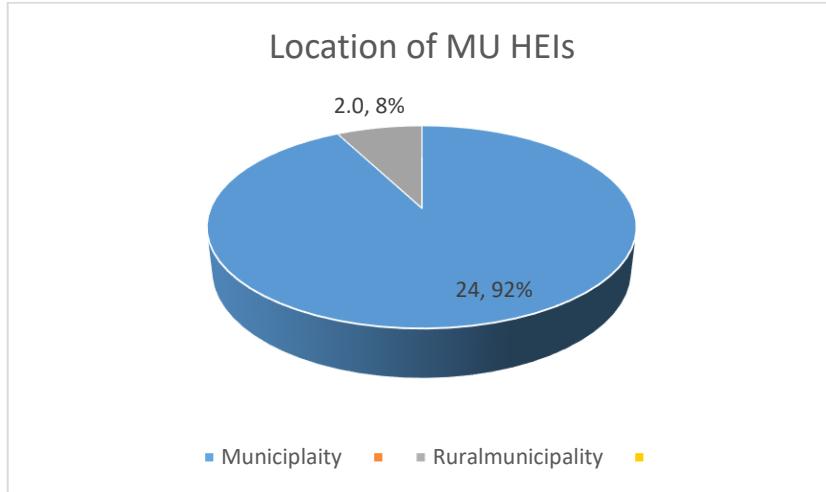


Figure 2 and annex 1-table1 present that there were more public HEIs with 81% of responses and response on autonomous HEI is less with 4% followed by private HEI with 4%.

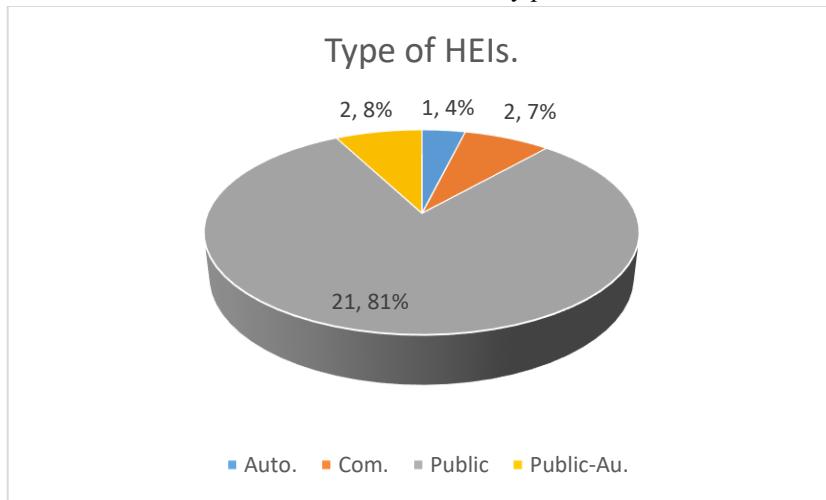


Figure 2-Types of HEIs

Figure 3 Size of HEIs

As seen in the figure 3 size of HEIs differed from one to another. Response on less than 500 students was rated high with 38.5%, responses on 1000-1500 students was rated low with 3.8%.

Figure 3 Size

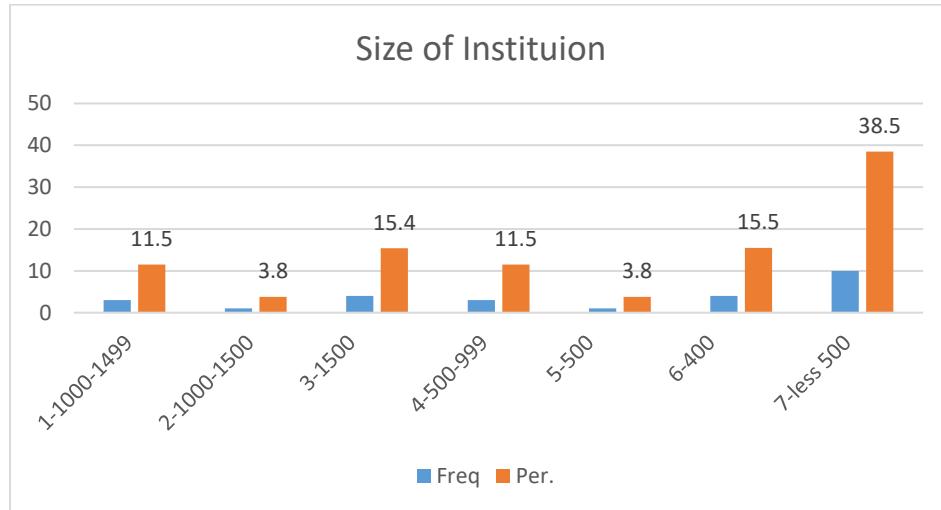
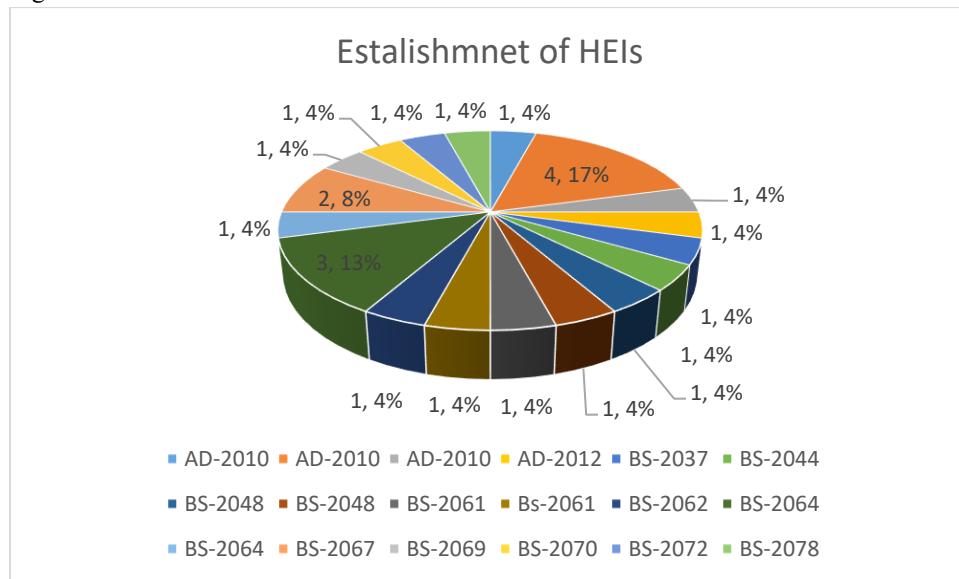


Figure 4 and annex 2-table-2 show that MU HEIs were established in different time period from 2044 BS to 2078 BS. There were 17% of responses on 2010 AD with 4 respondents and 4% of responses on other issues.

