Final Report

Financing the Higher Education in Nepal

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Acknowledgement

To meet increasing rate of demand for higher education six universities and two specialized institutions at the university level have already been established and four other universities including two additional regional universities are in the process of opening. The faster development of higher education needs a lot of funds. The state funded universities namely TU and NSU are acutely facing the problem of cost recovery with highly influenced by the political intervention. The cost recovery position of other universities is also not at the satisfactory level. In this situation, the government of least developed countries like Nepal alone cannot meet the financial needs for higher education at the cost of other sectors' development. Ultimately, the private sector has to finance the higher education. Besides, the present day demand is the social inclusion in higher education i.e., increasing access for women, dalits, indigenous and backward people to the higher education. That's why; higher education has now been treated as both social as well as economic goods and both public and private partnership is required for financing the higher education.

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1. Introduction

1.1. Background

The history of higher education development in the country is very short but it has been very fast since the establishment of Democracy in 1950s. Prior to the establishment of the Tribhuvan University (TU), some classes were conducted in Kathmandu under the prescribed courses of Patna University. The University conducted examinations with their own question papers and conferred Degree to succeeded students. The TU was established at Kathmandu in 1959. Since then, the TU has taken the sole responsibility of providing higher education in the country. The implementation of multi-university approach has been gradually reducing the overall responsibility of TU providing higher education in the country. However, the TU is, even at present, producing more than 90 percent of the total output of all Universities operating in the country.

Recognizing the growing demand for higher education; the extremely low fees in the campuses under TU; and various academic and administration problems faced by it, the National Education Commission Report, 1992 stressed the need of establishing new Universities in the light of growing demand and also recommended the establishment of University Grants Commission (UGC) in order to allocate financial resources to these Universities.

Education has, at present, been accepted as one of the major determinants for all round development of a country. The quality of education has to be enhanced to produce able, productive, disciplined and socially responsible citizens, and also to create a workforce capable enough to face the challenges of the 21st century. In addition to that the education must be accessible to all. That's why; the concepts of 'education for all' and 'education for development' have become the popular slogans in the country. Educated human resources can generate employment for them and for others simultaneously and they, consequently, help to reduce the level of poverty in the country. The first slogan is for primary education and the second is for secondary and higher education. The promotion of higher education in a pragmatic way would lead to a sustained and rapid development of a society or a nation. Empirical evidence indicates the high positive correlation between the educational status and the pace of economic development.

Accordingly, the long term vision for the Tenth Plan (2002-2007) has been set that the higher education will be made effective and modern so as to produce excellent specialists and academic human resources to various disciplines. One of the objectives of education sector in the Tenth Plan is to utilize education as an effective means of economic and social development to eradicate poverty by means of developing human resources that can compete at the international level for all round development of the country and support the national economy. Accordingly, the government has targeted to develop Open University and Universities at the regional level to raise the gross enrolment rate to 6 percent and it also targeted to provide scholarships and loans to the poor and intelligent students. The Plan has also stated that the TU, too big university in the context of efficient management, is required to break up into regional Universities to develop qualitative, participatory and competitive higher education in different disciplines to enhance its efficiency and progress. In this context, Pokhara University and Eastern University in the form of regional Universities were developed. As mentioned in the Tenth Plan, a policy of accrediting the affiliated educational institutions of the TU to other regional Universities will be adopted to develop the institutional structure of higher education at the regional level in a realistic way. For this, institutional development will be made on cost sharing basis with concerned stakeholders and communities. But this policy has, at present, not yet working due to the strong protest of teachers and staff against the act of affiliating educational institutions of the TU to corresponding regional Universities. These regional Universities are not operating as per the mandate given. They are functioning as the competitive Universities affiliating campuses in places beyond their assigned regions.

Two objectives of the Three Years Interim Plan in relation to the higher education are: a) applying the concept of One Development Region - One University[1] and b) establish a Science and Technology University. Recently, four commissions have been formed to formalize four additional universities, namely, two mid-western and far-western regional universities, one agricultural and Forestry University and one national Open University.

[1] Out of 5 development regions, 3 development regions namely, Eastern Development Region, Central Development Region and Western Development Region have universities in their own regions. Remaining 2 development regions do not have university in their respective regions. That's why; in the Interim Plan, regional universities have been encouraged to establish in Mid Western Development Region (MWDR) and Far Western Development Region (FWDR).

To achieve the above mentioned target the government is adopting the strategy that the emphasis will be laid on its opportunity, quality and diversification by following the principle of cost recovery in higher education. Nepal Government will also implement the system of reducing the share of the government in financing the education as the level of education increases and it will implement the system of block grant instead of existing grant system based on the number of teachers.

By the fiscal year 2004/05, there are 5 Universities in operation, namely, the Tribhuvan University (TU), Nepal Sanskrit University (NSU), Kathmandu University (KU), Eastern Regional University (EU) and the Pokhara University (PU). Among them, the TU and MSU are entirely financed by the government. Besides, Lumbini Buddhist University (LBU) has recently been established but it has not yet been operated. B.P. Koirala Institute of Health Sciences (BPKIHS) has been operating at the university level and producing medical doctors with its own curriculum and teaching hospital at Dharan in the Eastern Development Region. Another similar type of institute namely National Academy for the Medical Sciences (NAMS) was also established at Bir Hospital, the oldest hospital in Kathmandu. At present Pre-basic B.Sc. Nursing class have been conducting. Previously it was affiliated to the Tribhuvan University.

In 2005/06 the total number of campuses operated under the five Universities was 564, out of which, 85 percent were the affiliated campuses. They are more than five times of the total number of constituent (university owned) campuses of all five Universities. The 70 percent of the total number of campuses were TU owned and its affiliated campuses. Thus, among the five Universities, the TU is the largest university in the country based on the number of campuses. In 2005/06 the total number of student enrollments in constituent and affiliated campuses of five Universities is 253,040, out of which the TU's constituent campuses and its affiliated campuses alone provided enrollment to 91 percent (i.e., 230,617) of the total students for technical and non-technical education in the country. None of other Universities has crossed the 3 percent coverage in students' enrollment except 3.5 percent in EU. (UGC).

1.2. Statement of the problem

The urge for human resource development – the demand for specific manpower or skill formation, the increasing social demand, and social justice- would entail the enlargement of

absorptive capacity in the higher education system. It would lead to an obvious requirement for the provision of additional financing for higher education. However, the tendency in the past was to opt for expedient strategy of charging low user charges due to an easy access to government financing. Besides, the intense competition for financing of other activities like the promotion of the lower level education and literacy, basic health and poverty alleviation resulted in intra- and inter-sectoral reallocation of financing and thus drained away the finance from the higher education, leading to the leveling of the growth in public spending in it. Thus, the financial constraint has emerged as a severe constraint in the higher education. On the other, the enrollment in higher education has increased rapidly over the years, which have put tremendous pressure on limited finance and facilities.

That's why; the higher education policy, as mentioned in the Tenth Plan, has been formulated in such a way that the all sorts of educational institutions including Universities, colleges/campuses should operate following the principle of cost recovery. The government is trying to grant the autonomy gradually to the TU also for operating constituent colleges /campuses of TU at the basis of cost recovery principle. But, the TU's income covers only 17 % of the total budget requirements in 2000/01[2]. The share of internal income to the total budget is in declining trend since 1997/98. This shows that the TU can hardly operate at the cost recovery basis except in some technical institutions. Thus, the TU's budget depends heavily on the government grants. Foreign grant is almost negligible till now. Now the serious question may arise how the TU can operate its functions at the cost recovery approach.

The unit cost[3] of higher education is generally high. The government finances much of the expenses of the higher education. As expected, the unit expenditure on higher education at various departments/campuses/institutes of TU varies widely; the lowest unit expenditure was Rs. 2,449 per student on management and the highest Rs. 178,627 per student on medicine in 1999/00. The second (Rs. 80,267) and third (Rs. 67,280) highest unit costs are of agriculture and engineering[4].

[2] Tribhuvan University, Annual Report., 2003/04

[3] One of the research findings of the World Bank /UNDP study shows that Small campuses tend to have higher unit costs. Unitary campuses, except those offering science and education, tend to have relatively less unit costs compared to multidisciplinary campuses. Campuses offering courses of different levels of the same faculty tend to have less unit cost than those which offer multi-level courses of various faculties.

[4] Tribhuvan University, Annual Report, 1999/00

Previously, there was no problem of budget constraints for TU because all expenses were met by the government itself. But after the emergence of multi-Universities system, the government has given the responsibility of distributing the government grants to all Universities including TU to the University Grant Commission (UGC).

According to TU research division, the total budget grants through UGC to different Universities are increasing in the nominal term. But, it is declining in percentage term. It has reached to Rs.1.6 billion, out of which the TU alone obtained nearly 88 percent in 2004/05. It was 91 percent in 2002/03. The percentage shares for Nepal Sanskrit, Eastern Regional, Pokhara and Kathmandu Universities in the same fiscal year were 7 percent, 3 percent, 2 percent and 0.5 percent respectively. The average annual budget grant per student enrollment in 2002/03 was the highest (i.e., Rs 28,061) for Nepal Sanskrit University and the lowest (i.e., Rs.1,768) for Kathmandu University. It was Rs. 8,105 for Tribhuvan University, which was even less than Rs. 9,359 for Eastern Regional University. The TU, charging remarkably very low tuition fees, is getting budget grants low in comparison to Nepal Sanskrit University (full state financed) and Eastern University (regional university). Thus, the grant distributed for TU is not justifiable on the one hand and on the other hand, it is gradually declining.

All these things point the need for TU to revise its current fee structure for meeting the costs of service delivery. But, the job of increasing fees in TU is very complex in spite of targeting to make the higher education run on a cost recovery basis by the government. This makes the higher education unaffordable for poor students, for whom alternative measure has to be developed. Therefore, the decentralization of higher education with strict monitoring and evaluation system may be the right strategy if the expanded programs on scholarship and credit facility can follow this strategy of the government by minimizing the possibility of misuse of these facilities.

At present, the UGC is working to look into the ways of providing autonomy to the TU in terms of retaining its earnings and providing additional economic incentives to its teachers on the basis of certain parameters. The role of UGC is limited to the act of providing grants to different Universities at the ad hoc basis. Criteria have to be set for determining the grants to different Universities and educational institutes.

Thus, financing of higher education in Nepal is the main problem today. The TU itself generates only limited sources of income, which is quite inadequate to finance its operational expenses because of the low level of educational user charges. This has obviously resulted in a low cost recovery. But other Universities, managed privately, are getting sufficient internal revenue through charging higher fees and also getting grants from the UGC. In fact, these Universities are in good financial condition at the cost of TU because most of the teachers are hired at the part time basis from the TU teachers. These Universities, except KU and BPKIHS, are providing only affiliation to campuses and conducting final examinations. They do not have even full time teachers and adequate physical infrastructures. Therefore, the level of cost recovery in these Universities may not be worse as that of TU.

The country is, at present, passing through the political instability with minimum economic growth. That's why; the country is facing financial crisis. High expectation of state financing to the higher education may not reasonable at the present context. Revenue oriented and poverty reduction oriented public investment is required for the better economic growth. However, aspirations of the people's demand for higher education cannot be neglected. Besides, the exploration of the other sources of income like endowments and donations from various sources has not been adequately made. It, thus, entails an in-depth analysis of the financing of higher education in the country.

1.3. Objectives of the study

The broad objective of the study is to evaluate the financing of higher education (including domestic as well as foreign sources) in Nepal. The specific objectives of the study are as follows:

- to assess the existing financing structure of higher education;
- to analyze the internal revenue and expenditure patterns of Universities;
- to examine the level of cost recovery achieved by these Universities;
- to evaluate the level of efficiency in financial resources mobilization;
- to assess the level of adequacy of state financing in higher education;
- to find out the alternative sources of financing higher education; and
- to derive the policy implications of financing higher education

1.4. Methodology of the study

Sources of information

Quantitative information

The study was based on both primary and secondary sources of information. The primary data was collected from the field survey. The secondary data was collected from published and unpublished documents relating to financing higher education. These documents were reviewed to get the policy perspectives on higher education. Reports of various commissions on higher education, the Tenth plan documents were reviewed. The information on the existing structure of financing of higher education was obtained from campuses of these Universities. The information obtained were the budgeting procedures, budgetary allocations and resource utilization, sources and uses of funds, mechanisms of financing, unit cost by Universities, institutes/ faculties.

Qualitative information

In addition, feedbacks were obtained from higher authorities of different campuses, Universities, UGC, etc. This information was gathered through field visits. Besides, qualitative information regarding the financing modality, fee structure, alternative sources of financing, education policy and its impact and others was obtained through interviews of students and selected chiefs of institutes/ campuses of these Universities and UGC.

Field Survey Design

The TU has 60 constituent campuses and 288 affiliated community-managed and privately managed campuses in 2004/05. Similarly, the MSU has 12 its own campuses and 16 affiliated community managed campuses. EU has 3 its own campuses and 73 affiliated privately managed campuses in the same year. Likewise, The PU and KU have 27 and 17 own and affiliated campuses respectively. The BPKIHS does not have affiliated campus. The number of campuses in different Universities is presented in the Table No.1.1.

Table 1.1: Number of Campuses in Different Universities

Universities	Own Campuses	Affiliated	Total	Percentage
TU	60	288	348	70.2
NSU	12	16	28	5.6
KU	6	11	17	3.4
EU	3	73	76	15.3
PU	3	24	27	5.4
Total	84	412	496	100.0
Percentage	16.9	83.1	100.0	

Source: UGC, 2004/05

The sample size has been designed based on the proportionality basis and presented below:

Table1.2: Number of Sample Campuses

Universities	Own Campuses	Affiliated	Total	Percentage
TU	4	17	21	70.2
NSU	1	1	2	5.6
KU	0	1	1	3.4
EU	0	4	5	15.3
PU	0	1	2	5.4
Total	5	25	30	100.0
Percentage	16.9	83.1	100.0	

The Field survey had used both structured questionnaire survey method and interview method for collecting quantitative and qualitative information from students and key informants, mainly Campus Chiefs/Account Officers of sample campuses. Campus chief and accountant officers of each sample campuses were interviewed. Likewise, 10 students from each sample campuses were interviewed with structured questionnaires. The sample campuses were selected in such a way that the sample covered all the faculties/institutions available in the selected campuses. Besides, the sample was made representative of Eastern, Central and Western regions of the country. The formats of structured questionnaires for institution head and account officer and for students were presented in Annex I and II

Field Survey

The sample size was designed based on the number of own and affiliated campuses of all Universities using the proportionality approach and the number of sample campuses are presented below:

Table1.3: Number of Sample Campuses

Universities	Own Campuses	Affiliated	Total	Percentage
TU	4	17	21	70.2
NSU	1	1	2	5.6
KU	0	1	1	3.4
EU	0	4	5	15.3
PU	0	1	2	5.4
Total	5	25	30	100.0
Percentage	16.9	83.1	100.0	

Both structured questionnaire survey method and direct personal interview method field survey were used for collecting quantitative and qualitative information from students and key informants, mainly Campus Chiefs/Account Officers of sample campuses. Campus chief and accountant officers of each sample campuses were interviewed. Likewise, 10 students from each sample campuses were interviewed using the structured questionnaires. The sample campuses were selected in such a way that the sample covers all the faculties/institutions available in the selected campuses. Besides, the sample was chosen making representative of Eastern, Central and Western regions of the country.

Table1.4: Number of Campuses by Regions

Universities	Types of Campuses	EDR	CDR	WDR	MWDR	FWDR	Total
TU	Own	1	2	1	0	0	4
	Affiliated	3	10	3	1	1	17
NSU	Own	0	0	1	1	0	2
	Affiliated	0	1	0	-	0	1
KU	Own	-	1	-	-	-	1
	Affiliated	-	1	0	0	-	1
EU	Own	1	-	-	-	-	1
	Affiliated	1	2	0	-	-	3
PU	Own	-	-	1	-	-	1
	Affiliated	-	1		-	0	1
Total	Own	2	3	3	1	0	5
	Affiliated	4	14	4	1	1	25
	Total	6	17	7	2	1	30

Thirty one campuses from 4 development regions (EDR, CDR, WDR, and MWDR) covering both plain Terai and Hill regions were visited to collect the primary data using the structured questionnaires against the planned 30 campuses from 5 development regions. Campuses of FWDR were closed due to the political strikes during the field survey and planned one campus from this region was unable to include in the survey and that was compensated by taking one more campus from the MWDR From these 31 campuses, 61 respondents from campus authority (Campus Chiefs/Account Officers) were interviewed taking one Campus Chief and one Chief Accountant from each campus but one Campus Chief was unable to meet for interview. Similarly, 323 students from 31 campuses were interviewed against the planned 300 students taking 10 students from each campus. The number of respondents including students and Campus Chiefs/Chief Accounts interviewed are presented in the following Table No. 1.5.

Table1.5: Number of Respondents (Students and Campus Chiefs/ Chief Accountants) by sex

Sex	Number of		Percent	
	Campus Chiefs/Account Officers	Students	Campus Chiefs/Account Officers	Students
Male	56	213	91.8	65.9
Female	5	110	8.2	34.1
Total	61	323	100.0	100.0

2. Education System and Policy

2.1.Global Context

In order to assess the education system and policy of the county, it would be better to have a brief review of education system in Global and South Asian context especially in U.K and USA since both countries are the leading in the field of education. That's why; a brief review of education system of these countries has been presented here to represent the global context of education system especially higher education.

2.2.1 United Kingdom (UK)

The UK comprises of England, Scotland, Wales, and Northern Ireland. Primary Education comprises of an 'Infant' stage (5 to 7 years of age), and Junior stage (8 to 12 years of age). Generally, primary education constitutes study period of 6 to 7 years. Secondary education consists of 5 years study period. Secondary schools with emphasis on academic studies are called Grammar Schools. There is a system of Independent or private schools which are attended by the elite. The government has a scheme called "Assisted Place Scheme" under which the government provides financial support for some poor students to attend the private schools.

UK has a long tradition of formal higher education. The Universities of Oxford and Cambridge are world famous for their high standards. Each of these Universities has a number of colleges where the students study as well as reside. In 1967, there were 44 Universities. Since then many Universities have been established in U.K. There are a number of provincial Universities. These are popularly called Redbrick Universities. The Universities of Durham, New Castle, Mauchestor and Bristol come in this category.

Since 1987, 13 City colleges and Polytechnics have been established. These colleges generally teach Technology subjects. These are centrally funded and controlled institutions. Further, several Business Schools have been established alongside major Universities. These schools award high degrees of their own in Management.

One important development in UK higher education system is the establishment of Open University in 1971 at Mitton Keynes. This university awards degrees (up to Ph.D.) in various subjects by enrolling students who study at their own pace.

Financing

In UK, the public schools are managed mainly by the Local Educational Authority (LEA). The LEAs get government grants called "Revenue Support Grants"; the LEAs finance the schools with the use of the grant funds. An estimate of the involvement of government finance in Education and Science has been made for the year 1990. The estimate puts the percent of government budget on Education and Science at 14%. Most (70%) of government expenditure for school education was for payment of teacher salary.

The central government provides funds for all higher education institutions. The Polytechnics and Colleges of higher education get grants from Polytechnics and College Funding Council. The Universities get grants through the University Grants Committee (UGC). The public and private Universities get grants without any difference (for operating and capital expenditure). Universities have other sources of income besides grants from the UGC. These are grants from LEAs, Endowments, Student-Fees, and Gifts from donors.

2.2.2 United States of America (USA)

The USA is a very large country with 49 states. As is known to everybody, USA is a highly developed country. The expansion of technological education and inflow of educated immigrants from abroad have contributed for high level of development of this country.

The systems of Primary and Secondary Education vary somewhat in different states of the country. In general, primary education starts at age 6 and ends at age 11. As regards secondary education, some states have system of lower and upper secondary levels. Many states have a unified secondary level (called High School). Completion of 12th grade is regarded as successful completion of high school education. In 1989, about 74% of 17 year old population had completed the high school education.

Higher Education is composed of mainly three types of institutions (attended after completion of high school education):

a. Junior or Community college
b. Vocational/technical institutions
c. Colleges and Universities

Junior Colleges as well as vocational/technical institutions usually offer 2 to 3 years study programmes, and award Certificate/Diploma. There is a system of transfer from these

institutions to colleges which offer 4 year study courses for those who want to do so. The 4 years colleges and Universities provide 4 years Bachelor Degree.

There are great numbers of higher education institutions of various types in each state. Harvard College (Later University) was the first institution of higher education in the USA. The Land Grant College Act (passed towards the end of 19th century) provided for grants of land property for institutions of higher education. This led to expansion of higher education system all over the country. Higher Education expanded significantly after the Second World War. The government provided facilities for the war veterans to study in colleges and training institutions.

Close collaboration between the Universities and the industry contributed to expansion of technological education in the USA. Such collaboration is an important feature of higher education in the country. At present, the types of Universities in the USA are as follows:

a. Institutions supported by the Federal Government
b. State Universities funded by the State Government
c. Private Colleges and Universities
d. Institutes of Technology
e. Institutions supported mainly by private donors, and philanthropists, foundations
f. Institutions supported by religious organizations.

Financing

USA is known as a country with high per student expenditure (Public resources). In mid-1990's, the expenditure per student was estimated to be $ 6,000 per year.

The main financing authority with regard to school education is the Local School District. The school district raises the funds from property taxes in the school district of area. Richer school districts are able to collect larger amounts of money per student than the poorer school districts. This creates a gap in resources between richer school districts and poorer school districts. The Federal Government makes an effort to equalize the educational opportunity under the Elementary and Secondary Education Act of 1965. Under this Act, Federal funds are provided (to poorer school districts) to compensate for the educational funding deficits. Such grants are called Equalization grants.

For funding purposes, the institutions of higher education can be grouped as follows:

a. Institutions supported and controlled by the Federal Government

b. Institutions supported and controlled by state government, and public corporations (including municipal corporation)
c. Institutions supported and controlled by private and religions bodies.

All the above institutions get some grants from the government. The private and religions institutions have to abide by government regulations and standards to be eligible for government grants. Major funding source of the Federal and State supported and controlled institutions is the government (Federal, or State). All institutions (Federal, State and Private) collect fees from the students. The private institutions charge higher fees than the state supported institutions. In general, the sources of funds of the institutions/Universities are:

- Federal, State Grants
- Endowments
- Tuition Fees
- Public contributions
- Investments
- Payments for contracted projects and research done for industry.
- Payments for research done for industry.

2.2.3 Generalization on experience of UK and USA

From the above discussion on the education financing modalities it can be generalized with the following points on the basis of experience gained by UK and USA.

- Government provided support in the from of grants of land to the Universities (in USA)
- State provided support to economically weak students to join high quality private Universities/institutes (UK)
- State Universities (supported by government) provided higher education for the general public (USA) at lower fee rates.
- Open university system created open opportunities for higher education for all (UK)
- Local authorities were given the responsibility of running and funding schools (in UK).
- Specialized institutes of technology were set up (in USA).
- Local property tax is the main source of funds for school education (USA).

2.2. South Asian Context

Nepal is one of the South Asian countries. The experiences gained by South Asian countries will be more beneficial for Nepal. That's why; the review of education system and financing modalities of some South Asian countries has been done in this chapter.

2.2.1 India

India is a vast country (the largest in the South Asian countries) with over one billion population. There is federal system of government. India has a 10+2+3 pattern of formal education, which was adopted in the Education Policy of 1968. The first 10 years of study provide general education for all students. The Plus Two stage, also known as the higher secondary provides for differentiation between academic and vocational streams, and marks the end of school education. At the Plus Three (+3) stage which involves college education, the student goes for higher studies in his chosen field or subject of study.

Wide disparities in facilities and standards of various types of institutions have been observed. There are government and municipal schools, which are observed to be les equipped and poorly supervised. There, at the other extreme, are the "Public Schools" (which include the privately managed schools), that provide better standards and charge very high fees. There are also a number of Central schools, mainly for the children of central government employees. Besides, there are large of private schools run by religious organizations.

Majority of the students study in the government supported public schools. In 1990, there were 350,700 primary schools, 143,747 upper primary schools, and 70,633 secondary schools. Priority is given on expansion of primary education in the country in line with 'Education for All' goals. The issue of raising the quality of education in government supported schools is a major concern.

There are numerous types of higher education institutions in the country. General higher education is provided in Universities and colleges. All Central Universities and a few others are mainly residential. Technical and professional courses require study of 3 to 5 years for a first degree course and two to three years study for post graduate degree. The entrance requirements to general study courses are not very demanding. But admission to medical and

engineering courses is very competitive. Universities in India are those institutions established by the Acts of Parliament to provide higher education.

There are following types of higher education institutions in India:

State Universities: These may be Affiliating Universities or Unitary Universities; The Affiliating Universities recognize external colleges providing instruction in their courses of study. The affiliated colleges are spread over a large area. The unitary Universities are those which are usually located in a single centre, and where most of the teaching is conducted by teachers appointed by the university.

Agricultural University: This University deals with agricultural education, research and extension (such as Panta Nagar Agriculture University in U.P)

Central Universities (CU): Delhi University, Banaras Hindu University, Aligarh Muslim University, Viswo Bharati, J.N. University, North Eastern Hill University (Shillung), and Hyderabad University, Punjab University (Chandigarh) Pondichery University, Nagaland University (Lumami), Tezpur University, Assam University, Mizoram University, Manlana Azad Urdu University and Jamia Islamia are the Universities of this category.

Indian Institutes of Management (IIM): Institutions of Higher learning, which award degrees (MBA) in management, but not fully regarded as Universities.

Indian Institutes of Technology (IIT): Institutions, which provide high standard education in technology and award degrees/diplomas.

Private Universities: These Universities provide higher education (generally charging high fees), and award degrees.

Colleges run by Religious, Philanthropic Societies: There colleges are very popular in South India. They are affiliated with major South Indian Universities**.**

Indira Gandhi National Open University (IGOU): This University provides degrees and diplomas up-to Masters Level in various disciplines under distance education system. It uses open learning systems, also utilizes frequent class room teaching sessions organized regularly in various towns and cities.

Financing

Education is financed in India by Central government, state governments, local authorities and a variety of private sources. The education budgets of the central government as well as the state governments are divided into two categories: a) development expenditure and b) maintenance expenditure. Over the years, there has been a remarkable increase in expenditure on education both as percentage of GNP (to about 3.8% in 1990) and as percentage of government expenditure (to about 20% in 1990). Although the proportion of government expenditure on education has been increasing, the burden of private costs is quite substantial. The private costs comprise of fees expenses for textbooks, stationary, school dress and other costs. Fees are seen to be very low in schools run by the government and local authorities.

The government of India established University Grants Commission (UGC) in 1956. The UGC discharges the constitutional mandate of coordination, determination and maintenance of standards of teaching, examination, and research in the field of higher education. The UGC has no funds of its own. It receives development and maintenance grants funds from the government. The UGC allocates and disburses development and maintenance grants to all Central Universities, colleges affiliated to Delhi University and Banaras Hindu University and same of the institutions, which have been accorded the status of "Deemed University". The Universities and institutions under private management and those run by Religious Societies charge very high fees. Fees are main source of funds for these Universities.

2.2.2 Bangladesh

Bangladesh is a land of broad rivers, small water ways, and the low lying land in between. It has a population of over 100 millions. School Education has three stages - Primary stage (5 years cycle), Secondary (3 years junior secondary, and 2 years secondary cycle), and two years of higher secondary level. One of the principal objectives of school education is to make the 5 years of primary education for all universal. The primary education has been made free and compulsory for all children aged 6 to 10 years of age. Education is free for all girls up to grade 8 (that is up to junior secondary level). The government provides 70% of salary of school teachers and other school employees. Each school has a School Management Committee for management and supervision of the school. Higher secondary education (grades 11 and 12) is regarded as part of school education. However, intermediate colleges offer courses of higher secondary level. Further, there are many degree colleges which combine teaching of grades 11 and 12 with bachelor and higher level courses.

Higher education studies are offered for students, who have completed the higher secondary level. Generally, a student has to study for 4 years to get first degree (Bachelor degree) in general education. In major technological subjects (Engineering, Agriculture) the study period for first degree is 5 years. There are large numbers of government and nongovernmental colleges, which are affiliated with one of the major Universities - Universities of Dhaka, Raj Shahi, Chittangong for academic affaires and examinations purposes.

Recently, the Bangladesh government established a national university to give affiliation to degree colleges. This has freed major Universities from their burden of providing affiliation to growing number of colleges, and provided them opportunity to engage more on academic matters.

There is an Open University, which provides B.Ed. degrees through distance teaching including Radio/TV programmes and short practice courses).

Financing

Primary education is free (and compulsory) in the public schools. In 1989, the public expenditure on education as percentage of GNP was 1.9%. Further in 1990/91, primary education received 41.2% of the Education Budget. Junior Secondary education (grade 6-8 grades) is freely provided for the girl students. Fees are charged for boy students at secondary level (Junior Secondary and Secondary). Fees are also charged for higher secondary education (grades 11 and 12).

The Universities in Bangladesh are fully self governing institutions, each established by an Act of the Legislature. They enjoy full autonomy in academic affairs. All Universities are heavily dependent on government grants; about 95% of their expenditure is met by the government as block grants (an estimate made for mid 1980's in an UNESCO study).

The University Grants Commission (UGC)) was established in 1973. The main work of the UGC is to coordinate the activities of the Universities particularly in the areas of staff development and training. The UGC is also charged with the task of assessing the financial

needs of the Universities. The government grants to the Universities are channelled through the UGC.

2.2.3 Sri Lanka

Sri Lanka is a pear-shaped island country located in the South-eastern tip of the Indian Sub-continent. It has a population of about 20 millions. School Education in Sri Lanka consists of 5 years of Primary, 3 years of Junior Secondary, and 3 years of Senior Secondary. At the completion of Senior Secondary level, a student can enter collegiate level, which consists of three years of study. The types of schools in Sri Lanka are as follows:

- Government schools
- Non-government schools/Private School
- Perivena institutions (attached to Buddhist temples)
- Approved/Certified schools
- International Schools (Preparing for GCE examination)
- Special Schools
- National Schools (large prestigious schools)
- Estate Schools

One outstanding feature of school education in Sri Lanka is that there is no male-female gap in terms of access or success in school education.

Higher education has grown rapidly in Sri Lanka since 1940's. In 1989, there were eight Universities with enrolment of about 30,000 students. There is also an Open University offering a variety of academic and professional courses through distance education (Correspondence, Radio and TV programmes). The main Universities of Sri Lanka are as follows:

- University of Colombo;
- University of Jaffna
- University of Kelaniya
- University of Muratuwa
- University of Jayawardenapura
- University of Peradiniya

Financing

Formal school education is free at all levels in all state and state aided institutions (except in the fee levying private institutions). The essential textbooks are provided free to all students up to the Senior Secondary level (year 11/grade 11). A scheme to provide free mid-day meal to all students has been in operation since 1989. In late 1980's the government education expenditure as percentage of GNP was around 3%. In 1990, 93% of Government Education Budget was allocated for the first and second level education and 7% for tertiary education.

Since the formal school system is almost entirely a state system. The operational and capital expenses are met by the state (except in the fee charging private institutions). The state supported schools are allowed to levy a facilities fee from the students to cover the cost of extra curricular activities such as sports. School development societies and alumni association sometimes assist in providing facilities for schools. Even though education is free from grade 1 to the first degree level in the Universities, students from poor (low income) families need financial assistance to sustain them in their studies. There are several support schemes to help the students in need of financial assistance. The 5^{th} year (grade 5) scholarship test (conducted by the Ministry of Education) is an example of the support scheme. Higher education students can apply for bank loans and compete for scholarships.

Students can study free of tuition fees in state supported Universities up to first degree. They can also explore bank loans. There is a University Grants Commission to distribute the government grants to the Universities.

2.2.4 Pakistan

Pakistan comprises of four provinces: the Punjab, Sind, the North West Frontier province, and Baluchintam, besides the federal capital Islamabad and the federally administered areas. The formal education system has a multi-stage structure. Primary education is of five years duration, and enrols children aged 5 to 9 years. Universalization of primary education is a major goal of the government. This has not yet been achieved. There is a three year middle school stage, and a two year higher secondary education stage.

Higher education is provided by Universities and institutions in general, technical and professional fields. Generally 4 years study after higher secondary education is required for Engineering and Agricultural fields. In Medicine, 5 years study after higher secondary is required for MBBS degree and 2 years study is required after Bachelor degree to get master

degree. In 1991, there were 22 Universities 99 professional colleges, and 426 Arts and Science colleges in Pakistan. The Ilama Iqbal Open University has established under the Open University Act of 1974.

Financing

The federal government provides funds for capital expenditure of the schools and the provincial government provides matching funds for recurrent expenditure. There is a system of generating funds for education by imposing extra tax on imports. The system is called Iqra surcharge; it is charged on all imports (at rate of 5% surcharge). The revenues from Iqra were intended to be used for the Education Sector. Now the revenues are used for other sectors also.

The Universities are autonomous bodies supervised and controlled by their own syndicates, which are appointed by the Governors of the provinces. Government grants are made available to the Universities through the University Grants Commission. There are a number of private sector institutions of professional studies (higher education) in the country. The Lahore school of management is an example of it.

2.2.5 Generalizations about higher education trends in South Asia

The higher education system in South Asian Countries (SAARC countries) has the following features:

a. Rapid growth in number of Universities, colleges, and specialized higher education institutions
b. Development of institutions with higher standard such as Institutes of Management, Institute of technology (in each country) having powers to grant degrees like Bachelor, Masters Degrees)
c. Promotion and operation of Open University (such Indira Gandhi National Open University) and starting of distance education courses by several Universities.
d. Rapid growth of private sector institutions of higher learning (Universities, colleges, specialized institutions), which generally charge high fees and generally offer high quality teaching.
e. Growing dependence of the Universities on income from fees (besides the grants from UGC)
f. Efforts to decentralize campus/college administration, and grant the colleges more authority with a view to improve quality and to improve financial sustainability

g. Emphasis in policy on making university education supportive of economic growth and relevant to the changing labour market.
h. Emphasis on providing access to the under privileged families/students particularly the girls, and economically poorer groups.

2.3. Education System and Policy in Nepal

2.2.6 Introduction

The country's education system comprises of primary level of five years, lower secondary level of three years, and secondary level of two years. Statements made in government plan documents (The Tenth Plan, 2002-2007) indicate government intention to integrate the Higher Secondary Education (Two years of education, after School Leaving Certificate examination) into the school system. At present, the two years of post SLC education is provided in higher secondary schools under the Higher Secondary Education Board and in Proficiency Certificate level courses of the various Universities in the country.

The School level education is provided by community schools (government managed, and community run/managed) and private schools (called institutional schools). About 4.5 million students are enrolled in primary schools, and about 2 million students are enrolled in lower secondary and secondary schools together. Private Schools account for about 6% of primary school enrolment, and about 10% of lower secondary and secondary level enrolment. The private schools are major providers of school education in the urban areas.

