

The University Grants Commission, Nepal
Higher Education Reform Project (2015-2020)
(Date of First Publication: August 04, 2017)

Announcement for submission of research proposals

This is announcement for submission of proposals from a team of researchers from eligible higher education institutions alone or with a joint venture with eligible research organization for conducting theme based studies under the UGC Special Research provision. The themes for two provisions of collaborative research under the special research provisions are as follows:

1. Academic Performance in Higher Education: A Study on the Factors and Issues of Student Performances in Examinations
2. Scope and Opportunities of Science and Technology Education in Nepal: A Study on the Possibilities and Challenges of Expanding the Access.

Details of the themes and expected study activities are available on www.ugcnepal.edu.np .

For further information regarding special research provision please refer to the UGC Research Development and Innovation Programs Implementation Guidelines 2017 (Addendum to the guideline in reference to subsection 3.10: Guidelines for Special Research) and the UGC Framework for Theme Based Studies Solicited Under Special Research 2074-75.

The selection of the proposal will be on the basis of competition following the criteria and procedure listed in UGC Framework for Theme Based Studies Solicited Under Special Research 2074-75.

Deadline for submission of proposal: September 08, 2017, 5:00 PM

For further details please contact

UGC Research Division
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UNIVERSITY GRANTS COMMISSION

UGC Framework and Selection Procedure for Theme Based Studies solicited under Special Research 2074-75

Content

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Guideline for Special Research

Addendum to

The UGC Research Development and Innovation Programs Implementation Guidelines 2017 (Third Edition)

This guideline refers to subsection 3.10 of the UGC Research Development and Innovation Programs Implementation Guidelines 2017 (UGC RDIG): Guidelines for Special Research (GSR)

Purpose

The purpose of this provision for Special Research is to support theme based research felt important for addressing national needs and issues identified by UGC. Support provision will fund research, workshop, and seminar to address nationally important and urgent issues including policy issues.

Scope

UGC will generate the theme based on the issues and needs. It may also outline indicative framework to ensure that the issues and needs are adequately addressed and that the research outcomes are directly relevant and useful.

Basically the provisions will consist of

- Theme based Faculty Research
- Theme based Collaborative Research
- Theme based Faculty Trainings
- Theme based Seminars/Workshops
- Theme based small Research, Development and Innovative Programs

Procedure

The UGC will allocate the fund for such special research through the provisions listed in the UGC RDIG. The provisions will be as per Research Guideline Table 1.10: Program Administration Matrix (page 17-19). Necessary amendment will be made as and when necessary in Appendix 1: Total Quality and Research Support Programs of the UGC for the concerned year. In the year Fiscal Year 2073/74 (AD 2016/17) there will be addition of 2 collaborative researches*, the total provision will be increased to 12 from the previous provision of 10.

Generally, the UGC will solicit research proposals on relevant issues from qualified individuals and institutions following the criteria, modalities and procedures listed in the UGC RDIG. The UGC may also solicit other special proposals as and when necessary and make necessary provision from within the HERP research budget. The selection process will follow the RDIG subsection 1.14: Selection Process for Research Grants (page 19-21) and the relevant subsections of the SECTIONs III and IV with adaptations for specific theme and purpose.

Research Ethics listed in the RDI section 1.15 will apply to such provisions. Since the priority is pre-condition of generating the themes, the RDI subsection 1.16, Priority Areas for Research Funding will be already considered and need not apply again to such provision.

RDIG terms and conditions will apply in all other aspects and points not covered in this addendum.

The themes for 2 additional collaborative researches approved* for the Fiscal Year 2073/74 (AD 2016/17) are as follows:

1. Academic Performance in Higher Education: A Study on the Factors and Issues of Student Performances in Examinations

2. Scope and Opportunities of Science and Technology Education in Nepal: A Study on the Possibilities and Challenges of Expanding the Access.