Figure 4. Establishment of HEIs



As seen in figure 5 heads and faculty members' involvement in QA 2075 BS was rated with 27% of responses from 7 respondents and 4% of responses for all other years.

Figure 5. Involvement in AQ

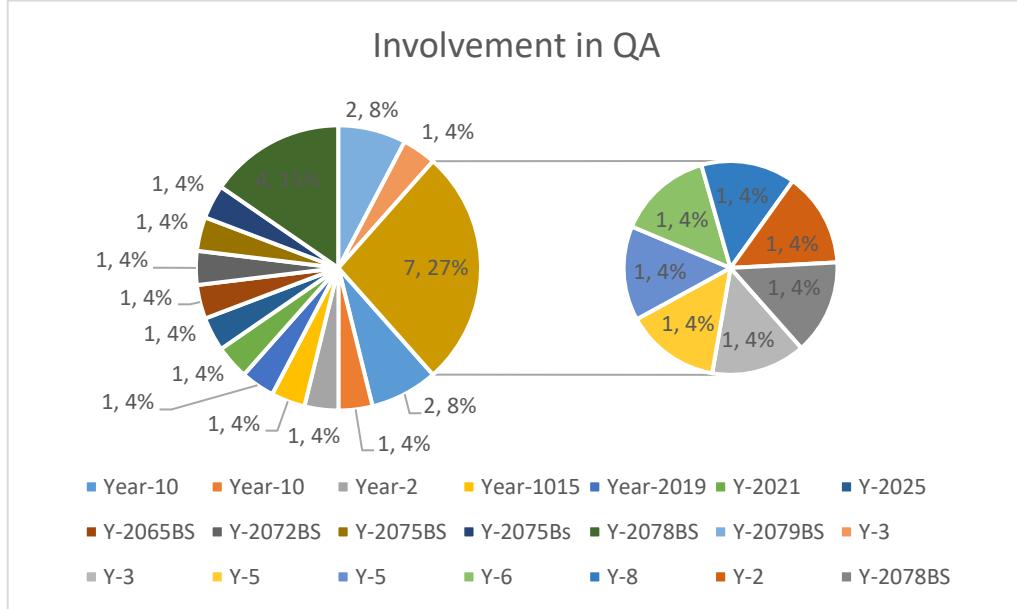
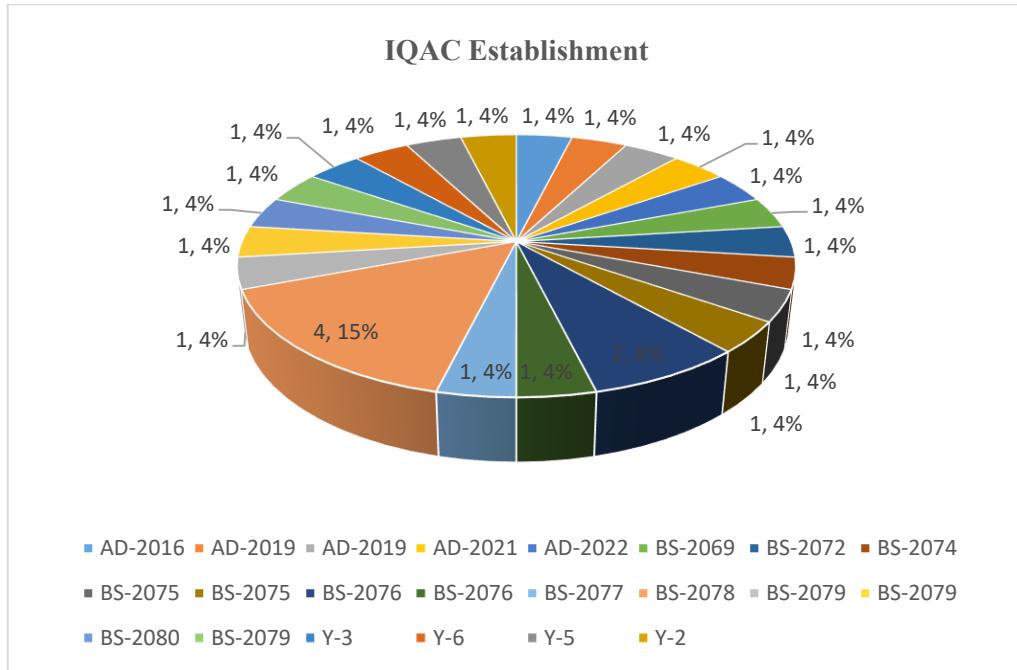


Figure 6 reveals that 15% of responses with 4 respondents told some HEIs started their IQAC in 2019 AD and all other HEIs started in different year.

Figure 6. HEI IQAC Establishment



Level of Implementation in Teaching, Learning and Evaluation

As seen in figure 7 there was good level of implantation in teaching, learning and evaluation at HEIs with 43% of responses rated by 78 respondents. No implementation was 6% of responses by 11 respondents. Issues and practices of teaching, learning and evaluation was average and satisfactory rating with overall mean was 3.29.

