

**University Grants Commission  
Sanothimi, Bhaktapur**

**Higher Education Reforms Project (HERP)  
(2015-2020)**

Terms of Reference (TOR) to launch independent evaluation of  
The Higher Education Reforms Project (HERP, 2014-2020) under following thematic areas:

- a) Accreditation
- b) Effectiveness of formula-based/performance based funding (Reform)
- c) Autonomy
- d) Quality Reform of Higher Education Institutions (Reform)
- e) Poverty Target Approach (SFAFDB)
- f) Academic excellence and research (Research)

**Reference No.: HERP/UGC/S/QCBS-01/076/77**

## **Section A**

### **1. Background**

For the improvement of higher education in Nepal, first effort was made by the First Higher Education Project (1994-2001). This project brought changes in the higher education curriculum structure, supported infrastructure development and academic/professional development, equipped the laboratories and faculties, provided basic orientations in line with the reform activities, and strengthened management reform process for decentralized and participatory system in Tribhuvan University. Six years later, the Second Higher Education Project (SHEP, 2007-2014) was launched with two broad aims, (i) to enhance quality and relevance of higher education and research through a set of incentives for promoting effective management and financial sustainability of academic institutions, and, (ii) to improve access for academically qualified under-privileged students, including girls, Dalits and educationally disadvantaged Janajati to higher education through the financial assistance and enhanced capacity of higher secondary schools. The project was successfully implemented and it brought several improvements in higher education, most notably, an increase in the enrollment of students from underprivileged groups, an increase in the enrollment in employment/economy focused programs, an increase in pass rate in Masters level, strengthening of research infrastructure and activities, introduction of new programs, an increase in the number of autonomous campuses, initiation of publishing of academic calendar, introduction of quality assurance and accreditation system, strengthening of education management and information system and strengthening of Tribhuvan University Central Library.

Drawing on the experience, expectations and the lessons learned from the SHEP, Higher Education Reforms Project (HERP, 2014-2020) was launched in 2015. This one focuses onto results-based financing. University Grants Commission (UGC), Student Financial Assistance Fund Development Board (SFAFDB) and Tribhuvan University (TU) are implementing agencies with specific responsibilities. The project has two major components: 1. Implementation of Reforms; and, 2. Capacity Building and Project Management. The reforms component has seven target areas with specific Disbursement Linked Indicators (DLIs) tied to them which are as follows:

**DLI 1 - National accreditation system established and functioning**

**DLI 2- Performance based financing extended to higher education institutions**

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- DLI 3- Autonomy extended to additional campuses/schools
- DLI 4- Examination reforms implemented and academic calendar enforced in TU
- DLI 5- Academic reform introduced: Revision of existing and introduction of new programs
- DLI 6- Poverty targeted financial support for under-privileged students
- DLI 7 - Institutions supported for academic excellence in priority areas through research, development and innovation (RDI) awards

The UGC and TU have developed a comprehensive monitoring program and formats, to provide information on program performance at national and institutional levels. The key performance indicators of the HERP are part of these formats. In addition, launching of independent evaluation of the HERP is provisioned to be conducted at final stage of the project to assess the changes brought by the project. Therefore proposed independent evaluation of the HERP will assess the implementation process, and outcomes and impacts level results of thematic areas listed above using standard project evaluation framework, particularly of the World Bank, supplemented other framework such as OECD-DAC framework. The direct beneficiaries are Higher Education Institutions, students and faculty members in terms of quality of education, teaching and research environment and physical facilities, and the employers (of alumni of HEIs) in terms of their perception of the quality of graduates they have employed during HERP intervention. Specific beneficiaries are included in thematic section of this ToR below.

A Consulting Firm with track record on undertaking the similar evaluation is to be hired to conduct the assignment as per the needs and conditions of UGC and the thematic targets of the project.

## **2. Objectives, Scope, Coverage and Deliverables**

### **2.1 Objectives**

Major objectives of the proposed evaluation are: (i) assess the process of project management of each theme listed above from the point of relevancy, the effectiveness and efficiency of implementation; (ii) to assess the results of outcomes and impacts levels; (iii) identify the strength, learnings of the thematic area and explore the sustainability; and (iv) suggest the ways for the consolidation of the output and modality for future course of action. The specific thematic objectives are presented below at thematic section.