* Reapproved for the Fiscal Year 2074/75 (AD 2017/18)

UGC Framework for Theme Based Studies solicited under Special Research 2074-75

The themes for two Special Researches under the provision of collaborative research support for the Fiscal Year 2074/75 (AD 2017/18) are as follows:

1. Academic Performance in Higher Education: A Study on the Factors and Issues of Student Performances in Examinations
2. Scope and Opportunities of Science and Technology Education in Nepal: A Study on the Possibilities and Challenges of Expanding the Access.

Special Research 1:

Academic Performance in Higher Education: A Study on the Factors and Issues of Student Performances in Examinations

1. 1 Context:

One of the major issues of higher education in Nepal relates to low student performance achievement, particularly very low pass rates in the examinations. The overall student pass percentage calculated based on the number of regular students passing the final annual examinations at the Bachelors level in 2015/16 was about 26%. More alarming to note is the fact that the percentage tended to decline since the past several years, in 2008/09 it was 38%, in 2010/11 it came down to 32% and in 2014/15 it was 29%. The decline presents a challenge to the reform initiatives that the country has been taking in higher education. The reforms have been focusing on quality and relevance in higher education with the emphasis on active learning and research that calls for serious engagements at individual level.

There are some important aspects noted in the trend of student pass rates in the final examinations, pass rates varied significantly across subject areas, levels and institutions. Passing rates are higher in professional subject areas such as medicine, agriculture and engineering and in science. Lower passing rates are noted in education and humanities and social sciences. Professional courses have some distinct features consisting of theory and lab based practical as well as immersions in the field based real knowledge application work. These courses are run with strictly fixed student numbers, also called per class student number quota. Because of the high paying job prospects they are on very high demand side and therefore students are admitted based on competitive entrance tests. Similar contexts apply to some extents in science as well as some professional management courses. The contexts discussed however do not necessarily lead to the conclusion that science, technology and professional education have no problem. The results of science and engineering education have been a matter of serious concern, particularly in TU.

Level-wise passing percentage is higher at the Master level compared to the Bachelors level. Significant variation exists in terms of student passing percentages of different institutions. Particularly, there are big differences in the examination results of universities: Kathmandu University has the highest pass rates (over 92%), followed by Pokhara University (over 52%), Purbanchal University (48%). Tribhuvan University, on the other hand, has the lowest pass rates, a fact that has serious implications for the

national pass rate, as it accounts for almost 82% of higher-education student enrollment. The pass rate of TU sets the overall national pass rate because of its sheer student size. It is to be noted that bulk of TU programs are run on annual academic calendar with yearly final examinations whereas other universities including KU, PU and PokU programs are run on semester based academic calendar. Semester based system may have some advantage in terms of results but there were many obstacles that in the past have forced TU to revert to annual system from semester.

These contexts raise important concerns regarding efficiency and effectiveness of the higher education system in the country. Why such a big variation in the student examination results in terms of institutions, level and semester or annual systems of academic programs? Most importantly, why low student examination pass rates? Is it because of poor teaching and learning practices, or because of poor academic management, or because of the examination system? Further questions arise: are the examinations planned and practiced as a harmonious part of curriculum in terms of contents, pedagogy and management? Do the systems check the reliability and validity of the examinations in terms of standard practices, following standardized tests and benchmarking? Are the students' performance levels benchmarked at the admission and their progress recorded and used to monitor progress with feedback? What are the scopes of improvements in the existing examination systems? These questions draw attention for an in-depth study on the issues.

1. 2. Objectives, Scope, Coverage and Deliverables

1. 2.1 Objectives

The purpose of the study is to identify the factors affecting student performances in examinations and generate ways and means of improving the performances. Specifically, the study will be conducted with the following objectives:

- (i) to analyze system, practices and results of student examination including the internal examinations of constituent and affiliated campuses as well as central departments of some universities in Nepal (analyzing and correlating student performances in different internal tests of a year and in different years of a program)
- (ii) to determine the classroom practices (teaching learning and follow up for examination) and student supervision/counseling support related factors affecting student performances in examination
- (iii) to identify the levels of faculty and student motivations for better learning efforts and performance in the examinations, analyzing their implications in exam performances;
- (iv) to analyze the examination system –governance, management and operational aspects including the system capacity in terms of human resources and physical infrastructure provisions
- (v) to identify supportive as well as disruptive activity in teaching learning and examination calendar and determine the extent of impact on the quality of teaching learning and examination result
- (vi) to identify overall environmental aspects including family, societal, and political aspects influencing student performance in examination

The objectives can be further elaborated and research questions developed in course of developing the inception proposal.