Figure 7 Responses on Teaching, Learning and Evaluation

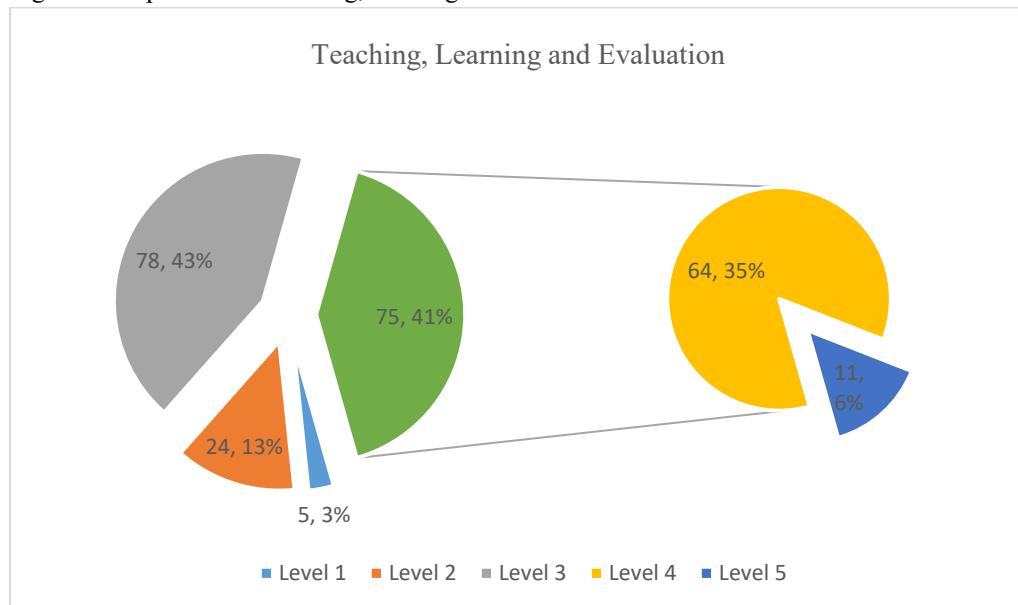


Table 3 in annex 3 shows the applying innovation in teaching is medium level of implementation 61 percentage and low level of implementation is 15.4 percentage, highest is 0.0%, in student-centered teaching level is also medium with 50% and low level is 7.7%, highest is 3.8%, continuous monitoring of students' progress through class test/assignments/group discussion/seminar presentation level of implementation is highest is 7.7%, low level is 3.8%, seeking feedback on teaching effectiveness, analyzing it, using if for improvement highest is 0.0%, low is 26.9%, no implementation is 3.8%, induction for new comers is also very poor. Highest level is 0.0%, good level is 50%, low level is 11.5%, provision of academic monitoring of students highest is 7.7%, low 15.4%, no is 3.8%, showing the very poor situation of monitoring system, use of academic calendar is more good practice as highest is 23.1%, low is 7.7%.

Level of Implementation in Faculty Development, Research and Extension Services

By analyzing the responses from figure 8 and annex-4, table 4 it was found that 35 percentage of respondents thought implementation of faculty development, research and extension was negative sentiments and neutral response with mean 2.62.

Figure 8. Faculty Development, Research and Extension Services

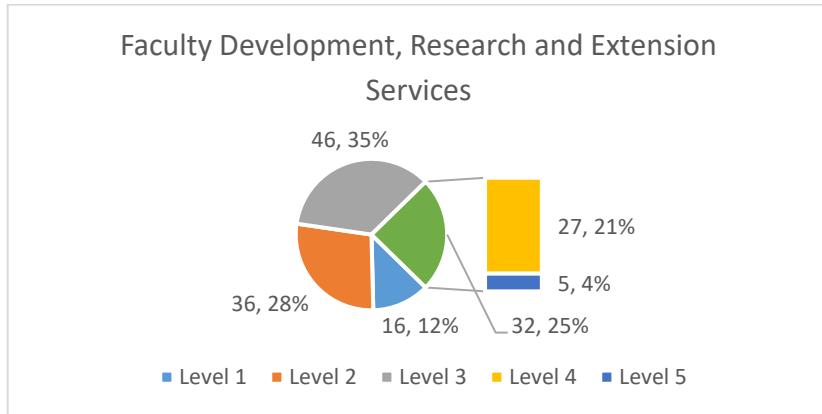


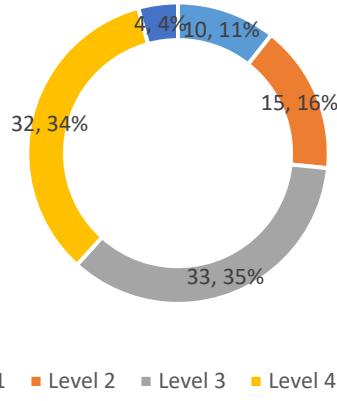
Table 4 presented in annex 4 shows faculty participation in seminars, workshops, research publication, and paper presentation for professional development highest level is 3.8%, low 15.4% and no implementation is 3.8%, in extension activities undertaken by HEIs highest level is 11.5%, low is 23.1%, and no implementation is 15.4 % showing the poor practices, in linkage with other academic, industry and community highest is 3.8%low is 34.6%, no implementation is 11.5% providing evidence that collaboration is not fully enhanced, in consultancy highest is 0.0%, low is 30.8%, no implementation is 11.5% revealing the fact that consultancy is not in place, in on campus research facilities highest is 0.0%, low is 34.6, and no implementation is 11.5% by giving the evidence that on campus research facilities is not worth seeing.

Level of Implementation in Infrastructure, learning Resources, Interface Quality

By analyzing figure 9 and table 3, it is found there was medium level of implementation (35%) in infrastructure, learning resources, interface quality with overall mean 2.95 showing negative and unfavorable responses.

Figure 9 Infrastructure, Learning Resources, Interface Quality

Infrastructure, Learning Resources, Interface Quality

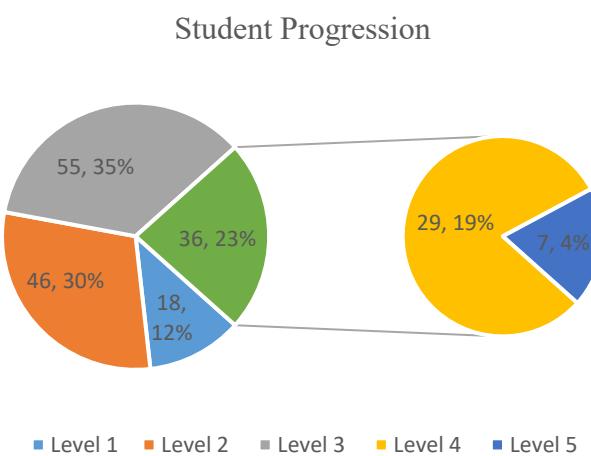


Annex 5-Table 5 describes the level of implementation in case of infrastructure, learning resources and interface quality. In infrastructure with academic pace highest is 3.8%, low is 3.8% and no implementation is 3.8%, regarding IT based library facilities, highest is 3.8%, low is 23.1%, no implementation is 7.7%, in case of partnership highest is 3.8%, low is 42.3%, and no implementation is 23.1%, regarding relation with employers, alumni, parents and graduates highest is 3.8%, low is 26.9% and no implementation is 3.8%.

Level of Implementation in Student Progression

As seen in figure 10 level of implementation in student progression was medium level with 35% of responses and 2.73 mean. Respondents thought level was negative and unfavorable.

Figure 10 Student Progression



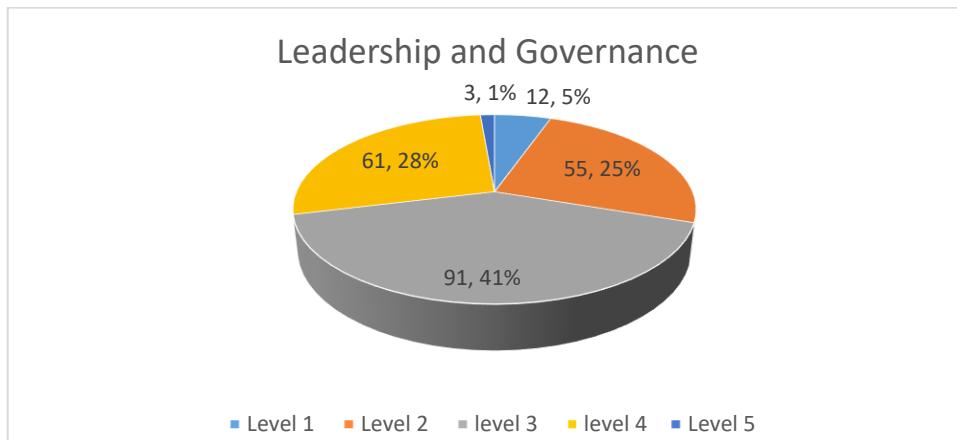
Annex 6-Table 6 presents the very poor condition that in employment opportunities related to skills highest is 0.0%, low is 26.26%, and no implementation is 7.7%, regarding training to help students for competitive exam, highest is 0.0%, low is 26.9%, and no implementation is 19.2%, in case of leadership development