Further to this, detailed research questions will be elaborated jointly by UGC and the Consultant during the preparation of inception report and designing data collection tools.

### **2.2 Scope**

There are 11 universities, four deemed universities (Medical Academies) and 1425 HEIs in Nepal (UGC EMIS data, 2019). However, not all of them have been covered by the project. Furthermore, different thematic areas cover different numbers of beneficiary institutions. In the meantime, there are three types of HEIs - constituent, community and private, and different number of HEIs are covered by different thematic area. Therefore, the consultant should consult thematic area-specific scope below to figure out full scope of the assignment and design variable sample size that includes types of HEIs and spatial locations (covering provinces and ecological region – Tarai, Middle-Mountain, Himalaya, as applicable), should be drawn from all categories of primary beneficiary HEIs in weighted manner. The evaluation should be done using a Thematic-questionnaire and thematic-checklist for group discussion and Key Informants Interview.

Targeted informants/vary by theme, though:

- (i) Students: (a) Undergraduate students (appropriately sampled including first, second or third and the final year), (b) Graduate students (Masters), and (c) Postgraduate students (MPhil/PhD)
- (ii) HEI Faculty members
- (iii) HEI Officials/executives
- (iv) HEI Management Committee
- (v) Employers: Government and non-government agencies, companies, firms, NGOs and commercial banks, academic institutions (schools, campuses and training centers), industries, and informal sector

## 2.3 Coverage of Overall Evaluation

The following are the suggested lists of quality benchmarks of investigation. The consultant shall finalize the areas and instruments with consultation with thematic division at the UGC:

1. Management
2. Curricular Aspects
3. Infrastructure and Learning Resources
4. Student Support and Guidance
5. Teaching-Learning and Evaluation
6. Research, Consultancy and Extension
7. Academic Integrity and Ethics
8. Knowledge and Skill level at the time of exit
9. Capacity Development of Faculty members and Staff
10. Information System
11. Public Information and outreach
12. Cost / unit of output (graduate student)

## 2.4 Deliverables and Timelines

The complete assignment for the Consulting Firm will include the following deliverables:

Task	Details	Timeline
Expression of interest and short listing	Report including study methodology, Thematic - survey details such as sampling methods, calendar for the field survey, data entry and reports, arrangements made for supervision and validation of data collected, data entry related task, and report writing. Also include strategies for enumeration and FGDs.	Start by 10 <sup>th</sup> October
Request for proposal and final evaluation by UGC		By 20 <sup>th</sup> November
Contract award	UGC will award the contract to the selected consulting firm	By 25 <sup>th</sup> November
Inception Report and detail methodology		By 20 <sup>th</sup> December

Feedback from UGC	Feedback will be provided to the consulting firm and have to make the necessary amendments.	By 25 <sup>th</sup> December
Sampling and detailed questionnaire	Selection of representative samples from each of the thematic area described. Appropriate sampling weights must be provided. Separate questionnaire and checklist for each of the theme. Both English and Nepali versions of the questionnaires should be prepared.	By 15 <sup>th</sup> January, 2020
Pilot study report and modified questionnaire		By 1 <sup>st</sup> February
Feedback on modified questionnaire	UGC will review the modified questionnaire and provide feedback if necessary	By 10 <sup>th</sup> February
Detailed Field Survey (weekly update report/email of progress in the field), data collection,	Including training of enumerators and fielding of the main survey. Thematic resource persons should be invited during the training of enumerator	By 10 <sup>th</sup> March
Data computing, draft report writing and presentation	Preparation of data entry software with adequate data dictionary, data entry and management, and data cleanup. Clean and usable data to be provided in Excel / SPSS and STATA formats. Report according to structure agreed with UGC. Draft and Final report based on comments received	By 30 <sup>th</sup> March
Feedback on draft report		By 15 <sup>th</sup> April
Finalization of report	All data set, both raw and cleaned; all transcriptions, audio records if any; print (1 executive summary of all themes and 6 thematic reports) and digital reports of all	By 10 <sup>th</sup> May

### 3. Methodology

The consulting firm should primarily use the project monitoring and evaluation framework applicable to World Bank funded projects, and must report under – Relevancy, Efficiency, Effectiveness, Sustainability, Impacts, Coherence, Coordination, Replicability /extension.

