

FOR DISCUSSION ONLY

Higher Education in the Sixth Five-Year Plan
An Approach Paper

by

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The present draft (of the Basic Principles of the Sixth Five-Year Plan) places greater emphasis on employment and productivity. But development begins with the consciousness of the individual. The awakening of the individual is possible only through education. As such, when we allocate our resources, it seems necessary to give priority to education-- particularly to technical education and training for skill and employment. Our own experience shows that in the formulation and implementation of development plans our approach should be to utilize, as far as possible, the indigenous skills, knowledge and technologies. These technologies can be made more productive if proper training programmes in technical skills can be organized. Local resources and materials too can be fully utilized if indigenous technologies are properly developed.

The Directives to the Eight Meeting of the
National Development Council by
His Majesty King Birendra Bir Bikram Shah Dev,
September 20, 1978.

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0. INTRODUCTION

0.1 The paper attempts to provide a broad framework for discussion on the basic issues of planning in higher education. In this exercise the experiences of implementing the National Education System Plan 1971-76 and the Fifth Five-Year Plan 1975-80 in higher education sector should serve as major signposts for formulating policies and priorities, goals and targets - qualitative as well as quantitative. The implementation phase of the NESP is, in a sense, over and we are passing through the post-NESP period. Yet the basic guidelines provided us by the plan are as valid today as they were in the early 1970s. The Fifth Five-Year Plan too has set physical and quantitative targets in higher education - all within the framework of basic priorities set by the NESP without tampering with their order.

0.2 The Mid-term Evaluation of the NESP recommended measures for consolidation of higher education--both technical and general and cautioned against indiscriminate expansion. Higher education has been passing through a state of flux since the implementation of the NESP. Quantitative expansion has continuously overtaken all the nascent NESP attempts at the growth of quality so that the race has been inequal since the very outset. Such has been the global situation of higher education in Nepal that the ratio between technical and general education has always been in favour of general education. The enrollment figures in higher education (Appendix A) clearly show that expansion of Technical Education has been far too slow

compared either with that of general education or with that of higher education as a whole.

0.3 The lack of balance between expansion and consolidation, between quantity and quality, has had untold effects on academic standard. One of the most serious consequences of our indecisions on enrollment policy has been the high rate of attrition in the form of drop-outs between semesters (in the Institute of Science it is as high as 56%) repeaters (2/3 of the total enrollment in the Institute of Humanities sit for make-up examinations in one or other course after the first semester), and failures (the average pass rate in higher education is between 25 to 30%). Shortage of funds for class-rooms, libraries, laboratories, faculty recruitment and development on the one hand and the ever-increasing number of intake in higher education on the other hand have made planning process in higher education a strained exercise in making all the far-fetched ends meet at the same time by spreading out limited available resources too thinly to be effective in impact. In extreme examples, the same physical space is now being used in the morning, daytime and the evening and the same set of teachers rotate on teaching duty round the clock !

0.4 This paper, therefore, is based on the assumption that the next Five-Year Plan will be an exercise, not only in setting up quantitative targets, but also in responding to the problems of qualitative education. It is assumed that the next plan will provide for all the

necessary inputs to higher education, and that these will be spelt out clearly in terms of concrete plans. Here the experiences of the Fifth Five-Year Plan have been educative in the sense that even the quantitative targets of the manpower figures in different sectors of development have been subjects of dispute between the concerned ministry/department of HMG and the concerned technical institute. Fortunately, for all of us there are a number of basic long-term plans in Health, Agriculture and Forestry. One wishes that there were more long-term plan documents ⁱⁿ other sectors which can provide, not only policy and priority framework, but also relatively dependable quantitative manpower targets. In the absence of such long-term projections of manpower a number of technical and general institutes are handicapped in planning their future programmes of expansion in the next Five-Year Plan period.

1. TECHNICAL EDUCATION

- 1.2 In technical education Tribhuvan University's role had been somewhat stunted by a number of factors in the past. The most important factor has been the relation with the concerned ministry for which the concerned institute is supposed to produce the trained manpower. Some of the sad examples are the Institute of Medicine and the Institute of Agriculture and Animal Science. A major thrust in technical education is both necessary and desirable, but it is at the same time impossible without a close cooperation and collaboration

and cooperation between the Ministry/Department and the University, The forms of cooperation should specifically be based on immediate rapport on the following areas:

- a. Nature of the training required
- b. Level of the training required
- c. Number of the trainees required for each level and area
- d. Collaboration of the professionals in running and deciding a, b, and c
- e. Interaction and exchange of professional personnel between TU and HMG.