highest is 7.7%, low is 30.8%, and no implementation is 3.8%, in organizing workshop and academic activities highest is 15.4%, low is 19.2%, and no implementation is 7.7%, relating to extra classes to reduce dropouts highest is 4.0%, low is 40.0%, and no implementation is 20.0%, and students' participation in research highest is 0.0%, low is 34.%, and no implementation is 11.5% showing the students' access to research is very poor.

Level of Implementation in Leadership and Governance

As seen in figure 11 and table 5, level of implementation in leadership and governance was found medium level with 41% of responses and overall mean of 2.94 showing negative and unfavorable responses.

Figure 11 Leadership and Governance

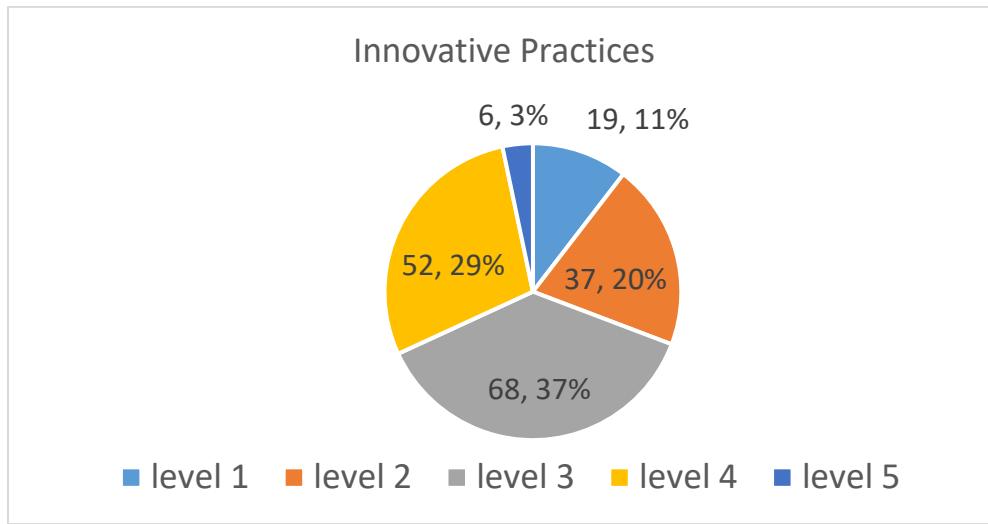


Annex 7-Table 7 demonstrates overall level of implementation of strategic plan and leadership. Regarding plan for effective leadership highest is 3.8%, low is 19.2%, in case of improvement plan and action plan highest is 3.8%, low is 26.9%, in coordination and decentralization highest is 3.8%, low is 11.5%, in resources mobilization and finance highest is 0.0%, low is 11.5%, no is 7.7%, in computing and data management highest is 0.0%, low is 34.6%, no is 3.8%, in self-finance and non-credit courses highest is 0.0%, low is 30.8%, and no is 34.6%.

Level of implementation in Innovative Practices

Figure 12 and table 7 show that level of implementation in innovative practices was medium level with 37 % of responses and overall mean of 2.94 by giving negative and unfavorable responses. 11% of responses were in favor of no implementation, and 3% of responses were highest level.

Figure 12 Innovative Practices

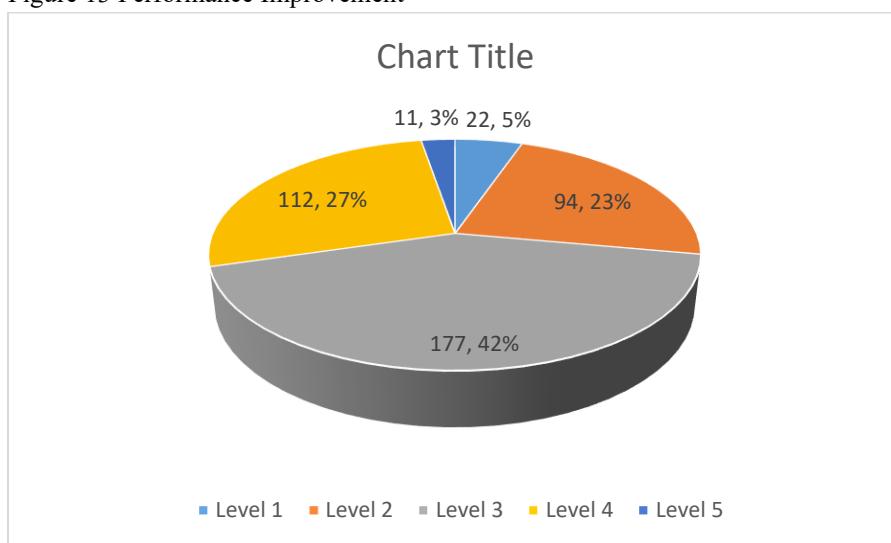


Annex 8. Table 8 presents HEIs carry out innovative practices. Student participation in quality assurance highest is 0.0%, low is 30.8%, and no is 19.2%, in management focus on quality highest is 0.0%, low is 19.2%, no is 3.8%, in early complain system highest is 0.0%, low is 26.9%, no is 3.8%, regarding quality control and reporting highest is 0.0%, low is 26.9%, no 7.7%, in case of welfare for students, faculty and staff highest is 3.8%, low is 19.2%, no 11.5%, in helping weaker and deprived students highest is 7.7%, low is 7.7%, no is 7.7%, relating to student satisfaction survey on teaching-learning and courses experience highest is 11.5%, low is 11.5% and no is 19.2%.

Level of Performance Improvement

As seen in figure 13 and table 8 performance improvement of MUHEIs resulted medium level (58%) and 2% of HEIs has no implementation whereas 4% HEIs have highest level of improvement and overall mean of 2.99.