#### 3. 1. Sampling methodology and size

Consultant to propose as per the scope of the work, including thematic scopes, detailed in this ToR and will be agreed at inception stage

#### 3.2. Field Instruments

Consultant to propose as per the scope of the work, including thematic scopes, detailed in this ToR and will be agreed at inception stage

### 3.3. Field Locations

- (i) Each of the field instruments should be administered, as far as applicable, at the HEI or project site (Reform theme),
- (ii) FGD with for Faculty members from each sampled HEIs should be arranged separately.
- (iii) Participants of FGD and questionnaire survey should not be overlapped, and must not be conducted at the same time to minimize the distraction of participants

### 4. Responsibilities of UGC

UGC will:

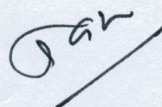
- (i) Oversee the overall process;
- (ii) Make suggestions on technical aspects and issues;
- (iii) Consultation in finalization of the field instruments and samples;
- (iv) Write letter to the sampled HEIs / provides 'To whom it may Concern' letters to facilitate field researchers
- (v) Provides an introductory session of each theme upon request from consultant, during the training organized for field researchers and project team
- (vi) Make timely payments based on agreed schedule and conditions; and
- (vii) Suggest way out in unforeseeable condition experienced by the consultant.

### 5. Reporting

The Consulting Firm will report to the Member-Secretary of UGC/ Coordinator of HERP - Evaluation / Directors of thematic Units. The Consultant's work will be supervised by the Coordinator of HERP/QAA /Research Director of UGC.

### 6. Required Qualification of the Consulting firm

- (i) The Consulting Firm should have at least 5 years' experience and track records on conducting the similar study/ evaluation.
- (ii) The Consulting Firm should have past experience of conducting FGD, KII
- (iii) The consulting Firm should have the capacity to mobilize resources nationally covering all seven provinces
- (iv) In case of public or public autonomous or part of a public autonomous institution, proof of legal provisions for carrying out such external research and studies needs to be submitted.
- (v) The Consulting Firm has to propose a team of professional researchers and provide proof of their availability of key professionals (CVs with signature & date and their confirmation letter). The core team must comprise one project coordinator (Team Leader) and six thematic leaders (one in each theme), and availability of resources (adequate field researchers, liquidity, hardware, software and logistics) for conducting large scale studies.
- (vi) The Consulting Firm has to submit a copy of the Firm's registration as required by the law and issued by the authorized agency, VAT Registration Certificate, Audit Reports of last five years, Tax Clearance Certificate for the F/Y 2074-75, and a Power of Attorney, along with the Expression of Interest.



## 7. Consulting Firm's staffing (general and the firm)

	Role	Main Tasks	Minimum qualification and professional experience desired
Key Experts			
1	Team Leader/ Project Coordinator (1)	Lead, manage, and supervise the works of the consultant team; coordinate with UGC; conduct data analysis and write Executive Report; be ultimately responsible for the consultant's deliverables and quality assurance	PhD in Social Sciences/Education/Management; having an experience of leading large-scale research; having at least 5 years of experience in heading research projects and overall experience of 10 years.
	Thematic Leader (6)	Lead the thematic group, manage, and supervise the works of the thematic team; coordinate with project leader/team leader; report to team leader, Design thematic methodology, lead the team for data collection, conduct data analysis and write thematic report; be responsible for the thematic deliverables and quality assurance	PhD in Social Sciences / Education / Management; having an experience of leading large-scale research; having at least 5 years of experience in heading research projects and overall experience of 10 years. (See for detail about the qualification of Thematic leader)
3	Data Analyst (1)	Data quality control, develop data entry format, Coding questionnaire, supervising data entry personal, Data Analysis and report production	Master's degree in relevant subject (social sciences/ statistics) and Post-Master 5 years' experience in managing analyzing large scale data, advance knowledge of operating SPSS, STATA, and MS Excel
4	Field Researchers (As required – Consultants proposes)	Collect, compile, edit clean the data collected	Bachelors' Degree with 5 years of field research
	Data Entry personnel (As required – Consultants proposes)	Compute data Maintain data quality	Bachelors' degree in social sciences/ statistics and 3 years' experience in operating SPSS, STATA, and MS Excel, data entry and analysis
Non-Key Experts			
5	Logistic Officer (1)	Overall Management of the project Logistically	Master's degree in any discipline with adequate experience logistic arrangement/event management/project management

## 8. Duration of the Assignment

Overall project duration will be of around 5 months. The project period starts with the signing of the contract. For detail refer to section 2.4.