1.2 A major step towards such close collaboration will be a series of joint review meetings of the Faculty Board of the concerned technical institute and the professionals of the concerned ministries to assess the current academic programmes, manpower situation and the employment/job market for the output in the light of the Five-Year Plan. The focus of the review meetings, preferably sponsored by the Manpower Division, the National Planning Commission, should be

- a. The current training programmes of the technical institute
- b. Manpower situation vis-a-vis the Fifth Five-Year Plan.

These meetings should form the prelude to the holding of Tribhuvan University's Technical Conference as envisaged in the NESP. Some of the basic issues of general and technical education in particular should be thrashed out in the Technical Conference in the light of the

joint review meeting, in several institutes and ministries including with the National Planning Commission.

1.3 At this stage, it has been assumed that technical education has to be expanded keeping the following three long-term plans in view:

1. The Long-Term Agriculture Plan
2. The Long-Term Health Plan, and
3. The Long-Term Forestry Plan.

In order to meet the requirements projected in these three plans (including their modified versions of projections) over the Sixth Five-Year Plan period 1980-85 whether the present intake and output capacity of the three concerned institutes are adequate or not needs a through scrutiny. Therefore, each concerned institute and the Ministry/ Department will need to assess the quantitative dimensions of the institute's current potentialities before coming up with concrete suggestions for scattering and expanding technical campuses all over the place.

1.4 One institute which caters to the global needs of the development is the Institute of Engineering. The output of the institute is in demand nearly in every major or minor development project. During the Sixth Plan period it is expected that the Dharan Campus of the institute will start to be in operation whereas the proposed Pokhara Campus and Polytechnic Institute in the Far Western Development Region and Central Development Region (Hetauda) will have taken some

shape. The controversy over the demand position has, however, been so far inconclusive--the institute insisting that it is adequate; the Ministries and the Planning Commission censoring the Institute that it is pitifully inadequate. Basics of manpower planning are called into question by the discrepancies between the projection of needs and the actual jobs made available by the concerned establishments and creation of posts through the tortuous course of the Administrative Management Department and the Public Service Commission. If the situation in public sector is open to dispute the whole of the private sector is a terra incognita; an unknown territory for the manpower divisions of HMG.

- 1.5 Manpower Research: Any plan for expansion of technical education needs to be supported by empirically verifiable evidence of needs in each specific area of training and employment. At the same time, the job classification and the role definition of each job will need to be improved and revised. The fuzzy labels which are used in the Fifth Five-Year Plan, for example, in the manpower projection for the Institute of Engineering, should be sharpened and consolidated into an integrated taxonomy of job descriptions and/or equivalencies in technical services. An acutely felt lacunae in the policy, planning and implementation of higher education programmes is manpower data. This year Tribhuvan University's Research Division and CEDA are jointly taking up two research projects: A Retrospective Evaluation

of the Manpower Demand and Supply Position During the Fifth-Five Year Plan and A Projection of Manpower Needs During the Sixth Plan Period.

We hope that these studies will generate some reliable and empirical data so necessary for plan formulation.

- 1.6 Coming to the specifics of Technical Education, the Institute of Engineering, the Institute of Education, the Institute of Agriculture and the Institute of Medicine have each Diploma Level programmes. Only one technical institute, the Institute of Forestry, needs programme upgrading during the Sixth Five-Year Plan period. It is proposed that the specifics of each institute be discussed by the planning group in the light of the following main sub-headings:

A. Expansion

- a. Programme upgrading (e.g., Institute of Forestry; IBACPA and the Institute of Education - Research Level)
- b. Establishing New Campuses (e.g., Institute of Medicine, Pokhara and Dhankuta Campus)
- c. Upgrading Existing Campuses (e.g., IAAS- Degree Level)
- d. Starting New Programmes (e.g., Horticulture, Animal Science and Rural Development Specialization Programmes/Campus in IAAS)

B. Consolidation (of the Existing Campuses and Programmes)

- a. Faculty
 1. Fresh recruitment
 3. Upgrading and Orientation of the existing members

- b. Library
- c. Laboratory
- d. Physical facilities, including class-rooms, hostels and staff quarters.
- e. Curriculum: Textbooks and Instructional Materials
- f. Services: Administrative and other logistic support

