

ANNEXES

Annex - 1
Expected End-of-Project Situation

The review of tertiary education in Nepal will conclude with the presentation of a perspective plan for the sub-sector to the year 2000, assuming three alternative financial scenarios, and taking into account the recommendations of the National Education Commission, which are expected to become available by February 1992. It will include an analysis of affordable policy options and a rationale for the combination of policy options, proposed to comprise the preferred perspective plan for the development of tertiary education in Nepal over the period to 2000. The agreed plan for the university should cover such issues as:

- a. an overall structural plan for tertiary education in Nepal, including alternative organizational and financial (i.e., income) scenarios, including regional universities and other institutions of higher learning, as well as an assessment of the feasibility of distance delivery of some aspects;
- b. any necessary changes in the governance of higher education, including the inception of a buffer mechanism such as a tertiary education board or university grants commission.
- c. the most likely financial (i.e., expenditure) scenario for higher education, closely linked to enrolment projections or targets which are focused on the needs of society for middle and high level manpower;
- d. policy options and strategies for changing the mix of students generally from such fields as humanities, arts and management toward the sciences and professions, business and wealth creation;
- e. proposals for measures for calibrated cost recovery, according to field of study and level, for an increase in the income of the university from non-governmental sources, nationally and internationally, for the more cost-effective use of the available funding and resources, for the hiving off of certain functions and the economic cost provision of others, as well as for regular auditing and improved financial management in the university and its constituent units;
- f. proposals addressing management and administrative issues in tertiary education, including proposals for a highly professionalized cadre of educational administrators, their training and professional pathway;
- g. a university-wide faculty development plan, linked to defined procedures for promotion and regular faculty appraisal, human resources development needs which will lead to Phase II of action plan and initial preparation of design of Phase III;
- h. necessary changes in undergraduate and post-graduate degree as well as research requirements, program offerings, including contents of courses, placement of content in a student's course of study and related matters, including assessment;
- i. a realistic plan for the introduction of a limited number of post-graduate degree programs with rigorous criteria for the level of staffing, student recruitment, facilities, equipment and library resources needed;
- j. proposals for quality assurance for all institutions of tertiary education and for regular academic as well as financial audits;
- k. projections for the needs of physical facilities and for a regular programme of maintenance and development.

Project Document signed by UNDP on August 5, 1992, pp. 10-11

Annex - 2
Design of the Self-Study
UNDP Tertiary Education Project (NEP/91/011)
Objectives and Priorities

1. This document contains the preliminary design of the self-study. The particular studies and workshops constitute the tools that we will use to carry out the self-study as envisioned in the prodoc. Minor modifications to this preliminary design may be made as the appraisal of the proposed IDA-financed higher education project brings issues to the fore. A progress report will be submitted to the forthcoming quadripartite review in early 1993. In the meantime, we are proceeding with this design and its implementation.

2. The self-study will develop a plan for the long-term objectives and needs of the university, a policy framework for the next 10 years. It will also study specific, prioritized issues of the university and synthesize them in the long-term policy framework. It will present the Government with potential solutions to specific problems as well as options for long-term development.

3. The study will attempt to answer the following questions:

a. How will higher education meet the labour needs of Nepal? (review of existing manpower studies vs. university specializations; curricular revisions; faculty development; regionalization of campuses; revision of current graduation requirements and major-minor-electives policies)

b. How can the country's available economic resources be reconciled with the rising demand for higher education? (studies supporting the implementation of higher secondary education; privatization of higher education; income-generation potential of university properties; cost projections under various scenarios of enrolment)

c. What should be done to increase the internal and external efficiency of higher education? (study of admission and enrolment policies, entrance and course examinations, university calendar, credit system, multiple shifts, distance university development; facilitation of working candidates and women with small children; ability to change majors after SLC or HSC; remedial courses for students who have paper qualifications but lack skills, as in English).

Organization and Structure

4. *Internal efficiency.* This issue has multiple facets which will have to be studied. Options will be developed to increase internal efficiency, such as: (a) Should large numbers of students be admitted to the campuses with the expectation that many will drop out? Should a small number be admitted at the risk of political unrest? Should students be shunted to private campuses and as private candidates: (b) *Which events which result in reduced instruction of only about 100 days per year? Also, policies catering to academic needs of students increase flexibility and help improve internal efficiency.* Workshops and possible surveys will review: (a) treatment of SLC and +2 graduates in admissions, course assignments, and remediation, if necessary; (b)

Planning and Financial Management

8. *Resource mobilization.* The importance of income generation for the university is well understood. The institution is one of the country's largest land holders, but the extent of its real-estate assets is not known. An inventory and evaluation of its properties would gather and systematize information on assets and improve income-generation potential. Also workshops would be held with professors to determine how they can maximize consulting opportunities for the university as well as for themselves. The possibility will also be studied of providing training to foreign students specializing in subjects such as Sanskrit, Nepali, Asian history, Hindu and Buddhist religions.

9. *Cost recovery.* Workshops (with student participation?) will further explore measures for gradual increased cost recovery. Campus-level initiatives could be planned for increased fees in exchange for additional services, such as tutorials. At the same time, measures will have to be developed to protect the poorer students' access to education, as well as those of women whose families may be willing to invest less on them. A study of scholarship policies and the gender and socioeconomic distribution of scholarships should be conducted.

10. *Financial planning.* The study will cost various scenarios of higher education provision, including various degrees of privatization and creation of new universities. In conjunction with enrolments under various admission levels, it will formulate enrolment and cost projections under various combinations of the two variables. The study will create a set of reference data against which future university trends will be compared.

Educational Quality Control

11. *Post 10+2 measures to control admissions.* The development of higher secondary education and the need to control admissions further point to the need for an examination at the end of grade 12, entrance examinations to most faculties, or a combination of both. Examinations, however, are expensive and have far-reaching political and curricular consequences. Workshops and a study aided by international consultants would appraise various alternatives and recommend a future course of entrance and school-leaving examinations. The issue of computerizing and centralizing the admissions process will also be researched. In addition, measures will be explored to divert students to campuses and specialties which are not their first choice, encourage them to enroll in private campuses, as well become private candidates. For the latter category, some provision for distance education will be explored.