1.2.2 Scope

The study will be undertaken in the fiscal year 2017/18. It will cover major universities including TU, KU, PokU and PU by employing appropriate scientific sampling method. The study will be carried out involving

- Faculty/School/Department and University Campuses
- Controller of Examination, Dean, HOD, and Campus Chief
- Students and faculty members
- Other stakeholders

The higher education institutions including the universities and the campuses that are primary beneficiaries of the Higher Education Reforms Project (2014-2020) may be purposively sampled for a longitudinal study.

There are three categories of university campuses: University Constituent, Affiliated Community Campuses and Private Campuses. Sample will be drawn from all categories of the higher education institutions in Nepal. The study will be conducted using specified tools for each target group and focus group discussion (FGD). Field based studies will be conducted in the sample institutions.

The study will identify and cover three levels of respondent institutions and students --high performing; average performing and low performing.

1.2.3 Coverage

The study will cover the following aspects and also other relevant aspects that may be identified and mutually agreed during inception

Management aspects:

- Entrance examination; benchmark score level; admission interview; family consultation
- Class size and student teacher ratio
- Faculty qualification and academic competence
- Curriculum
- Classroom practices and their deliveries
- Examination modalities and methods: Provisions of student progress monitoring (formative assessment), diagnostic (problem based or potential identification) assessment and summative/competitive assessment (ranking)
- Ensuring examination validity, reliability, and difficulty level
- Examination timing

Pedagogical aspects

- Levels of student aptitude and quality relevance at intake
- Student motivation
- Class regularity
- Student regularity

- Teaching-learning practices
- Student engagements and support
- Supervision, guiding and counseling
- Teaching and learning environment
- Learning/Instructional resources
- Professional support for faculties and students regarding examination

Socio-economic aspects

- Family environment and support
- Family and community awareness and care for student success in examination as well as about pedagogy, college management, degree awarding methods.
- Role of Student union and teacher union
- Job prospects for the concerned students

Student examination support system

- Provisions of performance progress assessments, diagnostic tests (identification of problems and potentials) and summative tests (ranking)
- Internal assessments
- Self testing and guided testing provisions
- Question bank
- Provision of tests and feed back
- Preparation facilities – Library, test lab, computers and internet,
- Analyses and feedback system
- Provision of test copy return and consultation
- Grievance redress

1.2.4 Deliverables

The assignments for the Research Team/Institution will include the following tasks:

Task	Details
Inception Report	Report including study methodology, study details including sampling methods, study schedule, framework for data analysis and reporting, arrangements for data validation.
Sampling	Selection of representative samples with appropriate sampling weights.
Tools/Questionnaire	Separate tools/questionnaire for each of the groups for individual interaction as

design	well as FGD. (in English or Nepali language)
Pilot study	Pilot study to test the tools and the study approach. The results of pilot study should be shared.
Field Based Study	Orientation of the researchers, assistants should be listed in the field based study plan.
Data analysis	Data management software, data entry and data cleanup and analyses schemes should be listed. Data should be managed in word, excel, access, spss, etc. The data should be submitted in clean and usable formats.
Report writing	Report according to structure agreed with UGC/TUPIO. Draft and Final report based on comments received

1.3. Study Approach

Case studies of selected higher education institutions will be conducted covering following aspects:

- (i) High performing and low performing institutions
- (ii) Institutions benefitted from the Second Higher Education Project – Quality Assurance Accredited as well as non-accredited
- (iii) Constituent, community and private campuses/institutions/department

Example of case study sample:

- a. Case study of KU including 4 Schools (Science, Management, Humanities, and Education); (Semester system examination)
- b. Case study of TU including 4 Institute/Faculties (Science, Management, Humanities, and Education) - each covering 2 Central Departments; (Annual programs and semester programs)
- c. Case studies of 4 TU constituent campuses; (2 Multiple- 1 accredited 1 (East -- Ilam)- non accredited (Mid west -- Nepalgunj); 2 unitary campuses --1 accredited (East - Dharan), 1 non accredited (Shankardev or Amrit Science); (Covering high performing and low performing)
- d. Community campuses – 8 (4 accredited; 4 non-accredited from East, Middle, West and Mid/Far west); (high performing and low performing)
- e. Private campuses 4 (One each from the East, Middle, West and Mid/Far west region)

The case studies will include

- Analysis of the examination results of at least past 5 years University-wise, school/faculty-wise, by institution type
- Examination system analysis of major universities (OCE, Dean's office, Campus, Department, and Teacher level roles and responsibilities) at least 2 – TU and KU)
- Aspects listed in the study objectives and the research questions

1.4. Study Instruments

TU/PIO and UGC will provide the reports of SHEP, informational documents related to HERP and all available Education Management and Information System (EMIS) documents to the Research team and the team is required to design the survey based on these documents. It will be the Research Team's responsibility to prepare the initial draft questionnaires and FGD and revise it based on the suggestions from the TU/PIO and UGC on them.

Specific tools/questionnaires should be developed/adapted and used for all target groups. In addition to the tools/questionnaire, FGD should also be arranged for students and faculty members. All the study instruments should be finalized jointly with the TU/PIO and UGC.

The Research team should prepare a schedule for the study activities in consultation with the responding institutions. TU/PIO will support/facilitate the process by providing letters and other relevant documents where applicable..

1.5. Study Locations

- (i) The case study area will cover at least eastern, central, western and far western part of the country covering mountain, hills and Terai.
- (ii) The case studies will include observation of the academic activities in operation
- (iii) FGD for Faculty members and students from each of the sampled campuses/departments, arranged separately. (FGD sessions should include 8-12 participants)

Special Research 2:

Scope and Opportunities of Science and Technology Education in Nepal: A Study on the Possibilities and Challenges of Expanding the Access.

2.1 Context:

The aspiration of people for higher education has increased significantly: since the past 10 years until the recent time the annual enrolment of students in higher education has been increasing significantly, by about 11%. Similarly, each year new higher education institutions are added by about 14%. However, these increments are neither planned nor regulated or properly managed. Most of the institutions are developed to provide General Management (44%), Education (31%), and Humanities and Social Science (19%). Overwhelming majority (almost 83%) of the students enrolments are in these areas of general education: General Management (40%), General Education (32%) and Liberal Arts, Humanities and social science (11%). Only 16% are enrolled in technical programs (Medicine + Engineering 9%, Science and Technology 7% and Agriculture and Forestry 1%). The increase in the number of institutions is mainly community and private campuses running general subjects only. Constituent campuses offering science education are also fewer in numbers.

The situation highly contrasts the social and economic contexts of the country where about 75% of the population depends on agriculture for their livelihood. The national development plans including the latest, the 13th plan (2014-2017), emphasize that higher education development in the country focus on national development priorities and needs. The Higher Education Policy Framework recently adopted by

the government states that HE shall be prioritized in order to enhance national capacity and human resource development needs, particularly higher education shall be developed to enhance national capacity to identify and harness the national development potentials and opportunities. It has been explicitly pointed out in the national development plans as well as in the higher education policy framework that higher education in science and technology is critical for driving national development in the priority areas. Limited human resource in the field of science and technology has been one of the major challenges in building capacity to address the development needs. It is to be noted that human resource with science and technology education has been identified as one of the crucial features of developed and developing countries.