Figure 13 Performance Improvement

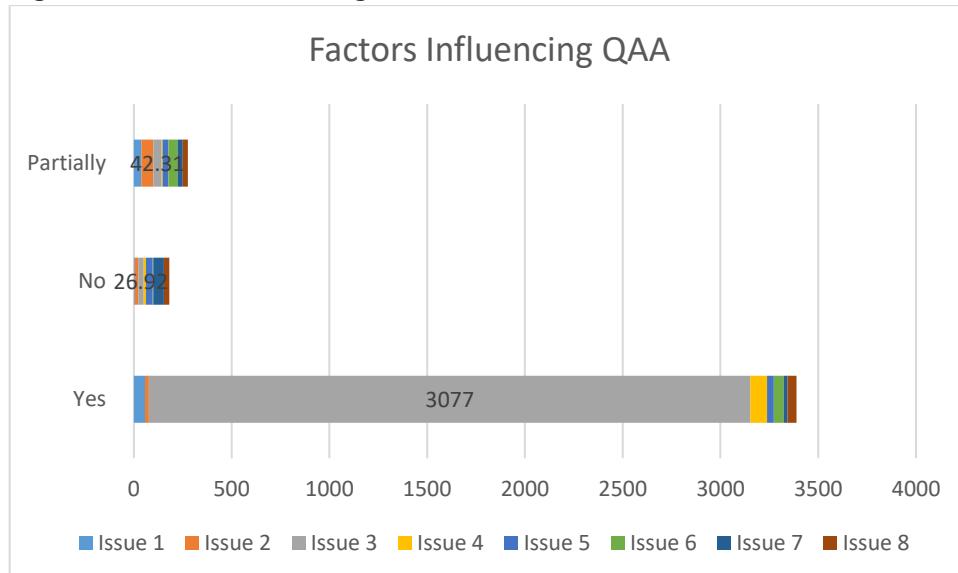


Annex 9. Table 9 demonstrates HEIs performance improvement. Regarding upgradation and efficiency of the organization highest is 0.0%, low is 30.8%, in participatory approach highest is 0.0%, low is 23.1%, no is 7.7%, in innovative and change orientation highest is 3.8%, low is 15.4%, and no is 3.8%, in leadership development at various levels highest is 3.8%, low is 11.5%, and no is 7.7%, regarding policy changes highest is 0.0%, low is 34.6%, relating to problem identification and solution highest is 0.0%, low is 26.9% and no is 3.8%, in case of streamlining of routine administrative process of the organization highest is 3.8%, low is 19.2%, no is 3.8%, in improved instructional quality highest is 3.8%, low is 7.7%, in terms of internationalization of the best practices highest is 0.0%, low is 30.8% and no is 3.8%, in self-finance programs highest is 0.0%, low is 30.8%, and no is 30.8%. in appropriateness of evaluation highest is 11.5%, low is 19.2% and no is 3.8%, in improved academic standards and student-self-directed relearning highest is 3.8%, low is 19.2% and no is 3.8%, in effective student support system highest is 7.7%, low is 7.7% and no is 3.8%, regarding professional development of teaching and non-teaching staff highest is 3.8%, low is 19.2%, and no is 3.8%, in academic excellence with research highest is 0.0%, low is 42.3% and no is 3.8%, regarding value based education through extension programs highest is 0.0%, low is 23.1% and no is 3.8 percentage.

Factors Influencing QAA

By analyzing figure 14a and table 10, 3077 % of responses were positive, 26.52 % of responses were negative and 42.11 were neutral in the practices of subject orientation, mechanism to identify slow and advanced leaners, feedback system, interest in courses with choice of credit system, interlibrary browsing, autonomy for quality management, national and international faculty exchange and awareness of internationalization of university.

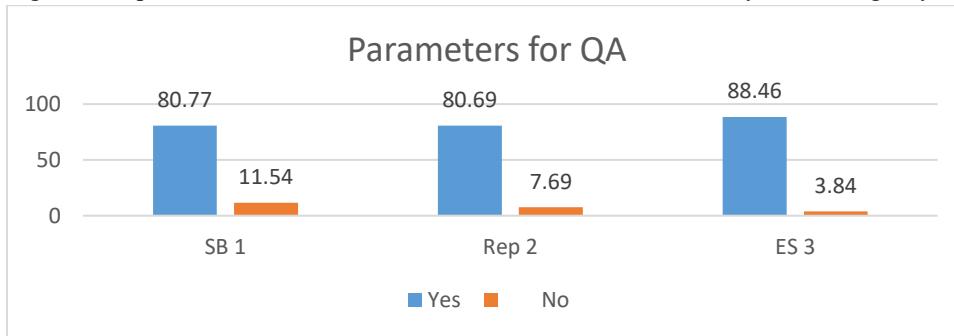
Figure 14a. Factors Influencing QAA



As seen in figure 14b and annex 10- table 10, parameters for assessment for outcome of accreditation by external agency analysis resulted in 88.46 % of positive responses that entry standards of students for

assessment of outcome of accreditation by external agency. 80.77 % of responses were in favor of strong base of HEI and 80.69% of responses in favor of reputation of HEI.

Figure 14b. parameters for assessment for outcome of accreditation by external agency



Student-centered methods

By analyzing figure 14c and annex 11-table 11, it was found that case method was lowest with 3.84% of responses and group discussion was the highest with 46.15% of responses.

