

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/369412034>

Academic and Research Integrity in Nepal: A Comprehensive Policy Analysis

Conference Paper · March 2023

CITATIONS

0

READS

37

2 authors:



Bibek Dahal

The University of Calgary

22 PUBLICATIONS 39 CITATIONS

SEE PROFILE



Sarah Elaine Eaton

The University of Calgary

281 PUBLICATIONS 2,085 CITATIONS

SEE PROFILE



Asia Pacific Research Integrity (APRI) Network Meeting 2023

Academic and Research Integrity in Nepal: A Comprehensive Policy Analysis

March 21, 2023

Bibek Dahal, PhD student

bibek.dahal@ucalgary.ca

ORCID: <https://orcid.org/0000-0003-1160-9279>

Sarah Elaine Eaton, PhD, Associate Professor

seaton@ucalgary.ca

ORCID: <https://orcid.org/0000-0003-0607-6287>

Werklund School of Education, University of Calgary

2500 University Dr. NW

Calgary, AB, T2N 1N4

A presentation slide with a white background and a grey and orange geometric design on the left. It features the University of Calgary logo and a blue square with a white lotus flower and the text '5th APRI 2023 Tokyo'. The main title is 'Academic and Research Integrity in Nepal' and the subtitle is 'A Comprehensive Policy Analysis'. The authors are Bibek Dahal and Sarah Elaine Eaton, and the date is March 21, 2023.

Asia Pacific Research Integrity Network Meeting 2023

Academic and Research Integrity in Nepal
A Comprehensive Policy Analysis

Bibek Dahal
Sarah Elaine Eaton

March 21, 2023

We welcome you all to this session. We would like to thank Asia Pacific Research Integrity Network Meeting 2023 organizers and the team who is working hard to make this meeting successful. Today we will discuss Academic and Research Integrity in Nepal.

Cite this presentation as: Dahal, B., & Eaton, S. E. (2023, March 21). *Academic and research integrity in Nepal: A comprehensive policy analysis* [Online]. Asia Pacific Research Integrity Network Meeting 2023, Tokyo, Japan and online. <http://hdl.handle.net/1880/115951>

Land Acknowledgement



We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



2

Before we begin, we would like to acknowledge the land where we are living now. We join you today virtually from Calgary, Canada, which is situated on the traditional territories of the people of the treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy, as well as the Tsuut'ina First Nation, and the Stoney Nakoda. The city of Calgary is also home to Métis Nation of Alberta, Region 3.

Introduction



Bibek Dahal

- Ph.D. Student, Werklund School of Education, University of Calgary
- Conjoint Faculties Research Ethics Board Member, University of Calgary
- Nepal, Home Country and Post-Secondary Education up to MPhil.
- Former Learning Community Leader for Nepal, Path2Integrity



Sarah Elaine Eaton

- Associate Professor, Werklund School of Education, University of Calgary
- Honorary Associate Professor, Deakin University
- Editor-in-Chief, *International Journal for Educational Integrity*
- Series Editor, *Ethics and Integrity in Educational Contexts*, Springer

3

Bibek Dahal:

My name is Bibek Dahal. I am a first-year PhD student at Werklund School of Education at the University of Calgary. I am also a student representative member of the Conjoint Faculties Research Ethics Board. My research portfolio includes both Academic integrity and Research Integrity. Before beginning my PhD, I worked as a Community Leader with dynamic team members of Path2Integrity from Nepal. Nepal is my home country, which geopolitically belongs to South Asia.

Sarah Elaine Eaton:

Hello, everyone. Sarah Elaine Eaton here. I am an Associate Professor in the Werklund School of Education at the University of Calgary. My research program focuses on academic ethics broadly. I am also an elected member of the Committee on Publication Ethics (COPE) Council. It is great to be here today with all of you.

Handbook of Academic Integrity (2nd ed.)