2. GENERAL EDUCATION

2.1 The expansion of higher education since the 1950s has had severe after-effects in higher education in general and in general education in particular. The rate of expansion can be measured tentatively with the help of the following figures:

Year	Total Enrollment in Higher Education	% of Secondary Enrollment
1951	250	12%
1956	1,300	10%
1961	5,143	25%
1971	17,200	27%
1979	31,535	35.3%

The 1954 Nepal National Education Planning Commission cautioned against increasing student enrollment in institutions of higher learning and advised the government "not to exceed 5% of the secondary enrollment

for twenty-five years. The 1962 UNESCO Mission to Nepal warned, "the problem of enrollment can well become a very serious problem within a short time if steps are not taken to correct the present excessive rate of the growth" (pp.46-47). Then the NESP arrived. The diagnostic part of the NESP correctly analyses the ills of the pre-NESP system:

"The present education system does not stress the need of consolidating educational institutions. Hence quantitative increase of education institutions of various levels are made at the cost of quality. (p.5).

The plan, therefore proposed that

- a. "The number of students joining higher education institutions will gradually be reduced from the present (1970) 27% (of the secondary enrollment) to 19 per cent only" (p.66).
- b. "Of the students admitted in higher education 60% will be enrolled in vocational and technical institutions leaving only 40% for enrollment in general education." (pp. 64-65)

The Plan visualized a gradual increase of the emphasis on technical education "gradually by 5%." The Mid-Term Evaluation of the NISP too recommended that the technical:general ratio of 40:60 be achieved by 1980. The more important recommendation of the Evaluation Report was that the

total enrollment in higher education be gradually regulated from the 29% of secondary enrollment in 1974/75 to 24% in 1979/80 - striving towards the target ratio of 19% of secondary enrollment by early 1980s.

2.2 The total secondary enrollment in 1977 August was 82,150; the total enrollment in the university for the corresponding period was 25,740 (31.32%) of the secondary enrollment and the ratio between general education and technical education was 63.38: 36.62. These figures, include 1,143 below Certificate Level enrollment in the Institute of Medicine and the Institute of Education. It seems that the connerstone of any programme for quality education, particularly in general institutes, is going to be the formulation of an enlightened enrollment policy in higher education. General institutes - particularly the Institute of Business Administration, the Institute of Law and the Institute of Humanities and Social Sciences are already bursting at the seams because these three institutes have lately been overused to cushion all the public pressure on higher education. They are taking up the donkey's load of running 3 shifts using the same physical space, the same teaching and administrative staff round the clock.

2.3 If our enrollment policy is going to be attuned, neither to the verifiable manpower needs, nor to the teaching capacity of the concerned institute, then higher education is likely to be an increasingly

wasteful investment in unrewarding human resources, 70 to 90% of which will end up in some or other form of educational attrition. The SLC Examinations being what they are the SLC results should not be the only decisive factor in our enrollment policy decisions. Enrollment in university's institutes should, on the contrary, be decided on the following two considerations alone:

- a. Intake capacity of the concerned Institute/Programme
- b. Verifiable manpower needs with the concerned level or nature of training/education

2.4 In the Institute of Law and the Institute of Business Administration - the expansion and upgrading of programmes must be related to the needs of trained manpower in these fields. These needs have partly been studied, and the available studies of the needs in the legal profession and the management sector should be taken into consideration in enrollment decisions. The case of the Institute of Science is less simple because whereas the needs are obvious here the student attraction and the popularity of science education are both diminishing. The rate of attrition, too, is highest (56%) in the Institute of Science - so much so that graduate departments of Physics, Mathematics and Chemistry are likely to dry up completely in a few years. Because of the thinning out at the Degree and Diploma Levels, science education in the secondary and lower secondary schools is in jeopardy. It is mostly in the hands of those who have had hardly any science

education as such. Because of such shaky foundations at school, science does not attract and retain very many students at the university. This vicious cycle needs to be broken at some point, and science programme in the Institute of Science needs a thorough reorientation with the following twin emphases.