12. *Curricular revisions and updating.* Given the Government's reservations to borrowing for international consultants, the UNDP grant needs to carefully focus essential foreign technical assistance for curriculum development. Workshops of faculty boards and (to the extent possible) subject committees would take place in each specialty to start the process of curricular development and updating. Of particular importance will be the exit of certificate-level students and addition of a third year of studies. Masters degree curricula will also have to be revised. Faculty skills will have to be updated to teach the new curricula. Timetables for implementation of +2 and +3 will have to be developed. Interim strategies will have to be revised to take into

accommodation of working or part-time (such as women with children) and older students so as to minimize administrative complications; (b) utilization of multiple shifts to maximize student convenience; (c) administrative changes to the examination system to take part-time students into account; (d) the feasibility of reinstating an academic credit system and a semester system (elsewhere it reduces student anxiety and may lead to diminished unrest); (f) development of distance education and investigation of private candidates; (g) possibility to change majors after SLC, HSC, or during studies, and actions that can make that possible; (i) revision of current graduation requirements and major-minor-electives policies.

5. *Academic staff policies.* Workshops will be conducted to develop a consensus for faculty standards of attendance, performance, consulting opportunities, income-sharing criteria for faculty consulting, promotions, dismissals, criteria for possible assignment to +2 schools, deployment in the planned third year of the university, standards and plans for advanced academic studies.

6. *Higher secondary education.* The self-study would assess university and MOE resources for a plan that, if successful would cut student population by 67% during the next decade. Technical assistance and studies are needed to assess: (a) the capacity of the country's 1800 secondary schools in order to identify potential sites for higher education schools and needs for civil works; survey of university student records regarding their home schools and living arrangements in order to determine the location of secondary schools which should acquire higher secondary grades; (c) geographic availability of human resources (university professors in particular) to teach the future grades 11-12; (d) a *transition process* that would minimize disruption in the university and maximize benefits (such as a strategy to eliminate certificate level on a campus-by campus basis). A regional-country expert (already identified) would develop the transition process by collaborating with the university and Higher Secondary Education Board. Some funds might also be used to provide much-needed immediate technical assistance to the Higher Secondary Education Board for curriculum development.

Management and Administration

7. *Autonomy-Regionalization.* Rather than functioning as a single, centralized unit with at least 193 campuses, Tribhuvan University would like to decentralized authority and at a later stage spin off regional universities in the country's five development zones. Autonomy could include: (a) designing new academic programs; (b) developing curricula; (c) initiating faculty development programs; (d) setting admissions and academic standards; (e) conducting decentralized examinations; (f) hiring and firing staff; (g) rewarding and punishing staff members; (h) raising funds locally. The self-study will set standards that would qualify a set of campuses as a regional university (e.g., infrastructure standards, student enrolment trends in the west, midwest, and far west regions), develop activities to be undertaken by various campuses in order to attain these standards, and possibly test a preliminary formation of campus clusters in the five development areas. It will also address the long-term development of new universities in Nepal. The study will be carried out through site inspections, faculty, staff and enrolment studies.

account the gradual exit of certificate-level students and the introduction of the third year (e.g. determining where space is available, using temporarily the first year's master's curricula). Curricular revisions will have to be linked to policy updates regarding major and minor fields of study in each specialty.

13. *Curricular revision* should be carried out in this study to the extent possible and continue in the proposed IDA higher education project. It could be done through institutional twinning with regional institutions that can provide leadership in specific subjects (e.g., IIT of Delhi, M.S. University of Baroda, Sri Lankan and Thai universities). Some funds may also be used to order sample textbooks.

14. *Group training* funds could be used to provide immediate curriculum development training to selected Curriculum Development Centre staff through an international consultant.

15. *Examinations.* The current centralized examinations system is extremely time-consuming, expensive, and of questionable educational use. Yet, it serves certain purposes, which must be safeguarded. A workshop would build on the existing British Council study to design a more efficient examination process. International experts and students should also participate.

16. *Instructional process.* It seems that relatively little instruction takes place in public campuses. (Private campuses apparently have fewer attendance problems.) Students often attend private coaching classes and study from bazaar notes instead of attending university classes and studying from textbooks. Many reasons are given for these phenomena, but the issue has not been studied, therefore, it is unknown which interventions will enable university courses and textbooks to fulfill their role naturally. A study would monitor the instructional processes in classrooms vis-a-vis those of coaching classes. Also, textbook utilization problems of students would be researched vis-a-vis preference for bazaar notes. Results would point towards interventions that would maximize learning in the university setting.

Physical Facilities and Plant

17. A workshop would attempt to develop a facilities and maintenance policy that would be respected by students and staff. Students should participate.

Methodology

18. The above areas will be dealt through :

- a. studies that will be subcontracted; collection and processing of existing data or primary data collection whenever necessary; findings will be disseminated through seminars; (e.g., higher secondary education studies).
- b. workshops where groups of faculty members will provide options and answers to specific issues; (e.g., curricular revisions, faculty development plans). A short paper presenting world trends should be prepared in each case.
- c. literature reviews and analyses (e.g., manpower studies, financial studies)

- d. study visits to various universities, particularly SAARC and NIC universities, whose standards Nepal would like to emulate.

19. To alleviate the work load on the project coordinator, it is proposed that one of the secretarial positions plus the computer consultancy funds be used to hire a *junior professional-level assistant* at a later stage if necessary.

20. All studies should be followed by workshops and seminars to ensure discussion and dissemination of results. In light of the large number of workshops that will be conducted, a standardized format will have to be developed that will minimize work and quickly determine participants, location, moderators, etc. GTZ has such a facility, and its local personnel could be used as consultants.

21. *Timetable.* All studies and workshops should be carried out during the next 18 months. A specific time table needs to be produced to show when each will take place, how they will be interspersed, and how their findings will be coordinated.

22. *Final product of the self-study.* Findings of particular studies and workshops will be used to resolve specific problems and will be also synthesized to answer the questions above. The local and international panels will oversee the work. To create coherent output, work have to be timed appropriately, i.e. admissions policy work will be done before financing-cost planning. Also, individual writers of the studies will meet after a production of their documents. Eventually, a single document will be produced that will be succinct (possibly as short as 30 pages) and readable. For specific issues, it will refer to the specific studies.