2.2.7 Problems in Primary and Secondary Education:

Problems faced in the primary and secondary education in Nepal are presented as follow:

a. Dropout and repetition rates at primary level are still high,
b. Examination failure rates in SLC are very high; about 60% or more students fail in this examination every year. The SLC results of 2006 examination are better with about 55% of the attendants in examination passing the examination.
c. The quality of education in public schools (both primary and secondary) is observed to be low (in-terms of achievement levels),
d. Educational management has not been decentralized sufficiently (for quality education) due to lack of local participation, though much powers have now been given to the school management committees.
e. The internal conflict/insurgency has badly affected programs of all sectors including the educations sector.

The status of school education at present (Dec. 2006) is as follows:

Primary Education:

- NET enrolment rate : 87.4%
- Percentage of girls in total enrolment : 48%
- Percentage of female teachers : 30%

Lower Secondary Education:

- Gross enrolment rate : 71.5%
- Percentage of girl students : 46.6%

Secondary Education:

- Gross enrolment rate : 56.7%
- Percentage of girl students : 46.6%

The above data on primary education indicate that much progress has been attained in enrolling the primary school age children (6-10 years) in the primary schools. Yet, about 13% of the children of primary school age are still out of school. Most of those out of school children are from marginalized and economically disadvantaged groups.

The participation of girls in education at primary, lower secondary and secondary levels are quite appreciable. The ideal percentage of girls in total enrolment at each level is 50%. So far, over 46% of enrolment is accounted for by girl students. The gross enrolment rates at lower secondary and secondary levels are increasing steadily. The growth in primary enrolments in recent years is bound to cause an increase in demand for secondary, and higher education in course of 5 to 10 years.

2.2.8 Policy with respect to School Education

Currently, the policy with respect to school education is as follows:

a. Increasing access to pre-primary education (early childhood education, and pre-primary education).
b. Improving the quality of primary education, and universalize primary education.
c. Increasing access to lower secondary and secondary education, and also raise quality of education.
d. Increasing access to education for the girls and students with special needs.
e. Provide technical and vocational training for middle level manpower production.
f. Improving school management by giving more powers to school management committee.
g. Promoting decentralized education management system.

h. Promoting access to education for disadvantaged groups, marginalized groups, minorities and people with disabilities in order to attain goals of "Education for All" programme.
i. Promoting literacy and non-formal education.

2.2.9 Education Policy in the Tenth Plan (2002-2007)

Education sectoral targets in the Tenth Plan are:

a. Raising Net Enrolment Rate (Primary level) to 90%
b. Raising Gross Enrolment Rate (Secondary Level) to65%
c. Providing full time vocational training to 7,100 persons, and short term training to 23,553 persons,
d. Developing integrated curriculum for 1-12 grades.

The Tenth Plan targets are to attain 90% NER for primary education, 70% literacy for 6 years+ population and 63% for 15 years+ population, and female literacy of 55%. The Plan also intends to accomplish the following goals of education:

- Upgrading standard of life of people, especially people from disadvantaged population and females through literacy, income generation and life related non-formal education programmes.
- Developing and expanding quality education and universalizing quality primary education.
- Supplying basic and middle level manpower for the country.
- Developing human resources at per with international standard so as to assist in poverty reduction and all round development of the country.
- Developing and refining the definition of quality education and making educational institutions accountable for quality.
- Providing equal access to education to females and students with special needs.

Policies relating to education

To achieve the goals, the Tenth plan formulated the following major policies of education are:

- **Literacy and non-formal education**: increase literacy rate focusing on women, disadvantaged groups and Dalit.
- **Decentralization**: Hand over school management to local community including the recruitment of teachers.
- **Pre-primary and primary education**: Conduct one year pre-primary education in all community schools; make primary education compulsory to achieve the goals of Education for All by 2015.

- **Technical and vocational education**: Extend annex programs in 75 districts to increase access to technical and vocational training.
- **Secondary education**: Integrate higher secondary education as the end point of secondary education by phasing out proficiency certificate level from university programs; conduct grade 11^{th} examination at school level and grade 12^{th} examination at national level; establish one higher secondary school in each electoral region.
- **Higher education:** Reduce government assistance by adopting cost-recovery approach in higher education; integrate TU campuses with other Universities in different regions; establish Open University.
- **Quality education**: Adopt mandatory training of teachers and teacher licensing policy; increase access to training; develop quality norms; introduce computer literacy at all levels of education, regulate private sector.
- **Women education**: prepare gender index and implement gender auditing system.
- **Special needs education**: Introduce inclusive education at all levels.

Strategies

- Making non-formal education life related.
- Encouraging people to participate in school/education management.
- Decentralizing educational management to local community.
- Emphasizing on quality primary education for all.
- Making technical and vocational education effective.
- Increasing access to education at all levels.
- Implementing cost-recovery approach in higher education and emphasizing on quality and diversity.
- Prioritizing teacher development for quality education.
- Introducing inclusive and integrated education system.

2.2.10 Education Policy under the Three Year Interim Plan (2007/08 to 2009/10)

The Tenth Plan period ended in July 2007. The country would have a new elected government after a new constitution is drafted. The Three Year Plan will guide development works until the new elected government is in place. The Three Year Plan contains statements on Educational Policy. The policy aims at raising literacy of all people gradually and providing quality and employment oriented education. The policy is mentioned here.

Access and Quality

- Education opportunities will be expanded for the Girls, Women, Dalits, Ethnic and Janagati groups, Madhesi people, conflict affected groups, and disabled persons.
- Structural reforms will be made at all levels of education (primary to higher education).
- Emphasis will be placed on raising the quality of education at all levels.
- The role of local bodies and their contribution will be enhanced for promoting quality as well as improving access.
- The facilities for early childhood development (ECD), and pre-primary education will be enhanced.
- Participation of girls/women in education will be enhanced.
- The goal of establishing one school in each village will be pursued.

Free Education

- Each citizen will have right to get free education up to secondary level.

Literacy

- Literacy programme will be launched as a movement (campaign). Coordination will be established among the concerned organizations. A system of engaging facilitators will be established. The focus of literacy programme (to be launched as a campaign) will be on educationally disadvantaged communities such as Dalits, Ethnic Janajati, Muslims, disabled, and conflict affected people. The literacy programme will be carried out in close coordination with the NGOs, local bodies, schools and private sector organizations.

Change in School Structure

- Grade 12 will be regarded as the final/end grade of school education. Accordingly, the provision of teachers, teacher training, and facilities will be made. The emphasis throughout will be on raising the quality of education.
- Promotional/incentive facilities like provision of scholarships will be provided for the identified groups of students at all levels of school education.

Technical and Vocational Training

- The management of the technical and vocational training system will be improved and the facilities for technical and vocational training will be expanded.

- For expansion of technical and vocational training, facilities will be expanded from the school level to higher education level (including the establishment of a technological university).

Higher Education

- An Open University will be established to increase access to higher education opportunities.
- Scholarship facilities and student loans on easy terms will be arranged for students in higher education (for disadvantaged groups, gender groups, and disadvantaged areas).
- Initiative will be taken for establishing a Science Technology University.

Public–Private Partnership

- School management systems with use of public–private partnership and partnership with local bodies and communities will be promoted. .
- Recognizing the role of the private sector in educational development, a policy of providing the private institutions will facilities, concessions, and protection will be taken further, a policy of monitoring these institutions will be adopted
- The private institutions will be required to provide scholarship to a specified percent of the students in a competitive and transparent manner.

Use of Mother Tongue

- Students will be provided opportunities to get education in their mother tongue.
- A policy of providing bilingual education will be adopted.

Religious Schools

The Madrashas, Gumba Schools, and the Ashram Schools will be integrated with the mainstream education system.

Remarks on the Education Policy (Interim Plan) with respect to higher education

- The policy of providing free schooling up to secondary level will mean that the government will have to devote larger proportion of education budget on school education than at present. It is possible that the proportion budget for other sub sectors including higher education will remain constant, or decline.
- The policy of restructuring of school education (policy of making grade 12 as end point of school education) means that Tribhuvan University will eventually have to transfer its certificate level teaching to higher secondary schools (sooner than later).

- The policy of establishing an Open University has been mentioned earlier several times (in government policy documents). So far nothing substantial has been done in establishing this University.
- The policy of establishing Science and Technology University is new; and it requires careful planning (scope, finance, courses, location etc.)
- The principle of providing student loans at higher education level has been mentioned in the policy. Much work needs to be done in this area (regarding the conditions of the loan and repayment process).
- The policy mentions the idea of monitoring of private sector institutions. This is very essential; the monitoring of quality, monitoring of fees charged and monitoring of access for the disadvantaged people are the important areas of monitoring. Regular monitoring should be conducted by the University Grants Commissions.

3. Higher Education System in Nepal

3.1. Historical Development of Higher Education

Early Period: Modern higher education began to be provided in the country with the establishment of the first institution of higher education, Tri Chandra College in 1919 (first affiliated with Calcutta University, then with Patna University of India). Favourable environment for expansion of higher education was created with the political change in 1951, when the Rana rule was overthrown. Higher Education (in T.C. College) was available for those who passed SLC examination. The fees were quite low. There was access for all, who sought to get admission. Students who did Bachelor level study had to go to India for Master level study.

Establishment of Tribhuvan University: Tribhuvan University was established in 1959. The University started teaching post graduate courses at Tripuresowr, Kathmandu. The University moved to Kirtipur, now the main centre of higher education in the country. The higher education study courses were provided in general areas. Later, a Science area was also included in post graduate studies. The establishment of Tribhuvan University facilitated the entry of more and more students in post graduate studies. It also provided an opportunity to redesign the higher education curricula, which was previously based on curricula of Indian Universities.

The National Education System Plan (NESP): The NESP (1971-76) was launched with a view to bring about comprehensive change in the field of education. The NESP brought about academic and organizational changes in the field of higher education. The existing institutions providing general and technical Education (at post secondary level) were brought under Tribhuvan University. Technical education campuses were organized under Institutes and General education campuses were organized under Faculties. Initially all institutes were granted the status of institutes. Later only institutions of technical education were called Institutes; other disciplines were organized under Faculties. Thus, there were Institutes in areas of Engineering, Medicine, Agriculture, Forestry, and Science and Technology. The Faculties were that of Humanities and Social Science, Management, Law and Education. Besides there were Research Centres namely, CEDA, CERID, RECAST and CENAS for different fields of studies. One important development after the implementation of NESP was the community colleges, colleges established by local community people were brought under

Tribhuvan University. The teachers in those colleges were provided salaries equal to that of teachers in T.U. Colleges/Campuses. Their service conditions improved significantly after these colleges were brought under the T.U**.**

Private Sector Provision: The enrolment in the Tribhuvan University campuses grew rapidly, and the campuses could no longer provide seats for all. Thus by 1980, the T.U. began providing affiliation to private campuses. The attraction of private sector institutions has increased as teaching in the public colleges/campuses (under Tribhuvan University) has been much disturbed by frequent political disturbances.

Education Commissions 1983 and 1992: In 1983, a Royal Commission on Higher Education was appointed. As part of implementation of the recommendations of the Commission, a separate University was established for Sanskrit Studies (Nepal Sanskrit University). At present, it is named as Nepal Sanskrit University (NSU) This measure opened up the possibility of creating new Universities. In 1992, National Education Commission was appointed. Main Recommendations of the Education Commission of 1992 are:

- Formation of University Grants Commission to provide grants for higher education and maintain standard of education and consistency.
- Adoption of policy of establishing multiple Universities for decentralizing Tribhuvan University, and establishing 4 Universities, one each for Easter, Central, Western, Mid-western, and Far-western Region.
- Establishment of an Open University to provide distance learning programme to expand higher education this university should allow private student to sit in examination.
- Phasing out of certificate level (Intermediate level) programme from the university.
- More internal autonomy should be provided to the Faculty and Research Centres in order to use research profession in academic and creative works
- Maximum authority should be decentralized to Department, Faculty, Institute, College, School and Research Centres.

The government gradually implemented the recommendations of the Commission. Formation of the UGC, introduction of three year Bachelor Programme (after high secondary education) in general studies are among the measures taken after 1992. Two noteworthy developments are as follows:

- **Emergence of Private University**: In 1992, Kathmandu University was established in the private sector. The University has its base in Dhulikhel (Kavre District) and has been providing Bachelor and Masters Degree courses in various subjects. The establishment of Kathmandu University paved the way for expansion of private sector provision of higher education in the country and also the general public acceptance of high fees in higher education.
- **Establishment of Regional University**: The Eastern Regional University (Purbanchal University) was established in 1994. Later in 1997 the Western Regional University (Pokhara University) was established. The objective of establishing these regional Universities was to decentralize higher education management. The expectation was that the T.U. Campuses in the respective regions would be affiliated with the Regional Universities. This expectation has not been met as yet.

Recent Developments in Higher Education are:

- **Specialized Institution of Medicine**: In 1993, a specialized University level institution was established with the Indian government assistance in Dharan, (East Nepal). The institution, the B.P. Koirala Institute of Health Sciences, has been providing high quality MBBS courses, and Post Graduate Courses in Medicine. Similarly, National Academy for Medical Sciences (NAMS) was also established at Bir Hospital (the oldest hospital) in Kathmandu few years back.
- **Establishment of a Buddhist University (at Lumbini)**. This University is presently developing its academic and research programmes.
- **Expansion of private sector colleges and campuses mainly associated with Purbanchal University and Pokhara University**. These new colleges are generally high fee charging institutions. These institutions claim to provide high quality instruction. Several private colleges provide higher education in Medicine and Engineering.
- The **present trend in government budgetary allocation** shows that the proportion devoted for higher education is gradually declining as the government's priority is on primary education now. The Education Sector Budget for 2006/07 is Rs. 23,005 million, which is 16% of the total National Budget for that year. Out of the total Education Budget, Rs. 2,437 millions has been allocated for Higher Education Sub-sector. The proportion of Education Budget for Higher Education is 10.6% which is slightly higher than in previous year's budget.

- **Thousands of Nepalese students are going abroad (mainly to USA and Australia) for higher education** (most of them after completion of higher secondary education). The trend of going abroad for education has been intensified by extensive disturbances in the education institutions in recent years and by prospects of getting jobs abroad. The Nepalese students who have capacity to pay are increasingly getting attracted to foreign institutions. This trend poses a threat to Tribhuvan University and other Universities in their efforts to mobilize additional resources through student fees. Currently more and more students with capacity to pay are moving abroad.

3.2. The Higher Education System in Nepal

The higher education system of the country comprises of five Universities, two institutions of medical education (of university level). Recently, another university, the University of Buddhist studies has also been established. The total enrolment in constituent campuses of the five Universities in 2005/06 is as follows:

Table 3.1: Enrolment in Universities, 2005/06

University	No. Of Constituent Campuses	Enrolment in Constituent Campuses
Tribhuvan	60	153,126
Nepal Sanskrit	12	1,584
Kathmandu	6	2,476
Purbanchal	3	272
Pokhara	2	408
Total	83	157,866

Source:UGC

The above Table No. 3.1 shows that 97 percent of enrolment in the constituent campuses of the five Universities is in Tribhuvan University These Universities have large number of affiliated campuses, with an estimated 85 to 100 thousand students. The number of affiliated campuses of different Universities is presented in the following Table 3.2.

Table 3.2: The number of affiliated campuses of different Universities in 2005/06

University	No. of affiliated Campuses
Tribhuvan University	348
Nepal Sankrit University	16
Kathmandu University	11
Eastern Regional (Purbanchal) University	73
Pokhara University	23
Total	471
Source: UGC	

3.3. Brief Description of the Universities

Tribhuvan University:

The University is the largest of the five Universities. It has five Institutes (Engineering, Agriculture and Animal Science, Medicine, Forestry and Science and Technology), and four Faculties (Humanities and Social Sciences, Management, Education and Law). The university has 60 constituent campuses (directly managed and operated by the University) and 348 affiliated campuses. Data on enrolment of constituent campuses for 2005/06 indicate that there were 1,53,116 students enrolled in these institutes and faculties of this university. The distribution of enrolment by institutes and faculties in 2005/06 (UGC Annual Report, 2005/06) is as follows:

Table No. 3.3: Distribution of Enrolment in Constituent Campuses of T.U. in 2005/06

Institutes		**Faculties**	
Engineering	4,573	Humanities and Social Science	56,129
Agriculture and Animal Science	677	Management	41,992
Medicine	1,570	Education	33,159
Forestry	373	Law	1,224
Science, and Technology	13,419		
Total	20,612	Total	132,504

Source: UGC Annual Report, 2005/06

It is seen from the above table that 86.5% of TU enrolment was in the Faculties of general studies and about 13.5% in the Institutes of Technical Education. Information on distribution of TU Enrolment (constituent campuses by levels) is available for 2004/05. This is given below. It is seen that 40% of T.U. enrolment (constituent campuses) was at certificate level in 2004/05. The rest 60 percent are in Bachelor and Post graduate (Master) level.

Table 3.4: Distribution of TU Enrolment by Level, 2004/05

Institute/Faculty	**Certificate Level**	**Bachelor**	**Post Graduate**	**Total**	**%**
Technical Institutes	8,127	8,671	1,981	18,779	14.2
General Faculties	44,732	50,041	18,610	113,383	85.8
Total	52,859	58,712	20,591	132,162	100
Percent	40.0	44.4	15.6	100	

Source: MOES, Nepal in Educational Figures, 2006.

The growth of T.U. enrolment from 2000/01 to 2004/05 in presented in Table 3.5, 3.6 and 3.7.

Enrolment in Tribhuvan University (Certificate Level)

Overall, there has been a decline in Certificate level enrolment in the Institute/Faculties of Tribhuvan University (except in Education Faculty) during the period 2000/01 and 2004/05. The total Certificate level enrolment declined from 65,902 in 2000/01 to 52,859 in 2004/05, a decline of about 20% (Table 3.5).

Table 3.5: Certificate Level Enrolments in Constituent Campuses of Tribhuvan University

Institute/ Faculty	2000/01	2001/02	2002/03	2004/05
Technical Institute				
1. Engineering	2182	2414	2437	2058
2. Medicine	822	839	838	715
3. Forestry	176	157	168	161
4. Agriculture and Animal Science	99	101	46	
5. Science and Technology	6539	6362	5611	5193
General				
6. Humanities and Social Science	33176	29898	28875	24694
7. Management	16173	12814	12727	10635
8. Education	6735	7758	7902	9403
9. Law	-	-	-	-
10. Sanskrit	-	-	-	-
Total	65902	60343	58604	52859

Source: MoES, Nepal in Educational Figures, 2006.

The decline is partly due to the policy of the government (and Tribhuvan University) not to allow the establishment of new Certificate level campuses. The policy is to gradually phase out the Certificate level programmes. The Higher Secondary Schools were expected to provide the Plus two level programmes.

The other reason for the decline in the total enrolment at the certificate level is the growth of private campuses and college offering Science, Education and Commerce (management) Education at Certificate and Plus Two Level.

Enrolment in Tribhuvan University (Bachelor Level)

The Bachelor level programmes are important programmes of the Tribhuvan University. The Bachelor programme is recognized to be one key responsibility of the University. During the period 2000/01 and 2004/05, there was a decline in General Faculties enrolment, and increase in the Technical Institute enrolment. Overall the enrolment in Technical and General Education in 2004/05 was lower by 11%. This decline is due mainly to decline in general

Faculty enrolment (Particularly Law Faculty and Humanities and Social Science faculty) (Table 3.6).

Table 3.6: Bachelor Level Enrolments in Tribhuvan University

Institute/ Faculty	Year			
	2000/01	2001/02	2002/03	2004/05
Technical Institute				
1. Engineering	1318	1487	1612	1749
2. Medicine	574	616	606	609
3. Forestry	229	189	176	240
4. Agriculture and Animal Science	564	536	444	522
5. Science and Technology	4921	4693	4526	5551
Sub-total	7606	7521	7364	8671
General				
6. Humanities and Social Science	22191	23011	22248	18031
7. Management	19429	19072	18897	18155
8. Education	13280	13308	12368	13127
9. Law	3740	1921	1281	728
Sub-total	58640	57315	54794	50041
Total	66246	64836	62158	58712

Source: MoES, Nepal in Educational Figures, 2006.

Masters Level Enrolment in Constituent Campuses of Tribhuvan University

Over 200 students are currently (2004/05) enrolled in Medicine and Engineering Master level programmes. In Science/Technology over 1300 students are enrolled.

Master degree enrolments exceed over 7000 in case of Humanities and Social Science and Management courses. The popularity of Master level course in management is particularly noted, as it in is a recent development (Table 3.7).

Table 3.7: Master Level Enrolment in T.U. 2000/01 to 2004/05

Institute/ Faculty	Year			
	2000/01	2001/02	2002/03	2004/05
Technical Institute				
1. Engineering	110	173	227	229
2. Medicine	209	293	223	219
3. Forestry		14	14	36
4. Agriculture and Animal Science	82	81	72	105
5. Science and Technology	1159	1210	1296	1392
Sub-total	1560	1771	1832	1981
General				
6. Humanities and Social Science	6586	6896	7980	7966
7. Management	3671	5547	5515	7698
8. Education	1857	1735	2089	2856
9. Law	96	92	97	90
Sub-total	12210	14270	15681	18610
Total	13770	16040	17513	20591

Source: MoES, Nepal in Educational Figures, 2006.

Nepal Sanskrit University

Like Tribhuvan University, it is a fully state supported university teaching Sanskrit language, Ayurved, and Education (Teaching). In 2005/06, it had 1,584 students in its 12 constituent campuses with 1,250 students. It awards Uttarmadyama, Shastri and Acharya degrees. Enrolment by level of study for 2004/05 is presented in Table 3.8.

Table 3.8: Nepal Sanskrit University, 2004/05

Field of Study	Certificate	Bachelor	Masters
Education (Teaching)	2058	1749	229
Sanskrit		188	
Total	2058	1937	229

Source: MoES, Nepal in Education Figures, 2006

Kathmandu University (KU)

This private sector university with its main campus in Dhulikhel (Kavre District) has six schools: Sciences, Engineering, Management, Medical Science, Education and Arts. Education and Management courses are conducted in Lalitpur. Science, Medicine and Engineering courses are run in Dhulikhel. In 2005/06, it had 2,476 students in campuses under the six schools. It has provided affiliations to a number of colleges, which include five medical colleges. Status of enrolment in KU for 2004/05 is presented in Table 3.9.

Table 3.9: Enrolment in Kathmandu University 2004/05

1. School of Medical Science	
Level	No.
• Proficiency Certificate	291
• Bachelors	146
• Masters	205
Total	642
2. School of Management	
• MBA	158
3. School of Science and Technology	
• Proficiency Certificate	449
• Bachelors	385
• Masters	29
Total	863
4. School of Engineering	
• Bachelors	508
• Masters	15
Total	523
5. School of Education	
• Masters	129
6. School of Humanities and Social Science	
• Bachelors	127
• Masters	16
Total	143

Source: MoES, Nepal in Education Figures, 2006

Eastern Regional (Purbanchal) University

This university was set up following the recommendation of the National Education Commission 1992. One of the recommendations of the Commission was to set up regional Universities by bringing campuses of the different regions (presented operated under the Tribhuvan University) under the Regional Universities. The Eastern Regional (Purbanchal) University currently has six faculties (Science, Management, Humanities and Social Sciences, Engineering, Medicine and Education). It has 3 constituent campuses students in its constituent campuses. The University is functioning mainly as an affiliating University. Student enrolments in the university in 2004/05 are given in Table 3.10 and 3.11.

Table 3.10: Enrolment in Constituent Campuses of Eastern Regional University (EU), 2004/05

Faculty	Bachelor	Master
Engineering	92	0
Science and Technology	51	11
Humanities & Social Science		49
Management	135	20
Total	278	80

Source: MoES, Nepal in Education Figures, 2006

Table 3.11: Enrolment in Affiliated Campuses of Eastern Regional University (EU), 2004/05

Faculty	Bachelor	Master
Engineering	1,257	
Medicine	422	
Agriculture	123	10
Science and Technology	617	49
Humanities & Social Science	609	234
Management	1,770	311
Education	1,640	222
Law	103	92
Total	6,541	918

Source: MoES, Nepal in Education Figures, 2006

Pokhara University(PU)

This University is located in Pokhara and is designed to serve the Western Regional of the country. It has 2 constituent and 23 affiliated colleges. The enrolment in constituent campuses is 408, and that in affiliated campuses is 5,207 in 2005/06. The subjects taught in constituent campuses are Medicine, Management and Humanities and Social Science. Students' enrolment in the University (constituent campuses and affiliated campuses) is given in Tables 3.12 and 3.13.

Table 3.12: Enrolment in Constituent Campuses of Pokhara University

Faculty	Bachelor	Master
Medicine	136	
Humanities & Social Sciences	27	
Management	93	29
Total	256	29

Source: MoES, Nepal in Education Figures, 2006

Table 3.13: Enrolment in Affiliated Campuses of Pokhara University

Faculty	Bachelor	Master
Engineering	1984	33
Science and Technology	186	67
Humanities & Social Sciences	74	
Management	2010	27
Total	4254	127

Source: MoES, Nepal in Education Figures, 2006

B.P. Koirala Institute of Health Sciences

The Institute was established in 1993 with the objective of providing medical education of world standards. It provides course on MBBS, and B.SC in Nursing, Bachelor of Dental Surgery, and Post Graduate programmes on several medical and clinical areas. The programmes of the institute are accredited by Medical Council of India and Sri Lanka besides that of Nepal. Students' enrolment in the Institute in the year 2004/05 is presented in Table 3.14.

Table 3.14: Enrolment in B.P.K. Institute of Health Science, 2004/05

Courses	2004/05
MBBS	315
BDS (Dental, Bachelor)	200
B.Sc. Nursing	55
MD/MS/PG	152
M.Sc. (PG)	18
OT and AS	20
B.Sc. MIT	18
Certificate of Nursing	120
Total	898

Source: M.A. Aryal, Higher and Higher Secondary Education in Nepal, 2005.

3.4. Trends in Higher Education

Some of the notable trends in higher education during the past three decades are as follows:

a) Predominance of Tribhuvan University in higher education provision (campuses and enrolment). The total enrolment in constituent campuses of the University accounts for about 95% of total higher education enrolment (in all Universities) of the country. This predominance is due to the geographical spread of T.U. Campuses, and the very low fees charged. Also the new Universities have been established only some years ago. The large size of the University enrolment (constituent campus and affiliated campuses) has caused management problems. The Regional University concept has been introduced with a view to decentralize higher education system.

b) Continuation of intermediate (Proficiency Certificate) level in the Universities, despite government policy to shift such level to higher secondary education. About 40% of enrolment in Tribhuvan University constituent campuses is at the certificate level. Kathmandu University, and Nepal Sanskrit University also have certificate programmes. With the development of system of Higher Secondary Education the

government has intended to phase out the certificate level programmes from the Universities. This has not happened so far, though more and more SLC pass students are joining the higher secondary schools. The continuation of the certificate level programme (Two years of study after SLC) in the Tribhuvan University is mainly due to low fees charged in the TU campuses.

c) Growing numbers of private colleges, particularly those affiliated with Eastern Regional University and Pokhara University. There has been a rapid increase in private sector involvement in the provision of higher education. Most of the new private campuses have sought affiliation with Eastern Regional University and Pokhara University, which are now functioning mainly as affiliating Universities. The private campuses attached to these new Universities charge very high tuition fees.

d) Diversification of courses offered by the Universities. There has been a rapid growth in number of colleges offering Medicinal Education (MBBS) and Engineering Course (B.E.), particularly in the Central Region. With the change in the employment market (creating demand for professional people in new disciplines/areas), the private colleges are offering new courses (in Engineering, Medicine, Management, Environment etc.). The colleges of Engineering are increasing in number particularly in Kathmandu.

e) High Social demand for higher education is reflected in parents' willingness to pay high fees for professional degree courses, and also for sending their children abroad. The parental demand for quality higher education and also quality school level education is increasing particularly in urban areas. This is indicated by the readiness of percents/facilities to spend large amount of money in fees for study programmes in private campuses/colleges.

f) Low efficiency levels in higher education is particularly in campuses providing general education. This is indicated by irregular attendance of the students, and high failure rates in examinations. The examination failure rates are high in higher education institutions, particularly those operating under Tribhuban University. An example is given here of pass rates in T.U. Examination of 2004.

Table 3.15: Pass Rates in T.U. Examinations

	Appeared	Passed	% Passed
Technical			
Certificate	49,222	17,735	36.0
Bachelor	36,634	14,853	38.0
Non-Technical			
Certificate	115,359	40,735	35.3
Bachelor	138,493	43,004	31.1

Source: MOES, Nepal in Educational Figures, 2006.

The low pass rates could be due to several factors such as poor quality teaching, low efforts by students to study, lack of study atmosphere in colleges, lower economic status of students and defects in the examination system.

g) There is steady decline in proportion of Government Education Budget for higher education. Presently about 10% of education budget is allocated to Higher Education. The government budgetary allocation (as % of total education budget) has steadily declined in recent years, with higher proportion share being devoted to primary and secondary education. The trend over the past few years is as follows:

Table 3.16: Trend of Budget Allocated for Higher Education

(Rs. in million)

Year	Total Amount Allocated for Higher Education	% of Total Education Budget
2000/01	1,828	15.6
2001/02	1,680	11.9
2002/03	1,471	10.0
2003/04	1,528	9.8
2004/05	1,691	9.4
2005/06	1,974	9.3

Source: MOES, Ministry of Education and Sports at a glance, 2063

h) Introduction of three year Bachelor Course (after 10+2, or Proficiency Certificate). Students generally complete the full course over a number of years (more than 3 years) by appearing in examination on subjects they have previously failed in. There is high rate of repetition and dropout in higher education, particularly in general studies. Students do not complete particular course within specified course duration. The facility of appearing in failed subjects in subsequent years enables students to complete particular Bachelor level course (in Humanities and Management) over a longer period. This, however, is an inefficient system.

i) Low tuition and other fees are charged in T.U. constituent campuses / Colleges are very low. Cost recovery principle has recently been advocated. The Institute of Engineering has been allowed to operate parallel courses charging high fees. Tribhuvan University Technical Institutes have introduced two fee schemes: one for regular students (who pay very low fees), and full fees students (who pay high fees). Both categories of the students attend some course, and use similar facilities, but pay totally different levels of fees. In general cost recovery is low in the TU system.

3.5. Problems of Higher Education

High rates of Examination Failure: The low efficiency levels of higher education are indicated by high failure rates in examination at all levels (Certificate, Bachelor and Master Levels). Examination results are available only for Tribhuvan University. The data indicate that in the 2004 examination the pass rates were quite low (about 33% of total appeared candidates) both in technical and general studies. The pass rates in technical institutes are slightly high than in general faculties. No serious investigation of the causes of poor pass rates has been done so far. These could be several reasons for this state of examination results. The poor teaching/learning situation, admission of lower quality students, lower economic condition of students, are deemed to be the main causes. The disturbance in conducting of classes mainly due to political strikes is another important cause.

Use of Sub-standard Learning resources by the students: It is observed that the students do not use the prescribed textbooks, and rely on learning materials and books, which are available in the market (mainly for quick reference for examination purposes) just before the examination.

High fee Rates in Private Campuses: The fee rates in private affiliated campuses and campuses of Kathmandu University, and affiliated campuses of Pokhara and Eastern Regional University are quite high. The fee rates are remarkably high for Medical and Engineering Studies.

Data on fees collected for the study are presented in Tables 3.17, 3.18, 3.19 and 3.20. Fee structures in different universities are different. Tribhuvan university has four types of fee structures based on the economic conditions of national students and nationality of foreign students. Regular fee, full fee and subsidized fee for national students and different fee structures for SAARC and Non-SAARC students have been fixed in the Tribhuvan University. Even full fee structure of TU is relatively cheaper compared to other universities. It is seen that most of technical courses in campuses of Kathmandu University require full fees ranging from Rs. 3 lakhs to Rs. 4 lakhs. The MBBS course cost Rs. 22 lakhs. B.E.

course in campuses of Pokhara University costs Rs. 3.6 lakhs and Rs. 2.6 lakhs to 3.8 lakhs for medical technicians. Engineering courses in campuses of Eastern University costs about Rs. 3.8 lakhs. BSc Agriculture and BSc Vet cost over Rs. 3.2 lakhs and Rs. 5.7 lakhs respectively. General education in all universities generally costs low.

Table 3.17: Average Current Fee Structure for Full Courses in Kathmandu University in 2007

Faculty	Full Fee (In NRs.)
BBA	336,032
BBioTech	427,400
BBIS	380,000
BCompEng	387,900
BE&ElEng	387,900
BEnvEng	387,900
BEnvSci	357,400
BGeoEng	387,900
BHumanBi	377,400
BMechani	387,900
BPharma	392,900
BScNursi	496,000
MBBS	2,209,000

Source: University Bulletins and Interviews with Campus Chiefs/Chief Accountants

Table 3.18: Average Current Fee Structure for Full Courses in Tribhuvan University in 2007

	Fee Structure (in NRs.)				
faculty	FSAARC	Full Fee	Non-SAARC	Regular	Subsides
BA		17,814			
BAMS		32,600			
BArch		238,320		12,000	
BBA		172,300			
BBS		34,944			
BCivil		238,320		12,000	
BComputr		268,320		12,000	
BEd		18,863			
BElectri		238,320		12,000	
BElectro		268,320		12,000	
BForesty		4,250			
BL		5,320			
BMechani		238,320		12,000	
BMLT	434,580	111,420	434,580		
BN		116,550			
BOptom	434,580	133,575	434,580		
BPH	434,580	97,320	434,580		
BPharma	434,580	133,190	434,580		

BSc		16,581			
BSc.Ag		61,000			
BScNursi	1,400,000	400,000	1,750,000		150,000
BScRT	434,580	111,420	434,580		
MBBS	2,742,080	151,565	3,717,080		

Source: University Bulletins and Interviews with Campus Chiefs/Chief Accountants

Table 3.19: Average Current Fee Structure for Full Courses in Pokhara University in 2007

Faculty	Full Fee (in NRs.)
BE	360,000
BMLT	377,200
BPharma	260,000

Source: University Bulletins and Interviews with Campus Chiefs/Chief Accountants

Table 3.20: Average Current Fee Structure for Full Courses in Eastern University in 2007

faculty	Full Fee	HSTFS	PSTFS
BA	26,000		
BBA	210,530		
BBioTech	460,000		
BComputr	231,317	60,317	125,600
BCS	26,000		
BE	380,000		
BEd	26,000		
BElec&Co			158,950
BHM	380,000		
BIT	281,975	60,100	116,100
BLAS	250,000		
BN	210,000		
BSc.Ag	320,000		
BV.Sc	568,000		

Source: University Bulletins and Interviews with Campus Chiefs/Chief Accountants

There is no government policy to regulate the fees charged by the Universities. Some private Medical Colleges collect total fees for the full study period of (4 or 5 yrs) at the time of admission. Such practice obviously debars students from poor and middle class families to join the Medical Campuses.