- a. Basic Science and Math input to the Schools
- b. Basic Science and Math input to the Technical Institutes

2.5. In the Institute of Humanities and Social Sciences there are three core areas (1) Social Sciences (2) Languages and (3) the Humanities. We do not yet have any reliable study on the extent and nature of manpower needs and the job opportunities in these areas. Of these the Social Sciences - Economics and Political Science in particular, have been attracting most of the students whereas of the language group Nepali and English have had popular period. The Institute is the largest one in the university in terms of the number of students, campuses and the faculty strength. Prepared by each subject committee, the Institute has a ready-made Seven-Year Plan Subjectwise in each of the 21 subjects and the Plan deserves to be considered for integration into the global plan of higher education for the Sixth Plan Period.

2.6. At this stage of national development with 8% of the national budget allocated for education, with an austere budget of Rs.12, crores (estimated) to run the entire programme of the university complex - of which only 33% is capital expenses, it will amount to day-dreaming

if we propose a radical increase in quality and quantity of the inputs to general education. Therefore, instead of trying to uplift the entire complex of the general institutes our basic approach here should be selective. We propose that minimum three general institutes and two campuses of each be selected on some specified criteria and they be singled out for preferential treatment as model campus or Centres of Excellence of the concerned institute. These Centres of Excellence will be given preferential inputs in terms of

1. Physical facilities
2. Residential facilities for Students and Faculty
3. Amenities
4. Library
5. Additional Benefits to Teachers
6. Higher fee rates
7. Stiffer Entry Requirements
8. Selective Admission - in restricted Numbers
9. Quotas for each Development Zone

The planning groups in each of the general institutes will engage itself and exercise on developing proposals for selected campuses.

3. RESEARCH

3.1 Centre for Economic Development and Administration was set up in 1969. In 1972 with the implementation of the NESP in higher education it was taken over by the Institute of Business Administration. The Mid-Term Evaluation of the NESP recommended that CEDA be independent of the university's rigid institute-framework and that two institutes - the Institute of Nepal and Asian Studies and the Institute of Applied Science and Technology be converted into research centres and that all three be located in Kirtipur so that these institutions can interact with the Kirtipur-based graduate faculty and at the same time be able to make use of the library and laboratory facilities that are available in Kirtipur and Kathmandu research establishments. The three research centres came into being accordingly in September 1977. Whereas CEDA has been off the ground with its well built infrastructure, well-trained staff and fairly well-defined priorities and programmes, the other two research centres are undergoing intense spasms of labour pain. CNAS and RECAST have both manpower problems and other infrastructure constraints. In addition to these, both suffered from a lack of sense of direction in their priorities and programmes. In December 1978 one more research centre was established by the university: this is the Research Centre for Educational Innovation and Development. A preliminary project proposal for setting up the fifth centre is under-way: this is the Research Centre for Water Resources Management and Development.

3.2 It is not possible in this brief approach paper to spell out the nature of the research programmes, infrastructural or physical targets for these four research centres. As in the case of the institutes this will be a task to be taken up by the planning group in each centre severally. The reports of the 23 expert groups have done major ground-work of identifying the research priorities, problems and prospects in each of the major disciplines in the university, and the forthcoming national seminar on research will help clarify and consolidate the remaining issues in research in Tribhuvan University. However, what seems necessary is to define the goals of these centres during the Sixth Five-Year Plan period. During the period all the four will have to respond to the following research needs:

1. Increasing the internal research potentialities of the university faculty;
2. Intensifying the contribution of the university to the national development and reconstruction efforts through research inputs to policy formulation, planning, implementation and evaluation of different aspects of national development;
3. Increasing collaboration with HMG and public sector economy in joint research efforts;
4. Focussing on problem-oriented research;

5. Contributing to develop appropriate technology and traditional technologies;
6. Maximizing the utilization of the nation's available human and physical resources;
7. Promoting such research studies as will contribute towards the process of national integration and the projection of nation's identity.

3.3 In formulating the forthcoming programmes and targets in each of the research centres the major emphasis should be toward increasing the internal research potentialities of the university through training, upgrading, updating, travel, tour and exposure and orientation programmes for increasingly larger and larger number of the university's own faculty members. Enrichment of the faculty potentialities for research is a sine qua non of any viable research programme in Tribhuvan University. The research centres should maximally draw upon the faculty ranks of the institutes; they should not function as oases in the sandy stretches of teaching-oriented faculty. Graduate research work and orientation in research methodology should be increasingly aligned with the programme of the research centres for mutual benefit.