Academic Integrity in Nepal (Chapter by Bibek Dahal Accepted for Publication)

- Evidence and Examples from the 1950s to 2020s
 - Tracks and Trends of Academic or/and Scientific Misconduct
 - Policy Documentation for Research Ethics, Research Integrity and Academic Integrity

- Academic and Research Integrity Competency Development
 - Policy Dialogues and Public Awareness
 - Capacity Development and Integrity Empowerment



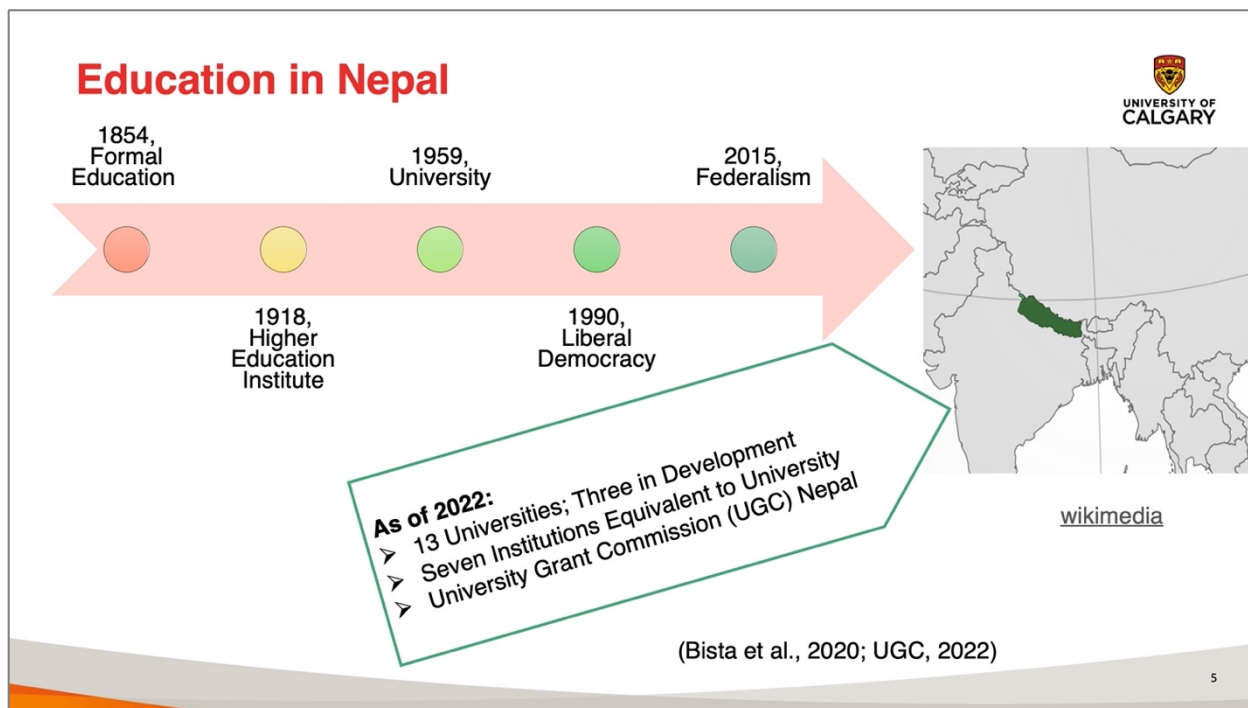
4

Sarah Elaine Eaton: Some of you may be familiar with the *Handbook of Academic Integrity* published by Springer. The first edition was edited by Tracey Bretag. I have the privilege of being the editor-in-chief of the 2nd edition, which is currently in production. The book is scheduled for release later this year. Today, Bibek is doing to talk about his chapter in the handbook, which provides new insights into academic and research integrity in Nepal, and also sets the stage for the policy analysis that we have underway.

Bibek Dahal: I am grateful for the opportunity to contribute to the Handbook. In my chapter I explored breaches of academic and research integrity including the evidence and examples from the 1990s to 2020s.

I speak to questions such as: What are the trends relating to academic and research misconduct in Nepal? What policy directives and actions have been taken in Nepal to address misconduct? And finally, how are we developing people's understanding and competencies relating to academic and research integrity in Nepal?

Slide No. 5: Education in Nepal



Let's begin with a bit of general background.... Nepal is located in between two big economic powers, India, and China. Nepal has never been colonized by any foreign power in history. We have our own rich history of socio-cultural and educational practices. There is no evidence about exactly when the *Gumba, Vihar and Gurukul* Education System began in Nepal. It goes back centuries. But, before the formal education system, moral and occupational education were taught in *Gumba, Vihar and Gurukul* for Nepali children.


The first school (Drabar High School) for formal education was established in 1854 in Nepal. More than 60 years later, a higher education institute (Trichandra College) affiliated by University of Calcutta, India, was established in 1918. For the first time, Tribhuvan University was established in 1959, which is now a largest university in Nepal. As per the 2022 Nepali University Grants Commission report, Tribhuvan University has more than 1100 campuses (constituent and affiliated) all over Nepal.