23. *International panel.* The original proposal had a high-paid international panel of experts living outside Nepal (one coordinator and two panel members). However, there are many international scholars living and working in various positions in Nepal, who could potentially serve as panel members at a much lower cost. It is suggested that such a panel be constituted, and that a flat honorarium (about (\$5000) be paid to these members in US currency plus any internal travel expenses and subsistence. If any members are due to leave Nepal during the study, the grant funds would pay for return trips and subsistence.

24. *Funding.* Subtracting various administrative costs, there are approximately US\$470,000 available for actual work from the US\$599,000 grant. The above revision may put expenditures above that limit. It is suggested, therefore, that project preparation funds be used to conduct the higher secondary education studies and university property inventory. Given current priorities and Government policies on international technical assistance, the grant may need to maximize international technical assistance for curriculum development, higher secondary education, and workshop participation.

25. The grant was originally configured for heavy administrative support to take care of needs of international specialists. Some administrative categories will need to be reconfigured at an upcoming quadripartite revision of the prodoc.

Annex - 3

Selected Data on Tertiary Education

Tribhuvan University Estimated Budget for FY 2052/53

Expenditures and Sources of Income of the Institutes, Faculties, Central Department and Others for FY 2052/53

Tribhuvan University Income Sources for FY 2052/53

Tribhuvan University Working Staff Data FY 2052/53

Population of Age Group 16-22 Years by Sex, National Population Census, 1991

Tribhuvan University Estimated Student Enrolment Data for FY 2052/53

TU Affiliated Campus Enrolment by Level and by Institute/Faculty, 2049/50 (1992/93)

Districts without any Campuses

Districts without any TU Campuses

Comparative Figures of SLC Pass students and Enrolment in Certificate Level

Higher Secondary Schools Enrolment and Examination Results 2050-52

Attrition in Higher Education: Proficiency Certificate Level Data

Attrition in Higher Education: Bachelor's Level Data

Attrition in Higher Education: Master's Level Data

Master Level Examination Results: Part I: 2048/49

Tribhuvan University Estimated Budget for FY 2052/53

SN	Expenditures	Y 2050/5 actual	FY 2051/52 revised estimate	Y 2052/5 estimated	Percentage
	1. Regular Programme				
1	Institute of Engineering	44598	50278	51669	3.8%
2	Institute of Agriculture and Animal Science	27180	33329	33713	2.5%
3	Institute of Medicine	122770	131726	131774	9.8%
4	Institute of Forestry			13019	1.0%
5	Institute of Science and Technology	82683	82380	86651	6.4%
6	Faculty of Law	17728	19110	20275	1.5%
7	Faculty of Management	45764	48119	52874	3.9%
8	Faculty of Education	39303	38307	41500	3.1%
9	Faculty of Humanities and Social Sciences	127408	127115	136227	10.1%
10	CEDA	4810	5119	5709	0.4%
11	CNAS	3709	3570	4027	0.3%
12	RECAST	4971	5641	6021	0.4%
13	CERID	3112	3522	3793	0.3%
14	University Campus	54578	59070	60199	4.5%
15	Examination Controller Office		33687	36765	2.7%
16	CDC		3628	2495	0.2%
17	Central Library		4146	3879	0.3%
18	Service Commission			1730	0.1%
19	Central Office	75715	80923	107680	8.0%
20	Central Cafeteria	1000			0.0%
	Sub-total	655329	729670	800000	59.2%
	2. Foreign Aid and Credit Programme				0.0%
1	Institute of Engineering	18155	276606	279517	20.7%
2	Institute of Agriculture and Animal Science	89117	101259	21821	1.6%
3	Institute of Medicine		76385	53247	3.9%
4	Institute of Forestry	22790	15655		0.0%
5	Institute of Science and Technology	1386	1375	200	0.01%
6	Faculty of Law			300	0.02%
7	Faculty of Humanities and Social Sciences	3700			0.0%
8	University Campus			1650	0.1%
9	Higher Education Project	3771	117000	190170	14.1%
10	Automation	959			0.0%
11	Farm Forestry Project	3218	4179	2450	0.2%
12	RECAST	1077	644	324	0.02%
13	CERID		1300	1300	0.1%
	Sub-total	144173	594403	550979	40.8%
	Total of Regular Programme	655329	729670	800000	59.2%
	Total of Foreign Aid/Credit (Matching Fund)	144173	594403	550979	40.8%
		799502	1324073	1350979	100.0%
	Sources of Income				
	HMG	566059	655700	777671	57.6%
	Regular	536545	583970	680000*	50.3%
	Additional	206	25700		0.0%
	Foreign Aid Internal Investment	29308	46030	97671	7.2%
	Foreign Aid	114865	548373	453308	33.6%
	TU Income	128771	120000	120000	8.9%
	Regular	101955	94000	93000	6.9%
	Teaching Hospital	26816	26000	27000	2.0%
	Savings (-)	-10193			0.0%
		799502	1324073	1350979	100.0%

* The new coalition Government announced a reduction of Rs. 3,69,26,000 in the Budget Revision for FY 2052/53. So the total HMG Grant to TU is Rs. 64,30,74,000 only.

**Expenditures and Sources of Income of the Institutes, Faculties,
Central Departments and Others for FY 2052/54**

SN	Expenditures	TU Income	HMG Fund		Foreign Aid/ Credit
			Regular	Matching fund	
1	Institute of Engineering	2121	49548	27904	251613
2	Institute of Agriculture and Animal Scienc	2841	30872	7359	14462
3	Institute of Medicine	28412	103362	40256	12991
4	Institute of Forestry	614	12405		
5	Institute of Science and Technology	7953	78698	200	
6	Faculty of Law	3420	16855	300	
7	Faculty of Management	15395	37479		
8	Faculty of Education	6165	35335		
9	Faculty of Humanities and Social Sciences	19823	116404		
10	CEDA	40	5669		
11	CNAS	41	3986		
12	RECAST	38	5983		324
13	CERID	20	3773		1300
14	University Campus	4370	55829		1650
15	Examination Controller Office	27150	9615		
16	CDC	1200	1295		
17	Central Library	150	3729		
18	Service Commission	247	1483		
19	Central Office		107680		
20	Higher Education Project			21652	168518
21	Farm Forestry Project				2450
	Total	120000	680000	97671	453308