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## 9. Mode of Payment

The Contract will be on the Lump-sum basis. The payment will be made on three installments and the institutional consultant is liable to pay the tax, and if individual consultant, the UGC will deduct the income tax from the agreed budget before making any payment.

No. of Installments	Percentage of contract price	Milestone
Installment 1	10% of the contract amount	On signing of contract and acceptance of inception report
Installment 2	30 % of the contract amount	On submission of final methodology and field instruments
Installment 2	30 % of the contract amount	On submission, oral presentation and acceptance of <b>Draft Report</b> and acceptance of draft
Installment 3	30 % of the contract amount	Submission and acceptance of <b>Final Report</b> , data, documents, and other, if any, related to the assignment.

## 10. Ownership of the Data, Documents, and Equipment

- (i) UGC shall be the owner of all the data collected, data sets, reports, documents, etc. prepared by the consultant.
- (ii) All the documents collected from UGC must be handed over to UGC before final payment.
- (iii) All documents, reports and information from this assignment will be regarded as UGC's property, so the mentioned outputs or part of it cannot be sold or used in any case, without the prior permission of UGC.

## 11. Procedure for Selection of Consulting firm

A Consulting firm for the Evaluation of HERP will be selected in accordance with Quality and Cost Based Selection (QCBS) as prescribed in the World Bank's procurement procedure. UGC will invite Expression of Interest (EOI) for the consulting service from the interested and qualified firms and the submitted EOIs will be evaluated using the criteria illustrated below. The subsequent procedure for selection and invitation of technical and financial proposal will be in accordance with QCBS as prescribed in the World Bank's procurement procedure. Evaluation Criteria are:

1. Firm's Core Business: It considers firm's turnover in the education sector for the last five years and Number of years the firm is in continuous service.
2. Qualification of Firm in the Field of Assignment: It considers number of relevant and general research/evaluation assignment completed and the quality of previous reporting, etc.
3. Technical and Managerial Capabilities of the Firm: Qualification and experience of the chief executive of the firm, Number of full time technical experts.
4. General Qualification of Key Full Time Staff: Qualification/experience of technical experts
5. Understanding of the assignment and quality of Technical proposal
6. Financial proposal (sealed and submitted separately)

## Section B

Thematic Scopes and Objectives of Assignment and Qualification of Thematic Leader:

### 1. Thematic Scope and Objectives (QAA):

The HEQAAC is an independent agency having sole responsibility of assessing the quality of HEIs. The UGC is the funding agency of HEQAAC. The primary purpose of QAA system is to assess HEIs and assure the minimum desired quality of the service the HEIs offer to its clients i.e. students. QAA system assesses voluntarily participating HEIs under 8 benchmarks criteria and 120 indicators. The process multiple steps with feedback-response between QAAD and participating HEIs. It starts with submission of Letter of Intent (LoI) by HEIs → LoI Approval → SSR Preparation and Submission by HEIs → SSR Assessment by QAAD and Technical Committee → Formation of Peer Review Team (that includes engagement of 3-4 prominent professors of the disciplinary field, representative of professional council as applicable, involvement of foreign expert, and staff member from QAA), and field visit (preparatory, detail observation, and follow-up visit) → PRT report to HEQAAC → HEQAAC recommendation to UGC Board for a decision. The accreditation process has been initiated since 2007 and by now, 34 HEIs have been accredited, and 46 have completed the QAA cycle, and 110 HEIs are at different stage of assessment, with 330 HEIs submitted the LoI. Furthermore, 2 HEIs have been given academic autonomy based on their performance after QAA award. In this context, the objective of proposed independent evaluation is to assess the QAA process and autonomy process; identify strength and learning of the process, and propose, if any, alternative / reform to the process would be a value addition. The study team will focus on relevancy, efficiency, effectiveness, and sustainability of the process. The evaluation team will also assess the performance of QAA awarded HEIs after accreditation against of their status at the time of accreditation. It will seek the sustainability of the HEIs and document the impacts of QAA process. Study will further explore HEIs' commitment to quality higher education and will identify the challenges they have faced; explore the experience and challenges faced by HEIs during self-assessment and accreditation. The study team will suggest the replicability of QAA process in different natured HEIs such as – those offering only undergraduate degree, those offering only research degree, those offering professional degree/training, those offering degree through online/distance learning, and those HEIs operation in different management and governance system such as – constituent colleges of Universities, community colleges, private colleges, and colleges affiliated to foreign universities.