For a long time in our history, public access to education dictated by the autocratic *Rana Regime* and oligarchy *Panchayet System*, where all democratic institutions were strictly banned. With the onset of the 1990's liberal democracy and 2015's federalism, are two milestones for educational development in Nepal, which helped to make education more accessible to all Nepali people. Now we have 13 Universities, and three additional universities are under development. Nepal has instituted a multilevel university governance system. We have both federal level and provincial level universities. We also have seven health institutions which are equivalent to universities.

To oversee the overall quality and competency of Nepali higher education, we have a federal level University Grants Commission, also called the UGC. This body is responsible for the development and

implementation of educational policies and guidelines for research, innovation, and academic activities in higher education.

Literature Review

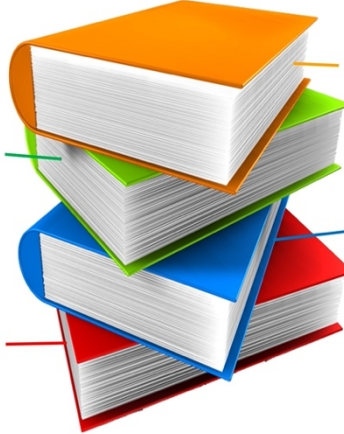


Academic Integrity Policy Research

- Intention, frequency, amount and type-based policy (Grigg, 2006)
- Core Elements – Access, Approach, Responsibility, Details and Support (Bretag et al., 2011a)
- Educative and Restorative Approach (Stoesz & Eaton, 2022)

Policy Research in Education

- Institutional Development, Productivity and Social Justice
- Product of Policy; Ideological Trust
- Bridging Policymakers and Implementers (Ozga, 2000)




Context of Nepal

- Research Integrity Relevant Policy Praxis has Long History (Dahal, accepted)
- Less Focused on Competency Development (Rijal & Dahal, 2022)
- Lack of Evidence for Policy; Threats to Integrity (Dhakal, 2019; Pant et al., 2022)

Policy Research for Evidence

- Evidence-Informed Policymaking
- Evidence of What Works; What Need to Be Changed?
- Evidence for quality, equality, equity and inclusive control (Wiseman et al., 2010)



On this slide, we follow the order of the points as indicated by the graphic on the slide, starting with the red book on the bottom.

For Policy Research in Education, we draw from Jenny Ozga's work. Ozga positions policy analysis as policy advocacy, which positions policy research within a social justice framing.

Moving on to the blue book on the graphic, we move to Policy Research for Evidence. We turn to Wiseman et al who advocate for evidence-informed policymaking and using evidence to determine what works, what needs to change and how to ensure that equity and inclusion are part of the process.

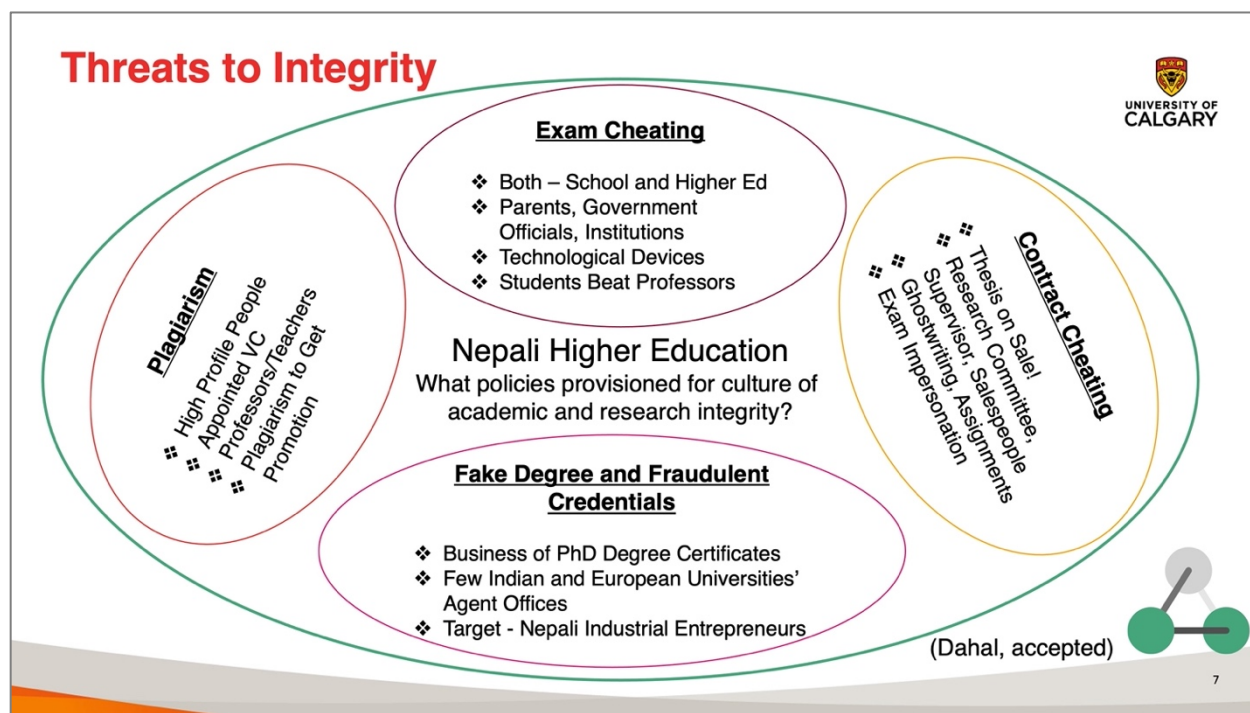
Moving on to the green book we attend to previous policy research on academic integrity analysis, drawing on works from Australia and Canada, countries where extensive work on integrity policy analysis has been conducted.