Tribhuvan University Income Sources for FY 2052/53

07	Headings	FY 2050/51 actual	FY 2051/52 revised estimate	FY 2052/53 estimated	Percentage
002	Campus Admission Fee		4478	4500	3.8%
003	TU Registration Fee	3473	2000	1600	1.3%
004	Tuition Fee	42565	39350	39800	33.2%
005	Identity Card Fee			400	0.3%
006	Games Fee	724	1700	1800	1.5%
007	Laboratory Fee	116	877	1300	1.1%
008	Library Fee	189	4810	5100	4.3%
009	Examinations Fee	27058	28500	27100	22.6%
010	Hostel Fee	512	400	400	0.3%
011	Late Fee	1772	210	200	0.2%
012	Miscellaneous Fee	10932	9600	8000	6.7%
014	Publications Sales	603	475	200	0.2%
015	Income from TU Lands	2030	2000	1700	1.4%
016	Interest from TU Investme	7	500	300	0.3%
017	Donations	17			0.0%
018	Other income	38773	25100	27600	23.0%
		128771	120000	120000	100.0%

Tribhuvan University Working Staff Data F/Y 2052/53

SN	Level	Designation	Permanent	Temporary	Wage-basis	Contract	Total
Teaching Staff							
1	1 Ka	Professor	145			9	154
2	2 Ka	Reader	848			5	853
3	3 Ka	Lecturer	1619			230	1849
4		Sp. Instructor	47				47
5	Ka	Asst. Lecturer	1085	268		586	1939
6	4 Ka	Instructor	72	24		22	118
7	4 Kha	Deputy Instructor	119	32		50	201
8	5 Ka	Asst. Instructor	100	43		38	181
9		Others					58
			4035	367	0	940	5400
Administrative Staff							
1	1 Kha	Administrator or equivalent					0
2	2 Kha	Joint Administrator or equivalent	2				2
3	3 Kha	Dy. Administrator or equivalent	180				180
4	4 Ka	Asst. Editor	1		3		4
5	4 Kha	Asst. Administrator or equivalent	480	80	2	1	563
6	6 Kha	Head Asst. or equivalent	765	143	47	25	980
7	7 Kha	Assistant or equivalent	300	152	51	40	543
8	8 Ka	Asst. Sales Man	4				4
			1732	375	103	66	2276
Technical Personnel							
1	1 Ka	Librarian					0
2	2 Ka	Joint Librarian or equivalent	2				2
3	3 Ka	Dy. Librarian or equivalent	31				31
4	4 Ka	Asst. Librarian or equivalent	43			15	58
5	4 Kha	Senior Staff Nurse	25				25
6	5 Ka	Staff Nurse or equivalent	254	12		97	363
7	6 Ka	Lab. Asst. or equivalent	119	52	14	13	198
8	6 Ka	Supervisor or equivalent	67				67
9	7 Ka	ANM or equivalent	240	35	3	4	282
10	7 Kha	House Keeper or equivalent	43				43
11	8 Ka	Lab. Boy or equivalent	301	84	25	49	459
			1125	183	42	178	1528
Utility Staff etc.,							
1	4 Kha	Kitchen Incharge	1				1
2	6 Ka	Senior Driver or equivalent	50				50
3	6Kha	Chief Cook or equivalent	1				1
4	7 Ka	Driver or equivalent	72				72
5	7 Kha	Chief Guard or equivalent.	5				5
6	8 Ka	Cook or equivalent	793				793
7	9	Peon or equivalent	1314	682	127	84	2207
			2236	682	127	84	3129
Teaching and Administration Staff							
Teaching		Teaching Staff		5400			
		Administrative Staff		2276			
		Technical Staff		1528			
		Others and Utility Services Staff		3129			
		Total		12333			

Population of Age Group 16-22 Years by Sex, National Population Census, 1991

Age	Male	Female	Total	Percentage
17	144818	154853	299671	12.14%
18	213320	231167	444487	18.01%
19	127783	137407	265190	10.74%
20	181509	225268	406777	16.48%
21	135462	145409	280871	11.38%
22	175270	213530	388800	15.75%
Total	1166695	1301856	2468551	100.00%
Percentage	47.26%	52.74%	100.00%	
Enrolments in Constituent Campuses				110239
Enrolments in Affiliated Campuses				44487
Enrolments in Higher Secondary Schools				4098
Total Enrolments in Higher Education				158824
Percentage of students enrolled in higher education out of the total Cohort 17-22 yrs population				7.61
Bachelor's and Master's enrolment				44884
Age group 17-22 yrs population				1786125
Percentage of higher education enrolment over 18-22 yrs age group of population				2.51%
Secondary enrolment (8-10 classes) in 1990 [CBS 1992, p.163]				
Boys	262519	72.02%		
Girls	102006	27.98%		
Total	364525	100.00%		
Secondary enrolment (6-8 classes) in 1990 [CBS 1992, p. 161,163]				
Boys	503375	71.03%		
Girls	205288	28.97%		
Total	708663	100.00%		
Age group 11-15 yrs population				2082521
Current secondary enrollment (6-10 class)				708663
Percentage				34.03%
Eighth plan target				45.00%
45% of target population				937134
Percentage of female enrolment at different levels				
Primary		36%		
Lower Secondary		38%		
Secondary		28%		
Higher education enrolment as percentage of secondary enrolment				
Secondary	Higher	Percentage		
364525	158824	43.57%		

Regional Distribution of Enrolment in Tribhuvan University

Development Region	Population ratio		TU enrolment SLC Results	
	National Census	1991 %	1990/91 %	2048/49 %
Eastern Dev. Reg.	24		18.67	27
Central Dev. Reg.	33		57.26	37
Western Dev. Reg.	20		16.45	22
Mid-Western Dev. Reg.	13		5.62	7
Far-Western Dev. Reg.	9		1.99	4

Districts without any Campuses

SN	District	SN	District
1	Solukhumbu	8	Rukum
2	Ramechhap	9	Dailekh
3	Rashuwa	10	Dolpa
4	Dhading	11	Kalikot
5	Manang	12	Mugu
6	Mustang	13	Humla
7	Rolpa	14	Bajura