Low Fees Charged in General Studies: The fee rates are extremely low in T.U. Campuses (constituent) of general education (Humanities, Management, Education and Law). As

mentioned above, fees are low for Regular students studying in Technical Institutes. Such low fee structures do not help in promoting financial sustainability of higher education offered in T.U constituent campuses. T.U admits foreign students in Medical institutes. Separate fees charged for students from SAARC countries and other foreign countries. Fees for foreign students are much higher than for Nepalese students.

Table 3.21: Fee Rate in Tribhuvan University (Average of total courses fee)

(Amount in Rs.)

Course	Foreign Student from SAARC	Full Fee	Non-SAARC	Regular	Subsidized
BA		26437			
BAMS		32600			
BArch		238320		1200	
BBA		172300			
BBS		42784			
BCivil		238320		12000	
BComputer		268320		12000	
BEd		26098			
BElectri		238320		12000	
BElectro		268320		12000	
B Forestry		30600			
BL		5320			
BMech		238320		12000	
BMLT	434580	111420	434580		
BN		116550			
BOptom	434580	133575	434580		
BPH	434580	97320	434580		
BPharma	343580	133190	434580		
BSc		22378			
BSc. Ag		29000			
BScNursi	1400000	400000	1750000		150000
BScRT	434580	111420	434580		
MBBS	2742080	151565	3717080		

Political Situation: The political strike in the country has badly affected the higher education system, in terms of closure of classes, involvement of students in polities destruction of property of the institutions, gross negligence of maintenance of property and facilities of the institutions.

Low Market Absorption of the University Graduates (mainly of Tribhuvan University): There is no study conducted about the employment status of the students completing higher

education. In general, there is an increasing problem of educated unemployment in the country. Modern sector concerns like financial institutions are observed preferring to employ graduates of private Universities. A case in point is the full absorption of the KU (MBA) pass students who are absorbed in the employment market within a short period.

Decline in State Funding of Higher Education: The proportion of government budget allocated for higher education is presently about 10%. Universities need more resources to undertake quality improvement programmes. The T.U. should explore other resources to meet its expenditure. One measure is revision of fees in the constituent campuses (Charged for the Regular Students).

3.6. Policy Relating to Higher Education

Use education as an effective means to eradicate poverty: Poverty alleviation is the main goal of development plans in the country. Educational policies and programmes such as improved access to and quality of primary education, increased literacy levels, access to disadvantaged groups and girls and meeting the demand for basic and middle level technical manpower are expected to contribute to poverty alleviation. Development of high level manpower in technical and general areas is expected to strengthen the management aspects of development programmes. Increased access to higher education for the marginalized group is now stressed in public policy.

Develop human resource that can contribute to afford development of the country and also compete at international level: One of the important issues in higher education has been the low quality of education provided in the campuses. The aim set in government policy is to substantially raise the quality of education, so that the products of the Universities can compete at international level. Also the higher education institutions are expected to produce manpower needed for the country's development. The problem is also the low rate of generation of employment in the country. Currently, there is a high rate of educated unemployment in the country.

Develop and establish an Open University: Provision of opportunities for higher education through open systems (Distance, Correspondence Education, Self study with periodic contacts with academic people, use of media etc) is now a world wide phenomenon. The need of providing such opportunities has been realized, and the government is planning to establish an Open University for this purpose.

Enhance the quality of education: The problem of low quality of education in the higher education institutions has been mentioned earlier. The goal set is to raise the standards to international levels. This will require provision of sufficient facilities, dedicated teachers, highly motivated students and access to high quality learning resources.

Encourage the non-governmental and private sectors to establish education institutions for providing higher education. The participation of the private sector in provision of higher education has been a remarkable feature in recent years. More and more students are now joining the private institutions. Not all private run institutions provide high quality education. Several institutions run classes for a few hours in the morning or evening and do not provide the educational environment

Phasing out of the certificate level programmes from the Universities: This goal has been mentioned in government policy since many years. The Education Commission, 1992 also stressed the need to phase out the Certificate Level programme from the Universities (T.U. mainly). Now that higher secondary education system is well developed and has gained public acceptance, the phasing out of the Certificate level should be easier. If this is done, T.U. particularly can devote resources and time more on improving the Bachelor and postgraduate programmes.

Enable the University Grants Commission to evaluate educational institutions: The University Grants Commission was set up in 1993 following the recommendation of the National Education Commission 1992. Its main function is to allocate the government funds to the different Universities on the basis of their programmes and specific needs. Another function of the Commission is to maintain standards of teaching in the Universities. For this the Commission is in need of resources to evaluate the performance of the Universities.

3.7. Implementation of the Reform Measures on Higher Education

a) The University Grants Commission (UGC) has been established with the aim of assisting in the improvement of quality of higher education in the country. At present it is functioning as a body for allocating and disbursing government grants to the Universities. It has taken some measures for promoting standard higher education.
b) The policy of establishing multiple Universities has been implemented in the form of establishing Regional Universities (Eastern Regional and Pokhara Universities). These two Universities have so far functioned more as an affiliations university providing

affiliation in to new colleges and campuses. The original aim of reducing the enrolment burden of Tribhuvan University in the regions has not been fulfilled yet.

c) Since past few years the Education Budget has allocated some funds for establishing an Open University. So far nothing has been done to work out the scope, functions, and management structure of an Open University in the country.

d) The government education policy statements and development plans (The Tenth Plan) have mentioned the phasing out of teaching of the Certificate level from Tribhuvan University. This goal has not been achieved. However, more and more SLC pass students are joining the higher secondary schools (instead of joining the T.U. run/affiliated campuses).

e) The three year Bachelor course has been implemented in Humanities and Social Sciences and Management. The BE level (Engineering) require 4 years of study after higher secondary.

f) The policy of cost recovery in the T.U. has been mentioned in government reports. There is a system of charging low fee (very low) for the Regular Students in technical institutes (Engineering, Medicine, Agriculture, Forestry). A certain number of seats are reserved for full fee students who pay high fees (just as in private campuses). In general, the cost recovery is low. The attainment of cost recovery in technical institutes will require payment of reasonable high fees by larger proportion of the students enrolled, and limitation of low fee (regular students status) privilege for only a small proportion of students (who are meritorious and belong to economically poor groups.

g) The proportion of government budget devoted for higher education at presented is much lower than a decade ago. At present, about 10% of government Education Budget is devoted to Higher Education. However, the government has devoted substantial externally aided funds for higher education. The Higher Education Project (aided by World Bank) in the early 2000's has contributed to substantial improvements of physical facilities of Tribhuvan University at Kirtipur and several departments of T.U., such as the Examination Office of the T.U and physical facilities of various Research Centres.

h) One of the measures being adopted in Tribhuvan University is to give greater degree of autonomy in decision making and financial management to the decentralized campuses according to T.U. Decentralization Rules of 1998. The autonomous campus will have authority in managing their finances, academic affairs, and personnel management.

4. Universities and Manpower Supply

4.1. Introduction

Production of middle and high level manpower for different fields of professional works and development of the country is one principal functions of the higher education in the country. The performance of the Universities is rightly assessed in the form of the contribution made by the University in fulfilment of the identified manpower needs.

The need of manpower for various agricultural, industrial commercial, financial, fields and health and education sectors is met by manpower developed/produced within the country, by manpower trained abroad, and by foreign trained personnel. The higher education system in the country aught to fulfil a larger proportion of the total manpower needs in order to justify public (state) investment in higher education.

4.2. Manpower Produced by Different Universities

The number of completers of different courses in T.U. in 2004/05 was nearly double of that in 2001/02 both in general and technical areas. In general areas of study the completers (manpower produced) was 33,073 in 2001/02 and 60,826 in 2004/05. In technical areas the number of completers (manpower produced) was 5,698 in 2001/02 and 9,250 in 2004/05.

Manpower Production of Tribhuvan University

In 2004/05, the T.U. produced 368 BE pass persons, 159 MBBS holders, 57 B.Sc. (Forestry) holders, and 2071 general B.Sc. holders. Please see Table 4.1 for details of manpower produced in technical areas. Similarly, 7,666 persons completed B.A., 8,549 completed Bachelor in Management in 2004/05. Similarly, 3,385 completed Masters in Humanities and Social Sciences and 1,856 completed Masters in Management. Please see Table 4.2 for details of manpower produced in general areas.

Table 4.1: Production of Tribhuvan University

Technical Institutes	2001/02	2004/05
1. Engineering	665	1,071
a) Certificate	441	626
b) Bachelor	181	368
c) Post Graduate	43	77
2. Agriculture and Animal Science	175	138
a) Certificate	42	-
b) Bachelor	108	112
c) Post Graduate	25	26
3. Medicine	504	577
a) Certificate	314	330
b) Bachelor	124	159
c) Post Graduate	66	88
4. Forestry	164	129
a) Certificate	113	-
b) Bachelor	51	57
c) Post Graduate	-	-
5. Science & Technology	4,190	7,335
a) Certificate	2,780	4,402
b) Bachelor	963	2,071
c) Post Graduate	447	854
Grand Total	5,698	9,250

Source: Ministry of Finance, Economic Survey 2005/06, July 2006.

Table 4.2: Production of Faculties of General Education (Tribhuvan University)

Technical Institutes	2001/02	2004/05
1. Humanities and Social Sciences	15043	27527
a) Certificate	10530	16005
b) Bachelor	2838	7666
c) Post Graduate	1675	3385
d) Others	-	471
2. Management	12923	22500
a) Certificate	8093	12095
b) Bachelor	3607	8549
c) Post Graduate	1223	1856
3. Education	4462	9999
a) Certificate	1706	3525
b) Bachelor	2460	5841
c) Post Graduate	296	633
4. Law	1245	800
a) Certificate	68	33
b) Bachelor	1150	692
c) Post Graduate	27	75
Grand Total	33673	60826

Source: Ministry of Finance, Economic Survey 2005/06, July 2006.

Manpower Production of Kathmandu University

In 2005, a total of 924 persons completed different courses in campuses of Kathmandu University. Of this, MBBS holders numbered 453, MBA holders 52, BBA holders 99. There were small numbers of students completing various courses such as various Education degrees (M.Ed., PG.Ed.), Engineering degrees (B.E. in computer, Medicine, Engineering).

Manpower Production of Eastern Regional University

In 2005, Eastern Regional University graduated a total of 1,512 students in various fields. The major fields of study completed by the students were: BBA (237), BCS (119), BCA (Science) (144); B.Ed. (Three years) (145), B.Ed. (One year) (221). BA (124), PBN (Medicine). There were other areas with small number of manpower produced.

Manpower Production of Pokhara University

In 2005, Pokhara University produced 932 graduates in various fields of study. Major areas of production were: BBA (18); MBA (81); BCA (Science) (88); BIT (98), B. Pharmacy (28); BE computers (193), BE (I and C) (15). BE (Arch) (19). M.Sc (Construction Management)(24). There were other areas with small number of manpower produced.

4.3.General Comment on Types of Manpower

Humanities, Medicine, Engineering, Education and Management are major study areas in which manpower has been produced in large numbers. There is a growing diversity of specializations in Medicine, and Engineering courses. The BBA and MBA courses have been major courses of study completed in management field. The T.U Institutes of Technical Education and Faculties of general education have been producing large number of manpower (graduates and post graduates) in different fields of study. The private university (Kathmandu University) Campuses and Regional University, Campuses have been diversifying their course offerings according to market demand for various types of professionals.

5. Government Financing of the Education Sector

5.1. Total Government Finance for the Education Sector

Over the past five years 2001/02 to 2006/07, about 16% of government expenditures have been devoted to the financing of the Education Sector. In 2004/05, a sum of Rs. 100,937 millions was actually spent by the government on various programmes and activities of various sectors of the economy. Expenditure on the Education Sector was 16% of the total government expenditure. A total of Rs. 126,985 millions was allocated in the total budget for 2005/06. Out of this, 16.9% was allocated for the education sector. This proportion is the highest for the past several years. (Table No. 5.1)

Table 5.1: Government Expenditure on Education during 2001/02 to 2006/07

(Rs. in Millions)

Budget	Actual				Allocated	
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Total Government Expenditure (GE)	80,072	84,008	89,443	100,937	126,985	143,912
Total Government Expenditure on Education (GEE)	13,137	13,287	14,478	16,191	21,250	23,005
Government Education Expenditure (as % of Total Government Expenditure)	16.4	15.8	16.2	16.0	16.9	16.0

Source: MOF, Red Books 2001/02 to 2006/07

Government education Budget as percentage of GDP has been increasing steadily in recent years. It was 3.3% in 2001/02; it went up to 3.9% in 2005/06, as following table shows: (Tables No. 5.2)

Table 5.2: Government Education Budget as the Percent of GDP

Year	Percent of GDP
2001/02	3.3
2002/03	3.2
2003/04	3.2
2004/05	3.4
2005/06	3.9

Source: MOF, Economic Survey Reports

5.2.Allocation of the Government Expenditure on Education for Different Levels of Education

Allocation for the primary education level has been consistently increasing in recent years. The proportional allocation on the level went up from 55% in 2001/02 to 62% in 2005/06. The implementation of EFA (2004-2009) is the main reason for this. Besides, there has been an increase in allocation for the secondary education level. This allocation has also gone up from 21.5% in 2001/02 to 24% in 2005/06. This is mainly due to implementation of Secondary Education Support Programme (SESP). In 2005/06 altogether 86.0 percent of the government education budget was devoted to secondary level education (1-10 grades). Thus, the government expenditure on secondary level education is in increasing trend. But, during the same period, the proportion of allocation for higher education level has gone down although it is gradual. The share of education budget for higher education during the same period is around 10 percent. (Table No. 5.3)

Table 5.3: Education Budget Allocation by Sub-sectors (FY 2001/02 to 2006/07)

(Unit: in Million Rs.)

Education Level / Programme	2001/02		2002/03		2003/04		2004/05		2005/06		2006/07	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Primary	7751	55.1	8693	60.4	8972	57.5	10444	57.5	13192	62.1	13989	60.7
Secondary	3020	21.5	3065	21.3	3241	20.8	4438	24.6	5110	24.0	5538	24
Higher Education	1680	11.9	1476	10.2	1528	9.8	1691	9.4	1974	9.3	2437	10.6
Tech & Voc.	337	2.4	163	1.1	319	2.0	209	1.2	292	1.4	328	1.4
Education Dev.	701	5.0	325	2.3	732	4.7	197	1.1	682	3.2	713	3.2
Administration and others	584	4.1	681	4.7	822	5.3	1081	6.1				
Total Education Budget	14073	100	14402	100	15613	100	18060	100	21250	100	23005	100

Source: MOF, Red Books 2001/02 to 2006/07.

5.3.Sources of funds for the Education Sector

The government resource has been the main source of funding for the education sector. Most of the budgeted allocation for the secondary education has been used for the payment of teacher/administrative staff's salary and some teaching materials and stationeries in government schools. For this the government is solely responsible. Private schools are entirely financed through the students' fee and donation.

There are five Universities operating in the country, out of which, TU and NSU are entirely financed by the government. The government support to TU is gradually declining since the government has adopted the policy of cost recovery in the operation of the university. However, around 95 percent of the total operating expenditure of the university is being borne by the government. Developmental and capital expenditures in education sector including higher education are met generally with foreign assistance resources under various projects.

Table 5.4: Education Budget Allocation by Source

(Rs. in Millions)

Sources	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Total Government Budget for Education	14,073	14,402	15,613	18,060	21,250	23,005
Government of Nepal	11,610	11,507	12,385	12,622	15,466	16,419
Donors	2,463	2,895	3,228	5,438	5,784	6,586
Percent of Donors	17.5	20.1	20.7	30.1	27.2	28.6

Source: MOF, Red Books 2001/02 to 2006/07.

The Table 5.4 shows that the government's own resources met about 80% of budget allocation in the years 2002/03 and 2003/04. In the budgets of subsequent years (2004/05 and 2005/06), the share of foreign aid went up significantly, leading to corresponding reduction in share of the government's own resource. The percentage of Foreign Donors in the total government expenditure on education sector ranges from 17.5 percent in 2001/02 to 30.1 percent in 2004/05. Once again, the credit for increased share of donor assistance goes to implementation of projects such as the EFA (2004-2009) and the SESP. The proportion of foreign aid in total sub-sector financing is higher in case of Primary Education and TEVT. As the Table 5.5 shows, the percentage of foreign source of financing the higher education is only 16 percent, which is the least compared to other education levels.

Table 5.5: Financing of the Education Programmes in 2006/07

(Rs. in Millions)

Sector Programme	Total Budget	Sources of Financing		
		Government	Foreign Aid	
			Amount	Percentage
Total Government Education Budget	23,005	16,419	6,586	28.6
Primary Education	13,989	9,208	4,781	34.2
Secondary Education	5,538	4,273	1,265	22.8
Tech. Ed. & Voc. Training (TEVT)	328	185	143	43.5
Higher Education	2,437	2,040	397	16.2
Educational Administration	513	513		
Others	200	200		

Source: MOF, Red Book, FY 2006/07 and DOE, ASIP, 2006/07

5.4. UGC Allocations for different Universities in Budget for 2005/06

In the year 2005/06, the UGC allocated a total of Rs. 1,902.1 millions for the five Universities as well as for some improvements in the affiliated colleges. Of this amount, Rs. 1,766.4 millions was for operational purposes and Rs. 115.1 millions for capital expenditures.

It is seen from Table 5.6 that 88% of all UGC allocation was set aside for Tribhuvan University. Nepal Sanskrit University got about 6% of total UGC allocations. Kathmandu and Eastern Regional Universities got slightly more than 1% of total allocation. Pokhara University got less than 1% of the allocations.

It should be mentioned here that though the UGC allocations were low in quantity for Eastern Regional and Pokhara Universities but UGC grant per student was the highest in these universities. These Universities had accumulated substantial financial resources from Affiliation Charges (on the affiliated campuses) and very high fee rates in their constituent campuses. Fee structure in Kathmandu University is also high since the UGC grant per student in this university is the lowest. The UGC grant per student in Tribhuvan University is also lowest although it is functioning as the state university.

Table 5.6: UGC Allocations for the Universities in 2005/06

(Rs. in Millions)

Universities	Operational Grants	Grants for Capital Development	Total	%
11. Tribhuvan	1,577.4	99.3	1,676.7	88.1
12. Mahendra Sanskrit	110.5	10.1	120.6	6.3
13. Kathmandu	23.6	1.0	24.6	1.3
14. Purbanchal	20.6	3.2	23.8	1.2
15. Pokhara	14.4	1.7	16.1	0.8
Others				
a) Grants to Affiliated Colleges	27.5	-	27.5	1.5
b) Quality Improvement Programme Grants	13.0	-	13.0	0.8
Total	1,766.4	115.1	1,902.3	100

Source: UGC Annual Report 2005/06

During the period of last five years from 1999/00 to 2003/04 the UGC grants for regular expenditure to different Universities was gradually increasing but the rate was different. The share of TU was remained highest and ranged from 88.1% in 1999/00 percent to 89.7 percent in 2003/04. The shares of other Universities and affiliated campuses are declining except that of Pokhara University during the period.

Table 5.7: UGC Grants for Regular Expenditure to Different Universities

Name of the University	1999/00	2000/01	2001/02	2002/03	2003/04
Tribhuvan University	857,728,000	1,223,150,000	1,340,000,000	1,210,000,000	1,388,300,000
Nepal Sanskrit University	64,717,900	87,210,000	95,300,000	88,000,000	91,000,000
Kathmandu University	6,908,000	7,100,000	7,100,000	7,200,000	7,600,000
Eastern University	17,411,000	17,600,000	17,600,000	17,700,000	18,200,000
Pokhara University	3,268,300	7,000,000	7,200,000	7,500,000	9,200,000
Affiliated Campuses	15,220,000	16,012,500	16,688,762	17,448,000	18,496,000
Quality Improvement Program	5,592,480	7,098,113	8,890,359	8,141,000	10,136,912
Operation of UGC	2,942,273	3,414,562	3,442,892	3,767,000	4,381,753
Open University					
Total	973,787,953	1,368,585,175	1,496,222,013	1,359,756,000	1,547,314,665
In Percentage					
Tribhuvan University	88.1	89.4	89.6	89.0	89.7
Nepal Sanskrit University	6.6	6.4	6.4	6.5	5.9
Kathmandu University	0.7	0.5	0.5	0.5	0.5
Eastern University	1.8	1.3	1.2	1.3	1.2
Pokhara University	0.3	0.5	0.5	0.6	0.6
Affiliated Campuses	1.6	1.2	1.1	1.3	1.2
Quality Improvement Program	0.6	0.5	0.6	0.6	0.7
Operation of UGC	0.3	0.2	0.2	0.3	0.3
Open University	-	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0

 # Including additional budget
Source: UGC

The Table 5.8 shows that the UGC grants for development expenditure to these Universities were in different trends during the same period. The UGC grant for development expenditure

in aggregate was declining at the faster rate. It was 725.7 million Rs in 1999/00 to 82.9 million Rs in 2002/03. The distribution pattern of the development grants to Universities was quite different. The share of TU had declined from 97.1 percent in 1999/00 to 40.3 percent in 2003/04 The percentage share of other Universities were increasing at the faster rate and that of Pokhara University was remarkably high to 30.1 percent in 2003/04 from 0.7 percent in 1999/00. UGC grants of both regular and development types have not yet allotted for Agriculture and Forestry University and Open University.

Table 5.8: UGC Grant to Different Universities for Development Expenditure

Name of the University	1999/2000	2000/01	2001/02	2002/03	2003/04
Tribhuvan University	704,691,962	561,145,124	177,059,000	16,410,000	47,770,000
Nepal Sanskrit University	10,000,000	12,100,000	9,375,000	10,300,000	10,300,000
Eastern University	6,000,000	6,500,000	9,750,000	33,600,000	35,600,000
Pokhara University	5,000,000	6,000,000	9,000,000	19,100,000	19,100,000
UGC.	-	-	-	3,490,000	5,630,000
Agriculture and Forestry University	-	-	-	-	-
Open University	50,000	15,139	7,000	-	-
Total	725,741,962	585,760,263	205,191,000	82,900,000	118,400,000
In Percentage					
Tribhuvan University	97.1	95.8	86.3	19.8	40.3
Nepal Sanskrit University	1.4	2.1	4.6	12.4	8.7
Eastern University	0.8	1.1	4.8	40.5	30.1
Pokhara University	0.7	1.0	4.4	23.0	16.1
UGC.	-	-	-	4.2	4.8
Agriculture and Forestry University	-	-	-	-	-
Open University	0.0	0.0	0.0	-	-
Total	100.0	100.0	100.0	100.0	100.0

Source: UGC

The UGC regular grants for affiliated campuses are also increasing in both amount and percentage share. The UGC had been granting regular grants to 150 affiliated public (community managed) campuses till 2003/04 throughout the country. No grant was provided to the privately operated campuses. The campus having more faculties and more levels gets more UGC regular grants. However, the average regular grant to a affiliated campus in 2003/04 was Rs 122,827. The average regular grant to a campus of CDR was least and less than the national average whereas, that was more than the national average in other development regions. The highest was in FWDR (115 percent) and MWDR (113 percent). There is no provision of UGC development grant for affiliated campuses.

Table 5.9: UGC Regular Grants per Affiliated Public Campus in Different Development Regions

Unit: in Rs.

Fiscal Year	Region						
	CDR	**CDR(VALLEY)**	**EDR**	**FWDR**	**MWDR**	**WDR**	**Average**
1998/99	114,000	101,500	114,571	133,000	123,200	122,353	115,091
1999/00	110,261	100,125	114,370	133,000	126,400	123,152	114,436
2000/01	114,104	101,618	121,800	136,688	135,270	127,350	118,958
2001/02	113,846	99,750	122,000	136,000	130,400	123,436	117,301
2002/03	114,133	100,250	122,667	136,000	132,000	125,100	118,189
2003/04	120,516	104,000	129,778	141,333	139,200	126,634	122,827
Percentage of Average							
1998/99	99.1	88.2	99.5	115.6	107.0	106.3	100.0
1999/00	96.4	87.5	99.9	116.2	110.5	107.6	100.0
2000/01	95.9	85.4	102.4	114.9	113.7	107.1	100.0
2001/02	97.1	85.0	104.0	115.9	111.2	105.2	100.0
2002/03	96.6	84.8	103.8	115.1	111.7	105.8	100.0
2003/04	98.1	84.7	105.7	115.1	113.3	103.1	100.0

Source: UGC

Criteria for distributing the UGC regular grants to affiliated campuses adopted for 2005/06 are:

- Rs 90,000 for campus having one faculty with one level;
- Additional 40 percent of the grant to campuses having science faculty;
- Additional 20 percent for one more faculty;
- Additional 20 percent to the campus having bachelor level but 40 percent to the campus having more than one bachelor level faculties;
- Additional 10 percent to campus having post graduate level;
- Additional 30 percent to campuses of remote and hill areas; and
- Additional 15 percent to campuses having bachelor level and 30 percent to those having bachelor level with more than one faculty in the areas where there is no University owned campus.

There is the provision of partial grants for physical facilities development of affiliated campuses of remote areas based on the matching fund and grants for library strengthening and equipment purchase to affiliated campuses throughout the country occasionally. Besides, UGC also supports to the teaching material development, fellowships for M.Phil and Ph.D scholars, training, seminar, workshops, mini-research grants, and travel allowances for university teachers to participate in international seminars.

The Table 5.10 demonstrates that the average UGC Grants per students in all Universities in Nepal was Rs. 11,783 but it varies from Rs. 9,955 for KU and Rs. 10,624 for TU to 196,445 for ERU. It was the highest for EU and the least for KU because it was established under the private sector. Both ERU and PU were established as regional Universities. Since the TU was the first university and established as government funded university, the UGC grants given to TU is not justifiable.

Table 5.10: UGC Grants per Student in Different Universities in 2005/06

In Rs.

University	Regular	Development	Total
TU	10,301	322	10,624
NSU	69,813	6,409	76,222
ERU	75,971	120,474	196,445
PU	35,338	42,985	78,324
KU	9,551	404	9,955
LU			
Total	11,081	702	11,783

Source: UGC

5.5. Financing Policy of Higher Education

2.2.11 State Financing

Since the implementation of the NESP in 1971, the government has been laying high priority on the provision of higher education (through Tribhuvan University Campuses). The government has been bearing 100% of the cost of operating the Central office, campuses and Research Centres of Tribhuvan University. Later since 1986, the government also met 100% the costs of Nepal Sanskrit University. At present, the government is providing UGC grants to all universities at ad hoc basis without having a specific basis. There is an increasing emphasis in government policy statements on self sustenance and cost recovery (through fees).

Declining Budget for Higher Education

The proportion of Education Budget allocation for the higher education sub-sector is about 10% at present. The proportion was 23% in 1990. At present, high proportions of the education budget are devoted to primary and secondary education sub-sectors. The proportion of the education budget devoted to higher education has been declining.

Projects for Development of Higher Education

The government had got foreign assistance for the development of technical higher education in the country. The Institute of Engineering has got substantial assistance in building the physical facilities under the Engineering Education Project (World Bank Support). The Teaching Hospital has been developed with Japanese assistance. The T.U runs MBBS and other courses in the medical campus attached with the teaching hospital. More recently, the World Bank has provided aid to the T.U. for physical facilities development of the Central Campus at Kirtipur under the Higher Education Project I. Several other small projects have been under taken to develop facilities and human resources in other technical Institutes of the T.U.

A project for providing additional World Bank Assistance to higher education (Higher Education Project II) is going to be implemented from 2007/08 by the government. Under it, the World Bank will provide assistance worth $60 millions over the period 2007-2013. The project will assist in enhancing financial sustainability of higher education in Nepal, execute a student financial assistance (loans) scheme, and also help several higher secondary schools. The project has the following objectives:

a) Enhancing quality and relevance of higher education.
b) Improving access to higher education for the girls, dalits and educationally disadvantaged groups.

The project will provide Basic Grants to the public higher secondary schools (based on the number of successful students (gradates) produced by the school. On top of this, matching grants will be provided to these schools at the ratio of 1:2 (one unit of community contribution to be matched by two units from the project).

2.2.12 Students' Financing

As late as 1992, the T.U. charged uniform rates of tuition and other fees in all Institutes and facilities, irrespective of the type of course. This was evidently an unsustainable practice as Medicine and Engineering course cost much large amounts of money per student than the general studies (like Humanities and Management). The affiliated campuses charged higher fee rates than the constituent campuses. The private campuses affiliated to the two regional Universities charged far higher fee rates than the T.U. University campuses. There is no system of regulating the fees in the campuses of the two regional Universities and Kathamndu University.

The National Education Commission, 1992 recommended the adoption of the principle of cost recovery in TU Campuses. The policy of cost recovery has been mentioned in the government plan document (Tenth Plan).

5.6. Financial Monitoring in Higher Education

Monitoring is undertaken to oversee if the planned activities are being carried out in earnest and on time. Monitoring is done as a regular activity; it is needed for ultimate evaluation of the achievement of programme objectives. Monitoring in the field of education has, basically, two aspects: outcome/performance monitoring (particularly with respect to quality) and financial monitoring of income and expenditure of the educational institutions.

2.2.13 Output/Performance Monitoring

Monitoring of Quality of instruction/teaching in the educational institutions is done at the institutional level (college/campus), by the head of the institutions (Principal); at the institute/faculty level by the Dean office of the concerned Institute/Faculty, and at the national level by the University Grants Commission (UGC) and the Ministry of Education (MOES) and Sports and the National Planning Commission (NPC). The MOES and the NPC are policy making bodies and are responsible for development of long term plans and programmes in higher education.

Some indicators generally used in monitoring of quality in higher education are:

- Class size (no. of students per class)
- Examination pass rate
- Student attendance rate (average per day)
- Student/teacher ratios (in particular subject)
- Average annual fees charged
- Average costs (recurring) per student
- Use of standard text books and reference works by the students

Of the various indicators, the examination pass rate is a crucial indicator of quality and efficiency of the education system. Data on the examination pass rate (higher education) for Tribhuvan University are maintained by concerned institute and faculty (Dean Office).

The UGC is responsible for closely following up the trends in examination pass rates (by institutes, faculties /schools) in the Universities. The UGC has a monitoring and follow up division in its organization setup. The division has the following tasks.

Collect data and information from the constituent and affiliated campuses of the Universities.

- Oversee how the grants provided by the UGC are being used.
- Provide assistance to Universities to promote their capacity in producing the M and E data.

2.2.14 Financial Monitoring

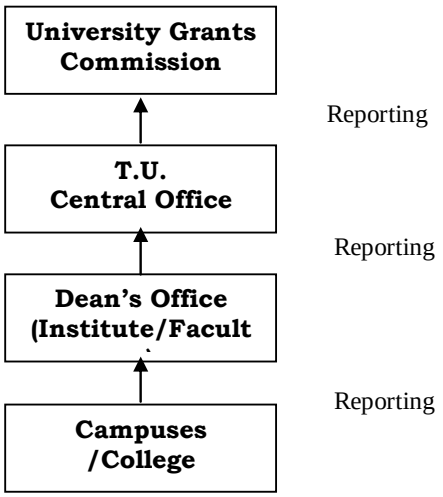
In the Tribhuvan University system, the Institutes and Faculties as well as Research Centres prepare their budgets and programmes for the coming fiscal year. The Central Office of T.U. consolidates all the Institute and Faculty budgets and puts up its requests for grants to the UGC for the coming year. The Dean office of the concerned Institute and Faculty has important work in preparing the budget and programme.

The education budget of the financial year allocates the funds for higher education in the form of allocation for UGC. The UGC disburses the funds to concerned Universities as decided by the UGC. The government funds allocated to UGC are released to UGC by the Ministry of Finance in three instalments as per the government fund release procedures (Chart 3.1).

The following agencies are responsible for conducting financial monitoring:

- Concerned Dean office of the Faculty or Institute, that approves the programme of the college/campuses
- Central office of the University (in case of Tribhuvan University) which is pressured to oversee the total financial management of the T.U.
- University Grants Commission (Monitoring and follow–up division), which is made responsible for monitoring how the grants funds (provided by UGC) are being **used.**
- The UGC is expected to collect, compile, and analyze the information.

Chart 3.1
Information Flow
(Monitoring of Finances with Reference to Tribhuvan University)



Present status of financial monitoring

No studies have been done on the system of financial management in higher education as yet. Large sums of financial resources are being used for higher education in the country by the government, by donor agencies, and the households. Some observations on financial management in higher education (based on informal discussions) are as follows:

- The UGC receives information on expenditure by the Universities each year. The summary is published in UGC Annual Reports.
- The constituent campuses of Tribhuvan University and other Universities are required to submit information about their finances to the central offices of the concerned Universities.
- The affiliated campuses do have Account Section; but these campuses are not required to submit information on their finances to the concerned university.
- The private affiliated campuses are charging very high fees on their courses. The Medical colleges and Engineering colleges (in the private sector) are carrying out questionable practices such as collecting total fees for the full (four/five year course) at the time of admission. The Ministry of Education and Sports has not done anything for the prevention of such practices (collecting fees for the full study period).

There is a lacking of financial monitoring of the Universities assisted by the UGC with annual grants. Universities do not publish reports on their finances: status, funds, expenditure etc. Financial monitoring study would need to cover the following aspects:

- Whether the campuses/institutions have annual budgets.
- Whether the expenditure is audited regularly.
- What are the sources of income other than the UGC grants, and student fees?
- What proportions of recurring expenditure of campuses are covered by student fees?
- Whether fee income (of constituent campuses of T.U) have to be deposited with the central office of T.U.
- Do campuses/ and Universities have sustainable resource plans?
- What are the bases of UGC funding of Universities and campuses?

So for no study covering these aspects has been done for the country.

Suggestions:

Some necessary activities that may be considered for promoting financial monitoring in Universities and campuses are as follows:

- Imposition of the requirement for all campuses (constituent, affiliated, and private campuses/colleges) to prepare annual budgets, and published them.
- Requirements for all Universities and campuses to audit their accounts annually.
- Requirement for all campuses to submit details of the use of UGC grants to their central office.
- Installation of computerized financial accounting system in the campuses.
- Training of accountants and finance personnel in the Universities and major campuses.
- Regulation of financial practices of the private campuses (such as rates of fees, and collection of full fees at time of admission).

This work needs to be done by the MOES, UGC, and concerned university together.

- Development of formats for monitoring of finances (of campuses) by the UGC.
- Convening of discussions with campuses including private campuses on finances of campuses, and financial practices. (by the UGC).
- Support to major campuses by UGC (in the form of provision of computes and training of finance personnel)
- Development of various efficiency and performance indicators on the basis of finance data (such as cost per student, per graduate, cost by institution, cost recovery index).

6. Financial Analysis of Different Universities

6.1. Tribhuvan University

2.2.15 Annual Total Expenditure of Tribhuvan University and Its Institutes/Faculties

The Table 6.1 shows that the annual total expenditure of the TU was declining except in 2003/04 during the period from 1999/00 to 2004/05. It reached to 1,986 million Rs in 2004/05 from 2,215.1 million Rs in 1999/00. This is the result of liberalization policy adopted in the higher education.