While writing the chapter 'Academic Integrity in Nepal', I found the research integrity relevant policy praxis was started before 1960 in Nepal.

A study in 2022 found, the policy documents relevant to research ethics and integrity have less focused on competency development.

Recent years, the researchers raised significance questions regarding the educational policy development process in Nepal. There has been less priority on evidence-based educational policy development, which is not substantial as expected to practice academic and research integrity. So, there are a number of threats to integrity are in place.

Cite this presentation as: Dahal, B., & Eaton, S. E. (2023, March 21). *Academic and research integrity in Nepal: A comprehensive policy analysis* [Online]. Asia Pacific Research Integrity Network Meeting 2023, Tokyo, Japan and online. <http://hdl.handle.net/1880/115951>



Exam cheating, plagiarism, contract cheating, fake degrees and fraudulent credentials are frequently highlighted threats to integrity in the Nepali education system.

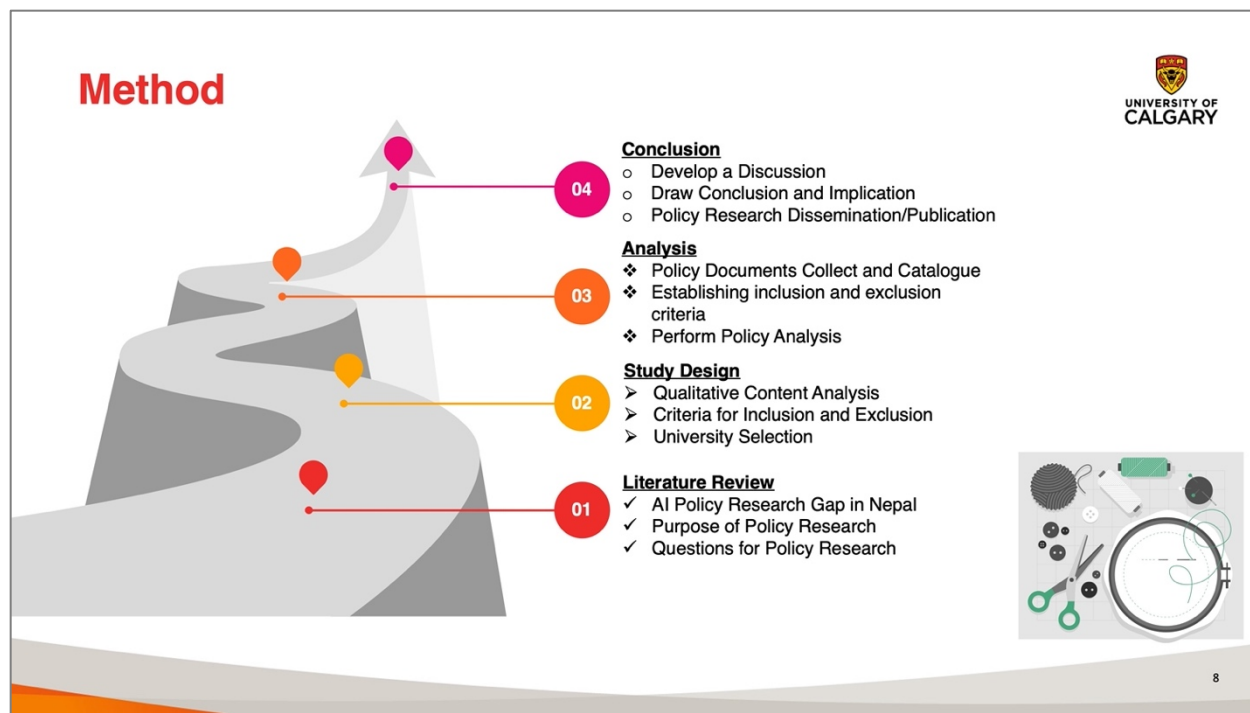
Exam cheating is evident in school and higher education in Nepal. Parents, government officials, educational institutions are involved, and the use of technologies has become a complex issue. We have some unexpected incidents regarding exam cheating in Nepal, which I have presented details in my chapter 'academic integrity in Nepal'.