3.4 The research centres will thus need to be more extrovert in their search for potential recruits and support funds for their programme - drawing in more and more independent scholars and

government-based or corporation-based scholars/administrators/researchers. But collaboration with HMG or corporations is not likely to arrive on its own. It may require some shrewd salesmanship. Each research centre might as well take the initiative of going at least half the way to meet and seek collaboration--in the very first place to ascertain the research needs and the areas which require investigation of any kind. The quantitative and other dimensions of research activities, programmes and goals can be ascertained as soon as we know both the needs of the clientele and the potentialities of the service agencies. As a preliminary approach to an assessment of the situation the task force in each research centre may approach the potential clientele for immediate rapport.

4. GLOBAL ISSUES IN HIGHER EDUCATION

4.1 With the phenomenal expansion of higher education in general and the regionalization of the university campuses in particular, the university has been facing severe academic and administrative challenges. These challenges are aggravating the higher education scene because of resource constraint which directly tells upon the academic atmosphere of the campuses. In conjunction with the expanding number of students the following are the major problems-areas which have been increasingly impoverishing the academic atmosphere of the campuses:

1. Inadequacy of the library facilities

2. Influx of teachers with less competence
3. Inadequacy of physical and other support facilities, and
4. Lack of student welfare programmes (such as facility for sports, cultural events, guidance and counselling etc.)

All these issues have resource implications. Nothing more can be done about them given the present resources.

4.2 The Library System: With the exception of the Kirtipur-based Central Library, four regional libraries, Tri-chandra and Padma Kanya Campus Library there are few campuses in the whole university with adequate textbook and reference collections necessary for everyday reading--let alone research facilities. All other campus libraries in the Kathmandu Valley have, for instance, less than 10,000 titles in their collections. Most campus libraries have 2000 to 5000 titles and less than 20 papers and magazines on subscription. Only four campuses out of a total 26 in the Institute of Humanities, have more than 10,000 volumes in their collections. The library is one of the most vital inputs to the total educational system, yet a systematic development of the library system has been one of the most neglected aspects of our educational expenditure and policy. Since the founding of Tribhuvan University in 1959 the enrollment has multiplied 6 times but library collections and support services have hardly grown in size and strength. Recently the university has made commendable efforts to

build up the regional libraries, and we have formulated a Library Development Plan including a twenty-year projection. The Sixth Five-Year Plan must give a top priority to strengthening of campus library facilities vis-a-vis the current or proposed programmes, levels of instruction, number of students and faculty members. Textbooks and reference materials related to the instructional programmes of the concerned campus must be attended to. Some campus libraries can have research level collections in specialized areas. Duplication in expensive collections should be avoided regionally.

4.3 Faculty Development: The faculty ranks in the university have swollen from a small number of 143 in the early 1950s and 417 in 1961 to 2200 in 1978. The quantitative growth has not synchronized with qualitative improvement of the faculty, mainly for three reasons:

1. The urgency to cope with fresh enrollments at most times has compelled the compromise in standards in recruitment,
2. 75% of the post-1960 recruitments are the output of Tribhuvan University, and
3. There has been no staff development policy hitherto in the university.

Although university teachers have been going out for various durations on Colombo Plan, British Council, Fulbright, East-West and other study and research grants - the training, orientation and updating of the

faculty has not been a planned and conscious effort on the part of the leaders in higher education. Therefore, in the Sixth Five-Year Plan concrete schemes for in-country training, upgrading and orientation should be built into a long range faculty development scheme abroad, preferably in India, South-East Asia, the UK and USA. Joint-degree programmes with different universities, exchange programmes and M.Phil. Programme as a solid component of the in-country training programme must be incorporated into the global framework of the Sixth Five-Year Plan.

4.4 Physical and Capital Facilities Development: Although the student population has nearly doubled in the university since the implementation of the NESF (See Appendix A) the university's capital investments in expanding and improving the physical and other facilities have not made any major headway. Our investment pattern in higher education will be obvious from Appendix C. Only since last year or so the university had begun to invest some amount on capital heads. Even in the budgets approved for the last fiscal year and this year, 40% of the total budgets are consumed by salary and other personnel contributions, and some 30% by other recurrent operations expenses. More than 70% of the university budget do not contribute to the expansion and improvement of the physical and other facilities involving capital expenses. This is an anomalous situation if we realize the fact that student population in the university has been growing annually at the minimum rate of 17.2% and maximum rate of 31.5%. Taking 1971 enrollment as the base-line, there has been an