### Scope of the work:

- Collect and analyse information in relation with the international practice about implementing QAA system through an autonomous QAA Agency where QAA, under HEQAAC, will be a quality assessing agency and UGC as a funding agency and recommend for improvement
- Discuss with peer review team on the relevancy, effectiveness, efficiency, and sustainability of Peer Review Process, including involvement of foreign expert
- Effectiveness and efficiency of the communication strategies adopted by QAAD in facilitation to prepare Self Study Report (SSR) by HEIs; duration and process of providing feedback on HEIs in SSR;
- Seek if alternative methods of facilitation are desired? If so – Which method? Also assess if video conferencing and other modes would be appropriate/effective to make facilitation cost-efficient?
- Study coverage: Thematic

QAA ✓  
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- Review the developed and implemented manuals, guidelines, framework on QAA and their strength / weakness, and recommend ways to reform them
  - Review UNESCO Protocol and international practices on quality higher education and suggest strategies to approach there
  - Seek possibilities and identify appropriate mechanisms for programme accreditation
  - Seek prospects and challenges for mandatory QAA to HEIs
  - Thoroughly review university affiliation process and find its link to QAA, suggest strategies/framework to strengthen IQAC of Universities and HEIs
- **Study coverage: Spatial**
    - In terms of governance/management – Private, community, constituent
    - In terms of offered programmes – Undergraduates, Undergraduate and Graduated, Graduates and Post-Graduates
    - In terms QAA process and stage the recommended samples are - Autonomous (2), Accredited (design appropriate sample from N=34), QAA Cycle completed other than QAA awarded (design appropriate sample from N=15), those HEIs are at different stage of assessment (design appropriate sample from N=60), those HEIs who have once submitted LoI but are passive in SSR preparation (design appropriate sample from N=100+)
  - **Study Coverage: Informants (the consultant suggest appropriate sample)**
    - Peer Review Teams (coordinators, members, foreign experts) any team; QAA experts; members of Technical Committee; Members of HEQAAC
    - College management committees; Head of Departments; faculties; staff; students; library of sampled HEIs
    - IQAC and SAT committees of HEIs
    - Community people / guardians, alumni of sampled HEIs
    - Market – employer, prospective employer of sampled HEIs

**Qualification of Thematic Leader (QAA):**

- PhD in Social Sciences/Education/Management
- 5 years' experience of leading large-scale project evaluation/research
- 3 years' experience in leading educational research and evaluation of education-related projects.
- Work experience in Quality Assessment of HEIs
- Familiar with QAA Process and Process of Autonomy of HEIs in Nepal
- Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
- Sound ability in academic writing in English



## **2. Thematic scope and objectives (Effectiveness of formula-based/performance based funding (Reform))**


The Consulting Firm will have to conduct studies on effectiveness of formula based funding/performance based funding and analysis of academic reforms. This study should be representative and evidence based. There are 27 constituent campuses including 7 autonomous institutes and 13 central departments participating in formula-based funding/performance-based funding in TU. In addition, there are 124 community campuses of TU, different 7 schools of KU, 4 constituent campuses from PokU and 5 constituent campuses from PU are participating in formula-based funding. These constituent and community campuses, central department, and deans' office are primary beneficiaries of the Higher Education Reform Project (2014-2020). Sample should be drawn from all the categories of these Higher Education Institutions (HEIs). The study will be done using specified questionnaire for each organization and focus group discussion (FGD). Detail research questions will be prepared jointly by TUPIO/UGC and the consultant during inception report and data collection tools preparation. The purpose of individual evaluation is to evaluate the effectiveness of formula based funding/performance-based funding on Autonomous Campuses, selected Decentralization Campuses and selected Central Department of TU. ..