Table 6.1: Annual Total Expenditure of Tribhuvan University during the period (from 1999/00 to 2004/05)

Fiscal Year	Amount in Rs.
1999/2000	2,215,124,500
2000/2001	2,073,224,300
2001/2002	1,990,660,000
2002/2003	2,025,154,500
2003/2004	2,343,317,500
2004/2005	1,985,988,500

Source: TU

The TU has adopted a policy of decentralization in the campus management since 2000/01. Under this policy most of the technical campuses, four TU owned research centers and some management campuses have been decentralized in their campus management. At the initial phase salaries of teachers and staff are guaranteed by the university and rests of the things have to be managed by these campuses themselves. Both academic and financial decentralizations have been done to these campuses / research centers. That's why; financial details of these campuses/ research centers are not found in the central offices of the university since 2000/01. They are given block grant from the university. The Table 6.2 depicts that the percentage share of annual total expenditure of block granted institutes/research centers/campuses to that of TU was found declining except in 2004/05 in spite of gradual increase in amount during the same period.

Table 6.2: Annual Total Expenditure of Block Granted Institutes/Research Centres and Campuses of Tribhuvan University

In NRs.

Fiscal Years	Block Granted Institutes/Research Centres and Campuses	Tribhuvan University TU	%
1999/2000		2,215,124,500	-
2000/2001	408,031,500	2,073,224,300	19.7
2001/2002	617,792,000	1,990,660,000	31.0
2002/2003	579,009,000	2,025,154,500	28.6
2003/2004	606,572,000	2,343,317,500	25.9
2004/2005	601,041,000	1,985,988,500	30.3

Source: TU

The Table 6.3 indicates that the annual total expenditure of foreign grants/funds/assistance programmes/projects of the TU had been declining drastically during the period from1999/00 to 2004/05. it was 49 percent of the annual total expenditure of the TU in 1999/00 and it declined to 2 percent in 2004/05. This indicates the dependency on foreign fund for higher education development has been declined remarkably.

Table 6.3: Annual Total Expenditure of Foreign Grants/Funds/Assistance to Tribhuvan University

In NRs.

Fiscal Year	Foreign Grants/Funds/Assistance	TU	%
1999/2000	1,091,174,000	2,215,124,500	49.3
2000/2001	803,710,000	2,073,224,300	38.8
2001/2002	253,768,000	1,990,660,000	12.7
2002/2003	184,595,000	2,025,154,500	9.1
2003/2004	408,769,000	2,343,317,500	17.4
2004/2005	41,165,000	1,985,988,500	2.1

Source: TU

A largest share of budget of TU goes to Central Office and second largest share to Institute of Humanities and Social Sciences, which cover highest number of TU Own Campuses. The least share goes to Institute of Law, which has few of number of TU owned campuses only. In technical side, the Institute of Medicine demands highest annual total expenditure.

Table 6.4: Annual Total Expenditure of Institutes/Faculties of Tribhuvan University in 2004/2005

Institutes/Faculties	Amount (Rs.)
Forestry	33,231,000
Law	20,725,000
Education	100,795,500
Humanities and Social Science	337,855,000
Management	75,418,000
TU Central Campus	135,682,500
Central Office	466,904,000

Source: TU

Table 6.5: Annual Total Expenditure of Institutes / Research Centres of Tribhuvan University in 1999/2000 (Pre decentralization)

Institute / Research Centers	Amount (Rs.)
Institute of Engineering	68,180,500
Institute of Agriculture and Animal Science	47,012,000
Institute of Medicine	202,184,500
Research Centres	21,639,500

Source: TU

2.2.16 Financial Structure of TU and Institutes

Tribhuvan University as a whole

The Table No 6.6 shows the existing financial structure of Tribhuvan University in totality. The expenditure composition (i.e., capital and operational) of the university drastically fluctuates during the period from 1999/00 to 2004/05. Total capital expenditure had drastically declined from 33 percent in 1999/00 to 3 percent in 2004/05. However, the percentage distribution of six yearly averages of expenditures between capital and operational are 16 percent and 84 percent respectively. Operational expenditure is more than five times of capital expenditure. It might be due to the oldest university in the country. The required physical infrastructures have already been developed in most of campuses throughout the country and the required further addition of the capital assets might be small. Similarly, the ratio of salary to non-salary expenses also fluctuates remarkably. In an average, 68 percent of the operational expenditure (i.e., 58 percent of the total expenditure) goes to salary and allowances only. In the income side, the university is very weak. Only 6 percent of the total expenditure was covered by its own income in 1999/00 and reached to 14.3 percent in 2004/05 In an average of six years, 13 percent of the total expenditure was covered by its own income and rest 87 percent had to meet from the government grants.

Table No. 6.6: Financial Structure of Tribhuvan University

In Percentage

Fiscal Year	Total Capital Expenditure	Total Operating Expenditure	Salary Allowances	Non-salary	Income (F)	Net Expenditure
1999/2000	33.0	67.0	35.4	31.6	5.9	(94.1)
2000/2001	27.5	72.5	43.1	29.4	10.2	(89.8)
2001/2002	11.7	88.3	66.1	22.2	21.6	(78.4)
2002/2003	8.3	91.7	67.3	24.4	13.3	(86.7)
2003/2004	14.8	85.2	62.3	22.9	11.2	(88.8)
2004/2005	3.0	97.0	72.5	24.5	14.3	(85.7)
Average	16.4	83.6	57.8	25.8	12.8	(87.3)

Source: TU

Institutes of Tribhuvan University Operated under the Regular System

2000/01 onward some institutes/faculties of the university were decentralized and they have been financing under the block grant financing system. But some institutes /faculties are operating till now under the regular university financing system. These institutes/faculties are forestry, law, education, humanities and social sciences, and TU central campus as well as central offices. Their financial structures in 2004/05 are presented in the Table No. 6.7 Capital expenditures in these institutes/faculties were around 1 percent of the total expenditure. Ninety nine percent of the total expenditure was spent as an operating expenditure. Management is the highest income earning faculty. Its income covered nearly 19 percent of the total expenditure in 2004/05. Education and Humanities and Social Sciences were the second (10.1 percent) and third (9.5 percent) highest income contributing faculties. Forestry was the least (3.8 percent) income generating institute. Thus, their own income generating capacities of these institutes/faculties were very minimum.

Table 6.7: Financial Structure of Institutes of Tribhuvan University in 2004/2005

In Percentage

S/N	Particulars	Forestry	Law	Education	Humanities and Social Science	Management	TU Central Campus	Central Office
A	Total Capital Expenditure	1.0	1.0	0.6	0.5	1.1	1.2	0.9
B	Total Operating Expenditure	99.0	99.0	99.4	99.5	98.9	98.8	99.1
D	Income	3.8	6.5	10.1	9.5	18.8	5.4	23.9
E	Net Expenditure	(96.2)	(93.5)	(89.9)	(90.5)	(81.2)	(94.6)	(76.1)

Source: TU

Institutes/Research Centers of Tribhuvan University Operated under the Block Grant System

The following institutes and research centres, consisting of engineering, agriculture and animal sciences, medicine and research centres, were decentralized in 1999/00 and they have been financing under the block grant system. Therefore, they need not submit the financial report to the central office. That's why; 2000/01 and its onward financial information of these institutes and research centres could not be found and financial structure of these institutes/research centres have been analyzed based on the information of 1999/00 only. Before decentralization of these institutes and research centres, capital expenditures of institutes/research centres except medicine were around 1 percent as of other institutes and faculties. The capital expenditure of medicine was around 5 percent. Medicine was the highest income generating institute, which earned 24.6 percent of the total expenditure. Research centres were the least income generating. The average income generated by these centres was only 1.6 percent. See the Table 6.8.

Table 6.8: Financial Structure of Institutes/ Research Centers of Tribhuvan University in 1999/2000

In Percentage

SN	Particulars	Institute / Research Centers			
		Institute of Engineering	Institute of Agriculture and Animal Science	Institute of Medicine	Research Centres
A	Total Capital Expenditure	1.1	1.1	5.2	1.2
B	Total Operating Expenditure	98.9	98.9	94.8	98.8
D	Income	5.7	7.5	24.6	1.6
E	Net Expenditure	(94.3)	(92.5)	(75.4)	(98.4)

Source: TU

Block Granted Institutes/Research Centres of Tribhuvan University

After decentralization, the financial structures of these institutes/research centres have shown slight change in their capital expenditures. The table 6.9 shows that the percentage of capital expenditures was around 2 percent during (2000/01 to 2004/05). The average percentage of their own income to the total expenditure was 16.3 percent during the period. It was 18.8 percent only in 2000/01 and then it was stable to 16 percent. After decentralization also there was no significant change found in the income generation of these institutes /research centres.

Table 6.9: Financial Structure of Block Granted Institutes/Research Centres and Campuses of Tribhuvan University

In Percentage

SN	Particulars	Fiscal Years				
		2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
A	Total Capital Expenditure	2.6	1.8	2.0	1.9	1.9
B	Total Operating Expenditure	97.4	98.2	98.0	98.1	98.1
D	Income	18.8	14.9	16.1	15.4	16.2
E	Net Expenditure	81.2	85.1	83.9	84.6	83.8

Source: TU

Foreign Grants and Assistance Programs in Tribhuvan University

The Table No. 6.10 demonstrates that total expenditure from foreign grants and assistance programmes/projects in Tribhuvan University was drastically declining from 1091.2 billion Rs in 1999/00 to 41.2 million Rs in 2004/05. Then, both capital and operational expenditures were also declining very fast in nominal terms. Share of capital expenditure increased from 64 percent to 84 percent of the total expenditure and share of operating expenditure was declining inversely. These programmes/projects did not generate their own income.

Table 6.10: Financial Structure of Foreign Grants/Funds/Assistance Programmes/ Projects of Tribhuvan University

In Percentage

SN	Particulars	Fiscal Years					
		1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
A	Total Capital Expenditure	64.3	68.2	82.1	77.2	78.6	86.0
B	Total Operating Expenditure	35.7	31.8	17.9	22.8	21.4	14.0
C	Total Expenditure (in NRs.)	1,091,174,000	803,710,000	253,768,000	184,595,000	408,769,000	41,165,000

Source: TU

2.2.17 Financial Structure of Campuses of Tribhuvan University

9.1.2.1. Education

The financial structure of education campuses is also similar to those of other institutes/faculties. Average annual expenditure of a campus in CDR was the highest (13.3 million Rs.) and that in FWDR was the least (1.8 million Rs.). Less than one percent of total expenditure was spent on capital in all development regions except in EDR. Most of the expenditure was channelled as an operational expenditure. So far own income of campuses is

concerned, campuses of WDR generated the highest income whereas, those of CDR generated the least income The average income earned by campuses in WDR was 18.4 percent of the total expenditure, whereas, it was 5.6 percent in CDR. It might be due to lesser students pressure on education in CDR. See Table No. 6.11.

Table 6.11: Average Financial Structure of Education Campuses of Tribhuvan University by Development Regions in 2004/05

In Percentage

Particulars	Development Region				
	CDR	EDR	FWDR	MWDR	WDR
Average Capital Expenditure	0.7	1.2	0.6	0.5	0.9
Average Operating Expenditure	99.3	98.8	99.4	99.5	99.1
Average Expenditure (NRs.)	13,294,875.0	4,766,333.3	1,821,500.0	5,721,500.0	5,013,125.0
Average Income	5.6	16.4	17.0	8.2	18.4
Average Net Expenditure	(94.4)	(83.6)	(83.0)	(91.8)	(81.6)

Source: TU

9.1.2.1. Humanities and Social Sciences

Average annual campus expenditure widely varies from 5.7 million NRs in FWDR to 16 million NRs in CDR. It might due to the differences in size and types of campuses (unitary and multiple). Average annual capital expenditure in campuses under the Faculty of Humanities and Social Sciences ranges from 0.5 to 0.9 percent of the respective average annual expenditure only, whereas, average annual operating expenditure of these campuses is above 99 percent. These campuses are lesser capital equipped such as: library and other physical infrastructures required for the educational development. Income of CDR and FWDR covers only 8 percent and 6 percent of their respective total expenditure, whereas, the income of campuses of MWDR covers 16.5 percent of their total annual expenditures. The rest expenses are met from the government grants. See the Table 6.12.

Table 6.12: Financial Structure of Humanities and Social Sciences Campuses in 2004/05

In Percent

Particulars	Development Regions				
	CDR	EDR	FWDR	MWDR	WDR
Average Capital Expenditure	0.6	0.9	0.5	0.5	0.5
Average Operating Expenditure	99.4	99.1	99.5	99.5	99.5
Average Expenditure (NRs.)	15,984,538	6,624,938	5,694,000	7,013,250	11,467,100
Average Income	7.9	10.8	6.1	16.5	12.3
Average Net Expenditure	(92.1)	(89.2)	(93.9)	(83.5)	(87.7)

Source: TU

9.1.2.1. Law

The Table 6.13 have shown that the financial structure of the Law campuses is not different from that of other faculties/institutions. Negligible percentage of the total expenditure had been spent on the capital assets and around 99 percent had been spent as an operating expense. Campus income covered only 4-9 percent of the total expenses.

Table 6.13: Financial Structure of Law Campuses of Tribhuvan University by Development Regions in 2004/05

				In percent
	Development Regions			
Particulars	**CDR**	**EDR**	**MWDR**	**WDR**
Average Capital Expenditure	1.7	0.6	1.2	1.1
Average Operating Expenditure	98.3	99.4	98.8	98.9
Average Expenditure (NRs.)	1,385,500	2,215,333	2,021,750	2,447,000
Average Income	3.8	9.4	6.1	6.8
Average Net Expenditure	(96.2)	(90.6)	(93.9)	(93.2)

Source: TU

9.1.2.1. Management

Table 6.14 shows that the ratio of average annual capital to operating expenditure was found 1.2/98.8 in campuses under the management faculty throughout the country. It ranged from 0.9/99.1 in CDR to 1.4/98.6 in EDR. Average annual income of a campus in the country as a whole covered 17.7 percent of its average annual expenditure. The data shows that campuses in CDR and EDR were in better position in earning income compared to WDR and MWDR.

Table 6.14: Financial Structure of Management Campuses of Tribhuvan University by Development Regions in 2004/05

In Percentage

	Development Regions				
Data	**CDR**	**EDR**	**MWDR**	**WDR**	**Grand Total**
Average Capital Expenditure	0.9	1.4	1.2	1.1	1.2
Average Operating Expenditure	99.1	98.6	98.8	98.9	98.8
Average of Expenditure(NRs.)	5,206,800	3,257,334	2,015,000	3,788,667	3,638,050
Average of Income	18.6	18.4	14.0	17.8	17.7
Average Net Expenditure	(81.4)	(81.6)	(86.0)	(82.2)	(82.3)

Source: TU

9.1.2.1. Science and Technologies

As shown in Table 6.15, average annual capital and operating expenditures of sciences and technologies campuses in the country as whole were around 2 and 98 percent respectively. Campuses of EDR and WDR were slightly better off than the national average. The average annual expenditure coverage by average annual income was around 5 percent.

Table 6.15: Financial Structure of Campuses under Institute of Science and Technology in 2004/05

In Percentage

Expenditures	Development Region				
	CDR	EDR	MWDR	WDR	Average
Average Capital Expenditure	1.6	2.2	1.2	2.6	2.0
Average Operating Expenditure	98.4	97.8	98.8	97.4	98.0
Average of Expenditure (NRs.)	11,616,556	6,160,429	3,930,000	6,017,000	8,482,650
Average of Income	4.4	4.2	8.9	6.5	4.9
Average of Net Expenditure	(95.6)	(95.8)	(91.1)	(93.5)	(95.1)

Source: TU

9.1.2.1. Central Departments of Tribhuvan University

So far central departments of general faculties/Institutes under the Tribhuvan University are concerned; average annual expenditure coverage by income of central departments of science and technology was the highest, i.e., 20.5 percent, which had been lifted up by the highest average annual expenditure coverage by incomes of central departments of M. Tech. (97.1 percent) and Computer (72.3 percent). Similarly, the lowest coverage was 3.2 percent of central department of education. That of central department of management was the modest one (14.2 percent).

Table 6.16: Financial Structure of Central Departments in Tribhuvan University in 2004/05

In Percentage

Particulars	Total Capital Expenditure	Total Operating Expenditure	Total Expenditure (NRs.)	Income	Actual Expenditure
Central Departments under Faculty of Humanities and Social Sciences					
Buddhist Studies	6.5	93.5	340,000	11.8	(88.2)
Culture	0.3	99.7	2,918,500	6.0	(94.0)
Economics	0.4	99.6	8,184,000	6.0	(94.0)
English	0.6	99.4	4,400,000	6.8	(93.2)
Geography	1.0	99.0	3,134,000	5.6	(94.4)
Hindi	0.5	99.5	972,000	4.7	(95.3)
History	0.3	99.7	4,031,000	4.3	(95.7)
Home Science	3.9	96.1	283,000	-	(100.0)
Library Science	1.9	98.1	1,136,000	13.2	(86.8)
Science of Linguistics	0.6	99.4	1,722,500	5.8	(94.2)
Maithali	0.2	99.8	1,200,000	1.1	(98.9)
Nepali	0.2	99.8	5,210,500	5.0	(95.0)
Newari	0.6	99.4	2,028,000	2.0	(98.0)
Political Science	0.4	99.6	3,824,000	6.3	(93.7)
Population	0.6	99.4	3,446,500	5.8	(94.2)
Psychology	1.3	98.7	2,287,500	2.8	(97.2)
Rural Development	1.7	98.3	1,272,500	5.1	(94.9)
Average	1.1	98.9	2,700,579	5.2	(94.8)
Central Departments under the Institute of Science and Technology					
Botany	3.4	96.6	4,499,500	4.2	(95.8)
Computer	59.0	41.0	173,000	72.3	(27.7)
Environment	4.6	95.4	1,136,000	17.6	(82.4)
Geology	6.0	94.0	3,245,000	2.3	(97.7)
M.Take	29.1	70.9	103,000	97.1	(2.9)
Metrology	3.7	96.3	1,947,000	2.6	(97.4)
Micro-Biology	4.6	95.4	2,471,500	4.0	(96.0)
Physics	1.8	98.2	4,959,500	3.3	(96.7)
Statistics	0.4	99.6	2,876,000	20.9	(79.1)
Chemistry	3.2	96.8	5,435,500	4.6	(95.4)
Mathematics	0.4	99.6	3,008,000	13.3	(86.7)
Zoology	2.8	97.2	4,564,000	3.3	(96.7)
Average	9.9	90.1	2,868,167	20.5	(79.5)
Central Departments under the Faculty of Management and Public Administration					
Managements	0.8	99.2	4,749,000	14.2	(85.8)
Public Administration	26.7	73.3	37,500	-	(100.0)
Central Department under the Faculty of Education					
Education	0.2	99.8	21,993,000	3.2	(96.8)

Source: TU

6.2.Nepal Sanskrit University

2.2.18 Financial Structure of Nepal Sanskrit University

The integrated income and expenditure of the central level of NSU exhibit its financial situation more than 5 years back. The recent financial information could not have been found. The study team has tried to analyze the financial situation of the university with available information.

On the expenditure side, capital expenses ranged from 7 percent in 1995/96 to 15 percent 1999/00 of their respective total expenses. But in 2000/01 it was only 5 percent. Operating expense was at range of 68 to 81 percent of the total expenses during the same period. It indicates that most of the budget goes to the operating expenses mainly in wages and salaries and less in the capital expansion of the university. On the income side, government grant is the main income of the university since its own income is nominal The Table 6.17 also shows that the university had surplus income till 1997/98 and 1999/00 and onward the surplus income was vanished in the budget. The annual growth rate of government grant for the university was sufficiently high. Thus, the university was almost entirely based on the government financing.

Table 6.17: Integrated Income & Expenditure of the Central Level (NSU)

In percentage

	1995/96	1996/97	1997/98	1999/2000	2000/001
A. Expenditure	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
1. Capital Expenses	7.3	10.9	13.0	14.7	5.1
2. Operating Expenses	68.3	63.7	66.3	70.0	81.7
Sub-Total	75.6	74.6	79.3	84.7	86.8
3. Advance Payment (At the end of the year)	9.6	5.6	5.5	4.0	3.2
4. Refundable Amount (At the end of the year)	12.1	9.3	12.4	11.3	10.0
5. Reservation Fund (surplus income)	2.7	10.5	2.8	-	-
B. Income	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
1. Government Grant	74.5	77.5	84.4	72.3	76.9
Government Grant	74.5	77.5	84.4	71.5	76.0
GON, Dept of Aurved for specific program	-	-	-	0.8	0.8
2. University Income	3.6	4.2	3.2	7.3	8.3
3. Carry over from last year	21.9	18.3	12.4	14.4	12.2
Advance Payment	9.8	8.1	4.6	4.4	3.2
Refundable Amount	12.1	10.2	7.8	10.0	9.0

5. Reservation Fund (Excess expenditure at the end of the year)	-	-	-	6.0	2.6
Total Income=Total Expenditure (NRs.)	**56,330,043**	**66,755,155**	**80,317,506**	**104,536,446**	**130,633,923**
Income/expenditure	3.3	9.6	10.5	-6.0	-1.9
Annual growth (%)		18.5	20.3	30.2	25.0
Annual growth of Total Income		18.5	20.3	30.2	25.0
Annual growth of Government Grants		23	31	12	33

Source: NSU

2.2.19 Financial Structure of Campuses of Nepal Sanskrit University by Development Region

Estimated campus-wise budget of NSU grouped based on the development regions also shows that percentage of operating expenses to the total expenses was in an average more than 90 percent but, no doubt, it varied widely from region to region. The university income covered only 4-6 percent of the total expenses. The remaining expenses were met with the university grant. .

Table 6.18: Estimated Campus-wise Budget (NSU)

Percentage of Total Expenses

		Budget Heading				
Fiscal Year	**Development region**	**Capital Expenditure**	**Operational Expenditure**	**University Income**	**Actual Expenditure**	**Total Expenses(NRs.)**
1999/2000	EDR	1.3	98.7	0.9	(99.1)	6,151,000
	CDR	0.7	99.3	6.2	(93.8)	24,501,000
	WDR	1.6	98.4	1.2	(98.8)	8,694,000
	MWDR	19.8	80.2	4.3	(95.7)	43,488,000
	FWDR	2.0	98.0	2.2	(97.8)	2,058,000
	Total	**10.6**	**89.4**	**4.2**	**(95.8)**	84,892,000
2004/2005	EDR	7.8	92.2	1.0	(99.0)	11,150,000
	CDR	1.4	98.6	5.5	(94.5)	47,372,000
	WDR	1.6	98.4	0.5	(99.5)	12,661,000
	MWDR	7.0	93.0	9.0	(91.0)	64,398,000
	FWDR	1.4	98.6	22.8	(77.2)	3,868,000
	Total	**4.5**	**95.5**	**6.8**	**(93.2)**	139,449,000
2005/2006	EDR	4.6	95.4	0.9	(99.1)	12,173,000
	CDR	8.0	92.0	4.2	(95.8)	57,736,000
	WDR	1.4	98.6	0.8	(99.2)	14,319,000
	MWDR	10.3	89.7	10.2	(89.8)	65,446,000
	FWDR	8.8	91.2	9.4	(90.6)	4,927,000
	Total	**8.1**	**91.9**	**6.4**	**(93.6)**	154,601,000

Source: NSU

The estimated income and expenditure of the NSU shows that 65 percent of the total expenditure were paid to the teaching and non-teaching staff of the central office and campuses of NSU in the form of salaries and allowances, out of which 34 percent were paid to teachers as their salaries and 10 percent as the allowances for both teaching and non-teaching staff. But in campuses teachers' salary rose up to 59 percent and it was less in central office, research centres and examination control office. It is interesting to note that in an average; only 6 percent of the total expenditure was met in 2005/06 by the university income. The rest part of the total expenditure was financed by the government grants.

Table 6.19: Estimated Campus wise Budget in 2005/06

Campus	Salary (Teaching)	Salary (Administration)	Allowance	Scholarship	University Income	Salaries and allowances
B.P.Sanskrit Bidhyapith	43.0	17.4	18.5	8.3	1.0	78.9
Pindeshwar Bidhyapith	42.9	16.8	12.2	6.9	0.9	71.9
Balmiki Bidhyapith	42.7	11.4	9.7	11.1	4.1	63.8
Ya.Ba.La.Na. Bidhyapith	48.1	20.0	12.6	4.0	1.3	80.7
Hajari Janak Bidhyapith	48.6	17.1	10.5	7.2	0.7	76.1
Kathmandu Office	-	62.4	10.7	-	5.2	73.1
Sanskrit Ma. Bi.	29.4	41.4	12.3	2.6	1.0	83.1
Research Centre	-	35.7	6.8	-	9.4	42.4
One B.Ed.	58.9	9.8	14.7	-	48.9	83.4
Ru.Ru. Sanskrit Bidhyapith	42.8	19.3	15.8	10.7	0.6	77.9
Bhanu Sanskrit Bidhyapith	54.6	18.2	14.4	2.4	0.2	87.1
Bindubasini Sanskrit Bidhyapith	50.4	14.3	11.8	12.1	0.7	76.5
Harihar Sanskrit Bidhyapith	38.3	30.8	16.7	5.0	2.0	85.8
Central Office	16.6	30.7	5.7	-	1.3	53.0
University Bidhyapith	55.5	11.1	13.3	6.7	0.2	79.9
Examination Control Office	-	21.9	3.4	-	35.6	25.3
Janata Bidhyapith	49.0	14.2	12.9	9.8	0.5	76.0
One Yr. B.Ed.	44.4	25.6	16.7	-	27.8	86.7
Aurved Program	40.7	25.4	17.8	-	152.7	84.0
Janata Sanskrit Ma.Bi	35.0	32.4	9.1	8.1	2.3	76.6
Sharada Bidhyapith	38.9	20.7	13.0	6.5	1.9	72.6
One Yr. B.Ed.	46.8	23.4	16.4	-	36.5	86.6
Average	34.2	21.3	10.0	5.5	6.4	65.4

Source: NSU

6.3.Eastern Regional University

2.2.20 Financial Structure of Eastern Regional University

The Eastern Regional University had been started with the government grant or Rs. 1.2 million in 1995/96 and the total expenses was Rs. 166,461, of which 32 percent was spend on the capital and 68 percent on revenue/operating expenditure. The total expenses in 2005/06 reached to Rs. 89.6 million. The size of the university is fast rising. It has only 3 own campuses and 86 affiliated private campuses in 2005/06. At the initial period the government grant was given as per approved budget and it as a percentage of the approved budget has been declining although it is increasing in amount. Since 2000/01 the government grant has not being provided sufficient amount to meet the total expenses as before. The government grant covered only 94.5 percent in 2000/01 and it had reduced to 59.7 percent in 2005/06. The surplus in the year was Rs.1.03 million. The surplus was positive till 1999/2000 and onward the surplus had become negative. It was -5.5 percent of the total expenses and it become 40.3 percent of the total expenses in 2005/06. The deficit has being met by either past surplus or increasing their internal revenue. The Table 6.20 has shown that the university has started to control the total expenses to reduce the level of deficit.

The analysis of financial structure of the university by faculties and types of campuses has not been done due to the absence of financial data from individual campuses and faculties of the university.

Table 6.20: Financial Structure of Eastern Regional University

In percentage

S.N.	Particulars	1995/96	1999/00	2000/01	2004/05	2005/06
1	Approved Budget	720.9	177.1	173.6	260.1	323.0
	Capital	459.0	60.3	74.9	183.1	205.9
	Revenue /Operating	261.9	116.8	98.7	77.0	117.1
2	Expenses in NRs.	166,461	18,242,301	25,495,414	104,866,259	89,566,023
	Capital	32.4	34.3	17.4	59.0	47.0
	Revenue /Operating	67.6	65.7	82.6	41.0	53.0
3	Government Grant	720.9	128.3	94.5	57.8	59.7
4	Surplus Deficit	620.9	28.3	(5.5)	(42.2)	(40.3)
Source: EU						

6.4. Western Regional (Pokhara) University

2.2.21 Financial Structure of Western Regional (Pokhara) University

The annual total expenditure of the Pokhara University in 2001/02 was 35.5 million Rs and it reached to 50.8 million Rs in 2003/04. The major sources of income of the university are government grant and donation, affiliated income, income from academic activity and miscellaneous income. The affiliation income was 31 percent; income from academic activity was 12.4 in 2003/04. Pokhara University was also heavily dependent on the government grant and donation, which covered 55.9 percent of the total income/total expenditure in 2003/04. This University has only 3 university owned campuses and rests 23 are the privately operated affiliated campuses in 2005/06. On the expenditure side, operating expenses including expenditure on employee's cost were declining and surplus was increasing remarkably from 37.5 of the total income in 2001/02 to 68.4 percent in 2003/04.

Table 6.21: Income & Expenditure Account of Pokhara University

In NRs.

Particular	**2001/02**	**2002/03**	**2003/04**
1. Income Academic from Activity	2,655,410	5,032,225	6,300,605
2. Affiliation Income	13,876,938	19,293,100	15,688,680
3. Grant & Donation	18,323,311	37,221,514	28,392,865
4. Miscellaneous Income	622,321	549,165	391,626
Total Income = Total Expenditure	**35,477,980**	**62,096,004**	**50,773,776**
1. Expenditure Employee's Cost	8,585,886	10,544,235	5,022,269
2. Operating Expenses	13,582,136	13,814,121	11,032,536
3. Surplus Transfer to BS	13,309,958	37,737,648	34,718,971
In Percentage			
1. Income from Academic Activity	7.5	8.1	12.4
2. Affiliation Income	39.1	31.1	30.9
3. Grant & Donation	51.6	59.9	55.9
4. Miscellaneous Income	1.8	0.9	0.8
Total Income =Total Expenditure	**100.0**	**100.0**	**100.0**
1. Expenditure Employee's Cost	24.2	17.0	9.9
2. Operating Expenses	38.3	22.2	21.7
3. Surplus Transfer to BS	37.5	60.8	68.4

Source: Pokhara University

7. Analysis of Cost Recovery and Unit Cost

7.1.Cost Recovery Analysis

Cost recovery analysis is mostly used to measure the level of sustainability of any organization / institute whether the organization is of business motivated or social oriented organization. It is the general practice that full cost recovery is required for the business oriented organization since both fixed and operating costs are required to be met the organization itself whereas, at least operating cost recovery should be met by the social oriented organization. Social organization is usually established with donation and later it is handed over to the community to operate.

In the past, TU and NSU were entirely financed by the government. It was the government responsibility to meet both fixed and variable costs of these Universities especially after the implementation of New Education Policy in 1971. All the education institutes were nationalized and operated by the government itself. Later at the end of the Eighties the government had realized that the education cannot be financed solely by the government alone and consequently, education sector had been liberalized and permitted to the private sector to invest in and operate the education institutions. Then, the role of cost recovery principle has been realized and used to evaluate the sustainability of the educational institutions in the country. KU was established in the private sector and EU and PU were established as regional Universities. These three Universities are liberal in both managerial and financial matters. Tuition fees are very high in these Universities whereas, it is very nominal in TU and NSU. Salaries and allowances of both teachers and administrative staff are guaranteed in these tow universalities.

After the development and implementation of multi-university concept in the country, the government has started to adopt the policy of cost recovery principle in the higher education since the formulation of the Tenth Plan. It is the general hypothesis that the TU and NSU should have achieved at least operating cost recovery for their sustainability. But the following Table 7.1 shows that the average operating cost recovery in TU with regular academic activities during last six years was only 15 percent whereas, that of block granted Institutes/Research Centres and campuses of the TU was 17 percent. The decentralization policy has not shown desirable effects on the sustainability of campuses of TU.

Table 7.1: Operating Cost Recovery of Tribhuvan University

Fiscal Year	Tribhuvan University	Block Granted Institutes/Research Centres and Campuses
1999/2000	8.8	
2000/2001	14.1	19.3
2001/2002	24.5	15.2
2002/2003	14.5	16.4
2003/2004	13.1	15.7
2004/2005	14.7	16.5

Source: TU

Table 7.2: Operating Cost Recovery of Institutes of Tribhuvan University in 2004/2005

Particulars	**%**
Forestry	3.8
Law	6.6
Education	10.2
Humanities and Social Science	9.5
Management	19.0
TU Central Campus	5.5
Institutes/ Research Centers of Tribhuvan University in 1999/2000	
Institute of Engineering	5.8
Institute of Agriculture and Animal Science	7.6
Institute of Medicine	25.9
Research Centres	1.6

Source: TU

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The Table 7.2 shows that the operating cost recovery rate of Institute of management in 2004/05 was the highest i.e., 19 percent and that of the Institute of Forestry was the least i.e., 3.8 percent. The operating cost recovery rate of TU Central Campus was only 5.5 percent. In the technical education side, the Institute of Medicine had the highest operating cost recovery rate (26 percent) and that of Research Centres was the least (1.6 percent). There was no such remarkable difference between the operating cost recovery rates of technical and non-technical education institutes in spite of charging high fee structure in technical education.

Table 7.3: Operating Cost Recovery of Non-technical Faculties/Institutes of Tribhuvan University in 2004/05

In Percent

S/N	Development Region	EDR	CDR	WDR	MWDR	FWDR	Average
1	Science and Technology	4.3	4.5	6.7	9.0		5.0
2	Management	18.7	18.7	18.0	14.2		17.9
3	Law	9.4	3.8	6.9	6.2		7.2
4	Humanities and Social Sciences	10.9	8.0	12.3	16.5	6.2	10.1
5	Education Campus	16.6	5.6	18.6	8.3	17.1	12.9
Source: TU							

The Table 7.3 demonstrates that the pattern of operating cost recovery of non-technical campuses is the similar as previously discussed. The management campuses had highest (18 percent) and science and technology campuses had the least (5 percent). On the basis of development region, in an aggregate, campuses of WDR had the highest recovery rate and campuses of CDR had the least since the students pressure on the TU constituent campuses in CDR is decreasing due to the increasing attraction towards the private colleges.

Table 7.4: Operating Cost Recovery Ratios of Central Departments in Tribhuvan University

	In
Particulars	**Percentage**
Central Departments under Faculty of Humanities and Social Sciences	
Buddhist Studies	12.6
Culture	6.0
Economics	6.0
English	6.8
Geography	5.7
Hindi	4.7
History	4.3
Home Science	-
Library Science	13.5
Science of Linguistics	5.8
Maithali	1.1
Nepali	5.0
Newari	2.0
Political Science	6.3
Population	5.8
Psychology	2.8
Rural Development	5.2
Average	5.3
Central Departments under the Institute of Science and Technology	
Botany	4.4
Computer	176.1
Environment	18.5
Geology	2.5
M.Tech	137.0
Metrology	2.7
Micro-Biology	4.2
Physics	3.4
Statistics	20.9
Chemistry	4.7
Mathematics	13.4
Zoology	3.4
Average	32.6
Central Departments under the Faculty of Management and Public Administration	
Managements	14.3

Public Administration	-
Central Department under the Faculty of Education	
Education	3.2

Source: TU

So far the Post graduate programmes conducted in the TU Central Campuses are concerned, the operating cost recovery rate of Computer (176 percent) and M. Tech. (137 percent) were the highest and second highest respectively. The operating cost recovery rate of History and Public Administration were nearly zero. Thus, the achieving the desirable level of operating cost recovery is the major problem of the TU for the sustainability issue.