83.23% increase of the student population in the academic session 2035/36. One authority puts the estimated fresh enrollment (SLC Pass) in 1985/86 (the final year of the Sixth Five-Year Plan) in the neighbourhood of 30,000. Compare this figure with this year's actual enrollment (SLC Pass): 11,377. If we are to continue with the present compulsive trend of absorbing all the SLC passes into the university system we will need to invest more generously in expanding and improving the existing physical facilities during the Sixth Five-Year Plan particularly the classrooms, hostels, libraries, laboratories, staff quarters and other physical plants. Utilizing the data of opinion poll among the 36 campus chiefs, a recent investigation diagnosed the causes of difficulties to upgrade educational standard in the university. Thirty-one out of the thirty-six campus chiefs (83.33%) felt that shortage of physical facilities (classrooms and work space for teachers) was the most severe handicap. The university has already begun to take up this handicap seriously and in a preliminary attempt it has engaged a group to develop a long-term Physical Facilities and Capital Facilities Projection and Development Plan.

4.5 Instructional Materials: If our committed policy of switching over to Nepali medium by 1984 is to make any headway in higher education, Tribhuvan University will need to take up its textbook and instructional materials project more seriously than it has so far been able to do. This year's target of publishing 20 titles is too

meagre for any viable Nepali-medium policy, and the allotted budget of Rs.6 lakhs for textbooks and instructional materials is grossly inadequate. By the end of the Sixth Five-Year Plan there should be a sufficient number of textbooks and teaching materials in Nepali for Certificate Level in all the institutes, particularly in compulsory and technical subjects. This would mean producing at least 50 titles per year, and a vast range and quantity of Nepali-medium reference materials necessary for instructional purposes. Apart from the resource constraint the university's own fiscal regulations, and distributional practices are too rigid to respond to these challenges and urgent needs of our Nepali-medium policy.

4.6 Student Welfare Services: Facilities and funds for student welfare services, particularly guidance and counselling, sports and cultural activities, theatre and dramatics, employment exchange system etc. are nominal. With a total budget of Rs.9 lakhs (7 lakhs for the campuses and 2 lakhs for the Student Welfare Division at the Centre) no substantial investment in student welfare activities can be made at present. One realizes that much of the student unrest in the campuses is due to

- a. the student inability to cope with the teaching/learning at the campus due to an increasing erosion of standard at the SLC (some SLC graduates cannot even read let alone understand the Gorkhapatra)

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- b. overcrowding and lack of physical facilities in the campus,
and
- c. proverty of the campus environment in terms of student amenities and diversions.

All these factors have conspired to erode the academic quality and atmosphere in the campuses - leading to psychological tension and frustration, not only among the students, but also and more strikingly, among the university teachers who feel impotent and helplessly trapped in the setup. In selected major campuses of the university there must be provisions for a minimum of facilities such as the following:

1. Cafeteria
2. Sports Ground and Cultural Facilities
3. Students Clubs - with adequate network of facilities.

5. THE ADMINISTRATION

- 5.1 The university will be facing major administrative challenges during the coming years to which its staff and structure should be responsive. The university has at present a staff strength (non-faculty) of some 3200 personnel. Although nearly 50% of this figure are peons and lab boys, there are approximately 1500 administrative staff who attend to business affairs, records, personnel administration, fiscal administration and academic administration of some.

form or other. The orientation of the university administrative staff is becoming increasingly rigid with the passing of the years and with increasing number of offices and staff in the university system. We tend to forget that university administration is merely a delivery system--a service agency not an end itself, merely a means to deliver goods to the classroom, to the students and the faculty for teaching and research. The bureaucracy is swelling; papers and procedural complexities are multiplying. But tangible gain in efficiency and speed is not yet visible. The orientation is increasingly towards another civil service establishment. Therefore, it has become vitally necessary to simplify the procedures and tone up the university administrative machinery so that it can meet the forthcoming challenges in higher education. With this end in view, the university administration needs streamlining and its practices and procedures need codification. The old and the fresh recruits in all the campuses all over the kingdom should be given a substantial training and orientation of some duration in the following areas:

- a. Records and Examination Administration
- b. General Administration
- c. Fiscal Administration
- d. Academic Administration

Explicit manuals (with clear-out job descriptions, flow charts etc.) should be available for every member of the university administrative staff - new and old, as reference materials for continuous use.