The number of plagiarism cases poses a threat to integrity in higher education. The involvement of professors and high-profile individuals in plagiarism is evident. It is also evident that the professors plagiarize to get promotion.

Contract cheating is a new topic in Nepal. An investigative report of 2016 entitled, 'Thesis on Sale', showed that research committee members, supervisors, and salespeople were involved in contract cheating. In addition, ghostwriting, assignment help, and exam impersonation are some evident across Nepal.

Recently, a newspaper and national television covered evidence of fake degrees and fraudulent credentials in Nepal. A few Indian and international universities have their agent offices in Kathmandu, Nepal. They are promoting the sale of PhD degree parchments (in other words, fake degrees).

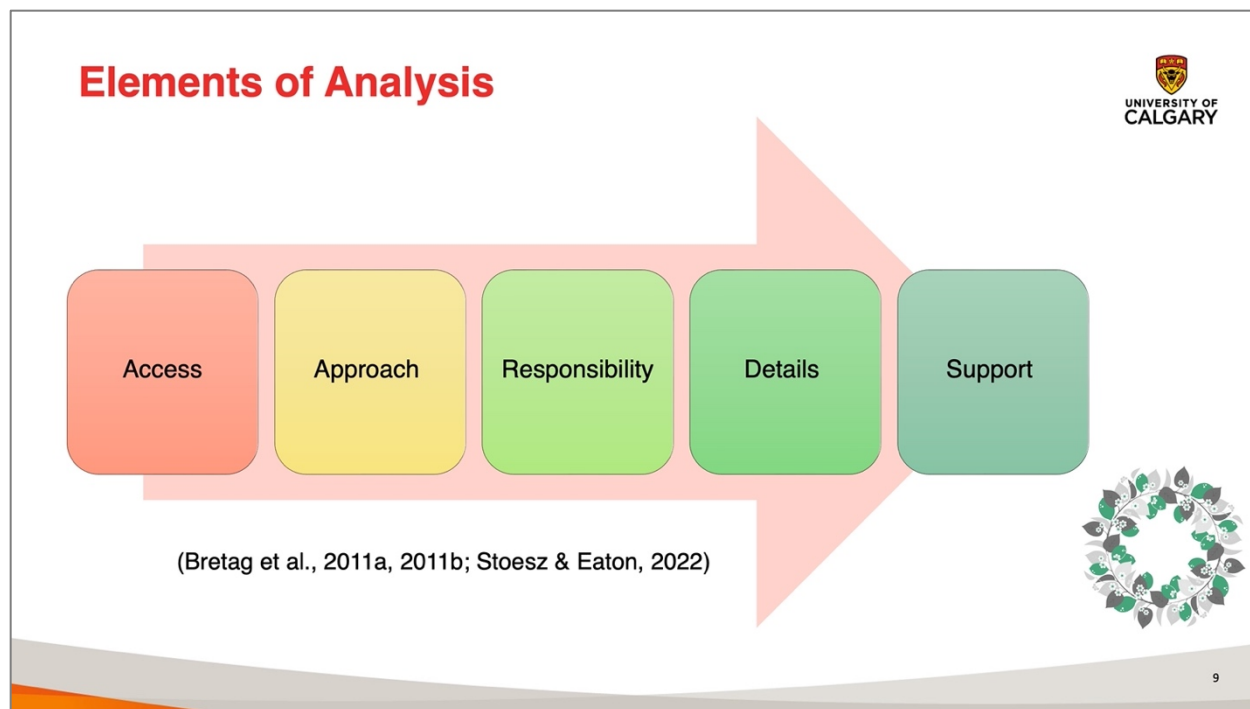
As such, in our policy analysis, which is currently underway, we seek to understand how policy can help to curb misconduct and promote integrity and ethics across higher education.