### **Qualification of Thematic Leader (Effectiveness of formula-based/performance based funding (Reform)):**

- PhD in Social Sciences or research related fields
- 3 years' experience of leading large-scale program evaluation/Impact studies
- Experience in some kind of item developing/analysis knowledge
- Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
- Sound academic skills in writing in English, speaking, presenting, and dealing with the stakeholders and beneficiaries

## **3. Thematic Scope and Objectives (Autonomy):**

The Consulting Firm will have to evaluate the autonomy, both Governance/ Administrative and academic autonomy of the institution. The study should be representative and evidence based. There are 7 autonomous institutes and 3 academic autonomous QAA certified institutions in TU. TU has granted institutional autonomy to 7 constitution campuses and academic autonomy to 4 community campuses (five programs) and 2 constituent campus. For instance, Central Campus of Technology, Dharan has launched 4-years B.Sc. in Nutrition and Dietetics, so the survey should include the sustainability of the program in terms of human resources and job placement of graduates. Sample should be drawn from all the categories of the Higher Education Institutions (HEIs). The study will be done using specified questionnaire for each organization and focus group discussion (FGD). Detail research questions will be prepared jointly by TUPIO/UGC and the consultant during inception report and data collection tools preparation. The major objective of this study are to measure the quality of Academic Autonomous Program on autonomous and affiliated accredited campuses; to compare the performance of Institutional Autonomous TU constituent campuses before and after autonomous is granted; to measure the quality of Academic Autonomous Program on autonomous and affiliated accredited campuses and to identify needs and areas for improving existing programs and introduction of new programs and support for implementing semester system in Master Level Programs of TU. Some focus on affiliation system and how it is affecting in academic development of promising HEIs vis-à-vis international practice would be critical to be included.



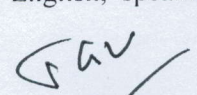
#### **Qualification of thematic leader (Autonomy):**

- PhD in Social Sciences or research related fields
- Familiar with TU autonomous rule and practices
- 3 years' experience of leading large-scale program evaluation/Impact studies
- Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
- Sound academic skills in writing in English, speaking, presenting, and dealing with the stakeholders and beneficiaries

#### **4. Thematic Scope and Objectives (Quality Reform of Higher Education Institutions (Reform)):**

Academic reforms introduce revision of existing programs and introduction of new programs, and support for implementing semester system in Master Level Programs. Institute of Forestry, Institute of Medicine and Faculty of Humanities and Social Science has been granted for revising curricula. Institute of Science and technology, Faculty of Management and Faculty of Humanities and Social Sciences have introduced several new programs. All programs in Master Level of Institute of Science and Technology, Faculty of Law, Faculty of Education, Faculty of Management and Faculty of Humanities and Social Sciences have transferred to Semester system from annual system. Constituent campuses, central department and concerned Dean Offices have been granted funds for the transformation. These constituent and community campuses, central department, and deans' office are primary beneficiaries of the Higher Education Reform Project (2014-2020). Sample should be drawn from all the categories of these Higher Education Institutions (HEIs). The study will be done using specified questionnaire for each organization and focus group discussion (FGD). Detail research questions will be prepared jointly by TUPIO/UGC and the consultant during inception report and data collection tools preparation. The study should cover following areas in academic reform. Financial support has provided for improving following activities: admission management including entrance examinations; adherence to academic calendar; regularity of instructional activities; student center pedagogical practices; learning environment in classroom, library, ICT facilities, instructional materials, field work; academic qualification of teachers; curriculum (relevance, flexibility); monitoring of student progress, student counseling and placement; research activities; assessment system - classroom and final examinations; physical facilities including building, drinking water, toilets and outdoor facilities; extra curriculum activities including sports, conference, symposiums; college/university leadership and governing body; overall on campus disciplines of students, teachers and staff; transparency and accountability, academic integrity of examination and research and Education Management Information System (EMIS).