Operating cost of the NSU at the central level was seems to be improving due to the introduction of non-Sanskrit faculties such as homeopathy faculty. It was 5.3 percent in 1995/96 and reached to 10.2 percent in 2001/01. Similarly, the operating cost recovery of the campuses in FWDR was better compared to those of other development regions. However, the operating cost recovery of NSU in totality was also not satisfactory and similar to that of TU.

Table 7.5: Operating Cost Recovery of the Central Level (NSU)

Year	**Operating Cost Recovery(%)**
1995/96	5.3
1996/97	6.6
1997/98	4.8
1999/2000	10.4
2000/001	10.2
Source: NSU	

Table 7.6: Operating Cost Recovery of NSU Campuses

In Percent

	Fiscal Year		
Development region	**1999/2000**	**2004/2005**	**2005/2006**
EDR	0.9	1.1	0.9
CDR	6.2	5.6	4.6
WDR	1.2	0.5	0.8
MWDR	5.4	9.7	11.4
FWDR	2.2	23.1	10.3
Average	4.7	7.1	7.0
Source: NSU			

The Table 7.7 shows that the operating cost recovery of Pokhara University was not such serious problem as of the TU and the full cost recovery rate was in between 40 to 48 percent.

This indicates the Pokhara University is still in need of government support for its sustainability.

Table 7.7: Operating cost Recovery of Pokhara University

Particular	Operating cost Recovery(%)	Full cost Recovery(%)
2001/02	77.4	48.4
2002/03	102.3	40.1
2003/04	139.6	44.1

Source: PU

7.2.Annual Unit Cost Analysis

Annual unit cost is used as an important tool for measuring and comparing the level of cost effectiveness of producing student in academic institutions. The unit cost of producing a student in TU was Rs. 12,433 in 2000/01 and it reached to Rs. 15,553 in 2003/04. The Table 7.8 shows that the unit cost per student in TU is increasing.

Table 7.8: Unit Cost Per Student in TU

Year	Unit Cost(%)
2000/01	12,433
2001/02	12,833
2002/03	12,622
2003/04	15,553

Source: Central Office, TU

Analyses of unit costs by institutes/faculties of TU in 2004/05 indicate that the institute of Medicine was the highest (Rs. 131,033) and the Faculty of Management at the price of 2004/05 was only the least (Rs. 2,057).

Table 7.9: Unit Cost in Different Institutes and Faculties of TU in 2004/05

Faculty	Number of Students	Total Expenditure	Unit Cost
Engineering	4,064	68180500	16,777
Medical Sciences	1,543	202184500	131,033
Forestry	437	33231000	76,043
Agriculture	659	47012000	71,338
Science and Technology	12,300		-
Humanities and Social Sciences	51,477	337855000	6,563
Management	36,668	75418000	2,057
Education	25,402	100795500	3,968
Law	846	20725000	24,498
Total	133,396	1985988500	14,888

Source: TU

The Table 7.10 presents the unit cost of different universities. The annual unit cost in NSU was Rs. 58,597 in 1999/00. Similarly, it was Rs. 473,583 in EU, Rs. 124,484 in PU in 2003/04. No financial information was available from the KU. That's why; the annual unit cost of KU has not been estimated. Based on above information, the annual unit cost of TU was the least and the highest was of EU.

Table 7.10: Unit cost of Different Universities

University	Unit Cost (Rs.)	Remarks
TU	14,888	2004/05
NSU	58,597	1999/00
EU	473,583	2003/04
PU	124,484	2003/04

Source: Different Universities and UGC

8. Analysis of Field Information

8.1. Background Information

The Table 8.1(a) shows that 61 percent students from TU, 16 percent from EU, 10 percent from NSU, 7 percent from PU and 6 percent from KU were interviewed during the survey. Academic qualification of the interviewed students ranges from Bachelor to PhD. Among them 82 percent are studying Bachelor level.

Table 8.1(a): Academic Background of the Students Interviewed

University	Bachelor	Diploma	Master	PhD	Total
EU	15.5		0.9		16.4
KU	6.2				6.2
NSU	8.0		1.5		9.6
PU	5.9		0.9		6.8
TU	46.5	0.3	13.9	0.3	61.0
Total	82.1	0.3	17.3	0.3	100.0

Source: Field Survey, July-August 2007, CEDA

The social and economic status of the parents/guardians of the students is an important factor in the successful operation of the Campus/University. Table 8.1(b) presents the academic qualification of the parents/guardians of the students by University

Table 8.1(b): Academic Qualification of Students' Parents/Guardians by University

University	Percentage of Students				Total
	Higher Education	Illiterate	Literate	School Education	
EU	6.8	0.3	0.9	8.4	16.4
KU	2.8	0.3	0.3	2.8	6.2
NSU	1.9	0.9	1.9	5.0	9.6
PU	3.4	0.6		2.8	6.8
TU	17.6	6.2	17.6	19.5	61.0
Total	32.5	8.4	20.7	38.4	100.0

Source: Field Survey, July-August 2007, CEDA

It is observed from the table that around 30 percent of the parents/guardians are illiterate or simply literate. However, around one-third of them are found to have higher education and more than one-third have school education. The percentage of parents/guardians having higher education is observed to be significantly high (50.0%) in the Pokhara University (PU) in comparison to the other Universities, while the percentage of parents/guardians having school education is found to be maximum (52.1%) in the Nepal Sanskrit University (NSU).

Likewise, the percentage of the parents/guardians having higher education and school education is observed to be remarkable in the Private Campus (45.3%) comparison to the other types of campus. Similarly, in terms of the Institute/Faculty-wise, analysis, the institute of Engineering is observed to be the Institute having the highest percentage of parents/guardians with higher education (62.7%) and Sanskrit having the maximum percentage of parents/guardians with school education (60.7%). Qualified usually parents prefer to send their children to the private campuses. They prefer to provide engineering education to their children, there is no doubt first preference to MBBS. But, the Institute of Medicine was not included in the sample selection. That is way; it was excluded in the table.

Table 8.2: Academic Qualification of Students' Parents/Guardians by Campus

	Percentage of Students				Total
Type of Campus	Higher Education	Illiterate	Literate	School Education	
University Own Campus	10.8	3.4	9.6	13.1	37.8
Public Campus	7.1	3.4	7.7	11.8	30.0
Private Campus	14.6	1.5	3.4	12.7	32.2
Total	32.5	8.4	20.7	38.4	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.3: Academic Qualification of Students' Parents/Guardians by Institute/Faculty

	Percentage of Students				
Institute/Faculty	Higher Edu	Illiterate	Literate	School Edu	Total
Agriculture	1.2		1.2	1.2	3.7
Edu	1.5	.9	5.3	2.8	10.5
Engineering	7.4	.3	.3	4.0	12.1
Forestry	1.2		1.9	.3	3.4
Humanities	.9	1.2	4.3	5.3	11.8
Mgmt	11.8	3.4	5.3	13.0	33.4
Nursing	2.2	.6	.6	2.5	5.9
Sanskrit	.9	.3	.9	3.4	5.6
Science & Technology	4.0	.9	.9	4.0	9.9
Veterinary	1.2	.6		1.9	3.7
Total	32.5	8.4	20.7	38.4	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.4 presents the occupation of parents/guardians of the students by University. The table indicates that at most 35.9% of the parents/guardians are farmers. However, less than 1 percent of the parents/guardians are found to be housewives, politicians, priests and social workers. The Nepal Sanskrit University (NSU) has the highest percentage of farmers (55.2%) among others. Likewise, the Public Campus has the highest percentage of parents/guardians (46.3%) with farming occupation and the Sanskrit Faculty has such position (55.2% farmers) among other Institutes/Faculties. It is interesting to note that the

higher percentage of farmers, service holders (non-government) and the teachers use to enroll their children in the university owned and public campuses whereas business, engineers, government service holders prefer the private campuses to enroll their children. Businessmen prefer management subject for their children, but the farmers prefer education, humanities, and sanskrit.

Table 8.4: Occupation of Students' Parents/Guardians by University

University	Percentage of Students													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
EU	.6	4.0	.3	4.0					.3	4.6	.3	2.2		16.4
KU	.3	2.2	.3	.3	.3	.3	.3		.3	1.2		.6		6.2
NSU		.9		5.3				.3		.9		2.2		9.6
PU		.9	.3	1.9	.9				.3	1.5		.3	.6	6.8
TU	.6	12.3	.3	24.7	2.5	0.6			1.5	13.9		5.9	1.2	63.8
Total	1.5	19.5	1.2	35.9	3.7	.6	.3	.3	2.5	21.4	.3	10.8	1.9	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.5: Occupation of Students' Parents/Guardians by Campus

Type of Campus	Percentage of Students													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
University Own Campus		4.6	.3	15.8	.6	0.6		.3	.6	8.9		5.6	1.2	37.8
Public Campus	.3	4.6		13.9	1.2				.6	6.5		2.8		30.0
Private Campus	1.2	10.2	.9	6.2	1.9		.3		1.2	6.8	.3	2.5	.6	32.2
Total	1.5	19.5	1.2	35.9	3.7	.6	.3	.3	2.5	21.4	.3	10.8	1.9	100.0

Source: Field Survey, July-August 2007, CEDA

Note:
1: Army, 2: Business, 3: Engineer, 4: Farmer, 5: Govt Service, 6: House wife, 7: Politician, 8: Priest, 9: Retired, 10: Service, 11: Social Worker, 12: Teacher, 13: University Teacher

Table 8.6: Occupation of Students' Parents/Guardians by Institute/Faculty

Institute/ Faculty	Percentage of Students													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Agriculture				1.9					.3	.9		.6		3.7
Edu		.6		6.5						.6		2.5	.3	10.5
Engineering		1.5	.6	2.8	1.2				.3	3.7		1.2	.6	12.1
Forestry		.3		1.2	.3					.9		.3	.3	3.4
Humanities	.6	2.2		5.6				.3	.3	.9		1.9		11.8
Mgmt	.6	9.9	.3	10.5	.9		.3		1.2	8.0		1.2	.3	33.4
Nursing	.3	1.9		.6		.3				2.2	.3	.3		5.9
Sanskrit				4.0						.6		.9		5.6
Science & Technology		2.2	.3	2.1	1.2	.3			.3	1.8		1.2	.3	9.9
Veterinary		.9		.6						1.5		.6		3.7
Total	1.5	19.5	1.2	35.9	3.7	.6	.3	.3	2.5	21.4	.3	10.8	1.9	100.0

Source: Field Survey, July-August 2007, CEDA

The employment status of the students by University is presented in the Table 8.7. Out of the total sample students, 58.2 percent belongs to the Tribhuvan University (TU) followed by Eastern University (16.4%). Likewise, the highest percentage of the students (35.0%) belongs to the University Own Campus followed by Public Campus (30.0%). In terms of Institute/Faculty, the highest of 33.4 percent of the students belongs to the Management Faculty and the Institute of Forest has the least students (3.4%) among others.

Table 8.7: Employment Status of Students by University

University	Percentage of Students		Total
	Employed	Unemployed	
EU	2.5	13.9	16.4
KU	.6	5.6	6.2
NSU	.9	8.7	9.6
PU	.3	6.5	6.8
TU	13.6	47.4	61.2
Total	18.0	82.0	100.0

Source: Field Survey, July-August 2007, CEDA

The table above indicates that 18 percent of the students enrolled in the Universities are employed. More of the students of the Tribhvuan University (22.3%) and least of the Pokhara University (4.4%) are observed to be employed. In terms of the type of campus, Public Campus has the highest employed students (23.7%) and the University Own Campus has the least (12.3%) of such students (Table 8). Likewise, the Agricultural Institute is observed to have the highest percentage of employed students (32.4%) and the Humanities Faculty has the least employed students (2.5%).

Table 8.8: Employment Status of Students by Campus

Type of Campus	Percentage of Students		Total
	Employed	Unemployed	
University Own Campus	4.9	32.9	37.8
Public Campus	7.1	22.9	30.0
Private Campus	5.9	26.3	32.2
Total	18.0	82.0	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.9: Employment Status of Students by Institute/Faculty

Institute/Faculty	Percentage of Students		Total
	Employed	Unemployed	
Agriculture	1.2	2.5	3.7
Education	3.4	7.1	10.5
Engineering	0.9	11.1	12.1
Forestry	0.6	2.8	3.4
Humanities	0.3	11.5	11.8
Mgmt	7.1	26.3	33.4
Nursing	2.2	3.7	5.9
Sanskrit	0.9	4.6	5.6
Science &Technology	0.6	9.3	9.9
Veterinary	0.6	3.1	3.7
Total	18.0	82.0	100.0

Source: Field Survey, July-August 2007, CEDA

8.2.Quality Education

2.2.22 Preferable Campus and Quality of Education

Table 8.10 presents the type of preferable campus to study by University. It is observed from the table that more than fifty percent of the sample students are in favour of University Own Campus. They preferred University Own Campus for their higher education. Likewise, one out of the four students preferred Private Campus. Similarly, more of the students (87.5%) of the NSU chose University Own Campus for their higher education. But the least of the sample students (6.2%) are found to have faroured the community/trust managed campus. Likewise, only 15.8% of the students have preferred the public campus. The management and facilities of the public and community/trust managed campuses are being relatively poor, the students do not prefer these campuses for their higher education. The management of facilities of the campuses should be in order to attract the students.

Table 8.10: Type of Preferable Campus to Study by University

University	Percentage of Students			
	University Own Campus	Public Campus	Private Campus	Total
EU	9.9	2.1	4.3	16.4
KU	3.4	.9	1.9	6.2
NSU	8.4	.6	.6	9.6
PU	3.4	.9	2.5	6.8
TU	26.6	17.3	16.1	61.0
Total	52.6	22.0	25.4	100.0

Source: Field Survey, July-August 2007, CEDA

Type of preferable campus to study by campus is presented in the Table 8.11.

Table 8.11: Type of Preferable Campus to Study by Campus

Type of Campus	Percentage of Students			
	University Own Campus	Public Campus	Private Campus	Total
University Own Campus	36.0	4.0	3.7	37.0
Public Campus	10.8	14.8	4.3	30.0
Private Campus	11.8	3.0	17.3	32.2
Total	52.6	22.0	25.4	100.0

Source: Field Survey, July-August 2007, CEDA

The table above indicates that 77.7% of the students of University Own Campus preferred such campus while 36.0% and 36.6% of the Public Campus and Private Campus students preferred the University own campus. Likewise, 14.3% of the Public Campus students are found to be attracted towards the Private Campus and around 5% of the Private Campus students favored the Public Campus. Similarly, hundred percent of the students of Sanskrit Faculty chose the University Own Campus for their higher study and 84% of the students of Institute of Agriculture preferred University own campus. Moreover, 44.6% of the students of Management Faculty are observed to be attracted towards the Private Campus.

Table 8.12: Type of Preferable Campus to Study by Institute/Faculty

Institute/Faculty	Percentage of Students			
	University Own Campus	Public Campus	Private Campus	Total
Agriculture	3.1	.3	.3	3.7
Edu	4.6	4.0	1.9	10.5
Engineering	7.4	1.2	3.4	12.1
Forestry	2.5	.3	.6	3.4
Humanities	5.9	3.7	2.2	11.8
Mgmt	9.9	8.7	14.9	33.4
Nursing	5.6		.3	5.9
Sanskrit	5.6			5.6
Science & Technology	4.9	3.4	1.5	9.9
Veterinary	3.1	.3	.3	3.7
Total	52.6	22.0	25.4	100.0

Source: Field Survey, July-August 2007, CEDA

The table below presents the quality of education of the campus by University as reported by the students.

Table 8.13: Quality of Education of Campus by University

University	Percentage of Students					
	Very good	Good	Moderate	Poor	Very poor	Total
EU		4.3	10.8	.6		15.8
KU	2.8	2.2	1.2			6.2
NSU		2.2	2.5	3.7	1.2	9.6
PU	3.1	2.2	1.5			6.8
TU	4.3	21.4	25.7	6.2	.9	58.5
TU&EU	.3	1.9	.9			3.1
Total	10.5	34.1	42.7	10.5	2.2	100.0

Source: Field Survey, July-August 2007, CEDA

It is observed from the above table that little less than fifty percent (44.6%) of the students reported the good quality of education of their campus. However, little more than 40 percent of the students (42.7%) took it as 'Moderate'. The students expressing poor quality of education comprised 12.7%. Comparatively more of the students of PU (45.6%) reported that the quality of education of their campus was very good. Similarly, around 70 percent (68.4%) of the students of EU rated the quality of education of their campus as 'Moderate'.

The quality of education of campus by type of campus as reported by the students is presented in Table 8.14. Around 10% of the students of the University Own Campus, Public Campus and Private Campus remarked that the quality of education of their campus was very good. However, maximum of 50% of the students of the Public Campus took the quality of education of their campus as 'Moderate'. Likewise 54.3% of the students of private campus and 35.2% of the students of University Own Campus reported that the quality of education of their campuses was moderate. It is evident from the evaluation of the students that the quality of education of the campuses should be improved.

Table 8.14: Quality of Education of Campus by Campus

	Percentage of Students					
Type of Campus	Very good	Good	Moderate	Poor	Very poor	Total
University Own Campus	3.4	12.1	13.3	7.4	1.5	37.8
Public Campus	3.4	8.7	14.9	2.5	.6	30.0
Private Campus	3.7	13.3	14.6	.6		32.2
Total	10.5	34.1	42.7	10.5	2.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.15: Quality of Education of Campus by Institute/Faculty

Institute/Faculty	Percentage of Students					
	Very good	Good	Moderate	Poor	Very poor	Total
Agriculture		1.2	1.9	.6		3.7
Edu	.3	2.5	7.4	.3		10.5
Engineering	2.2	4.3	5.6			12.1
Forestry	.3	1.5	1.5			3.4
Humanities	1.2	4.3	4.0	1.5	.6	11.8
Mgmt	4.6	12.1	12.7	3.4	.6	33.4
Nursing		3.1	2.5	.3		5.9
Sanskrit		.9	1.2	2.8	.6	5.6
Science & Technology	1.9	3.1	4.1	.6	.3	9.9
Veterinary		.9	1.9	.9		3.7
Total	10.5	34.1	42.7	10.5	2.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.16 presents the University producing quality students as assessed by the students by type of campus. As observed from the table, more than 50 percent (57.2%) of the students reported that the quality students were produced by the Tribhuvan University (TU). Similarly, 28.2% of them of gave credit to the Kathmandu University (KU) in this regard. However, only around 5 percent assessed that the quality students were produced by the Eastern University (EU), Pokhara University (PU) and Nepal Sanskrit University (NSU).

Table 8.16: University Producing the Quality Student by Campus

Type of Campus	Percentage of Students					
	T.U.	E.U.	P.U.	NSU	K.U.	Total
University Own Campus	18.2	.6	3.1	5.3	8.7	37.8
Public Campus	24.1	.3	.3	.3	5.0	30.0
Private Campus	13.0	3.1	1.5		14.6	32.2
Total	58.1	4.0	5.0	5.6	28.2	100.0

Source: Field Survey, July-August 2007, CEDA

In terms of the type of campus wise analysis, the maximum of 80.3% of the students of the Public Campus rated the Tribhuvan University as the University producing quality students. Besides, 45.3% of the Private Campus students assessed the Kathmandu University as the University producing quality students. However, least of 40.4% of the Private Campus students took the Tribhuvan University as the producer of quality students.

Table 8.17: University Producing the Quality Student by Institute/Faculty

Institute/Faculty	Percentage of Students					
	T.U.	E.U.	P.U.	NSU	K.U.	Total
Agriculture	.6				3.1	3.7
Edu	7.4	1.2			1.9	10.5
Engineering	6.8		1.5		3.7	12.1
Forestry	2.2	.3			.9	3.4
Humanities	6.8	.6	.3	3.1	.9	11.8
Mgmt	19.8	.3	.9		12.4	33.4
Nursing	4.6	.3			.9	5.9
Sanskrit	2.8		.3	1.9	.6	5.6
Science & Technology	4.6	.3	1.9	.6	2.5	9.9
Veterinary	1.5	.9			1.2	3.7
Total	57.2	4.0	5.0	5.6	28.2	100.0

Source: Field Survey, July-August 2007, CEDA

The table above presents the University producing quality students as assessed by the students by Institute/Faculty. It is observed from the table that maximum of 70.5 of the students of Education Faculty followed by 64.7% of the students of Institute of Forest took the Tribhuvan University as the producer of quality students. However, least of 16.2% of the students of Institution of Agriculture rated the TU as the University producing quality students. On the contrary, 83.8% of the students of Institute of Agriculture assessed the Kathmandu University as the producer of quality students. At the overall outset, Tribhuvan University is found to be the producer of the quality students.

2.2.23 Curriculum, Teaching Material and Class-room Environment

Curriculum, teaching material and class-room environment are the vital things in the education domain. Table 8.18 presents the suggestions of the students for quality improvement in the curriculum. As observed from the table, the students have suggested mainly two things to be done for the improvement in the curriculum. They are: a) change/standardization and modification in the curriculum are required, and b) curriculum should be research and practical oriented. Little less than 50 percent of the students (46.2%) suggested the first and 31.4% of the students suggested second one. However, less than 2% of the students reported that the curriculum should be of international level.

Moreover, nearly equal percentage (59%) of the students of PU, KU and NSU suggested the change/standardization and modification in curriculum and least of 4.8% students of the Kathmandu University opined that the curriculum should be research and practical oriented.

Table 8.18: Suggestions for Quality Improvement in Curriculum by University

University	Percentage of Students					
	Research & Practical Oriented	Requires Change/Standardization & Modification	International Level	Satisfied	No Response	Total
EU	4.0	9.8	-	1.8	0.9	16.6
KU	0.3	3.7	0.3	0.6	1.2	6.2
NSU	2.8	5.8	-	0.9	0.3	9.8
PU	2.8	3.1	-	0.3	0.6	6.8
TU	21.5	23.7	1.5	5.8	8.0	60.6
Total	31.4	46.2	1.8	9.5	11.1	100.0

Source: Field Survey, July-August 2007, CEDA

The table below (table 8.19) presents the suggestions of the students for quality improvement in curriculum by type of campus. At the campus level, at most 55.4% of the University Own Campus suggested the change/standardization and modification in curriculum and least of 26.2% of the University Own Campus pointed that the curriculum should be research and practical oriented. Likewise, the highest of 79.3% of the students of Institute of Medicine (Nursing) gave change/standardization and modification in curriculum as their suggestion and least of 8.8% of the students of Institute of Forest suggested that the curriculum should be research and practical oriented.

Table 8.19: Suggestions for Quality Improvement in Curriculum by Type of Campus

Type of Campus	Percentage of Students					
	Research & Practical Oriented	Requires Change/Standardization & Modification	International Level	Satisfied	No Response	Total
University Own Campus	9.2	21.0	1.2	3.1	3.4	37.9
Public Campus	11.4	9.8	0.6	3.7	4.3	29.8
Private Campus	10.8	15.4	-	2.8	3.4	32.3
Total	31.4	46.2	1.8	9.5	11.1	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.20: Suggestions for Quality Improvement in Curriculum by Institute/Faculty

Institute/Faculty	Percentage of Students					
	Research & Practical Oriented	Requires Change/Standardization & Modification	International Level	Satisfied	No Response	Total
Agriculture	1.8	1.8	-	-	0.3	4.0
Edu	3.7	3.4	-	1.8	1.5	10.5
Engineering	2.5	6.8	-	1.2	1.5	12.0
Forestry	0.3	1.5	0.9	0.6	-	3.4
Humanities	2.5	4.9	0.3	1.8	2.5	12.0
Mgmt	15.1	11.4	0.3	2.5	4.0	33.2
Nursing	1.2	4.6	-	-	-	5.8
Sanskrit	1.2	3.1	-	0.9	0.3	5.5
Science & Technology	2.1	6.2	0.3	0.6	0.6	9.8
Veterinary	0.9	2.5	-	-	0.3	3.7
Total	31.4	46.2	1.8	9.5	11.1	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.21 presents the remark of the Campus Chiefs/Account Officers on the present curriculum of higher education by type of campus. More than fifty percent of the respondents remarked that the curriculum should be modified timely and 18.2% of the respondents noted the curriculum as 'Good'. Likewise, around 9 percent of the respondents remarked that the present curriculum of the higher education was moderate and theoretical oriented. At the campus level, respondents of University Own Campus stressed on timely modification of the curriculum. Likewise, 38.8% of the respondents of Private Campus noted that the curriculum was good.

Table 8.21: Remark on Present Curriculum of Higher Education

Remarks	University Own Campus	Public Campus	Private Campus	Total
Timely modification required	22.8	16.0	13.6	52.3
Not of international standard	4.6	2.2	-	6.8
Good	2.2	4.6	11.4	18.2
International standard	-	-	2.2	2.2
Not research/applied oriented	2.2	-	-	2.2
Moderate	2.2	4.6	2.2	9.2
Theoretical oriented	-	9.2	-	9.1
Total	34.0	36.5	29.4	100

Source: Field Survey, July-August 2007, CEDA

2.2.24 Teaching Material

Teaching material is an important aid in educating the students. Major teaching materials as pointed out by the students under survey are presented in the table 8.22. It is observed from

the table that the majority of students (60.2%) have pointed out the need of adequate overhead projector and multi-media while 3.1% of the students claimed for handouts in this regard. However, 11.6% of the sample students reported that they were satisfied with the teaching materials in use at present. At the University level, maximum of 71.6 percent of the students of Eastern University followed by the students of Pokhara University (61.4%) demanded the adequate overhead projector and multimedia as the teaching materials. 61.4% of the students of TU reported such remark in this regard. The least of 45.9% of the students of KU stressed the need of adequate overhead projector and multi-media. At the campus level, 70.4% of the students of Private Campus and 61.0% of the University Own Campus stressed on the need of adequate projector and multi-media. The least of 29.3% of the student of Humanities Faculty favoured the need of adequate overhead projector and multi-media.

Table 8.22: Teaching Materials by University

University	Adequate Overhead Projector & Multimedia	Handouts	According to Course Curriculum	Affordable & Understandable by Students	Satisfied	No Response	Total
EU	11.6	0.6	0.9	-	1.8	1.2	16.2
KU	2.8	0.3	0.9	-	0.6	1.5	6.1
NSU	4.3	0.3	0.3	0.6	0.9	3.1	9.5
PU	4.3	0.6	0.3	0.3	1.2	0.3	7.0
TU	37.4	1.2	2.8	0.3	7.0	12.5	61.2
Total	60.2	3.1	5.2	1.2	11.6	18.7	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.23: Teaching Materials by Type of Campus

Type of Campus	Percentage of Students						
	Adequate Overhead Projector & Multimedia	Handouts	According to Course Curriculum	Affordable & Understandable by Students	Satisfied	No Response	Total
University Own Campus	23.0	1.2	2.1	0.9	3.7	6.7	37.7
Public Campus	14.7	0.6	1.2	0.3	4.9	8.6	30.3
Private Campus	22.6	1.2	1.8	-	3.1	3.4	32.1
Total	60.2	3.1	5.2	1.2	11.6	18.7	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.24: Teaching Material by Institute/Faculty

Institute/Faculty	Percentage of Students						
	Adequate Overhead Projector & Multimedia	Handouts	According to Course Curriculum	Affordable & Understandable by Students	Satisfied	No Response	Total
Agriculture	2.4	-	0.6	-	0.6	-	3.7
Edu	5.8	-	1.5	-	0.3	2.8	10.4
Engineering	6.4	0.9	1.2	-	2.1	1.2	11.9
Forestry	2.4	-	0.3	-	0.6	-	3.4
Humanities	3.4	-	0.3	0.6	3.1	4.3	11.6
Mgmt	22.3	0.9	0.6	-	2.4	7.3	33.6
Nursing	4.9	0.3	-	-	0.6	-	5.8
Sanskrit	2.8	0.3	-	-	0.6	1.8	5.5
Science & Technology	6.4	0.6	0.3	0.6	1.2	1.2	10.4
Veterinary	3.4	-	0.3	-	-	-	3.7
Total	60.2	3.1	5.2	1.2	11.6	18.7	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.25 Class-room Environment

The students' opinion on class-room environment by University is presented in the table 8.25. As observed from the table, the majority of the students (64.3%) reported that the class-room should be peaceful, non-political and motivational and least of the students (3.6%) stressed on the spacious class-room. At the University level, more than two-thirds of the students of Tribhuvan University (TU) and Pokhara University (PU) stressed on peaceful, non-political and motivational environment of the class-room and more than 60% percent of the students of Eastern University (EU) and Nepal Sanskrit University (NSU) gave such remark. However, only one-third of the students of Kathmandu University (KU) reported such environment of the classroom.

Table 8.25: Classroom Environment by University

University	Percentage of Students					
	Peace, Non Political, Innovative & Motivational	Spacious	Better Equipped	Satisfied	No Response	Total
EU	10.8	1.2	0.9	3.6	0.3	16.8
KU	2.4	1.5	0.6	0.9	1.2	6.6
NSU	6.0	-	0.6	1.5	1.5	9.6
PU	4.8	0.3	0.3	1.2	0.3	6.9
TU	40.2	0.6	3.9	9.6	5.7	60.1
Total	64.3	3.6	6.3	16.8	9.0	100.0

Source: Field Survey, July-August 2007, CEDA

The table 8.26 displays the opinion of the students on class-room environment by type of campus. The maximum of 67.4% of the students of Public Campus remarked that the

environment of the class-room should be peaceful, non-political and motivational. Likewise, 64.4% of the Public Campus and 64.3% of the University Own Campus made such remark. However, 7.1 of the students of Public Campus stressed on better equipped class-room and around 6% of the students of University Own Campus and Private Campus gave such remark.

Table 8.26: Classroom Environment by Campus

Type of Campus	Percentage of Students					
	Peace, Non Political, Innovative & Motivational	Spacious	Better Equipped	Satisfied	No Response	Total
University Own Campus	24.3	0.9	2.1	6.3	4.2	37.8
Public Campus	19.8	0.6	2.1	4.5	2.4	29.4
Private Campus	20.1	2.1	2.1	6.0	2.4	32.7
Total	64.3	3.6	6.3	16.8	9.0	100.0

Source: Field Survey, July-August 2007, CEDA

At the Institute/Faculty level, the highest of 69.2% of students of the Institute of Agriculture followed by Institute of Engineering student (68.4%) noted that the class-room environment should be peaceful, non political and motivate. Besides, more than 66% of the students of Education Faculty, Institute of Forest, Humanities Faculty, Management Faculty, Institute of Science and Technology and Sanskrit Faculty expressed such opinion.

Table 8.27: Classroom Environment by Institute/Faculty

Institute/Faculty	Percentage of Students					
	Peace, Non Political, Innovative & Motivational	Spacious	Better Equipped	Satisfied	No Response	Total
Agriculture	2.1	-	0.9	0.6	0.3	
Edu	6.6	-	1.2	1.5	0.9	10.2
Engineering	7.8	-	0.3	2.4	1.2	11.7
Forestry	2.1	-	-	0.9	0.3	3.3
Humanities	7.8	-	0.9	0.9	2.1	11.7
Mgmt	22.2	2.4	2.4	3.6	3.3	33.9
Nursing	2.7	-	0.3	3.0	-	6.0
Sanskrit	3.3	-	-	1.2	0.9	5.4
Science & Technology	6.3	0.6	0.3	2.7	-	9.9
Veterinary	3.3	0.6	-	-	-	3.9
Total	64.3	3.6	6.3	16.8	9.0	100.0

Source: Field Survey, July-August 2007, CEDA

The majority of the students have opined that the classroom should be peaceful and free from political disturbances. However, the classes in the campuses are mostly disturbed from the

political issues rather than the academic matters. The education sector should be kept apart from the political guidance in order to improve the quality of education.

The remarks of the Campus Chiefs/Account Officers on classroom environment in the higher education by type of campus are displayed in the table 8.28. It is observed from the table that the peaceful, conducive and students friendly environment is lacking in the class room. One out of the four respondents made such remark. Likewise, little less one-forth of the respondents remarked that the class room was not facilitated and not equipped. The other remarks made by the officials of the campus are observed to be lack of discipline, large size of students, not spacious, satisfactory, well equipped, etc.

Table 8.28: Remark on Class Room Environment in Higher Education

Remarks	University Own Campus	Public Campus	Private Campus	Total
Lack of peaceful, conducive and friendly environment	9.6	9.3	7.2	26.1
Not facilitated and not equipped	11.9	7.1	4.8	23.8
Lack of discipline	2.3	0.3	2.3	4.8
Satisfactory	4.8	2.3	4.8	11.9
well equipped	2.4	-	2.3	4.8
Good relation between students and teachers	4.8	-	-	4.8
Not satisfactory	-	9.6	-	9.6
Large size of students	-	9.6	2.3	11.9
Not spacious	-	-	2.3	2.3
Total	35.8	38.2	26.0	100.0

Source: Field Survey, July-August 2007, CEDA

At the campus level, more of the respondents of University Own Campus (33.2%) remarked that the class room were not facilitated and not equipped. Likewise, more than one-fifth of the respondents of Private Campus argued that the class room were not peaceful, conducive and friendly

2.2.26 Examination System

The examination system plays a vital in the quality of education. It should be impartial and up to the standard in order to produce a quality student. Table 8.29 presents the opinion of the students on the examination system by University. Maximum the students gave mainly three suggestions in the context of examination system. They are: semester system of examination,

project works and assignments, and well management. Besides, 16.7 of the students reported that they were satisfied with the existing system of examination. Moreover, less than 5% of the students gave the suggestions like based on daily activity evaluation, grade system, monthly examination, inclusion of viva, etc. Maximum of 29.8% of the students suggested semester system of examination. At the University level, maximum of 35.4% of the students of the Eastern University (EU) and minimum of 12.8% of the students of Nepal Sanskirt University (NSU) gave such suggestion.