14c. Student-centered methods

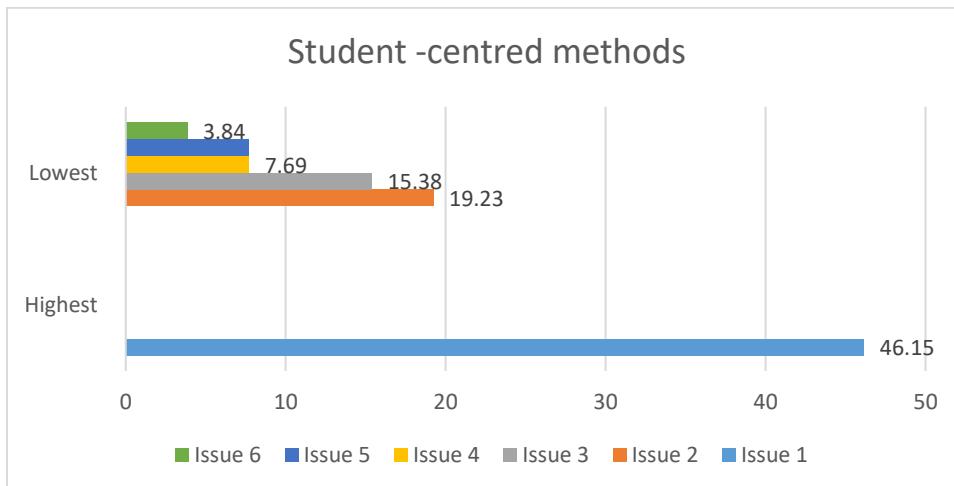
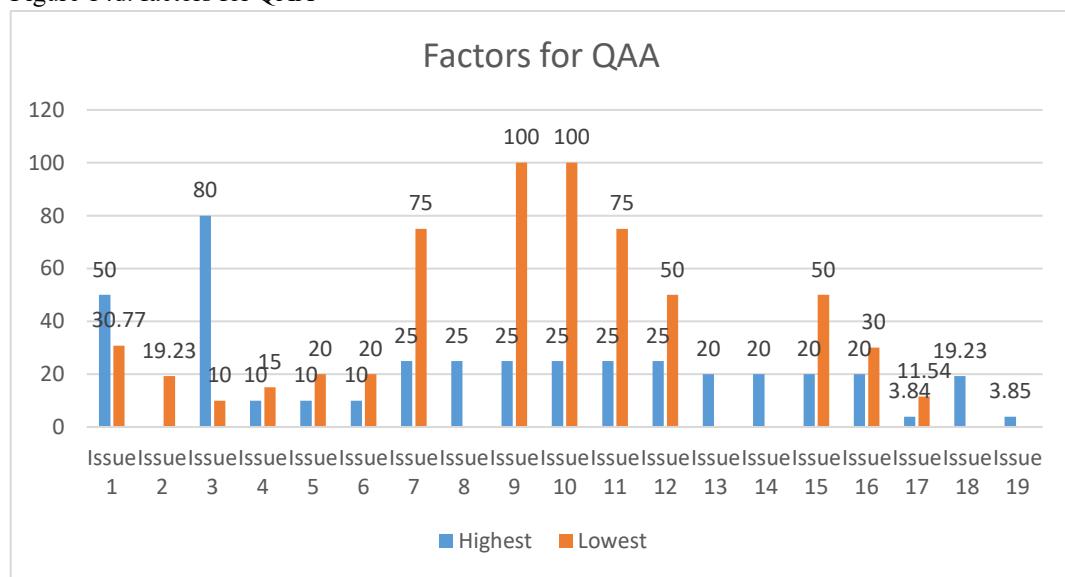


Figure 14d and annex 12-table 12 show that performance evaluation methods highest per. was in self-evaluation with 50% of responses, low was in peer evaluation with 19.23% of responses, in case of mechanism to seek feedback 30.77 % of responses were positive, 26.92 were no, and 42.31 were neutral, in the context of faculty members' involvement in research highest was 80% and low was 10 % of responses, in case of research projects undertaken by institution in the last two years UGC level were 10 to 15 % of responses., and internal level was 20% of responses., in regard of teaching faculty participation in research publication categories highest was in college journal publication with 25 to 100 % of responses. and low was in international journal with 25%, and book publication was 25 to 75% of response, faculty members in consultancy services was 25 to 50% of responses , relating to interest in courses with choice based credit system in the future was of 84.62%, no was 11.54%, and 3.84% was neutral, interdisciplinary courses offered by institution was only about 20 % of responses, self-financed courses offered by HEIs was about

20 % of responses , in case of student welfare schemes 20 to 30% of responses, interlibrary borrowing facility, issue of autonomy, research 34.62% of positive responses, 34.62% of responses was no, 30.77 % of responses were neutral, regarding parameters for assessment for outcome of accreditation by external agency in strong base of HEI is 80.77% of responses were positive, and 11.54%. Of responses were no neutral, in reputation of HEI is 80.77% were positive responses, 7.69% responses were no, in entry standards of students 88.46% were positive and 3.84% were negative, major problems of HEIs were similar ranging from 3.84% of responses in all related issues, 11.54% of responses were in dropout and decreasing enrollment, relating to national and international faculty exchange programs 19.23% were of positive responses, 53.85 were negative responses, and 26.92% were neutral, awareness of strategies for internationalization of university 46.15% were positive responses, 26.92% were negative/ no, and 26.92% were neutral responses, in the context of winning and good practices of HEIs for internal change implementation of calendar 19.23% were positive responses, and in all other practices 3.85%, in case of accreditation and reaccreditation of HEIs., only two MU HEIs were accredited.

Figure 14d. factors for QAA



Discussion

This study focuses on where Mid-West University and its HEIs are moving in enhancing quality assurance for market driven education getting updated on improved institutional status, level of implementation in teaching learning and evaluation, faculty development, research and extension, infrastructure and learning resources, student support, placement, leadership and governance, innovative practices, and improvement in all related sectors of the HEIs practical services for keeping QAA status in place as Strategic Plan 2021-2030 of UGC, Nepal clearly mentioned quality education is global agenda and quality assurance and accreditation is to reform overall academic programs and governance of Nepalese universities for making them global updated and improved platform.

Result and analysis of the study revealed that Mid-West University has enhanced its quality education activities in the context of general information about HEIs. MU HEIs are located in municipality and rural municipality to offer education to urban and remote people as 92.31% of rating in municipality and 7.69% of rating in rural municipality. MU has public, autonomous and private HEIs across the country with 81% of responses on public and response on autonomous HEI is less with 4% of responses on autonomous followed by 4% of responses on private HEI. Size of MU HEIs is also significant response having less than 500 students to over 1000-1500 students. MU has HEIs with long years of experience ranging from about 36 years to 4 years of establishment period. MU HEIs have 5-year to 10-year involvement in QA and IQAC practices.

MU key academic issues and practices related teaching, learning, evaluation, research, student support, infrastructures, learning resources, leadership, innovative practices and performance are not encouraging and significant as compared to results presented significant issues of QAA (Mohammed Ahmed et al.2013). These issues rated with average scale showing negative improvement. MU HEIs are average rating in teaching, learning and evaluation with 43% of responses rated by 78 respondents compared to 6% of respondents and overall mean of 3.29. Average rating is found in implementation of faculty development, research and extension was negative responses and neutral response with mean 2.62., average rating is found in infrastructure, learning resources, interface quality with overall mean 2.95 showing negative and unfavorable responses, and in student progression is medium level with 35% of responses and 2.73 mean showing negative and unfavorable context. level of implementation in leadership and governance is found medium level with 41% of responses and overall mean of 2.94 showing negative and unfavorable responses, and level of implementation in innovative practices was medium level with 37 % of responses and overall mean of 2.94 by giving negative and unfavorable responses.

Regarding performance improvement of MUHEIs is found average rating with rating of 58% and 2% of rating of no implementation whereas 4% HEIs have highest level of improvement and overall mean of 2.99 as these issues are key factors for quality education with global values (Dinesh Mani Ghimire and Jagat Timilsena, 2022).

Factors influencing QAA process such as subject orientation, mechanism to identify slow and advanced learners, feedback system, interest in courses with choice of credit system, interlibrary browsing, autonomy for quality management, national and international faculty exchange and awareness of internationalization of university is negative with average rating in MU. Parameters for assessment for outcome of accreditation by external agency analysis is neutral without what having accurate answer. Case method is not used with focus and group discussion is found widely used.