#### **Qualification of Thematic Leader (Reform):**

- PhD in social science or related discipline and at least 3 years' of research experience in the relevant field/ Masters in social science related discipline and at least 5 years' of research experience in the relevant field
  - Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
  - Sound academic skills in writing in English, speaking, presenting, and dealing with the stakeholders and beneficiaries
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## **5. Thematic Scope and Objectives (Poverty Target Approach)**

SFAFDB is providing the scholarships to 500 students of grade 11 and 12 and 2,500 students from the bachelor level each year. Altogether 9,393 students have been benefited so far from the project. The target beneficiary students are 9,500. There are 2,500 students in grade 11 and 12 and 7,000 students in bachelor level from all over Nepal studying with the project support. Sample should be drawn from grade 11 and 12 and the bachelor level as well. The survey will be done by using a specified questionnaire for the focus group discussion and interview with the target groups. The major objectives of this study: to study the effectiveness of DLI 6- Poverty targeted financial support for under-privileged students; to assess the input, process and output of the program; to recommend the way forward.

To improve access to higher education by students from the poorest two quintiles, HERP continued to provide financial assistance to needy meritorious students at the higher secondary (grade 11 and 12) and Bachelor's levels through the use of PMT with preferential treatment for female students. NLSS survey data are being used to determine the weights which various attributes of consumption have on a household's well-being. The verifiable variables include: type of outside wall, foundation, roof, toilet, cooking stove; the sources of drinking water and lights that household members are using, telephone (landline), cable TV and internet; size of family, educational status of the head of household, the presence of a female child attending private school, proximity from a health post and whether the household is receiving foreign remittances. The model also includes variables derived from poverty mapping, which are completely non-manipulative and provide good discriminatory power for explaining variations across households. Households with attributes such as cemented outside walls, a pillar-bonded foundation, remittances, a landline telephone, cable TV, internet and a head of household having HE are positively correlated with consumption. Households with no outside walls, many family members, a less educated head of household, high sub-district poverty rates and using communal toilets are negatively associated with consumption

### **Qualification of the thematic leader:**

- Masters in Social Sciences/Education/Management
- 5 years' experience of leading large-scale project evaluation/research
- 3 years' experience in heading educational research and evaluation of education-related projects.
- Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
- Sound academic skills in writing in English, speaking, presenting, and dealing with the stakeholders and beneficiaries

## **6. Thematic Scope and Objectives (Academic Excellence and Research)**

HERP is supporting the academic excellence in higher education through research and innovation. Under HERP, 1393 awards has already been granted to the faculties and students of HEIs, 142 publications have been made in refereed journals during the last 4 years, and about 1400 awards are in process. Tentatively 5,000 researchers are direct beneficiary. The major objective of this final evaluation is to evaluate the effectiveness, impact relevance and sustainability of UGC funded research activities and provide recommendations as input to upcoming discussion concerning the preparation of new phase of the project. The scope of the evaluation shall cover all the UGC funded research grant recipient institutions, students and faculties for the period of 2015-2020. More specifically the scope of this study should cover:

- The research fund availability to faculties, undergraduate and graduate students of constituent campuses, community colleges and private colleges of different universities.
- Survey should cover all seven provinces.
- Research collaboration with the external institutions.
- Publication of research outputs in peer-reviewed journals.
- Students access to participation in conferences, seminars, and other research activities.
- Sustainability of research outcome for patenting and entrepreneurship.
- Ways of academia and industry networking.
- Real voice of the beneficiaries in terms of the research grant application procedure until the final decision, documentation after awards and fund disbursement as well.
- Size of the fund to make visible difference in research and innovation vis-à-vis international practice and recommendation

**Qualification of the thematic leader:**

- PhD in Social Sciences/ Education/Statistics or research related fields
- 3 years' experience in heading educational research and evaluation of education-related projects.
- Excellent track record of scientific publications in related fields
- Competent in operating office software (Word, Excel, PowerPoint) and comfortable in quantitative and qualitative data analysis
- Sound academic skills in writing in English, speaking, presenting, and dealing with the stakeholders and beneficiaries