Table 8.29: Suggestions on Examination System by University

Suggestions	University					
	EU	**KU**	**NSU**	**PU**	**TU**	**Total**
Transparent System	0.3	-	0.3	0.6	0.6	1.8
Grade system	0.3	-	0.9	-	-	1.2
Strict	0.9	0.3	-	-	2.7	4.0
Based on daily activity evaluation	0.3	0.6	0.3	0.9	2.1	4.3
Project works & assignments	0.6	1.2	2.1	0.6	3.6	8.2
Semester system	5.8	-	1.2	2.1	20.7	29.8
Monthly examination	-	0.3	0.3	0.3	1.2	2.1
Satisfied	2.7	1.2	0.9	1.8	10.0	16.7
Regularity	0.9	0.3	0.3	-	2.1	3.6
Well managed	1.5	0.6	0.3	0.3	2.4	5.2
Inclusion of viva	0.6	-	0.6	-	0.6	1.8
Nepali & English medium	-	-	-	-	0.6	0.6
Annual	-	-	-	-	4.3	4.3
Practical & theory	0.9	0.6	0.3	-	1.8	3.6
Short questions/objective questions	-	-	-	0.3	0.6	0.9
No response	1.5	0.9	1.8	0.3	7.3	11.9
Total	16.4	6.1	9.4	7.3	60.8	100.0

Source: Field Survey, July-August 2007, CEDA

The opinion of the students on examination system by type of campus is presented in the table 8.30. At the campus level, hundred percent of the students of University Own Campus and Private Campus suggested the grade system, and Nepali and English medium system of examination respectively. Likewise, two-thirds of the students of University Own Campus and Private Campus gave transparent system of examination and regularity of examination respectively. Likewise, more than 50 percent of the University Own Campus stressed on examination based on daily activity evaluation, monthly examination, well management and inclusion of viva in the examination. Similarly, 52.5% of the students of Public Campus and 55.8% of the Private Campus students gave strict examination and annual system of examination respectively as their suggestions.

Table 8.30: Suggestions of Examination System by Type of Campus

Suggestions	Percentage of Students			
	University Own Campus	Public Campus	Private Campus	Total
Transparent System	1.2	0.3	0.3	
Grade System	1.2	-	-	1.2
Strict	0.9	2.1	0.9	4.0
Based On Daily Activity Evaluation	2.4	1.2	0.6	4.3
Project Works & Assignments	4.0	2.7	1.5	8.2
Semester Wise	9.1	8.5	12.2	29.8
Monthly Examination	1.5	-	0.6	2.1
Satisfied	6.7	4.9	5.2	16.7
Regularity	1.2	-	2.4	3.6
Well Managed	2.7	0.9	1.5	5.2
Inclusion Of Viva	0.9	0.6	0.3	1.8
Nepal & English Medium	-	0.6	-	0.6
Annual	0.3	1.5	2.4	4.3
Practical & Theory	1.5	1.2	0.9	3.6
Short Questions/Objective Questions	0.3	0.3	0.3	0.9
	4.9	4.6	2.4	11.9
Total	38.9	29.5	31.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.31: Examination System by Institute/Faculty

Institute/Faculty	Percentage of Students																Total
	Transparent System	grade system	Stri-ct	Based on daily activity evaluation	Project works & assignments	semester wise	Monthly examination	satisfied	regularity	well managed	inclusion of viva	nepali & english medium	annual	practical & theory	short questions/objective questions	No response	
Agriculture	-	-	0.3	0.3	-	1.5	-	0.9	-	0.3	-	-	-	-	0.3	-	3.6
Edu	-	-	0.6	0.3	-	4.3	0.6	1.8	-	0.3	0.3	-	0.3	1.2	-	0.9	10.6
Engineering	-	0.3	0.6	0.6	0.9	1.8	-	3.3	0.6	1.2	0.3	-	-	0.9	0.3	1.5	12.5
Forestry	-	-	-	-	-	1.8	-	0.3	0.6	0.3	-	-	-	-	-	0.6	3.6
Humanities	0.6	0.9	0.9	-	0.6	0.9	0.3	3.3	-	-	0.6	-	-	0.6	-	2.7	11.6
Mgmt	0.6	-	1.5	0.3	4.3	10.9	0.3	3.0	1.8	0.9	0.3	0.6	3.6	0.6	0.3	3.6	32.8
Nursing	-	-	-	-	-	1.5	0.3	1.2	0.3	1.2	-	-	0.3	-	-	0.9	5.8
Sanskrit	-	-	-	0.3	1.8	1.2	0.3	0.3	0.3	0.3	-	-	-	-	-	0.9	5.5
Science & Technology	0.6	-	-	2.4	0.6	2.7	0.3	2.4	-	0.6	-	-	-	-	-	0.6	10.4
Veterinary	-	-	-	-	-	3.0	-	-	-	-	0.3	-	-	0.3	-	-	3.6
Total	1.8	1.2	4.0	4.3	8.2	29.8	2.1	16.7	3.6	5.2	1.8	0.6	4.3	3.6	0.9	11.9	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.27 Physical Facilities

The physical facilities deserve meritorious position in the educational institution. Good physical facilities are necessary to run the educational institution in a smooth and sustainable way. Good physical facilities not only facilitate the students but also create better educational environment. Table 8.32 displays the status of physical facilities in the campuses by University as assessed by the officials of the campus.

The table indicates that the status of physical facilities in the campus is good. However, around 10% of the officials of the campuses (Campus Chiefs/Account Officers) reported that the physical facilities were poor. More than one-third of the respondents remarked the moderate status of the physical facilities and fifty percent of the respondents rated the status as 'good' (very good and good together). At the University level, the respondents of the NSU and TU noted that the status of physical facilities were poor (poor + very poor). Fifty percent of the respondents of NSU and 6.7% of the TU made such remark.

Table 8.32: Status of Availability of Physical Facilities by University

University	% of Campus Chief/ Account Officer				Total
	Very good	Good	Moderate	Poor	
EU	0.0	7.5	5.7	0.0	13.2
KU	1.9	3.8	0.0	0.0	5.7
NSU	0.0	0.0	5.7	5.7	11.4
PU	3.8	1.9	3.8	0.0	9.5
TU	3.8	26.4	26.4	3.8	68.1
Total	9.4	39.6	41.5	9.4	100.0

Source: Field Survey, July-August 2007, CEDA

The status of physical facilities by type of campus is presented in the table 8.33. The maximum of 68.7% of the respondents of Public Campus remarked that the status of physical facilities was moderate and 71.5% of the respondents of Private Campus took it as 'Good' (good + very good). However, 14.4% of the respondents of University Own Campus took the status of physical facilities as 'Poor' (poor and very poor together).

Table 8.33: Status of Availability of Physical Facilities by Campus

Type of Campus	% of Campus Chief/ Account Officer				Total
	Very good	Good	Moderate	Poor	
University Own Campus	5.9	13.8	15.7	5.9	14.1
Public Campus		7.9	21.5	1.9	31.3
Private Campus	3.9	15.7	5.9	1.9	27.4
Total	9.8	27.2	43.2	9.8	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.34: Status of Availability of Physical Facilities by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer				
	Very good	Good	Moderate	Poor	Total
Agriculture & Animal Science		1.1	2.2		3.3
Education		7.7	8.7	2.2	18.7
Engineering	3.3		1.1		4.4
Forestry		2.2			2.2
Management	1.1	15.4	8.7	2.2	27.4
Arts	1.1	6.6	7.7	1.1	16.6
Law	-	1.1			1.1
Nursing	-	1.1	3.3		4.4
Sanskrit			3.3	3.3	6.6
Ayurveda			1.1	1.1	2.2
Science &Technology	2.2	3.3	6.6		13.2
Total	7.7	38.5	42.9	10.9	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.28 Examination Result

The examination result is considered as the measuring rod of the quality of education. The pass percentage of the students of an educational institution is taken as the performance measurer in this regard. The status of examination results by University as reported by the Campus Chiefs/Account Officers is presented in table 8.35. It is observed from the table that the examination results of the campuses are quite good. More than fifty percent of the respondents and around one-third of them reported that the results were good and very good respectively. The examination result of the Eastern University is observed to be very good in comparison to other Universities as 79.3% of the respondents of EU noted such remark.

Table 8.35: Status of Examination Results by University

University	% of Campus Chief/ Account Officer			Total
	Very good	Good	Moderate	
EU	9.2	2.3		11.6
KU	4.7	2.3		7.0
NSU		9.2	2.3	11.6
PU	4.7	2.3		7.0
TU	19.2	37.2	13.9	62.7
Total	30.2	53.5	16.3	100.0

Source: Field Survey, July-August 2007, CEDA

The status of examination results by type of campus in displayed in the table 8.36. At the campus level, the examination result of the Private Campus is found to be good. Hundred percent of the respondents of Private Campus reported that the results were good (very good + good).

Table 8.36: Status of Examination Results by Type of Campus

Type of Campus	% of Campus Chief/ Account Officer			Total
	Very good	Good	Moderate	
University Own Campus	12.2	24.4	2.4	38.9
Public Campus	4.9	19.5	14.6	38.9
Private Campus	12.2	9.8	-	22.0
Total	29.3	53.6	17.1	100.0

Source: Field Survey, July-August 2007, CEDA

At Institute/faculty level, the results of Institute of Agriculture and Animal Science, and Institute of Forestry are found to be quite good (very good) as reported by the hundred percent of the respondents of these Institutes.

Table 8.37: Status of Examination Results by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer			Total
	Very good	Good	Moderate	
Agriculture & Animal Science	3.5			3.5
Education	1.2	12.0	7.2	20.4
Engineering	1.2	4.8		6.0
Forestry	2.4			2.4
Management	4.8	13.0	7.2	25.0
Arts	1.2	8.3	7.2	16.7
Law		2.4		2.4
Nursing		1.2		1.2
Sanskrit		4.8	1.2	6.0
Ayurveda		1.2	1.2	2.4
Science &Technology	4.7	8.4	1.2	14.4
Total	19.0	56.0	25.0	100.0

Source: Field Survey, July-August 2007, CEDA

The pass percentage of the campus for the last five years by University is presented in the table 8.38. As observed from the table, the past percentage of the campuses under the KU is observed to be quite good followed by the PU. The pass percentage of the KU campuses is observed to be more than 90 percent for the last five years (2000-00 to 2005-06). Likewise, the past percentage of the campuses of PU is found to be ranged from 88.3% to 96.0% for the last five years. However, the pass percentage of the TU and the NSU campuses is found to be relatively poor. The pass percentage of the campuses of these two Universities is observed to be around 55%. The quality of education of the TU and NSU should be improved in order to attain academic Excellency. The recruitment of qualified teacher, efficient management and regular monitoring and supervision should be taken as the major measures in this regards.

Table 8.38: Pass Percentage by University

University	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
EU				71.8	85.8	86.5
KU	93.3	96.7	93.3	93.3	90.0	93.3
NSU	56.2	50.8	58.8	75.0	54.5	52.9
PU	89.3	88.3	90.7	89.0	90.0	90.0
TU	52.4	55.0	48.7	54.2	57.6	58.4
Total	60.4	61.3	57.8	64.3	66.4	67.1

Source: Field Survey, July-August 2007, CEDA

The pass percentage of the campus by type of campus is depicted in the table 8.39. The table indicates that the pass percentage of the University Own Campus is quite good in comparison to the other types of campus. The pass percentage of the University Own Campus is observed to be 75% for the last five years (2000-01 to 2005-o6). However, the pass percentage of the Private Campus is observed to be good in comparison to the Public Campus. At the Institute/Faculty level, the past percentage of the Forestry, Engineering and Science and Technology Institutes is observed to good in comparison to the other Institutes/Faculties. The pass percentage of the M.A. and M.A.E Faculties is observed to very poor in comparison to the other Institute/Faculties.

Table 8.39: Pass Percentage by Campus

Type of Campus	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
University Own Campus	74.1	72.2	73.5	75.7	77.0	77.9
Public Campus	41.1	42.8	40.5	41.8	48.6	50.0
Private Campus	81.6	79.7	65.4	81.6	77.1	82.0
Total	60.4	61.3	57.8	64.3	66.4	67.1

Source: Field Survey, July-August 2007, CEDA

Table 8.40: Pass Percentage by Institution/Faculty

Institute/Faculty	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Ag&An				93.50	91.50	93.00
E	80.0	80.0	80.0	80.00	80.00	80.00
En	69.3	68.3	67.3	65.67	66.67	70.00
F	92.5	92.5	92.5	92.50	92.50	92.50
M	85.0	82.1	64.3	85.00	78.29	88.00
M,A	25.0	25.0	25.0	47.50	45.00	48.00
M,A,E	36.6	40.7	30.7	37.11	37.56	43.05
M,E						22.0
MAES&T	25.0	26.5	35.5	32.5	32.5	42.5
MAESL	49.4	44.7	51.5	48.0	56.1	54.3
Nursing					100.0	100.0
S&En	100.0	100.0	100.0	100.0	100.0	100.0
S&T	100.0	100.0	100.0	75.0	88.6	92.0
Sa	56.2	50.8	58.8	75.0	54.5	52.9
Total	60.4	61.3	57.8	64.3	66.4	67.1

Source: Field Survey, July-August 2007, CEDA

Note: E: Education, M: Management, A: Arts, S&T: Science and Technology, L: Law, Sa: Sanskrit, Ay: Ayurveda, En: Engineering, Ag&An: Agriculture & Animal Science, F: Forestry

2.2.29 Library and Laboratory Facility

The library facility is a must for an educational institution. However, the laboratory facility is generally necessary for a technical institution. It is observed that all the campuses irrespective of University own, public and private have library facilities. However, only two-thirds of the campuses have laboratory facilities as reported by the Campus Chiefs/Account Officer. Tables 8.41, 8.42 and 8.43 present the laboratory facility by University, type of campus and Institute/Faculty respectively. It is observed from the tables that more of the campuses of EU, more of the University Own Campus and more of the Agriculture, Engineering, Forestry, Medicine, and Science and Technology Institutes in comparison to other Intuitions/Faculty have laboratory facility.

Table 8.41: Laboratory Facility by University

University	% of Campus Chief/ Account Officer		Total
	Yes	No	
EU	12.7	3.2	15.9
KU	4.8	0.0	4.8
NSU	3.2	6.3	9.5
PU	7.9	0.0	7.9
TU	37.5	25.4	61.9
Total	65.1	34.9	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.42: Laboratory Facility by Campus

Type of Campus	% of Campus Chief/ Account Officer		Total
	Yes	No	
University Own Campus	29.5	9.8	39.3
Public Campus	16.4	16.4	32.8
Private Campus	18.0	9.8	27.9
Total	63.9	36.1	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.43: Laboratory Facility by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer		Total
	Yes	No	
Agriculture & Animal Science	3.2	0.0	3.2
Education	7.9	10.3	18.3
Engineering	4.0	0.8	4.8
Forestry	1.6	0.0	1.6
Management	15.1	11.9	27.0
Arts	11.1	7.1	18.3
Law	3.2	0.0	3.2
Nursing	3.2	0.0	3.2
Sanskrit	1.6	3.2	4.8
Ayurveda	1.6	0.0	1.6
Science &Technology	14.2	0.0	14.2
Total	66.7	33.3	100.0

Source: Field Survey, July-August 2007, CEDA

The table 8.44 presents the status of library facility by University as assessed by the Campus Chiefs/Account Officers. It is observed from the table that the status of library facility in the campuses is good. More than fifty of the respondents reported that the library facility was good (very good and good together) and more than one-third of them noted the moderate status of the library. Hundred percent respondents of the Kathmandu University and Pokhara University remarked the very good and good status of the library facility in the campuses.

Table 8.44: Status of Library facility by University

University	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
EU	1.6	7.9	4.8	0.0	0.0	1.6	15.9
KU	3.2	1.6	0.0	0.0	0.0	0.0	4.8
NSU	0.0	0.0	6.3	1.6	1.6	0.0	9.5
PU	3.2	4.8	0.0	0.0	0.0	0.0	7.9
TU	3.2	25.4	23.8	4.8	0.0	4.8	61.9
Total	11.1	39.7	34.9	6.3	1.6	6.3	100.0

Source: Field Survey, July-August 2007, CEDA

At the campus level, the status of the library facility in private campus is observed to be good amongst other, 82.4% of the respondents of private campus reported that the library facility was good (very good + good). Likewise, the facility of library in the Engineering and Forestry Institute are found to be good. Hundred percent of the respondents of Institute of Forestry and 80.5 percent of the respondent of Institute of Engineering claimed that the library facility of their campus was good (very good +good).

Table 8.45: Status of Library facility by Campus

Type of Campus	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
University Own Campus	3.3	13.1	18.0	1.6	1.6	1.6	39.3
Public Campus		9.8	14.8	4.9		3.3	32.8
Private Campus	8.2	14.8	3.3			1.6	27.9
Total	11.5	37.7	36.1	6.6	1.6	6.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.46: Status of Library facility by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
Agriculture & Animal Science	0.0	0.8	2.5	0.0	0.0	0.0	3.3
Education	0.0	7.4	5.7	2.5	0.8	0.8	17.2
Engineering	2.5	0.8	0.8	0.0	0.0	0.0	4.1
Forestry	0.0	1.6	0.0	0.0	0.0	0.0	1.6
Management	3.3	11.5	8.2	2.5	0.0	0.8	26.2
Arts	2.5	4.9	6.6	2.5	0.0	0.0	16.4
Law	0.0	0.8	0.0	1.6	0.0	0.8	3.3
Nursing	0.0	2.5	0.8	0.0	0.0	0.0	3.3
Sanskrit	0.0	0.0	3.3	0.8	0.8	0.0	4.9
Ayurveda	0.0	0.0	0.8	0.0	0.8	0.0	1.6
Science &Technology	2.4	2.4	11.5	0.8	0.8	0.0	18.0
Total	10.7	32.8	40.2	10.7	3.3	2.5	100.0

Source: Field Survey, July-August 2007, CEDA

The status of laboratory facility by University is depicted in Table 8.47. The status of laboratory facility is observed to be good as indicated by the table. Out of the total respondents of the campuses having laboratory facility, only 7.3% reported that the laboratory facility was poor (very poor and poor together). The laboratory facility of the campuses of Kathmandu University is found to quite good in comparison to the other Universities.

Table 8.47: Status of laboratory facility by University

University	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
EU	2.4	7.3	7.3	0.0	0.0	2.4	19.5
KU	4.9	2.4	0.0	0.0	0.0	0.0	7.3
NSU	0.0	0.0	2.4	0.0	2.4	0.0	4.9
PU	4.9	7.3	0.0	0.0	0.0	0.0	12.2
TU	4.9	19.5	24.4	4.9	0.0	2.4	56.1
Total	**17.1**	**36.6**	**34.1**	**4.9**	**2.4**	**4.9**	**100.0**

Source: Field Survey, July-August 2007, CEDA

The status of laboratory facility by types of campus is presented in the Table 8.48. As observed from the table, the laboratory facility in the Private Campus is quite good in comparison to the University own and Public Campuses. Likewise, the laboratory facility is

observed to be good in the campuses of the Institute of Engineering in comparison to the other Institutions/Faculties.

Table 8.48 : Status of laboratory facility by Campus

Type of Campus	% of Campus Chief/ Account Officer					Total
	Very good	Good	Moderate	Poor	No response	
University Own Campus	5.1	12.8	23.1	2.6	2.6	46.2
Public Campus		7.7	15.4		2.6	25.6
Private Campus	10.3	12.8	2.6		2.6	28.2
Total	15.4	33.3	41.0	2.6	7.7	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.49: Status of laboratory facility by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer					Total
	Very good	Good	Moderate	Poor	No response	
Agriculture & Animal Science	0.0	1.3	3.8	0.0	0.0	5.0
Education	0.0	5.0	6.3	0.0	2.5	13.8
Engineering	3.8	0.0	1.3	0.0	1.3	6.3
Forestry	0.0	0.0	1.3	1.3	0.0	2.5
Management	3.8	6.3	7.5	0.0	3.8	21.3
Arts	3.8	5.0	5.0	0.0	3.8	17.5
Law	0.0	3.8	0.0	0.0	1.3	5.0
Nursing	0.0	5.0	0.0	0.0	0.0	5.0
Sanskrit	0.0	0.0	2.5	0.0	0.0	2.5
Ayurveda	0.0	0.0	2.5	0.0	0.0	2.5
Science &Technology	3.8	2.6	10.0	0.0	2.6	18.8
Total	15.0	28.8	40.0	1.3	15.0	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.30 Job and Expected Salary

Table 34 presents the students' expectation of job after completion of the course by University. It is observed from the table that three out of the four students have expected to get job within the country and one out of the five students expected the job abroad.

Table 8.50: Expectation of Job by University

University	Percentage of Students				
	Within country	Abroad	Both	No response	Total
EU	10.8	5.3	.3		16.4
KU	4.3	1.5	.3		6.2
NSU	6.5	2.8	.3		9.6
PU	4.6	1.5	.6		6.8
TU	48.0	9.2	2.2	1.5	61.0
Total	74.3	20.4	3.7	1.5	100.0

Source: Field Survey, July-August 2007, CEDA

Maximum of the student of Public Campus (85.7%) among other types of campus have expected the job within country. Likewise, maximum of 91.2% of the students of Institute of Forest have expected the job within country.

Table 8.51: Expectation of Job by Campus

Type of Campus	Percentage of Students				
	Within country	Abroad	Both	No response	Total
University Own Campus	26.9	11.4	1.5	.6	40.6
Public Campus	25.7	2.5	.6	1.2	30.0
Private Campus	22.6	7.7	1.9		32.2
Total	74.3	20.4	3.7	1.5	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.52: Expectation of Job by Institute/Faculty

Institute/Faculty	Percentage of Students				
	Within country	Abroad	Both	No response	Total
Agriculture	2.2	1.2	.3		3.7
Edu	9.0	.9	.3	.3	10.5
Engineering	7.1	4.3	.6		12.1
Forestry	3.1	.3			3.4
Humanities	9.0	2.8			11.8
Mgmt	27.6	3.7	1.5	.6	33.4
Nursing	3.1	2.2	.3	.3	5.9
Sanskrit	4.0	1.2	.3		5.6
Science & Technology	7.1	2.1	.3	.3	9.9
Veterinary	2.2	1.5			3.7
Total	74.3	20.4	3.7	1.5	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.53 presents the students' expectation of salary after completion of the course by University. It is seen from the table that the students have expected 24 thousand per month salary within the country and Rs. 136.7 thousand per month abroad. The students of Tribhuvan University have expected maximum salary within country (Rs 25 thousand per month) among others and KU students have claimed least salary (Rs. 20 thousand per month) within country. While in the case of abroad, the students of Pokhara Universzity (PU) have expected maximum salary (Rs 225.7 thousand per month) and Nepal Sankrit University (NSU) student claimed least (Rs 99 thousand per month) in this regard.

Table 8.53: Expectation of Monthly Salary after completing the Course by University

university	Within (Rs.)	Abroad (Rs.)
EU	22,313	225,712
KU	20,421	161,774
NSU	21,800	99,000
PU	23,310	137,944
TU	25,204	120,130
Average	23,964	136,744

Source: Field Survey, July-August 2007, CEDA

The salary expectation of the students after completion of their course by type of campus is presented in the Table 8.54.. It is observed from the table that the students of the Public Campus have expected maximum salary (Rs. 27.5 thousand per month) within country as well as abroad (Rs 145.5 thousand per month) among others and Private Campus students have claimed least salary (Rs. 21.8 thousand per month) in this regard. Moreover, the students of the University Own Campus have expected least salary (Rs. 123.3 thousand per month) abroad. At the Institute/Faculty level, the students of Institute of Science and Technology have expected maximum salary within the country and abroad amongst other Institute/Faculties. In this respect, the students of Sanskrit claimed least salary within the country and the students of Humanities have expected least salary abroad,

Table 8.54: Expectation of Monthly Salary after completing the Course by Campus

Type of Campus	Within (Rs.)	Abroad (Rs.)
University Own Campus	23,164	127,130
Public Campus	27,504	145,476
Private Campus	21,797	142,672
Average	23,964	136,744

Source: Field Survey, July-August 2007, CEDA

Table 8.55: Expectation of Monthly Salary after completing the Course by Institute/Faculty

Institute/Faculty	Within country (Rs.)	Abroad(Rs.)
Agriculture	25,500	213,750
Edu	18,781	91,738
Engineering	27,632	155,870
Forestry	23,364	154,167
Humanities	22,038	85,000
Mgmt	21,818	94,948
Nursing	26,059	281,818
Sanskrit	15,200	101,667
Science & Technology	38,966	224,177
Veterinary	19,450	136,667
Average	23,964	136,744

Source: Field Survey, July-August 2007, CEDA

The students under the sample survey have expected Rs. 23,964 (average) per month salary within the country after completing their course. They have expected maximum of Rs. 27,632 per month and minimum of Rs. 15,200 per month. However, the present government salary of the gazetted level employment (having Bachelor Degree) is Rs. 11,400 per month. In this respect, the government should increase the salary.

8.3. Financial Management

2.2.31 Fee Structure

Tuition fee is the crucial factor for an educational Institution. Choosing of the University/Campus by the students and the quality of education are significantly depended on it. Table 8.56 presents the students' evaluation of fee structure by University.

Table 8.56: Evaluation of Present Fee Structure by University

University	Percentage of Students					
	Very High	High	Moderate	Low	Very Low	Total
EU	5.0	6.8	4.6			16.4
KU	1.2	3.1	1.9			6.2
NSU		.6	7.7	.6	.6	9.6
PU	.9	2.2	3.1	.3	.3	6.8
TU	8.0	15.2	34.4	1.8	1.5	61.0
Total	15.	27.9	51.7	2.8	2.5	100.0

Source: Field Survey, July-August 2007, CEDA

One out of the two students evaluated the present fee structure as 'Moderate'. However, 43.1% of the students remarked the present fee structure as high (very high + high). But the Campus Chiefs/Account Officers remark in this regard is quite different. Only 42.2 percent of the respondents took the present fee structure as 'Moderate' and more than one-third of the respondents remarked that the fee was low. Likewise, 11.5 percent of the respondent noted the fee as 'Very Low' and only 2.5 percent of the respondents took it as 'High''. Moreover, only one-third of the respondents of NSU reported that the fee structure was moderate. But on the contrary, 50 percent of the respondents of NSU remarked the fee structure as 'Very Low' and none of the respondents of EU reported that the fee structure was high.

Table 8.57: Remark on Present Fee Structure of Higher Education by University

University	Percentage of Campus Chief/ Account Officer					Total
	High	Moderate	Low	Very Low		
EU	0.0	7.8	4.7	0.0	3.1	15.6
KU	0.0	4.7	0.0	0.0	0.0	4.7

NSU	0.0	3.1	1.6	4.7	0.0	9.4
PU	1.6	6.3	0.0	0.0	0.0	7.8
TU	1.6	20.3	28.1	9.4	6.3	65.6
Total	3.1	42.2	31.3	14.1	9.4	100.0

Source: Field Survey, July-August 2007, CEDA

The remark on present fee structure of higher education by type of campus as assessed by Campus Chiefs/Account Officers is presented in table 8.58. It is observed from the table that only 28.0 percent of the respondents of University Own Campus noted the fee as 'Moderate'. Similarly, 4 percent and 5 percent of the respondents of University Own Campus and Public Campus respectively remarked the fee structure as 'High' and none of the respondents of Private Campus made such remark.

Table 8.58: Remark on Present Fee Structure of Higher Education by Campus

	Percentage of Campus Chief/ Account Officer					
Type of Campus	**High**	**Moderate**	**Low**	**Very Low**	**No response**	**Total**
University Own Campus	1.6	11.3	11.3	12.9	3.2	40.3
Public Campus	1.6	8.1	16.1	1.6	4.8	32.3
Private Campus	0.0	24.2	3.2	0.0	0.0	27.4
Total	3.2	43.5	30.6	14.5	8.1	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.59: Remark on Present Fee Structure of Higher Education by Institute/ Faculty

	Percentage of Campus Chief/ Account Officer					
Institute/Faculty	**High**	**Moderate**	**Low**	**Very Low**	**No response**	**Total**
Agriculture & Animal Science	0.0	0.8	0.8	1.6	0.0	3.3
Education	0.0	6.6	8.2	1.6	1.6	18.0
Engineering	0.0	4.1	0.8	0.8	0.0	5.7
Forestry	0.0	0.0	0.8	0.8	0.0	1.6
Management	0.8	12.3	9.8	1.6	3.3	27.9
Arts	0.8	7.4	7.4	1.6	1.6	18.9
Law	0.0	1.6	0.8	0.8	0.0	3.3
Nursing	0.0	1.6	1.6	0.0	0.0	3.3
Sanskrit	0.0	1.6	0.8	2.5	0.0	4.9
Ayurveda	0.0	1.6	0.0	0.0	0.0	1.6
Science &Technology	0.8	5.8	3.3	0.0	1.6	11.5
Total	2.5	43.4	34.4	11.5	8.2	100.0

Source: Field Survey, July-August 2007, CEDA

Besides, 80.2 percent of the students of Nepal Sanskrit University (NSU) noted that the fee structure was moderate. Likewise, at most 56.4 percent of the students of TU evaluated the present fee structure as 'Moderate'. However, 72.0 percent of the students of Eastern University (EU) reported that the fee structure was high (very high + high). In terms of the type of campus, around 61.4 percent of the students of the University Own Campus reported that the fee structure was moderate. However, one out of two students of the public and

Private Campuses rated the fee structure as 'High' (very high + high). Besides, more than 71 percent of the students of Humanities and Sanskirt Faculties remarked that the fee structure was moderate. But, on the country, 83.8 percent of the students evaluated the fee structure as 'High' (very high + high).

Table 8.60: Evaluation of Present Fee Structure by Campus

Type of Campus	Percentage of Students					Total
	Very High	High	Moderate	Low	Very Low	
University Own Campus	2.5	7.7	23.2	2.2	2.2	37.5
Public Campus	7.4	9.3	13.0	.3		30.0
Private Campus	5.3	10.8	15.5	.3	.3	32.2
Total	15.2	27.9	51.7	2.8	2.5	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.61: Evaluation of Present Fee Structure by Institute/Faculty

Institute/Faculty	Percentage of Students					Total
	Very High	High	Moderate	Low	Very Low	
Agriculture	1.2	1.9	.6			3.7
Edu	.9	3.4	5.9	.3		10.5
Engineering	2.5	4.0	4.6	.3	.6	12.1
Forestry			2.2	.6	.6	3.4
Humanities		3.1	8.4	.3		11.8
Mgmt	4.3	10.8	18.3			33.4
Nursing	2.5	.6	2.5	.3		5.9
Sanskrit		.3	4.0	.6	.6	5.6
Science & Technology	3.1	2.2	4.3	.3		9.9
Veterinary	.6	1.5	.9		.6	3.7
Total	15.2	27.9	51.7	2.8	2.5	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.32 Mode of Payment of Fee

The mode of payment of fee is also an important thing for the student. One cannot in general afford a huge amount of money at a time. The payment in installment may help for such students. Table 8.62 presents the mode of payment of fee by University. It is observed from the table that 61.6 percent of the University/Campus have the installment payment system of fee as reported by the students and little less than one-third has monthly payment system. All of the campuses of the PU have installment payments system and 95 percent of the KU has such system. However, 43.3 percent of the EU and 37.8 percent of the TU campuses have the monthly payment system. Likewise, 22.9 percent of the Nepal Sanskrit University (NSU) is observed to have monthly payment system.

Table 8.62: Mode of Payment of Fee by University

University	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
EU	9.3	7.1			16.4
KU	5.9	.3			6.2
NSU	4.0	2.2		3.4	9.6
PU	6.8				6.8
TU	34.6	22.0	2.2	1.2	61.0
Total	61.6	31.6	2.2	4.6	100.0

Source: Field Survey, July-August 2007, CEDA

The highest of 75 percent of the University own campuses have installment payment and the maximum of 46.3 percent of the Public Campus is observed to have monthly payment system. (Table 8.63). Likewise, all of the Engineering Institute have installment payment system and maximum of 52.5 percent of Nursing Faculty has monthly payment system of fee (Table 8.64).

Table 8.63: Mode of Payment of Fee by Campus

Type of Campus	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
University Own Campus	27.8	3.1	2.2	4.6	37.8
Public Campus	16.1	13.9			30.0
Private Campus	17.6	14.6			32.2
Total	61.6	31.6	2.2	4.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.64: Mode of Payment of Fee by Institute/Faculty

Institute/Faculty	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
Agriculture	1.9	1.5	.3		3.7
Edu	5.3	5.3			10.5
Engineering	12.1				12.1
Forestry	1.5		1.9		3.4
Humanities	7.7	4.0			11.8
Mgmt	20.1	13.3			33.4
Nursing	1.5	3.1		1.2	5.9
Sanskrit	.9	1.2		3.4	5.6
Science & Technology	9.3	.6			9.9
Veterinary	1.2	2.5			3.7
Total	61.6	31.6	2.2	4.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.65 displays the comfortable payment of fee by University. It is observed from the table that more than fifty percent (55.1%) of the students preferred the installment payment system of fees. However, two out of five students favored the monthly payment system. Very insignificant percentage of the student chose the semester and annual system of payment.

Table 8.65: Comfortable of payment of Fee by University

University	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
EU	9.9	6.5			16.4
KU	4.6	1.5			6.2
NSU	3.7	2.8		3.1	9.6
PU	6.2	.6			6.8
TU	30.7	29.1	1.2		61.0
Total	55.1	40.6	1.2	3.1	100.0

Source: Field Survey, July-August 2007, CEDA

Maximum of the PU students (91.2%) preferred the installment payment system while highest of 48.2 percent of the students of TU favored the monthly payment system. From the above tables, it is seen that the present mode of payment is closer to the preference of the students.

The comfortable mode of payment of fee by type of campus is presented in the table 8.66. More of the students of Public Campus favored the monthly payment system. Likewise, maximum of the students (91.5%) of Engineering Institute chose the installment payment. Similarly, more of the students of Education Faculty (67.2%) amongst others favored the monthly payment system.

Table 8.66: Comfortable of payment of Fee by Campus

Type of Campus	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
University Own Campus	23.9	9.6	1.2	3.1	37.8
Public Campus	14.9	15.2			30.0
Private Campus	16.4	15.8			32.2
Total	55.1	40.6	1.2	3.1	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.67: Comfortable of payment of Fee by institute/Faculty

Institute/Faculty	Percentage of Students				
	Installment	Monthly	Semester	Annual	Total
Agriculture	2.5	.9	.3		3.7
Edu	3.4	7.1			10.5
Engineering	11.1	.9			12.1
Forestry	1.2	1.2	.9		3.4
Humanities	7.1	4.6			11.8
Mgmt	17.3	16.1			33.4
Nursing	1.9	4.0			5.9
Sanskrit	.6	1.9		3.1	5.6
Science & Technology	8.1	1.8			9.9
Veterinary	1.9	1.9			3.7
Total	55.1	40.6	1.2	3.1	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.33 Bank Loan

The student loan is a new concept to enhance the students to get higher education. It usually helps the students who cannot afford necessary amount of money to study higher education. The opinion of the students on the concept of student loan by University is presented in the table 8.68.

Table 8.68: Opinion of students on the concept of student Loan by University

University	Percentage of Students				
	support	against	not needed	No response	Total
EU	15.5			0.9	16.4
KU	5.9			0.3	6.2
NSU	7.7		0.6	1.2	9.6
PU	6.5	0.3			6.8
TU	55.7	0.6	0.9	3.7	61.0
Total	91.3	0.9	1.5	6.2	100.0

Source: Field Survey, July-August 2007, CEDA

It is observed from the above table that 91.3 percent of the total sample students are in favor of the student loan. Negligible percentage of the students (0.9%) is found to be against the student loan. Comparatively more of the students of the PU (4.8%) are observed to be against the student loan and 3.4 percent of the students of University Own Campus reported that they did not need the loan. Table 8.69 indicates that only Bachelor level students are against the student loan.