These contexts raise concerns regarding the need to expand science and technology education. However, questions arise-- why there have been fewer initiatives in establishing science campuses on the part of the universities as well as the community and private sector? Is there scope for increasing the capacity of the existing higher education science and technology institutions for expanding enrollment? Is there scope for establishment of new institutions for science and technology education? If yes what are the development requirements? What should be the contributions on the part of the institutions, university systems, and the government for expanding access to science and technology education? These questions call for a critical examination of the existing provisions as well as for exploring the scope for expanding the access to science education including establishment of new institutions.

2.2. Objectives, Scope, Coverage and Deliverables

2.2.1 Objectives

The purpose of the study is to explore the scope and identify the ways and means of expanding student enrolment in science and technology education ensuring practical and meaningful learning relevant to the national aspirations and needs; ensuring the quality and effectiveness of science education in addressing national development challenges.

Specifically, the study will be conducted with the following objectives:

- (i) to determine the existing status and conditions of science education at school level and extrapolate the student enrolment expansion in science and technology at the university level
- (ii) to determine current institutional capacity and actual status of student application and enrolment in science and technology area and also estimate the expansion potentials and needs
- (iii) to assess the quality and relevance in terms of job prospects and admissibility for desired higher degree of graduates of university level science and technology education provisions and generate suggestions for improvements
- (iv) to identify the levels of student awareness and motivation for learning science and technology; identify the level of motivation of the concerned Officials, School principals, and HEI principals
- (v) to analyze the trends and critically examine the factors affecting /inhibiting development of science education
- (vi) to identify overall environmental aspects including family, societal, and political aspects regarding to science education

The objectives can be further elaborated and research questions developed in course of developing the inception proposal.

2.2.2 Scope

The study will be undertaken in the fiscal year 2017/18. It will cover all the universities offering or having scope of running science and technology education, all constituent, community and private institutions running science and technology education and some institutions with potentiality to run science and technology education.

The study will also analyze the science student enrolment capacity and distribution of higher secondary school system and school students' perception regarding science education. The study will be carried out involving

- Science Faculty/School/Departments, University Campuses and higher secondary schools
- Dean, HOD, Campus Chief, Head teachers (Principals) of higher secondary schools
- Faculty members, Science Teachers and Students
- Other stakeholders

The higher education institutions including the universities and the campuses that are primary beneficiaries of the Higher Education Reforms Project (2014-2020) should be included by appropriate sampling in the study. The study will help develop a strategy for expanding the access to science education and also creating interest/demand for science education among the potential students.

Sample will be drawn from all categories of the higher education institutions in Nepal including the three categories of university campuses: University Constituent, Affiliated Community Campuses and Private Campuses. The study will be conducted using specified tools for each target group and focus group discussion (FGD). Field based case studies will be conducted in sample number of institutions.

2.2.3 Coverage

The study will cover the following aspects and also other relevant aspects that may be identified and mutually agreed during inception

Access aspects

- Current science student enrolment and enrolment trend in higher secondary schools as well as in the universities/campuses,
- Per student place application (ratio of applicants to actual admitted)
- Total existing enrolment capacity and potential enhancements
- Scopes for access expansion (including establishment of new institutions: cluster analysis based on higher secondary school clusters and high school clusters)

Human Resource aspects

Existing human resource and required human resource as per standard norms of science education

- Human resource gap analysis
- Qualification of the teachers, principals, HoDs, lab assistants
- Training/orientation and other capacity development programs
- Scope for human resource development

Infrastructure and equipment aspects

- Existing conditions of classrooms, labs, and library vis a vis standard requirements
- Instruments/equipment
- Computers and learning resources
- Scope for enhancing the existing classrooms, labs and libraries
- Infrastructure Needs analysis extrapolated in view of the access expansion
- Instruments/equipments, needs analysis in view of the access expansion
- Computers and learning resources needs in view of access expansion

Management aspects

- Students seeking admission in science and technology
- Availability of faculty for teaching science and technology courses
- Student performance at school level science
- Higher secondary education science education student enrolment and graduate production
- Distribution of existing campuses and higher secondary level science schools
- Networking/linkage of campuses and the higher secondary level science schools
- Technical and professional support
- Adequacy of resources to support science and technology institutions (including support for development and operation of labs, instruments and equipments)
- Creating opportunities for science and technology students and faculties