Districts without any TU Campuses

SN	District	SN	District
1	Taplejung	25	Parbat
2	Panchthar	26	Gulmi
3	Sankhuwashabha	27	Nawalparasi
4	Solukhumbu	28	Kapilvastu
5	Okhaldhunga	29	Argakhanchi
6	Khotang	30	Pyuthan
7	Udaypur	31	Rolpa
8	Mahottari	32	Rukum
9	Sarlahi	33	Salyan
10	Sindhuli	34	Bardia
11	Ramechhap	35	Dailekh
12	Dolkha	36	Jajarkot
13	Sindhupalchok	37	Dolpa
14	Kavrepalanchok	38	Kalikot
15	Nuwakote	39	Mugu
16	Rashuwa	40	Humla
17	Dhading	41	Bajura
18	Rautahat	42	Bajhang
19	Bara	43	Acham
20	Tanahu	44	Kailali
21	Sangjya	45	Dadheldhura
22	Manang	46	Baitadi
23	Mustang	47	Darchula
24	Myagdi		

Comparative Figures of SLC Pass students and Enrolment in Certificate Level

Year	SLC Pass	Certificate Level Enrolment	Percentage of Enrolment in Certificate Level over SLC Pass of previous year
1982	16515		
1983	24205	12192	73.82%
1984	29519	13240	54.70%
1985	23699	16576	56.15%
1986	29623	17556	74.08%
1987	33043	19188	64.77%
1988	41412	22900	69.30%
1989	52006	23906	57.73%
1990	82973	27689	53.24%
1991	53032	32003	38.57%
1992		40617	76.59%

Tribhuvan University Estimated Student Enrolment Data for F/Y 2052/53

SN	Institute/ Faculty	Below Certificate			Proficiency Certificate			Bachelor			Master			Total		
		New	C/O	Total	New	C/O	Total	New	C/O	Total	New	C/O	Total	New	C/O	Total
	Institute															
1	Engineering				552	1117	1669	192	327	519			0	744	1444	2188
2	Agriculture				80	72	152	120	250	370	20		20	220	322	542
3	Medicine				309	545	854	100	235	335	52	43	95	461	823	1284
4	Forestry				175	150	325	40	75	115			0	215	225	440
5	Science				4440	3287	7727	1710	1396	3106	792	702	1494	6942	5385	12327
	Total Institutes	0	0	0	5556	5171	10727	2162	2283	4445	864	745	1609	8582	8199	16781
	Faculty															
6	Law				1413	1536	2949	870	146	1016	50		50	2333	1682	4015
7	Management				6965	5670	12635	4995	3920	8915	2110	1511	3621	14070	11101	25171
8	Education				3096	2225	5321	3350	1975	5325	350	250	600	6796	4450	11246
9	Humanities	965	286	1251	10725	8113	18838	5672	5330	11002	3045	1703	4748	20407	15432	35839
	Total Faculties	965	286	1251	22199	17544	39743	14887	11371	26258	5555	3464	9019	43606	32665	76271
	Grand Total	965	286	1251	27755	22715	50470	17049	13654	30703	6419	4209	10628	52188	40864	93052

TU Affiliated Campus Enrolment by Level and by Institute/Faculty, 2049/50 (1992/93)

Institute/Faculty	Certificate			Bachelors			Bachelors		
	New	C/O	Total	New	C/O	Total	New	C/O	Total
Institute of Engineering									
Institute of Agriculture									
Institute of Medicine	130	112	242	0	0	0	130	112	242
Institute of Forestry									
Institute of Science and Technology	580	474	1054	0	0	0	580	474	1054
Faculty of Law	1005	1143	2148	100	67	167	1105	1210	2315
Faculty of Management	5852	6702	12554	1208	1380	2588	7060	8082	15142
Faculty of Education	358	250	608	512	50	562	870	300	1170
Faculty of Humanities and Social Sciences	8975	9686	18661	801	694	1495	9776	10380	20156
Grand Total	16900	18367	35267	2621	2191	4812	19521	20558	40079

Note: More recent data are not available.

Higher Secondary Schools Enrolment and Examination Results 2050-52

Name and Address of Schools	District	Faculty	Student Number			Appeared in Exam			Pass		
			2050	2051	2052	2050	2051	2052	2050	2051	2052
Eastern Development Region											
Kerphok Vidhya Mandir, Kerphok	Ilam	Management	19	15		18	14		2	3	
Jyoti Secondary School, Beltar	Udaypur	Management	42	31	8	38	31	8	3	3	5
Sarvodaya Secondary School, Kanchanpur	Saptari	Humanities		14	23		13	23		3	5
		Management	45	42	8	44	42	8	5	6	7
Janata MB, Amanpur, Golbazar	Siraha	Humanities		70	28		69	28		8	
		Education			81			79			5
Motha MB, Motha, Sijuwa	Morang										
Solukhumbu UMB, Salleri	Solukhumbu	Education			27			24			6
		Management		55	4		53	5		1	1
Mohan MB, Ramnagar, Mirchaiya	Siraha	Humanities		16	21		16	21		5	
		Education			41			41			1
Baruneswar MB, Rampur	Okhaldhunga										
Lahan Campus, Lahan	Siraha										
Shahid HSS	Okhaldhunga	Humanities		6			6				
		Education			6			1			1
Sauntha HSS	Morang	Humanities			53			51			5
Khadananda HSS	Bhojpur	Humanities			21			14			1
		Education			81			18			12
		Management			26			26			2
JS Murarka HSS	Siraha	Education			95			93			6
		Management			26			26			2
Dhulabari Campus	Jhapa	Education			62			62			15
Kankai Campus	Jhapa	Education			94			93			21
Gograha HSS	Morang	Education			50			49			8
Urlabari Campus	Morang	Education			76			75			2
Himal Darshan HSS	Solukhumbu	Education			32			28			7
National Science & Commerce Academy	Morang	Management			11			11			7
		Science			70			64			21
		Management			30			30			25
Devkota Memorial HSS	Morang	Science			21			17			7
		Management			18			18			1
Ramailo Campus	Morang	Management									
Central Development Region											
Chakra Janata Sahid Ganga Sec. School, Barhathawa	Sarlahi	Management	66	34		63	33		6	3	
Indreswor Secondary School, Panouti	Kavre	Management	23	17	23	21	15	22	3	3	1
Sanjeevan Secondary School	Kavre	Management	17	26	16	17	26	16	3	1	3
Aroonodaya Secondary School, Pharping	Kathmandu	Humanities	27	11		26	10		3	4	
Jan Jyoti Secondary School, Chandranigahpur	Rautahat	Humanities	80	68	26	73	66	25	3	2	1
		Management			14			13			
Sarswoti Secondary School, Pipara	Rautahat	Education	41	39	10	39	39	10	2	2	
Adarsha Secondary School, Gajuri	Dhading	Humanities	9			9					
Gauri Shankar Secondary School, Ramechap Bajar	Ramechap	Humanities	33	16	12	33	16	12	1	3	8
Mahendrodaya Secondary School, Manthali	Ramechap	Humanities	24	12		22	12		1	3	
National School of Sciences, Lainchaur	Kathmandu	Science		71	101		69	101		35	55
National School of Sciences, Lainchaur	Lalitpur	Science			49			49			19
Puja Vidyapith MB, Banewar	Kathmandu	Management			27			25			10
		Science		23	30		6	29		2	1
Tribhuvan Trishuli VMB, Trishuli	Nuwakot	Management		45	29		45	29		4	3
		Education		59	100		54	96		5	5
BP Koirala Campus, Janakpurdham	Dhanusha	Science			19			12			3
		Humanities			10	4	2	9	2	2	1
Taudaha Rashtriya HSS	Kathmandu	Humanities	10	4	2	9	2	2	1	2	
Galaxy Public HSS	Kathmandu	Humanities		11			10				8
		Management		37	79		36	78		18	53
		Science			30			30			10
Mahendra Gadhimai HSS	Bara	Humanities		5	5		5	5			
		Education			7			6			1
Chaturbhujeswar HSS	Sarlahi	Education			26			26			8
		Science	5	4	6	4	4	6	1	1	
Sahayogi HSS	Kathmandu	Education			4			4			1
Krishna Ratna Ganga HSS	Sindhupalcho	Education			19			17			
Hetaunda Campus	Makwanpur	Education			54			54			6
Jiri HSS	Dolakha	Education			30			27			10
Nilkantha HSS	Dhading	Education			58			56			13
Phakichandragami HSS	Dhanusha	Education			10			10			