Performance evaluation system is relatively good focusing on self-evaluation with 50% of responses, low was in peer evaluation with 19.23% of responses. Feedback system is not enhanced, and faculty involvement in research and publication are relatively good. Faculty involvement in consultancy is good and major problem is low enrollment and unexpected drop out of students at MU HEIs.

Realizing significant of QAA related issues and practices in the fast changing world for quality education dissemination the following major findings inferred from 26 respondents:

- Improved general status of HEIs play significant role in enhancing quality assurance which is relatively good in MU.
- Average in teaching learning and evaluation, faculty development, research and extension, infrastructure and learning resources, student support, placement, leadership and governance, innovative practices, and performance improvement which are the key issues to ensure quality assurance which is not good in MU.

- Average student enrollment and increasing dropout rate.
- Curricula update is average as per market needs.
- faculty exchange and student support is poor.
- Article publication in national journal is good.
- Teaching methods are also average with poor focus on case method.

Conclusion

In comparison to QAA accredited HEIs and universities across the globe, MU should work constructively with the pace of changing world of academia to offer quality education. As with the establishment of UGC, Nepal in 1993 and QAA initiative in 2027 through Second Higher Education Project, Higher Education Reform Project, and Nurturing Excellence in Higher Education Program (UGC Strategic Plan 2021-2030), Mid-West University and its HEIs have no other choice to escape QAA process to transform MU into world ranking university with effective QAA issues and practices.

Recommendations

Based on the results discussed above average rating in many issues show that MU is to realize the recommendations as follow:

- MU should create more favorable environment for increasing student enrollment and student support and guidance to reduce dropout rate.
- MU HEIs should work on pedagogy reorientation and curricula update.
- MU HEIs need to involve in professional development activities such as research, publication, and faculty exchange.
- MU should enhance its learning resources, interlibrary browsing facility.

Annexes I

Annex 1-Table 1-Where is your institution located?

Where is your institution located?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Municipality	24	92.3	92.3	92.3
	Rural municipality	2	7.7	7.7	
	Total	26	100.0	100.0	

Annex 2- Table-2 What is the size of your institution?

4. What is the size of your institution? Please tick the appropriate box.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1000-1499 students	3	11.5	11.5

1000-1500 students	1	3.8	3.8	15.4
1500 and above students	4	15.4	15.4	30.8
500-999 Students	3	11.5	11.5	42.3
500-999 Students;1500 and above students	1	3.8	3.8	46.2
Less than 400 students	4	15.4	15.4	61.5
Less than 500 students	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Annex 3-Table 3- Responses on Teaching, Learning and Evaluation

	No implementation		Low level of implementation		Medium level of implementation		Good level of implementation		Highest level of implementation		Mean
	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	
1. Applying innovation in teaching	0	0.0%	4	15.4%	16	61.5%	6	23.1%	0	0.0%	3.08
2. Emphasis on student centered teaching	0	0.0%	2	7.7%	13	50.0%	10	38.5%	1	3.8%	3.38
3. Continuous monitoring of students' progress	0	0.0%	1	3.8%	11	42.3%	12	46.2%	2	7.7%	3.58
4. Mechanism of seeking feedback on teaching	1	3.8%	7	26.9%	11	42.3%	7	26.9%	0	0.0%	2.92
5. Induction program for new recruits	3	11.5%	4	15.4%	6	23.1%	13	50.0%	0	0.0%	3.12
6. Provision for academic mentoring of students	1	3.8%	4	15.4%	10	38.5%	9	34.6%	2	7.7%	3.27
7. Planning and organizing teaching-learning process	0	0.0%	2	7.7%	11	42.3%	7	26.9%	6	23.1%	3.65
Overall Mean											3.29

Annex-4 Table 4 Faculty Development, Research and Extension Services

	Implementation		level of implementation		Mean						
	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	
1. Professional development of faculty through various programs	1	3.8%	4	15.4%	10	38.5%	10	38.5%	1	3.8%	3.23
2. Extension activities undertaken by the institution	4	15.4%	6	23.1%	8	30.8%	5	19.2%	3	11.5%	2.88
3. Collaboration with other universities/institutes	3	11.5%	9	34.6%	9	34.6%	4	15.4%	1	3.8%	2.65
4. Consultancy services and publicizing the institution	5	19.2%	8	30.8%	10	38.5%	3	11.5%	0	0.0%	2.42
5. Developing research facilities on the campus	3	11.5%	9	34.6%	9	34.6%	5	19.2%	0	0.0%	2.62
											2.76

Annex -5: Table 5. Infrastructure, learning Resources, Interface Quality

	implementation		implementation		implementation		implementation		implementation		Mean
	Freq.	Percent									
1. Infrastructural provision keeping in pace with the academia growth	1	3.8%	1	3.8%	11	42.3%	12	46.2%	1	3.8%	3.42
2. Computerized library facility with barcode and internet service	2	7.7%	6	23.1%	9	34.6%	8	30.8%	1	3.8%	3.00
3. Developing national and international partnership	6	23.1%	11	42.3%	3	11.5%	5	19.2%	1	3.8%	2.38
4. Establishing relations with employers. Alumni, graduates students, parents of current students and collecting feedback from them	1	3.8%	7	26.9%	10	38.5%	7	26.9%	1	3.8%	3.00
											2.95

Annex 6-Table 6. level of implementation relating to Student Progression

	No		Low level of		Medium level of		Good level of		Highest level of		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	
1. Providing students with opportunities to develop employment related skills	2	7.7%	7	26.9%	8	30.8%	9	34.6%	0	0.0%	2.92
2. Training students for competitive examinations	5	19.2%	7	26.9%	9	34.6%	5	19.2%	0	0.0%	2.54
3. Promoting leadership development among students through active student council	1	3.8%	8	30.8%	10	38.5%	5	19.2%	2	7.7%	2.96
4. Organizing academic program/workshop for students	2	7.7%	5	19.2%	11	42.3%	4	15.4%	4	15.4%	3.12
5. Offering extra coaching to students to minimize the dropout rates	5	20.0%	10	40.0%	7	28.0%	2	8.0%	1	4.0%	2.27
6. Students participation in research activity	3	11.5%	9	34.6%	10	38.5%	4	15.4%	0	0.0%	2.58
											2.73