Socio-economic aspects

- Awareness, motivation and commitments of the state, school, university/campuses regarding importance of science and technology education, participation in and contribution for development
- Family perception regarding science education
- Student motivation and interest regarding science education
- Community awareness, interests and commitments regarding science education
- Student union and teacher union awareness and interest in promoting science education

- Job prospects for the science and technology education graduates

2.2.4 Deliverables

The complete assignment for the Research Team/Institution will include the following tasks:

Task	Details
Inception Report	Report including study methodology, study details including sampling methods, study schedule, framework for data analysis and reporting, arrangements for data validation.
Sampling	Selection of representative samples with appropriate sampling weights.
Matrix of factors and variables to study	Sets of matrixes listing different factors and variables relating to the study aspects
Tools/Questionnaire design	Separate tools/questionnaire/guidelines for individual interactions with different stakeholder groups as well as FGD. (in English or Nepali language)
Pilot study	Pilot study to test the tools and the study approach. The results of pilot study should be shared.
Field Based Study	Orientation of the researchers, assistants should be listed in the field based study plan.
Data analysis	Data management software for case studies, data analyses schemes should be listed. The data should be submitted in clean and usable formats compatible with word, excel, access, spss.
Report writing	Report according to Cross cutting structure. Draft and Final report based on comments received

2.3. Study sample and size

The sampling for the study will consider (but not limited to) the following general criteria:

- (iv) Institutions that have benefitted from the Second Higher Education Project – Quality Assurance Accredited as well as non-accredited/yet to be accredited
- (v) Constituent, community and private campuses/institutions/department (covering high performance, average performance and low performance)
- (vi) Higher Secondary Schools offering science program
- (vii) Case studies of sampled number of institutions offering science and technology education and potential institutions

2.4. Study Instruments

TU/PIO and UGC will provide the reports of SHEP, informational documents related to HERP and all available Education Management and Information System (EMIS) documents to the Research Team. It

will be the team's responsibility to prepare the initial draft questionnaires and FGD and revise it based on the suggestions from the UGC on them.

Specific tools/questionnaires should be developed/adapted and used for all target groups. In addition to the tools/questionnaire, FGD should also be arranged for students and faculty members. All the study instruments should be finalized jointly with the TU/PIO and UGC.

The Research Team/Institution should prepare a schedule for the study activities in consultation with the responding institutions. TU/PIO will support/facilitate the process by providing letters and other relevant documents where applicable..

2.5. Study Locations

- (iv) The sample area will cover at least eastern, middle, western and far western part of the country covering mountain, hills and Terai.
- (v) Field based case studies of the sampled institutions will include observation of the academic activities in operation in science campuses and schools.
- (vi) FGD for Management Committee members of University Campuses and Highr Secondary Schools, Campus Chief/Principal and faculty members/Teachers, and other stakeholders.

3. Procedure

The UGC will allocate the fund for this research study through the provisions listed in the **UGC RDIG for collaborative research**. The provisions will be as per Research Guideline Table 1.10: Program Administration Matrix (page 17-19) .

The UGC will solicit research proposals on the issue/theme from qualified individuals and The UGC will solicit research proposals on the issue/theme from qualified individuals and institutions following the criteria, modalities and procedures listed in the UGC RDIG regarding collaborative research and **UGC Framework for Theme Based Studies Solicited under Special Research**. The selection process will follow the RDIG subsection 1.14: Selection Process for Research Grants (page 19-21) and the relevant subsections of the SECTIONs III and IV with adaptations for the theme and purpose. (See Annexes 1-5 of the **UGC Framework for Theme Based Studies Solicited under Special Research** for the evaluation rubric and criteria).

Research Ethics listed in the RDI section 1.15 will apply to this provision. Since the priority is pre-condition of generating the themes, the RDI subsection 1.16, Priority Areas for Research Funding has been already considered and need not apply again.

RDIG terms and conditions will apply in all other aspects and points not covered in this document.