Table 8.69: Opinion of students on the concept of student Loan by type of Campus

Type of Campus	Percentage of Students				Total
	support	against	not needed	No response	
University Own Campus	33.8	0.3	1.2	2.5	37.8
Public Campus	26.3	0.3	0.3	3.1	30.0
Private Campus	31.3	0.3		0.6	32.2
Total	91.3	0.9	1.5	6.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.70: Opinion of students on the concept of student Loan by Institute/Faculty

Institute/Faculty	Percentage of Students				
	support	against	not needed	No response	Total
Agriculture	3.4			0.3	3.7
Edu	10.2			0.3	10.5
Engineering	10.8	0.3		0.9	12.1
Forestry	3.4				3.4
Humanities	7.4	0.3	1.2	2.8	11.8
Mgmt	31.9			1.5	33.4
Nursing	5.9				5.9
Sanskrit	5.3			0.3	5.6
Science & Technology	9.3	0.3	0.3		9.9
Veterinary	3.7				3.7

Total	91.3	0.9	1.5	6.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.71: Opinion of students on the concept of student Loan by Level

	Percentage of Students				Total
Level	support	against	not needed	No Response	
Bachelor	73.7	0.9	1.2	6.2	82.1
Diploma	0.3				0.3
Master	17.0		0.3		17.3
PhD	0.3				0.3
Total	91.3	0.9	1.5	6.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.72 presents the interest rate and period of repayment of loan by University as suggested by the students. The students have suggested 2.32 percent interest rate on student loan and 6 yrs period of repayment.

Table 8.72: Average Interest Rate and Period of Repayment of Student loan by University

University	Interest Rate (%)	Period of Repayment(Year)
EU	1.77	5.90
KU	1.58	6.72
NSU	2.77	6.84
PU	1.55	7.90
TU	3.83	11.94
Average	2.32	6.36

Source: Field Survey, July-August 2007, CEDA

It is observed from the above table that the students of NSU have suggested the highest interest rate (2.77%). Likewise, the students of PU suggested the loan repayment period of 8 years (highest among others) and the students of NAMS gave lowest repayment period (4-6 yrs). Table 24 displays the interest rate and period of repayment suggested by the students by campus. It is observed from the table that the Private Campus students are prepared to have student loan at a highest interest rate (2.61%) among all other campuses.

Table 8.73: Average Interest Rate and Period of Repayment of Student loan by Campus

Type of Campus	Interest Rate (%)	Period of Repayment(Year)
University Own Campus	4.47	10.66
Public Campus	2.31	6.26
Private Campus	2.61	6.67
Average	2.32	6.36

Source: Field Survey, July-August 2007, CEDA

Table 8.74: Average Interest Rate and Period of Repayment of Student loan by Institute /Faculty

Institution/Faculty	Interest Rate (%)	Period of Repayment(Year)
Agriculture	3.32	5.73
Edu	2.66	6.29
Engineering	1.66	7.14
Forestry	2.45	5.70
Humanities	1.60	4.73
Mgmt	2.79	6.59
Nursing	1.11	5.00
Sanskrit	3.54	8.39
Science & Technology	1.22	6.69
Veterinary	3.42	6.50
Average	2.32	6.36

Source: Field Survey, July-August 2007, CEDA

2.2.34 Cost Recovery and Reduction in Unit Cost

The cost recovery is an important factor to be considered in financing the higher education. The reduction in unit cost may be a one of the better solution for cost recovery. Table 8.75 presents the suggestions of the Campus Chiefs/Account Officer of the educational institutions for improvement in the status of cost recovery by type of campus. At most 31.9% of the respondents suggested the increment in the fund from UGC/Government for cost recovery. Likewise, 29.5% of the respondents suggested the increment in fee in this regard. The other suggestions suggested in this context are: decreasing operating cost, raise fund from seminar/training/workshop, increment in work load of teachers, raise community participation etc. At the campus level, maximum of 39.0% of the respondents of University Own Campus and 35.8% of the Public Campus stressed on increment in fee. Likewise, maximum of 33.8% of the respondents of Private Campus urged the increment in fund from UGC/Government.

Table 8.75: Suggestions for Improvement in the Status of Cost Recovery

Suggestions	University Own Campus	Public Campus	Private Campus	Total
Decreasing operating cost	-	-	2.2	2.2
Increment in fee	16.0	11.4	2.2	29.5
Raising fund from seminar/ training/workshops	4.6	-	-	4.6
Fund from local institution	6.8	4.6	2.2	13.6
Increase work load of teachers	2.2	-	-	2.2
increase fund from UGC/govt.	9.2	13.6	9.2	31.9
Increase community participation	-	2.2	2.2	4.6
Increase number of students	2.2	-	4.6	6.8
Good management	-	-	4.6	4.6
Total	41.0	31.8	27.2	100

Source: Field Survey, July-August 2007, CEDA

The measures for reducing unit cost by type of campus as suggested by the Campus Chiefs/Account Offices are presented in table 8.76. As observed from the table, maximum of the respondents (35.1%) suggested the reasonable size of students as the measure for reducing the unit cost and 29.7% of the respondents stressed on increment in grants/donations. Likewise, 10% and less respondents suggested the fee based on ability to pay, increment in fee, raise community support, reduce unrelated expenses as the measures to reduce the unit cost.

At the campus level, maximum of 41.8% of the respondents of University own campus, 33.4% of the Public Campus and 31.1% of the Private Campus suggested the reasonable size of the students as measure for reducing the unit cost.

Table 8.76: Suggested Measures for Reducing the Unit Cost

Suggestions	University Own Campus	Public Campus	Private Campus	Total
Fee structure based on ability to pay & subsidy for poor	2.6	-	2.6	5.4
Reasonable size of students	13.5	10.9	10.9	35.1
Government grants/donations	8.1	10.9	10.9	29.7
Increment in fee	8.1	-	2.6	10.9
Increase community support	-	5.4	-	5.4
Reduce unrelated expenses	-	5.4	5.5	10.9
Increase work load of teachers	-	-	2.6	2.6
Total	32.3	32.6	35.1	100

Source: Field Survey, July-August 2007, CEDA

2.2.35 UGC/University Grants

Grant plays a significant role in the higher education. Many of the campuses in Nepal are run through grant. Table 8.77 presents the UGC/University grants by University. It is observed from the table that majority of the respondents (81.2%) reported the inadequacy of grants. Only 4.2% of the respondents noted the adequacy of grants. Besides, 14.6% of the respondents said that it was not applicable to them. The hundred percent of the respondents of NSU and 96% of the respondents of Tribhuvan University reported the inadequacy of grant and least of 33.3% of the respondents of Kathmandu University made such remark.

Table 8.77: Status of UGC/University Grants by University

University	% of Campus Chief/ Account Officer				Total
	Adequate	Inadequate	Not Applicable	No response	
EU	0.0	7.9	4.8	3.2	15.9
KU	0.0	1.6	3.2	0.0	4.8
NSU	0.0	6.3	0.0	3.2	9.5
PU	1.6	1.6	0.0	4.8	7.9
TU	1.6	44.4	3.2	12.7	61.9
Total	3.2	61.9	11.1	23.8	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.78: Status of UGC/University Grants by Campus

Type of Campus	% of Campus Chief/ Account Officer				Total
	Adequate	Inadequate	Not Applicable	No response	
University Own Campus	3.3	23.0	3.3	9.8	39.3
Public Campus		26.2		6.6	32.8
Private Campus		11.5	8.19672	8.2	27.9
Total	3.3	60.7	11.5	24.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.79: Status of UGC/University Grants by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer				Total
	Adequate	Inadequate	Not Applicable	No response	
Agriculture & Animal Science	0.0	1.6	0.8	0.8	3.1
Education	0.0	14.8	0.0	3.1	18.0
Engineering	0.0	1.6	2.3	2.3	6.3
Forestry	0.0	1.6	0.0	0.0	1.6
Management	0.0	18.0	1.6	5.5	25.0
Arts	0.0	11.7	1.6	4.7	18.0
Law	0.0	1.6	0.0	1.6	3.1
Nursing	0.8	0.0	0.8	1.6	3.1
Sanskrit	0.0	3.1	0.0	1.6	4.7
Ayurveda	0.0	3.1	0.0	0.0	3.1
Science &Technology	0.8	6.2	1.6	5.4	14.1
Total	1.6	63.3	8.6	26.6	100.0

Source: Field Survey, July-August 2007, CEDA

The status of UGC/University grants by type of campus is displayed in the table 8.79. It is observed from the table that comparatively more of the Public Campuses are in shortage of grant. Hundred percent of the respondents of Public Campuses reported the inadequacy of grants while 77.8% of the respondents of University Own Campus and 58.2% of the respondents of Private Campus noted the inadequacy of grants. At the Institute/Faculty level, hundred percent of the respondents of Forestry and Medicine, Sanskrit and Law reported the inadequacy of grants and the least of 41.5% of the respondents of Institute of Engineering gave such remark.

2.2.36 Financial Management

Table 8.80 presents the opinion of the Campus Chiefs/Account Officers on problem with the central financial division in financial matter by type of campus. Out of the total respondents, 16.4 % reported that they faced the problem with the central financial division in the financial matter. However, one-fifth of the respondents noted that there was no problem in this regard. Besides, more than 60 percent of the respondents remarked that it was not applicable to them. At the campus level, one-third of the respondents of the University Own Campus reported the problem with the central financial division in the financial matter and the around five percent of the respondents of public and Private Campus made such remark.

Table 8.80: Problem with central financial division in financial matter

Type of campus	% of Campus Chiefs/Account Officers			
	Yes	No	Not applicable	Total
University Own Campus	13.1	3.3	23	39.3
Public Campus	1.6	8.2	23	32.8
Private Campus	1.6	9.8	16.4	27.9
Total	16.4	21.3	62.3	100

Source: Field Survey, July-August 2007, CEDA

The suggestions for better financial management between the campus and University by type of campus as suggested by the Campus Chiefs/Account Officers are presented in the table 8.81. It is observed from the table that more than fifty percent of the respondents stressed on the cooperation between the campus and University in this regard. Likewise, 11.2% of the respondents suggested the autonomy to the campus, optimum use and equal treatment to all campuses as the measures for better financial management between the campus and University. At the campus level, all of the respondents of University Own Campus and the Private Campus stressed on autonomy to the campus and on line payment.

Table 8.81: Opinion for better financial management between campus and university

Suggestions	University Own Campus	Public Campus	Private Campus	Total
Autonomous for financial management	11.2	-	-	11.2
Cooperation between campus and University	22.4	22.4	11.2	55.6
On line payment system	-	-	5.4	5.4
University should guide	-	5.4	-	5.4
Optimum use of resources	11.2	-	-	11.2
Equal treatment to all campuses by university	-	-	11.2	11.2
Total	44.7	27.8	27.8	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.82 presents the problems in financial management in the campus by type of campus as reported by the Campus Chiefs/Account Officers. The table indicates that lack of budget is the major problem in the campus. More than fifty percent of the respondents (56.7%) reported the problem of lack of budget. The next major problem is observed to be the lack of regularity in the payment of fee. The high administrative cost and political interference claim third position in this regard. The other problems are observed to be cost recovery, lack of trained manpower, low fee structure, internal source mobilization, etc.

Table 8.82: Problems in Financial Management in Campus

Problems	University Own Campus	Public Campus	Private Campus	Total
Problem of cost recovery	21.	-	2.1	4.3
Lack of budget	26.2	21.8	8.8	56.7
Lack of trained financial manpower	2.1	-	-	2.1
Political interference	-	4.2	2.1	6.5
Lack of manpower management	-	4.4	-	4.4
High administrative cost	2.1	4.4	-	6.5
Lack of regularity in fee payment	2.1	2.1	6.5	10.9
Problem of internal source mobilization	2.1	-	-	2.1
Repayment of loan			2.1	2.1
Low fee structure	-	-	4.4	4.4
Total	38.6	37.1	26.1	100.0

Source: Field Survey, July-August 2007, CEDA

At the campus level, at most of 71.2% of the respondents of University Own Campus and least of 33.7% the private campus reported the lack of budget in the campus. Likewise, more than fifty percent (58.8%) of the respondents of Public Campus made such remark. Similarly, more of the respondents of Private Campus (24.9%) in comparison to the other types of campus noted the problem of lack regularity in the payment of fee. As observed from the table, lack of budget and lack of regularity in the fee payment are the main constraints in the financial management. The problems of lack of the budget is observed to be more remarkable in the case of University Own Campus and Public Campus.

8.4. Local Participation and Fund Mobilization

2.2.37 Status of Local Community Cooperation

Local cooperation is an influential factor in running the educational institution. The educational institution cannot be functioned in a sustainable way without the cooperation of the local community. Table 8.83 presents the status of local community cooperation by University as assessed by the Campus Chiefs/Account Officers of the campus. Little less than one-third of the campus/chiefs/account officers reported that the community cooperation was

poor (poor and very poor). However, little less one-third of the respondents remarked that the community cooperation was good. The respondents reporting the very good local community cooperation comprised 6.2%. Besides, 30.6% of the Campus Chiefs/Account Officers noted that the community cooperation was moderate. At the University level 60.8% of the respondents of PU, 31.1% of TU and 33.3% of EU have expressed the poor status of local community cooperation. It is observed from the table that the status of community cooperation in the campuses of KU and NSU is relatively good.

Table 8.83: Status of Local Community Cooperation by University

University	% of Campus Chief/ Account Officer					
	Very good	Good	Moderate	Poor	Very poor	Total
EU	2.1	6.2	-	-	4.1	12.3
KU	-	4.1	2.1	-	-	6.2
NSU	-	2.1	6.2	-	-	8.2
PU	-	2.1	-	-	6.2	8.2
TU	4.2	18.4	22.5	8.1	12.2	65.3
Total	6.2	32.6	30.6	8.1	22.5	100.0

Source: Field Survey, July-August 2007, CEDA

The status of local community cooperation by type of campus is presented in the table 8.84. The table indicates that the status of local community cooperation to the University Own Campus is comparatively good. 39.1% of the respondents of the Public Campus and 54.5% of respondents of Private Campus reported the poor status of the local cooperation. At the Institute/Faculty level, the local community cooperation is observed to be comparatively poor in the campuses of Institute of Agriculture and Animal Science (reported very poor by 50% of the respondents) and Institute of science and technology (poor and very poor by 42.1% of the respondents).

Table 8.84: Status of Local Community Cooperation by Campus

	% of Campus Chief/ Account Officer					
	Very good	Good	Moderate	Poor	Very poor	Total
University Own Campus	2.1	10.6	21.3	-	4.3	38.3
Public Campus	2.1	12.7	8.6	8.6	6.4	38.3
Private Campus	-	8.6	2.1	-	12.7	23.3
Total	4.3	31.9	31.9	8.6	23.3	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.85: Status of Local Community Cooperation by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer					
	Very good	Good	Moderate	Poor	Very poor	Total
Agriculture & Animal Science	-	-	2.1	-	2.1	4.1
Education	1.0	9.1	4.1	3.1	3.1	20.4
Engineering	-	-	2.1	-	1.0	3.1
Forestry	-	-	2.1	-	-	2.1
Management	1.0	12.2	5.1	4.1	4.1	26.6
Arts	-	7.2	4.1	4.1	2.1	17.5
Law	-	3.1	-	-	1.0	4.1
Nursing	1.0	-	-	-	1.0	2.1
Sanskrit	-	1.0	3.1	-	-	4.1
Ayurveda	-	-	2.1	-	-	2.1
Science &Technology	-	5.2	5.1	2.1	2.0	14.4
Total	3.1	37.8	29.6	13.2	16.3	100.0

Source: Field Survey, July-August 2007, CEDA

It is observed from the tables that the community cooperation to the campuses is not at the satisfactory level. The institutional head should play the active role to increase the community cooperative and their sub-ordinates should support him in the regard. The public awareness, cooperation campaign programs should be launched to get the community cooperation.

2.2.38 Local Fund Mobilization

Local fund mobilization is a crucial factor in running the educational institutions. It is very difficult to run an educational institution without mobilizing the local fund. Table 8.86 displays the status of local fund mobilization by University as assessed by the Campus Chiefs/Account Officers. One-third of the respondents reported that the status of their local fund mobilization was moderate. The respondents reporting the status of local fund mobilization is 'very good' and 'good' comprised only 13.3% of the respondents and more than fifty percent of the respondents reported that the status was poor (poor + very poor). It is observed from the table that status of local fund mobilization is poor in the campuses under Pokhara University in comparison to the other Universities.

Table 8.86: Status of Local Fund Mobilization by University

University	% of Campus Chief/ Account Officer						
	Very good	Good	Moderate	Poor	Very poor	Not Any	Total
EU	-	-	4.5	2.2	2.2	-	9.0
KU	-	-	-	2.2	-	4.5	6.7
NSU	-	-	8.8	-	4.5	-	13.3
PU	-	2.2	-	-	4.5	-	6.7
TU	2.2	8.8	20.0	11.1	22.3	-	64.4
Total	2.2	11.1	33.3	15.5	33.3	4.5	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.87 presents the status of local fund mobilization by type of campus. The table indicates that the status of local fund mobilization is poor in the Private Campus in comparison to the other types of campus. 71.8% of the respondents of Private Campus reported the poor. (poor + very poor) fund mobilization. At the Institute/Faculty level, the status of local fund mobilization is observed to be very poor in the Institute of Forest and Institute of Medicine in comparison to the other Institutes/Faculties.

Table 8.87: Status of Local Fund Mobilization by Campus

Type of Campus	% of Campus Chief/ Account Officer						
	Very good	Good	Moderate	Poor	Very poor	Not Any	Total
University Own Campus	-	4.7	16.3	7.0	16.3	-	44.3
Public Campus	2.3	7.0	13.9	4.7	11.6	-	39.4
Private Campus	-	-	-	4.7	7.0	4.7	16.3
Total	2.3	11.6	30.2	16.3	34.9	4.7	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.88: Status of Local Fund Mobilization by Institute/Faculty

Institute/Faculty	% of Campus Chief/ Account Officer						
	Very good	Good	Moderate	Poor	Very poor	Not Any	Total
Agriculture & Animal Science	-	-	-	-	3.3	-	3.3
Education	1.0	3.3	6.5	2.2	6.5	-	19.6
Engineering	-	-	-	2.2	-	-	2.2
Forestry	-	-	-	-	2.2	-	2.2
Management	1.0	4.4	9.9	4.4	4.4	2.2	26.5
Arts	1.0	3.3	7.7	2.2	4.4	-	18.7
Law	-	3.3	-	-	-	-	3.3
Nursing	-	-	-	-	1.0	-	1.0
Sanskrit	-	-	4.4	-	2.2	-	6.7
Ayurveda	-	-	-	-	2.2	-	2.2
Science &Technology	-	4.3	2.2	4.3	3.2	-	14.2
Total	3.3	18.7	30.7	15.4	29.7	2.2	100.0

Source: Field Survey, July-August 2007, CEDA

The local fund mobilization is found to be poor as observed from the tables. The role of institutional head has a meaningful effect in this context. The institutional head should play responsible role to mobilize the local fund.

2.2.39 Utilization of Local Fund

Table 8.89 depicts the utilization of collected local fund by University by the campus in various items. The table indicates that maximum of the campuses utilize the collected local fund in the building construction (reported by 23.4% of the respondents). Likewise, 19.1% of the respondents reported that they have utilized the collected local fund in furniture/fixtures. Similarly, 18.1% of the respondents noted the utilization of fund in purchasing office equipment. At the University level, the maximum of the campuses under TU are found to use the collected local fund in purchasing furniture/fixtures and maximum of the campuses of EU and NSU in building construction. However, the campuses of Pokhara University are found to use the fund mostly in paying salary, building construction, office equipment, and furniture and increasing the facilities.

Table 8.89: Utilization of Local Fund collected by University

	University					
	EU	**KU**	**NSU**	**PU**	**TU**	**Total**
Paying salary of teaching/non teaching staff	-	-	-	1.0	10.7	11.7
Building construction	4.3	-	2.1	1.0	16.0	23.4
Office equipment	2.1	-	-	1.0	15.0	18.1
Furniture & Fixtures	1.0	-	-	1.0	17.1	19.1
Upgrading the level	-	-	1.0	-	10.7	11.7
Increasing the number of facilities	-	-	1.0	1.0	10.7	12.7
Not Any	1.0	2.1	-	-	-	3.1
Total	8.4	2.1	4.2	5.0	80.2	100.0

Source: Field Survey, July-August 2007, CEDA

The utilization of collected local fund by type of campus is displayed in the table 8.90. It is observed from the table that the University Own campus used the local fund mostly in building construction and purchasing office equipment. However, the Public Campuses are found to utilize the collected local fund mostly in purchasing furniture/fixtures and building construction. Similarly, the Private Campuses are observed to utilize the fund mostly in building construction. At the Institute/Faculty level, the campuses of Education and Management Faculties are observed to utilize the local fund mostly in building construction and purchasing furniture/fixtures. Likewise, the campuses of Institute of Science and

Technology are found to have used the collected local fund mostly in building construction, purchasing office equipment and furniture/fixtures.

Table 8.90: Utilization of Local Fund collected by Campus

	University Own Campus	Public Campus	Private Campus	Total
Paying salary of teaching/non teaching staff	2.1	7.6	1.1	10.8
Building construction	6.5	12.0	3.3	21.8
Office equipment	6.5	9.8	2.1	18.5
Furniture & Fixtures	3.3	14.1	2.1	19.5
Upgrading the level	3.3	5.4	1.1	9.8
Increasing the number of facilities	4.3	8.7	2.1	15.1
Not Any	-	1.1	3.3	4.4
Total	26.1	58.7	15.2	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.91: Utilization of Local Fund collected by Institute/Faculty

	Institute/Faculty											
	Agriculture & Animal Science	**Education**	**Engineering**	**Forestry**	**Management**	**Arts**	**Law**	**Nursing**	**Sanskrit**	**Ayurveda**	**Science &Technology**	**Total**
Paying salary of teaching/non teaching staff	-	3.1	1.1	-	3.1	2.6	1.1	-	-	-	1.6	12.5
Building construction	0.5	6.2	1.1	-	6.8	4.7	0.5	-	0.5	0.5	2.7	23.5
Office equipment	0.5	4.2	0.5	-	5.7	4.2	1.1	-	-	-	3.1	19.3
Furniture & Fixtures	0.5	5.7	0.5	-	6.2	4.7	1.1	-	-	-	2.5	21.3
Upgrading the level	-	3.1	1.1	-	3.1	2.0	-	-	0.5	-	1.1	10.9
Increasing the number of facilities	-	3.1	1.1	-	3.1	2.0	-	-	-	-	.5	9.9
Not Any	-	-	-	-	1.6	0.5	-	-	-	-	.5	2.6
Total	1.4	25.5	5.3	-	29.7	20.7	3.7	-	1.0	0.5	11.9	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.40 Political Support

Table 8.92 presents the status of political support by University as assessed by the Campus Chiefs/Account Officers of the campus. As observed from the table, one-third of respondents reported the poor status of the political support to the campus. One out of five respondents remarked the status of support as 'Moderate'. Besides, around one-third of the respondents reported that the status of political support was good (very good + good). It is observed from the table that the political support to the campuses of the Pokhara University and Tribhuvan University are poor in comparison to the other Universities. The political support to the Purbanchal University is observed to be relatively good.

Table 8.92: Status of Political Support by University

University	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
EU	0.0	6.3	1.6	0.0	3.2	4.8	15.9
KU	0.0	1.6	0.0	0.0	1.6	1.6	4.8
NSU	0.0	3.2	3.2	0.0	3.2	0.0	9.5
PU	0.0	0.0	1.6	1.6	1.6	3.2	7.9
TU	3.2	17.5	15.9	12.7	9.5	3.2	61.9
Total	3.2	28.6	22.2	14.3	19.0	12.7	100.0

Source: Field Survey, July-August 2007, CEDA

The status of political support by type of campus is displayed in the table 8.93. The table indicates that the political support to the Private Campus is poor in comparison to the public and University own campuses 47.0% of the respondents of Private Campus reported that the status of political support to the campus was poor (poor + very poor) while around 30 percent of the respondent of University own and Public Campuses made such remark.

Table 8.93: Table 56: Status of Political Support by Campus

Type of Campus	% of Campus Chief/ Account Officer						Total
	Very good	Good	Moderate	Poor	Very poor	No response	
University Own Campus		9.8	13.1	6.6	4.9	4.9	39.3
Public Campus	3.3	11.5	6.6	4.9	4.9	1.6	32.8
Private Campus		4.9	3.3	3.3	9.8	6.6	27.9
Total	3.3	26.2	23.0	14.8	19.7	13.1	100.0

Source: Field Survey, July-August 2007, CEDA

8.5. Education Policy and Its Impacts

2.2.41 Education Policy

The development in education of a country significantly depends on the education policy of the nation. A good and sustainable policy can assure the qualitative development of education in a nation. The table 8.94 displays the remark of the campus chiefs/account officer on the present higher education policy. 59.3% of the respondents remarked that the present higher education was not realistic and not far sighted. However, 26.0% of the respondents reported that the education policy should be modified according to the time. Likewise, 3.6% the respondents remarked that the public cooperation was lacking in the present education policy. Besides, 7.5% of the respondents responding in this context, took the present education policy as good.

Table 8.94: Remark on present higher education policy

Type of Campus	Good	Lack of Public Private Cooperation	Not Realistic/ Not Far Sighted	Lack of Modification According to Time	Lack of HEP in all Sectors	Total
University Own Campus	3.6	3.6	22.2	3.6	-	33.0
Public Campus	-	-	22.2	11.1	-	33.3
Private Campus	3.6	-	14.9	11.1	3.6	33.3
Total	7.5	3.6	59.3	26.0	3.6	100.0

Source: Field Survey, July-August 2007, CEDA

2.2.42 Decentralization in Higher Education

The decentralization in higher education may improve the quality of education. However, its impact on equity may not be ignored. The table 8.95 percents the opinion of the Campus Chiefs/Accounts Officers on the decentralization in higher education. The table indicates that overwhelming majority of the respondents is in favour of decentralization in higher education. 86.4% of the officials (Campus Chiefs/Account Officers) reported that the decentralization in higher education would improve the quality of education. Maximum of 91.8% of the respondents of Private Campus made such remark. Likewise, 80.1% of the officials of the University Own Campus favoured the decentralization in higher education. Only 13.6% of the officials are observed to be against the decentralized in higher educations. Relatively more of the respondents (27.9%) of the Public Campus are found to be against the decentralization. The opinion of the students in this context is also observed to be similar (Table 79a). 88% of the students are found to be in favour of decentralization in higher education.

Table 8.95: Opinion on Decentralization in Higher Education

Type of Campus	% of Campus Chiefs/Account Officers			Total
	Yes	No	No response	
University Own Campus	19.7	4.9	14.8	39.3
Public Campus	24.6	3.3	4.9	32.8
Private Campus	18.0	1.6	8.2	27.9
Total	62.3	9.8	27.9	100.0

Source: Field Survey, July-August 2007, CEDA

The table below presents the remark of the Campus Chiefs/Account Officer on the impact of decentralization in higher education on the equity concept by type of campus.

Table 8.96: Remark on Impact of Decentralization in Higher Education on the Equity Concept

Type of Campus	% of Campus Chiefs/Account Officers			Total
	positive	Negative	No response	
University Own Campus	11.5	3.3	24.6	39.3
Public Campus	9.8	6.6	16.4	32.8
Private Campus	3.3	3.3	21.3	27.9
Total	24.6	13.1	62.3	100.0

Source: Field Survey, July-August 2007, CEDA

In is observed from the table that the two-thirds of the respondents responding to the question are indicating the positive impact of the decentralization in higher education on the equity concept. The highest of the respondents (77.7%) of the University Own Campus and the least of the respondents (56.0%) of the Private Campus made such remark. The respondents reporting negative impact on the equity concept due decentralization in highest education are found to be almost 50.0% of the respondents of Private Campus and least of 22.3% of the respondents of the University own campus. However, 62.3% of the total respondents are found to be silent in this issue.

2.2.43 Commercialization of Higher Education

The table 8.97 percents the opinion of the Campus Chiefs/Account Officers on commercialization of higher education by type of campus. It is observed from the table that 36.1% of the respondents are in favour of the commercialization of higher education while around 40 percent of the respondents are against it. However, around one-fourth of the respondents did not respond in this regard. At the campus level, more of the respondents of Private Campus (47.0%) in comparison to the other types of campus are observed to be in favour of commercialization of higher education. However, only one out four respondents of the Public Campus favoured it. Moreover, 50% of the respondents of Public Campus are observed to be

against the commercialization of higher education. Similarly, the least of one-third of the respondents of University Own Campus are found to be against the commercialization.

Table 8.97: Opinion on Commercialization of Higher Education

Type of Campus	% of Campus Chiefs/Account Officers			Total
	Yes	No	No response	
University Own Campus	14.8	13.1	11.5	39.3
Public Campus	8.2	16.4	8.2	32.8
Private Campus	13.1	9.8	4.9	27.9
Total	36.1	39.3	24.6	100.0

Source: Field Survey, July-August 2007, CEDA

Table 8.98 presents the major steps to be taken for the commercialization of the higher education by type of campus as suggested by the respondents favoued the commercialization of higher education. The maximum of the respondents (13.6% of the respondents for each) mainly suggested the three steps to be taken for commercialization of higher education. They are: privatization, practical oriented course and quality education. Other major suggestions are observed to be research oriented teaching, hand over to community, extra curricular activities, decentralized decision, fee increment and good coordination between government and institutions. At the campus level, 20.2% of the respondents of Private Campus suggested practical oriented course and 29.0% of the respondents of Public Campus suggested quality education.

Table 8.98: Opinion on the major steps to be taken for the commercialization of education

Major Steps	University Own Campus	Public Campus	Private Campus	Total
Recruit expert manpower	0	0	1.6	1.6
Research oriented teaching	1.6	0	1.6	3.3
Privatization	1.6	1.6	3.3	6.6
Hand over to community	1.6	0	1.6	3.3
Reservation policy for poor	1.6	0	0	1.6
Practical oriented course	0	1.6	4.9	6.6
Increase no. of students	0	0	1.6	1.6
Reduce university charge	0	0	1.6	1.6
Quality edu	0	3.3	3.3	6.6
Extra curricular activities	0	3.3	0	3.3
Decentralized decision	1.6	0	1.6	3.3
Increase fee structure	1.6	1.6	0	3.3
Increase facilities	1.6	0	0	1.6
Coordination bet gov. & institution	1.6	0	1.6	3.3
Commitment from political parties	0	0	1.6	1.6
Total	12.8	11.4	24.3	

Source: Field Survey, July-August 2007, CEDA

The table 8.99 displays the types of modality suggested by the Campus Chiefs/Account Officers for commercializing the higher education. The respondents suggested mainly the three types of modality. They are: government funded, private funded, and public and private partnership funded. As observed from the table, more than one-third of the respondents (36.1%) suggested the public and private partnership funded modality. One out of the five respondents favoured the government funded modality and least of 3.3% of the respondents stressed on private funded modality. However, 39.4% of the respondents did not respond in this regard.

Table 8.99: Suggested types of modalities

	Gov. Funded	Private Funded	Public & Private Partnership Funded	No Response	Total
University Own Campus	13.1	1.6	8.2	15.5	38.4
Public Campus	6.6	0	13.1	13.4	33.1
Private Campus	1.6	1.6	14.8	10.5	28.5
Total	21.3	3.3	36.1	39.4	100.0

Source: Field Survey, July-August 2007, CEDA

At the campus level, maximum of 50.2% of the respondents of Private Campus favoured the public and private partnership funded modality and least of 19.3% of the respondents of University Own Campus stressed on it. Similarly, 30.8% of the respondents of University Own Campus are observed to be attracted towards the government funded modality and least of 5.4% of the respondents of Private Campus argued on government funded modality. Likewise, 5.4% of the Private Campus respondents and 3.8% of the University Own Campus respondents stressed on private funded modality.

9. Summary, Conclusion and Recommendations

9.1. Summary

Experiences of developed countries

- UK has major Universities like Oxford and Cambridge, a large number of provincial universities (Red brick Universities), and several city colleges and polytechnics. The establishment of Open University (in 1971) is a major development facilitating access to higher education for all, who can not attend regular formal studies in universities. Universities in UK get grants from University Grants Committee; polytechnic and city colleges get grants from polytechnic and college funding council. Universities and colleges also get funds from Local Education Authorities, student fees, and gifts and donors.
- In USA three are mainly three types of institutions i) junior or community colleges, ii) vocational and technical institutions and iii) Colleges and Universities. Higher Education institutions developed in USA with support of land grants from the government. State Universities are funded by state governments. There are institutions supported by federal government. There are numerous Private Colleges and Universities funded by private bodies/donors and religious bodies. Fees in State Universities are much lower than in private institutions. Universities get funds from industry for various research works. Specialized institutions of technology set up in various states provide high standard education in technology.

Experiences in South Asian Countries

- Higher education finance systems in India, Bangladesh, Sri Lanka and Pakistan as well as Nepal are briefly reviewed. All these countries have University Grants Commissions, which assess the needs of funding of various Universities and provide funding on an annual basis. Recently, there has been a repaid growth of Private University and institutions of higher education in these countries. These institutions also get some funds from the government through the UGC, but they rely more on student fees, which are generally high. In all these countries Open University has been established; the process of establishment of such an university is on in Nepal.

Nepal

- The growth in secondary education has led to growing demand for higher education. The country's education policy is to treat two years of education after SLC (School Leaving Certificate) as higher secondary education (which is presently being managed by Higher Secondary Education Board). The three years interim plan of the government (2007-2010) stated that Grade 12 will be regarded as the final grade of school education. The plan further states that an Open University will be established to increase access to higher education for

all. The plan also recognizes the role of private sector in educational development. The plan also mentions the system of providing student loans on easy terms for students in higher education (mainly for disadvantaged groups, gender groups and students in disadvantaged areas).

Current Trends

Some not citable trends are as follows:

- Predominance of Tribhvuan University in the higher education system
- Continuation of proficiency certificate level in TU campuses.
- Rapid growth of private colleges (despite high fees changed)
- Offering of a number of new courses in several colleges
- General expansion of technical and professional educational (Medicine and Engineering)
- High demand for higher education.
- A general decline in proportion of Education Budget devoted to Higher Education
- Low tuition and other fees in the constituent campuses of Tribhuvan Universities.

Problems of Higher Education

Some problems are as follows:

- Higher failure rates in higher education
- High fee rates in private campuses, unaffordable for the general people.
- Low fee rates in general studies in TU constituent campuses.
- Political strike affecting teaching and learning in colleges.
- Low market absorption of the graduates, wide spread educated unemployment.
- Decline in state funding

Policy

Generally, the government's policy is as follows:

- Establishing Open Universities
- Developing regional Universities
- Encouraging private sector to establish institutions of higher education
- Phasing out certificate level from the Universities
- Enabling UGC to evaluate performance of the university.