Annex 7-Table 7. Leadership and Governance

	No		Low level of		Medium level of		Good level of		Highest level of		Mean
	Freq.	Percentage	Freq.	Percent age	Freq.	Percenta ge	Freq.	Percenta ge	Freq.	Percent age	
1. Defining strategic plan with vision/mission for the organization and motivating the staff in sharing the vision/mission through effective leadership	0	0.0%	5	19.2%	10	38.5%	10	38.5%	1	3.8%	3.27
2. Preparing quality improvement plan, and annual action plan by identifying areas for improvement	0	0.0%	7	26.9%	11	42.3%	7	26.9%	1	3.8%	3.08
3. Effective internal coordination and decentralization of administration for the interest of the institution	0	0.0%	3	11.5%	12	46.2%	10	38.5%	1	3.8%	3.35
4. Resources mobilization, budget allocation using computerized finance management system	2	7.7%	3	11.5%	13	50.0%	8	30.8%	0	0.0%	3.04
5. Centralized computing facility and information and data management	1	3.8%	9	34.6%	11	42.3%	5	19.2%	0	0.0%	2.77
6. Establishing meaningful self-finance courses/noncredit courses as well as interdisciplinary courses as per the industry needs and community needs to diversify educational offerings	9	34.6%	8	30.8%	5	19.2%	4	15.4%	0	0.0%	2.15
											2.94

Annex 8-Table 8. Innovative Practices

	No		Low level of		Medium level of		Good level of		Highest level of		Mean
	Freq.	Percentage	Freq.	Percent age	Freq.	Percenta ge	Freq.	Percenta ge	Freq.	Percent age	
1. Students participation in the exercise of quality assurance	5	19.2%	8	30.8%	9	34.6%	4	15.4%	0	0.0%	2.46
2. Management's involvement in the quality exercise	1	3.8%	5	19.2%	10	38.5%	10	38.5%	0	0.0%	3.12
3. Initiating early complaint management mechanism	1	3.8%	7	26.9%	13	50.0%	5	19.2%	0	0.0%	2.85
4. Development of quality measurement and reporting system	2	7.7%	7	26.9%	10	38.5%	7	26.9%	0	0.0%	2.85
5. Initiating welfare schemes for students, teaching faculty and non-teaching staff	3	11.5%	5	19.2%	10	38.5%	7	26.9%	1	3.8%	2.92
6. Providing opportunities for the development of the students from rural background/disadvantaged community/economically weaker students/sports personnel	2	7.7%	2	7.7%	9	34.6%	11	42.3%	2	7.7%	3.35
7. Student satisfaction survey on teaching-learning, course experience, support systems provided by the institution	5	19.2%	3	11.5%	7	26.9%	8	30.8%	3	11.5%	3.04
											2.94

Annex 9-Table 9. Level of Performance Improvement

	No		Low level of		Medium level of		Good level of		Highest level of		Mean
	Freq.	Percentage	Freq.	Percent age	Freq.	Percenta ge	Freq.	Percenta ge	Freq.	Percent age	
1. Up gradation of level and efficiency of the organization	0	0.0%	8	30.8%	10	38.5%	8	30.8%	0	0.0%	3.00
2. Participatory and cooperative approaches developed among the staff members for the quality exercise	2	7.7%	6	23.1%	9	34.6%	9	34.6%	0	0.0%	2.96
3. Understanding about existing organizational culture and development of the capacity of the organization to innovative and manage change	1	3.8%	4	15.4%	15	57.7%	5	19.2%	1	3.8%	3.04
4. Leadership development at various levels of the organization	2	7.7%	3	11.5%	11	42.3%	9	34.6%	1	3.8%	3.15
5. Changes in policies and practices of the institution	0	0.0%	9	34.6%	11	42.3%	6	23.1%	0	0.0%	2.88
6. Identification of problems and deficiencies and arriving at the solutions to address them	1	3.8%	7	26.9%	8	30.8%	10	38.5%	0	0.0%	3.04
7. Streamlining of various routine administrative processes of organizational functioning	1	3.8%	5	19.2%	12	46.2%	7	26.9%	1	3.8%	3.08
8. Improved instructional quality	0	0.0%	2	7.7%	15	57.7%	8	30.8%	1	3.8%	3.31
9. Internalization of best practices for the organization	1	3.8%	8	30.8%	11	42.3%	6	23.1%	0	0.0%	2.85
10. Self-financed programs as per industry requirements	8	30.8%	8	30.8%	5	19.2%	5	19.2%	0	0.0%	2.27
11. Appropriateness of evaluation methods	1	3.8%	5	19.2%	9	34.6%	8	30.8%	3	11.5%	3.27
12. Improved academic standard and students participation in self-directed learning	1	3.8%	5	19.2%	14	53.8%	5	19.2%	1	3.8%	3.00
13. Effectiveness of student support system	1	3.8%	2	7.7%	13	50.0%	8	30.8%	2	7.7%	3.31
14. Professional development of teaching staff and administrative staff	1	3.8%	5	19.2%	11	42.3%	8	30.8%	1	3.8%	3.12
15. Academic excellence due to promotion in research activities	1	3.8%	11	42.3%	10	38.5%	4	15.4%	0	0.0%	2.65
16. Value based education for the students through extension programs	1	3.8%	6	23.1%	13	50.0%	6	23.1%	0	0.0%	2.92
											2.99

Annex 11-Table 11- parameters for assessment for outcome of accreditation by external agency

regarding parameters for assessment for outcome of accreditation by external agency	strong base of HEI - 80.77	11.54
	reputation of HEI-80.77	7.69
	entry standards of students - 88.46	3.84

Annex- 10 -Table 10. Factors Influencing QAA

Issues	Yes	No	Partially
Subject orientation	57.69 per.	3.84 per.	38.46 per.
Mechanism to identify slow and advanced learners	19.23	19.23	61.54
Feedback mechanism	30.77	26.92	42.31
Interest in courses with choice based credit system	84.62	11.54	3.84
Interlibrary browsing facility	34.62	34.62	30.77
Autonomy for quality management	50	3.84	46.15
National & international faculty exchange	19.23	53. 85	26.92
awareness of strategies for internationalization of university	46.15	26.92	26.92

Annex 12- Table 12-Student-centered methods

Student centered Teaching methods	1. Group discussion 46.15	2. Project based-19.23 3. Web-based 15.38 4. Seminars-7.69 5. Experimental-7.69 6. Case studies-3.84
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Annex 13-Table 13. factors for QAA

Performance evaluation methods	Self-evaluation-50	Evaluation by students-30.77 Peer evalaution-19.23
Per. Of faculty members in research	80%	10%
Research projects undertaken by HEIs in the last 2 years		University level-10 to 15 Per. UGC level-10 to 20per. Internal level 10 to 20 per.
Per. of faculty members participation in research publication		National journals 25 to 75% International up to 25% Research papers 25 to100% College journal 25 to 100% Books 25 to 75%
Per. of teaching faculty providing consultancy	25.00%-50%	
Self-financed courses offered by HEIs.	20%	
Interdisciplinary courses offered by HEIs	20%	
Student support system in action	20-50%	
Student welfare system	20-30%	
Major problems in HEIs	3.84 to 11.54per.	
winning and good practices of HEIs for internal change		implementation of calendar is 19.23 and in all other practices 3.85.per

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