Higher Secondary Schools Enrolment and Examination Results 2050-52

Name and Address of Schools	District	Faculty	Student Number			Appeared in Exam			Pass		
			2050	2051	2052	2050	2051	2052	2050	2051	2052
Holy Vision HSS	Kathmandu	Management			45			45			15
		Science			16			15			10
Viswa Shanti Campus	Kathmandu	Management			20			19			
Chhetrapal HSS	Nuwakot	Management			18			18			1
Lord Buddha Academy	Kathmandu	Science			36			34			4
Mahendra Bhawan	Kathmandu	Science			18			18			8
Amar Adarsha HSS	Kathmandu	Science			2			1			
Shahid Smarak HSS	Kathmandu	Science			3			1			1
Western Development Region											
Mangala Secondary school, Soti Pasal	Lamjung	Humanities	11	17	19	11	16	18	8	7	5
Sarvodaya Secondary School, Dura Danda	Lamjung	Humanities	17	15	22	16	15	22	7	7	10
Gandaki Boarding School, Lamachour, Pokhara	Kaski	Science	30	50	32	28	50	31	11	42	31
Machapuchre Secondary School, Nagdanda	Kaski	Education	20	28	33	17	28	31	3	3	4
Devchuli Secondary School, Rajhar	Nawalparasi	Humanities	32	19	12	29	19	11	3	3	
Harihar Sanskrit Tatha Sadharan Secondary School	Argakhachi	Education	67	59	23	65	58	23	9	7	4
Tribhuvan Secondary School, Manechouk	Tanahou	Education	43	57	35	40	57	32	17	21	12
Janbodh Secondary School	Gulmi	Humanities	61	58	11	57	58	10	3	14	7
Janahit Secondary School, Jomshom	Mustang										
Janbikas Secondary School, Darcha	Palpa	Education	30	30	24	29	30	24	9	6	5
Himalaya Secondary School, Dhurkot	Gulmi	Humanities	39	27	17	39	25	15	4	14	2
Brahmarupa HSS	Kaski	Humanities		13	12		13	11		3	
Pharsatikar HSS	Rupandehi	Humanities		12	13		12	12		1	3
Siddhartha Campus	Kapilvastu	Humanities			52			49			4
Dullav HSS	Gorkha	Education		23	8		23	8		5	3
Tribhuvan HSS	Syangja	Education		25			25			14	
Resunga Muple Campus	Gulmi	Education			53			51			9
Tansen Multiple Campus	Palpa	Education			23			22			4
Nawajagrit HSS	Parbat	Education			21			21			2
Bhanubhakta Campus	Tanahu	Education			20			20			6
Mid-Western Development Region											
Janata Secondary School, Biju, Bidhyapur	Surkhet	Education	48	47	20	46	46	20	3	9	3
Ananda Secondary School, Gulmi	Surkhet	Humanities	69	38		66	38		3	7	
		Education			12			6			
Bal Janata Secondary School, Bangaou, Deukhuri	Dang	Humanities	43	33	7	37	32	6	8	5	2
		Education			14			10			3
		Management			6			3			1
Sidhiratna Namuna Secondary School, Narayanppur	Dang	Humanities	62	14		62	14		1	2	
Public Padmodaya Secondary, Bharatpur	Dang	Science	10	9	8	9	9	5	1	3	
Bijaya Secondary School, Dullu	Dailekh	Education	49	46	13	47	46	13	6	8	7
Tribhuvan Secondary School, Dailekh Bajar	Dailekh	Humanities	51	39	23	49	37	22	4	14	6
Amar Sahid Dasharathchandra Sec.School, Rajapur	Bardia	Humanities	84	60	18	81	59	17	7	5	2
Shital Secondary School, Chourjahari	Rukum	Education	62	143	52	57	143	52	10	23	17
Mahakali Secondary School	Mugu	Humanities	36	23	4	27	22	1	3	7	
Saraswati HSS	Dolpa	Humanities			11			11			2
Panchadev HSS	Kalikot	Education		38	15		20	12		2	2
Babai Multiple Campus	Bardiya	Education			19			19			
Janaklyan HSS	Salyan	Education			37			31			1
Mahendra HSS, Nepalgunj	Banke	Science			6			6			3
Far-Western Development Region											
Birendra Vidhya Mandir Secondary School, Tikapur	Kailali	Education	35	65	29	34	64	27	4	1	2
		Management	41	55	12	41	45	12	11	6	2
Sitaram HSS	Doti	Education	11	8	14	9	17	13	5	10	3
Bhanudaya Secondary School, Naubishe	Bajura	Humanities	45	41		38	38		6	5	
		Education		8	59		8	51		2	1
Punarwas Janata HSS	Kanchanpur	Humanities		8			8				
Mahendra HSS	Darchula	Education		72	95		68	91		17	19
Mahendra HSS	Dadedhdhura	Humanities			16			16			
Manilek HSS	Baitadi	Education			33			29			7
Total			1437	1930	2865	1350	1847	2670	180	401	612