- Introducing the policy of cost recovery especially in institutions of technical education.

Total Government Finance for the Education Sector

- Government education Budget as percentage of GDP has been increasing steadily from 3.3% in 2001/02 to 3.9% in 2005/06.
- Over the past five years 2001/02 to 2006/07, about 16% of government expenditures have been devoted to the financing of the Education Sector
- In 2005/06 the government expenditure on secondary level education is in increasing trend but, the proportion of allocation for higher education level has gone.
- Higher Education sector got 10.6% of education budget in 2006/07. The proportion was about 12% in 2001/02. At present, the priority of the government is on provision of education for all (Primary Education)
- In 2006/07 Budget, out of total allocation of Rs. 2437 millions, Rs. 2040 millions (about 84%) is from the government and Rs. 397 (about 1690) is from foreign aid.

Sources of Funds for the Education Sector

- The government resource has been the main source of funding for the education sector. Most of the budgeted allocation for the secondary education has been used for the payment of teacher/administrative staff's salary and some teaching materials and stationeries in government schools. Private schools are entirely financed through the students' fee and donation.
- Out of five universities operating in the country, TU and NSU are entirely financed by the government. The government support to TU is gradually declining since the government has adopted the policy of cost recovery in the operation of the university. However, around 95 percent of the total operating expenditure of the university is being borne by the government.
- The government's own resources met about 80% of budget allocation in the years 2002/03 and 2003/04. The proportion of foreign aid in total education financing is higher in case of Primary Education and TEVT. The percentage of foreign source of financing the higher education is only 16 percent, which is the least compared to other education levels.
- 88% of all UGC allocation was set aside for Tribhuvan University. Nepal Sanskrit University got about 6% of total UGC allocations. Kathmandu and Purbanchal Universities got slightly more than 1% of total allocation. Pokhara University got less than 1% of the allocations.

These Universities had accumulated substantial financial resources from Affiliation Charges (on the affiliated campuses) and very high fee rates in their constituent campuses.

- The UGC regular grants for affiliated campuses are also increasing in both amount and percentage share since the number of affiliated campuses is increasing and it reached to 150 in 2003/04. No grant was provided to the privately operated campuses. The campus having more faculties and more levels gets more UGC regular grants.
- There is the provision of partial grants for physical facilities development of affiliated campuses of remote areas based on the matching fund and grants for library strengthening and equipment purchase to affiliated campuses throughout the country occasionally.
- The average UGC Grants per students in all universities in Nepal was Rs. 11,783 but it varies from Rs. 9,955 for KU and Rs. 10,624 for TU to 196,445 for ERU. It was the least for KU because it was established under the private sector. Both ERU and PU were established as regional universities. Since the TU was the first university and established as government funded university, the UGC grants given to TU is not justifiable.

Policy on Financing of Higher Education

- At present, the government meets major costs of the two state supported universities (Tribhuvan University and Nepal Sanskrit University), partial costs of the two regional universities, and also provides grants to Kathmandu University (in the private sector). There is an increasing emphasis in government policy statements on self sustenance and recovery of costs (through fees).
- Technical institutes especially, Medicine and Engineering are getting more foreign aids.

Fee Structures for Tribhuvan University and other Universities

- As late as 1992, the T.U. charged uniform rates of tuition and other fees in all Institutes and facilities, irrespective of the type of course. This was evidently an unsustainable practice as Medicine and Engineering course cost much large amounts of money per student than the general studies (like Humanities and Management). The affiliated campuses charged higher fee rates than the constituent campuses. The private campuses affiliated to the two regional Universities charged far higher fee rates than the T.U. constituent campuses.

Financial Monitoring in Higher Education

- Large sums of financial resources are being used for higher education in the country by the government, by donor agencies, and the households. But, no study has been done on the system of financial management in higher education as yet.

Financial Analysis of Different Universities

Tribhuvan University

- The annual total expenditure of the TU was declining except in 2003/04 during the period from 1999/00 to 2004/05 and reached to Rs 1,986 million in 2004/05 from Rs 2,215.1 million in 1999/00. This is the result of liberalization policy adopted in the higher education.
- Under the decentralization policy, adopted since 2000/01, most of the technical campuses, four TU owned research centers and some management campuses and technical institutes were decentralized. They are given block grant from the university. Both academic and financial decentralizations have been done to these campuses / research centers. That's why; financial details of these campuses/ research centers are not found in the central offices of the university since 2000/01.
- The annual total expenditure of foreign grants/funds/assistance programmes/projects of the TU had been declining drastically during the period from1999/00 to 2004/05. This indicates the dependency on foreign fund for higher education development has been declined remarkably.
- A largest share of budget of TU goes to Central Office and second largest share to Institute of Humanities and Social Sciences, which cover highest number of TU owned Campuses. The least share goes to Institute of Law, which has few of number of TU owned campuses only. In technical side, the Institute of Medicine demands highest annual total expenditure.

- The percentage distribution of six yearly averages of expenditures between capital and operational are 16 percent and 84 percent respectively. Operational expenditure is more than five times of capital expenditure.
- Management is the highest income earning faculty. Its income covered nearly 19 percent of the total expenditure in 2004/05. Education and Humanities and Social Sciences were the second (10.1 percent) and third (9.5 percent) highest income contributing faculties. Forestry was the least (3.8 percent) income generating institute. Thus, their own income generating capacities of these institutes/faculties were very low.
- Before decentralization of technical institutes and research centres, capital expenditures of institutes/research centres except medicine were around 1 percent as of other institutes and faculties. The capital expenditure of medicine was around 5 percent. Medicine was the highest income generating institute, which earned 24.6 percent of the total expenditure. Research centres were the least income generating. The average income generated by these centres was only 1.6 percent. After decentralization, the average percentage of their own income to the total expenditure was 16.3 percent during the period. It was 18.8 percent only in 2000/01 and then it was stable to 16 percent. Even after decentralization, there was no significant change found in the income generation of these institutes /research centres.
- So far central departments of general faculties/Institutes under the Tribhuvan University are concerned; average annual expenditure coverage by income of central departments of science and technology was the highest, i.e., 20.5 percent, which had been lifted up by the highest average annual expenditure coverage by incomes of central departments of M. Tech.(97.1 percent) and Computer (72.3 percent). Similarly, the lowest coverage was 3.2 percent of central department of education. That of central department of management was the modest one (14.2 percent).

Nepal Sanskrit University

- On the expenditure side, capital expenses ranged from7 percent in 1995/96 to 15 percent 1999/00 of their respective total expenses. But in 2000/01 it was only 5 percent. On the income side, government grant is the main income of the university since its own income is nominal. The university had surplus income till 1997/98 and 1999/00 and onward the surplus income was vanished in the budget. The annual growth rate of government grant for the

university was sufficiently high. Thus, the university was almost entirely based on the government financing.

Eastern Regional University

- The size of the university is fast rising. At the initial period the government grant was given as per approved budget. Since 2000/01 the government grant has not being provided sufficient amount to meet the total expenses as before. The government grant covered only 94.5 percent in 2000/01 and it had reduced to 59.7 percent in 2005/06. The surplus in the year was Rs.1.03 million. The surplus was positive till 1999/2000 and onward the surplus had become negative. It was -5.5 percent of the total expenses and it become 40.3 percent of the total expenses in 2005/06. The deficit has being met by either past surplus or increasing their internal revenue.

Western Regional (Pokhara) University

- Pokhara University was also heavily dependent on the government grant and donation, which covered 55.9 percent of the total income/total expenditure in 2003/04. This University has only 3 university owned campuses and rests 23 are the privately operated affiliated campuses in 2005/06. On the expenditure side, operating expenses including expenditure on employee's cost were declining and surplus was increasing remarkably from 37.5 of the total income in 2001/02 to 68.4 percent in 2003/04.

<u>Cost Recovery Analysis</u>

- It is the general hypothesis that the TU and NSU should have achieved at least operating cost recovery for their sustainability. But the average operating cost recovery in TU with regular academic activities during last six years was only 15 percent whereas, that of block granted Institutes/Research Centres and campuses of the TU was 17 percent. The decentralization policy has not shown desirable effects on the sustainability of campuses of TU.
- The operating cost recovery rate of Institute of management in 2004/05 was the highest i.e., 19 percent and that of the Institute of Forestry was the least i.e., 3.8 percent. The operating cost recovery rate of TU Central Campus was only 5.5 percent. In the technical education side, the Institute of Medicine had the highest operating cost recovery rate (26 percent) and that of Research Centres was the least (1.6 percent).

- The management campuses had highest (18 percent) and science and technology campuses had the least (5 percent).
- So far the Post graduate programmes conducted in the TU Central Campuses are concerned, the operating cost recovery rate of Computer (176 percent) and M. Tech. (137 percent) were the highest and second highest respectively. The operating cost recovery rate of History and Public Administration were nearly zero. Thus, the achieving the desirable level of operating cost recovery is the major problem of the TU for the sustainability issue.
- Operating cost of the NSU at the central level was seems to be improving. It was 5.3 percent in 1995/96 and reached to 10.2 percent in 2001/01.
- The operating cost recovery was not the problem of Pokhara University and the full cost recovery rate was in between 40 to 48 percent. This indicates the Pokhara University is still in need of government support for its sustainability.

Annual Unit Cost Analysis

- The unit cost of producing a student in TU was Rs. 12,433 in 2000/01 and it reached to Rs. 15,553 in 2003/04. The Table shows that the unit cost per student in TU is increasing. If the annual unit costs by institutes/faculties at the price of 1999/00are analyzed, the institute of Medicine was the highest (Rs. 139,150) and the Faculty of Management at the price of 2004/05 was only the least (Rs. 2,051). The annual unit cost in NSU was Rs. 58,597 in 1999/00. Similarly, it was Rs. 473,583 in ERU, Rs. 124,484 in PU in 2003/04. No financial information was found from KU. That's why; the annual unit cost of KU could not be estimated. Based above information, The annual unit cost of TU was the least and the highest is of ERU.

Field Survey

Background Information

- Around 30 percent of the parents/guardians of the students are observed to be illiterate or simply literate and two-thirds of them have school education and above.
- More than one-thirds of the parents/guardians are farmers.
- Around one-fifth of the enrolled students are employed. More of the students of the Tribhuvan University and Public Campuses are found to be employed.

Quality Education

- Fifty percent of the students are in favour of University Own Campus rather than Pubic Campus and Private Campus.
- More than forty percent (44.6%) of the students reported that quality of education of the campus was good.
- More than fifty percent of the students noted that the quality students were produced by the Tibhuvan University followed by Kathmandu University.
- Three out of the four students have expected the job within the country and one out of the five expected job abroad.
- The students have expected Rs. 24 thousand per month salary within the country and Rs. 137 thousand per month abroad.
- The students have stressed mainly two things for the improvement in the curriculum. They are: a) change/standardization and modification in curriculum are required, b) it should be research and practical oriented. Camps Chiefs/Account Officers noted the need of timely modification in curriculum.
- Majority of the students (60.2%) pointed out the need of adequate overhead projector and multimedia as the teaching materials.
- Majority of the students (64.3%) remarked that the class-room environment should be peaceful, non-political and motivational.
- Maximum of the students suggested the semester system of examination with short/objective questions and project works/assignments.
- The examination results of the campuses are observed to be good. More than fifty percent and around one-third of the respondents reported that the results were good and very good respectively.
- The pass percentage of the KU and PU are observed to be quite good. The past percentage of the KU and PU for the last five year is more than 90 percent and more than 85 percent respectively. The pass percentages of TU and NSU are observed to be comparatively poor.
- The pass percentage of the University own campus is observed to be good in comparison to the Public Campus and Private Campus.
- The physical facilities in the campuses are observed to be good. More than fifty percent of the respondents noted that the physical facility was good (good + very good).
- All campuses have library facilities and two-thirds of them have laboratory facilities.
- The status of the library facility in the campus is observed to be good. More than fifty percent of the respondents made such remark and more than one-third of them noted the moderate status of the library facility.

- More than fifty of the respondents reported that the status of library facility was good and more than one-third of then noted the moderate status of laboratory facility.
- The laboratory facilities of the campuses of the Kathmandu University are observed to be very good in comparison to the campuses of other universities.

Financial Management

- One out of the two students remarked the present fee structure as 'Modrate' and more than 40 percent noted that the present fee was high (very high + high). But the Campus Chiefs/Account Officers' remark in this contest is different. More than one-third of them evaluated the fee as 'Low' and more than ten percent noted it as 'Very low'.
- More than 60 percent of the University/Campus has the installment payment system of fee and more than fifty present of students have preferred this system of payment.
- Majority of the students (91.3%) are in favour of the student loan.
- Majority of the Universities/Campuses are in the shortage of grants. More than eighty percent of the respondents reported the inadequacy of grants.
- Around one-third of the respondents suggested the increment in the grant from UGC/government for cost recovery and around 30 percent stressed in increment in the fee.
- One-fifth of the respondents did not feel problem with the central division in the financial matters and 60 percent of the respondents reported that it was not applicable to them.
- More than fifty percent of the respondents stressed on cooperation between the Campus and University for the better financial management and more than ten percent suggested the autonomy to the campus and equal treatment to all campuses.
- Lack of budget and lack of regularity in the payment of fee are observed to be the major problems in the financial management.
- More than 30 percent of the respondents suggested the reasonable size of the students as the measure for reducing the unit cost and little less than 30 percent stressed on increment in grants/donations.

Local Participants and Fund Mobilization

- Little less than one-third of the respondents (Campus Chiefs/Account Officers) reported that the community cooperation was good and the same proportion of them noted the poor community cooperation.
- Around one-third of the respondents noted the good status of political support and one-fifth of them reported that it was moderate.

- One-third of the respondents reported that the status of fund mobilization was moderate and more than ten percent (13.3%) noted the good (very good + good) status of the fund mobilization.
- Maximum of the campuses are observed to be utilizing the collected fund mainly in building construction.

Education Policy and Its Impact

- Around 60 percent of the respondents remarked that the present higher education was not realistic and not far sighted.
- More than one-third of the respondents are in favour of commercialization of higher education and around 40 percent are against it. More of the respondents of the Private Campuses in comparison to the other types of campus are observed to be in favour of commercialization. They suggested the privatization, practical oriented course and quality education as the steps to be taken for the commercialization of higher education.
- The respondents suggested mainly three types of modalities: government funded, private funded, and public and private partnership funded. More than one-third of the respondents favoured the public and private partnership funded modality and more than fifty percent of the respondents of Private Campuses favoured it.
- Majority (86.4%) of the respondents are in favour of the decentralization in higher education.
- Two-thirds of the respondents indicated the positive impact of decentralization in higher education on the equity concept.

9.2. Conclusion

Social demand for higher education in Nepal is increasing very fast. To meet this increasing rate of demand for higher education six universities and two specialized institutions at the university level have already been established. Four other universities including two additional regional universities are in the process of opening. They are Mid-western and Far-western Regional Universities, Agriculture and Forestry University and National Open University. The faster development of higher education needs a lot of funds. The state funded universities namely TU and NSU are acutely facing the problem of cost recovery. A negligible percentage of unit cost has been covered by the present fee structure, which is highly suppressed by the political intervention. The cost recovery position of other regional universities is not at the satisfactory level. In this situation, the government of least developed countries like Nepal alone cannot meet the financial needs for higher education at the cost of other sectors' development. To some extent, community resource mobilization can be done to collect the additional funds for higher education development. But this source of funds is also not sufficient to meet the financial gap. Ultimately, the private sector has gradually to take the responsibility of financing the higher education. But it is only possible if the higher education is commercialized. Education has now been treated as both social as well as economic goods. Basic education needs to be considered as social goods, which should be financed by the state and higher education has to be considered as economic goods, for which private sector has to be active enough to finance for it.

The study has also shown that both public and private financing are required. Volume of private financing for higher education should be increased with respect to the increasing level of education. The slogan "Education for All" should be followed for school education at least for primary education. Higher education should be developed following the slogan "Education for Development". For social inclusive higher education or to increase the access to the poor female, dalits, backward/deprived students to the higher education, these private colleges/Universities have to allot a certain percentage of seats for scholarships to these students and poor intelligent students in order to achieve the objective of social justice. The better and appropriate approach for increasing their access to higher education one university (Tribhuvan University) at least should be declared as a state university. In addition to them, scheme of student loan should be effectively implemented with reasonable interest rate and pay back period. Regional universities have to be concentrated to their respective regions. UGC needs to develop the appropriate,

realistic and scientific basis for distributing grants to universities with proper monitoring and evaluation of performance, output and financial conditions of universities.

9.3. Recommendations

The national education policy has lead towards the commercialization of higher education by adopting the cost recovery principle in the higher education financial management since the government alone cannot meet the faster rising demand for higher education due to the limited available financial resources. The present day slogan is the social inclusion in higher education i.e., increasing access for women, dalits, indigenous and deprived people to the higher education. For this purpose, sufficient number of free ships / scholarship for them is required to make them easy access. Commercialization of higher education and increasing access for them to higher education are two extremes. That's why; the government cannot escape from financing the higher education. Commercialization of higher education can no doubt increase the private sector investment in education. However, both public and private sectors' investment on education are required. Considering the above needs the government has to adopt the multi-universities concept and an appropriate financing modality for higher education has been recommended. Based on the recommended financing modality the existing universities/institutes should be categorized as follows:

a) State university
b) Regional universities:
c) Private university
d) Sectoral universities:
e) Specialized Institutes
f) Religious universities
g) Open University

The detailed financing modalities for these universities/institutes should be as follows:

	Sources of financing			
Types of universities/institutes	Government	Private	Local fund mobilization	Users (Students)
State university such as Tribhuvan University	Central government	Donation		Subsidized Fee
Regional universities:	Local	Donation	Mobilize	Full Fee /

Two already established and operated and planning to established two other regional universities	governments of the concerned region		local resources	Subsidized Fee
Private university such as Kathmandu University		Investment / Donation		Full Fee
Sectoral universities: Planning to established one Agriculture and Forestry University and one Science and Technology University	Concerned Sectoral Ministry	Donation	Mobilize local resources	Full Fee / Subsidized Fee
Specialized Institutes such as BPKMS and NAMS		Donation		Full Fee / Subsidized Fee
Religious universities such as: Lumbini Buddhist University and Nepal Sanskrit University	Government and Religious organizations	Donation	Mobilize local resources	Subsidized Fee
Open University: planning to establish very soon.		Donation		Full Fee

The financing modality for campuses /colleges of these universities/institutes should be done as follows:

Types of Campuses / Colleges	Sources of financing			
	Government	Private	Local fund mobilization	Users (Students)
University Constituent Campuses	Concern University	Donation		Full Fee / Subsidized Fee
Affiliated Public Campuses	Local governments	Donation	Mobilize local resources	Full Fee / Subsidized Fee
Affiliated Private Campuses		Investment / Donation		Full Fee

The existing universities / institutes are proposed to be categorized based on the above classification to meet the objective of national education policy:

- Tribhuvan University: as a State university

- Two already established EU and PU and two planned to establish MWU and FWU: as regional universities:
- Kathmandu University: as a private university
- Sectoral universities: Planning to established one Agriculture and Forestry University and one Science and Technology University
- BPKMS and NAMS: as specialized institutes
- Lumbini Buddhist University and Nepal Sanskrit University: as religious universities
- Open University: planning to establish very soon.

In order to implement the above financing modality for higher education the following implementation strategies have to be adopted:

- Increase the government budget for higher education sufficiently to increase the access of socially excluded students to the higher education
- Fix the fee structure based on the unit cost
- Manage the financial aspects of universities/institutes/ campuses applying the principle of cost recovery
- Encourage donations and local resources mobilization for state university, regional university, religious university and sectoral universities
- Regional universities should be limited within their respective regions
- Allow to fix the fee structure for universities independently in order to meet the required level of cost recovery based on the nature of universities(public or private)
- Distribute the UGC/Government grants to the Universities in proportion to their student enrollment and topographical coverage areas.
- Review and revise the fees rates in T.U. and Constituent Campuses. Reduce the number of regular (Nominal fee paying) students proportion. Revise especially the fee rates in Medical and Engineering Colleges.
- Regulate the fees charged by the private institutions (particularly the Medical and Engineering Colleges)
- Closely monitor the scheme of providing student loans (under the World Bank supported Higher Education Project).

Other suggestions are recommended as follows:

- Develop the monitoring mechanism to maintain the quality of education so that the University products can compete in the national and international market.
- Monitor the teaching situation in all campuses (Physical facilities, teaching staff, pass rates etc.)
- Improve student attendance in colleges.
- Make the Regional Universities more responsible for the growth and development of higher education in the respective regions
- Reduce the failure rates by improving quality of teaching, improving students and teacher attendance rates and introducing measures that require students to study regularly.
- Improve the management capacity (monitoring of campuses, budgeting of funds) of the UGC
- Encourage higher education institutions to have contacts with the Business /Industry/Government Institutions.

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Annex 1

Study on Financing the Higher Education in Nepal

Centre for Economic Development and Administration (CEDA)

Questionnaire for the Student

2007

Serial No:
Date of interview: 2064/4/ -----
Name of interviewer: ----------

1.0 General Information:

1.1 Name of the Institution/Campus:

1.2 Address: District ---------- Municipality/VDC ----------

Ward No ----- Tole/Village ----------

1.3 Type of Campus:

a) University Own Campus [1] b) Public Campus [2]

c) Community/Trust Managed Campus [3] d) Private Campus [4]

e) Others…… [5]

1.4 Campus Affiliation:

a) Institute/ Faculty…….. University ……..

b) Institute/ Faculty…….. University ……..

c) Institute/ Faculty…….. University ……..

d) Institute/ Faculty…….. University ……..

1.5 Name of the Respondent: ……..

1.6 Sex: a) Male [1] b) Female [2]

1.7 Age: [ ] 1.8 Caste: [ ]

1.9 Religion: [ ]

1.10 Level of Education (Studying at Present):……

Institute/Faculty …… University……

1.11 Employment status: a) Employed [1] b) Unemployed [2]

1.12 Socio-economic background of the parent/guardian:

1.12.1 Education Level …… 1.12.2 Occupation……..

1.12.3 Annual Family Income…….

2.0 Specific Information

Financial Information**:**

2.1 How much does it cost to you to complete the level of course you are studying at present? Please specify below:

Particulars	**Cost 'Rs.'**	**Cost for Full Course 'Rs.'**
a. Admission Fee (Semester/Annual)	……	……
b. Tuition Fee (Monthly/Bimonthly/Semester)	……	……
c. Non-fee Expenses (Semester/Annual)	……	……
d. Books and Stationery		……
e. Computer/Calculator		……
f. Dress/Uniform		……
g. Transportation		……
h. Other (Specify)		……

2.2 What is the mode of payment of the fee?

a) Installment [1] **b) Monthly** [2]

2.3 Which mode of payment is comfortable?

a) Installment [1] **b) Monthly** [2]

2.4 How do you evaluate the present fee structure of your campus?

a) Very High [1] b) High [2] c) Moderate [3]

d) Low [4] e) Very Low [5]

2.5 In your opinion, what should be the fee for a level of course you are studying? Please suggest

Admission Fee Rs. [ ]

Tuition fee Rs. [ ]

Non- Fee Expenses Rs. [ ]

2.6 How do you consider the concept of student loan? Please give your opinion

……

2.7 If you consider the need of student loan, then what should be the interest rate and period of repayment?

a) Interest rate ……..

b) Period of repayment ……..

Quality of Education

2.8 How do you rank the quality of education of the campus you are studying at present?

a) Very good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very poor [5]

2.9 Please furnish the suggestions regarding the quality improvement in the following headings:

a. Curriculum……..
b. Examination System …….
c. Teaching Material …….
d. Class-room Environment……
e. Teaching Method……..
f. Other (Specify) …….

2.10 Please suggest the measures to be taken to improve the quality of education of your campus/college?

……

……

2.11 Which type of campus do you prefer to study?

a) University Own Campus [1] b) Public Campus [2]

c) Community/Trust Managed Campus [3] d) Private Campus [4]

e) Others……. [5]

2.12 Please give reasons

……

……

2.13 Which university do you think best in producing quality students?

a) T.U. [1] b) EU [2]

c) PU [3] d) NSU [4]

e) KU [5]

2.14 Please give reasons

……

Education Policy

2.15 Would you please provide your opinion on the existing higher education policy of the government?

……

2.16 What is your opinion on decentralization of campus/college and university management? Is it a right step towards sustaining the campus/college/university and improving the quality of education? Please specify.

……

2.17 Please indicate the weaknesses and lacking you feel in the existing education policy, if any?

……

Expected Employment

2.18 What is your expectation of job?

a) Within country [1] b) Abroad [2]

2.19 What is your expected salary after completing the present education level within and outside the country?

Within Country Rs……

Abroad: Rs……

Annex II

Study on Financing the Higher Education in Nepal

Centre for Economic Development and Administration (CEDA)

Questionnaire for the Campus Chief and Account Officer

2007

Serial No:
Date of interview: 2064/4/ -----
Name of interviewer: ----------

1.0 General Information:

1.1 Name of the Institution/Campus:

1.2 Address: District ---------- Municipality/VDC ----------

---------- Ward No ----- Tole/Village ----------

1.4 Type of Campus:

a) University Own Campus [1] b) Public Campus [2]

c) Community/Trust Managed Campus [3] d) Private Campus [4]

e) Others…….. [5]

1.5 Campus Affiliation:

a) Institute/ Faculty…….. University ……..

b) Institute/ Faculty…….. University ……..

c) Institute/ Faculty…….. University ……..

d) Institute/ Faculty…….. University ……..

1.6 Name of the Respondent :……..

1.7 Sex: a) Male [1] b) Female [2]

1.8 Age: [ ] 1.8 Caste: [ ]

1.9 Religion: [ ]

1.10 Position /Designation:……

2.0 Specific Information:

Financial Information:

2.1 How much does it cost to complete a level of course in your campus? Please specify below:

a) Bachelor Level

Particulars	**Cost 'Rs.'**	**Cost for Full Course 'Rs.'**
a. Admission Fee (Semester/Annual)	……	……
b. Tuition Fee (Monthly/Bimonthly/Semester)	……	……
c. Non-fee Expenses (Semester/Annual)	……	……
d. Books and Stationery		……
e. Computer/Calculator		……
f. Dress/Uniform		……
g. Transportation		……
h. Other (Specify)		……

b) Master Level

Particulars	**Cost Rs.**	**Cost for Full Course 'Rs.'**
a. Admission Fee (Semester/Annual)	……	……
b. Tuition Fee (Monthly/Bimonthly/Semester)	……	……
c. Non-fee Expenses (Semester/Annual)	……	……
d. Books and Stationery		……
e. Computer/Calculator		……
f. Dress/Uniform		……
g. Transportation		……
h. Other (Specify)		……

c) Ph.D. Level

Particulars	**Cost Rs.**	**Cost for Full Course 'Rs.'**
a. Admission Fee (Semester/Annual)	……	……
b. Tuition Fee (Monthly/Bimonthly/Semester)	……	……
c. Non-fee Expenses (Semester/Annual)	……	……
d. Books and Stationery		……
e. Computer/Calculator		……
f. Dress/Uniform		……
g. Transportation		……
h. Other (Specify)		……

2.2 What is your remark on the present fee structure of the higher education?

a) Very High [1] b) High [2] c) Moderate [3]

d) Low [4] e) Very Low [5]

2.3 If you feel the present structure is not proper, Please specify appropriate fee structure you consider best.

Level of Education	**Fee Heading**	**Present Fee Structure (Rs.)**	**Proposed Fee Structure (Rs)**
a. Bachelor Level	Admission	……..	……
	Tuition	……..	……
	Non-fee expenses	……..	……
b. Master Level	Admission	……..	……
	Tuition	……..	……
	Non-fee expenses	……..	……
c. Ph.D. Level	Admission	……..	……
	Tuition	……..	……
	Non-fee expenses	……..	……

2.4 What is the status of cost recovery in the higher education by faculty/institution?

Faculty/Institute	**Cost Recovery (Approximate %)**	
	Full Cost	**Operating Cost**
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		

2.5 What measures do you suggest for the improvement in the status of cost recovery?

……

……

2.6 Please specify the major measures for reducing the unit cost (total cost per a student) in the higher education?

……

……

2.7 What type of local cooperation do you find? Please specify

a. Donation/Endowment by local people 1

b. Support from local authority (DDC/ VDC) 2

c. Support from local CBOs/NGOs/INGOs 3

d. Other specify ……. 4

2.8 What is the status of local community cooperation to your campus?

a) Very Good 1 b) Good 2 c) Moderate 3

d) Poor 4 e) Very Poor 5

2.9 Would you please suggest some measures to upgrade the community cooperation?

……..

……..

2.10 What is the status of political support to your campus?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.11 What is the status of local fund mobilization for your Institute/Campus?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.12 Where do you utilize the local fund collected?

a) Paying the salary of teaching/non-teaching staff [1]
b) Building construction [2]
c) Office equipment [3]
d) Furniture and fixtures [4]
e) Upgrading the level [5]
f) Increasing the number of faculties [6]

2.13 In your opinion, what are the steps to be taken for better mobilization of the local fund?

……

……

……

2.14 What is the status of UGC/University Grants to the campus?

a) Adequate [1] b) Inadequate [2]

2.15 Please specify the grants obtained by the campus?

a) Last year Rs. [ ] b) Current year Rs. [ ]

2.16 How much do you expect to get grants for better operation of the campus in the future?

Rs……

2.17 For what purpose, you are using the UGC/University Grants?

……

……

Commercialization of Education

2.18 Do you think the higher education should be commercialized? If so, what types of modality (Govt. funded, private funded, public & private partnership) do you suggest?

……

……

2.19 In your opinion, what are the major steps to be taken for the commercialization of education? Please specify.

……

……

2.20 Do you find any problem in the financial management in the campus? If yes, please specify the problems and ways to solve them.

Problems	**Ways of Solving**
……..…….	……..…….
……..…….	……..…….
……..…….	……..…….
……..…….	……..…….

2.21 Do you face any problem with central financial division in the financial matter? If yes, please specify:

……

……

2.22 What should be done for the better financial management between the Campus and the University?

……

……

……

2.23 What is the status of availability of physical facilities in your Campus/Institute?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.24 Please mention the physical facilities, which are in urgent need? And how are you planning to meet the need?

Need	***Ways to meet***
a. …….	…….
b. …….	…….
c. …….	…….
d. …….	…….
e. …….	…….
f. …….	…….

2.25 Is your campus equipped with library and laboratory?

Library: a) Yes [1] b) No [2]

Laboratory: a) Yes [1] **b) No** [2]

2.26 If your campus has library facility, what is it's status?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.27 Please specify the facilities of the library, which are to be urgently upgraded?

a. ……

b. ……

c. ……

d. ……

e. ……

2.28 If your campus has laboratory facility, what is the status of your laboratory?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.29 Please specify the facilities of the laboratory, which are to be urgently upgraded?

a. ……

b. ……

c. ……

d. ……

e. ……

2.30 What is your remark on the present higher education policy?

……

……

2.31 What measures do you feel necessary for improving the quality of education?

……

……

2.32 Do you feel the decentralization in the higher education sector may help in upgrading the quality of education? Please provide your remark.

……

……

2.33 What is the status of the examination results of your campus?

a) Very Good [1] b) Good [2] c) Moderate [3]

d) Poor [4] e) Very Poor [5]

2.34 Please mention below the average pass percentage of your Campus by level of last 6 years?

2000/01	_____	2003/04	_____
2001/02	_____	2004/05	_____
2002/03	_____	2005/06	_____

2.35 Would you please give your remark on the following aspects of the higher education

a) Curriculum

……..……

b) Teaching Material

……..…..……

c) Examination System

……

d) Library

……

e) Teaching Method

……

f) Laboratory

……

g) Classroom Environment

….……

2.36 What will be the impact of decentralization in higher education on the sustainability of the TU/NSU campuses? Please specify.

……

……

……

2.37 What will be the impact of decentralization in higher education on the equity concept? Please specify.

……

……

……

2.38 Please furnish your suggestions, if any, for the sustainable ways of financing the higher education

……

……

Annex III

Number of Sample University/Campuses by Regions

(Group A: Mrs. Shakila Singh and her group member)

Region	Universities	Name of Campuses	Types of Campuses	
			OWN	Affiliated
EDR	TU	1. Mahendra Morang Multipal Campus, Biratnagar	√	
		2. Janta Adarsha Multiple Campuses, Biratnagar		√
		3. Janta Multiple Campus, Itahari		√
		4. Damak Campus, Damak, Jhapa		√
	B.P. M.	B.P. Memorial Medical Academy, Dharan	√	
	EU	5. School of Engineering and Technology, Biratnagar	√	
		Eastern University, Biratnagar	√	
		6. Unique College, Damak, Jhapa		√
CDR		7. Rampur Agriculture College	√	
		8. Namuna Machhendra Multiple, Lagankhel, Lalitpur		√
		9. Kathmandu Berndhart College		√
		10. Everest College, Thapathali		√
		11. Pasupati Mitra College, Chabel		√
		12. Harikhetan Campus, Parsa		√
		13. Bulkumari, Multiple Campus, Narayanghat, Chitwan		√
	NSU	14. Balmiki Sanskrit Campus	√	
	KU	15. Kathmandu University, Dhulikhel	√	
		16. Kathmandu College of Management, Gwarko, Lalitpur		√

(Group B: Mr. Indra K. Shrestha and his group member)

Region	Universities	Name of Campuses	Types of Campuses	
			OWN	Affiliated
WDR	TU	Prithivinarayan Campus, Pokhara	√	
		Central Campus, (Forestry), Pokhara	√	
		Kanya Campus , Nadipur, Pokhara		√
		Siddhartha Gautam Buddha Campus, Butwal		√
		Dibyajyoti Multipal Campus, Chisapani, Nawalparasi		√
	NSU	Bindebasini Sanskrit Vidhyapith, Pokhara	√	
	PU	School of Pharmaceutical and Bio-medicine, Shimalchaur, Pokhara	√	
		Pokhara University, Pokhara	√	
MWDR	TU	Rapti Babai Campus, Tulsipur, Dang		√
	NSU	Janta Vidhyapith, Bijauri, Dang	√	
		NS University, Dang	√	
FWDR	TU	Siddhanath Multipale Campus, Mahendra Nagar, Kanchanpur		√
CRD		Institute of Engineering, Pulchowk	√	
		Kantipur Engineering College, Dhapokhara, Lalitpur		√
		Bir Hospital Nursing Campus, Kathmandu		√
		People's Dental College, Nayabazar, Kathmandu		√
		Everest College, Thapathali		√
		Kathmandu College of Management, Gwarko, Lalitpur		√
	EU	Himalayan College of Agriculture …… and Technology, Gathaghar, Bhaktapur		√
		Campaign College, Gahana Pokhari, Kathmandu		√
	PU	Nepal Engineering College, Changunarayan, Bhaktapur		√