6. RESOURCES

6.1 Japan spends 20.1% of the total government expenditure on education; Malaysia, 18.5%; Thailand, 17.1%; Singapore, 16.1%; Indonesia, 16.0%. Nepal, in her latest budget, has allotted 8.5% to education. With the implementation of the NESP the share of expenditure in education in the national budget started rising from 7.25% in Fiscal Year 2028/29 to 11.99% in F.Y. 2032/33. Between the years 2028/29 and 2032/33 public expenditure in education rose by 210% compared to 82% growth in the total national budget. However, since 2033/34 expenditure in education has started declining. The total budget for the NESP Period (1971-76) was estimated at Rs.576.2 million, the share of higher education being Rs.65.42 million (11.4%). But in the first three years of the Plan the actual costs have gone up by about four times than that of the estimated cost. Before Fiscal Year 2032/33 HMG financed only the technical institutes. Only 50% of the salary of the teachers of the general institutes was supported by HMG, and the remaining budget was to be supplemented by mobilization of local resources. The system did not work, and the government started assuming total responsibility for financing higher education since Fiscal Year 1975/76.

6.2 The share of higher education out of the government expenditure on education has been on an average of 30% per year. The Fifth Five-Year Plan has allocated Rs.67.51 crores for education sector out of

which Rs.39.18 crores (61.2%) have been set aside for higher education. But the expenditure pattern of the last 6/7 years shows that nearly 75% of the university budget is drained in recurrent expenses. In the coming plan higher education is likely to be doubly handicapped if, on the one hand, this downward trend in the budget allocation to education sector is to continue, and the upward trend in enrollment and costs in higher education are to perpetuate as compulsions, on the other.

6.3 Because of the overdependence on the government grants-in-aid and the built-in uncertainties of the budgeting procedures in education sector as a whole (no one seems to know the amount till it is actually announced in the budget speech), long-term planning in higher education has been an exercise, not so much in futility, but in continuous frustration. Each fiscal year the Planning Division asks the institutes and their campuses to exercise their minds on long-term planning, particularly of the physical and capital facilities, and each year the campus budgets end up in grants for the barest and absolute minimum necessities-- a wall here, a room there, a storey here and an extension there. So much so that a number of campuses have begun to take the budget exercise less seriously than they were used to. They tend to believe that it would be more helpful for them to know how much they are going to get than to let the architects of annual budget know how much the campuses want. Instead of these annually recurring frustrations,

the university would like to incorporate the non-recurrent capital development plans into the global framework of the Sixth Five-Year Plan, so that every fiscal year only passing would be negotiable points, not the plan as such. Unless some such approach to the long-term infrastructure development in higher education is adopted by the planners at the national level, only expedient, piecemeal and transient solutions will be achieved, and these may, in the long-run, prove to be less economical than long-term development plans.

- 6.3 At the same time, overdependence on government grants-in-aid has made the university administration less cost-conscious and more restive in its search for alternatives for resource mobilization. Resource is the most important variable in long-term planning. Our complacency in resource mobilization is not unrelated to our contentedness at transient solutions. The search for internal economies, particularly for generating maximum funds out of our own resources (land, textbooks, research contracts, tuition fees, extra-mural activities, sales and services) need to be intensified in the following years if we are to achieve some elbow room in the long-term and liberal financing of higher education in Nepal.

March 6, 1979

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CORRECTION SLIP

<u>Page</u>	<u>Paragraph No.</u>	<u>Line</u>	<u>Incorrect</u>	<u>Correct</u>
2	0.3	3	consequences	consequences
4	1.2	5	the Five-Year Plan	the Fifth Five-Year Plan
5	1.4	1	global needs of the development	global needs of development
11	2.3	2	sttrition	attrition
12	2.5	11	21 Subjects	19 subjects
13	2.6	6	singlled	singled
17	4.1	2	regioalization	regionalization
18	4.2	6	title	titles
18	4.2	8	magazineson	magazines on
19	4.2	3	strengthening	strengthening
22	4.6	7	persent	present
23	4.6	3	proverty	poverty
25	6.1	3	alloted.	allotted
26	6.3	5	furstration	frustration
28		1	Directions	Directives
28		19	.et.al.	<u>et al.</u>
29		16	et.al	<u>et al.</u>
29		31	1976	1975
30		10	wirth	with



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