Attrition in Higher Education
Proficiency Certificate Level Data

Institute of Science and Technology								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	2640	3526	2867	3163	3166	1693	3227	1919
Exam appeared	1726	1495	1406	1332	2371	1198	2482	1276
Passed	237	415	414	419	586	497	847	574
% Passed/appeared	13.73%	27.76%	29.45%	31.46%	24.72%	41.49%	34.13%	44.98%
% Passed/enrolment	8.98%	11.77%	14.44%	13.25%	18.51%	29.36%	26.25%	29.91%
Faculty of Law								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	1774	2167	1703	2502	2306	1488	1835	1814
Exam appeared	1111	871	1258	1063	1730	1139	1865	1340
Passed	70	142	229	157	271	326	397	348
% Passed/appeared	6.30%	16.30%	18.20%	14.77%	15.66%	28.62%	21.29%	25.97%
% Passed/enrolment	3.95%	6.55%	13.45%	6.27%	11.75%	21.91%	21.63%	19.18%
Faculty of Management								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	3505	5136	4131	5175	5223	3590	5795	4411
Exam appeared	2394	2165	2441	2200	3161	2964	4737	3873
Passed	396	263	947	429	486	714	1608	1076
% Passed/appeared	16.54%	12.15%	38.80%	19.50%	15.37%	24.09%	33.95%	27.78%
% Passed/enrolment	11.30%	5.12%	22.92%	8.29%	9.30%	19.89%	27.75%	24.39%
Faculty of Education								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	971	912	1572	1217	1468	964	1749	1070
Exam appeared	518	319	686	448	1209	627	1101	897
Passed	62	67	170	122	230	210	273	354
% Passed/appeared	11.97%	21.00%	24.78%	27.23%	19.02%	33.49%	24.80%	39.46%
% Passed/enrolment	6.39%	7.35%	10.81%	10.02%	15.67%	21.78%	15.61%	33.08%
Faculty of Humanities and Social Sciences								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	6849	8442	7424	9630	9634	6184	10160	7732
Exam appeared	4767	2063	4709	3701	7239	4339	7843	5996
Passed	251	340	964	511	1184	667	1397	1068
% Passed/appeared	5.27%	16.48%	20.47%	13.81%	16.36%	15.37%	17.81%	17.81%
% Passed/enrolment	3.66%	4.03%	12.98%	5.31%	12.29%	10.79%	13.75%	13.81%

**Attrition in Higher Education
Bachelor's Level Data**

Institute of Science and Technology								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	557	284	1342	412	1955	829	1257	1096
Exam appeared							244	138
Passed							105	67
% Passed/appeared	NA	NA	NA	NA	NA	NA	43.03%	48.55%
% Passed/enrolment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.35%	6.11%
Faculty of Law								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	198	768	324	497	996	482	949	1125
Exam appeared		111			187		909	261
Passed		57			62		175	94
% Passed/appeared	NA	51.35%	NA	NA	33.16%	NA	19.25%	36.02%
% Passed/enrolment	0.00%	7.42%	0.00%	0.00%	6.22%	0.00%	18.44%	8.36%
Faculty of Management								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	967	1146	1860	719	4390	1569	3524	3779
Exam appeared		546			1752		3957	1434
Passed		214			516		1407	793
% Passed/appeared	NA	39.19%	NA	NA	29.45%	NA	35.56%	55.30%
% Passed/enrolment	0.00%	18.67%	0.00%	0.00%	11.75%	0.00%	39.93%	20.98%
Faculty of Education								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrollment	788	292	799	290	1389	427	2153	717
Exam appeared		269			434		828	407
Passed		92			174		278	249
% Passed/appeared	NA	34.20%	NA	NA	40.09%	NA	33.57%	61.18%
% Passed/enrolment	0.00%	31.51%	0.00%	0.00%	12.53%	0.00%	12.91%	34.73%
Faculty of Humanities and Social Sciences								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	1873	1904	2653	1307	4894	2200	4684	3759
Exam appeared		829			1912		3991	1794
Passed		277			572		1245	516
% Passed/appeared	NA	33.41%	NA	NA	29.92%	NA	31.20%	28.76%
% Passed/enrolment	0.00%	14.55%	0.00%	0.00%	11.69%	0.00%	26.58%	13.73%

**Attrition in Higher Education
Master's Level Data**

Institute of Science and Technology								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	0	0	214	291	268	228	619	225
Exam appeared							244	138
Passed							105	67
% Passed/appeared	NA	NA	NA	NA	NA	NA	43.03%	48.55%
% Passed/Enrolment	NA	NA	0.00%	0.00%	0.00%	0.00%	16.96%	29.78%
Faculty of Management								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	705	608	784	1239	1069	1126	1374	684
Exam appeared							1854	1038
Passed							263	284
% Passed/appeared	NA	NA	NA	NA	NA	NA	14.19%	27.36%
% Passed/Enrolment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	19.14%	41.52%
Faculty of Education								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	788	292	799	290	1389	427	2153	717
Exam appeared							135	91
Passed							41	27
% Passed/appeared	NA	NA	NA	NA	NA	NA	30.37%	29.67%
% Passed/enrolment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.90%	3.77%
Faculty of Humanities and Social Sciences								
	2042		2043		2044		2045	
	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Enrolment	1873	1904	2653	1307	4894	2200	4684	3759
Exam appeared							2344	967
Passed							454	221
% Passed/appeared	NA	NA	NA	NA	NA	NA	19.37%	22.85%
% Passed/enrolment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	9.69%	5.88%

Master Level Examination Results
(held on Chaitra 16, 2048 - Asar 2, 2049)