4. Responsibilities of UGC

UGC will:

- (i) Oversee the whole study process;
- (ii) Make technical suggestions as and when necessary;

- (iii) Participate in finalization of the case study sample;
- (iv) Write letter to the university and departmental head and campus chiefs for their cooperation and support; and
- (v) Suggest way out in unforeseeable condition experienced by the Research team.
- (vi) Provide other support as and when necessary

5. Reporting

The Researcher will report to the UGC Research Division.

6. Duration of the Assignment

Duration of assignments: 1year, extendable to 2 years

Appendix 1: Study Proposal Outline for Theme Based Study

University Grants Commission
Special Research
UGC Framework for Theme Based Studies Solicited Under Special Research 2074-75

Study Proposal Outline:

1. Introduction
2. Objectives
3. Conceptual Framework
4. Study Design and Methodology
 - a. Study Area
 - b. Study Population
 - c. Sampling
 - d. Selection Criteria
 - e. Time Frame
 - f. Survey Tools and Instruments
 - g. Training
 - h. Pre-test and Feedback
 - i. Data Collection
 - j. Data Entry and Analysis
 - k. Reporting Outline
5. Personnel
4. Budget
 - a. Remuneration (Key Experts, Non Key Experts)
 - b. Reimbursable expenses (Per diem allowances, Travel and Transportation, Data Collection, Stationary, Technology and Equipment Rental, Training, Contingency etc)

Appendix 2: for Theme Based Study Proposal Evaluation and Selection Criteria

UGC Framework for Theme Based Studies Solicited Under Special Research 2074-75

1. Evaluation of Study Proposal:

Indicators		Rating (Please circle the number OR give your own mark)					SCORE
		Absent	Poor	Satisfactory	Good	Excellent	
1.	Introduction (based on the UGC Framework and additional information)	0	2	4	6	8	
2.	Objectives (based on the UGC Framework and improvement)	0	2	4	6	8	
3.	Conceptual Framework (theories, factors, variable, indicators well framed)	0	3	6	9	12	
4.	Study Design and Methodology						
	Study Population, Sampling, Selection Criteria (based on the UGC Framework and improvement)	0	5	10	15	20	
	Time Frame (realistic and timely)	0	1	2	3	4	
	Survey Tools and Instruments, Training, Pre-test, Data Collection	0	6	12	18	24	
	Reporting outline (complete outcome, well organized and logical)	0	6	12	18	24	
Total score (out of 100)							
5. Result		Pass (50 marks or more) <input type="checkbox"/>		Fail (less than 50 marks) <input type="checkbox"/>			

2. Reviewer's comments and recommendations

A. Major Strengths of the Proposed Study:

B. Major Weaknesses of the Proposed Study:

C. Suggestions for the Improvement/Revision of the Proposal:
[Add additional sheets if necessary]

<div>Reviewer's Signature</div> <div>Reviewer's Full Name:</div> <div>Reviewer's Degree and Specialization:</div> <div>Date:</div>

Appendix 3: Theme Based Study Proposal Oral Presentation Evaluation Form

UGC Framework for Studies Solicited Under Special Research 2074-75

Indicators		Rating (Please circle the number OR give your own mark)					SCORE						
		Absent	Poor	Fair	Good	Excellent							
1	Quality of the Study Proposal (60)												
	a. Objectives (based on the UGC Framework and improvement)	0	1.5	3	4.5	6							
	b. Conceptual Framework (theories, factors, variable, indicators well framed)	0	2.5	5	7.5	10							
	Study Design and Methodology												
	c. Sampling and Selection Criteria (based on the UGC Framework and improvement)	0	4	8	12	16							
	d. Survey tools and plan for data collection (well suited and well-planned)	0	3	6	9	12							
	e. Reporting Outline (complete outcome, well organized and logical)	0	4	8	12	16							
2	Competence of the Team (40)												
	a. Team Leader (Qualification, publication and experience in similar assignments is ideally suited)	0	4	8	12	16							
	b. Team Members (Survey Coordinator, Field Officer and Data Analyst qualified and highly experienced)	0	4	8	12	16							
	c. Organizational Support (the team has support for time and resource) (Research organization = 8, Academic Institution providing free time = 4, Not sure = 0)												
Total (out of 100)													
<div> 3. Result <div> Pass (50 marks or more) </div> <div> Fail (less than 50 marks) </div> </div>													