Here we share our methods for our analysis. Conducting a literature review was our first step. We focused on the topics we mentioned previously. Based on the gaps in the literature, we formulated our research question.

Next, we designed our study. We are replicating the methods of previous studies, specifically those conducted by Tracey Bretag and colleagues in Australia and me, and my colleagues in Canada.



Our multi-stage analysis consists of collecting and cataloging policy documents. We then apply inclusion and exclusion criteria and perform our content analysis.



We draw from the 5 Core Elements of Exemplary Academic Integrity policy as established by Bretag et al. (2011) more than a decade ago: Access, Approach, Responsibility, Details, and Support. As our project is currently underway, we do not yet have the results ready to share at this moment. We look forward to sharing these at a future meeting.

Q & A

Bibek Dahal - bibek.dahal@ucalgary.ca
Sarah Elaine Eaton - seaton@ucalgary.ca



10

This concludes our presentation today. We invite any questions you may have.

References



- Bista, K., Sharma, S. & Raby, R. L. (2020). Telling stories, generating perspectives: Local-global dynamics in Nepalese higher education. In K. Bista, S. Sharma & R. L. Raby, *Higher education in Nepal: Policies and perspectives* (pp. 3-22). Routledge.
- Bretag, T., Mahmud, S., East, J., Green, M., & James, C. (2011a). *Academic integrity standards: A preliminary analysis of the Academic integrity policies at Australian Universities* Proceedings of AuQF 2011 Demonstrating Quality, Melbourne.
- Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., East, J., McGowan, U., & Partridge, L. (2011b). Core elements of exemplary academic integrity policy in Australian higher education. *International Journal for Educational Integrity*, 7(2), 3-12. <https://doi.org/10.21913/IJEI.v7i2.759>
- Dahal, B. (accepted). Academic integrity in Nepal. In S. E. Eaton (Ed.), *Handbook of academic integrity* (2nd ed.). Springer
- Dhakal, R. K. (2019). The politics of education policymaking in Nepal. *Journal of Education and Research*, 9 (1), 1-12. <https://doi.org/10.3126/jer.v9i1.28787>
- Grigg, G. (2006). Plagiarism: Institutional policies and their implications for learning advisers. In G. Grigg & C. Bond (Eds.), *Supporting learning in the 21st century: Refereed proceedings of the 2005 Association of Tertiary Learning Advisors of Aotearoa New Zealand Conference*. (pp. 60-74). ATLAANZ
- Ozga, J. (2000). *Policy research in educational settings: Contested terrain*. Open University Press
- Pant, D. P., Acharya, B. & Kattel, M. R. (2022). *State of research ethics compliance in Nepal's higher education institutions*. Policy Research Institute. <https://kms.pri.gov.np/dams/pages/view.php?ref=15762&k=f47c2e6a33>
- Rijal, S. & Dahal, B. (2022). Building capacity for research ethics: Policy insights for Nepal. *Journal of Education and Research*, 12(1), 13-32. <https://doi.org/10.51474/jer.v12i1.592>
- Stoesz, B. M. & Eaton, S. E. (2022). Academic integrity policies of publicly funded universities in Western Canada. *Educational Policy*, 36(6), 1529-1548. <https://doi.org/10.1177/0895904820983032>
- University Grants Commission [UGC]. (2022). *Annual report, 2021/2022*. <https://www.ugcnepal.edu.np/uploads/publicationsAndReports/2bFZwd.pdf>
- Wiseman, A. W., Whitty, G., Tobin, J., & Tsui, A. (2010). The Uses of Evidence for Educational Policymaking: Global Contexts and International Trends. *Review of Research in Education*, 34, 1–24. <http://www.istat.org/stable/40586172>

11

Our references and slides are available upon request.

Notes: You can watch the video recording of our presentation here: https://youtu.be/_VN_i56Z0d4

Cite this presentation as: Dahal, B., & Eaton, S. E. (2023, March 21). *Academic and research integrity in Nepal: A comprehensive policy analysis* [Online]. Asia Pacific Research Integrity Network Meeting 2023, Tokyo, Japan and online. <http://hdl.handle.net/1880/115951>