Part I : 2048/49

	Subject	Applied	Appeared	Passed	%
1	Newari	16	13	5	38.46%
2	Home Science	32	29	14	48.28%
3	Geography	78	69	22	31.88%
4	Maithili	11	11	3	27.27%
5	Sanskrit	6	4	0	0.00%
6	Population Studies	39	35	19	54.29%
7	Hindi	9	8	5	62.50%
8	Psychology	11	9	0	0.00%
9	Culture	134	97	37	38.14%
10	English	370	278	51	18.35%
11	History	425	286	67	23.43%
12	Sociology/Anthropology	203	167	37	22.16%
13	Nepali	634	499	139	27.86%
14	Economics	1620	1135	146	12.86%
15	Political Science	1049	720	98	13.61%
	TOTAL	4637	3360	643	19.14%

Annex - 4
PROJECT STAFF

1. Dr Kamal P. Malla
National Project Coordinator August 16, 1992-December 31, 1995.
2. Mr G.B. Shakya
Administrative Officer September 16, 1992-December 31, 94
3. Mr Bhim Dhoj Shrestha
Computer Analyst November 1, 1992-December 31, 1995
4. Ms Purnima Shrestha
Secretary October 1, 1992-August 18, 1995
5. Mr Rajan Thapa
Driver November 20, 1992-June 30, 1995
6. Mr Krishna Sharma
Driver January 1, 1993-December 31, 1994
7. Mr Pradip Thapa
Driver July 3, 1995-December 31, 1995
8. Mr Krishna Thapa
Messenger October 18, 1992-November 14, 1994
9. Mr Jit B. Rumtel
Messenger November 20, 1994-December 31, 1995

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ACRONYMS

ADB	Asian Development Bank
ATEP	Assessment of Tertiary Education Project
C/O	Carry Over
CDR	Central Development Region
CEDA	Centre for Economic Development Administration
CERID	Research Centre for Educational Innovation and Development
CHSE	Council for Higher Secondary Education
CL/PCL	Proficiency Certificate Level
COE	Controller of Examinations
CTEVT	Council for Technical Education and Vocational Training
DGL/GL	Master's Level
DL	Bachelor's Level
EDR	Eastern Development Region
EMIS	Educational Management Information System
FOE	Faculty of Education
FOL	Faculty of Law
FOM	Faculty of Management
FWDR	Far Western Development Region
GDP	Gross Domestic Product
GER	General Enrolment Ratio
HASS/FOHS	
/FOHSS	Faculty of Humanities and Social Sciences
HEP	Higher Education Project
HMG/N	His Majesty's Government
HRD	Human Resource Development
HSE	Higher Secondary Education
HSEB	Higher Secondary Education Board
IDA	International Development Agency
IECS	Institute of Engineering Consultancy Services
IIT	Indian Institute of Technology
IST/IOST	Institute of Science and Technology
ITRE	Inventory of Tribhuvan University Real Estate
JICA	Japan International Cooperation Agency
MOE/MOEC	Ministry of Education and Culture
MWDR	Mid-Western Development Region
OHP	Overhead Projector
PEE	Public Expenditure in Education
RECAST	Research Centre for Applied Science and Technology
SLC	School Leaving Certificate
TU/T.U.	Tribhuvan University
UGC	University Grants Commission
UNDP	United Nations Development Programme
VCR	Video Cassette Recorder
WDR	Western Development Region

List of Documents Produced by the Project

1. TU teachers Workload - a sample survey of 14 Kathmandu Valley Campuses
2. Tribhuvan University Constituent Campus Enrollment Data (2031/32 - 2049/50), March 1994
3. Tribhuvan University Constituent Campus Enrollments by District and by Levels (2031/32 - 2048/49), August 1993
4. Tribhuvan University Constituent Campuses Enrollments by Regions and by Levels (2031/32 - 2048/49), August 1993
5. Tribhuvan University Constituent Campuses Enrollments by Institutes/Faculties and by Levels (2031/32 - 2048/49), August 1993
6. Tribhuvan University Affiliated Campuses Enrollments by Districts and by Levels (2043/44 - 2048/49), September 1993
7. Tribhuvan University Affiliated Campuses Enrollments by Development Region (2043/44 - 2048/49), August 1993
8. Tribhuvan University Enrollments by Institutes/Faculties and by Region: **Constituent** and **Affiliated** Campuses, July 1993
9. Tribhuvan University Constituent Campuses Enrollments by Regions, by Institutes/Faculties and by Levels (2031/32 - 2048/49), August 1993
10. Tribhuvan University Enrollment Data by Development Regions (2031/32 - 2048/49), April 1993
11. Tribhuvan University Affiliated Campuses Enrollments by Campus (2043/44 - 2048/49), August 1993
12. Summaries of TU Curricular Structures at the Bachelor's Level in the Faculties and the Institute of Science and Technology
13. A Directory of TU Teachers
14. TU Budgets, Statements of Expenditure and Unit Costs, July 1993
15. TU Constituent Campuses Construction, Capital and Recurrent Expenses (033/34 - 047/48), August 1993
16. Workshop/seminar report on financing of higher education in Nepal (March 1, 1993)
17. Workshop/seminar report on Academic Staff Policies in TU, (May 17, 1993)
18. Workshop/seminar report on Admissions Policy in TU, (June 17 - 18, 1993)
19. Workshop/seminar report on General Curriculum Structure for Three-Year Bachelor's Programme in Tribhuvan University (August 16, 1994)

Assessment of Tertiary Education is a project sponsored by UNDP under a grant signed with HMG in August 1992 and executed by the World Bank in collaboration with HMG and Tribhuvan University. It is designed as a self-study focussed on five major areas: structure, management, financing, quality and the physical facilities of tertiary education. Its main objectives are:

1. to make tertiary education cost-effective and relevant to the national goals of development of human resources and macro-economic growth.
2. To prepare a policy framework for the next decade for tertiary education sector in Nepal, including affordable and alternative financial and policy scenarios for implementation by HMG and the universities

The self-study is designed to address specific policy-related issues and deliberate on and disseminate their findings among the policy-makers, planners, the university faculty and management.

All the studies are conducted almost entirely by national experts from the Tribhuvan University faculty.

The list of major studies sponsored by the project is given in the inside front cover.

The list of the documents produced by the project is given in the inside back cover.