Evaluator's Comments (Mandatory)
A. Major Strengths of the Proposed Study:
B. Major Weaknesses of the Proposed Study:
E. Suggestions for the Improvement/Revision of the Proposal: [Use additional sheets if needed]

<p>Evaluator's Signature:</p> <p>Evaluator's Full Name:</p> <p>Evaluator's Institution / Cluster Committee:</p> <p>Evaluator's Subject of Expertise:</p> <p>Date:</p>

To be Filled by the UGC:
<p>Interrater Deviation Score: _____</p> <p>Completeness: _____</p> <p>Checked by: _____</p>

Appendix 4: Theme Based Study Personnel Evaluation Form

UGC Framework for Theme Based Studies Solicited Under Special Research 2074-75

1. Evaluation for the Competence of the Team:

	Particular	Calculation	Score
1	Team Leader		
	Qualification (<i>PhD in Social Sciences or equivalent mandatory</i>)		
	Research Publication	4 per article in Ranked Journal, Max 20; 2 per article in Indexed Journal, Max 10; Total Max 20	
	Experience in similar assignment (<i>Two similar assignments as Team Leader mandatory</i>)	5 per Survey Leader, Max 20; 2.5 per Survey Team Member, Max 10; Total Max 20	
2	Researcher 1 (Survey Coordinator)		
	Qualification	(PhD =8, Masters Degree =2)	
	Research Publication	2 per article in Ranked Journal, Max 8; 1 per article in Indexed Journal, Max 4; Total Max 8	
	Experience in similar assignment (<i>One similar assignment mandatory</i>)	(2 per assignment, Max 8)	
3	Researcher 2 (Field Officer)		
	Qualification of Researcher	(PhD =4, Masters Degree =1)	
	Research Publication	2 per article in Ranked Journal, Max 8; 1 per article in Indexed Journal, Max 4; Total Max 8	
	Experience in similar assignment	(2 per assignment, Max 8)	
4	Researcher 3 (Data Analyst)		
	Qualification of Data Analyst (Bachelor in Computer Engineering/Master's in Statistics)	Either degree=4; both degrees=8	
	Research Publication	2 per article in Ranked Journal, Max 8; 1 per article in Indexed Journal, Max 4; Total Max 8	
Total score (out of 100)			

Appendix 5: Criteria for Final Selection of Proposal

1. Evaluation of Technical Proposal

	Evaluation	Score	Weight	Formula	Weighted Score
A	Proposal evaluation (Average of two reviewer's scores)/100		35%	A X 0.35	
B	Presentation evaluation (Average of all evaluator's score)/100		35%	B X 0.35	
C	Personnel Evaluation/100		30%	C X 0.30	
	Total		100%		

2. Final Selection

Criteria:

Primary criterion: Higher final score for the Technical Proposal

Secondary criterion: Lower cost

Application of criteria and selection:

1. Only top two Technical Proposals shall be considered.
2. The Technical Proposal shall be the primary criterion and the budget shall be a secondary criterion.
3. Difference among proposals will be calculated in percentage.
4. The percentage difference in the budget will have one fifth (1/5) the weight of the percentage difference in the scores of the Technical Proposal.
5. If the combined weight (of the Technical Proposal and budget) of the second top applicant exceeded the combined weight of the top applicant, the UGC shall negotiate with the top applicant to bring the budget at par or below the budget of the second top applicant. If the negotiation fails, the UGC will award the study grant to the second top applicant.

3. Post-award Agreement

For the agreement between the awardee and the UGC, Appendix 3.7 of the *UGC Research Development and Innovation Programs Implementation Guidelines 2017* will be adapted to incorporate the UGC Framework for Special Research.